

GRAMMAR

MAGIC



5

1 Alphabetical Order

When we arrange things in order, it becomes easy to locate the items. Similarly, if we have to list names, titles of books or words, if we follow one standard order, it will become easy for anyone to locate them. This order that we follow is known as the alphabetical order.

Remember



Alphabetical order means arranging items such that the first letter of each item follows the order of the alphabets.

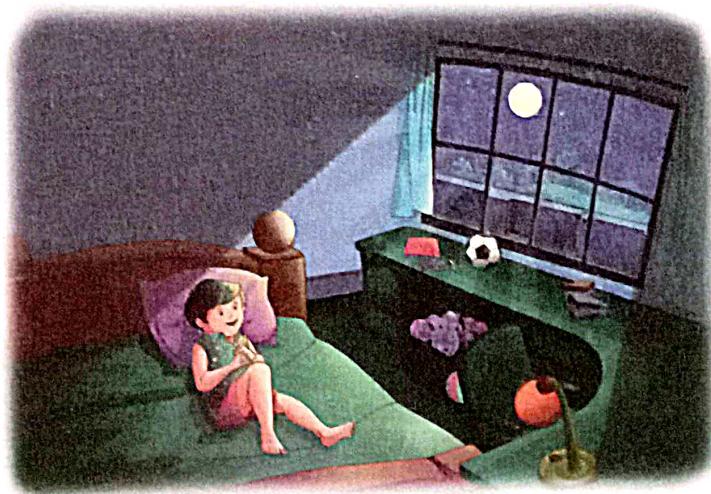
For example: If we have a basket of fruits - orange, watermelon, apple, mango and banana, the alphabetical order in which we would arrange them would be
apple, banana, mango, orange and watermelon.

When we have words that begin with the same letter, then we look at the second letter in the word to arrange them alphabetically.

For example: bag, belt, biscuit, brick, building

A. Here are some titles of books in a library. Number them so that they are arranged alphabetically.

- Where the Wild Things Are
- Charlotte's Web
- The Very Hungry Caterpillar
- Goodnight Moon
- Charlie and the Chocolate Factory
- Alice's Adventures
- Make Way for Ducklings
- Tuesday
- Owl Moon
- Frog and Toad



B. Arrange the words in alphabetical order.

fiasco
festive

favourite
fateful

feeling
figurine

fashion
felicity

ferocious
ferrous

C. Look at the words given below and write against each the page number on which it can be found in a dictionary.

malign
madcap

marathon
manger

mammoth
maim

marker
mahogany

mantle
manic

D. Use the word given below to form new words of your own. Form as many words as possible.

DICTIONARY

2 The Sentence: Types of Sentences

Here are some friends holding a conversation. Do you understand everything that is being said? Put a tick against those people whom you understood.

Yatin: five those are

Jatin: Those five girls are my friends.

Whose words did you understand?

Yes, Jatin's, isn't it? Why? It is because Yatin just put together an incomplete group of words, but Jatin put together **a group of words that makes sense**.

Now, let us look at another pair of friends.

Naina: want I ice cream an

Beena: I want an ice cream.

Naina and Beena used the same words, but we could understand what Beena said, couldn't we? Why? That is because Beena said **the words in the correct order**.

Now, let us meet another pair of friends.

Eva: My father has bought me a pet dog.

Billy: My uncle gifted me a pet dog last summer when I had gone to his house in Jaipur for my vacations.

Whose words could we understand?

We could understand both of them, couldn't we? Eva spoke a short sentence, while Billy's sentence was very long. This shows us that **there are no limits to the number of words in a sentence**.





Remember

A Sentence is a group of words that makes complete sense.
It must have words placed in the correct order.
It begins with a capital letter.
It ends with a full stop, a question mark or an exclamation mark.
It must have a verb in it.

A. Rearrange the following groups of words to form meaningful sentences.

1. I read newspaper in the thief been nabbed had the that
2. nightfall began cricketers the at their piercing calls
3. cruise ship violently the sea storm rocked the
4. painting painter painstakingly the his worked at
5. gift free a mother offered school by the was my
6. wore a cap he of cotton made his on head
7. parts several tea popular in world the is very of

Now that we have learned what a sentence is, let us find out more.

There are **four** types of sentences.



Remember

Assertive - a sentence that makes a statement.

For example: This is a table.

Kalpana has not come back home.

Such sentences end with a '.' (full stop)



Remember

Interrogative - a sentence that asks a question.

For example: What is your name?

Isn't that your father?

Such sentences end with a '?' (question mark)



Remember

Exclamatory - a sentence that expresses any strong emotion.

For example: Hurray! The exams are over.

Alas! The dog fell into the gutter.

Such sentences end with an '!' (exclamation mark)



Remember

Imperative - a sentence that requests or commands.

For example: Shut the door.

Please give me some food.

Such sentences also end with a '.' But they usually do not have a subject before the main verb in the sentence. (The subject **you** may be understood.)

3. In the passage given below, some sentences are numbered and underlined. Write whether these sentences are assertive, interrogative, exclamatory or imperative. One has been done for you.

1. Ronit Subramanian was seven years old and he was the tallest student in his class (**assertive**). When anyone saw him, they would say, 2. 'How tall he is!' 3. This made him feel very proud. But when he remembered some of the things he used to do as a small kid, he felt a little shy. 4. Why did his mother tell those stories to her friends again and again? He wanted to tell her, 5. 'Stop talking about me to your friends.'

Last week, his mother's old school friend had come to see her. 6. They were meeting after 10 years. Ronit was just back from school, but his ears pricked up when he heard his mother say in that goofy tone, 7. 'Do you know what my Ronit used to do as a baby?' 8. Sit down here and listen. He used to think everything and everyone was a part of the Subramanian family. So he would call the refrigerator 'fridge Subramanian'. And he would call the doggy that curled up on our doormat 'doggy Subramanian'. Ronit heard his mother's friend say, 9. 'Oh, that is so outside' and he ran out of the house without any lunch. 10. 'I wish mother would not do these things,' he said for the thousandth time.

C. Classify the sentences given below as assertive, interrogative or imperative

1. Who is knocking on my front door?
2. Ram is very honest at work.
3. When did you arrive at the station?
4. Revise for your test, now.
5. Are you feeling weak?

D. Complete these incomplete sentences by adding meaningful words.

1. The students are
2. Bring (command)
3. Your friend (question)
4. There are
5. My mother was
6. Who was (question)
7. Do not (command)

E. Read the following situations and write a sentence according to the instructions in the brackets. One has been done for you.

1. A dog bites Loveena. (an exclamatory sentence)

Oh no! A dog has bitten Loveena.....

2. Your little sister is sleeping. (an exclamatory sentence)

3. You want to know where your umbrella is. (an interrogative sentence)

4. You want to give your friend your book. (an assertive sentence)

5. You request your teacher to let you sit with your friend. (an imperative sentence)

6. The captain orders the soldiers to march quickly. (an imperative sentence)



7. You want to know the name of the new student in the class. (an interrogative sentence)
8. You see my mother in the kitchen. (an assertive sentence)
9. The tree has many leaves. (an exclamatory sentence)
10. You want to know the number of days the Earth takes to revolve around the Sun. (an interrogative sentence)



Interrogative sentences are of different types.

Some questions begin with a question word.

For example: What is your name?

Which book is the most interesting?

Some questions are formed by using the helper verb.

For example: Have you written your composition?

Are you going to school today?

Can you help me with this project?



Remember

Some questions are formed by adding a question tag. The question tag is a group of words that you add at the end of the sentence.

For example: It is a rainy day. (sentence)

It is a rainy day, isn't it? (question by adding a question tag.)



If the sentence is an affirmative sentence, the question tag will be in the negative.

For example: You are hungry. (an affirmative sentence)

You are hungry, aren't you? (a negative question tag)

If the sentence is a negative sentence, the question tag will be in the affirmative.

For example: He is not angry. (a negative sentence)

He is not angry, is he? (an affirmative question tag)

F. Fill in the blanks with questions words to complete the interrogative sentences

1. is Mitali's wedding?
2. hobbies does Raveesh enjoy?
3. old are you Maria?
4. do you want for breakfast?
5. are my journals and articles?
6. does Anhat get up after catching his evening sleep?
7. don't you go by a taxi, Alfred?
8. do they go to every Friday?

G. Complete the sentences given below with appropriate question tags. One has been done for you.

1. You can speak French, can't you.....
2. There is a metro to the next station after every five minutes,
3. You will go out tomorrow, ?
4. Minal won't be late, ?
5. Mickey is on holiday, ?
6. You wouldn't tell anyone, ?
7. You're lost, ?
8. We had to keep patience for a long time, ?
9. She hardly ever goes to the cultural events, ?
10. I am not your closest buddy, ?

3 Subject and Predicate

Now that you have learned so much about sentences, I am sure this exercise will be quite easy for you.

A. Match the columns to make complete sentences and then rewrite the sentences. One has been done for you.

A

1. I
2. The dog
3. You
4. The cat
5. The big palm tree
6. The elephants

B

- a. are going alone to school today.
- b. is chewing on a bone.
- c. am going to the playground.
- d. blocked the view.
- e. ran up the tree.
- f. reached the river at night.

1. I am going to the playground.....

B. Great! Now that you have written the sentences, put a (/) between the word from Column A and the words from Column B.

Do you know, you have just separated the subject from the predicate of the sentence!



Remember

In the **subject** of a sentence, we name the person or thing we are going to talk about.

For example: I am going to the playground.

Who are we talking about?—I



Remember

In the **predicate** of a sentence, we say something about the person or thing.
For example: I am going to the playground.

What am I doing?—going to the playground



No sentence is complete without a **subject** and a **predicate**.

C. Put a '/' after the subject in each of the following sentences. One has been done for you.

1. The lion is a fierce animal.

.The.lion/is.a.fierce.animal.....

2. Jeetu ate too many sweets today.
3. The nurse gave Jerry an injection.
4. King Midas loved gold.
5. The Earth goes around the Sun.
6. Gandhiji is the father of our nation.
7. She is the captain of this team.
8. India became free in 1947.



The subject of a sentence can be one word or many words. Generally, the subject of a sentence is at the beginning of a sentence. In order to be sure about the subject of a sentence, look at all the words that come before the first verb of a sentence.

For example: **The lady** crossed the road.

In this sentence, the word 'crossed' is the verb. So the words 'The lady' form the subject of the sentence.

The thin tired weak old lady in the black dress crossed the road.

In this sentence, the word 'crossed' is the verb. So, all the words before 'crossed' form the subject of the sentence. Can you guess what the subject of the sentence would be? Write your answer in the space provided below.

D. Write suitable predicates for the subjects given below.

1. The young girl
2. All the monkeys in the zoo
3. We
4. The lovely red rose in my uncle's garden
5. The cat
6. The big fat book on the topmost shelf in my room
7. He
8. Joshua and Joseph
9. The shop
10. The blind beggar

E. Complete the sentences by writing suitable subjects for the predicates given below.

1. live in Mumbai.
2. grew in the orchard behind my grandfather's house.
3. are animals that have black and white stripes on them.
4. is celebrating her birthday on Sunday.
5. is filled with books of all shapes and sizes.
6. are chasing the rats in the house.
7. is my best friend.
8. left her ticket at home.
9. was very hot.
10. sang very well at the concert.

4. Parts of Speech

Now that we have learned about some of the parts of speech, let us take a moment to revise.

A. Spot the nouns, pronouns and adjectives in the sentences given below, and complete the grid.

1. Ravi is here with some sweet grapes for you.
 2. The big boy wanted to monitor the noisy class in her absence.
 3. Radha will wear a red dress for her big day.
 4. Is Shyama invited for the grand dinner tonight?
 5. Vijay saw a dark night with no stars in the sky.
 6. Australia is a rich country. It has green pastures and beautiful sites.
 7. Five apples are left in the small basket.

B. In the sentences given below, underline the verbs and circle the adverbs.

1. Isha's grandmother snored loudly.
2. Tabitha played in the stadium yesterday.
3. She will visit her friend tomorrow.
4. Adam, will you come here?
5. My labrador sat lazily by the pool.
6. Mukesh slowly placed a memento on the card house.
7. George stopped suddenly on the road.
8. Ramona stamped her feet angrily.



Look at the following sentences.

My **hand** is aching.

I **handed** my application to the college .

These are **hand** gloves, you can't wear them as socks!

In the first sentence, the word **hand** is used as a noun, while in the second sentence, it is used as a verb, and in the third sentence it is used as an adjective.

The same word can be used as a noun, a verb, or an adjective in different sentences.

C. Identify the part of speech of the underlined words in the given sentences.

1. My head is spinning due to work stress.
.....
.....
2. Did you head to the office after the call?
.....
.....
3. Ram said that his back was aching.
.....
.....
4. The back door of his bungalow was open when I arrived.
.....
.....
5. My neighbour decided to rent out one room in his house.
.....
.....
6. The rents in this area have increased since last year.
.....
.....
7. I like to smell a freshly baked cake.
.....
.....
8. I like the smell of a freshly baked cake.
.....
.....
9. We colour the walls of the house before Diwali.
.....
.....
10. Sea green is my favourite colour.
.....
.....

D. In the following passage, some of the underlined words are used as nouns and some as verbs. Write N above the words that are used as nouns and V over the words that are used as verbs.

Pip was badly wounded. We wound a towel around the wound and decided that we should call for the ambulance. However, the call was just not getting through, some problem with the network, it seemed. So Georgie headed towards the neighbouring farm. Our neighbour milks cows for the rich farmers and delivers the milk to them early every morning. Surely his phone would be working. He immediately phoned the hospital. The driver drove quickly and soon Pip was lifted into the ambulance. Unfortunately the lift at the hospital was not working so he had to be carried into the ward.

E. Given below are some words. Use the following words in sentences first as nouns and then as verbs.

- | | |
|--------------|-------------|
| 1. benefit | 2. bargain |
| 3. comfort | 4. contrast |
| 5. design | 6. dream |
| 7. influence | 8. interest |

F. In the following sentences, write A over the words used as adjectives and N over the words that are used as nouns.

1. A **race** horse is a horse that runs in **races**.
2. A **horse** race is a race for **horses**.
3. **Football** is taught to us by a famous **football** coach.
4. A **sail** boat is a boat with **sails**.
5. The **book** club meets every Wednesday at the club to read **books**.
6. There is no **water** in the **water** cooler.



7. The tennis ball that was used for playing tennis is missing.
8. A computer exhibition is an exhibition of computers.
9. The word red was written on the green crayon.
10. My toe is too big for this toe ring.

G. Here is a simple recipe to make *bhajias*. Let some adult in your family make it, but what you can do is to write V on top of the word used as a verb and A if it is used as an adjective.

Cut the vegetables into slices. Keep the cut vegetables aside. Heat a pan. Pour some oil in the heated pan. Make a smooth batter by mixing chickpea flour, salt, turmeric and chilly powder. Dip each vegetable into the mixed batter and gently lower it into the hot oil. Fry till the covering of the batter becomes brown. Remove from oil taking care to drain all the oil. Place the drained bhajias on a plate and keep it on a place mat on the table. Crisp bhajias are now ready to eat.

5 Nouns

Let us quickly revise what nouns are and the various types of nouns that we have learnt about so far in earlier classes.

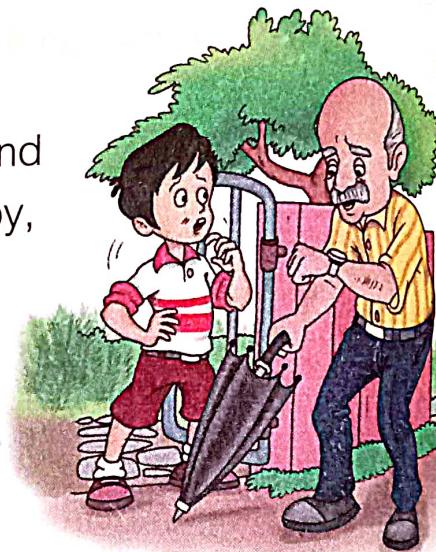


Remember

Nouns, as we know, are names of people, places, animals, things, feelings, thoughts—in fact, anything that could be named.

A. Underline the nouns in the following passage.

Every day, we would see an old man walking by our playground, carrying an umbrella. He had big ears and a bald head. The moment my friends saw him pass by, they would shout, 'Hey, deaf and dumb, what's the time?' They told me that he could neither hear nor speak. It was early evening. I was standing at the gate of my house, when I saw the old man coming. I was alone. There were no friends around to shout the usual words of 'greeting'. I asked in a soft voice, 'Hey deaf and dumb, what's the time?' The old man looked at me. Then he looked at his watch and replied, 'It's 5:30.' I ran inside the house and never shouted at the old man after that day.



Kinds of Nouns

Nouns are of various kinds. Some of them are **common**, **proper**, **countable**, **uncountable**, **concrete**, **abstract**, **collective**, and **compound**.



Remember

Common nouns are the names of things in general, such as cat, dog, man, girl, umbrella, school, road.

B. Write one common noun for the following groups of proper nouns.

1. Sitapur, Lahore, London, Venice
.....
2. Pakistan, Egypt, Bangladesh, Japan
.....
3. Onida, Philips, Videocon, Sony
.....
4. Liril, Pears, Dettol, Hamam
.....

Remember



A **proper noun** is the name of a particular person, place or thing, such as Kamal, Junaid, Nohan, Bahrain, Himalayas. All proper nouns begin with a capital letter.

C. Now, identify the proper nouns in the words given below.

1. mountain, hill, hillock, Everest
.....
2. building, Pentagon, structure, skyscraper
.....
3. Fluffy, cat, kitty, kitten
.....
4. dog, Jack, pup, puppy
.....

Remember



A **countable noun** is the name of anything that can be counted, such as books, cats, fingers, lamp posts, birds.

We can count countable nouns.

For example: I bought **four books**.

Each hand has **five fingers**.

There are **two birds** in the nest.

Remember



An **uncountable noun** is the name of something that cannot be counted, such as water, milk, oil, sugar, rice.

Remember

If we have to count any of the things mentioned in the examples, we have to place it in a container or give it a measure in order to count.

For example: We cannot say: I drank two waters. Or I want four sugars.

We say: I drank two glasses of water. Or I want four kilos of sugar.

We also use words like **a little, some, much** for uncountable nouns.

For example: Do not put too much butter on the bread.

I drank some milk before going to school.

D. Given below are some words. Put them in the appropriate boxes.

rice hands letters words ants flowers grass milk flour butter

Countable Nouns

Uncountable Nouns

Remember

A **concrete noun** is one which can be felt, seen, touched or tasted.

For example: table, flower, brother, cotton

An **abstract noun** is something you can't see, hear, touch or taste. These

can be emotions (happiness, grief) or states of being (peace, quiet).

For example: love, anger, beauty, courage

E. Identify and underline the abstract nouns in the sentences given below.

1. I respected the honesty my friend showed.
2. Can you believe that woman's brilliance?
3. To my delight, everyone arrived on time.
4. She was in great despair when she lost her phone.
5. We have a lot of hope for the future.
6. They showed extreme joy when they helped others.
7. The men showed bravery on the battlefield.
8. My mother always shows great compassion for her children.
9. We have a lot of faith in our family.
10. I was in awe of the devastation.



F. Given below are some words. Form abstract nouns from them by suffixing them correctly.

honest	brave	child	friend	patriot
free	kind	ill	grow	slave

G. Fill the blanks given below with abstract nouns.

1. He is a soldier of (strong).
2. The women in this part of the state live in (poor).
3. to domesticated animals is a punishable offence. (cruel)
4. Shyam is on a to Kailash Mansarovar. (pilgrim)
5. I have great in welcoming you. (please).
6. is the best period of an individual's life. (child)
7. should be avoided at all costs. (waste).
8. As a guardian, my nephew's is of utmost importance to me. (safe).





Remember

A **collective noun** is the name given to a group of things.
For example: a **flock** of birds, a **herd** of cows

H. Underline the collective nouns and write them in the space provided.

1. The army of soldiers walked across the land.
2. The troops headed towards the battlefield.
3. The flock of geese flew over the lake.
4. The herd moved towards the river.
5. I bought a loaf of bread at the market.
6. The group of dancers went to the auditorium.
7. A tribe of natives lived on the empty land.

I. Fill in the blanks with the correct collective nouns.

1. My uncle gave me a of chocolates.
2. The of cows reached the city limits.
3. A of ants moved under the broken branch.
4. The labourer kept a of geese in the barnyard.
5. My elder brother got lost in the of circus performers.
6. The of dogs chased the mouse under a van.
7. The cops are looking for a of robbers.
8. My mother wrote the list on a of paper.

J. Fill in the blanks with the correct collective nouns.

1. A cheered when the celebrity entered the venue.
2. The Central School's went on strike after being declined a raise.
3. The from Japan won the international competition.
4. The reworked the strategy to bail out O J Simpson.
5. The danced all night.

6. My dog gave birth to a of puppies this morning.
7. The baker baked a a cookies today.

K. Underline the nouns in the following sentences and state whether they are common, proper, abstract or collective.

1. My mother told me a funny story about a man called Tenali Raman.
2. When Shireen was coming home from school, she saw a lovely bouquet of flowers.
3. The little boy jumped with excitement when he saw his pet dog.
4. I love my grandmother because of her kindness.
5. Look, I found this bunch of keys. Whom does it belong to?
6. The teacher showed the class the beautiful painting painted by Olivia.
7. Birbal used his intelligence to solve all the problems.
8. The herd of cows on the field chased the monkeys away.
9. Have you read the book *Robinson Crusoe*?
10. Chris saw Santa coming down his chimney.



L. Fill How much or How many in the following sentences.

1. milk did you get?
2. books has J K Rowling written?
3. films did you see last week?
4. money did you pay for this gift?
5. trees do you see?
6. sugar do we need for this cake?
7. bottles of water are there in the refrigerator?
8. petrol are you going to fill in the tank?
9. water do we need to add to the paint?
10. toys does Ritika have?

6 Nouns: Singular and Plural

Nouns, as we have learned earlier, can be singular or plural.

There are various ways in which we make a singular noun into the plural.

- by adding **-s**

cow – cows

finger – fingers

vegetable – vegetables

- by adding **-es**

match – matches

brush – brushes

box – boxes

- by adding **-ies**

lady – ladies

baby – babies

pony – ponies

- by adding **-ves**

leaf – leaves

life – lives

hoof – hooves

- by making some changes to the word itself

man – men

child – children

tooth – teeth

mouse – mice

A. Speak aloud the plural form of the words given below.

bus

wish

pitch

box

penny

spy

baby

city

daisy

woman

man

child

tooth

foot

person

B. Rewrite the sentences given below by using the plurals of the highlighted words

- Can you conclude this assignment?
- I would like to buy that game.

3. I have not been to **that** site.
4. That apple **was** very juicy.
5. Ram will buy **this** house.
6. Look at **this** amazing relic.
7. Who planted **this** sapling?



c. Rewrite the following sentences changing the highlighted words into their singular forms.

1. Are these your **sandwiches**?
2. These graphic novels **are** great.
3. How old **are** the puppies next door?
4. These gentlemen **aren't** from my town.
5. They **are** from Florence.
6. These pictures **are** awful.
7. Are these soldiers on holiday?



7 Nouns: Gender

Since nouns are naming words, they take on the gender of the item that they are naming. Hence nouns have various genders—

- o masculine
- o feminine



Remember

Common nouns are words that could belong to masculine as well as feminine genders.

For example: doctor, child, student, etc.

Neuter nouns are words that do not have a gender.

For example: bed, keys, house, beach, etc.

A. Write M for masculine, F for feminine, C for common and N for neuter for words given below.

1. boy	2. girl
3. passenger	4. man
5. woman	6. guest
7. count	8. sister
9. emperor	10. baby
11. hospital	12. actress
13. heir	14. student
15. stepmother	16. prince
17. reporter	18. giantess
19. table		

B. Change the words given below from masculine to feminine.

- | | |
|----------------|-------------------|
| 1. tiger | 2. cock |
| 3. lion | 4. peacock |
| 5. gander | 6. stallion |
| 7. buck | 8. bull |
| 9. fox | 10. boar |
| 11. waiter | 12. father-in-law |
| 13. headmaster | 14. landlord |
| 15. father | |

C. Rewrite the following sentences with the opposite gender of the highlighted word.

1. The animal catchers have brought a new **lion** to the zoo.
2. The public crowded the bungalow to greet the **actor**.
3. Ravi Kumar received a letter from his **uncle** yesterday.
4. The **man** played good chess.
5. My **nephew** dances like a professional performer.
6. **Sir**, what would you like to have for dinner?
7. The director welcomed the **hero** with great enthusiasm.
8. You are a gracious **host**.
9. You don't see many **milkmen** now.
10. The **horse** cleared the obstacle easily.



8 Nouns: Possession

A. Use apostrophes and rewrite the following phrases given below.

1. the brushes of the painters
the brushes
3. the lunches of the students
the lunches
5. the purses of the women
the purses

2. the wool of the sheep
the wool
4. the chairs of the graduates
the chairs
6. the mops of the maids
the mops

B. Use apostrophes to rewrite the expressions given below.

1. the rules of the teachers
.....

2. the rattles of the babies
.....

3. the nets of the fishermen
.....

4. the knives of the chefs
.....

5. the tails of the dogs
.....

6. the beliefs of the people
.....

C. Rewrite the following expressions with plural forms.

1. the team's jerseys
.....

2. the elder's stories
.....

3. an ant's game
.....

4. the child's score
.....

5. the neighbour's lawns
.....

6. the chicken's eggs
.....

D. Rewrite the following sentences by using apostrophes.

1. Sams favourite toy is safe.
2. We saw the three kings mantles at the museum.
3. Chef Mishka cut the strawberries tops off.
4. The mothers baby began to weep bitterly.
5. My neighbours journal is wet.
6. Five animals stripes were deep brown!

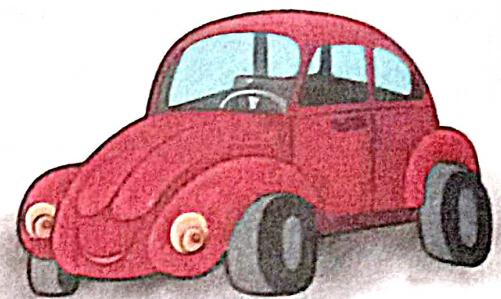
E. Choose the correct option and rewrite the sentences.

1. The (birds/bird's) nest is in Shyam's house.
2. The (squirrels/squirrel's) tail is bushy.
3. The (dog's/dogs) owner is very careless.
4. The (childrens'/children's) trip to the theme park was joyous.
5. The (puppies'/puppy's) tail wags when it is excited.
6. The (duck's/ducks) home is in the distant river.
7. The (crow/crow's) home is not close from here.
8. The (machine's/machines) performance has gone down.
9. A (trees'/tree's) life is worth more than a human being's life.
10. A (dog's/dogs') bite can be dangerous.

9. Adjectives

Look at the following words.

a car
a red car
a big red car



In the words given above, the words **red** and **big** tell us more about the car. They describe the car.



Remember

Such describing words are known as **adjectives**. Adjectives can be any word that tells us more about a noun or a pronoun.

For example: He is **handsome**.

In this sentence, the word 'handsome' tells us more about 'He'. So it is an adjective.

I put four candles on the round cake.



In this sentence, the word 'four' tells us more about the candles (how many) and the word 'round' tells us more about the cake (what shape).

A. Underline the adjectives in the passage given below.

Once there lived a poor shoemaker next to a rich man. He was a carefree and happy person. Every day, the cheerful shoemaker sang lovely songs while doing his share of hard work. All the young children in that small town loved to hear the shoemaker sing his lovely songs. They sat on comfortable chairs and listened to him sing melodious songs.

Now, look at the following sentences.

I met an American author at the store today.

Rajesh told me that he was a Keralite.

The word 'American' tells us about the author at the store and the word 'Keralite' tells us more about Rajesh. So they are adjectives. They tell us what country or state the person has come from.



Remember

Adjectives that tell us the country or state from which a person or thing comes are known as **proper adjectives**.

B. Find out and write the proper adjectives for the following places.

- | | | | |
|----------------|-------|----------------|-------|
| 1. Holland | | 2. France | |
| 3. Punjab | | 4. Nepal | |
| 5. Sri Lanka | | 6. Maharashtra | |
| 7. England | | 8. Myanmar | |
| 9. Switzerland | | 10. Korea | |

Adjectives are a terrific way to make your writing a lot more interesting too. Take a look at the following sentence.

I want to buy a car.

Is this an interesting sentence? Does it describe the kind of car you want to buy? The answers to both are no! The listener/reader doesn't know what kind of car you want. Do you want a big car or a little car? Fast or slow? Red or blue? Old or new? It is quite unclear. It is also poor writing because it is very boring. Would you buy a book that was written like this? Probably not.

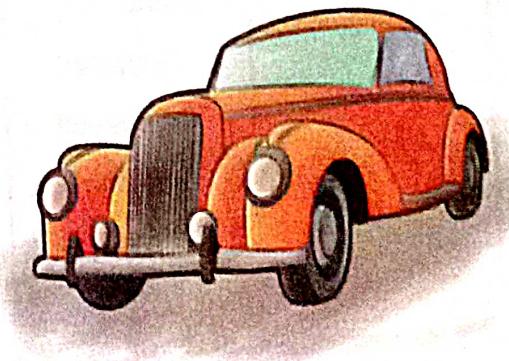
So what kind of car do you want? Well, um, ...

I want to buy a yellow car.

I want to buy a new car.

I want to buy a European car.

I want to buy a beautiful car.



Did you find the adjectives? They are the words that describe the car. The adjectives above are **yellow**, **new**, **European** and **beautiful**. The four sentences are written as if the writer wants four different cars. However, if the writer just wants one car, how would he/she say it?

she combine the sentences into one sentence? The writer needs to put all the **adjectives** together. Therefore, we get:

I want to buy a yellow, new, European, beautiful car.

How's that? All the adjectives appear in one sentence, but they are not in the right **order**. That is why the sentence sounds funny. The **order of adjectives** is quite important in English. The list given below shows how the order of adjectives is usually **presented**. However, there are exceptions and different combinations depending on the situation.

Opinion	Appearance	Age	Colour	Origin	Material
good	usually follows this order: size/ measure	new antique old young two-year-old	red purple pink dark green navy blue	Korean Chinese French Italian American	iron brass cotton gold wooden vegetable
bad					
beautiful					
ugly					
smart					
dumb					



*Adjectives are never plural. Therefore, when the adjective contains a number and noun, the noun associated with the number is singular.

This is a three-year-old car.

(correct)

This is a three-years-old car.

(incorrect)

Using the above list, we can put all four adjectives together to get the following sentence:
I want to buy a beautiful, new, yellow, European car.

Adding adjectives is very important if you want to make your writing more interesting. It helps the reader or listener to form a picture in his or her mind.

For example, which of these two sentences is more descriptive and interesting?

Which draws a picture in the reader's mind?

I want to buy a car.

Or

I want to buy a beautiful, new, yellow, European car.

C. Look at the following sentences and the adjectives given in the brackets.

Rewrite the sentences using the adjectives given. Be sure to write them in the correct order.

1. Aunty Neeta wants a coffee table. (stone, square, grey)
2. The king took a trip. (two-week, exhausting)
3. These are cookies! (chocolate chip, delicious, huge)
4. Anna prefers furniture. (leather, Italian, black)
5. Archaeologists get very excited when they find bones. (animal, large, prehistoric)

D. Highlight the adjectives of quality in the sentences given below.

1. Radheshyam is learning the French language.
2. It was a breezy day.
3. There is a tall tree at the Amaltash road.
4. Mrs Kaul is a helpful person.
5. This fictional piece is based on a true story.
6. Lucknow is a big city.
7. My brother is very handsome.
8. Farooq met an old man with grey hair.

E. Underline the adjectives of quality in the sentences given below.

1. The van sustained heavy damage in the crash.
2. A labrador is very faithful to its owner.
3. The path was dark and the wind was chilly.
4. King James was a generous king and loved a royal sport.
5. People should eat healthy food.
6. A noble deed brings happiness to the soul.
7. The rest of the street was smooth.

F. Highlight the adjectives and classify them as adjective of quantity or adjective of number.

1. He ate the whole guava.
2. Chaucer wrote two pamphlets.
3. Mishka spent all her savings on Sion.
4. The hand has five fingers.
5. I ate some cheese today.
6. Few cats look well.
7. There was no water in the jug.
8. All weapons must be destroyed.

G. Fill in the blanks with demonstrative adjectives in the sentences given below

1. Ram is ready to buy mansion.
2. Mrs Smita wants to look at apartment.
3. moments I will never forget.
4. girl is intelligent enough to answer the question.
5. rabbits are white.
6. sneakers fit me very well.
7. slippers are too expensive.
8. Did you grow apples in your orchard?

H. Given below are a few phrases in singular form. Convert them into plural.

1. this quirky fable
2. such a blunt weapon
3. this coward individual
4. this dishonest and corrupt politician
5. this green apple
6. this rare chandelier
7. this boring novel

I. Given below are a few phrases in plural form. Convert them into singular.

1. these smart little kids
2. those big palm trees
3. these brown black cats
4. those hilarious jokes
5. these new blue cars
6. those rare egyptian relics
7. these gilded armlets

J. Underline the interrogative adjectives in the sentences given below.

1. Which title is yours among those which are lying on the desk?
2. What task is assigned to you in the battalion?
3. What colour is your room after the new paint?
4. Which suit cover is yours among those that are listed?
5. What gift will you give us on the marriage anniversary?

K. Fill in the blanks with possessive adjectives in the sentences given below.

1. Have you seen new shirt? (**I**)
2. Amrita has lost file. (**she**)
3. Can I have a look at test sheet? (**you**)
4. The cat has had milk. (**it**)
5. Do you know designation? (**she**)

L. Underline the adjectives in the following passage.

In a sumptuous palace of Ferrara, one winter evening, Don Juan Belvidéro was entertaining a prince of the house of Este. In those days, a banquet was a marvellous affair, which demanded princely riches or the power of a nobleman. Some beautiful women chatted gaily around a table lighted by perfumed candles,

surrounded by admirable works of art whose white marble stood out against the walls of red stucco and contrasted with the rich carpets from Turkey. They differed neither in their words nor their ideas; but an expression, a look, a motion or an emphasis served as an unrestrained commentary.

M. Write the opposites of the adjectives given below.

- | | | | |
|-----------------|-------|----------------|-------|
| 1. modern | | 2. difficult | |
| 3. intelligent | | 4. interesting | |
| 5. bitter | | 6. curly | |
| 7. early | | 8. well | |
| 9. single | | 10. cheap | |
| 11. hardworking | | 12. safe | |

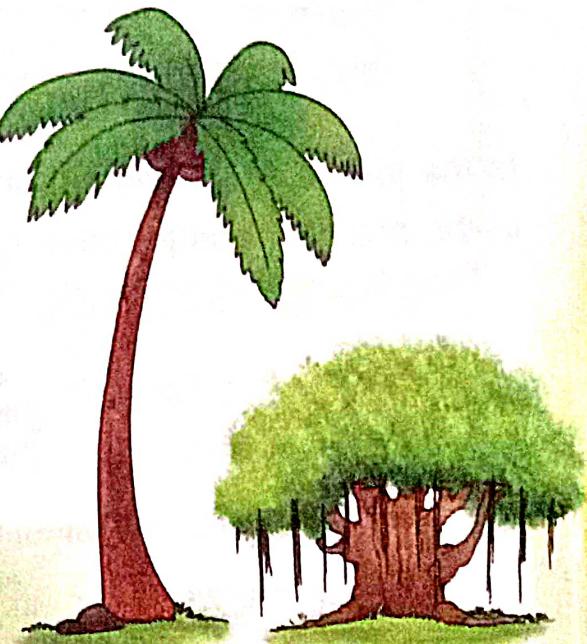
N. Add appropriate suffixes to form adjectives.

- | | | | |
|-------------|-------|---------------|-------|
| 1. attract | | 2. please | |
| 3. excel | | 4. access | |
| 5. accident | | 6. region | |
| 7. custom | | 8. compliment | |



10 Adjectives: Degrees of Comparison

Look at the following pictures.



Nick is 10 years old.

Anna is 10 years old.

Nick is **as old as** Anna.

A coconut tree is **taller than** a banyan tree.



Mr Martin
is 42 years old.

Mrs Martin
is 38 years old.

Dave Martin
is 12 years old.

Sara Martin
is 10 years old.

Sara is **the youngest** in the family.



Remember

Look at the following words in the sentences we just read.

as old as:

This is known as the **positive degree** in the comparison of adjectives.

taller than:

This is known as the **comparative degree** in the comparison of adjectives.

the youngest:

This is known as the **superlative degree** in the comparison of adjectives.

Thus, the **comparison of adjectives** has three degrees.

A. In the following sentences, underline the adjectives and state whether they are in the positive, comparative or superlative degree.

1. No one was as greedy as King Midas.
2. The Sahara is the largest desert in the world.
3. Australia is smaller than the other continents.
4. Isn't Carl Lewis the fastest runner in America?
5. My uncle is a wealthy man.
6. The Rig Veda is one of the oldest Indian texts.
7. The African elephant is bigger than the Indian elephant.
8. Today the weather is not as wet as it was yesterday.
9. Neelam is louder than Jasmine.
10. King Solomon was a wise king.

In all the sentences given above, we formed the comparative and the superlative by adding **-er** and **-est** to the adjective. However, there are some adjectives that are different.

For example:

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
capable	more capable	most capable
intelligent	more intelligent	most intelligent
generous	more generous	most generous

Positive	Comparative	Superlative
expensive	more expensive	most expensive
wonderful	more wonderful	most wonderful
important	more important	most important
powerful	more powerful	most powerful
interesting	more interesting	most interesting
fascinating	more fascinating	most fascinating

If you look closely at all the words given above, you will find that all of them have more than two syllables. So we can say that generally, for adjectives that have more than two syllables, we use **more** and **most**. However, there are always exceptions. For instance, the adjective 'careful'. When you pronounce it correctly, the word has two syllables. Yet the comparative and the superlative for careful is 'more careful' and 'most careful'. We do not say carefuller and carefullerest!

Apart from these, there are also certain adjectives that undergo a total transformation in the comparative and superlative degrees.

Some of these adjectives are:

Positive	Comparative	Superlative
good	better	best
well	better	best
bad	worse	worst
ill	worse	worst
many	more	most
much	more	most
little	less	least
far	farther/further	farthest/furthest

Positive	Comparative	Superlative
expensive	more expensive	most expensive
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well	better	best
bad	worse	worst
ill	worse	worst
many	more	most
much	more	most
little	less	least
far	farther/further	farthest/furthest

B. Complete the table with the missing degrees of comparison. One has been done for you.

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
fascinating	braver	worst
little		
expensive		
much		best
	farther	
	more wonderful	
		most intelligent

C. Frame sentences in the positive degree with the words given below.

- | | | |
|------------------|-------------|--------------|
| 1. The new jeans | comfortable | the old ones |
| 2. Jinal | old | Jinesh |
| 3. No mountain | high | Himalayas |
| 4. I want to be | tall | my father |
| 5. We must be | honest | Gandhiji |

D. Frame sentences in the comparative degree with the words given below.

- | | | |
|-----------------|-----------|----------------|
| 1. My brother | tall | me |
| 2. A rose | beautiful | daisy |
| 3. The football | large | a cricket ball |

4. The cheetah fast a horse
 5. His handwriting good mine

E. Frame sentences in the superlative degree with the words given below.

- | | | |
|-------------------|------------------|----------------------------|
| 1. India | large | democracy in the world |
| 2. Susie is my | good | friend |
| 3. My grandfather | generous | person I know |
| 4. This book | interesting book | I have ever read |
| 5. Jupiter | big | planet in the Solar System |

F. Fill in the blanks given below with older than, the oldest, as old as, younger than and the youngest.

1. Ravi is teased as he is boy in the class.
2. Meena is naughty as she is than Rita.
3. Our History teacher looks my grandfather.
4. The employee in our office is Preetam.
5. Ram is Shyam.

G. Fill in the blanks with appropriate words from the brackets.

1. The team needs more motivational speeches to perform better. (a little, a few)
2. Aman has friends than Preet. (less, fewer)
3. The student has shown improvement. (much, many)
4. Do you think you can spare money? (a few, a little)
5. The employees have work to do today. (many, much)