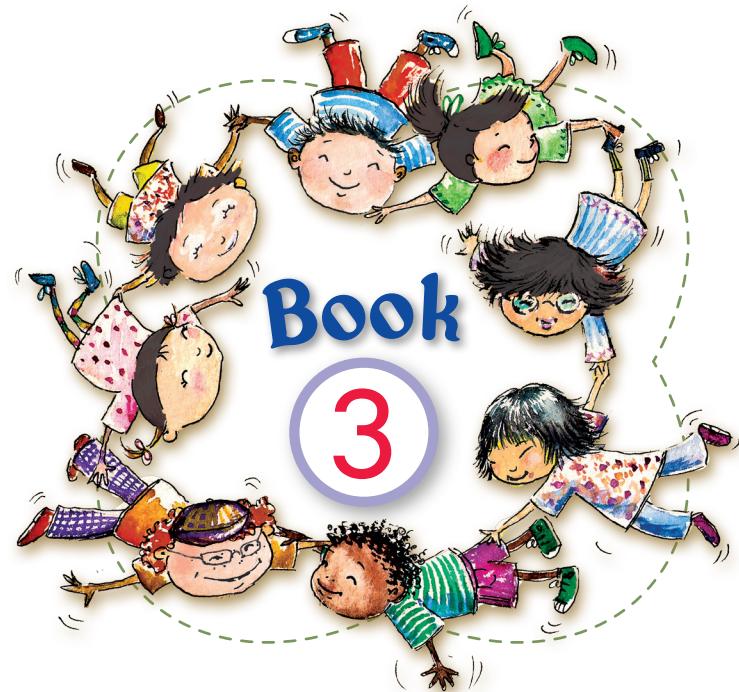


# New Grammar With a Smile



Barry O'Brien

*Series Editor*  
*Sawpon Dowerah*

 HEADWORD  
PUBLISHING COMPANY



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# Preface

**New Grammar with a Smile** is a series of eight books for **classes 1 to 8** that has been revised and carefully graded to make learning of English grammar an edifying and fun experience. Based on the overwhelming response to the series in its very first year and the feedback received thereafter from user schools, the books now have a more user-friendly layout and illustrations, concise definitions and explanations of the rules of grammar, reinforced with a variety of examples and practice exercises.

The course aims to bridge the gap between knowledge and application of grammar rules, and in doing so, hone the learners' listening, speaking, reading and writing skills. A concerted effort has been made to show how grammar is used in everyday writing and speech, thus allowing students to enjoy learning grammatical structures and apply them in their day-to-day life experiences – in both formal and informal domains.

The revised edition takes into account the guidelines of various syllabi and the latest recommendations of the **Draft New Education Policy 2019**. This is reflected in the following features:

- A fair number of engaging activity- and discovery-based warm-ups
- An ample number of exercises for practice and a variety of exercise types (such as exercises with omission and deletion, gap filling, spotting the error)
- New reading comprehension passages with recommended task types to assess factual, inferential, evaluative, lexical, writing and speaking skills
- More picture composition to hone observation, critical thinking, and writing skills
- Fun grammar games for reinforcement and assessment of concepts learnt

Each Coursebook is accompanied by a **Teacher's Resource Book** and a **Digital Resource for Teachers**. The Teacher's Resource Book contains the answer key for every unit in the coursebook.

The **Digital Resource for Teachers** contains

- a flip book • lesson plans • answer keys • teaching guidelines • additional worksheets
- animated explanations of difficult concepts for reinforcement and remedial learning • grammar games • a test generator for each class • interactivities

These can be used to effectively integrate teaching and evaluation tools with the coursebooks.

We are confident that this revised grammar series will continue to fulfil the needs of young learners of English as a second language, by helping them to clearly understand the nuances of English grammar.

For students who look at grammar as dry and boring, we sincerely hope that this series will help them learn grammar with a smile.

Our special thanks go to Mr Sawpon Dowerah for his insightful contribution to this grammar series. Mr Dowerah is a linguist and has authored several books in English and in grammar.

We would also like to acknowledge the valuable suggestions and inputs from the following teachers: Ms Melody D Rosario, senior English teacher at St Thomas Boys School, Kidderpore, Kolkata; Mr Clinton Sullivan, Principal, Julien Day School, Howrah; Ms Cheryl Ringrow, Junior School Headmistress, The Frank Anthony Public School, Kolkata, and Ms Pratiksha Dixit, IPEM School, Prayagraj.

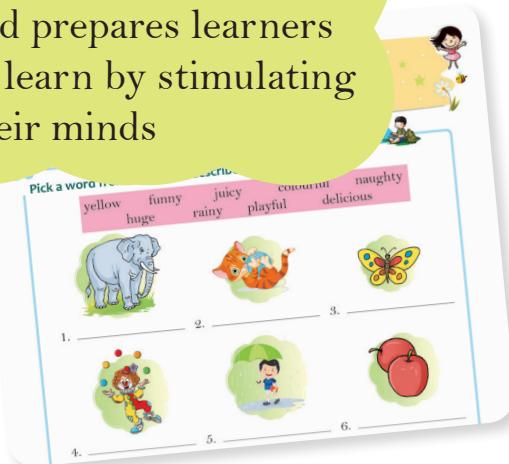
Our sincere gratitude to Mr A K Tripathi, former Principal, Balwant Rai Mehta Vidya Bhawan, New Delhi and ELT Consultant, for his major contribution and tireless efforts in helping us revise the series and giving it its current form.



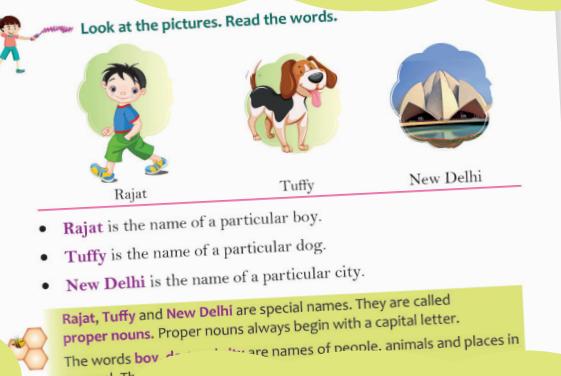
# Key Features



- **Warm ups:** sets the tone of the chapter and prepares learners to learn by stimulating their minds



- **Examples:** level appropriate example sentences



- **Definitions:** clear and concise definitions for ease of understanding

- **Explanations:** simple and clear explanations in simple language



- **Exercises:** engaging and easy-to-follow exercises that help to reinforce the concepts learnt

- **Tables:** tabulated information for clarity and easy assimilation

Study the table to learn about verbs that change their form completely.	
Present tense	Past tense
run	ran
sit	sat
do	did
drink	drank
write	wrote
eat	ate
light	lit
lose	lost

Present tense	Past tense
drive	drove
give	gave
throw	threw
stand	stood
catch	caught
get	got
lose	lost

	<h1>Similar Words</h1>	
<b>2</b> Some words are similar in meaning. For example,		
• little – small	• kind – nice	
• happy – glad	• cry – sob	
• sick – ill	• thief – robber	
• begin – start	• end – finish	
• loud – noisy	• ask – question	
• pretty – beautiful	• above – over	
• empty – blank	• false – untrue	
• close – shut	• house – home	
• difficult – hard	• woman – lady	
• clean – tidy	• baby – infant	
• easy – simple	• listen – hear	
• rich – wealthy	• answer – reply	
• under – below	• bring – carry	
• come – arrive	• tired – sleepy	

- **Reading Comprehension:** aims at developing and enhancing factual and inferential comprehension skills

- **Picture Composition:** One Picture Composition at each level to develop and nurture critical thinking and writing skills.

The **past continuous tense** is used to describe an action that went on for a certain duration at a particular time in the past.

## Uses

We use the past continuous tense:

1. to express an action that was happening at a particular time in the past. The action started before that moment and had finished at that moment. For example:
  - At 10:00 p.m., I **was watching television**.
  - They **were playing football** at 9:00 a.m. this morning.
2. to indicate that a longer action in the past was interrupted by a shorter action.  
For example:
  - I **was watching** television when he called.
  - She **was sleeping** last night when the thief stole her car.
3. We often use the **past simple** and **past continuous** together, to talk about something that happened while another action was in progress.  
We use the **past continuous** for the action that was in progress.  
We use the **past simple** for the shorter action. For example:
  - They **were going home** when we **saw them**.
  - It **was raining** when I **got up this morning**.We often use **when** before the shorter action:
  - They **were going home** when we **saw them**.
  - When we **saw them**, they **were going home**.

- **Vocabulary:** This section aims at enriching vocabulary skills and expanding the learner's knowledge of words and their correct usage

# I am a Tiger and I Need Your Help

**Read this part from our national animal, the tiger.**

I am one of the biggest animals in the cat family. My coat is striped, orange and black. I hardly be seen when I move through tall grass. My coat is very good. I like to hunt beautiful things that live in the wild. My cry is very loud. I like to hunt in the early morning. I like to have good care of them as they grow up. When I like to sleep in the shade of a tree or a rock. I like to swim. I am a good swimmer and love to float on water. I know how to swim and sunbathe, but I do not like the hot sun too much. I like to run fast. I can run faster than most people can run. But I can run quite fast and jump far. I do not like to climb trees, like monkeys do. I am a tiger! I am a hunter. She was my mother who taught me to hunt. She took me to the jungle when I was a cub. I stayed with her till I was about two years old. Then I thought that I was old enough to go after myself. I wanted to be a tiger. I wanted to be a tiger and eat other humans. Some people believe that we have been "man-eaters". But we are not like that. We are not like little cats. Most tigers are afraid of you and us. The few "men-eaters" that do catch humans are tigers that are very old and can not hunt well. They attack cattle and once in a while pounce on farmers and their children who live in a large forest. For many years now, my fellow tigers and I have been rather worried. Something has been happening to us. Some people seem to trap and kill us. They are hunting us down. In China, our bones and other parts of us are worth a lot of money. Poachers kill us to sell our bones. There are lots of money.

The forest is our home. We will readily share it with other people. If men want forests for farming, we will give up some of our land to them. Sometimes, villagers poison tigers that attack their cattle. Their cattle and their cattle are not our enemies. We attack them in self-defense when we are injured, or not in a position to attack. I am angry at the government for starting Project Tiger in India. It is illegal for people to hunt or kill us. We are the most famous among the





- **Syllabus Mapping:** Syllabus-oriented topics and practice to make learners confident and exam-ready.

Names of people, animals, things and places are called naming words.			
<p><b>Note</b></p> <ul style="list-style-type: none"> <li>Some words name <b>people</b>. For example, girl and mother.</li> <li>Some words name <b>animals</b>. For example, dog and parrot.</li> <li>Some words name <b>places</b>. For example, school and park.</li> <li>Some words name <b>things</b>. For example, ball and moon.</li> </ul>			
<p>A. Write the names of these pictures. Choose the words from the box.</p>			
Person	Animal	Thing	Place
			
1. _____	1. _____	1. _____	1. _____
			
2. _____	2. _____	2. _____	2. _____

## 3 Letter Writing

 We often write letters to friends and family.

151 A, DDA Flats  
Vivekanand Vihar  
Delhi 110091

Dear Grandma ← greeting  
I was happy that you came to my birthday party on Sunday.  
It was good to see you after so long.

I would like to thank you for the amazing present that you gave me. Mum had said that you were going to give me a surprise. When I opened the present, I was really surprised. You have given me the present I wanted so much. The bike is really beautiful. I love it and my friends like it too. ← be  
My friends enjoyed the party. We had a lot of fun. I hope you loved the cake that Mum baked for my birthday. My friends liked it and also the food that they ate.

! → thank → Grand ←

- **Composition:** focuses on developing creative writing skills through guided writing to free writing

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The following icons have been used in the book to indicate that the content/activities are available in the digital companion:

- Animation:
  - Interactivity:



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## 1

# The Sentence

“

**Tick (✓) the group of words which makes complete sense.**

1. cloudy sky
2. I need an umbrella.
3. heavy school bag
4. He is a good player.
5. a good TV programme
6. We go to the park every day.

## Warm-up




”



A **sentence** is a group of words that conveys complete sense. A sentence always begins with a capital letter. It always contains a noun or a pronoun. A sentence also always contains a verb. Sometimes, even one word can be a sentence.  
For example: Come! or Sit!

### A. Join the words in the two columns to make complete sentences.

1. The student	a. was carrying the baby.
2. The house	b. were dark and grey.
3. The mother	c. landed a few minutes ago.
4. The clouds	d. cheered the team loudly.
5. The aeroplane	e. drove carefully.
6. The actors	f. took his bag and went to school.
7. My driver	g. performed brilliantly.
8. The crowd	h. is built on a lake.

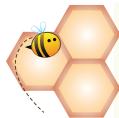




Read these sentences.

- Kavita switched on the television.
- Grey clouds covered the sky.

These sentences state something.



Sentences that state something or give us information are called **statements**. They end with a full stop.

Now, read these sentences.

- Did you clean up the cupboard?
- Where does Preetika stay?

These sentences ask a question.

### Note

Questions usually start with **is, am, are, has, have, will, shall, do, does, was, were, did, shall, will, can, may, could, would, or should**. They may also start with a question word, such as **what, why, where, when, who, which, how**.



Sentences that ask something are called **questions**. They end with a question mark.



B. Read the sentences. Tick (✓) **S** if the sentence is a statement and **Q** if the sentence is a question. Then, add the correct punctuation mark.

1. Where is the cat \_\_\_\_\_
2. I go to school by bus \_\_\_\_\_
3. The player kicked the ball \_\_\_\_\_
4. Can you help me find my book \_\_\_\_\_
5. What is your favourite colour \_\_\_\_\_
6. We went to the museum last Sunday \_\_\_\_\_
7. Will you please close the door \_\_\_\_\_
8. Did you watch the film \_\_\_\_\_
9. The bird was making its nest \_\_\_\_\_

S	<input type="checkbox"/>	Q	<input type="checkbox"/>
S	<input type="checkbox"/>	Q	<input type="checkbox"/>
S	<input type="checkbox"/>	Q	<input type="checkbox"/>
S	<input type="checkbox"/>	Q	<input type="checkbox"/>
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S	<input type="checkbox"/>	Q	<input type="checkbox"/>
S	<input type="checkbox"/>	Q	<input type="checkbox"/>
S	<input type="checkbox"/>	Q	<input type="checkbox"/>





- Read these sentences.
- Please help me.
  - Please pass me the salt.

### Note

Sometimes, the subject of such sentences (**you**) is understood.



Such sentences are called **requests**.

Now, read these sentences.

- Don't talk so loudly.
- Keep silence in the library.



These sentences give orders. Such sentences are called **commands**.



- Read these sentences.
- What a beautiful day it is!
  - What a marvellous sight!

These sentences show strong feelings.



Sentences that express strong feelings and emotions are called **exclamations**.

These sentences end with an exclamation mark.

**C. Read these sentences. Mark S for statement, Q for question, C for command, R for request and E for exclamation.**

1. Leave the class at once.
2. What a beautiful scene!
3. Where is your school?
4. Please advise us on this matter.
5. I live in a little house over the hill.
6. Who made this mess?




7. Lathika walks to the station every day.
8. What a pleasant morning!
9. Will you help me carry the bag?
10. Raghu goes to school by bus.



**D. Rearrange these words to get proper sentences. Then, mark their kind.**

1. you work must hard

---



---

2. sofa sitting Radhika on the was

---



---

3. they results when announce the will

---



---

4. goal missed Ranjan the

---



---

5. getting it dark is

---



---

6. quiet be

---



---

7. father how your is

---



---

8. going out am tonight I

---



---



## 2

# Subject and Predicate



## Warm-up

**Underline the names of the people or the animals who are doing the action.**

1. The boy kicked the ball.
2. Mita ate an apple.
3. We like our teacher very much.
4. The elephant ate a bunch of bananas.
5. My aunt dances beautifully.



Each sentence has someone who does the action. The rest of the sentence tells us something about the person or the animal that does the action.

For example,

One who does the action	Rest of the sentence	
	Verb	
The dog	barked	at the stranger.
The boy	kicked	the ball.
Mita	ate	an apple.



The person or the animal doing the action in a sentence is called the **subject** of the sentence. A subject usually comes at the beginning of a sentence.

The part of the sentence that explains or describes the subject or tells us what the subject does or is doing is called the **predicate**. The predicate contains the verb.



**A. Underline the subject with a red crayon. Underline the predicate with a green crayon. Circle the verb with a blue crayon.**

1. **We ate aloo parathas for lunch.**
2. The dog ran after the cat.
3. Bobby played with his friends.
4. We ate bread and butter for breakfast.
5. Father is painting the wall.
6. We built sandcastles on the beach.
7. The students watched the magic show.
8. Riaz rode on his new bike.



**B. Identify the highlighted part by choosing the correct option.**

1. **The sun** was shining brightly.
 

a. subject	b. predicate	c. neither
------------	--------------	------------
2. The puppy chased **its** tail.
 

a. subject	b. predicate	c. neither
------------	--------------	------------
3. **The children** played in the puddles.
 

a. subject	b. predicate	c. neither
------------	--------------	------------
4. My brother wrote a **letter**.
 

a. subject	b. predicate	c. neither
------------	--------------	------------
5. **The postman** knocked at the door.
 

a. subject	b. predicate	c. neither
------------	--------------	------------
6. Mohini **opened the window**.
 

a. subject	b. predicate	c. neither
------------	--------------	------------
7. **The bee** flew over the flowers.
 

a. subject	b. predicate	c. neither
------------	--------------	------------
8. The bird **flew away**.
 

a. subject	b. predicate	c. neither
------------	--------------	------------
9. She **enjoys** going to the cinema.
 

a. subject	b. predicate	c. neither
------------	--------------	------------
10. **The green frog** jumped into the lake.
 

a. subject	b. predicate	c. neither
------------	--------------	------------



## 3

# Nouns



## Warm-up

**Read the story. Underline the common nouns and circle the proper nouns.**

Radha was a milkmaid. She lived in a village called Bhavnagar. She sold milk to earn a living.

One day, Radha was carrying a pot of milk on her head. She had to deliver the milk to her customers in a nearby village named Holipura.

Radha had a habit of daydreaming. She said to herself, 'I will sell the milk and get a lot of money. With the money, I will buy some eggs. The eggs will hatch into fine chickens. The chickens will grow into hens. I will name my hens Heena and Keena. Then I will sell Heena and Keena and get more money. With that money I will buy nice silk dresses. I will look beautiful. Then people will ask me the secret of my wealth. I will toss my head and say, "No, I don't want to tell you."

While Radha dreamt of tossing her head, she actually tossed her head. The pot of milk fell down and all the milk was spilt on the ground.



The name of a person, place, animal or thing in general is called a **common noun**. For example, milkmaid, village, hens and pot.

**Proper noun** is the special name given to a person, a place, an animal or a thing. For example, Radha, Bhavnagar, Holipura, Heena and Keena. The first letter of a proper noun is always capital.



## Note

**Proper nouns** are special names of

- people, such as Radha, Gaurav, Mrs Sharma, Virat Kohli, Harry Potter.
- countries, towns, villages, rivers, seas, lakes and mountains, such as India, Chennai, the Yamuna River, the Pacific Ocean, the Dal Lake, the Himalayas.
- days of the week, months of the year and festivals, such as Friday, June, Christmas, Holi, Republic Day.
- buildings, parks, stadiums, roads, airports, stations, malls, historical monuments, such as the Rashtrapati Bhavan, the India Gate, the Red Fort, the Eden Gardens, the Pacific Mall, Lodhi Road, Chhatrapati Shivaji International Airport, New Delhi Railway Station.
- books, newspapers, magazines, such as *The Wind in the Willows*, the *Times of India*, the *Outlook*.

**A. Identify the proper nouns and the common nouns in each of these sentences. Write P for proper nouns and C for common nouns.**

1. My sister and I went to *Donald's Taco Place* for *lunch*.

C

P

C

2. Ravi bought a watch for Sujata.



3. My father took us to Shimla.

4. Mrs Menon is a very good teacher.

5. We went to Appu Water Park and played games there.

6. We went to the Paradise Mall to see a film.

7. My friend lives on Park Street.

8. Mona and Taruna went to see a play at the Broadway Theatre.

9. Rajni bakes the best cookies in town.





## B. Rewrite these sentences using capital letters wherever needed.

1. the capital of india is new delhi.
2. the kapoor family went to jammu for the holidays.
3. the boys met me at atlantic café in july.
4. the famous english crime novelist agatha christie wrote many books.
5. i enjoy going to mrs brown's bakery classes on sunday.
6. the ganga passes through the states of uttarakhand, uttar pradesh, bihar, jharkhand and west bengal.
7. liza has a pet dog called ruff.
8. diwali, christmas, holi and eid are my favourite holidays.



Look at these pictures and read the words below each.



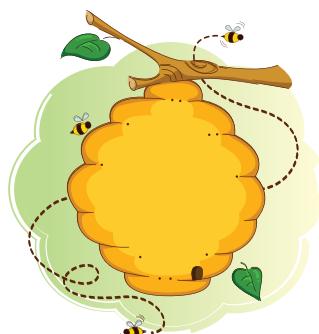
a **herd** of cattle



an **army** of ants



a **class** of students



a **hive** of bees



a **bunch** of keys



a **crowd** of people

The highlighted words are collections of people, things or animals.

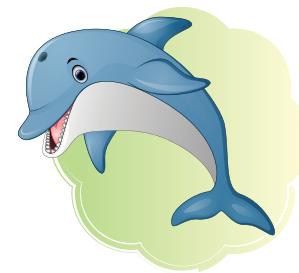


Nouns that name a collection of people, animals or things are called **collective nouns**.



### C. Underline the collective noun in each sentence.

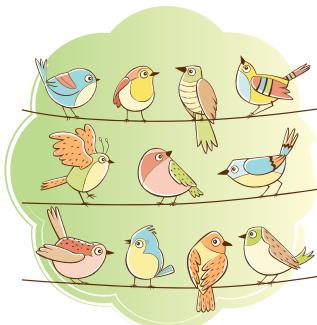
1. The school team played well and won the match.
2. Schools of fish were caught in the net.
3. I saw a herd of elephants drinking water near a forest.
4. There are colonies of ants in our garden.
5. A pack of wolves ran through the pine forest.
6. People clapped as a pod of dolphins leaped out of the ocean.
7. There was a swarm of bees near the hive.
8. He was carrying a bundle of books to the staffroom.
9. I saw a sloth of bears in the zoo.
10. I saw a bunch of grapes on the table.



### D. Find the coloured collective nouns in the word grid.

- |                               |                                |
|-------------------------------|--------------------------------|
| 1. a <b>heap</b> of rubbish   | 2. a <b>bundle</b> of clothes  |
| 3. a <b>pride</b> of lions    | 4. a <b>shower</b> of rain     |
| 5. a <b>bunch</b> of grapes   | 6. a <b>flock</b> of sheep     |
| 7. a <b>shoal</b> of fish     | 8. a <b>gang</b> of robbers    |
| 9. a <b>flight</b> of birds   | 10. a <b>brood</b> of hens     |
| 11. a <b>choir</b> of singers | 12. an <b>army</b> of soldiers |

S	B	U	N	D	L	E	P	F	S	F
F	U	H	P	R	I	D	E	L	H	L
W	N	Y	A	R	M	Y	K	O	O	I
E	C	U	I	O	J	M	N	C	W	G
S	H	O	A	L	V	C	X	K	E	H
Q	W	E	R	B	R	O	O	D	R	T
D	F	G	H	E	A	P	K	L	O	P
G	A	N	G	B	N	C	H	O	I	R



## 4

# Articles

“

## Warm-up



**Fill in the blanks with a, an or the.**

1. \_\_\_\_\_ Red Fort is \_\_\_\_\_ popular tourist destination.
2. \_\_\_\_\_ burgers we had from that restaurant were good.
3. At \_\_\_\_\_ zoo, I saw \_\_\_\_\_ elephant.
4. Angie wants \_\_\_\_\_ pup for her birthday.
5. Brian is \_\_\_\_\_ Goan.
6. \_\_\_\_\_ dog that bit me ran away.
7. I need \_\_\_\_\_ phone.
8. Mr Shastri is \_\_\_\_\_ teacher.
9. That is \_\_\_\_\_ excellent film.



”



The words **a**, **an** and **the** are **articles**. We use **a** and **an** to talk about a thing in general. They are called **indefinite articles**. We use **the** to talk about a specific thing. It is called a **definite article**.

The article **a** is used

1. before a singular countable noun which begins with a consonant sound. For example,
  - He is **a** banker.
  - I visited **a** zoo in Delhi.
2. before a singular countable noun which starts with a vowel but has a consonant sound. For example,
  - He studies in **a** university. ('u' sounds like 'you')
  - Mark is **a** European.



3. before an adjective that comes before a countable noun. For example,

- He is **a** good driver.
- We gave her **a** picture book.

The article **an** is used

1. before a singular countable noun which begins with a vowel sound. For example,

- She is **an** actor.
- They live in **an** igloo.

2. before a singular countable noun which starts with a consonant but has a vowel sound. For example,

- His name starts with **an** F. ('f' sounds like 'eff')
- He is **an** MP. ('m' sounds like 'em')

3. before a silent h. For example,

- I'll meet you in **an** hour.
- He is **an** honest man.

#### A. Tick the correct option.



- |                   |                |
|-------------------|----------------|
| 1. a/an aeroplane | 2. a/an owl    |
| 3. a/an coin      | 4. a/an ant    |
| 5. a/an brush     | 6. a/an tent   |
| 7. a/an orange    | 8. a/an window |
| 9. a/an apple     | 10. a/an hour  |



The article **the** is used

1. when we talk about a particular noun. For example,

- **The** dog that bit me ran away.
- **The** sun and **the** moon are heavenly bodies.

2. before names of rivers, oceans, seas and mountains. For example, **the** Ganga, **the** Pacific Ocean, **the** Caspian Sea, **the** Himalayas.

3. before names of books, newspapers and magazines. For example, **the** *Panchatantra*, **the** *Times of India*, **the** *Outlook*.



4. before names of monuments and buildings. For example, **the** Red Fort, **the** Parliament House, **the** Netaji Subhash Chandra Bose International Airport.
5. before the names of countries with plural names. For example, **the** Philippines, **the** Maldives, **the** Netherlands.
6. before the names of countries that contain the words Republic, Democratic, Kingdom or States. For example, **the** United States of America, **the** Republic of Trinidad and Tobago.
7. before nouns that are of certain cultures. For example, **the** Chinese dumplings, **the** Russian opera, **the** Indian prime minister.
8. before superlatives and ordinal numbers. For example,
  - This is **the** tallest building in Delhi.
  - I met him **the** third time at a mall.



### B. Fill in the blanks with **a**, **an** or **the**.

1. I saw \_\_\_\_\_ strange bird yesterday.
2. \_\_\_\_\_ sun gives us light and heat.
3. Do you have \_\_\_\_\_ umbrella? I need it. It may rain.
4. Is there any milk in \_\_\_\_\_ fridge?
5. \_\_\_\_\_ Charminar is in Hyderabad.
6. It will take us \_\_\_\_\_ hour to reach there.
7. \_\_\_\_\_ Jhelum is a river in \_\_\_\_\_ state of Punjab.
8. Sahil is \_\_\_\_\_ tallest boy in his class.
9. He is drinking \_\_\_\_\_ cup of coffee.
10. I want to be \_\_\_\_\_ pilot. My friend wants to be \_\_\_\_\_ astronaut.
11. I have \_\_\_\_\_ friend who lives near Quest Mall.

### Note

We do not use **the** before the names of languages. For example,

- We learn English.
- They speak Chinese.



12. Yesterday was \_\_\_\_\_ coldest day of the season.
13. I will have \_\_\_\_\_ apple and \_\_\_\_\_ banana for lunch.
14. \_\_\_\_\_ Americans were \_\_\_\_\_ first to land on \_\_\_\_\_ moon.
15. I saw \_\_\_\_\_ eagle, \_\_\_\_\_ owl and \_\_\_\_\_ peacock in the bird sanctuary.

**C. Fill in the blanks with the correct article. Mark a cross (X) where none is required.**

1. **Jack:** I saw \_\_\_\_\_ interesting TV show last night.  
**Jane:** What was \_\_\_\_\_ show about?  
**Jack:** It was \_\_\_\_\_ magic show.  
**Jane:** Who was \_\_\_\_\_ magician?  
**Jack:** She was \_\_\_\_\_ old lady named Michele. She is from \_\_\_\_\_ France.  
**Jane:** Where is that?  
**Jack:** It is \_\_\_\_\_ country in \_\_\_\_\_ continent of \_\_\_\_\_ Europe.



2. **Mohan:** Tomorrow is my birthday.  
**Mohini:** Yes, I remember, it is on \_\_\_\_\_ tenth of June.  
**Mohan:** I am planning \_\_\_\_\_ party.  
**Mohini:** That's \_\_\_\_\_ great idea! Where will \_\_\_\_\_ celebration be held?  
**Mohan:** We could go to \_\_\_\_\_ water park near my home.

3. **Rohini:** I have \_\_\_\_\_ cat, \_\_\_\_\_ dog and \_\_\_\_\_ hamster.  
**Rohan:** Oh! How do you manage all \_\_\_\_\_ pets?  
**Rohini:** I don't have to look after \_\_\_\_\_ cat. It is smart. \_\_\_\_\_ hamster stays in \_\_\_\_\_ cage. My dog has to be taken care of.



4. **Renu:** My aunt is \_\_\_\_\_ journalist.
- Geeta:** Is she \_\_\_\_\_ reporter?
- Renu:** No, she is \_\_\_\_\_ photographer.
- Geeta:** Now I remember, I saw her with \_\_\_\_\_ camera yesterday.
- Renu:** Yes, she went to click photographs of \_\_\_\_\_ birds near the lake.



**D. Rewrite these sentences after correcting the errors in the use of articles.  
Some may have upto three errors.**

1. I am from the India.
2. A Taj Mahal is on a banks of a river Yamuna.
3. Look at a sky. It is going to rain.
4. A French love their cheese.
5. The Michael wants to be a engineer.
6. The Jane is going to a UK this summer.
7. I ate an banana for breakfast.
8. That was a exciting game.
9. A president will address a nation today.
10. You are an tallest person in a class.
11. A sun rises in an east.
12. A honest person always speaks a truth.
13. A peacock is a national bird of the India.
14. A Nile is a longest river in an world.
15. We have the beautiful garden. A garden is full of the roses.
16. He is one of a best authors of the world.
17. My brother lives in a apartment in a centre of the city.
18. He quickly ate a cookies that were meant for the guests.

