

Syllabus - STD 2

➔ Formal Grammar

- The Sentence
- Phrase
- Subject and Predicate
- Nouns
- Nouns: Singular and Plural
- Nouns: Gender
- Pronouns
- Adjectives
- Verbs
- The Tense
- Adverbs
- Prepositions
- Conjunctions
- Interjections
- Punctuations
- Articles
- Confusing Words

➔ Functional Grammar

➔ Reading Comprehension

➔ Vocabulary

Syllabus - STD 3

➔ Formal Grammar

- The Sentence
- Kinds of Sentences
- Phrase
- Subject and Predicate
- Nouns
- Nouns: Singular and Plural
- Nouns: Gender
- Pronouns
- Adjectives
- Adjectives: Degree of Comparison
- Verbs
- The Tense
- Adverbs
- Prepositions
- Conjunctions
- Interjections
- Punctuations
- Articles
- Homophones

➔ Functional Grammar

➔ Reading Comprehension

➔ Vocabulary

Syllabus - STD 4

➔ Formal Grammar

- The Sentence
- Kinds of Sentences
- Phrase
- Subject and Predicate
- Nouns
- Nouns: Singular and Plural
- Nouns: Gender
- Pronouns
- Adjectives
- Adjectives: Degree of Comparison
- Verbs
- The Tense
- Adverbs
- Prepositions
- Conjunctions
- Interjections
- Punctuations
- Articles
- Homophones

➔ Functional Grammar

➔ Reading Comprehension

➔ Vocabulary

Syllabus - STD 5

➔ Formal Grammar

- The Sentence
- Kinds of Sentences
- Subject and Predicate
- Phrase and Clause
- Nouns
- Nouns: Singular and Plural
- Nouns: Gender
- Pronouns
- Adjectives
- Adjectives: Degree of Comparison
- Verbs
- The Tense
- Adverbs
- Verbs: Modal Auxiliaries
- Prepositions
- Conjunctions
- Interjections
- Punctuation
- Articles
- Homophones
- Idioms and Phrases

➔ Functional Grammar

➔ Reading Comprehension

➔ Vocabulary

Syllabus - STD 6

➔ Formal Grammar

- The Sentence and Its Kinds
- Phrase and Clause
- Nouns
- Nouns: Singular and Plural
- Nouns: Gender
- Pronouns
- Adjectives
- Adjectives: Degree of Comparison
- Verbs
- Adverbs
- Prepositions
- Conjunctions
- The Tense
- Verbs: Modal Auxiliaries Punctuations
- Direct and Indirect Speech
- Question Tag
- Idioms and Phrases

➔ Functional Grammar

➔ Reading Comprehension

➔ Vocabulary

Syllabus - STD 7

➔ Formal Grammar

- Parts of Speech – Review
- Verbs and Its Kinds
- Verbs: Modal Auxiliaries
- The Tense
- Verbs: Voice
- Punctuation
- Direct and Indirect Speech
- Determiners and Articles
- More about Prepositions
- Question Tag
- Transformation of Sentences
- The Clauses and Its Kinds
- Kinds of Sentences – Simple, Compound, Complex
- Figures of Speech
- Idioms and Phrases

➔ Functional Grammar

➔ Reading Comprehension

➔ Vocabulary

Syllabus - STD 8

➔ Formal Grammar

- Parts of Speech - Review
- Verbs and Its Kinds
- Verbs: Modal Auxiliaries
- The Tense
- Verbs: Voice
- Punctuation
- Direct and Indirect Speech
- Determiners and Articles
- More about Prepositions
- Question Tag
- Transformation of Sentences
- The Clauses and Its Kinds
- Synthesis – Simple, Compound, Complex
- Figures of Speech
- Idioms and Phrases
- Articles
- Homophones
- Homophones
- Idioms and Phrases
- Punctuations
- Articles

➔ Functional Grammar

➔ Reading Comprehension

➔ Vocabulary

Syllabus - STD 9

➔ Formal Grammar

- Parts of Speech – Review
- Verbs and Its Kinds
- Verbs: Modal Auxiliaries
- The Tense
- Verbs: Voice
- Punctuation
- Direct and Indirect Speech
- Determiners and Articles
- More about Prepositions
- Question Tag
- Transformation of Sentences
- The Clauses and Its Kinds
- Synthesis – Simple, Compound, Complex
- Figures of Speech
- Idioms and Phrases
- Direct and Indirect Speech
- Question Tag
- Idioms and Phrases
- Conjunctions
- Interjections
- Punctuation
- Articles
- Homophones
- Idioms and Phrases

➔ Functional Grammar

➔ Reading Comprehension

➔ Vocabulary

Std. 2 : The Sentence

While speaking English, we use many sentences. A sentence is a group of words which makes complete sense.

For example:

1. I go to temple every day.
2. I am a good cyclist.



Let us see some other examples:

3. a pen Ritu has.
4. you come do home time what?

Now, examples 3 & 4 are a group of words; but they do not make any sense. The order in which the words are arranged is incorrect. The words should be arranged in a proper order for the sentence to make complete sense.

Thus we have,

- Ritu has a pen.
- What time do you come home?



So, a sentence is a group of words (arranged in proper order) which makes complete sense.

Also, other points to remember are:-

A sentence must always begin with a capital letter.

It should end with a mark of punctuation like (.) full stop, (?) question mark or (!) exclamation mark.

A sentence can be a **statement, command, exclamation or question.**

Kinds of Sentences

Different sentences express different things and have different purposes. A sentence can be a **statement, a command, an exclamation or a question.**

Statement: A sentence that says or states something. We put a **full stop (.)** at the end of such a sentence.

- Example:**
- The Earth is round.
 - Delhi is the capital of India



Command: A sentence that expresses order, request or advice. We put a **full stop (.)** at the end of such a sentence.

- Example:**
- Open the door immediately.
 - Please give me your pen.



Exclamation: A sentence that expresses a strong feeling (happiness, joy, sadness, excitement, wonder). We put an **exclamatory mark (!)** at the end of such a sentence.

- How blue the sky looks!

Example:

- What a beautiful scene it is!

Question: A sentence that asks a question. We put a **question mark (?)** at the end of such a sentence.

- Example:**
- Where do you live?
 - What is your name?

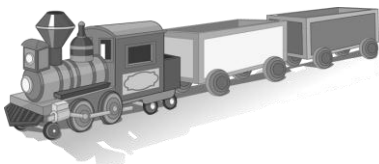
Exercise 1: Rearrange the group of words and rewrite as meaningful sentences with the correct mark of punctuation.

- | | |
|----------------------------------------|------------------------------------|
| 1. a picture beautiful what is it | 6. principal's our what name is |
| 2. are you going where | 7. the desert is Sahara biggest |
| 3. reading love I most the | 8. bike blue ride you can a |
| 4. regularly must your you brush teeth | 9. hot very is it |
| 5. suggest a good book to please me | 10. tie can you your lace shoes of |



Exercise 2: Identify the kinds of sentences.

- | | |
|----------------------------------|-----------------------------------|
| 1. You must obey your elders. | 5. The school starts at 7 a.m. |
| 2. Where is it being celebrated? | 6. Mumbai is a very crowded city. |
| 3. Please give me your pen. | 7. How lovely is that rose! |
| 4. See my new toy train! | 8. The Sun sets in the west. |
| | 9. Do you like chocolates? |
| | 10. Who is your role model? |



Std. 3: Phrase

A phrase is a part of a sentence which makes partial (or some) but not complete sense.

A phrase **never contains** a **verb**.

- Example:**
- Arjun was playing in the park.
 - The red book on the table belongs to Arjun.

In the above sentences '**in the park**', '**the red book**' and '**on the table**' are phrases.



Exercise 1: Identify as sentence or phrases:

1. Without my permission.
2. That pleasant September day.
3. The library closes at six.
4. What are the stars made up of?
5. Sparkling waves and soft, green grass.



Exercise 2: Make sentences by using the following phrases:

1. from the market.
2. all over the world.
3. behind the school building.
4. an expensive diamond ring.
5. near the school.
6. into the well.
7. across the river.
8. in the east.
9. at daybreak
10. in a few days.



Std. 4 : Subject and Predicate

A sentence is made up of two parts – Subject and Predicate.

Example: My father reads the newspaper every day.

My father is the **subject** and **reads the newspaper every day** is a **predicate**.

Subject is that part of the sentence which contains **the doer of the action** or tells us what the sentence is about.



In the above example, the **action** being done is **'reading'** and the doer of the action is **'my father'**. So **'my father'** is the **Subject**.

On the other hand, the Predicate tells us about the action that the subject (doer) does. Thus, **'reads the newspaper every day'** is the predicate. In simple words, the **predicate is that part which contains the verb**.

Thus, the **Subject is the doer** of the action and the **predicate is the action that is done**.

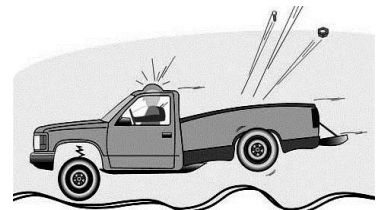
Thus, the Subject can never contain the verb. Also, we must remember that, the sentence **can be divided into TWO PARTS ONLY** and that **no part of the sentence must be left ungrouped**.

Example: The girl painted a picture.

In the above example, the **action is 'painted'** and the **doer of the action is 'girl'**. So the subject is **'the girl'** and not just **'girl'**, similarly the predicate is **'painted the picture'** and not just **'painted'**.

In most of the sentences, the subject is usually placed in the beginning of the sentence. But this does not mean that any word in the beginning of the sentence will be the subject. Sometimes, in some sentences, the subject can appear in the second half of the sentence and the predicate may also be scattered.

Example: Along the bumpy road, moved the car.



Here, **'the car'** is doer of the action. Thus, **'the car'** is subject. **'moved'** is the action, thus, **'moved along the bumpy road'** is a predicate.

Exercise 1: Pick out the Subject and Predicate:

1. Goa has fine beaches.
2. The library closes at six.
3. The computer has become a part and parcel of our life.
4. Take your seat ten minutes before the start of the show.
5. Wise are the persons who don't talk much.
6. On the top of the hill lives the hermit.
7. The sum you told me was easy.
8. Sit down.



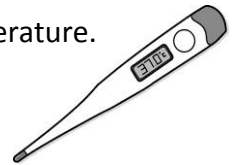
Exercise 2: Match the subjects with their Predicates:

A

1. Our army
2. Doctors
3. Our Principal
4. The news
5. Mathematics
6. The wolf
7. My spectacles
8. The fairy

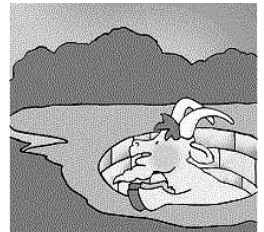
B

1. need to be changed.
2. is not true.
3. fought with courage.
4. told the child an interesting story
5. use a thermometer to measure temperature.
6. killed several sheep.
7. is my favourite subject.
8. has both wisdom and knowledge.



Exercise 3: Supply appropriate Subjects: (remember, the subject can be more than one word)

1. _____ move to a new house every year.
2. _____ goes for a walk daily.
3. _____ do not like to play outdoor games.
4. _____ does not write neatly.
5. _____ leads to Delhi.
6. _____ are made of gold and silver.
7. _____ runs very fast.
8. _____ is very dark.
9. _____ fell into a well.
10. _____ should not scold children.



Std. 5 : Adjectives - Degree of Comparison

We use certain qualities when we compare people. These qualities are adjectives.

Comparison can take place between two people or more than two people. Thus we use degrees (or levels) to make comparison.

As we know, there are three degrees of comparison:

Positive, Comparative and Superlative

For Example: **tall** **taller** **tallest**

Let us understand, when to use which degree:-

When no comparison is made, we usually use the '**Positive Degree**'.

- Raman is a **tall** boy.
(We have not compared Raman with anyone.)

When comparison is made between two people **only**, we use '**Comparative Degree**'.

- Raman is **taller** than Anu.
(Only two people, Raman and Anu are compared.)

We use the '**Superlative Degree**' when comparison is made **between more than two people**.

- Raman is the **tallest** boy in the class.
(Here comparison is made between Raman and all the other boys in the class.)

Note: We add '**the**' before the superlative degree.

List of some Degrees of comparison

(A) Most adjectives form the Comparative by adding 'er' and the Superlative by adding 'est' to the Positive.

Positive	Comparative	Superlative
bold	bolder	boldest
sweet	sweeter	sweetest
kind	kinder	kindest
clever	cleverer	cleverest

Exercise 6: Change the degree of the following sentences as mentioned in the bracket:

1. Rahul tall Suraj (positive degree)
2. The Ganga long Narmada (comparative degree)
3. The Ganga long Narmada (positive degree)
4. The Pacific ocean large all oceans (superlative degree)
5. Gold expensive diamond (comparative degree)

Exercise 7: Fill in with 'elder', 'older', 'eldest' or 'oldest':

1. Himalayas are _____ than any other mountains in India.
2. Which is the _____ temple in India?
3. My sister is _____ than me by 3 yrs.
4. Mr Joshi has three daughters. His _____ daughter is professor.
5. We are two brothers. My _____ brother is an engineer.

Exercise 8: Fill in with the correct form of the degree given in the brackets:

1. The Taj Mahal is the _____ building in the world. (wonderful)
2. Ahmed has little money. Aayush has even _____. (little)
3. Mr Khanna is _____ than Mr Singh. (rich)
4. I find this the _____ book on Geography. (useful)
5. Rajesh is _____. But Suraj is _____ than him. (tall)
6. Mehul was the _____ soldier in the army. (brave)
7. Mercury is the _____ planet. (small)
8. The service in this hotel was _____ than that hotel. (bad). But the service of the new hotel was the _____ (bad).

Std. 6 : Direct & Indirect Speech

Let us suppose that your teacher says , “You are working hard.” If you wish to convey this to your mother, you cannot say ‘You are working hard.’ You will say, ‘My teacher told me that I am working hard.’

Thus, you report to your mother, what your teacher told you.

While reporting, you make certain changes in the actual and original speech. Thus, this format is called Indirect speech while the actual/original speech is called Direct speech.

When the exact words used by a speaker are reproduced within quotation marks, it is called direct speech. When the substance of a speech is conveyed in the reporter’s words, it is called indirect speech.

Note the following points about direct speech:

1. The direct speech is always enclosed within inverted commas.
2. The first word of the direct speech begins with a capital letter.
3. The direct speech is separated from the rest of the sentence by a comma:

- Jyoti said, “Mother is going for a walk.”

Now note the following points about indirect speech:

1. No inverted commas are used.
2. No comma is used to separate the reported speech from the rest of the sentence.
3. A conjunction, if necessary, is used to join the reported speech with the rest of the sentence:

- Jyoti said that Mother was going for a walk.

4. Tenses, pronouns and words denoting nearness of time and position undergo certain changes.

- He said, “I am happy today.”
- He said that she was happy that day.

Reporting verb: The verb which connects us to the direct speech is called the reporting verb.

Example: Teacher said, “You are working hard.”

Here, said is the reporting verb as it tells us what was being reported.

Thus, in indirect speech we have – The teacher said that I was working hard.

Rules for changing the tenses

1. If the reporting verb is in a present tense or a future tense, the tense of the verbs in the reported speech remains unchanged.

Example:

- **Direct:** The teacher says, "The examinations will begin on Monday."
(simple present)

Indirect: The teacher says that the examinations will begin on Monday
(unchanged)

- **Direct:** My father will say, "Books have become very costly."
(simple future)

Indirect: My father will say that books have become very costly.
(unchanged)

- **Direct:** Mother has said, "The breakfast is ready."
(present perfect)

Indirect: Mother has said that the breakfast is ready.
(unchanged)

2. If the reporting verb is in a past tense, the tenses in the reported speech are changed into the corresponding past tense.

We shall discuss this rule in greater details.

- a) The simple present is changed into simple past. (do → did)

Example:

- **Direct:** He said, "Suresh needs a new uniform."
(past) (simple present)

Indirect: He said that Suresh needed a new uniform.
(simple past)

- **Direct:** Renu said, "Mrs. Bajaj works in a school."
(past) (simple present)

Indirect: Renu said that Mrs. Bajaj worked in a school.
(simple past)

Std. 7 : Verbs & its Kinds

A verb, as we all know is that part of speech which denotes the ‘**action**’ done. It also shows ‘**being**’ or ‘**possession**’.

There are different kinds of verbs. They are:

- | | | |
|----------------------|----------------------------------------|---------------------|
| 1. Transitive Verb | 3. Incomplete Verbs and
Complements | 4. Finite Verbs |
| 2. Intransitive Verb | | 5. Infinitive Verbs |

1. Transitive Verb: This verb shows that the action is done on an object (the receiver of the action). In case of a transitive verb, the subject and the object are different.

Example: • Reshma cooked food.

Here the action of ‘**cooking**’ is taking place on ‘**the food**’ (the object) and not Reshma.

Thus, ‘**cooked**’ is a transitive verb.

Transitive verbs always answers the question ‘**what**’ (and not where, how, who). As in the above example, we ask – Reshma cooked what? (food)

Ask ‘**what**’ to the verb and if you get an answer, the verb is transitive.

2. Intransitive Verbs: Intransitive verbs do not contain a separate object. The action does not take place on a separate object.

This type of verb is slightly similar to the concept of Reflexive pronoun, where the action takes place on the subject (doer of the action) himself.

If you ask ‘**what**’ to the verb, you do not get an answer and thus a verb is an intransitive verb.

Example: Radha is studying. The jar fell. The kids were talking loudly.

Exercise 1: Pick out the verbs and state whether they are transitive or intransitive :

- | | |
|-----------------------------------------------------|-----------------------------------------------------|
| 1. Tom and John fought a deadly battle. | 6. After lunch, grandma lay down to rest. |
| 2. The knight killed his opponent with his sword. | 7. Vast floods drowned hundreds of sheep yesterday. |
| 3. We rested after our visitors had gone. | 8. The spider wove a web in a very short time. |
| 4. The winner drove skillfully. | 9. A beautiful peacock strutted about the lawn. |
| 5. He had thought of a good answer to the question. | 10. The farmer keeps two bulls. |

The choice between 'A' and 'An' is determined by sound.

'A' is used before a word beginning with a Consonant sound and 'An' is used before a word beginning with a 'Vowel sound'.

Vowel Sound – a – e – i – o – u

A			An
(A before Consonant sound)			(An before Vowel sound)
a paper	a meeting	a company	an ostrich
a boy	a ticket	a chair	an ant
a garden	a horse	a table	an apple
			an egg
			an ear
			an arrow
			an elephant
			an inkpot
			an umbrella

Special Use

A		An	
(A before Vowel sounding as 'yu'/'wa')		(An before Consonant sounding as Vowel)	
a European	a union	an Ex – officio member	an honorary
a utensil	a U.S soldier	an honest man ('h' silent)	an M.A./MA
a unique scene	a useful book	an M.L.A./MLA	an hour
a one –rupee note	a one legged stool	an M.Sc./MSC	an M.P./MP

Note: 'A' will be used in place of 'An' when 'h' sounds as 'haw' e.g. – 'a hotel', 'a humble servant', 'a historical book' etc. (humble = not 'umble' but 'humble'; hotel = not 'otel' but 'hotel)

Std. 9 : The Clauses and its Kinds

A clause is defined as a group of words (that part of a sentence) which contains a **'finite verb'**.

Example: • The letter brought money which was badly needed.

In the above example, **'brought'** is a finite verb. Thus **'The letter brought money'** is a clause. Also, **'which was badly needed'** contains the finite verb **'was needed'**. So **'which was badly needed'** is also a **'clause'**.

Thus, we see that a sentence can contain more than one clause.

Note: To simplify, we can remember that **the number of clauses in a sentence will be equal to the number of finite verbs in that sentence.**

Every sentence has two types of Clauses – One is a **'main clause'** (or Principal or Independent Clause) and the other is the **'Subordinate or Dependent Clause'**.

The Main Clause:

The Main Clause is called as Main Clause or Independent Clause because it makes complete sense on its own. To make sense, it is not dependent on any other part of the sentence. The Main Clause is like a short sentence within the sentence.

Let us take an example:

- I have a box which is filled with almonds.

Here, there are two clauses. **'I have a box'** and **'which is filled with almonds'**.

The first clause **'I have a box'** makes complete sense but the second clause **'which is filled with almonds'** is incomplete. So, the first clause is called **'Main or Principal Clause'**.

Some other examples of Main Clause:

- He fled where his pursuers could not follow.
- As it is an expensive car the price is very high.

The Subordinate Clause:

The **'Subordinate Clause'** also known as the **Dependent Clause**, does not make any sense on its own. It is **'dependent'** on the **Main Clause** to make sense.

- He fled where his pursuers could not follow.
- As it is an expensive car the price is very high.

The underlined clauses are examples of Subordinate Clauses.

Kinds of Subordinate Clauses:

Now, Subordinate Clause is of three types:

1. Adjective Clause
2. Adverb Clause
3. Noun Clause

This is because, the Subordinate Clause does the work of an adjective, an adverb or a noun.

In this book, we shall learn each of these clauses in detail

The Adjective Clause: As the name suggests, the 'Adjective Clause' is that Subordinate Clause which works like an adjective in the sentence. Therefore, the Adjective Clause tells you something more about a noun (or a pronoun) in the sentence.

Example: • I met a girl who had blue eyes.

Here, 'I met a girl' is the **Main Clause**, 'who had blue eyes' is the '**Subordinate Clause**'.

When we read the Subordinate Clause, we should ask '**what does the Subordinate Clause talk about**'.

'Who had blue eyes' – Who had blue eyes?

The answer is '**the girl**' which is a noun. Thus the Subordinate Clause tells us something more about a noun.

Whenever, we attempt questions based on clauses, we analyse the sentences. Thus it is also called as '**Clause Analysis**'. This is how a sentence is analysed

Example: • I met a girl who had blue eyes.

'I met a girl' – Main Clause

'who had blue eyes' – Subordinate Adjective Clause, qualifying the noun 'girl' in the Main Clause.

Thus some points to remember while analyzing clauses are :

Step 1: Count the finite verbs in the sentence. If there are two finite verbs, there are two clauses.

Step 2: Identify the Main Clause. Remember, the Main Clause is the one that always makes complete sense.

Step 3: Identify the Subordinate Clause.

Step 4: Then identify the type of Subordinate Clause. Ask 'what does the Subordinate Clause tell you about'.

Step 5: Now, write the analysis as shown above.

Remember that we always use the word **'qualifying' or 'qualifies' with 'Adjective Clause'**. This means that **'it tells us something more about'** the noun.

Also, the noun that it qualifies is **ALWAYS present in the MAIN CLAUSE** and not the Subordinate Clause.

Exercise 1: Identify the Main and Subordinate Adjective Clause and state their function.

1. The church where my grandparents were married is old.
2. The car, which was red, belonged to Yogesh.
3. Monica has a dog which follows her everywhere.
4. The package that arrived this morning is on the desk.
5. Disha felt manipulated by her pet dog Santana, whose big, brown eyes pleaded for another cookie.
6. Growling ferociously, Oreo and Skeeter, Manali's two dogs, competed for the hardboiled egg that bounced across the kitchen floor.
7. The vegetables that people leave uneaten are often the most nutritious.
8. The movie that we saw last month was intriguing.
9. It is important to read books that have good plots.