

CORDOVA® App 24x7
For Teachers Only

FREE SMART CLASS
SOFTWARE
WITH WEB SUPPORT
For Teachers Only

Mastering

GRAMMAR

A BOOK OF ENGLISH GRAMMAR AND COMPOSITION

CLASS
5

PRONOUN
PREPOSITION
CONSONANT
ADJECTIVE
ADVERB
VERB



CORDOVA®

1. The Dictionary	5	24. Negative Sentences	98
2. The Sentence	6	25. Interrogative Sentences	102
3. Subject and Predicate	11	Review-2	107
4. Parts of Speech	14	26. Adverbs	109
5. Nouns	18	27. Prepositions	113
6. Nouns: Number	24	28. Conjunctions	116
7. Nouns: Gender	29	29. Active and Passive Voice	119
8. Nouns: Possession	32	30. Direct and Indirect Speech	122
9. Adjectives	34	31. Punctuation	127
10. Adjectives:		32. Understanding	
Degrees of Comparison	43	Words Better	131
11. Articles	49	33. Synonyms and Antonyms	134
12. Pronouns	54	Review-3	138
Review-1	63	34. Comprehension	140
13. Verbs	65	35. Writing a Letter	151
14. Verbs: Singular and Plural	69	36. Paragraph Writing	156
15. The Tense	73	37. Essay Writing	159
16. Simple Present Tense	76	38. Writing a Story	164
17. Present Continuous Tense	80	Review-4	168
18. Present Perfect Tense	83	Have Fun And Learn-1 (FA-1)	169
19. Simple Past Tense	88	Have Fun And Learn-2 (FA-2)	170
20. Past Continuous Tense	90	Model Test Paper-1 (SA-1)	171
21. Simple Future Tense	92	Have Fun And Learn-3 (FA-3)	173
22. The 'going to' Form	94	Comprehension (PSA)	174
23. Future Continuous Tense	96	Model Test Paper-2 (SA-2)	175



The Dictionary

A. Number the following words in alphabetical order.

- | | | | | | | | |
|-------------|--------------------------|------------|--------------------------|----------------|--------------------------|------------|--------------------------|
| (a) bitter | <input type="checkbox"/> | (e) clown | <input type="checkbox"/> | (i) dizzy | <input type="checkbox"/> | (m) enemy | <input type="checkbox"/> |
| (b) little | <input type="checkbox"/> | (f) chilly | <input type="checkbox"/> | (j) discipline | <input type="checkbox"/> | (n) glow | <input type="checkbox"/> |
| (c) glitter | <input type="checkbox"/> | (g) big | <input type="checkbox"/> | (k) healthy | <input type="checkbox"/> | (o) basket | <input type="checkbox"/> |
| (d) easy | <input type="checkbox"/> | (h) large | <input type="checkbox"/> | (l) glad | <input type="checkbox"/> | (p) glue | <input type="checkbox"/> |

B. Riddles

Can you guess who am I?

1. I am a body part that helps you to taste
2. I am made of wood and lead; you use me to write or colour
3. I shine in the sky and give you heat and light

(Now, look for these answers in the dictionary to find out whether you have guessed right.)

C. Dictionary Game

For this activity, divide the class into groups of four. Each student writes a word on a slip of paper and puts it in a bowl. Each group chooses five slips from the bowl.



Students find meanings of the words on their slips, from the dictionary.
(Teacher to set a time limit.)



The Sentence

Read the following groups of words.

- (i) Have homework I my finished (ii) My homework
(iii) I have finished my homework.



The group of words in example (i) does not make any sense.

Example (ii) makes sense but not complete sense.

Example (iii) makes complete sense.

Therefore, example (iii) is a sentence.

A **sentence** is a group of words that makes complete sense.

Some examples of sentences are :

- (i) **V**ineet **is** a good singer.
(ii) **W**hy **were** you absent yesterday?
(iii) **W**hat a pleasant day it **is**!
(iv) **I** **don't want** to visit the fair.



Thus, we can see that:

- A sentence is a group of words.
- It makes complete sense.
- It has a verb or an action word. (highlighted in blue colour)
- It begins with a capital letter. (highlighted in red colour)
- It ends with a full stop (.) or question mark(?) or an exclamation mark (!)

Remember

A sentence always has a verb.

- A.** Rewrite the words in proper order and make complete sentences. Put capital letters and full stops where required.

Example : garden rose is this a

This is a rose garden.



1. handwriting very Meena's is good
2. Shruti and are Tia sisters
3. love books story I reading
4. hare tortoise the beat the
5. music has won Rita the competition
6. mother very well my cooks
7. goes a for walk Rahul morning every
8. school next week the will reopen

Read the following groups of words.

- (i) in the garden (ii) was reading (iii) my father

These groups of words do not make complete sense. We can turn them into sentences by adding few words.

- Examples :* (i) **Grandfather is walking** in the garden.
(ii) **Fatima was reading the book.**
(iii) **My father is a doctor.**



B. Use these groups of words to make meaningful sentences.

- | | |
|------------------|--------------------|
| 1. in the school | 6. what is |
| 2. since morning | 7. my friend |
| 3. how are | 8. said to me |
| 4. to the market | 9. reaches on time |
| 5. very happy | 10. plays with |

C. Rewrite the following passage using capital letters and full stops where necessary.

fables are short stories that have a moral or message for us — something to learn and keep in mind as we grow up most of the fables have animal characters who think and act just like human beings it is believed that many of the fables were first told by a wise person called Aesop Aesop lived hundreds of years ago in a country called Greece his stories became so popular that people passed them on from generation to generation many proverbs and sayings that we use today are based on these fables

D. Identify the following sentences as **assertive, imperative, interrogative or exclamatory sentences**.

1. Napoleon was a great leader.
2. I love reading story books.
3. Why are you sad?
4. What a delicious meal it was!
5. Open page number 30 of your English book.
6. Junk food is not good for health.
7. How exciting the match was!
8. What will you have, tea or coffee?
9. Please pass me the sugar.

VALUE CORNER

An imperative sentence is about request, advice or order. Do you think, we should follow the advice of our elders or should we neglect it?

E. Rearrange the words to make sentences as directed. Begin each sentence with a capital letter and use proper punctuation marks at the end. The first word of each sentence is in bold.

1. the dress was **how** gorgeous (exclamatory)
2. favourite fruit my **mango** is (assertive)
3. have hair **I** long (assertive)
4. give glass **please** me a of water (imperative)
5. do stay **where** you (interrogative)
6. an interesting was **what** book it (exclamatory)
7. and plays **she** basketball hockey (assertive)
8. are looking **what** you for (interrogative)
9. are you **why** crying (interrogative)

Let's Revise

I make statements.



Assertive Sentence

I request, advise or order.



Imperative Sentence

I ask a question.



Interrogative Sentence

I express a sudden feeling.





Subject and Predicate

We know that a sentence is a group of words that makes complete sense.

Example : Suhana is a good student.

A sentence can be divided into two parts.

Suhana is a good student.
 subject predicate



'Suhana' is the **subject** because **the sentence is about 'Suhana'**. The words 'is a good student' is the **predicate** because this part tells us something about the subject 'Suhana'.

The part of a sentence which tells us what the sentence is about is the **subject**.
 The part of a sentence which tells us something about the subject is the **predicate**.

Let us read some more sentences.

SUBJECT	PREDICATE
(i) Birds	fly.
(ii) The birds	flew away.
(iii) The two babies	were feeling scared.



As we can see, the subject and the predicate can be made up of one word, as in example (i), two words as in example (ii) or more than two words as in example (iii).

The order of the subject and predicate

- Usually, the subject comes before the predicate but often for emphasis, the predicate can come before the subject.

Example : In that jungle lived a lion.
 subject predicate

- Again, in imperative sentences, the subject is not mentioned.

Examples : (i) Go to sleep.

(ii) Get up from the bed.

These sentences actually mean—

(i) **You** go to sleep.

(ii) **You** get up from the bed.

'You' is the subject. It is not stated but implied.

A. Identify the *subject* and the *predicate* in the given sentences.

Example: Sumi came first in the class.
subject predicate

1. Fatima and Asin are good friends.
2. Across the river is the small village.

3. The children of the junior classes have a holiday tomorrow.

4. Stand in a queue.

5. Vishal is absent today.

6. Mohan and his teammates have won the match.

7. My dream is to be a doctor.

8. Most of my classmates stay in Noida.

9. You cannot drink water inside the class.

10. Shalini is unwell.

To find the subject, ask: 'what the sentence is about?'
or
ask: 'about whom is this sentence?'



B. Match the *subject* with the *predicate* to form meaningful sentences.

SUBJECT

1. Veena
2. My hobby
3. It
4. I
5. My favourite food
6. My birthday
7. I
8. Mohan
9. Mina
10. Payal

PREDICATE

- (a) had sandwich for breakfast
- (b) am going to Kashmir for my vacation
- (c) has gone to school
- (d) is reading
- (e) was upset with her result
- (f) is raining heavily
- (g) lives in Kolkata
- (h) can speak French
- (i) is Chinese
- (j) is in June



C. Fill in the blanks by adding suitable subjects.

1. works in an office.
2. has black and white stripes.
3. shine in the sky.
4. are in school.
5. is the planet closest to the Earth.
6. is playing with its toys.
7. will come tomorrow.
8. is very intelligent.
9. study in my school.
10. has large ears.



D. Fill in the blanks with suitable predicates.

1. My grandfather
2. Manish and Ravi
3. The baby
4. Some boys
5. The book
6. Lata Mangeshkar
7. My favourite cartoon
8. Veena
9. Jack and Jill
10. The captain of the team

VALUE CORNER

When we join two parts – a 'subject' and a 'predicate' – we get a complete meaningful sentence. Joining hands with a needy child can add a new meaning to your personality. Do you agree? Why/Why not?

Let's Revise

I am a sentence.



I have two parts -
subject and predicate.

SENTENCE