

New

GRAMMAR MAGIC

7



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of the back cover

New

GRAMMAR MAGIC

7

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Preface

The English language has often been accused of being arbitrary in its imposition of syntax and phonology. Yet, today, it is acknowledged to be one of the fastest spreading languages of social, business and political communication. However, learners worldwide continue to struggle to understand seemingly illogical diktats as to grammar and pronunciation.

To understand every rule of this language that originated in the British Isles, one has to explore the furthest reaches of history. The story begins with the coming of the Anglo-Saxons in the fifth century, who brought with them a Germanic vocabulary to replace the Brittonic or British Celtic languages of the original inhabitants of the islands. The language and literature that developed in that period from the fifth to the eleventh century, commonly called Old English, laid the foundations for the language of today, but there are hardly any similarities in the grammar or vocabulary. Rather, the Norman invasion in 1066 led to a radical change in the language with the growing influence of French. Standardisation of the spelling and the major changes in pronunciation happened over the next several centuries, as the language changed to what was called Middle English and the Early Modern English before approaching the present day Modern English form. Even today, the English language is in a constant state of flux with new words being introduced to the dictionary every year as languages across the globe exert their influence on what was once the language of Imperialism. With words from guru to yoga and chutney and churidar being accepted as part of the lexical canon, truly the Empire is writing back!

In this global context, one may wonder where there is place for a grammar book. The answer lies in the realisation that language can work magic if used correctly, as it opens the doors of communication and offer new vistas to explore. This new, revised series of ***New Grammar Magic*** is focused on helping children practise functional grammar while building Listening, Speaking, Reading and Writing skills through a variety of tasks and sections like Comprehension and Composition. Now more than ever, young people need to be reminded of the rules of the language, and we have consistently tried to present these rules in a way that will appeal to young children, bringing the magic of stories, rhymes and attractive illustrations into the prosaic world of definitions and explanations.

We hope this series will act as a guide to the next generation of global citizens who will need to be conversant in more than one language in order to communicate effectively.

From the Editor's Desk

Through the Series



Remember



Common nouns are general names of people, places or things.

For example: country, boy, cat, film

Proper nouns are specific names of people, places or things.

All proper nouns begin with capital letters.

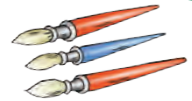
For example: India, Ankit, St Paul's School

Crisp and simple definitions as well as extra information and tips for learners

Simplified yet comprehensive rules for important concepts



brush



brushes



bench



benches

For words that end in **f** or **fe**, we remove the **f** or **fe** and add **ves** to make their plural forms.

Present Tense

Past Tense

is/am

was

do/does

did

has/have

had

go

went

speak

spoke

Sample reviews to aid revision

Suitable examples with appropriate pictures for clarity of concepts

Tables for ready reference and easy access to information

Let's Recall 1

A. Underline the nouns in these sentences. Then, write P if they are proper nouns or C if they are common nouns.

- Ravi is at home.
- I have an aunt who teaches in St Mary's School.
- Mr and Mrs Anwer have a beautiful cottage in Ooty.
- My pet turtle is called Shadow.
- The bottle is full of water.



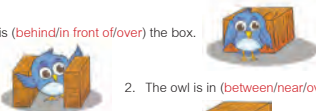
B. Underline the nouns in these sentences. Then, write their plural forms.

- The pencil belongs to him.
- The table is broken.
- The brush is blue in colour.
- The dress is very pretty.
- I have a match in my hand.



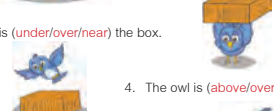
A. Underline the correct prepositions in these sentences.

- The owl is (behind/in front of/over) the box.



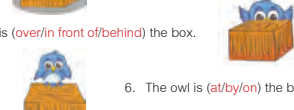
- The owl is in (between/near/over) the boxes.

- The owl is (under/over/near) the box.



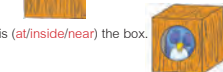
- The owl is (above/over/in) the box.

- The owl is (over/in front of/behind) the box.



- The owl is (at/by/on) the box.

- The owl is (at/inside/near) the box.



Well-graded exercises in various formats for adequate practice



Interesting passages and poems for developing reading comprehension skills

Laurie's Friends

Read this passage carefully.

Laurie loves to go to his aunt's house. There is a big garden behind the house. Many little animals like squirrels and rabbits run about and play. Laurie likes to sit quietly and watch the animals. He does not disturb them. Slowly, the animals come near him and play with him. They know he will not hurt them. Now Laurie knows all the secrets of the animals. He knows where they live. He knows where the squirrel keeps its acorns and where the rabbits get their carrots from. The animals know Laurie's secrets too. They know when he is sad. They know when he is happy. They are his true friends because they always love him.



A. Fill in the blanks.

1. Many little animals like _____ and _____ run about and play.
2. The animals know when Laurie is _____ and when he is _____.

A variety of composition samples and exercises covering various genres to hone writing skills

SHORT STORY WRITING

A. Write a story in your own words using the ideas given next to the pictures. Remember to use all the four types of sentences.

A donkey – tired of carrying heavy load – one day had to carry many sacks of salt – had to cross a river



stumbled and fell in the river – salt dissolved – sack light – donkey happy

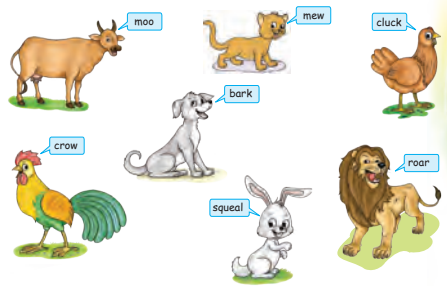
next day – carried sacks of cotton – tried the same thing – cotton absorbed the water – sacks became heavy



master angry – donkey decided to do his work properly

People can speak, chat, ask, answer, shout, whisper.

There are so many ways in which we talk to each other. Animals too have ways in which they talk. Let us read about the sounds that animals make.



Important vocabulary topics appropriate for each grade

Songs for Grades 1 and 2, available in the digital support, as a fun way to understand concepts

PUNCTUATION MARKS

The period is a busy man,
A small round traffic cop;
He blocks the helter-skelter words
And brings them to a stop.



The question mark's a tiny girl,
She's small but very wise;
She asks too many questions
For a person of her size.



We have learnt about singular and plural nouns. We saw how cat becomes cats in the plural and how dress becomes dresses in the plural.

Simple, fun poems in lower grades to make learning interesting and to aid memory

Nouns

Activity type: Group; Timed
Materials required: paper, pencil, timer
This activity can also be completed individually.

1. Ask each group to make a table with the following heads.

Names of people	Names of places	Names of animals	Names of things

2. Give the class any letter at random. Each group then has to write one name starting with that letter in each column of the table.
3. For example, if the letter is A, they could write Aranyani, Agra, antelope and axe.
4. Give the learners a minute to think, discuss and write before moving on to the next letter.

Listening comprehension exercises in Grades 3-8 for developing listening skills

C. Listen to the story carefully. You may listen to it more than once. Then, number the pictures in the order in which they occur in the story.



Exciting activities in a pull-out format, to make learning fun

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1 Nouns

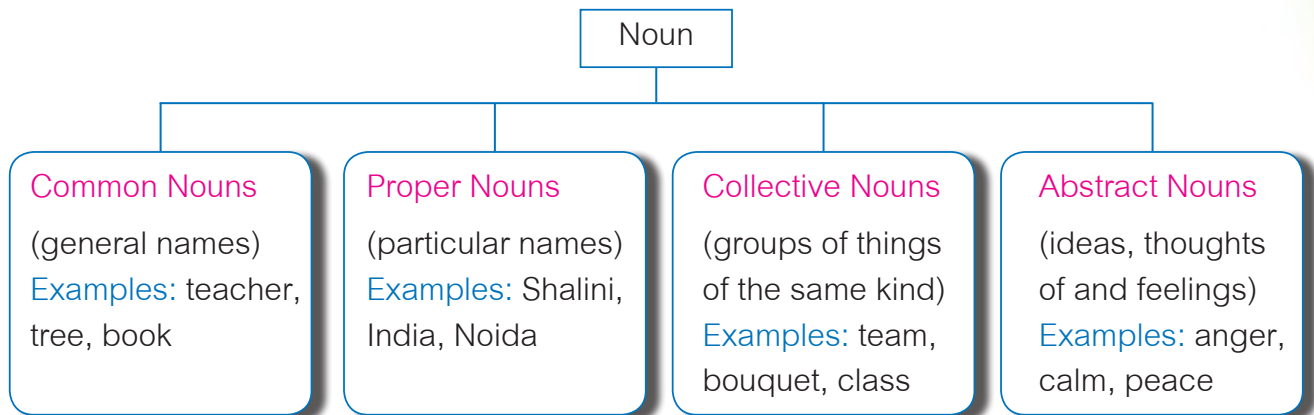


Nouns, as we have studied earlier, are names of persons, places, animals, things, feelings, thoughts. In fact, the name of anything is called a noun.

A. Read the passage and underline the nouns.

Francis Macomber had been carried to his tent from the edge of the camp in triumph on the arms and shoulders of a team made up of the cook, the personal boys, the skinner and the porters. The gun-bearers had taken no part in the demonstration. When the native boys put him down at the door of his tent, he had shaken all their hands, received their congratulations, and then gone into the tent and sat on the bed until his wife came in. She did not speak to him when she came in and he left the tent at once to wash his face and hands in the portable washbasin outside and go over to the dining tent to sit in a comfortable canvas chair in the breeze and the shade.

Types of Nouns



Nouns—Countables and Uncountables

Nouns can also be **countable** or **uncountable**.

- **Countable nouns** are those that can be counted. Nouns like people, monkeys, doors, eyes, boys and girls can be counted. We can use numbers for countable nouns.

For example: five people, two monkeys, twelve doors, one girl, four boys



- **Uncountable nouns** like water, milk, rice, sugar cannot be counted. We use quantity for uncountable nouns.

For example: **a little** water, **a lot of** milk, **too much** sugar



If we have to use numbers, we usually use some other countable nouns with these nouns.

- For example:
- one glass** of water (✓)
 - ten kilogrammes** of sugar (✓)
 - one water** (✗)
 - ten sugars** (✗)

Countables	Uncountables
Countables have plural form.	Uncountables don't have plural forms.
Determiners like a, an, one, few many, several can be placed before countables.	Determiners like little, more can be placed before uncountables.
Most of the common and collective nouns are countables.	Common nouns that name material like silver, iron, gold, wool, are uncountables. Proper nouns are mostly uncountables.
Some abstract nouns can also be countables, such as, idea, thought, example, opportunity.	Abstract nouns like happiness, grief, loneliness are usually uncountables.

- B. Find out the recipe of your favourite food item. Make a list of the ingredients you would need to make it. Write **C** for countable and **U** for uncountable next to each of the items you put down in the list.



Formation of Abstract Nouns

We form abstract nouns by adding different **suffixes**.

* From verbs

◦ by adding **-ment**

achieve – achievement	pay – payment	agree – agreement
enjoy – enjoyment	argue – argument	amuse – amusement
govern – government	develop – development	employ – employment
announce – announcement	entertain – entertainment	excite – excitement
disappoint – disappointment	invest – investment	manage – management
punish – punishment	advertise – advertisement	treat – treatment

◦ by adding **-ance**

abound – abundance	accept – acceptance	appear – appearance
attend – attendance	disturb – disturbance	endure – endurance
enter – entrance	ignore – ignorance	insure – insurance
guide – guidance	perform – performance	resist – resistance

◦ by adding **-ence**

depend – dependence	differ – difference	exist – existence
interfere – interference	infer – inference	occur – occurrence
refer – reference	reside – residence	prefer – preference

◦ by adding **-al**

try – trial	arrive – arrival	betray – betrayal
bury – burial	dismiss – dismissal	dispose – disposal
deny – denial	propose – proposal	refuse – refusal
remove – removal	approve – approval	withdraw – withdrawal

◦ by adding **-sion**

admit – admission	permit – permission	collide – collision
compel – compulsion	conclude – conclusion	divide – division
decide – decision	extend – extension	explode – explosion
provide – provision	omit – omission	submit – submission



- by adding **-tion**

act – action	elect – election	add – addition
admire – admiration	translate – translation	invent – invention
collect – collection	associate – association	attract – attraction
correct – correction	celebrate – celebration	exhibit – exhibition
describe – description	examine – examination	declare – declaration
decorate – decoration	distribute – distribution	inspect – inspection
prevent – prevention	construct – construction	cultivate – cultivation

- by adding **-y**

assemble – assembly	discover – discovery	enquire – enquiry	flatter – flattery
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- by adding **-ure**

depart – departure	close – closure	press – pressure	fail – failure
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- by adding **-age**

carry – carriage	marry – marriage	pack – package	pass – passage
post – postage	waste – wastage	break – breakage	

- by adding **-t** or **-th**

complain – complaint	weigh – weight	grow – growth	die – death
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* From adjectives

- by adding **-ness**

bitter – bitterness	busy – business	happy – happiness
eager – eagerness	lonely – loneliness	selfish – selfishness
wicked – wickedness	aware – awareness	empty – emptiness
heavy – heaviness	good – goodness	great – greatness

- by adding **-ity**

active – activity	curious – curiosity	equal – equality
generous – generosity	real – reality	infirm – infirmity
moral – morality	rigid – rigidity	human – humanity
grave – gravity	punctual – punctuality	special – speciality
similar – similarity	visible – visibility	probable – probability



- by adding **-ance** or **-ence**

abundant – abundance	brilliant – brilliance	important – importance
ignorant – ignorance	confident – confidence	excellent – excellence
absent – absence	obedient – obedience	silent – silence
patient – patience	resident – residence	present – presence
diligent – diligence	convenient – convenience	innocent – innocence

- by adding **-cy, -ry, -ty**

accurate – accuracy	decent – decency	efficient – efficiency
frequent – frequency	private – privacy	secret – secrecy
urgent – urgency	vacant – vacancy	supreme – supremacy
brave – bravery	poor – poverty	loyal – loyalty
certain – certainty	cruel – cruelty	anxious – anxiety

* From nouns

- by adding **-hood**

boy – boyhood	girl – girlhood	child – childhood
brother – brotherhood	mother – motherhood	father – fatherhood
man – manhood	woman – womanhood	sister – sisterhood

- by adding **-ship**

friend – friendship	member – membership	partner – partnership
dictator – dictatorship	owner – ownership	king – kingship

- by adding **-age**

bond – bondage	parent – parentage	pilgrim – pilgrimage	use – usage
----------------	--------------------	----------------------	-------------

- by adding **-cy**

agent – agency	infant – infancy	vacant – vacancy
----------------	------------------	------------------

C. Make abstract nouns from the following verbs by adding -ment, or -tion.

- | | | | |
|------------|-------|------------|-------|
| 1. argue | ..... | 2. impress | ..... |
| 3. express | ..... | 4. appoint | ..... |
| 5. engage | ..... | 6. agree | ..... |
| 7. protect | ..... | 8. invent | ..... |

D. Give three abstract nouns belonging to each of the following categories.

-cy →
 →
 →

-ance →
 →
 →

-ity →
 →
 →

-age →
 →
 →

-ure →
 →
 →

-ship →
 →
 →

-sion →
 →
 →

-ness →
 →
 →

-ty →
 →
 →

E. Make abstract nouns from the following adjectives by adding -th, or -ity.

- | | | | |
|-----------|-------|------------|-------|
| 1. deep | ..... | 2. long | ..... |
| 3. equal | ..... | 4. visible | ..... |
| 5. humble | ..... | 6. special | ..... |
| 7. true | ..... | 8. wide | ..... |

F. Fill in the blanks with suitable abstract nouns from the help box.

invasion	attraction	politeness	curiosity	reception
departure	treatment	discovery	cowardice	laughter

- He left Kuwait after Iraq's of the kingdom.
- Many people mistake for timidity.
- The of the winning team at the station was a grand affair.
- The patient is undergoing at the new hospital near the market.
- The of the truth about his real identity shocked everybody.

6. I can accept defeat but cannot tolerate
7. The main of the city is the fountain in front of the Town Hall.
8. If you are not filled with, you cannot discover anything.
9. The of the train is at 4 p.m. from New Delhi.
10. The of the children could be heard from the main gate.

Collective Nouns

Let us learn the use of the following collective nouns.

* The following are used for animals and people:

- ⦿ an **army**/troop/battalion/regiment of soldiers
- ⦿ a **bench** of judges
- ⦿ a **board** of examiners/directors
- ⦿ a **crew** of sailors
- ⦿ a **gang** of burglars/dacoits
- ⦿ a **band** of thieves
- ⦿ a **team** of players
- ⦿ a **troupe** of artists/dancers/acrobats
- ⦿ a **brood** of chickens
- ⦿ a **flight** of birds
- ⦿ a **flock** of sheep/birds
- ⦿ a **gaggle** of geese
- ⦿ a **herd** of cattle
- ⦿ a **litter** of puppies
- ⦿ a **pack** of hounds/wolves
- ⦿ a **pride** of lion
- ⦿ a **shoal**/school of fish
- ⦿ a **swarm** of bees



* The following are used for things:

- | | |
|---|--------------------------------------|
| ⦿ an album of photographs | ⦿ a bunch /bouquet of flowers |
| ⦿ a bunch of grapes/bananas/keys | ⦿ a bundle of sticks |
| ⦿ a chain of events | ⦿ a chest of drawers |
| ⦿ a clump of trees | ⦿ a clutch of eggs |

- a constellation/galaxy of stars
- a grove of trees
- an orchard of apple/pear
- a set of tools
- a stack of wood/hay/books
- a suite of rooms
- a fleet of ships/cars
- a library of books
- a pack of cards
- a sheaf of arrows
- a string of pearls
- a tuft of grass

G. Match the following.

- | | |
|--|-----------------|
| 1. a number of people at a religious meeting | a. spectators |
| 2. a number of people listening to a lecture or a concert | b. crowd |
| 3. a number of people watching a match | c. congregation |
| 4. a number of people collected without any specific purpose | d. audience |
| 5. a number of people gathered for some common purpose | e. horde |
| 6. a number of people collected for some destructive purpose | f. mob |
| 7. a number of savage people | g. assembly |

H. Fill in the blanks with suitable collective nouns.

- In the dark night only a of stars is visible.
- She was carrying a of eggs to the market.
- As we drove off, we passed by a of geese swimming happily in the summer morning.
- He hid himself in a of hay to avoid being caught by the police.
- For the cultural programme, we have invited a of tribal dancers.
- Sangeet is so fond of dogs that she adopted the of puppies she found on the street.
- The of chicks always followed the mother hen.
- Since she likes flowers, we should present her a of flowers on her birthday.
- Whenever I have time, I love to look at the of photographs.
- You have a full of books; what more do you want in life!



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