

As per NEP 2020 and NCF 2023

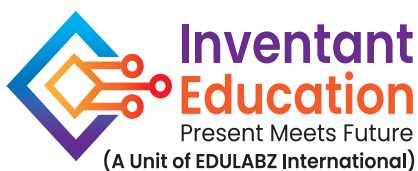


# Paradigm English Grammar and Composition

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By  
Editorial Team  
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# Introduction

Our new series, **Paradigm English Grammar and Composition** for **classes 1 to 8**, has meticulously followed the **National Education Policy (NEP), 2020** and the **National Curriculum Framework (NCF), 2023**. **Pramanas, Panchakosha Vikas** and **Panchpadi**, the three main constituents, have been used significantly through the explanations, examples, and exercises used in this series. It means the focus shifted to the process of learning. This series envisages conceptual understanding as a continuous process.

This is a carefully-graded grammar series developed to address the need for a systematic and step-wise pattern for understanding grammar. The series is based on the eclectic approach to language acquisition and presents a smooth blend of the inductive and deductive methods of teaching and learning. Each concept has been covered in detail, and great care has been taken to illustrate its core annotation at each level.

In recent years, there has been a significant shift towards designing a learner-centric curriculum that is based on an activity-based approach. There is also an equal emphasis on equipping young learners with essential twenty-first-century skills. The text and activities in the series promote the holistic development of the learners. Besides, there is a lot of emphasis on enhancing the **creativity, critical thinking, communication** and **collaboration** skills of the learners.

## Salient Features of the Series

- ★ A conscious effort has been made to incorporate the major elements of the **NEP 2020** and the latest **NCF**.
- ★ Simple, clear and detailed explanations of essential grammatical concepts have been given.
- ★ Ample examples and a variety of well-graded exercises reinforce the concepts and explanations.
- ★ Simple and clear instructions have been given in the exercises for easy understanding.
- ★ Fun-based, art-integrated exercises, together with a wide range of activities like grids and puzzles, have been used to bring the joy of learning to the classroom.
- ★ There is also a great emphasis on building cross-curricular, grade-appropriate vocabulary through exercises and comprehension.
- ★ All the explanations and exercises have been coupled with learner-friendly layout and illustrations for additional support.
- ★ **Revision Exercises** have been introduced periodically to check if the learners have grasped the concepts.
- ★ **Teacher's Resource Books** comprise lesson plans, additional activities and teaching guidelines along with the answer key for each book. They are meant to serve as a handy aid for the teachers and facilitate a wholesome teaching-learning experience.

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While every possible effort has been made to avoid errors and omissions, any constructive suggestions for the improvement of the series will be welcomed and incorporated in future editions.

With best regards,  
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# Key Features

... aligned with NEP 2020

## Comprehend

Includes simple explanations, definitions and examples to understand the concepts

**Comprehend**

There are 26 letters in the English Alphabet. Meet the letters of the English Alphabet. First, read the capital letters.

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

## Exercises

Comprehensive and varied exercises for practice to reinforce the concepts of grammar

**Exercise B**

Join each animal to its name. One has been done for you.

Direct Perception Critical Thinking

- duck
- cat
- goat
- tiger
- elephant

## Revision Exercises

Two Revision Exercises to assess learners' understanding of grammatical concepts

**REVISION EXERCISE 1**

A. Solve the naming word puzzle with the help of picture clues.



## Vocabulary and Comprehension

- Vocabulary in context – a novel way of learning new words in each class with meanings and usage
- Age appropriate, picture-based comprehensions are designed to foster the vital skill of reading. After reading comprehensions, the learners develop an appreciation and love for books and therefore develop motivation to continue reading.

**PART II: VOCABULARY AND COMPREHENSION**

**1. Word Bank - 1**

Learn new words, their meanings and correct usage in sentences. You will find all these words in Comprehension - I.

afraid, chase, clap, circus, clown, collar, guess, harm, please

1. I was **afraid** when I heard the lion roar in his cage.  
2. I **chase** the ball after someone is something quickly.  
3. The people tried to **clap** the first but he ran away.  
4. You hit your palm together to show that you like what is shown to you.  
5. People came out to **clap** for the marching soldiers.  
6. A group composed of clowns, acrobats and animals, who travel to different places to perform.  
7. Children enjoy watching animals perform in a **circus**.  
8. A circus entertainer is a clown, who wears a traditional costume and makes people laugh by performing funny tricks.  
9. His brother works as a **clown** in a circus.  
10. A dog with long hair and a long narrow nose.  
11. My neighbour has a **collar** dog named Bruno.  
12. I **guess** the answer to the puzzle and it was right.  
13. To hurt someone physically.  
14. Any dog, if teased, can **harm** children.  
15. To make people happy with what you do.  
16. The rockstar was able to **please** the audience with his songs.

**Comprehension - I**

Read the following passage and answer the questions that follow.

**CIRCUS DOGS**

Hello! I am Brownie and this is my best friend, Moti. I am a brown **poodle** and he is a **collie**. We are both very clever and can do many tricks to **please** you. Watch me when I walk on the rope. **Clap** when Moti plays with a **fishbone**. I am sure that you will laugh and laugh when we **chase** the **clown** and try to pull down his pants! The clown is **afraid** of us but we will never **harm** him. He is safe.

## Composition

Composition includes tasks like completing a picture-based description, completing a conversation, writing a description, etc. to develop the writing skills of the learners.

**2. Completing a picture-based Description**

Look at the picture carefully. Fill in the blanks given below. Take the help of the box given below the paragraph.

**My Family**

It is \_\_\_\_\_, the best time of the day for me. My whole family sits together at this time. Little Ravi, my Blackie and \_\_\_\_\_ his tail. Blackie does not \_\_\_\_\_ plays with \_\_\_\_\_

**4. Completing a Conversation**

Complete the conversation with the help of the words given in the box below.

Good morning, Grandma and Grandpa.

Good morning, dear. May God bless you!

Grandma, go to the \_\_\_\_\_.

OK, dear. I am just \_\_\_\_\_.

We will have \_\_\_\_\_.

# Fostering Holistic Development

... aligned with NCF 2023

Our series incorporates 'Panchakoshas' and 'Pramanas' – related activities and questions, to foster self-development, holistic learning and confidence in the students.

## Pramanas

### INFERENCE

Underline the **naming words** used for people, animals and birds in the following sentences. Write them under the correct headings.

**Inference** **Application of Knowledge**



1. A porter carries the load.
2. The cows are grazing in the field.
3. The peacock dances beautifully.



### PRESUMPTION

Can you:

**Presumption** **Creative Thinking**

1. think of a word to describe a big, round, yellow moon in the night sky?
2. think of a word to describe a delicious and juicy apple?

### TESTIMONY

Who can you ask for advice about choosing the right dress, your mom or your teacher? Why?

**Testimony** **Critical Thinking**

### PERCEPTION

Complete the names of the following pictures by filling the missing vowels.

**Direct Perception** **Critical Thinking**



b \_ rd



tr \_ \_



h \_ \_ s \_



b \_ y

### ANALOGY/COMPARISON

Read the letters given below. Identify the pattern and fill in the missing letters.

**Analogy/Comparison** **Problem Solving**

1. A B : C D :: E F : \_ \_
2. \_ \_ : B B :: \_ \_ : D D
3. A C E : F H J :: K M O :: \_ \_
4. A B C D : I J K L :: \_ \_ : U V W X

### NON-PERCEPTION

Read, think and say.

**Non-Perception** **Critical Thinking**

1. How does the rabbit run? Does it run **quickly** or **slowly**?
2. When you read your favourite book, do you read it **happily** or **sadly**?

## Panchakoshas

### Intellectual Development

Write the names of four birds. **Intellectual Development**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Development of Life Energy

Choose the **present tense** form of the verb from the box and fill in the blanks.

**Development of Life Energy** **Application of Knowledge**

sings/sang runs/will run work/will work  
plays/will play write/wrote laughs/will laugh

1. She \_\_\_\_\_ sweetly.
2. You \_\_\_\_\_ very neatly.

### Spiritual Development

Punctuate and write the following sentences correctly.

**Spiritual Development** **Application of Knowledge**

1. god is strength of the weak
2. god is great

### Emotional/Mental Development

Tick (✓) the correct **past tense** form of the verb to complete the sentences below.

**Mental Development** **Creative Thinking**

1. She (**danced/dance**) in her school function.
2. The cat (**run/ran**) after the mouse.
3. I (**lose/lost**) my watch yesterday.
4. He (**won/win**) the first prize.

### Physical Development

Look at the health hopscotch given below. Throw a dice. Make a sentence using the action word the dice lands on.

**Physical Development** **Creative Thinking**

(Hint: The sentence should state a healthy habit.)

sleep	
laugh	drink

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## PART I : GRAMMAR AND USAGE

### 1 ALPHABET ORDER

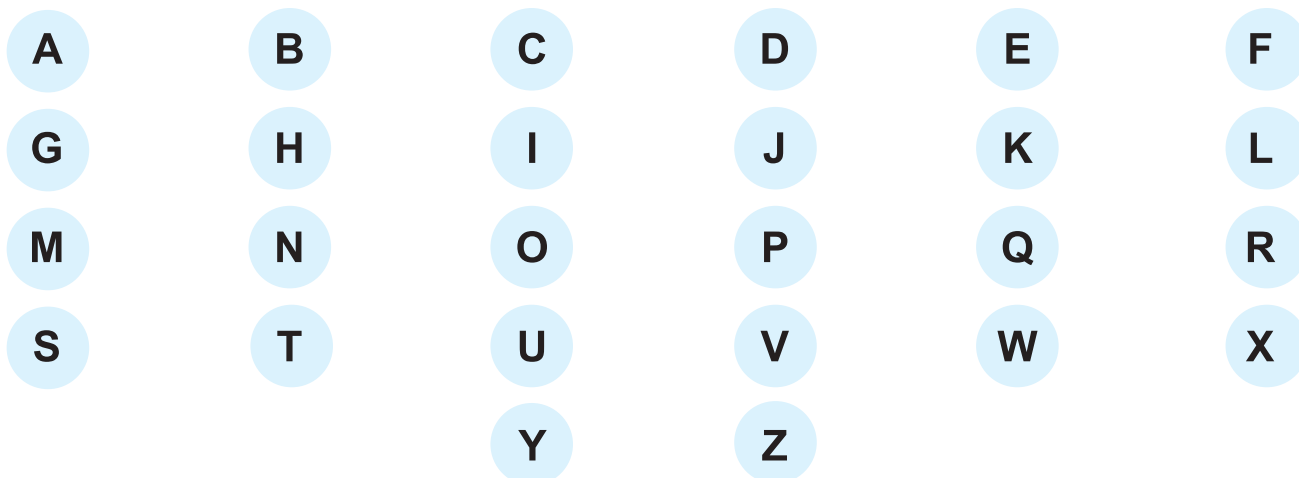


#### Comprehend

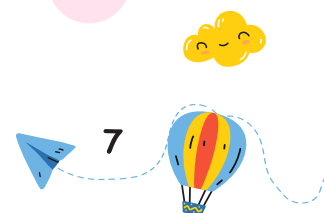
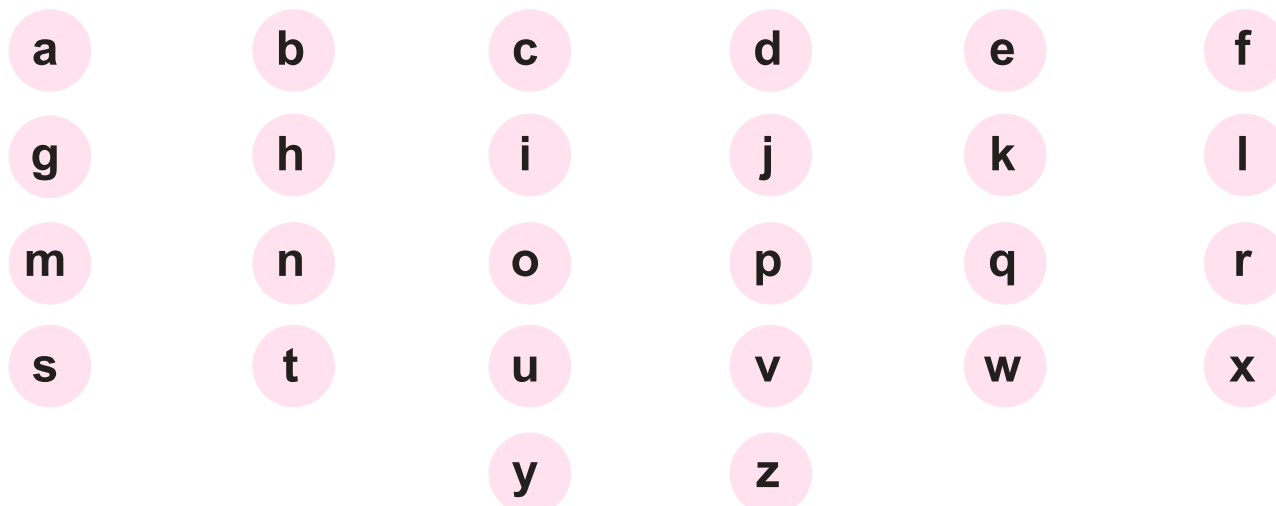
There are **26 letters** in the **English Alphabet**.

Meet the letters of the English Alphabet.

First, read the **capital letters**.



Now, read the **small letters**.





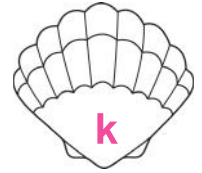
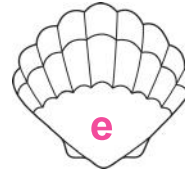
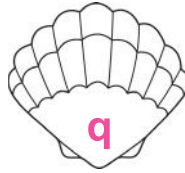
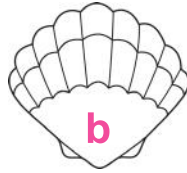
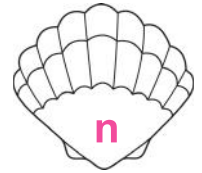
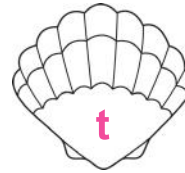
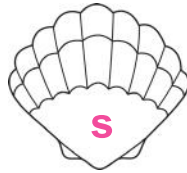
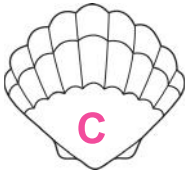
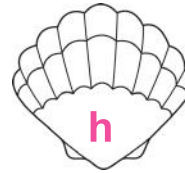
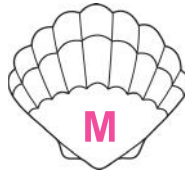
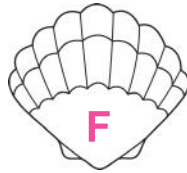


## Exercise A

Colour the shells **orange** which have capital letters and the shells **blue** which have small letters.

Direct Perception

Art Integration



## Comprehend

The letters **a**, **e**, **i**, **o** and **u** are **vowels**.

**A E I O U**

The letters **b**, **c**, **d**, **f**, **g**, **h**, **j**, **k**, **l**, **m**, **n**, **p**, **q**, **r**, **s**, **t**, **v**, **w**, **x**, **y** and **z** are **consonants**.

**B C D F G H J K L M N P Q R S T V W X Y Z**



## Exercise B

Underline the **vowels** in each word of the following sentences.

One is done for you as an example.

Intellectual Development

Application of Knowledge

1. Rani plays with her dog.

2. Children go to school in a bus.



3. I love to eat ice cream.

4. This is my house.

5. I write with a pencil.



## Exercise C

Complete the names of the following pictures by filling the missing vowels.

Direct Perception

Critical Thinking

1.



b \_ rd

2.



tr \_ \_

3.



h \_ \_ s \_

4.



b \_ y



## Exercise D

Some consonants are missing in the names of the following pictures. Fill in the blanks to complete the names.

Direct Perception

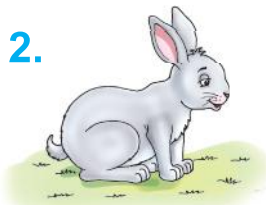
Creative Thinking

1.



\_ u \_ flo \_ e \_

2.



ra \_ \_ it

3.



\_ a \_ ket

4.



\_ an \_ le

5.



\_ e \_ t

6.



\_ on \_ ey



7.



um \_ re \_ \_ a

8.



\_ eapo \_

9.



\_ oke \_



## Exercise E

Fill in the blanks, at the end, with rhyming words given in the box.

Intellectual Development

Creative Thinking

town

crown

gown

brown

1. The queen wears a c \_ \_ \_ \_ .



2. Her little dog is b \_ \_ \_ \_ .

3. Lizzie lives in a pretty t \_ \_ \_ \_ .



4. Look at her beautiful g \_ \_ \_ \_ .



## Exercise F

Read the letters given below. Identify the pattern and fill in the missing letters.

Analogy

Problem Solving

1. A B : C D :: E F : \_ \_ \_ \_

2. \_ \_ \_ \_ : B B :: \_ \_ \_ \_ : D D

3. A C E : F H J :: K M O :: \_ \_ \_ \_

4. A B C D : I J K L :: \_ \_ \_ \_ : U V W X





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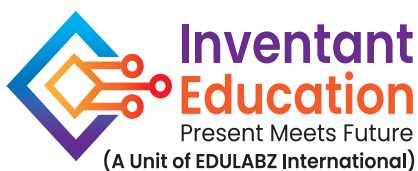


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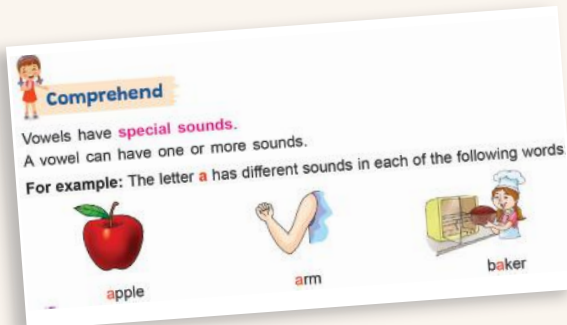
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# Key Features

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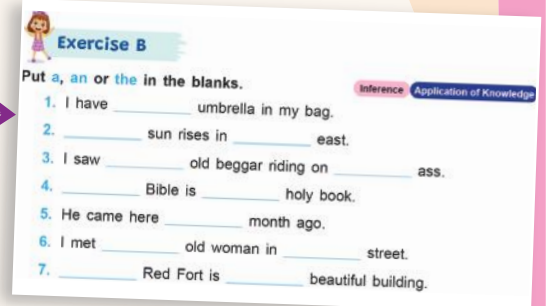
## Comprehend

Includes simple explanations, definitions and examples to understand the concepts



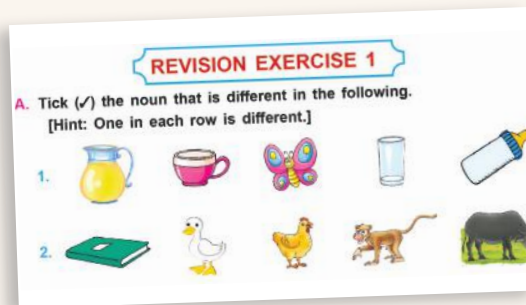
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Comprehensive and varied exercises for practice to reinforce the concepts of grammar



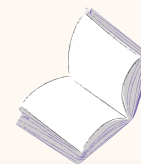
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Two Revision Exercises to assess learners' understanding of grammatical concepts



## Vocabulary and Comprehension

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### PART II : VOCABULARY AND COMPREHENSION

#### 1. Word Bank - I

Learn new words, their meanings and correct usage in sentences. You will find all these words in Comprehension - I.

**At a time** : To state how much of something is involved in one action.  
The giant could lift five men **at a time**.

**Desert** : A large area of land, usually in a hot region, where there is almost no water, trees or plants.  
The Thar is the biggest **desert** in India.

**Envy** : Jealousy.  
Ravi was filled with **envy** when he saw his friend win the game.

**Gallons** : A unit of measurement for liquids.  
As he was about to enter the cave, there was a **flash** of lightning and a loud roar of thunder. A tall old man, with a long **beard**, appeared before him.

#### Comprehension - II

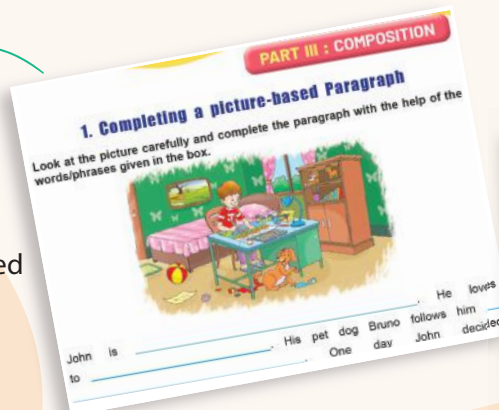
Read the following passage and answer the questions that follow.

##### A GAME OF MATHEMAGIC

Prince Salim of Arabia stood before the huge **cave** on the mountainside. In the cave was **hidden**, for years, a great treasure. The **Treasure of Arabistan!** The Prince was **admitted** for his **bravery** in the whole of Arabia. He had climbed the mountain to reach the cave. On his way, he crossed many **stormy** seas and **blazing** deserts, **fought** many **monsters** and killed many **dragons**. As he was about to enter the cave, there was a **flash** of lightning and a loud roar of **thunder**. A tall old man, with a long **beard**, appeared before him.

## Composition

Composition includes tasks like completing a picture-based paragraph, completing a paragraph, writing a picture-based description, etc. to develop the writing skills of the learners.



#### 2. Completing a Paragraph

A. Fill in each blank with the help of the clues given below.

##### The Three Bears

walk	cottage	eaten	returned	someone
porridge	surprised	complained	stared	

After a long \_\_\_\_\_, the three bears \_\_\_\_\_ to their \_\_\_\_\_. They were \_\_\_\_\_ to find \_\_\_\_\_ had been there. "Somebody has eaten my \_\_\_\_\_!" cried Father Bear. "Somebody has \_\_\_\_\_ your porridge too!" Father Bear pointed at Mother Bear's porridge. Mother Bear \_\_\_\_\_ at her porridge. "Look!

# Fostering Holistic Development

... aligned with NCF 2023

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## Pramanas

### INFERENCE

Fill in the blanks with **has**, **have** or **had**.

Inference

1. Jack \_\_\_\_\_ fun at the party last Saturday.
2. Do you \_\_\_\_\_ a brother?
3. My boss never \_\_\_\_\_ time.
4. They \_\_\_\_\_ breakfast at 6:30 this morning.

### PRESUMPTION

Read the following and use the words 'will do' to describe your future action.

Presumption

Critical Thinking

1. What do you think your favourite cartoon character will do in the next episode?
2. If it rains, what will you do to stay dry when you go outside to play?

### TESTIMONY

What do you learn from listening to your teacher in school? State something your teacher says in the classroom using the simple present tense.

Testimony

Critical Thinking

### PERCEPTION

Read the poem carefully and underline the **nouns**.

Direct Perception

Critical Thinking

There are bird-nests in trees,  
And hives for bees.  
Kennels for dogs,  
And ponds for frogs.  
There are cages for birds,



### ANALOGY/COMPARISON

Complete the **analogies** with suitable words in each set. Draw and colour pictures from any two sets.

Analogy/Comparison

Art Integration

1. Black is to crow as \_\_\_\_\_ is to swan.
2. \_\_\_\_\_ is to mouse as big is to elephant.
3. Cold is to juice as hot is to \_\_\_\_\_.
4. Happy is to \_\_\_\_\_ as tall is to short.

### NON-PERCEPTION

Did you see the moon last night? If not, can you tell me what you think the moon did in the sky even though you didn't see it? Use the words 'did' and 'think' to describe your past thoughts.

Non-Perception

Critical Thinking

## Panchakoshas

### Intellectual Development

Unscramble the words to make **meaningful sentences**.

Intellectual Development

Critical Thinking



1. walking / girls / happily / The / are

2. quietly / is / Johnny / studying



### Development of Life Energy

Can you think of a time when you felt really happy? What were you doing, and why do you think it made you happy?

Spiritual Development

Creative Thinking

### Spiritual Development

### Emotional/Mental Development

### Physical Development

Read the following poem titled 'CAKES' and underline the **action words**.

Development of Life Energy

Critical Thinking



Take flour and egg  
Add some butter too  
Mix with a spoon  
That's what you do.  
Pour in a dish  
Switch on the oven  
Wait, till it bakes  
Brown and even.

Work in pairs. Look at the picture and write one statement, one question and one exclamatory sentence.

Mental Development

Collaboration



1. Statement : \_\_\_\_\_
2. Question : \_\_\_\_\_

Look at the pictures given below. Which of these are good for us and which are bad? Write a sentence for each. See the example.

Physical Development

Problem Solving

1. Eating junk food is bad for health.





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## ALPHABET FUN



### Reflect

The English Alphabet has 26 letters.

Letters **a**, **e**, **i**, **o** and **u** are **vowels**.

Letters **b**, **c**, **d**, **f**, **g**, **h**, **j**, **k**, **l**, **m**, **n**, **p**, **q**, **r**, **s**, **t**, **v**, **w**, **x**, **y** and **z** are **consonants**.



### Comprehend

Vowels have **special sounds**.

A vowel can have one or more sounds.

**For example:** The letter **a** has different sounds in each of the following words:



apple



arm



baker



### Exercise A

The names of the following pictures start with a vowel. Write their names.

Intellectual Development

Creative Thinking



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_





4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_



## Exercise B

Write the letter of the alphabet that begins the names of the following.

Intellectual Development

Problem Solving



1.



2.



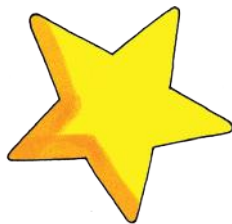
3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



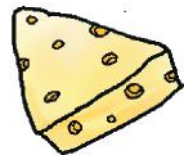


## Exercise C

Form pairs. Identify the pictures. Put words beginning with a vowel under **Group A** and words beginning with a consonant under **Group B**.

Intellectual Development

Collaboration



Group A	Group B
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

As per NEP 2020 and NCF 2023

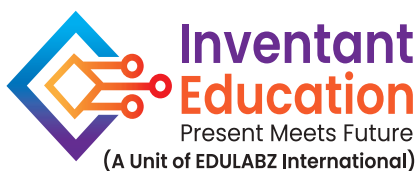


# Paradigm English Grammar and Composition

3

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In recent years, there has been a significant shift towards designing a learner-centric curriculum that is based on an activity-based approach. There is also an equal emphasis on equipping young learners with essential twenty-first-century skills. The text and activities in the series promote the holistic development of the learners. Besides, there is a lot of emphasis on enhancing the **creativity, critical thinking, communication** and **collaboration** skills of the learners.

## Salient Features of the Series

- ★ A conscious effort has been made to incorporate the major elements of the **NEP 2020** and the latest **NCF**.
- ★ Simple, clear and detailed explanations of essential grammatical concepts have been given.
- ★ Ample examples and a variety of well-graded exercises reinforce the concepts and explanations.
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- ★ Fun-based, art-integrated exercises, together with a wide range of activities like grids and puzzles, have been used to bring the joy of learning to the classroom.
- ★ There is also a great emphasis on building cross-curricular, grade-appropriate vocabulary through exercises and comprehension.
- ★ All the explanations and exercises have been coupled with learner-friendly layout and illustrations for additional support.
- ★ **Revision Exercises** have been introduced periodically to check if the learners have grasped the concepts.
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While every possible effort has been made to avoid errors and omissions, any constructive suggestions for the improvement of the series will be welcomed and incorporated in future editions.

**With best regards,  
Inventant Education**

# Key Features

... aligned with NEP 2020

## Comprehend

Includes simple explanations, definitions and examples to understand the concepts

**Comprehend**

Words for groups of people, animals or things are called **collective nouns**.

Here are some collective nouns you can use for groups of people:

a <b>crowd</b> of shoppers	a <b>gang</b> of thieves	a <b>company</b> of actors
a <b>panel</b> of judges	a <b>class</b> of students	a <b>platoon</b> of soldiers

Many groups of animals have their own special collective nouns:

a <b>herd</b> of cattle	a <b>pack</b> of wolves	a <b>litter</b> of puppies
a <b>flock</b> of birds	a <b>pride</b> of lions	a <b>troop</b> of monkeys
a <b>drove</b> of sheep	a <b>pod</b> of dolphins	a <b>brood</b> of chickens
a <b>gaggle</b> of geese	a <b>school</b> of fish	a <b>swarm</b> of bees

## Exercises

Comprehensive and varied exercises for practice to reinforce the concepts of grammar

Look at these pictures and say what you will become when you grow up.

Intellectual Development    Communication

 Reporter	 Doctor	 Pilot	 Policeman
 Nurse	 Soldier	 Anchor	 Dancer

## Revision Exercises

Two Revision Exercises to assess learners' understanding of grammatical concepts

### REVISION EXERCISE 1

A. Arrange the words in each row in **alphabetical order**.

- gloom, beaver, dries, studying
- man, gems, lemon, rowed
- problem, safe, peacefully, camel
- drawing, attend, horrible, handwriting
- child, herd, proud, someone
- flies, drawing, cat, dye



## Vocabulary and Comprehension

- Vocabulary in context – a novel way of learning new words in each class with meanings and usage
- Age appropriate, picture-based comprehensions are designed to foster the vital skill of reading. After reading comprehensions, the learners develop an appreciation and love for books and therefore develop motivation to continue reading.

**PART II : VOCABULARY AND COMPREHENSION**

**1. Word Bank - I**

Learn new words, their meanings and correct usage in sentences. You will find all these words in Comprehension-I.

<b>Amusement</b> (Noun)	: Fun, laughter
<b>Absolute</b> (Adjective)	: Complete, total
<b>By the time</b>	: When something happens
<b>Cats and dogs</b> (A phrase)	: Fighting
<b>Delight</b> (Noun)	: Great pleasure
<b>Downpour</b> (Noun)	: Sudden and heavy rain
<b>Dragged</b> (Verb)	: Pulled with difficulty
<b>Drizzle</b> (Verb)	: Falling rain

Read the following passage and answer the questions that follow.

**How Lovely is the Rain!**

I was raining cats and dogs outside, but Arunima wanted to go out and play. "I promise, I'll wear my raincoat and boots," she pleaded with her mother. Mother frowned, scolded and tried to explain, but Arunima was not prepared to listen. Finally, mother gave in, Arunima managed to persuade her mother when the downpour turned into a drizzle.



## Composition

Composition includes tasks like writing about a personal experience, story writing, picture composition, etc. to develop the writing skills of the learners.

### PART III : COMPOSITION

**1. Writing about a Personal Experience**

**Personal Narrative**

Personal narratives are a form of writing in which the writer relates one event, incident, or experience from his/her life. Personal narratives allow you, the writer, to share your life experiences with others.

Here is given an example of a personal narrative. Read the paragraph carefully.

**My First Days at School**

Last year, I was the new kid at school. For the first four days, I was completely alone. I don't think I even spoke to a single person. Finally, at lunch on the fifth day Nalini walked past her usual table and sat down right next to me. I was new, but all of Nalini's friends were sitting there right next to me. I felt very happy because I was not alone then. I have a great respect for Nalini who helped me when I entered the school for the first time.

### 2. Story Writing

Look at the pictures given below. Recall the famous story.

**The Fox and the Crow**



Now, with the help of the words given in the box write the story.

sitting	branch	beak	found
bread	fox	clever	foolish
felt	away	sing	forest
			piece
			crow
			voice



# Fostering Holistic Development

... aligned with NCF 2023

Our series incorporates 'Panchakoshas' and 'Pramanas' – related activities and questions, to foster self-development, holistic learning and confidence in the students.

## Pramanas

### INFERENCE

Who am I? Choose the right word from the help box and fill in the blanks.

**Inference** Critical Thinking

thing vegetable fruit insect animal person

1.  I am a calf.  
I am an \_\_\_\_\_.

2.  I am a mango.  
I am a \_\_\_\_\_.

### PRESUMPTION

Imagine your teacher is smiling in the classroom. What can you presume about their mood? Use the present tense to describe your presumption.

**Presumption** Critical Thinking

### TESTIMONY

Can you think of a famous historical figure or event that we know about because experts testified about it? Explain what you know in the past tense, like 'Archaeologists discovered ancient artefacts that told us about life in the past' **Testimony** Critical Thinking

### PERCEPTION

Complete the table given below. **Direct Perception** Application of Knowledge

Number	Order
1. 15	
2. 12	fourteenth
3. 12	
4. 16	twentieth
5. 16	

### ANALOGY/COMPARISON

Form pairs. Look at the pictures and read carefully the sentences below them. With the help of the box complete the quiz. **Analogy/Comparison** Collaboration

frog peahen lion swan owl kangaroo

1.  I am an owl.  
I grow into an \_\_\_\_\_.

2.  I am a joey.  
I grow into a \_\_\_\_\_.

3.  I am a cygnet.  
I grow into a \_\_\_\_\_.

### NON-PERCEPTION

How do we learn about things that we didn't directly see or hear? Use an adverb to describe the way we gain knowledge, like 'Sometimes we learn about non-perceived things by listening carefully to others'. **Non-Perception** Critical Thinking

## Panchakoshas

### Intellectual Development

Look at these pictures and say what you will become when you grow up. **Intellectual Development** Communication



Reporter



Doctor



Pilot



Policeman

### Development of Life Energy

Go to a nearby park in the evening. Write ten sentences describing what is happening there. Also, draw a picture of the scene with the help of your imagination. **Development of Life Energy** Art Integration

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

### Spiritual Development

Write the names of five of your friends. Choose words from the box to describe them. You may use the same words more than once or add words of your choice. **Spiritual Development** Critical Thinking

tall strong beautiful helpful smart courageous  
kind playful polite thin shy quiet

### Emotional/Mental Development

### Physical Development

Think of some words that describe a person who is physically fit and active. For example, someone who is energetic or strong. **Physical Development** Critical Thinking

### Exercise C

Read the following and answer the questions that follow. **Mental Development** Critical Thinking

The objects which we see around us are made of different materials like wood, glass, rubber, plastic, cotton, etc. They are of different shapes, sizes and colours. For example, table, chair, bag, books, clothes, birds, cars and trees are all made of different materials. How do we group such a variety of objects?

We group objects on the basis of certain similarities and differences in their properties. This type of grouping in which similar objects are placed together is known as classification. Therefore, the above mentioned objects may be classified as living or non-living. We can also classify them as naturally occurring or man-made objects.

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## ALPHABETICAL ORDER



### Comprehend

The order in which the letters of the alphabet appear is called the **alphabetical order**.

A **dictionary** is a book that lists the words of a language in alphabetical order and gives their meaning in a different or the same language.

Look at the entry word in a dictionary:

Diagram illustrating the components of a dictionary entry for the word **volcano**:

- word**: volcano
- pronunciation**: (vāl kā 'nō')
- part of speech**: noun
- first definition**: 1. a vent in Earth's crust through which molten lava and gases are ejected; Red Mountain, in northern Arizona, is one of many mountains that formed as the result of a **volcano**.
- sample sentence**: Before World War II, Germany was a **volcano** of unrest.
- second definition**: 2. something with explosive potential;

With a good dictionary, you can do the following:

- look up the meaning of an English word you see or hear
- find the English translation of a word in your language
- check the spelling of a word
- check the plural of a noun or past tense of a verb
- find the synonym or antonym of a word
- check the part of speech of a word





- find out how to say a word
- find examples of the use of a word in natural language

In this class, we will study about the alphabetical order and how to find a word in a dictionary.

**Read the following words given below:**

sing    play    run    jump    hot    cold    warm    icy

These words are not in a proper order. Now, arrange these words in the proper order:

cold    hot    icy    jump    play    run    sing    warm



## Exercise A

**Rewrite each word list in alphabetical order.**

Mental Development

Problem Solving

1. ship, car, train, bus

\_\_\_\_\_

2. mop, stop, hop, top

\_\_\_\_\_

3. hand, eye, mouth, foot

\_\_\_\_\_

4. yes, no, maybe, okay

\_\_\_\_\_

5. star, moon, dark, bed

\_\_\_\_\_

6. two, zero, five, six

\_\_\_\_\_

7. lake, snake, cake, rake

\_\_\_\_\_

8. tree, leaf, bark, green

\_\_\_\_\_





## Comprehend

Sometimes, in a list of words, we find that two or more words begin with the same letter. Then, how would you arrange the words in a sequence?

**Read the following words given below:**

soccer pilot rain fish parrot ship tiger notebook

We see that the four words **soccer, ship, pilot** and **parrot** can create some confusion.

To arrange the words in a sequence, we must look at the second letter of the words which start with the same letter.

So, in the words 'parrot' and 'pilot', 'parrot' comes before 'pilot' as the second letter of 'parrot' is 'a' which comes before the second letter 'i' of 'pilot' in the dictionary. In the same way, take the words 'soccer' and 'ship'. In these words, 'ship' comes before 'soccer' as the second letter of 'ship' is 'h' which comes before the second letter 'o' of 'soccer' in the dictionary.

**Now, arrange these words in alphabetical order:**

fish notebook parrot pilot rain ship soccer tiger



## Exercise B

**Rewrite each word list in alphabetical order.**

Mental Development

Problem Solving

1. aunt, penguin, salt, prayer

\_\_\_\_\_

2. zebra, summer, giraffe, garage

\_\_\_\_\_

3. kitten, rose, horse, kettle

\_\_\_\_\_



4. cricket, football, freeze, snow

\_\_\_\_\_

5. table, salon, elephant, eagle

\_\_\_\_\_

6. roof, umbrella, dinner, unicorn

\_\_\_\_\_

7. unity, attempt, pencil, patriot

\_\_\_\_\_

8. farmer, quarrel, effort, flown

\_\_\_\_\_



## Exercise C

Write the following words in **alphabetical order**.

Mental Development

Problem Solving

kick	make	able	bedroom	push	bite	mantle	river
figure	kind	ticket	pulp	fumble	win	at	knight

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_



As per NEP 2020 and NCF 2023

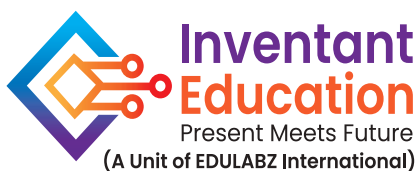


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# Key Features

... aligned with NEP 2020

## Comprehend

Includes simple explanations, definitions and examples to understand the concepts

**Comprehend**

Common nouns are either **countable** or **uncountable**.  
A **countable noun** is the name of anything that can be counted.  
**For example:** book, cat, basket, king, teacher.  
Countable nouns have plural forms.  
An **uncountable noun** is the name of anything that cannot be counted.  
**For example:** Water, milk, oil, sugar, sand, rice.  
Countable nouns take **a**, **an** and **many** before them.  
**For example:**

a lion	an owl	many puppies
a boy	an egg	many boys

## Exercises

Comprehensive and varied exercises for practice to reinforce the concepts of grammar

**Exercise A**

Underline the **collective nouns** in the following paragraph.

*Direct Perception Critical Thinking*

In a busy city, a group of students, known as a class, eagerly visited a park. There, they witnessed a flutter of butterflies fluttering around a bunch of blooming flowers. Nearby, a team of squirrels performed acrobatics while a parliament of owls observed from the trees above. As they walked further, they encountered a troop of monkeys swinging from the branches. Suddenly, a pride of lions roared nearby, startling a herd of giraffes gracefully strolling on the horizon.

## Revision Exercises

Two Revision Exercises to assess learners' understanding of grammatical concepts

**REVISION EXERCISE 1**

A. Look at the following words in a dictionary. Identify their **parts of speech** and write their **meanings**.

- worried \_\_\_\_\_
- satisfaction \_\_\_\_\_
- cautiously \_\_\_\_\_
- decide \_\_\_\_\_
- underneath \_\_\_\_\_
- until \_\_\_\_\_

B. Read the passage given below and underline the **nouns**.

Samual went for a walk in the garden. He stopped as he saw a beehive on a tree. He was amazed because he had never seen such



## Vocabulary and Comprehension

- Vocabulary in context – a novel way of learning new words in each class with meanings and usage
- Age appropriate, picture-based comprehensions are designed to foster the vital skill of reading. After reading comprehensions, the learners develop an appreciation and love for books and therefore develop motivation to continue reading.

**Comprehension - I**

Read the following passage and answer the questions that follow.

**Fire at Night**

The old building at the end of our road was lying closed and looked for the last two days. It used to be a bank, but the bank had shifted to the new building, a grand multi-storey one, in the main market.

**PART II : VOCABULARY AND COMPREHENSION**

**1. Word Bank - I**

Learn new words, their meanings and correct usage in sentences. You will find all these words in Comprehension-I.

<b>Abandoned</b> (Adjective)	: Deserted, unoccupied People returned to their <b>abandoned</b> houses when the flood water began to recede.
<b>Ancient</b> (Adjective)	: Belonging to very early times Many great kings, like Ashoka, ruled India in <b>ancient</b> times.
<b>Blaring</b> (Verb)	: Sound of something very loud – honking, booming You can hardly study with loudspeakers <b>blaring</b> slogans around you.
<b>Cropt</b> (Verb)	: Moved slowly, to enter without being noticed The thief <b>cropt</b> into the rich man's house through a window.
<b>Disperse</b> (Verb)	: Go away, leave The crowd <b>dispersed</b> only when the police arrived.
<b>Elderly</b> (Adjective)	: Senior citizen, aged, old The <b>elderly</b> man sitting in the front row was an old Army General.

## Composition

Composition includes tasks like paragraph writing, picture analysis, poem writing, etc. to develop the writing skills of the learners.

**PART III : COMPOSITION**

**1. Paragraph Writing**

**Personal Narrative**  
A **personal narrative** is about a personal experience, so it is usually written in the first person. To maximise its impact, the paragraph should be written in a manner so that it has an emotional impact on the reader.  
Here is given an example of a personal narrative. Read the paragraph carefully:

**Surprise in the Middle of the Night**

I woke up swiftly. My senses were blurred, except for the sense of hearing. All I could hear was the sound of footsteps stepping on the creaky board in the hallway. I walked as lightly as I possibly could. I slipped past my parents' room and entered the living room very cautiously. Firstly, I searched the room and found nothing. A few minutes later, I went into the kitchen to find three small, wrapped presents on the table.

**5. Anecdote Writing**

An **anecdote** is a short, amusing account of something that has happened.

**Example 1:** Little Amit had a bad cold, cough and fever. Mother called the family doctor. After examining Amit, the doctor started writing the prescription. He looked up and asked mother, 'How many years ...?' Mother replied 'Four years.' Little Amit stood up and protested, 'No mummy, only two. This ear and this!'

**Example 2:** This really happened! At a very famous, formal, royal dinner, the leading advocate of England was sitting next to a famous doctor. During the meal, the doctor turned to the advocate and asked for his advice. The man sitting on the doctor's left had discussed his ailment and asked for the medicine to be taken. The doctor asked the lawyer what he should do after that. The lawyer told him to send a bill to the man the next day. The doctor did so. After one day, the doctor received a bill from the famous lawyer for asking his advice!





# Fostering Holistic Development

... aligned with NCF 2023

Our series incorporates 'Panchakoshas' and 'Pramanas' – related activities and questions, to foster self-development, holistic learning and confidence in the students.

## Pramanas

### INFERENCE

Fill in the blanks with suitable **demonstrative pronouns**.

**Inference** Application of Knowledge

- Look at \_\_\_\_\_ newspaper here.
- \_\_\_\_\_ are my grandparents, and \_\_\_\_\_ people over there are my friend's grandparents.
- \_\_\_\_\_ building over there is the Chrysler Building.
- \_\_\_\_\_ is my mobile phone and \_\_\_\_\_ is your mobile phone on the shelf over there.
- \_\_\_\_\_ photos here are much better than \_\_\_\_\_ photos on the book.

### PRESUMPTION

If I possess the following abstract qualities, then who am I? One is done for you as an example.

**Presumption** Creative Thinking

Abstract Noun	Adjective + noun
1. majesty	a majestic person
2. courage	
3. strength	
4. loyalty	

### TESTIMONY

Suppose you're reading a book, and the author describes a magical forest as 'dark and mysterious'. How does the author's testimony through these adjectives help you visualize and understand the forest in the story? Can you think of other adjectives that could be used to describe a forest to create a different image?

**Testimony** Critical Thinking

### PERCEPTION

Fill in the blanks with suitable **adverbs of manner**. **Direct Perception**

- Sam drove the car \_\_\_\_\_.
- Students wrote \_\_\_\_\_ in their exercise books.
- The band played \_\_\_\_\_.
- The nurse tended the patients \_\_\_\_\_.
- Sandy solved the sums \_\_\_\_\_.

### ANALOGY/COMPARISON

Stick the pictures of the **opposite gender** of the following.

**Analogy/Comparison** Art Integration

Woman

Lion

Boy

### NON-PERCEPTION

Imagine you are watching a nature documentary. The narrator says, "Look at the cheetah. It \_\_\_\_\_ quietly in the grass." How would you complete the sentence to describe the cheetah's action in the present tense? What can you assume about the cheetah's behaviour based on this information?

**Non-Perception** Creative Thinking

## Panchakoshas

### Intellectual Development

Write the correct **common noun** for every **proper noun** given below. One is done for you as an example. **Intellectual Development** Critical Thinking

- The Bible \_\_\_\_\_ a holy book
- Tamil \_\_\_\_\_
- Brahmaputra \_\_\_\_\_
- Varanasi \_\_\_\_\_
- December \_\_\_\_\_
- The Alps \_\_\_\_\_

### Development of Life Energy

Imagine you are talking about your future goals related to physical activities and a healthy lifestyle. Using the future tense, explain your goal and how you plan to achieve it. Describe what you will do and how it will impact your energy levels and overall well-being. How does setting such goals contribute to the development of life energy in the future?

**Development of Life Energy** Creative Thinking

### Spiritual Development

Look at the picture and make ten sentences to describe it. Use suitable **adjectives**. **Spiritual Development** Creative Thinking



### Emotional/Mental Development

Fill in the blanks with the correct **comparative** forms of the adjectives in brackets. **Mental Development** Critical Thinking

**Bholu Ram**

165 cm - 106 kg  
55 years old

**Tisha**

172 cm - 45 kg  
17 years old

- Rohan is \_\_\_\_\_ than Tisha. (young)
- Bholu Ram is \_\_\_\_\_ than Mays. (fat)
- Tisha is \_\_\_\_\_ than Bholu Ram. (slim)
- Mary is \_\_\_\_\_ than Tisha. (old)
- Rohan is \_\_\_\_\_ than Mays. (angry)
- Bholu Ram is \_\_\_\_\_ than Mays. (fat)

### Physical Development

Imagine a time when you practised a new exercise routine with your family a few months ago. Using the past tense, tell me about the exercises you did, how you felt, and whether you found them easy or challenging. How did engaging in this physical activity impact your physical development over time?

**Physical Development** Creative Thinking



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## PART I : GRAMMAR AND USAGE

### ALPHABETICAL ORDER



#### Reflect

The order in which the letters of the alphabet appear is called the **alphabetical order**.

#### How to put words in Alphabetical Order

To put words in alphabetical order, you need to put them in the order of the alphabet.

**a b c d e f g h i j k l m n o p q r s t u v w x y z**

Put the following into alphabetical order:

cat, batsman, aeroplane

The alphabetical order is **aeroplane**, **batsman**, **cat**.

**Note:** If all the words start with the same letter, the next letter is used.

dragon, doll, danger

The alphabetical order is **danger**, **doll**, **dragon**.

All the words begin with 'd', so the next letter is used. If the second letter is the same, you have to use the third letter.

rose, rock, royal, round

The alphabetical order is **rock**, **rose**, **round**, **royal**.



#### Exercise A

Arrange the following words in **alphabetical order**.

Inference

Critical Thinking

savage	peculiar	trigger	sand	garage	tiger
fuel	fraud	darker	horse	tangible	sewage
pavement	shade	pious	tree	bolt	drummer

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_



- |           |           |           |
|-----------|-----------|-----------|
| 7. _____  | 8. _____  | 9. _____  |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |



## Reflect

A **dictionary** is a reference book about words, and as such, it describes the meaning of individual words. It does so by listing these words in alphabetical order in the form of **headwords**, the words listed as entries in the dictionary.

With a good dictionary, we can find the meaning of a word, check the spelling, find the synonym or antonym of a word, check the part of speech of a word, find out how to pronounce a word, etc.

In this class, we will study the different elements of a dictionary.

**Let us look at how a word is represented in a dictionary:**

The diagram illustrates the components of a dictionary entry for the word **trench**. The entry is shown within a light yellow box. The word **trench** is at the top, labeled as the **headword/entry word**. Below it is the **pronunciation**, indicated by a speaker icon and the phonetic transcription **/trɛntʃ/ (say trench)**. To the left of the entry, a pink box labeled **pronunciation** has an arrow pointing to the speaker icon, and another pink box labeled **part of speech** has an arrow pointing to the word **noun**. The **definition** is shown as a list of five numbered items, with a pink box labeled **definition** having an arrow pointing to the first item. The first item is: **1. Fortifications** a long, narrow excavation in the ground, the earth from which is thrown up in front to serve as a shelter from the enemy's fire, etc.

A word or term placed at the beginning of an entry in a dictionary is called a **headword** or an **entry word**. In other words, each word defined in a dictionary is called an entry word.

**Pronunciation** means how we say words.

The **definition** is given to clarify the meaning of the entry word.

The **parts of speech** are noun, verb, adjective, adverb, pronoun, preposition, conjunction and interjection.





## Exercise B

Find out the **meaning** of the following words by using a dictionary.

Direct Perception

Application of Knowledge

1. revenge \_\_\_\_\_
2. skilful \_\_\_\_\_
3. commute \_\_\_\_\_
4. target \_\_\_\_\_
5. seldom \_\_\_\_\_
6. along \_\_\_\_\_
7. define \_\_\_\_\_
8. wonder \_\_\_\_\_
9. terrified \_\_\_\_\_
10. voyage \_\_\_\_\_



## Exercise C

Find out the **part of speech** of the following words by using a dictionary.

Direct Perception

Application of Knowledge

- |                     |                        |
|---------------------|------------------------|
| 1. symbol _____     | 2. dangerous _____     |
| 3. usually _____    | 4. memorize _____      |
| 5. under _____      | 6. because _____       |
| 7. hurrah _____     | 8. myself _____        |
| 9. opposition _____ | 10. each _____         |
| 11. wow _____       | 12. tenth _____        |
| 13. later _____     | 14. yours _____        |
| 15. alongside _____ | 16. bravery _____      |
| 17. whoever _____   | 18. consequently _____ |
| 19. enough _____    | 20. whom _____         |



As per NEP 2020 and NCF 2023

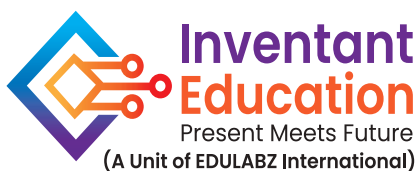


# Paradigm English Grammar and Composition

5

By  
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# Introduction

Our new series, **Paradigm English Grammar and Composition** for **classes 1 to 8**, has meticulously followed the **National Education Policy (NEP), 2020** and the **National Curriculum Framework (NCF), 2023**. **Pramanas, Panchakosha Vikas** and **Panchpadi**, the three main constituents, have been used significantly through the explanations, examples, and exercises used in this series. It means the focus shifted to the process of learning. This series envisages conceptual understanding as a continuous process.

This is a carefully-graded grammar series developed to address the need for a systematic and step-wise pattern for understanding grammar. The series is based on the eclectic approach to language acquisition and presents a smooth blend of the inductive and deductive methods of teaching and learning. Each concept has been covered in detail, and great care has been taken to illustrate its core annotation at each level.

In recent years, there has been a significant shift towards designing a learner-centric curriculum that is based on an activity-based approach. There is also an equal emphasis on equipping young learners with essential twenty-first-century skills. The text and activities in the series promote the holistic development of the learners. Besides, there is a lot of emphasis on enhancing the **creativity, critical thinking, communication** and **collaboration** skills of the learners.

## Salient Features of the Series

- ★ A conscious effort has been made to incorporate the major elements of the **NEP 2020** and the latest **NCF**.
- ★ Simple, clear and detailed explanations of essential grammatical concepts have been given.
- ★ Ample examples and a variety of well-graded exercises reinforce the concepts and explanations.
- ★ Simple and clear instructions have been given in the exercises for easy understanding.
- ★ Fun-based, art-integrated exercises, together with a wide range of activities like grids and puzzles, have been used to bring the joy of learning to the classroom.
- ★ There is also a great emphasis on building cross-curricular, grade-appropriate vocabulary through exercises and comprehension.
- ★ All the explanations and exercises have been coupled with learner-friendly layout and illustrations for additional support.
- ★ **Revision Exercises** have been introduced periodically to check if the learners have grasped the concepts.
- ★ **Teacher's Resource Books** comprise lesson plans, additional activities and teaching guidelines along with the answer key for each book. They are meant to serve as a handy aid for the teachers and facilitate a wholesome teaching-learning experience.

We hope this series caters to the requirements of the teachers as well as the students and meets our expectations in serving as a guide to the next generation of global citizens.

While every possible effort has been made to avoid errors and omissions, any constructive suggestions for the improvement of the series will be welcomed and incorporated in future editions.

**With best regards,  
Inventant Education**

# Key Features

... aligned with NEP 2020

## Comprehend

Includes simple explanations, definitions and examples to understand the concepts

**Comprehend**

There are three ways of forming the feminine form of nouns:

A. By a Change of Word

Masculine	Feminine
boy	girl
brother	sister
cock	hen
dog	bitch
drake	duck
drone	bee
father	mother
gentleman	lady

Masculine	Feminine
horse	mare
husband	wife
king	queen
man	woman
nephew	niece
sir	madam
son	daughter
uncle	aunt

## Revision Exercises

Two Revision Exercises to assess learners' understanding of grammatical concepts

**REVISION EXERCISE 1**

A. Write which part of speech the underlined words indicate.

- We arrived at his house and knocked on the door.
- We've had gloriously sunny weather.
- We used to go to yoga together.
- Do you play any other sports besides basketball?
- Don't touch that knife.
- I'm really pleased with your work.

B. Fill in the blanks with the **abstract noun** form of the words given in brackets.

- Always speak the \_\_\_\_\_ (true).
- We all love \_\_\_\_\_ (honest).
- The elephant has great \_\_\_\_\_ (strong).

## Exercises

Comprehensive and varied exercises for practice to reinforce the concepts of grammar

**Exercise c**

Change the words in ( ) into a contraction.

	Direct Perception	Application of Knowledge
1. I think _____ the most talented dancer here. (she is)		
2. I know _____ agree once you see her dance. (you will)		
3. I _____ think I could do all of those crazy moves. (do not)		
4. _____ a dance class that we can take. (there is)		
5. _____ not too expensive. Maybe she can teach us to dance. (that is)		
6. _____ ask her when we see her in class. (let us)		
7. _____ just ask her if she thinks she can help us. (we will)		
8. Wow! She said that _____ teach us to dance. (she would)		



## Vocabulary and Comprehension

- Vocabulary in context – a novel way of learning new words in each class with meanings and usage
- Age appropriate, picture-based comprehensions are designed to foster the vital skill of reading. After reading comprehensions, the learners develop an appreciation and love for books and therefore develop motivation to continue reading.

**Comprehension - II**

Read the following passage and answer the questions that follow:  
An Approaching Cyclone

Dorothy lived in the midst of the great Kansas prairie with Uncle Henry, who was a farmer, and Aunt Em, who was the farmer's wife. Their house was quite small. There was only one room that contained a cooking stove, a cupboard for dishes, a table for three chairs and the beds. There was also a tiny cellar dug in the ground where the family could go in case one of those great whirlwinds came. The house was as out and grey as everything else. Uncle and aunt also looked sad and grey. The house was as out and grey as everything else. Uncle and aunt also looked sad and grey. The house was as out and grey as everything else. Uncle and aunt also looked sad and grey.

**PART II : VOCABULARY AND COMPREHENSION**

**1. Word Bank - I**

Learn new words, their meanings and correct usage in sentences. You will find all these words in Comprehension-I.

Class structure (Noun)	Dismantle (Verb)	Elaborate (Adjective)	Expanse (Noun)	Exposure (Noun)	Isolation (Noun)	Herd (Noun)
Division of people in a society into groups according to their status	To separate something into different parts, tear down	Elaborate plans were made for the reception of the Chief Guest.	He saw an expanse of sand and nothing else in the desert.	Contact with something dangerous which might affect a person	Alone, without friends or help	A large group of animals
It strikes me that we became lower and lower in the class structure.	The old machine was dismantled by the owner.			Exposure to lead is said to affect the brain of a person.	He was kept in isolation in the hospital because of his disease.	Huge herds of elephants roamed in the forest.

## Composition

Composition includes tasks like paragraph writing, story writing, poem writing, etc. to develop the writing skills of the learners.

**PART III : COMPOSITION**

**1. Paragraph Writing**

The **personal narrative** can be the most enjoyable type of paragraph to write because you have an opportunity to share a meaningful event from your life.

**How to Write a Personal Narrative**

- Focus on a memorable event or moment in your life.
- Think about a particular theme or idea.
- Read examples of personal narratives.
- Begin the personal narrative by drawing the reader in with a strong opening sentence.
- Ground the reader in the story by providing information on the main characters and the central conflict or theme.
- Move chronologically through the events. Do not jump to different moments in time or move from a past event to a present event and then back again in the same paragraph.
- Paint a vivid picture for the reader so that they feel immersed in the narrative.
- Finish with an effective conclusion.

**3. Poem Writing**

Writing a poem comes naturally. We can write rhymes easily — match **bright** with **right**, **car** with **star**, **star** with **are**. But to write a good poem, we must have a fresh idea, a new way, the perfect way of saying something.

We have all looked at the stars at night and as children often wondered what makes them twinkle. But a poet has been able to put it in a special way which we all love to read.

Twinkle, twinkle, little star,  
How I wonder what you are,  
Up above the world so high,  
Like a diamond in the sky.

What do we notice in these 4 lines?

(a) There is **rhyming** which makes them different from prose. If the lines were written in prose, then you would say :  
I have often wondered why the stars twinkle in the sky. They are so high that they look like small diamonds.  
The poet wants us to hear the **rhyming**. It is the style of a poem.



# Fostering Holistic Development

... aligned with NCF 2023

Our series incorporates 'Panchakoshas' and 'Pramanas' – related activities and questions, to foster self-development, holistic learning and confidence in the students.

## Pramanas

### INFERENCE

Write which **part of speech** the underlined words indicate. **Inference** **Application of Knowledge**

1. She thought of a wise plan.
2. I want to go now.
3. Where are you going?
4. My father works in a factory.
5. Selena is my best friend.
6. The sun gives us heat and light.
7. I helped him because I liked him.

### PRESUMPTION

In a school play, the character of a brave and skilled astronaut named Saras is portrayed. Saras travels to outer space, explores new planets, and conducts important research. What can we presume about Saras's profession based on these activities? Does being an astronaut have a specific gender requirement? **Presumption** **Critical Thinking**

### TESTIMONY

Suppose your English teacher tells you that in the present tense, actions happening right now are described using the base form of verbs. How would you complete the sentence, "She \_\_\_\_\_ her homework now," based on your teacher's testimony? What does your teacher's explanation suggest about using the present tense? **Testimony** **Critical Thinking**

### PERCEPTION

Complete the sentences by ticking the correct noun. **Direct Perception**

1. The people/peoples of the world must live in peace.
2. The cattle is/are grazing in the field.
3. The police has/have arrested the smugglers red-handed.
4. She serves the poor/poors and the sick/sicks.
5. She is standing at the crossroad/crossroads.
6. The woman wore spectacles/spectacle.

### ANALOGY/COMPARISON

For each countable noun, write its **uncountable** form, and for each **uncountable** noun, write its countable form based on the analogy and comparison given in the examples. **Analogy/Comparison** **Critical Thinking**

- Examples:
- Countable: Banana
  - Uncountable: Banana (uncountable nouns do not have a countable form)
  - Uncountable: Rice
  - Countable: Grain of rice
1. Countable: chair  
Uncountable: \_\_\_\_\_
  2. Uncountable: water  
Countable: \_\_\_\_\_
  3. Countable: book  
Uncountable: \_\_\_\_\_
  4. Uncountable: sand  
Countable: \_\_\_\_\_

### NON-PERCEPTION

In a picture, there is a tall, green tree in a field. If someone tells you, "There is a bird on the tree," but you can't see the bird, what can you presume about the bird? How does the absence of perception help you use adjectives to imagine the bird's appearance? **Non-Perception** **Creative Thinking**

## Panchakoshas

### Intellectual Development

Read the dialogue in pairs and practise the conversation. Sanju is explaining something to his friend Simran. **Intellectual Development** **Collaboration**

- Sanju** : My mother is a lady doctor.  
**Simran** : Don't say 'lady doctor'. The word 'doctor' refers to both men and women.  
**Sanju** : I visited her hospital. There were lots of sisters and some male nurses.  
**Simran** : Both men and women can be nurses. There is no need for you to say 'sister' and 'male nurse'.  
**Sanju** : I met the matron who is in-charge of the nurses.  
**Simran** : Is she called matron or nursing in-charge?

### Development of Life Energy

Think about an activity you plan to do tomorrow to keep your body healthy and full of positive energy. Describe what you will do using the future tense. For example, if you plan to go for a walk, how would you say it? **Development of Life Energy** **Creative Thinking**

### Spiritual Development

Work together in teams. Each team creates a story (full of amusement) about an event, incident, or holiday. In your stories, include different kinds of nouns: common, proper, abstract and collective nouns. Once everyone in your team agrees on the story, write it neatly on a large paper and display it in your classroom. **Spiritual Development** **Art Integration**

### Emotional/Mental Development

Change the nouns from plural to **singular** in the following sentences. Make other changes as necessary. **Mental Development** **Critical Thinking**

1. The men bought books from the bookstores.
2. The women danced the garba.
3. The farmers respiced the corn and gathered it.
4. The mothers bought toys for the children.

### Physical Development

Imagine you participated in a race last week. Describe the race using the past tense. For example, if you run fast, how would you say it in the past tense? Share a sentence about your race using appropriate past tense verbs. How does this relate to your physical development? **Physical Development** **Creative Thinking**

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## ALPHABETICAL ORDER



### Reflect

We have learnt about the alphabetical order and uses of a dictionary in class 4. The order in which the letters of the alphabet appear is called the **alphabetical order**.

With a good dictionary, we can find the meaning of a word, check the spelling, find the synonym or antonym of a word, check the part of speech of a word, find out how to pronounce a word, etc.

**A dictionary can be used in many ways:**

1. To look up the meaning of a word
2. To check the spelling of a word
3. To know how to pronounce the word
4. To know the part of speech
5. To know the use of the word in a sentence



### Exercise A

Write which **part of speech** the underlined words indicate. Inference Application of Knowledge

1. She thought of a wise plan.
2. I want to go now.
3. Where are you going?
4. My father works in a factory.
5. Selena is my best friend.
6. The sun gives us heat and light.
7. I helped him because I liked him.
8. The cat is under the bed.

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## Comprehend

Look at the page of a dictionary and learn the different elements:

**cot-ton-tail** (kot-uhn-tale) *noun* A rabbit with a short, fluffy, white tail.

**couch** (kouch) *noun*

1. A long, soft piece of furniture that two or more people can sit on at the same time.

▷ *noun, plural* couches

2. **couch potato** (informal) Someone who spends most of his or her time watching television rather than being active.

**cou-gar** (koo-gur) *noun* A member of the cat family with a small head, long legs, and a strong body. Cougars lived in the mountains of North and South America, but are now mostly extinct; also called **mountain lions**, **panthers**, or **pumas**.

**cough** (kawf) *verb*

1. To make a sudden, harsh noise as you force air out of your lungs. ▷ *coughing, coughed*

▷ *noun* cough

2. *noun* An illness that makes you cough.

**could** (kud) *verb* Past tense of **can**.

**could-n't** (kud-uhnt) *contraction* A short form of **could not**. Jesse couldn't write his report until he went to the library and did some research.

**coun-cil** (koun-suhl) *noun* A group of people chosen to look after the interests of a town, a county, or an organization, as in the city council. Council sounds like **counsel**.

**coun-sel** (koun-suhl) *noun*

1. *verb* To listen to people's problems and give advice. My mom counseled me on how to study for the test. ▷ *counseling, counseled*

▷ *noun* Advice.

Counsel sounds like **council**.

▷ *noun* counseling

**coun-sel-or** (koun-suh-lur) *noun*

1. Someone trained to help with problems or give advice. He felt better after seeing the school counselor.
2. A lawyer.

**count** (kount) *verb*

1. To say numbers in order. ▷ *noun* counting
2. To work out how many there are of something. I counted the planes as they took off.

▷ *noun* count

3. To be worth something. In our family, everyone's opinion counts.
4. If you can **count on** something or someone, you rely on that thing or person.
5. To think of as. We count ourselves lucky to have survived the earthquake.

▷ *verb* counting, counted

**count-down** (kount-down) *noun* A backward counting from a certain number down to zero, as at a missile launch.

**cottontail** ▶ **coupon**

**Prefix**

The prefix **counter-** adds the following meaning to a root word:

1. Against, as in **counteract** (act against someone or something).
2. The opposite of, as in **counterclockwise** (the opposite of clockwise).

**C**

**count-er** (koun-tur) *noun*

1. *noun* A long, flat surface, as in a counter in a department store.
2. *noun* A small, flat, round playing piece used in some games or to do math.
3. *adjective* Opposite. Your opinion is counter to mine. ▷ *adverb* counter

**count-er-act** (koun-tur-akt) *verb* To act against something so that it is less effective. You should do some exercise to counteract the effects of overeating. ▷ *counteracting, counteracted*

**count-er-clock-wise** (koun-tur-klok-wize) *adverb* In a direction opposite to the hands of a clock. I opened the top of the jar by turning it counterclockwise. ▷ *adjective* counterclockwise

**count-er-feit** (koun-tur-fit) *adjective* Something that has been made to look like the real thing but is a fake, as in counterfeit money. ▷ *noun* counterfeit ▷ *verb* counterfeit

**count-er-part** (koun-tur-part) *noun*

1. Someone or something that closely resembles another in some way.
2. One of two parts that complete each other.

**count-less** (kount-liss) *adjective* So many that you cannot count them. We had countless arguments.

**coun-try** (kuhn-tree) *noun*

1. A part of the world with its own borders and government.
2. Undeveloped land away from towns or cities. ▷ *adjective* country
3. The people of a nation. He asked the country's forgiveness. ▷ *noun, plural* countries

**coun-try-side** (kuhn-tree-side) *noun* Undeveloped land away from towns or cities.

**coun-ty** (koun-tee) *noun* A division or part of a state with its own local government. ▷ *noun, plural* counties ▷ *adjective* county

**cou-ple** (kuhp-uhl) *noun*

1. Two of something.
2. Two people paired together.

**cou-pon** (koo-pon) *noun*

1. A small piece of paper that gives you a discount on something.
2. A small form that you fill out to get information about something.

**running head** (the word that appears on the top of each page and helps the user locate a word in the dictionary)

**Pronunciation**

**Part of Speech**



## Exercise B

Find out the meaning of the following words by using a dictionary.

1. prominent
2. consider
3. hugely
4. convict
5. firewood
6. escape

Direct Perception

Application of Knowledge

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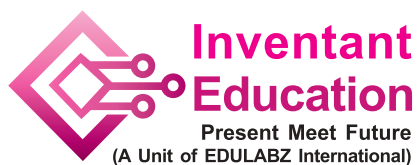
As per NEP 2020 and NCF 2023

# Paradigm English Grammar and Composition

6

By  
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# Introduction

Our new series, **Paradigm English Grammar and Composition** for **classes 1 to 8**, has meticulously followed the **National Education Policy (NEP), 2020** and the **National Curriculum Framework (NCF), 2023**. **Pramanas, Panchakosha Vikas** and **Panchpadi**, the three main constituents, have been used significantly through the explanations, examples, and exercises used in this series. It means the focus shifted to the process of learning. This series envisages conceptual understanding as a continuous process.

This is a carefully-graded grammar series developed to address the need for a systematic and step-wise pattern for understanding grammar. The series is based on the eclectic approach to language acquisition and presents a smooth blend of the inductive and deductive methods of teaching and learning. Each concept has been covered in detail, and great care has been taken to illustrate its core annotation at each level.

In recent years, there has been a significant shift towards designing a learner-centric curriculum that is based on an activity-based approach. There is also an equal emphasis on equipping young learners with essential twenty-first-century skills. The text and activities in the series promote the holistic development of the learners. Besides, there is a lot of emphasis on enhancing the **creativity, critical thinking, communication** and **collaboration** skills of the learners.

## Salient Features of the Series

- ★ A conscious effort has been made to incorporate the major elements of the **NEP 2020** and the latest **NCF**.
- ★ Simple, clear and detailed explanations of essential grammatical concepts have been given.
- ★ Ample examples and a variety of well-graded exercises reinforce the concepts and explanations.
- ★ Simple and clear instructions have been given in the exercises for easy understanding.
- ★ Fun-based, art-integrated exercises, together with a wide range of activities like grids and puzzles, have been used to bring the joy of learning to the classroom.
- ★ There is also a great emphasis on building cross-curricular, grade-appropriate vocabulary through exercises and comprehension.
- ★ All the explanations and exercises have been coupled with learner-friendly layout and illustrations for additional support.
- ★ **Revision Exercises** have been introduced periodically to check if the learners have grasped the concepts.
- ★ **Teacher's Resource Books** comprise lesson plans, additional activities and teaching guidelines along with the answer key for each book. They are meant to serve as a handy aid for the teachers and facilitate a wholesome teaching-learning experience.

We hope this series caters to the requirements of the teachers as well as the students and meets our expectations in serving as a guide to the next generation of global citizens.

While every possible effort has been made to avoid errors and omissions, any constructive suggestions for the improvement of the series will be welcomed and incorporated in future editions.

With best regards,  
Inventant Education

# Key Features

... aligned with NEP 2020

## Reflect

A quick revision and recapitulation of concepts already

**Reflect**

Words which are used as the names of persons, animals, places, or things are called **nouns**. All naming words are nouns; as, *Tom, girl, army, iron, health*. Nouns are of different kinds: Proper Nouns, Common Nouns, Collective Nouns and Abstract Nouns.

**Proper nouns** are the names of particular persons, animals, places or things. **Examples** : Ratan Tata, Mt Everest, the Indian Ocean, Chandrayaan-3

**Common nouns** are the names of common people, places, animals and things of the same class or kind. **Examples** : boy, girl, dog, house, store, bicycle.

**Note**

- Proper nouns name specific persons, places or things. **Chennai** is a proper noun because it is the name of a specific city. No other city is called Chennai.
- Proper nouns always begin with a capital letter—Mumbai, Qutab Minar.
- Common nouns name non-specific persons, places or things.
- Man** is the name of **any** man or of **every** man – Gopal, Mr Swamy or Hari. Each one is called – **man**. It does not point out any particular man.

## Comprehend

Includes simple explanations, definitions and examples to understand the concepts

**Comprehend**

**Adjectives of Number or Numeral Adjectives**

**Adjectives of number** are also known as **numeral adjectives**. They indicate the number of nouns at their place in the sentence. These adjectives answer the question 'how many' for countable noun. Numeral adjectives are categorized into three different sections which are described below:

**Definite numeral adjectives** clearly show the exact number of nouns or their order. *One, two, three, four, twenty, thirty-three*, etc. are known as **cardinals**. They provide information about the quantity of countable nouns.

I saw **two** people playing football.

*First, second, third, fourth, seventh, tenth*, etc. are known as **ordinals**. They tell us about the order or rank of countable nouns.

## Exercises

Comprehensive and varied exercises for practice to reinforce the concepts of grammar

**Exercise F** Fill in each blank with the correct form of a **participle adjective**.

Direct Perception Application of Knowledge

- Please answer the \_\_\_\_\_ telephone! (**ring**)
- The people felt \_\_\_\_\_ after watching a good theatre show. (**amuse**)
- We love to see \_\_\_\_\_ faces. (**smile**)
- Please put the \_\_\_\_\_ clothes in the closet. (**wash**)
- It's hot because of the \_\_\_\_\_ sun. (**shine**)
- They like to eat \_\_\_\_\_ potatoes. (**mash**)
- The teacher wants three \_\_\_\_\_ papers. (**type**)
- The car accident was a \_\_\_\_\_ experience. (**terrify**)

## Revision Exercises

Two Revision Exercises to assess learners' understanding of grammatical concepts

**REVISION EXERCISE 1**

**Exercise A** Underline the nouns in the following sentences and say whether they are common, proper, collective or abstract nouns.

- Without good health there is no happiness.
- King Vikramaditya was famous for his wisdom.
- There was a large crowd on the railway platform.
- The police dispersed the people who were protesting.
- People wear woollen clothes in winter.
- Our class has fifty students.
- The picture showed a train of camels walking in the desert.
- A troop of apes descended into the forest all of a sudden.
- The jury found the prisoner guilty.
- Aryan treats his servants with great kindness.

## Vocabulary and Comprehension

- Vocabulary in context – a novel way of learning new words in each class with meanings and usage
- Age appropriate, picture-based comprehensions are designed to foster the vital skill of reading. After reading comprehensions, the learners develop an appreciation and love for books and therefore develop motivation to continue reading.

## Composition

Composition includes tasks like paragraph writing, story writing, poem writing, etc. to develop the writing skills of the learners.

**COMPREHENSION - II**

Read the following passage and answer the questions that follow.

**SURGE OF TIGER ATTACKS**

Indian forestry officials are tackling a surge of tiger attacks that have left at least 12 people dead and terrified villages across the country.

Near the Tamil Nadu town of Chittoor, for a man-eating tiger has crossed its third week, with more than 500 forestry and police officers trying to trap the animal before it kills for the fourth time.

Ravi Chellam, a Bengaluru-based wildlife conservationist said that in a **grim** scenario, **conservationists** are a sign that India's tiger attacks are **escalating**. The **conservation** efforts are **escalating**. The **population** of tigers are **holding up**, and they have begun to need more space. You can only **crush** them into small enclosures for so long.

**PART II : VOCABULARY AND COMPREHENSION**

**1. WORD BANK-I**

Learn new words, their meanings and correct usage in sentences. You will find all these words in Comprehension-I.

<b>Abandon</b> (Verb)	: Leave behind, cast aside Many villagers have <b>abandoned</b> their homes near the border, due to constant firing.
<b>Astronaut</b> (Noun)	: Space traveller (man or woman) Yuri Gagarin of Russia was the first <b>astronaut</b> to travel in a spacecraft.
<b>Challenge</b> (Noun)	: Test, a confrontation with "I am ready to face the <b>challenge</b> of the big giant," said the prince loudly.
<b>Channels</b> (Noun)	: Means He sells his products through a variety of distribution <b>channels</b> .
<b>Celestial</b> (Adjective)	: Heavenly All <b>celestial</b> bodies are governed by gravity.
<b>Comfortable</b> (Adjective)	: Homelike, cosy They soon felt <b>comfortable</b> and secure in their new surroundings.
<b>Demands</b> (Noun)	: Claim, pressure He could not stand the <b>demands</b> of the job and resigned.
<b>Dreamt</b>	: Indulged in daydreams or fantasised about something greatly desired

**2. STORY WRITING**

Picture-based stories or descriptions teach the students the art of composition with the help of a picture or pictures. The story has a connected narrative or description.

**Example :**

**THE WOLF IN A SHEEPSKIN**

There was once a wolf who wanted to kill a sheep for dinner. He found a sheepskin and wrapped it round himself. Then he crept into a field full of sheep and pretended to graze all day, just as they did. When night came, the shepherd knew that one of them was really a wolf. The wolf walked round the pen, looking for the fattest sheep to kill. Unfortunately for the fattest sheep to kill. Unfortunately for him, the shepherd came back to the pen to look for a sheep for his dinner. He picked a large one. To his surprise it was a wolf wearing a sheepskin!

**4. ESSAY WRITING**

You have already learnt how to write well-organised and well-supported paragraphs. Now, you are going to build on that knowledge and learn how to write a well-organised and well-supported essay. An essay is an art of writing on any theme or subject. The theme or subject helps you to think first, then to plan how to begin, how to develop, and how to conclude.

**(a) Aim of essay writing**  
An essay tests the ability of the writer to:

(i) organise	(ii) describe	(iii) narrate
(iv) explain	(v) analyse	(vi) appraise/critically
(vii) report	(viii) use correct style	

**(b) Classification of essays : compositions**

Essays are of many types :

(i) Descriptive	(ii) Narrative	(iii) Argumentative
(iv) Imaginative	(v) Factual	(vi) Reflective
(vii) A picture composition		

In this class, we will learn about the first two types — Descriptive and Narrative Essays—only.

**(c) Parts of the essay**  
It must have 4-5 paragraphs.

- Introduction** : A good opening paragraph which introduces the subject.
- Body** : The 2nd, 3rd and the 4th paragraphs should develop the subject in a smooth

# Fostering Holistic Development

... aligned with NCF 2023

Our series incorporates 'Panchakoshas' and 'Pramanas' – related activities and questions, to foster self-development, holistic learning and confidence in the students.

## Pramanas

### INFERENCE

**Exercise A** Fill in each blank with a suitable **masculine or feminine noun**.

- The host and the \_\_\_\_\_ welcomed their guests.
- The steward and the \_\_\_\_\_ look after the passengers on the plane.
- My uncle and \_\_\_\_\_ lived in Nebraska.
- The king and the \_\_\_\_\_ had two children, a boy and a \_\_\_\_\_.
- The prince was eight, and the \_\_\_\_\_ was five.
- Ladies and \_\_\_\_\_, welcome to our party this evening.

### PRESUMPTION

**Exercise E** Match the activities and the reasons for doing them. Rewrite the complete sentences in your notebook.

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. She's going to the shop      | i. to keep it clean.          |
| 2. He's making a card           | ii. to give it to his mother. |
| 3. They went to Paris           | iii. to find information.     |
| 4. We use the internet          | iv. to buy some biscuits.     |
| 5. I called my friend           | v. to ask for food.           |
| 6. She washes the car every day | vi. to see my friends.        |
| 7. Don't go to the playground   | vii. to see the Eiffel Tower. |

### TESTIMONY

**Exercise B** Identify the voice of the following cooking instructions. Complete the sentences given below using **past passive tense**.

- The following is the procedure for making healthy tomato sandwiches.
- Take two slices of bread.
  - Cut the sides of the bread with a sharp knife.
  - Spread the butter evenly on one slice of the bread.
  - Place sliced tomato pieces on the bread.
  - Sprinkle salt and pepper on the slice.
  - Join the two slices and the sandwich is ready.

### PERCEPTION

**Exercise A** Fill in the blanks with appropriate **articles**.

Geeta was reading \_\_\_\_\_ book. She put \_\_\_\_\_ book on her bed and went out for \_\_\_\_\_ walk. She was very hungry, so she took \_\_\_\_\_ apple from the fridge. She looked out of \_\_\_\_\_ window and saw Ms Jones, who was her neighbour. \_\_\_\_\_ horse and \_\_\_\_\_ ass could be seen tied with \_\_\_\_\_ rope. There was \_\_\_\_\_ shady group of trees nearby.

### ANALOGY/COMPARISON

**Exercise C** Complete each second sentence by using an adjective given in the first sentence.

- He has an **interesting** hobby. But my sister has the \_\_\_\_\_ hobby in the world.
- Skateboarding is a **dangerous** hobby. Bungee jumping is \_\_\_\_\_ than skateboarding.
- This magazine is **cheap**. However, that one is \_\_\_\_\_.
- During the last holidays I read a **good** book. It is nice that my father gave me a \_\_\_\_\_ one last weekend.
- We live in a **small** house. My grandparents' house is even \_\_\_\_\_ than ours.

### NON-PERCEPTION

**Exercise C** Create three train timetables and post them on the walls of the room.

Work in groups of three.  
One student from each group stands by the timetable. The second student must run and listen to the information relayed to them by the first student by the timetable, then return to pass on the details to the third student, who must now take note of the information accurately. Only accurate sentences will get points.

For example:  
Student A: What time is the train from Ahmedabad to Mumbai?  
Student B: It leaves at 6 a.m.  
Student C: (writes) The train from Ahmedabad to Mumbai leaves at 6 a.m. on Mondays.  
When complete, teams can take a few minutes to review their sentences. Now, get feedback on each group's sentences and award points for each correct one.

## Panchakoshas

### Intellectual Development

### Development of Life Energy

### Spiritual Development

### Emotional/Mental Development

### Physical Development

**Exercise C** Look at the following picture and read the passage below. Correct the articles that are used wrongly in this passage. Use the article in case they are missing.



**Development of Life Energy**  
Rishi and Sumedha love reading books. Sumedha finds the travel story and starts reading. Rishi asks her to suggest an good book that tells most impactful adventure stories. Sumedha suggested two names: The Animal Farm by George Orwell and an Adventures of Huckleberry Finn by Mark Twain. She is the member of this library. She asks Rishi if he wants to be the member of the library. Rishi agrees. He informs her that he takes membership in an library that is located in Mumbai. He uses the library remotely. Sumedha shares important information with her that British Council Library can be used remotely. She says there are many organisations that have developed digital libraries for remote use.

**Exercise B** Use the correct verbs to complete the sentences. Mind the nouns (**singular or plural**).

- Ladies and gentlemen. Here \_\_\_\_\_ the news.
- Where \_\_\_\_\_ my jeans.
- Further information \_\_\_\_\_ available in the office.

**Exercise G** Fill in the blanks by using the correct **order of adjectives**.

- They have a \_\_\_\_\_ postbox. (old, red, lovely)
- The playroom has \_\_\_\_\_ tables. (small, round, six, plastic)
- I bought \_\_\_\_\_ ornaments at the flea market. (some, Victorian, charming, silver)

**Exercise D** The behaviour of some people has been given below. Read about the following people and write about the qualities that they show. Their qualities are given in the box below. The first one has been done for you.

beauty	obedience	depth	cleverness	wisdom	safety	anxiety
cruelty	politeness	humility				

**Exercise H** How would you describe the importance of regular exercise using positive adjectives, considering its impact on physical development and overall well-being?



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# 1 NOUNS



## Reflect

Words which are used as the names of persons, animals, places, or things are called **nouns**.

All naming words are nouns; as, *Tom, girl, army, iron, health*.

Nouns are of different kinds:

Proper Nouns, Common Nouns, Collective Nouns and Abstract Nouns.

**Proper nouns** are the names of particular persons, animals, places or things.

**Examples** : Ratan Tata, Mt Everest, the Indian Ocean, Chandrayaan-3

**Common nouns** are the names of common people, places, animals and things of the same class or kind.

**Examples** : boy, girl, dog, house, store, bicycle.

## Note

- Proper nouns name specific persons, places or things. **Chennai** is a proper noun because it is the name of a specific city. No other city is called Chennai.
- Proper nouns always begin with a capital letter—Mumbai, Qutab Minar.
- Common nouns name non-specific persons, places or things.

**Man** is the name of **any** man or of **every** man – Gopal, Mr Swamy or Hari. Each one is called – **man**. It does not point out any particular man.



**Exercise A** Underline the **proper nouns** and circle the **common nouns** in each sentence given below.

Remembered Perception

Application of Knowledge

1. The students travelled to Pune by train.
2. The tourists from Greece visited the Red Fort in Delhi.
3. Mrs Anita taught me English when I was in class five.
4. My grandmother tells us many fairy-tales at night before we sleep.
5. The Times of India is one of the oldest newspapers of our country.
6. My mother teaches maths in Global School, Noida.
7. The girls wanted to watch the T.V., but the boys wanted to play a game.
8. Rajan, do not go out and play in the rain.
9. What! You have lost your tiffin box again, Sita.
10. My favourite book is The Adventures of Tom Sawyer.





### Exercise B

Given below is a picture of a sports goods showroom. Imagine you are a customer who wants to buy some items. Consider your name as a clue for the item you will ask for. Fill in the blanks correctly. Change some words accordingly. The first one has been done for you.

Mental Development

Critical Thinking

### A SPORTS GOODS SHOWROOM



1. Mr Golfer : Do you have a complete Golf Set ?
2. Mr Cricketer : I want to buy a \_\_\_\_\_ like Virat Kohli's. Do you have one?
3. Mr Hockey Player: Can you show me a good \_\_\_\_\_? I have to play a match next week.
4. Miss Badminton : I want a \_\_\_\_\_ exactly like Saina Nehwal's.
5. Mr Skator : I am learning to skate on ice. Please, show me the safest but the latest in \_\_\_\_\_.
6. Miss Basketball : I want a big \_\_\_\_\_ for the school Sports Day. Please show me the latest one.
7. Mr Referee : I want a \_\_\_\_\_. Do you have any?
8. Young Master Footballer : I am learning to be a goalkeeper and stop goals. Please show me a \_\_\_\_\_ I can catch and win the match.
9. Mr Boxer : Do you have red \_\_\_\_\_? I want the most durable ones.
10. Miss and Master Table Tennis : We want a box of \_\_\_\_\_. Please show us all the varieties you have.



### Reflect

A **collective noun** denotes a number of persons or things grouped together as a *whole*; as, *crowd*, *flock*, *fleet*, *herd*, *committee*, *family*, *nation*, *team*, *parliament*, *mob*, *regiment*, *assembly*.





## Exercise C Choose the correct **collective noun** from the box and complete each sentence. The first one has been done for you.

Direct Perception

Application of Knowledge

company	plague	suite	scourge	smack
set	gang	collection	pair	mob

1. A scourge of mosquitoes was seen nearby.
2. A \_\_\_\_\_ of jellyfish was spotted by the diver.
3. The \_\_\_\_\_ of parrots was seen on the fields.
4. The \_\_\_\_\_ of insects filled the entire area.
5. Mrs Menon booked a \_\_\_\_\_ in the hotel for her family.
6. A \_\_\_\_\_ of gloves was bought from the Pacific Mall.
7. A \_\_\_\_\_ of tennis balls cost quite a lot.
8. A \_\_\_\_\_ of uncivilized people entered the porch of the landlord's house.
9. A \_\_\_\_\_ of robbers had been held for robbery.
10. Arvind's \_\_\_\_\_ of coins won everyone's praise.



## Reflect

An **abstract noun** is the name of some *quality, state* or *action* considered (or imagined) to be *apart* from the thing to which it belongs. You cannot see or touch but can only think of it.

**Quality** : Cleverness, goodness, kindness, wisdom.

**State** : Poverty, youth, manhood, childhood, boyhood, death, sickness, slavery.

**Action** : Laughter, theft, movement, flight, revenge.



## Exercise D The behaviour of some people has been given below. Read about the following people and write about the qualities that they show. Their qualities are given in the box below. The first one has been done for you.

Spiritual Development

Critical Thinking

beauty	obedience	depth	cleverness	wisdom	safety	anxiety
cruelty	politeness	humility				

1. Mohit's mother is very worried for her son's future. anxiety
2. Raj is a gifted singer, yet he never shows off. \_\_\_\_\_
3. Rita is very clever in handling people. \_\_\_\_\_
4. The villains shown in the movies are the most dangerous. \_\_\_\_\_
5. Solomon was a very wise king, known for giving sound judgements. \_\_\_\_\_
6. Miss India Contest judges physical attraction along with pleasant demeanour. \_\_\_\_\_
7. The students of Mrs Mehra's class always obey her. \_\_\_\_\_
8. Peter is never offended. He always replies and talks in a very pleasant manner. \_\_\_\_\_



9. The Indian Ocean is very deep. \_\_\_\_\_

10. In Delhi, women are not considered safe. The Government must ensure to protect them.  
\_\_\_\_\_



### Reflect

A **material noun** refers to the material or substance from which things are made.

Read the following sentences:

(a) This is a shop for **diamonds**.

(b) **Calcium** is good for health.

(c) **Plastic** is for ordinary use.

**Note :** While **cotton** is an adjective when used in **cotton dress**, **cotton** is a material noun when used to describe a crop being grown - The farm grew **cotton**.



### Exercise D Underline the **material noun** in each sentence.

Remembered Perception

Application of Knowledge

1. I drink milk in the silver bowl.
2. Plastic is made up of many molecules of ethylene.
3. There are many utensils in my kitchen that are made up of iron.
4. I drink milk daily at night.
5. We wear clothes made up of wool in the winter.
6. My sister has given me a chain of gold.
7. Most of the industries use fibre.
8. In ancient times, most of the kitchen utensils were made up of brass.



### Exercise E Work in pairs. Let us play this Grammar Game.

Non-perception

Collaboration

Share the names of the things you carry in your school bag.

Now, ask your partner to share the names of the food items that he or she ate in the breakfast.

The next pair of students takes its turn now.

The first one can share the names of the storybooks he or she has read.

The second one can share the names of the places she or he wants to travel to or already travelled to.

Now, the third pair of students remembers and writes the names of the things kept inside the schoolbag, food items, storybooks and the places shared by their previous pairs of students in their notebooks.

The next pair of students can add more names to the lists prepared by their previous pair.

This activity helps you to learn different types of nouns and enhance your word power.

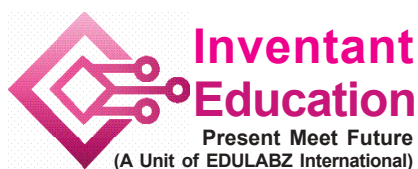


As per NEP 2020 and NCF 2023

# Paradigm English Grammar and Composition

7

By  
Editorial Team  
Inventant Education





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# Introduction

Our new series, **Paradigm English Grammar and Composition** for **classes 1 to 8**, has meticulously followed the **National Education Policy (NEP), 2020** and the **National Curriculum Framework (NCF), 2023**. **Pramanas, Panchakosha Vikas** and **Panchpadi**, the three main constituents, have been used significantly through the explanations, examples, and exercises used in this series. It means the focus shifted to the process of learning. This series envisages conceptual understanding as a continuous process.

This is a carefully-graded grammar series developed to address the need for a systematic and step-wise pattern for understanding grammar. The series is based on the eclectic approach to language acquisition and presents a smooth blend of the inductive and deductive methods of teaching and learning. Each concept has been covered in detail, and great care has been taken to illustrate its core annotation at each level.

In recent years, there has been a significant shift towards designing a learner-centric curriculum that is based on an activity-based approach. There is also an equal emphasis on equipping young learners with essential twenty-first-century skills. The text and activities in the series promote the holistic development of the learners. Besides, there is a lot of emphasis on enhancing the **creativity, critical thinking, communication** and **collaboration** skills of the learners.

## Salient Features of the Series

- H A conscious effort has been made to incorporate the major elements of the **NEP 2020** and the latest **NCF**.
- H Simple, clear and detailed explanations of essential grammatical concepts have been given.
- H Ample examples and a variety of well-graded exercises reinforce the concepts and explanations.
- H Simple and clear instructions have been given in the exercises for easy understanding.
- H Fun-based, art-integrated exercises, together with a wide range of activities like grids and puzzles, have been used to bring the joy of learning to the classroom.
- H There is also a great emphasis on building cross-curricular, grade-appropriate vocabulary through exercises and comprehension.
- H All the explanations and exercises have been coupled with learner-friendly layout and illustrations for additional support.
- H **Revision Exercises** have been introduced periodically to check if the learners have grasped the concepts.
- H **Teacher's Resource Books** comprise lesson plans, additional activities and teaching guidelines along with the answer key for each book. They are meant to serve as a handy aid for the teachers and facilitate a wholesome teaching-learning experience.

We hope this series caters to the requirements of the teachers as well as the students and meets our expectations in serving as a guide to the next generation of global citizens.

While every possible effort has been made to avoid errors and omissions, any constructive suggestions for the improvement of the series will be welcomed and incorporated in future editions.

**With best regards,  
Inventant Education**

# Key Features

... aligned with NEP 2020

## Reflect

A quick revision and recapitulation of concepts already

### Reflect

A **noun** is the name of a person, place, animal or thing; as, *Geeta, Mumbai, horse, table, iron, cleverness, goodness, beauty*.  
**Kinds of Nouns**  
 There are different kinds of nouns:  
**Proper Nouns**  
 A **proper noun** is the name of a particular person, place or thing; as, *Akbar, Rama, Mumbai, the Red Fort*. A proper noun always begins with a capital letter.  
**Common Nouns**  
 A **common noun** is a name which is common to any and every person or thing of the same kind; as, *boy, pencil, park*.

## Comprehend

Includes simple explanations, definitions and examples to understand the concepts

### Comprehend

**Concrete Nouns**  
**concrete noun** is a noun which can be identified through one of the five senses (taste, touch, sight, hearing, smell).

Read the following sentences:

- Would someone please answer the **phone**?  
 ('Phone' is a concrete noun: We can touch it, see it, hear it.)
- What is that **noise**?  
 (Even though 'noise' can't be touched – and the 'noise' may even be coming from several places – I can hear the 'noise', so it's a concrete noun.)
- After his retirement, Mr Bond pursued his dream of photographing **rainbows**.  
 ('Rainbows' is a concrete noun: it can be seen. The words 'dream' and 'retirement' are not.)

## Exercises

Comprehensive and varied exercises for practice to reinforce the concepts of grammar

**Exercise C** Complete the following sentences by using the **abstract nouns** formed from the verbs given in the brackets. The first one has been done for you.

- |  |                       |                          |
|--|-----------------------|--------------------------|
|  | Remembered Perception | Application of Knowledge |
| 1. The politicians indulged in a heated _____.                 | (argue)               |                          |
| 2. The father made an unfair _____ of his heir.                | (choose)              |                          |
| 3. A prompt _____ was taken to solve the matter.               | (decide)              |                          |
| 4. Asha gave a brilliant _____.                                | (perform)             |                          |
| 5. The annual day _____ of the school was on 15 January, 2017. | (celebrate)           |                          |
| 6. A timely _____ was sent to the chief guest.                 | (invite)              |                          |

## Revision Exercises

Two Revision Exercises to assess learners' understanding of grammatical concepts

### REVISION EXERCISE 1

**Exercise A** Separate the following nouns into **proper, common, collective and abstract nouns**:

magazine	mob	swarm	pianist	hat
Hindu	audience	swan	Red Fort	adolescent
colony	charm	Akshay	choir	musician
observation	Queen Elizabeth	fleet	orchestra	Germany
alertness	Jane Austen	victory	politeness	teacher
Lincoln	goggles	defeat		
<b>COMMON NOUNS</b>	<b>PROPER NOUNS</b>	<b>ABSTRACT NOUNS</b>	<b>COLLECTIVE NOUNS</b>	
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	

## Vocabulary and Comprehension

- Vocabulary in context – a novel way of learning new words in each class with meanings and usage
- Age appropriate, picture-based comprehensions are designed to foster the vital skill of reading. After reading comprehensions, the learners develop an appreciation and love for books and therefore develop motivation to continue reading.

### COMPREHENSION - II

WAITING ROOM AT A RAILWAY STATION



### PART II: VOCABULARY AND COMPREHENSION

#### 1. WORD BANK - I

Learn new words, their meanings and correct usage in sentences. You will find all these words in Comprehension-L.

**Approximately** (Adverb) : Close to the correct number, time or position, but not exact.  
 The **approximate** cost of the medicine is between ₹ 500 to ₹ 600.

**Cellular Jail** (Noun) : A prison located at Port Blair which is entirely made up of individual cells for solitary confinement.  
 The **Cellular Jail** is now a national memorial monument.

**Co-existence** (Noun) : To live together at the same place and same time.  
 India has always pursued the policy of peace and **co-existence** with Pakistan.

**Confined** (Verb) : Locked up or restricted.  
 He was **confined** in a jail for 30 days.

**Coral reefs** (Noun) : Diverse underwater ecosystems held together by calcium carbonate structures.  
**Coral reefs** are the formation of many marine ecosystems and they are in danger.

**Dut** (Noun) : A very small round mark.  
 Join the dots to complete the picture.

**Ecosystem** (Noun) : Plants and small animals that live together in a particular area in a complex relationship with each other.  
 Every effort is made to protect the **ecosystem** and save our environment.

## Composition

Composition includes tasks like paragraph writing, story writing, poem writing, etc. to develop the writing skills of the learners.

### SHORT COMPOSITIONS

#### 1. PARAGRAPH WRITING

A **paragraph** is a group of sentences about one specific topic. A paragraph has three main parts: the topic sentence, the body, the concluding sentence and the title.

In this class, we shall read about the parts of a paragraph in detail along with the title.

##### Topic Sentence

Every good paragraph has a topic sentence. The topic sentence is one sentence that tells the main idea of the whole paragraph. The topic sentence:

- is usually the first sentence in the paragraph.
- should not be too specific or too general.
- must specifically introduce the information given in the body of the paragraph.

If a paragraph does not have a topic sentence, the reader may be confused because the ideas will not be organized clearly. Make sure every paragraph has a topic sentence.

##### Body

Every good paragraph must have sentences that support the topic sentence. These supporting sentences are



#### 3. POEM WRITING

A **poem** is a piece of writing in which the words are chosen for their beauty and sound, and are carefully arranged, often in short lines which rhyme.

**Example** : *Into the street the Piper stepped*. Instead of simply saying: "The Piper stepped into the street", the poet has given a beauty and rhythm to the simple words by putting them in the order: "Into the street the Piper stepped".

##### Features of a Poem

###### (i) Rhythm

The language of a poem is different from everyday speech or writing. The difference comes from the use of well-known words in an **unusual order**.

Read once again the opening line of Robert Browning's poem – "The Pied Piper of Hamelin".

*Into the street the Piper stepped*. (Rise and fall of the words)

The line has a definite rhythm. Rhythm is the beat or the measure of a line, often called **metre**.

In a poem the beats are stressed words or syllables in the line. For example, the beats can be shown in capital letters in the line quoted: *Into the street the Piper stepped*.

The rhythm of a poem sets it apart from prose. Rhythm gives a poem its life.

Read the following lines from Lord Tennyson's poem, "Charge of the Light Brigade":

Half a league, half a league,  
 Half a league onward,  
 All in the valley of Death

# Fostering Holistic Development

... aligned with NCF 2023

Our series incorporates 'Panchakoshas' and 'Pramanas' – related activities and questions, to foster self-development, holistic learning and confidence in the students.

## Pramanas

### INFERENCE

**Exercise A** Underline the correct word to complete the following sentences.

- I have three (child / children).
- There are five (man / men) and one (woman / women).
- (Baby / Babies) play with bottles as toys.
- I put two big (potato / potatoes) in the lunch box.
- A few men wear (watch / watches).
- I put a (memo / memos) on the desk.
- I saw a (mouse / mice) running by.
- There are few (bus / buses) on the road today.

Inference Critical Thinking

### PRESUMPTION

**Exercise A** Match the *if*-clauses in List A with the clauses in List B.

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| <b>List A</b>                      | <b>List B</b>                       |
| 1. If you stop smoking,            | (a) you would have passed the test. |
| 2. If she hasn't received my mail, | (b) she should buy mangoes.         |
| 3. If I had a typewriter,          | (c) please look after him.          |
| 4. If you make a mistake,          | (d) many people will die.           |
| 5. If you had worked harder,       | (e) he would not find anyone there. |
| 6. If we had won the match,        | (f) your health will improve.       |
| 7. If there are no pineapples,     | (g) he will suffer a great loss.    |

Presumption Critical Thinking

### TESTIMONY

**Exercise D** Work in pairs and change the following statement by Mahatma Gandhi into indirect speech.

Mahatma Gandhi said, "It's the action, not the fruit of the action, that's important. You have to do the right thing. It may not be in your power, may not be in your time, that there'll be any fruit. But that doesn't mean you stop doing the right thing. You may never know what results come from your actions. But if you do nothing, there will be no result."

Testimony Collaboration

### PERCEPTION

**Exercise C** Insert *a* or *an* wherever required in the following sentences.

- \_\_\_\_\_ apple a day, keeps the doctor away.
- He wants to eat \_\_\_\_\_ ice cream.
- Mohan wants to purchase \_\_\_\_\_ geometry-box from the market.
- The Mehrahs have \_\_\_\_\_ apple orchard.
- \_\_\_\_\_ mechanic paid a visit to repair the T.V.
- \_\_\_\_\_ boy always prefers to play outside, rather than staying at home.

Direct Perception Application of Knowledge

### ANALOGY/COMPARISON

**Exercise I** Change the degree of comparison without changing the meaning of the sentences.

- Rajasthan is the largest state in India.
- Gold is the most expensive of all metals.
- No other metal is as heavy as iron.
- Aishwarya Rai is more beautiful than any other actress in India.
- The U.S.A. is the wealthiest country in the world.
- He is the strongest man that I have ever seen.
- No animal is more dangerous than a tiger.

Analogy/Comparison Critical Thinking

### NON-PERCEPTION

**Exercise C** Read the following paragraph. The conjunctions are absent, and each sentence stands alone. Do you notice how the absence of conjunctions impacts the flow and rhythm of the text? Share your observations.

Life is full of surprises. Every day is an adventure. You never know what's coming next. Challenges arise. We must overcome them. Sometimes, we stumble. We get up and carry on. In the end, it's the journey that matters. The destination, though important, is just a point on the map. So embrace life's unpredictability. Enjoy each moment. Learn from every experience. Always keep moving forward.

Non-perception Critical Thinking

## Panchakoshas

### Intellectual Development

**Exercise C** Work in groups of four or five. There can be six or eight groups. Write a story describing your school.

Intellectual Development Collaboration

The four groups frame the story, and the rest of the groups use the articles in the story correctly.

The first group begins:

Our school is interesting place. There is library. There is auditorium and playground. Playground is big here. Here are the rules of this grammar game.

### Development of Life Energy

**Exercise E** Each of the following pictures indicates Roma, Rishabh, Suzane and Alice's hobbies. Complete the following sentences that describe these pictures by using non-finite verbs.

Development of Life Energy Creative Thinking

### Spiritual Development

**Exercise E** Find a quiet and peaceful space where you won't be disturbed. Sit in a comfortable position, and take a few deep breaths to centre yourself. Now reflect on your study habits, communication skills and physical fitness. Do you feel like becoming a better version of yourselves, both personally and academically? Think about your self-development goals. What are the things you would like to improve or accomplish in the future? It can be related to school, personal life, or hobbies.

Spiritual Development Critical Thinking

### Emotional/Mental Development

**Exercise A** Fill in the blanks using the correct form of the verbs given in brackets.

Mental Development Application of Knowledge

- Neither Ram nor his brother \_\_\_\_\_ present. (were/was)
- Any boy or girl can \_\_\_\_\_ it at once. (sees/see)
- The jury \_\_\_\_\_ elected its president. (has/have)
- The orator and statesman \_\_\_\_\_ arrived. (has/have)

### Physical Development

**Exercise F** Let's physically demonstrate the concept of prepositions by finding and illustrating examples of each preposition in your environment.

Physical Development Collaboration

- Divide the students into small groups of 3-5 members each.
- Each group will be given a list of prepositions.
- They will need to physically find and demonstrate an example of each preposition in the environment.

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# NOUNS



## Reflect

A **noun** is the name of a person, place, animal or thing; as, *Geeta, Mumbai, horse, table, iron, cleverness, goodness, beauty*.

### Kinds of Nouns

There are different kinds of nouns:

#### Proper Nouns

A **proper noun** is the name of a particular person, place or thing; as, *Akbar, Rama, Mumbai, the Red Fort*. A proper noun always begins with a capital letter.

#### Common Nouns

A **common noun** is a name which is common to any and every person or thing of the same kind; as, *boy, pencil, park*.



## Exercise A

Circle the **proper nouns** and underline the **common nouns** in this paragraph written by Martha Archela.

Direct Perception

Application of Knowledge

Learning English in a place like Miami is difficult because a large amount of the population is Hispanic, which implies that almost 100% of that population speaks Spanish. Wherever you go, you will find people who speak Spanish. For instance, when I go to Publix Supermarket or to Bank Atlantic, the person whom I talk to quickly answers in Spanish. It doesn't matter whether he or she is an American or not. That almost everyone in Miami speaks Spanish is not an obstacle for me to learn English. One of the things I do in order to learn English is to borrow some printed books and audio books with the same title. Later at home, while reading the printed book, I listen to the audio book, paying attention to the pronunciation, the grammar, and the punctuation.



## Reflect

### Collective Nouns

A **collective noun** denotes a number of persons or things grouped together, such as *crowd, flock, fleet, herd, committee, family, nation, team, parliament, mob, regiment, assembly*.

### Material Nouns

A **material noun** denotes the matter or substance of which things are made; as, *gold, silver, iron, glass, cotton, wool, clay, steel, stone*.

### Abstract Nouns

An **abstract noun** is the name of some quality, state or action. Abstract nouns are intangible and cannot be seen or touched.





*Quality* : cleverness, goodness, kindness, wisdom.

*State* : poverty, youth, manhood, childhood, boyhood, death, sickness, slavery.

*Action* : laughter, theft, movement, flight, revenge.



**Exercise B** Separate the following nouns into **proper, common, collective, abstract and material nouns**.

Direct Perception

Problem Solving

army	wood	herd	honesty	Mathura	hobby
book	Sunday	beauty	litter	class	wool
flock	house	silver	nylon	gold	scissors
The Path	airport	Kapil Dev	Scotland	bravery	cotton
wisdom	shoes	pen	Canada	regiment	darkness
rubber	India	kindness	lily	mob	

Common Nouns

Proper Nouns

Collective Nouns

Abstract Nouns

Material Nouns

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____



**Exercise C** Complete the following sentences by using the **abstract nouns** formed from the verbs given in the brackets. The first one has been done for you.

Remembered Perception

Application of Knowledge

1. The politicians indulged in a heated argument. (argue)
2. The father made an unfair \_\_\_\_\_ of his heir. (choose)
3. A prompt \_\_\_\_\_ was taken to solve the matter. (decide)
4. Asha gave a brilliant \_\_\_\_\_. (perform)
5. The annual day \_\_\_\_\_ of the school was on 15 January, 2017. (celebrate)
6. A timely \_\_\_\_\_ was sent to the chief guest. (invite)
7. The guests burst out in \_\_\_\_\_ over the joke. (laugh)
8. Ram gave him a friendly \_\_\_\_\_. (advise)
9. Winning the trophy was a great \_\_\_\_\_. (achieve)
10. The computer is such a wonderful \_\_\_\_\_. (invent)







## Comprehend

### Concrete Nouns

A **concrete noun** is a noun which can be identified through one of the five senses (taste, touch, sight, hearing, smell).

Read the following sentences:

- (a) Would someone please answer the **phone**?  
(‘Phone’ is a concrete noun: We can touch it, see it, hear it.)
- (b) What is that **noise**?  
(Even though ‘noise’ can’t be touched – and the ‘noise’ may even be coming from several places – I can hear the ‘noise’, so it’s a concrete noun.)
- (c) After his retirement, Mr Bond pursued his dream of photographing **rainbows**.  
(‘Rainbows’ is a concrete noun: it can be seen. The words ‘dream’ and ‘retirement’ are not.)



### Exercise D

In each of the following sentences, a noun is in colour. Circle the noun if it is a **concrete noun**, and underline the noun if it is an **abstract noun**.

Mental Development

Critical Thinking

1. He was given an award for his **courage**.
2. He dropped his **phone** with a crash.
3. **Time** is a great teacher.
4. His art teacher applauded his **creativity**.
5. She moved the **chair** from the balcony.
6. He always made his **bed** before leaving for school.
7. She accidentally stubbed her **toe** behind the table.
8. She believed in **justice** above all.
9. The people in this part of the state live in **poverty**.
10. **Cruelty** to animals is a punishable offence.



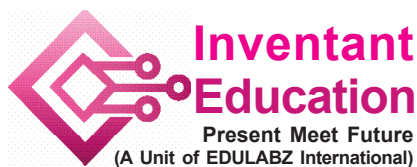
As per NEP 2020 and NCF 2023

# Paradigm English Grammar and Composition

8

By  
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# Introduction

Our new series, **Paradigm English Grammar and Composition** for **classes 1 to 8**, has meticulously followed the **National Education Policy (NEP), 2020** and the **National Curriculum Framework (NCF), 2023**. **Pramanas, Panchakosha Vikas** and **Panchpadi**, the three main constituents, have been used significantly through the explanations, examples, and exercises used in this series. It means the focus shifted to the process of learning. This series envisages conceptual understanding as a continuous process.

This is a carefully-graded grammar series developed to address the need for a systematic and step-wise pattern for understanding grammar. The series is based on the eclectic approach to language acquisition and presents a smooth blend of the inductive and deductive methods of teaching and learning. Each concept has been covered in detail, and great care has been taken to illustrate its core annotation at each level.

In recent years, there has been a significant shift towards designing a learner-centric curriculum that is based on an activity-based approach. There is also an equal emphasis on equipping young learners with essential twenty-first-century skills. The text and activities in the series promote the holistic development of the learners. Besides, there is a lot of emphasis on enhancing the **creativity, critical thinking, communication** and **collaboration** skills of the learners.

## Salient Features of the Series

- H A conscious effort has been made to incorporate the major elements of the **NEP 2020** and the latest **NCF**.
- H Simple, clear and detailed explanations of essential grammatical concepts have been given.
- H Ample examples and a variety of well-graded exercises reinforce the concepts and explanations.
- H Simple and clear instructions have been given in the exercises for easy understanding.
- H Fun-based, art-integrated exercises, together with a wide range of activities like grids and puzzles, have been used to bring the joy of learning to the classroom.
- H There is also a great emphasis on building cross-curricular, grade-appropriate vocabulary through exercises and comprehension.
- H All the explanations and exercises have been coupled with learner-friendly layout and illustrations for additional support.
- H **Revision Exercises** have been introduced periodically to check if the learners have grasped the concepts.
- H **Teacher's Resource Books** comprise lesson plans, additional activities and teaching guidelines along with the answer key for each book. They are meant to serve as a handy aid for the teachers and facilitate a wholesome teaching-learning experience.

We hope this series caters to the requirements of the teachers as well as the students and meets our expectations in serving as a guide to the next generation of global citizens.

While every possible effort has been made to avoid errors and omissions, any constructive suggestions for the improvement of the series will be welcomed and incorporated in future editions.

**With best regards,  
Inventant Education**



# Fostering Holistic Development

... aligned with NCF 2023

Our series incorporates 'Panchakoshas' and 'Pramanas' – related activities and questions, to foster self-development, holistic learning and confidence in the students.

## Pramanas

### INFERENCE

**Exercise D:** Identify and write the **case** of the underlined nouns in the following sentences.

1. Rajan hopes to finish his homework tonight.
2. Please send this letter immediately.
3. Friends should always tell you the truth.
4. Lynne's website kept growing larger and larger.
5. He wrote the letter for Babita.
6. Varsha danced in the statewide competition.
7. He gave an assignment to the students.
8. Mark is a businessman.

Inference

Application of Knowledge

### PRESUMPTION

**Exercise B:** Complete the following sentences using expressions with **indefinites**.

1. The box was too heavy \_\_\_\_\_.
2. Her pronunciation was difficult \_\_\_\_\_.
3. This pudding is bad \_\_\_\_\_.
4. This gown is comfortable \_\_\_\_\_.
5. His poem was interesting \_\_\_\_\_.
6. Hindi is easy \_\_\_\_\_.

Presumption

Critical Thinking

### TESTIMONY

**Exercise D:** Read the following sentence.

'An expert provides an insight that is considered valuable in science.'

The use of the article **an** before 'insight' affects the meaning in the following way:

The indefinite article **an** suggests that the insight provided is one of many potential insights. It does not specify a particular insight but rather any insight that fits the criteria of being valuable in the field of science.

Now, frame two similar kinds of sentences by providing explanation.

Testimony

Critical Thinking

### PERCEPTION

**Exercise A:** Tick the correct form of the **verbs** from the brackets to complete the following sentences.

The first one has been done for you.

Remembered Perception

Application of Knowledge

1. The herd of cattle (is/are) grazing in the field.
2. Economics (is/are) a difficult subject.
3. This pair of shorts (need/needs) repair.
4. A disease like mumps (is/are) to be avoided at all cost.
5. Mathematics (is/are) the most important subject for students.
6. A lot of hard work (need/needs) to be put into this project.
7. All the furniture in the household (is/are) antique.
8. Your information regarding Pratap's transfer (was/were) wrong.

### ANALOGY/COMPARISON

**Exercise E:** Which is the correct phrase: A, B or both?

Analogy/Comparison

Problem Solving

- |                                 |                           |
|---------------------------------|---------------------------|
| A                               | B                         |
| 1. the first two hours          | 1. the two first hours    |
| 2. a such good investment       | 2. such a good investment |
| 3. several his objectives       | 3. his several objectives |
| 4. my both cars                 | 4. both my cars           |
| 5. two-fifths of the candidates | 5. two-fifth candidates   |
| 6. twice the money              | 6. double the money       |

### NON-PERCEPTION

**Exercise F:** Choose the correct options to fill in the blanks.

Remembered Perception

Critical Thinking

1. He was wearing a \_\_\_\_\_ shirt.  
(a) dirty old flannel (b) flannel old dirty (c) old dirty flannel
2. Pass me the \_\_\_\_\_ cups.  
(a) plastic big blue (b) big blue plastic (c) big plastic blue
3. All the students liked the \_\_\_\_\_ teacher.  
(a) handsome new American (b) American new handsome (c) new handsome American
4. I used to drive \_\_\_\_\_ car.  
(a) a blue old German (b) an old German blue (c) an old blue German
5. He recently married a \_\_\_\_\_ woman.  
(a) young beautiful Greek (b) beautiful young Greek (c) beautiful Greek young

## Panchakoshas

### Intellectual Development

**Exercise F:** Work in pairs. Look at the following picture. Find your favourite item or add them here. Now, write a short paragraph describing your favourite meal.



Exchange papers with your partner and read his or her paragraph. Then, rewrite each sentence of your partner's paragraph using negatives. Be sure to avoid double negatives. Share your negative paragraphs with each other.

Intellectual Development

Art Integration

### Development of Life Energy

**Exercise B:** Write the correct **plural form** of the singular nouns given in the brackets to complete these sentences.

Development of Life Energy

Subject Integration

1. No human fulfils all the \_\_\_\_\_ (criterion) for this award except Raunak who saved his friend from the violent flame of fire and stopped bursting crackers since last Diwali.
2. Scientist Robert Brown discovered that \_\_\_\_\_ (nucleus) are the brain of the cells.
3. Spore formation is the process by which ferns, mosses and \_\_\_\_\_ (fungus) get reproduced.

### Spiritual Development

**Exercise F:** Identify the types of coloured **determiners**.

Spiritual Development

Communication / Social Awareness

1. My grandmother shares **some** prasadam that she offered to the deity Jagannatha with her gardener's children.
2. **Little** care and love may make this world more liveable.
3. **Each** of the children in this class completes the task that the teacher gives them.
4. **A few** boys form a group that acts as a resident's welfare society in this area.
5. **A lot** of patients were shifted to the adjacent ward since they needed intense care.

### Emotional/Mental Development

**Exercise H:** i. Rewrite the following paragraph by correcting the common **modal auxiliary errors**.

Mental Development

Critical Thinking

I may to go to France on vacation next summer. I shall might visit the Palace of Versailles. I would to drive around the countryside. I could imagining myself living there; however, I will not move to France because my family should miss me very much.

### Physical Development

**Exercise E:** Do you know by incorporating adverbs we can enhance physical activities? Follow the instructions below and engage in the activity.

Physical Development

Critical Thinking

Instructions:

- Choose an Activity: Select a physical activity such as running, jumping, or stretching.
- Adverb Brainstorm: Think about adverbs that could describe the way you are performing the activity. Consider adverbs like quickly, smoothly, energetically, gracefully, cautiously, etc.



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# KINDS OF NOUNS



## Reflect

A **noun** is the name of a person, place, thing, an animal, idea or a quality.

**There are different types of nouns:**

### Proper Nouns

A **proper noun** identifies a particular person, place, or thing. Some examples of proper nouns are *Meeta, Germany, London, Monday, December*, etc. In written English, proper nouns begin with capital letters.

### Common Nouns

A **common noun** refers to a person, place, animal or thing in general. Some examples of common nouns are *boy, mountain, city, day, dog*, etc.

### Concrete Nouns

A **concrete noun** refers to a person, place, animal or thing that exists physically and can be seen, touched, smelled, heard, or tasted. Some examples of concrete nouns are *girl, building, coffee, tree, rain, beach*, etc.

### Abstract Nouns

An **abstract noun** is a noun which refers to an idea, quality, and condition - things that cannot be seen or touched and things which have no physical reality. Some examples of abstract nouns are *truth, danger, happiness, time, friendship, humour*, etc.



## Exercise A

Identify the underlined word in each sentence as either a **concrete noun (C)** or an **abstract noun (A)**.

Direct Perception

Application of Knowledge

- Despite the bad news, Mother still had hope that the house would be built. \_\_\_\_\_
- Father had a new idea about how to raise fund for the project. \_\_\_\_\_
- He usually scratched his head when thinking about something important. \_\_\_\_\_
- He thought the town's people might be interested in a raffle. \_\_\_\_\_
- If enough people wanted the prize, the raffle would create great excitement. \_\_\_\_\_
- Father decided to put up his horse for the raffle prize. \_\_\_\_\_
- Many people in the town believed that luck was on their side. \_\_\_\_\_
- They bought scores of tickets at ten rupees a piece. \_\_\_\_\_



## Reflect

### Collective Nouns

**Collective nouns** refer to groups of people, animals or things. Some examples of collective nouns are *audience, family, government, litter, pride, team, jury*, etc. In American English, most collective nouns are treated as singular and used with a singular verb.

**For example:** The whole family **was** at the table.

In British English, the preceding sentence would be correct, but it would also be correct to treat the collective noun as a plural, with a plural verb:

**For example:** The whole family **were** at the table.



## Material Nouns

**Material nouns** refer to materials or substances from which things are made. Some examples of material nouns are *copper, silver, iron, milk*, etc.



### Exercise B

Underline the **material nouns** and circle the **collective nouns** in the following sentences.

Direct Perception

Application of Knowledge

1. Coal and diamond are abundant in Africa.
2. He sings in the church choir.
3. Shelly drinks two glasses of milk every day to become stronger.
4. Add some more salt in the dish of the staff.
5. Honey is a wholesome food and beneficial to health.
6. Water boils only at 100°C temperature.
7. Coal is found in a coal mine.
8. The competition will be judged by a panel of experts.



### Reflect

#### Countable and Uncountable Nouns

Nouns can be either countable or uncountable.

**Countable nouns** refer to something that can be counted. They have both singular and plural forms. Examples include: cat/cats; woman/women; country/countries, etc. In the singular, they can be preceded by *a* or *an*. Most nouns come into this category.

**Uncountable nouns** do not typically refer to things that can be counted and so they do not regularly have plural forms. Examples include: rain, rice, water, wood, etc. Uncountable nouns can't be preceded by *a* or *an*. Many abstract nouns are typically uncountable like *happiness, danger, truth, darkness, love*, etc. Some uncountable nouns can be used in the plural as well, depending on the meaning or context of the word. Take a look at these sentences:

<i>Would you like some <b>coffee</b>?</i>	<b>uncountable</b> because it's referring to the drink in general
<i>He ordered a <b>coffee</b>.</i>	<b>countable</b> , because it's referring to a cup of coffee
<i>There's no <b>truth</b> in the rumours.</i>	<b>uncountable</b> , because it refers to the quality or state of being true
<i>The fundamental <b>truths</b> about human nature.</i>	<b>countable</b> , because it's referring to facts or beliefs that are true

There are some words that should only be used with countable nouns and some that you should only use with uncountable nouns. Here are the main examples:

Words	With Countable Nouns	With Uncountable Nouns	Examples
few, fewer	✓	✗	<i>fewer girls; few toys</i>
little, less, least	✗	✓	<i>less water; little time</i>
many, several	✓	✗	<i>several books; many stories</i>
much	✗	✓	<i>much pleasure; much concern</i>



### Exercise C

Underline the noun in each sentence and mention whether it is **countable** or **uncountable**.

Inference

Critical Thinking

1. He is a good player. \_\_\_\_\_
2. We stayed in a hotel. \_\_\_\_\_
3. He bought some coffee. \_\_\_\_\_
4. Agriculture is very important for us. \_\_\_\_\_
3. He bought some coffee. \_\_\_\_\_
4. Agriculture is very important for us. \_\_\_\_\_



5. The bell is ringing. \_\_\_\_\_ 6. I have bought some coal. \_\_\_\_\_  
 7. We have bought some clothes. \_\_\_\_\_ 8. There are four dogs. \_\_\_\_\_



## Reflect

### Noun Case

The case of the noun depends on how the noun functions in the sentence. The case of the noun tells us about the position of that noun in a sentence.

There are four cases of the nouns:

**Subjective or Nominative Case:** When a noun is used as (a) the subject of a verb or (b) the complement of a being verb, it is said to be in the *subjective* or *nominative case*. We can ask the question *what* or *who* to get the subjective or nominative case.

**Read the following sentences:**

- (a) The king laughed heartily. (*King* is a noun in the subjective case because it is the subject of the verb *laughed*.)  
 (b) The king is the son of Eleanor of Aquitaine. (*Son* is a noun in the subjective case because it is the complement of the being verb *is*.)

**Accusative or Objective Case:** When a noun is used as the object of a verb or the object of a preposition, it is said to be in the *accusative* or *objective case*. We can ask the question *what* or *whom* to get the accusative or objective case.

**Read the following sentences:**

- (a) The king subdued his enemies. (*Enemies* is a noun in the objective case because it receives the action of the transitive verb *subdued*; it is the direct object of *subdued*.)  
 (b) The friends went to a movie. (*Movie* is a noun in the objective case because it is the object of the preposition *to*.)  
 (c) Chitra wrote Charlie a letter. (*Charlie* is a noun in the objective case because it is the indirect object of the verb *wrote*.)

**Genitive or Possessive Case:** Of the three noun cases, only the *genitive* or *possessive case* is inflected (changes the way it is spelled). Nouns in the possessive case are inflected by the addition of an apostrophe—with or without adding an 's'. We can ask the question *whose* to get the genitive or possessive case.

**Read the following sentences:**

- (a) The boy's shoe is untied. (*Boy's* is a singular noun in the possessive case.)  
 (b) The boys' shoes are untied. (*Boys'* is a plural noun in the possessive case.)

**Dative Case:** A noun is said to be in the *dative case* if it is the indirect object of the verb. We can ask the question *to whom* or *for whom* to get the dative case.

**Read the following sentences:**

- (a) The teacher gave the students a few exercises. (*Students* is the indirect object of the verb *give*.)  
 (b) The postman brought a letter for Sara. (*Sara* is the indirect object of the verb *brought*.)



## Exercise D

Identify and write the **case** of the underlined nouns in the following sentences.

Inference

Application of Knowledge

1. Rajan hopes to finish his homework tonight.
2. Please send this letter immediately.
3. Friends should always tell you the truth.
4. Lynne's website kept growing larger and larger.
5. He wrote the letter for Babita.
6. Varsha danced in the statewide competition.
7. He gave an assignment to the students.
8. Mark is a businessman.

