

# 3

## THE COMPOUND SENTENCE



### Worksheet-1



Read these sentences taken from the Unit 'People at Work' from *My English Reader* (C-VII). Put a tick (✓) against those sentences that contain one subject and one predicate.

1. I don't want to make mistakes.
2. I've sold them all my life but I still make mistakes.
3. I have a few pieces of glass.
4. I sold the ring for the right price and I made two pounds on the picture.

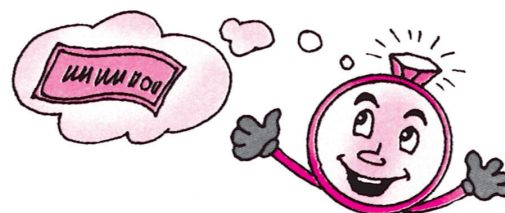
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☐  
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☐


### Remember

Sentences that have only one subject and one predicate and make complete sense are known as **simple sentences**.

In the sentences given above, Sentences 2 and 4 consist of two parts.

2. (i) I've sold them all my life.  
(ii) I still make mistakes.
4. (i) I sold the ring for the right price.  
(ii) I made two pounds on the picture.



In Sentence 2, the two parts are joined by the conjunction \_\_\_\_\_.

In Sentence 4, the two parts are joined by the conjunction \_\_\_\_\_.

Each of the clauses contains a subject and a predicate and makes complete sense. So it is a \_\_\_\_\_.

## Remember

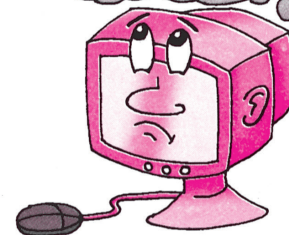
A **compound sentence** is made up of two or more clauses which are independent of each other. They are of the same order or rank and can stand on their own. They are **coordinate clauses**.



## Worksheet-2

**Work with your partner. Read the sentences given below and write 'S' for Simple sentences and 'CS' for Compound sentences.**

1. It's getting late.
2. The students won the match and the coach was happy.
3. Should I write a letter or should I make a phone call?
4. That is a beautiful picture.
5. My parents are away to Delhi but (they) will be back on Monday.
6. She was nervous, but she faced the audience.
7. Is it stolen or have you lost it?
8. The weather was warm but (it) was rather humid.
9. My computer is out of order.
10. The girl was happy, but (she) missed her mother.

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### For the Teacher

Explain to the students that when the subjects of two clauses refer to the same person or thing, the second subject is normally omitted, as in Sentence 5. Ask them to point out other similar sentences in this exercise. Extend this activity by asking them to write a few more sentences like these.





## Worksheet-3

Work in pairs. Find out a few things about your partner. Get him/her to answer a few questions in order to know more about him/her. A few questions and answers have been given as examples. Build up the rest yourself. Take turns to ask questions and ask your partner to write down the answers for each. Use the conjunctions given in brackets to frame your answers. Use the same conjunctions for your own sentences also.

**You** : What would you do if you found a lot of money in the park? (and)

**Partner** : I would keep some and give the rest to the police.

**You** : What do you like about your school?  
What do you dislike about it? (but)

**Partner** : \_\_\_\_\_  
\_\_\_\_\_

**You** : What will you do if you win a cash prize worth rupees one lakh? (or)

**Partner** : \_\_\_\_\_  
\_\_\_\_\_

**You** : \_\_\_\_\_

**Partner** : \_\_\_\_\_  
\_\_\_\_\_

**You** : \_\_\_\_\_

**Partner** : \_\_\_\_\_  
\_\_\_\_\_

**You** : \_\_\_\_\_

**Partner** : \_\_\_\_\_



1  
Lakh





## Worksheet-4

Get into groups of three. In the boxes given below, write the names of at least three professionals. Write down things they have to do if they want to be successful in their field. Use 'and', 'but' and 'or'. One has been done for you as an example.

1.

An athlete

He can win races but he has to practise hard.

He must eat well and get proper sleep.

He can join a gym to keep fit or exercise on the field on his own.

2.

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3.

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4.

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## Worksheet-5

Look at the pictures given below and try to guess what is the situation and what each person wants. Write a sentence connecting the two pictures using 'and', 'but' or 'or'. One has been done for you.

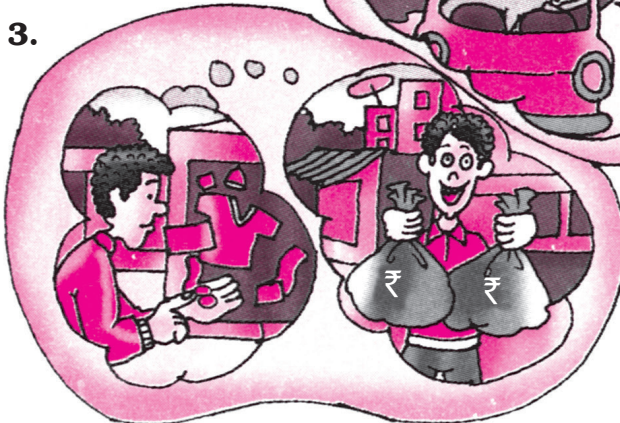
1.



2.



3.



5.



4.

1. She wants to go home by bus but there is no bus to her home.

2.

3.

4.

5.



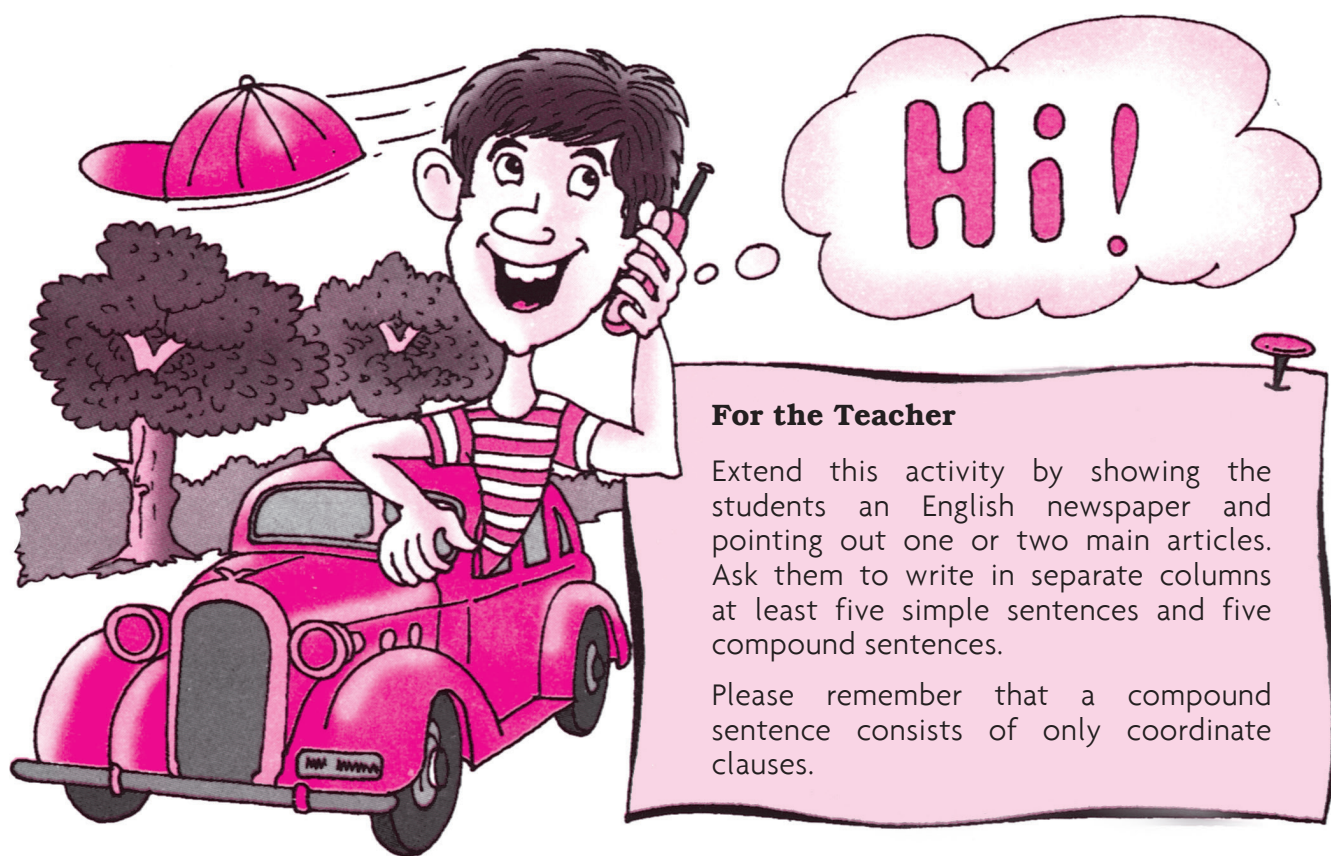


## Worksheet-6

Read the following news. Underline the compound sentences.

### British Drivers and Mobile Phones

British drivers are the safest and most polite in Europe. Just one in ten London drivers does not stop at red lights, and nine in ten obey parking laws. Mobile phones are fast becoming a necessity. They are, no doubt, very helpful but may prove to be a problem on the road. Many drivers using mobile phones have smashed into the car in front. The traffic police have been working hard to find a solution but have found little success. It seems impossible to convince drivers not to carry or use mobiles while driving. One solution brings some hope: drivers do not use mobile phones at all or pay a fine of £ 50 each time they are seen using a mobile phone while driving.



#### For the Teacher

Extend this activity by showing the students an English newspaper and pointing out one or two main articles. Ask them to write in separate columns at least five simple sentences and five compound sentences.

Please remember that a compound sentence consists of only coordinate clauses.



## Worksheet-7

**Get into groups of three. Read the following headings. Select any one of them and discuss it among yourselves.**

- ◆ Homework should be abolished.
- ◆ All schools should have a five-day week.
- ◆ Children should be admitted only to neighbourhood schools.
- ◆ An ideal school's students.

### For the Teacher

Bring up the concept of complex sentences if required.

**Now individually write an article on the topic selected by you using a mixture of simple and compound sentences.**

### Article

Home work



5 days



ideal



## Worksheet-8

**Put commas in the following sentences. One has been done as an example.**

1. Raman cooked the meal, and Ronnie washed the dishes.
2. Manika went to see film and Shilpa went to play basketball.
3. Help me clean up the bedroom or I'll tell mom you made the mess.
4. Radhika loves computers and she has got a job as a computer artist.
5. The coach told me to practise every day or he would drop me from the team.
6. If your friend calls should I give him your message or should I ask him to come again?
7. He wants to read but he has misplaced his spectacles.



### **For the Teacher**

Tell the students that a comma is placed before a coordinating conjunction in a compound sentence, unless the coordinate clauses are very short.

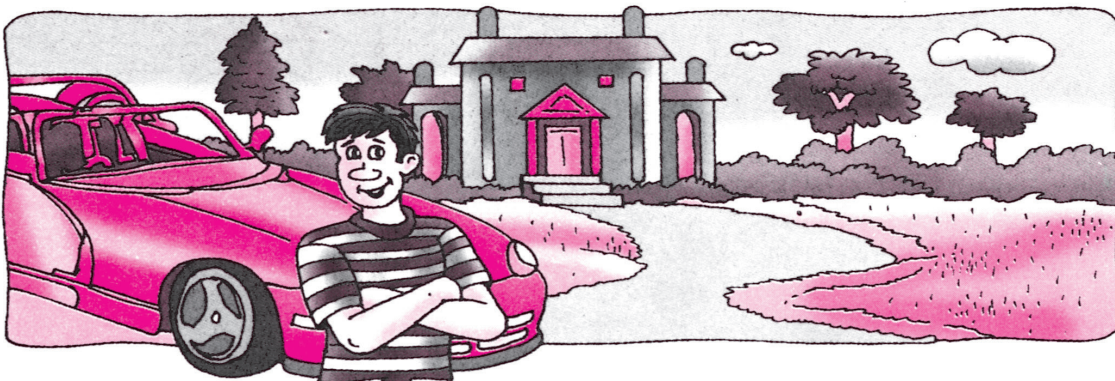


## DO IT YOURSELF

1. Read the passages given below. There are some errors. Underline the error and write the correction in the space provided. One has been done as an example.



- (a) The Navy has changed its rules but appointed two \_\_\_\_\_ and \_\_\_\_\_ women to be in charge of warships but look after 12 \_\_\_\_\_ crew members. Both women are in their late twenties \_\_\_\_\_ or have considerable experience. There are now about \_\_\_\_\_ 700 women at sea but discussions are taking place \_\_\_\_\_ as to whether they are to be allowed to serve on \_\_\_\_\_ board submarines and keep to the warships only. \_\_\_\_\_



- (b) A 14-year old boy has become the world's youngest millionaire but has made his money by selling \_\_\_\_\_

motorcars or his customers are from all over the world.

His success means he owns a huge bungalow or that

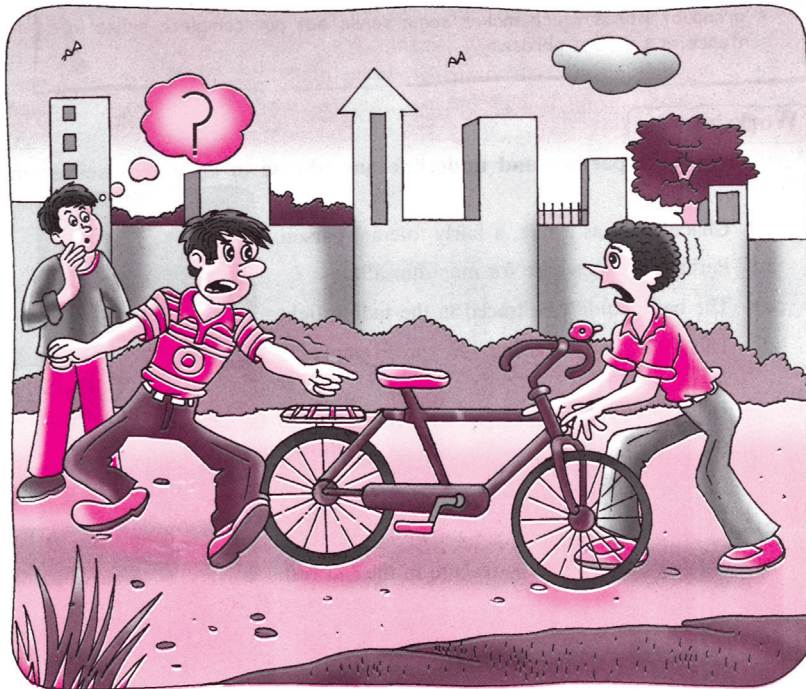
is not all. He owns a grand SUV but has his own

chauffeur who drives him around or a butler who

looks after his kitchen.

## 2. Fill in the blanks with suitable words.

He saw the boys fighting over the bicycle \_\_\_\_\_ did not approve of it. He knew the fight would end up badly \_\_\_\_\_ he was a little surprised at what he saw. Raghu was a bully \_\_\_\_\_ it was Ravi who was being so assertive. He wanted to end the fight \_\_\_\_\_ he did not want to seem as if he were interfering. 'Should I stop them \_\_\_\_\_ should I let them fight their own battle?' he thought. Finally he decided to intervene. He walked up to them \_\_\_\_\_ clapped his hands. They were taken aback \_\_\_\_\_ stared at him in surprise. 'Stop fighting at once \_\_\_\_\_ I'll call your parents,' he warned. 'We're not fighting,' said Raghu disgustedly. \_\_\_\_\_ Ravi looked rather relieved to see him.

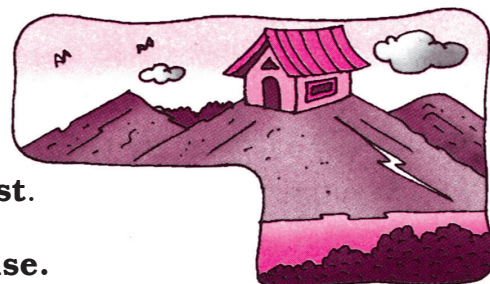


# 4

## PHRASES AND CLAUSES

Read these sentences from the Unit 'Attitude' in *My English Reader* (C-VII).

- ◆ The house is square **like this**.
- ◆ The house stands on the **top of a hill**.
- ◆ The room was marked **with a cross**.
- ◆ Your nominal authority doesn't annoy me **in the least**.



The words in bold make sense but not complete sense.

### Remember

A group of words which makes some sense but not complete sense is called a **phrase**.



### Worksheet-1

Work with your partner. Fill in the blanks with suitable phrases given in the Aid Box.

#### AID BOX

- |                                |                |
|--------------------------------|----------------|
| ◆ under the cover of darkness  | ◆ by and large |
| ◆ the beauty of the rising sun | ◆ as a rule    |
| ◆ in the fading light          | ◆ after all    |



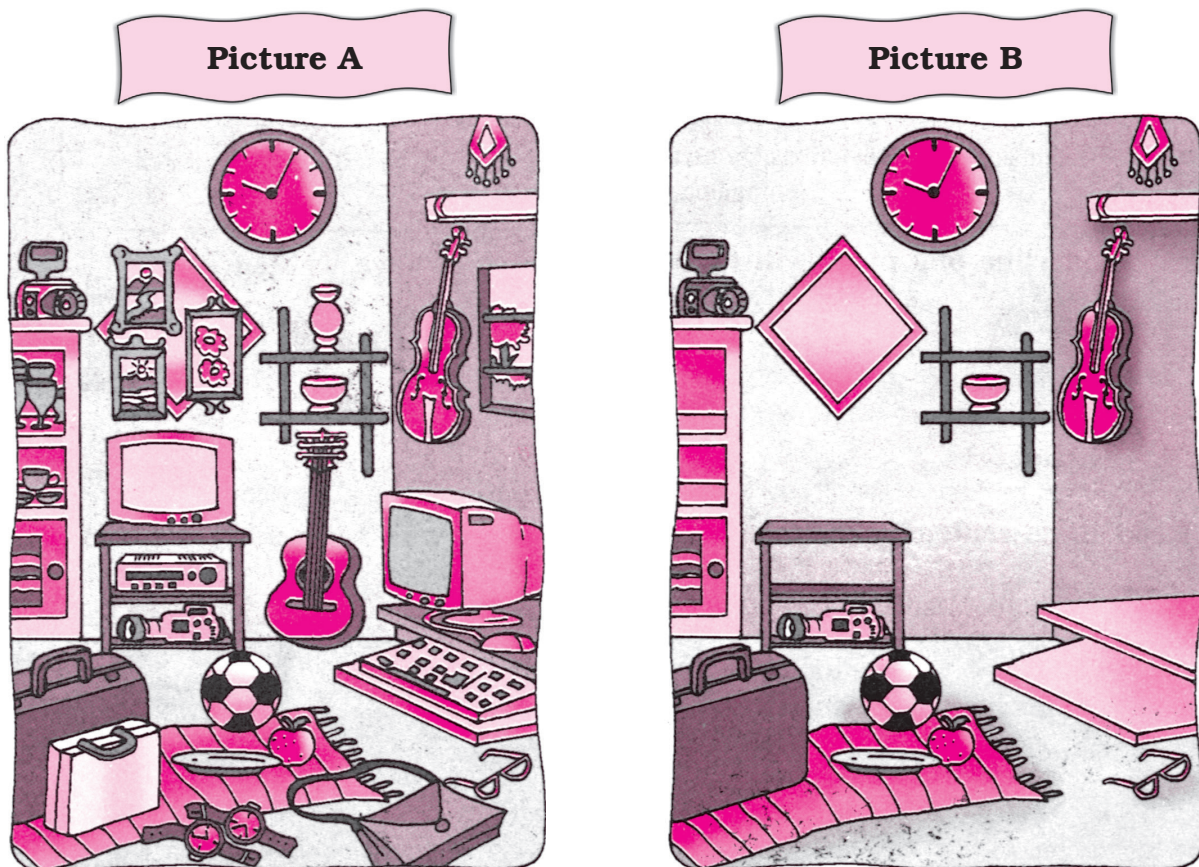
1. Chachi was, \_\_\_\_\_, a fairly tolerant person.
2. Such cases, \_\_\_\_\_, are not dealt by this office.
3. The painting was stolen by someone \_\_\_\_\_.



4. The ball couldn't be traced \_\_\_\_\_.
5. \_\_\_\_\_ spread across the sky in the east.
6. The audience was, \_\_\_\_\_, pleased with his performance.

## Worksheet-2

Look at the two pictures of the same room. There has been a burglary. Picture A shows the condition of the room before the burglary and Picture B after it took place. Write down where the things missing in Picture B were actually kept. Use the words given in the Box. One example has been done for you.



handbag   guitar   paintings   briefcase   window   vase,  
video recorder   watches   computer   television set   crockery

1. There was a television set on the trolley.

2. There were some paintings

3. The handbag

4.

5.

6.

7.

8.

9.

10.

11.



**Encircle the phrase in each sentence you have written.**

## The Clause



### Worksheet-3

**Read these sentences from the Unit 'Attitude' in *My English Reader* (C-VII).**

1. Walls were peeled away **so that remains of rooms stood gaping open.**
2. Her fears had been lifted by **what she had accomplished.**
3. She heard a very faint cry **when she got back.**
4. I don't know where my **courage came from.**



**The group of words in bold in each sentence above contains a subject and a predicate.**

#### Remember

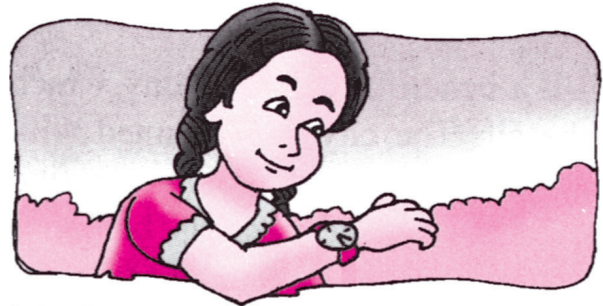
A group of words which has a subject and a predicate and is a part of a longer sentence is called a **clause**.



## Worksheet-4

Look at the pictures given below. Guess the reason why each of these persons feels so. Then complete the given sentences. One has been done for you.

Rita is feeling good because her friends are coming to meet her.

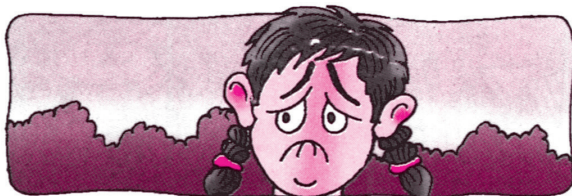


Mr Sunder is laughing because \_\_\_\_\_

\_\_\_\_\_

Sujoy is feeling happy because \_\_\_\_\_

\_\_\_\_\_



Ridhima is angry because \_\_\_\_\_

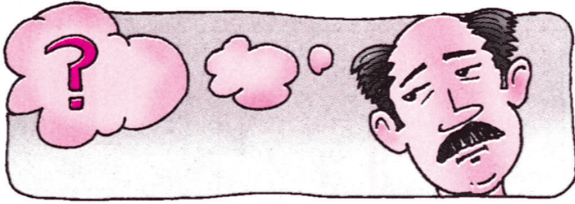
\_\_\_\_\_

Mrs Sharma has fallen asleep because \_\_\_\_\_

\_\_\_\_\_







Mr Rajput does not know what to do because \_\_\_\_\_

Srinivas is crying because \_\_\_\_\_



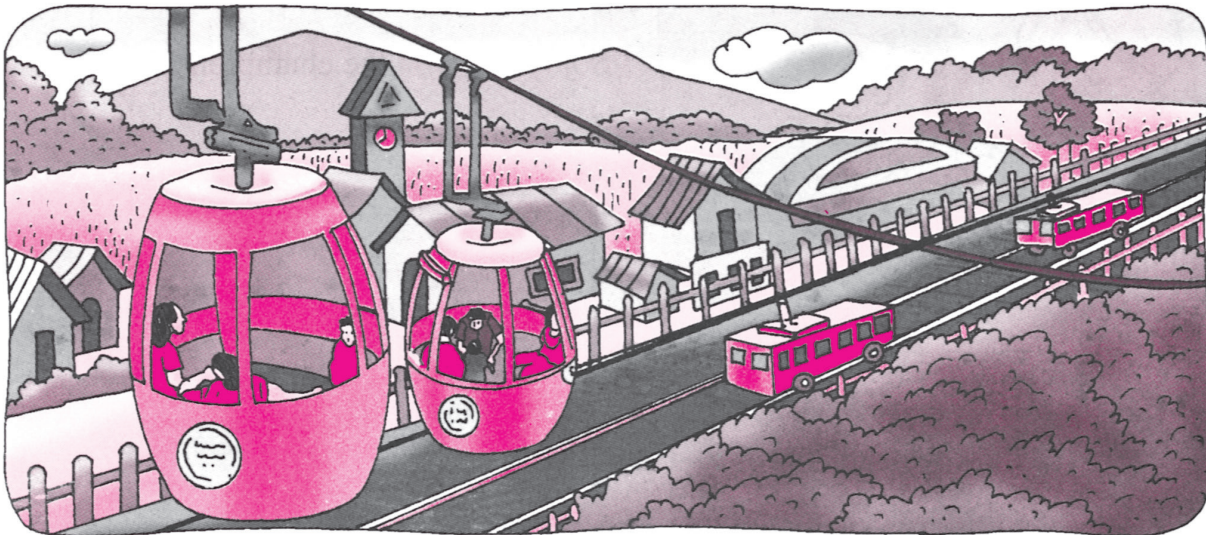
### Remember

All the groups of words beginning with **because** have a subject and a predicate of their own. They are, therefore, **clauses**.



## Worksheet-5

Work with your partner. In the following paragraph, some clauses are given in bold letters. Write the clauses in the table given on the next page along with their subject and predicate.



Many people **who have visited Trinity City** call it a beautiful city. The city **which is an island** gives you a feeling of the sea in the air. The city was planned with straight roads **which cross each other at right angles**. Very often you can find yourself at places **where you are on the highest level**. The sight is beautiful wherever you go. A good way

to travel in the city is by cable car. There are buses that run on rails in the ground. **The food is delicious** and is available **even when it is past mid-night**. All in all, Trinity City or TC, as those who live here call it, is a fine city.

Clause	Subject	Predicate

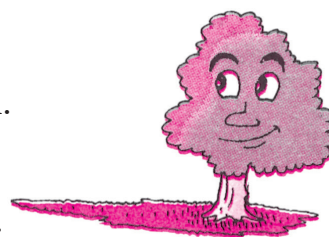
## The Adverb Clause



### Worksheet-6

Read these sentences. Underline the part of the sentence that tells us something more about the action or state mentioned in bold letters. One has been done for you.

- The children **got** together after their school had got over.
- She **will be staying** with me though she can afford a good hotel.
- They **can win** the match if they work hard.
- Her parents **disapprove of parties** if they are held late at night.
- Pratinav **ran fast** so that he could reach the school in time for the class.
- We **must preserve trees** before it is too late.



#### Remember

The clause which contains a **subject** and a **predicate** of its own and does the work of an **adverb** is an **adverb clause**.



## Worksheet-7

Match Column A with Column C and use words from Column B to connect them and make meaningful sentences. One has been done for you.

Column A	Column B	Column C
We met several years ago	so that	he could catch the last train.
I am learning music	although	you need it.
We must return home	wherever	she saw the snake.
I will buy you this book	before	he went.
She gave a loud scream	because	I return.
He was warmly received	till	I want to become a singer.
Please don't go	if	I am getting late.
I will complete the work	while	it starts raining.
He left early	when	I was studying in the UK.

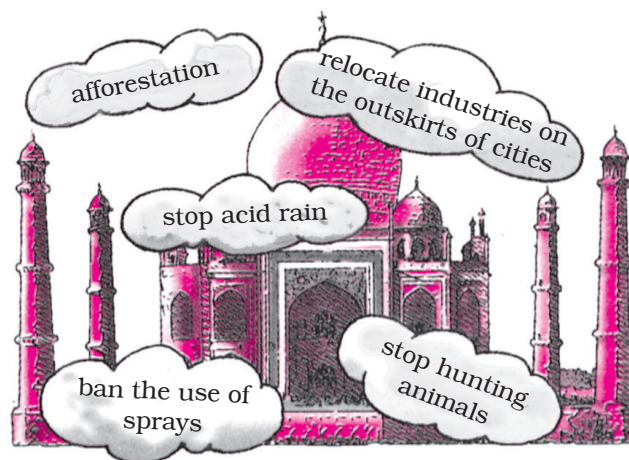
1. We met several years ago while I was studying in the UK.

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

## Worksheet-8

What do you think should be done with regard to the following environmental problems? Take help from the clues given below. Write one sentence about each. One has been done for you.

1. When will soil erosion stop?
2. How can the Taj Mahal be saved?
3. How can the problem of industrial pollution be solved?
4. Will skin cancer due to the hole in the ozone layer find an end?
5. How can wildlife be saved?



1. I think soil erosion will stop when we take up a drive for afforestation.

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

These sentences contain an adverb clause each.

### The Adjective Clause

Read these sentences. Can you say something about the group of words in each sentence that has been italicised?

1. The **family** *that lives next door* hails from Australia.
2. I have a **dog** *that follows me everywhere*.
3. This is the **garden** *that is famous for its roses*.
4. He is the **policeman** *who helped me find the way*.

What do you notice about the group of words in italics?



They describe the noun and so do the work of an adjective. Each group contains a subject and a predicate.

### Remember

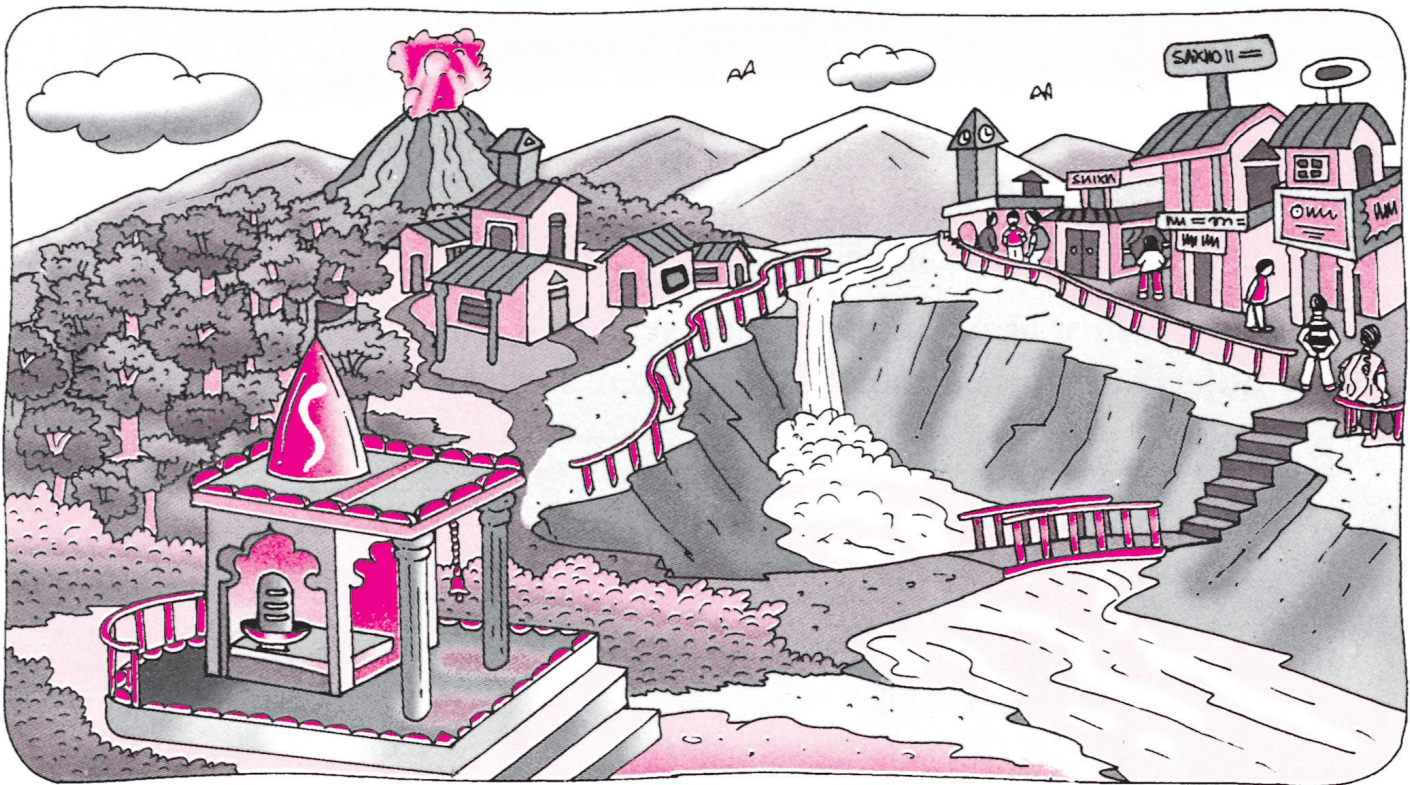
The clause which contains a **subject** and a **predicate** of its own and does the work of an **adjective** is called an **adjective clause**.



## Worksheet-9

Look at this picture of a beautiful hill station. The letter given on the next page describes the place, but there are some blanks in it. Fill in the blanks. Use the clues given in the Aid Box. The first blank has been filled as an example.

### Lina City



### AID BOX

- ◆ Shiv temple—built in 17th century
- ◆ Girvar forest—rich wildlife,
- ◆ in the east of India
- ◆ houses—made of wood
- ◆ waterfall—a delight to view
- ◆ Gauri—volcano now inactive

Hi Priya!

Guess where I'm writing from. I'm in Lina city. It's a small hill station which is in the east of India. The scenic beauty here is simply breathtaking. To the north of the city is a waterfall which \_\_\_\_\_. People live in houses that \_\_\_\_\_. In the west is Girvar forest, which \_\_\_\_\_. The people here are friendly and helpful. They are very religious too. The famous Shiv Temple, \_\_\_\_\_, is on the outskirts of the city. Gauri volcano, \_\_\_\_\_, is in the north-west. It has a huge crater. The city is sparsely populated. I am sending some pictures of the place on WhatsApp.

With love

Shalu

The clauses you have completed are all **adjective clauses**.

## Worksheet-10

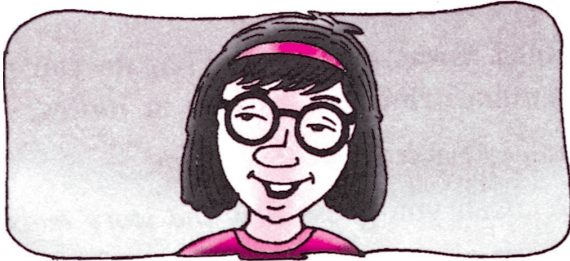
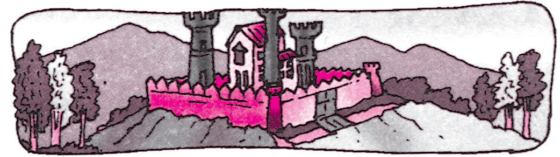
Look at the picture and complete the given sentence by adding a suitable adjective clause. One has been done for you.



1. Vishal, who is being chased by a dog, can run really fast.



2. That castle \_\_\_\_\_  
is very ancient.



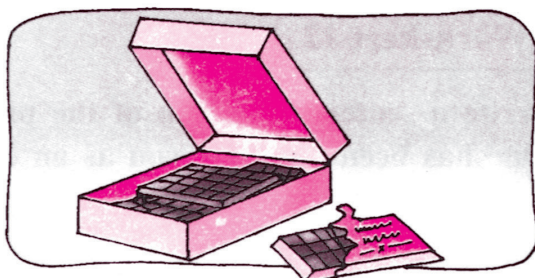
3. What is the name of that girl \_\_\_\_\_  
\_\_\_\_\_?

4. This is the book \_\_\_\_\_  
\_\_\_\_\_



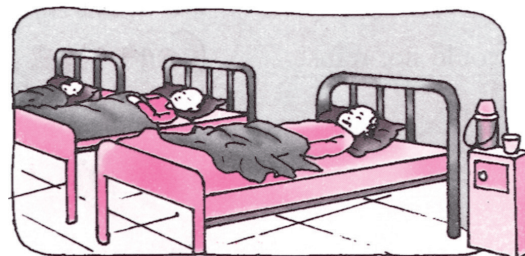
5. This is the desert \_\_\_\_\_  
\_\_\_\_\_

6. This is the house \_\_\_\_\_  
\_\_\_\_\_



7. I have a box \_\_\_\_\_  
\_\_\_\_\_.

8. It is the weather \_\_\_\_\_  
\_\_\_\_\_



9. This is the tree \_\_\_\_\_  
\_\_\_\_\_



## The Noun Clause

Read these sentences. What do you notice about the groups of words written in bold?

1. I fear **it is going to rain**.
2. Can you guess **how the story ends**?
3. **What we need** is good sleep.
4. **Whoever owns this place** must be rich.



Tick ( ✓ ) the correct answer.

- (a) Does the group of words in each sentence written in bold have a subject and a predicate of its own? ☐ Yes ☐ No
- (b) Is it a phrase or a clause? ☐ Phrase ☐ Clause

### Remember

A clause that does the work of a **noun** is called a **noun clause**. A noun clause is usually the **subject** or the **object** of a verb.

### For the Teacher

Discuss with the class the functions of the noun clauses in the above sentences.

## Worksheet-12

Write a sentence on each of the prompts given below using a noun clause. One has been done for you as an example.

1. said — not refuse such a good offer.

He said that he could not refuse such a good offer.

2. know — vote for the best candidate

I know that

3. said — sure to win

4. shocked to hear — a stampede in the shrine

5. don't know — who will drive in the hills

6. pity — lost job

7. I want — succeed with good marks

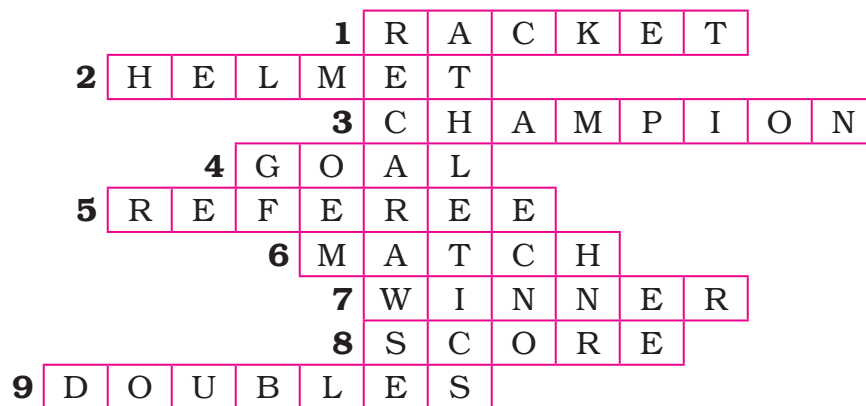




1. The mystery is how he entered the house.
2. My teacher wants \_\_\_\_\_
3. I could not imagine \_\_\_\_\_
4. I want to know \_\_\_\_\_
5. Gandhiji believed that \_\_\_\_\_.
6. No one can deny \_\_\_\_\_
7. This is \_\_\_\_\_



**B. Look at the word puzzle given below on the subject 'Sports'. Note the hidden word 'Athletics' and the way the word puzzle is constructed.**

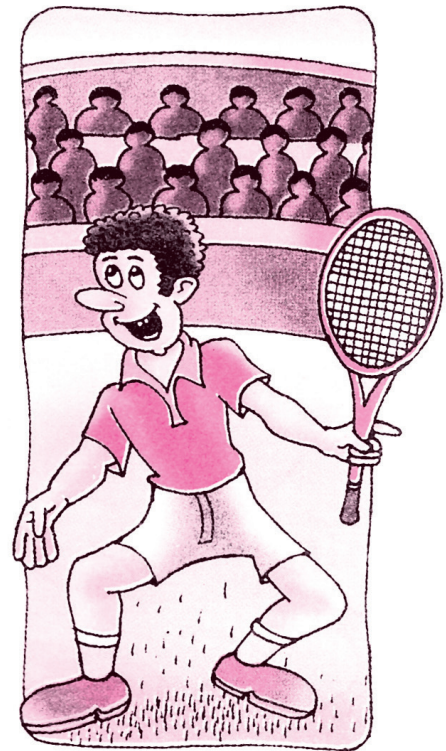


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## Across

1. You need one when you play tennis.
2. It is worn so that
3. The person
4. A structure
- 5.
- 6.
- 7.
- 8.
- 9.



## Worksheet-15

Get into groups of four and create a word puzzle. Choose a theme and a hidden word from the list given below. The hidden word should form the backbone of your word puzzle.

Caution: *The hidden word should be a closely guarded secret.*

### Theme

household possessions  
the human body  
food and drinks  
travelling  
entertainment

### Hidden word

furniture  
eyelashes  
vegetable  
passenger  
happiness

**Step I :** Write your hidden word downwards.

**Step II :** Find other words from your particular topic which would make up this word puzzle.

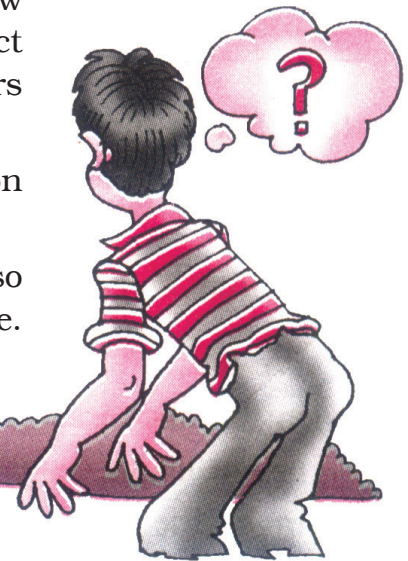


**Step III:** Write down clues to enable the others to find the words.

**Step IV:** When you are ready, on a clean hand-out, draw a blank word puzzle grid by putting in the correct number of squares to indicate the number of letters and write the clues.

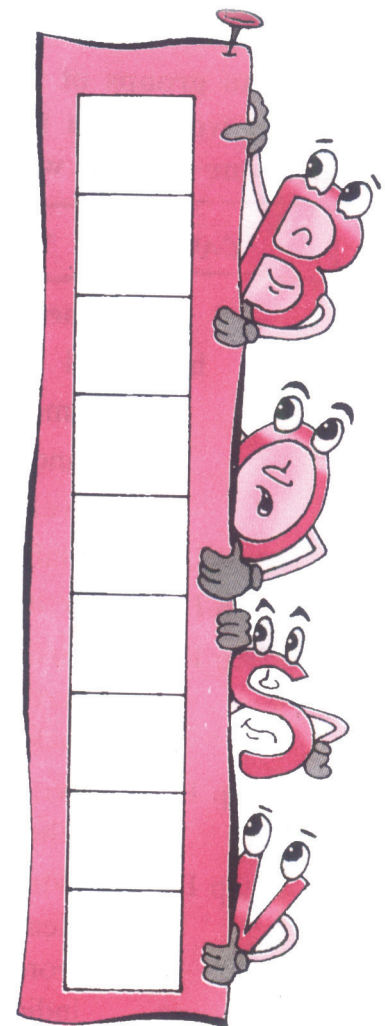
**Step V :** Write the theme and your group members' names on this hand-out.

**Step VI:** Teacher to collect the sheets and re-distribute them so that each group now has a word puzzle to complete. Ask for a feedback.



## Clues

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_







## Worksheet-16



### A. Read these sentences.

- ◆ She was late; therefore, she was punished.
- ◆ Shalini loves cooking; nevertheless, she does not get many opportunities to cook.

We notice that the **semi-colon (;)** is followed by words 'therefore' and 'nevertheless' in the above sentences. Such words connect independent clauses. They help to make the relationship between the clauses clear. Other such words are: moreover, consequently, otherwise, etc.

### B. Combine the following pairs of sentences by using a semi-colon and an appropriate connecting word/phrase, chosen from the Aid Box given below. The first one has been done for you.

#### AID BOX

consequently, moreover, however, but, otherwise, therefore

1. My brother was wearing a raincoat. He did not get wet.

My brother was wearing a raincoat; therefore, he did not get wet.

2. It rained for two hours. The weather remained hot.

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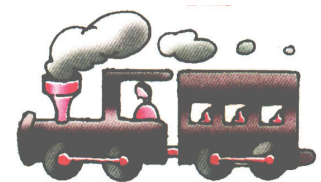
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3. Hurry up. We will miss the train.

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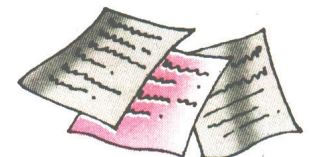
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4. He reached late. He forgot to bring his papers.

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5. He works hard to save money. His wife is a spendthrift.

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6. There was famine in the village. The villagers left the village.

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### DO IT YOURSELF

1. Look at the picture given below and try to guess the answers to the questions that follow. One has been done as an example.



(a) Why have these people got together?  
They've got together to have a birthday party.

(b) Who is the birthday boy?  
I think the boy who

(c) Where is the flower-vase kept?

(d) What is special about the painting on the wall?  
It is a painting

(e) What do you think the children did after they had eaten?  
I think

(f) What do you like best about the picture?  
I like

(g) Who are the boy's parents?  
The boy's parents

(h) How do you think the children felt at the party?  
They must have



2. Read the following incomplete dialogue between Randeep and Shireen. Complete it in any suitable way.

**Randeep** : Would you like to join French classes?

**Shireen** : I'm not too sure

But what are the timings?

**Randeep** : They would be conducted on weekends.

**Shireen** : In that case I can spare time. But still I'd like to consult my parents.

**Randeep** : Let me know

**Shireen** : When do you want me to tell you?

**Randeep** : As soon as it's possible because

**Shireen** : All right, I'll tell you over the phone in the evening.



# 5

## TRANSITIVE AND INTRANSITIVE VERBS



### Worksheet-1

Look at the following picture and write the various actions being performed by different people. One example has been done for you.



1. A is eating popcorn. \_\_\_\_\_
2. B \_\_\_\_\_
3. C \_\_\_\_\_
4. D \_\_\_\_\_
5. E \_\_\_\_\_
6. F \_\_\_\_\_



**Did you notice that the action denoted by the verbs written by you pass on to their objects?**

E.g. the action 'eat' passes on to the object (receiver) 'popcorn'; eat → popcorn; similarly, kick → football

## Remember

Verbs which carry the action of a **subject (doer)** to an **object (receiver)** are called **transitive verbs**.



## Worksheet-2

**Read the following paragraph.**

Manav, Nikki and Ruchi went for shopping last Sunday. Manav **saw** a toyshop in the market. The shopkeeper **had displayed** various toys in the racks. Manav **liked** a small toy car. Ruchi **bought** it for him. He **opened** the box and **examined** the car carefully. He **put** the car in his bag and **discarded** the box. While returning, he **drank** fruit juice and **ate** his favourite ice cream. He enjoyed the outing a lot!

**Complete the table given below by filling in the subject (doer) and the object (receiver) of the action of the following verbs in the above paragraph.**

	Subject (doer)	Action	Object (receiver)
1.	Manav	saw	a toyshop
2.	The shopkeeper	had displayed	various toys
3.		liked	
4.		bought	
5.		opened	
6.		examined	
7.		put	
8.		discarded	
9.		drank	
10.		ate	



## Remember

Transitive verbs always answer the question 'what' (or 'whom' if the object is a living being.)

E.g.

saw what? → a toyshop.

displayed what? → various toys.

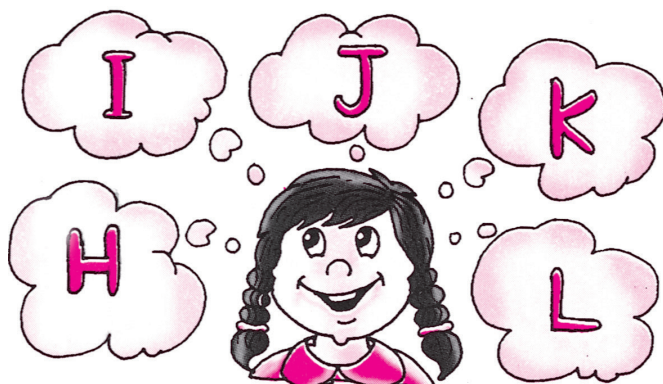


## Worksheet-3

Look at the picture given below and write what these people are doing. One example has been done for you.



1. G is dancing. \_\_\_\_\_
2. H \_\_\_\_\_
3. I \_\_\_\_\_
4. J \_\_\_\_\_
5. K \_\_\_\_\_
6. L \_\_\_\_\_



**Discuss with your friends.**

**Do the above actions pass on to any object?**



### Remember

A verb that denotes an action which does not pass on to any object is called an **intransitive verb**, e.g. the verb 'is dancing', which is a complete action by itself and does not require any object to receive it.



## Worksheet-4

Read the following diary entry.

Monday Sep. 10

10:30 p.m.

I **went** to Mumbai on a business trip last week. I **reached** the city by air and **stayed** in a hotel. I **worked** in the office for the whole day. In the evening, I **walked** to the beach and **sat** there for a while. I **returned** to my hotel late at night. I **slept** till 8 in the morning.

Discuss with your friends and find out the similarity between all the highlighted verbs in the above diary entry.



### Remember

Intransitive verbs can never answer the question 'what' or 'whom'. The various forms of the verb **be—*is, are, am, was, were***, etc., and verbs, like 'seem' and 'appear' are neither transitive nor intransitive. They are **verbs of incomplete predication** and need **complements** to complete their sense.  
E.g. She is intelligent. 'Intelligent' is the complement of the verb 'is'.



# Worksheet-5

Given below is an advertisement of a newly launched cream. Read it and write all the transitive verbs in the table given below with their objects. Also while reading, encircle the intransitive verbs.

## Presenting World's First Ayurvedic Beauty Cream

### Fair Cream Enriched with Natural Herbs

It nourishes your skin and leaves it supple and soft. It reduces minor wrinkles and moisturises the skin naturally. It prevents darkening of the skin and maintains its natural radiance. Its Vitamin E works on your skin and removes dead cells to give you a refreshing look. So, what are you waiting for?

Go to your nearest medical store and buy your tube now!

Fair cream is available in packs of 50 g, 100 g and 250 g. First fifty customers will get a discount of ten per cent.



Action (Transitive Verb)	Receiver of the Action
nourishes	skin

Is there any verb of incomplete predication? Yes ☐ No ☐

Write here if there are any: \_\_\_\_\_

# Worksheet-6

Read the following advertisement and complete the table given below by filling the transitive verbs and their objects in appropriate columns. Also, encircle the intransitive verbs.




**Tired of Cavities and Bad Breath?**  
**Try Our New Toothpaste**  
**Sparkle**

It cleans teeth without harming gums. It works non-stop for 24 hours and fights bad breath. It contains calcium and other essential minerals for better protection. Its regular usage makes teeth stronger. Its strawberry taste fills your mouth with a never-ending freshness.

Treat your taste buds with your favourite chocolate and leave the protection of your teeth to Sparkle!



Action (Transitive Verb)	Receiver of the Action (Object)



# Worksheet-7

**Read the following sentences.**

- (a) The driver stopped the car.
- (b) The car stopped suddenly.

In the first sentence, the verb 'stopped' has been used transitively.  
(stopped what? → the car), so 'car' is the receiver of the action.

However, the same verb 'stopped' has been used intransitively in the second sentence.  
Here, the action 'stopped' does not pass on to any object.

## Note:

Most verbs can be used both transitively and intransitively.

**Read the following sentences and write whether the verb has been used transitively or intransitively. Write 'T' for transitive and 'I' for intransitive verbs.**

1. He returned to his home.  
I returned his pen yesterday.

2. She broke a glass.  
The old glass broke into pieces.

3. He speaks slowly.  
I always speak the truth.

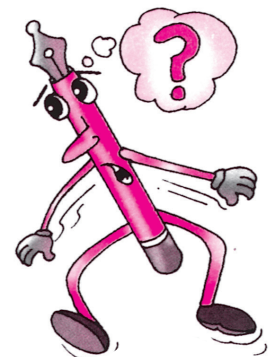
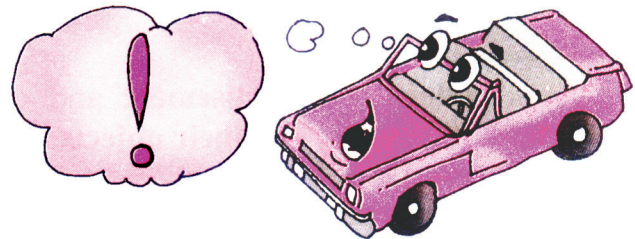
4. The door bell rang loudly.  
Will you please ring the bell?

5. The door opened.  
He opened the door.

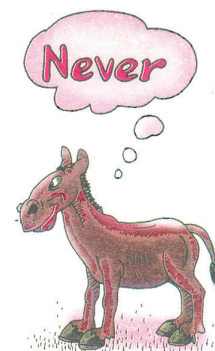
  

6. He left early in the morning.  
He left his bag at home.

7. The Titanic sank in the sea.  
An engine failure sank the ship.
8. The donkey kicked the man.  
This donkey never kicks.



## Worksheet-8

You have already seen that most verbs can be used both transitively and intransitively. However, there are certain verbs which always need an object and, therefore, cannot be used intransitively. Similarly, some verbs do not need any object and thus, cannot be used transitively.

In the box given below, some such strictly transitive and intransitive verbs have been mixed up. Sort these verbs out and write them in appropriate columns.

want come cover build go like  
lie give buy die sleep

**Transitive Verbs**

**Intransitive Verbs**

**Verbs**







## Worksheet-9

Given below are a few verbs that can be used both transitively and intransitively.  
Use these in your own sentences in both the ways.

burn stop feel open walk fly

1. (a) \_\_\_\_\_

(b) \_\_\_\_\_

2. (a) \_\_\_\_\_

(b) \_\_\_\_\_

3. (a) \_\_\_\_\_

(b) \_\_\_\_\_

4. (a) \_\_\_\_\_

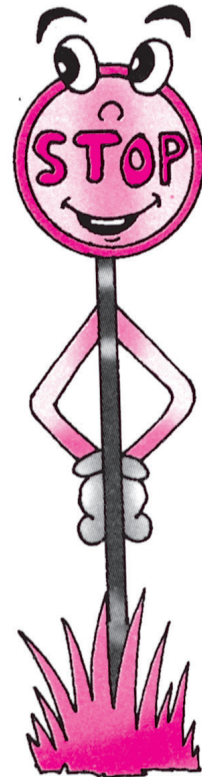
(b) \_\_\_\_\_

5. (a) \_\_\_\_\_

(b) \_\_\_\_\_

6. (a) \_\_\_\_\_

(b) \_\_\_\_\_



## Worksheet-10

### Object Complement

In the Unit 'Achievers' of *My English Reader* (C-VII), you have read—

- ◆ Hillary Bates launched a greeting card business named 'My Mind's Eyes'.
- ◆ 'My Mind's Eyes' has earned Hillary an achievement award from the Business and Professional Women's Association.
- ◆ A computer programme called Equalizer allowed Stephen Hawking to communicate better.



Read the above sentences again and find whether the underlined verbs are transitive or intransitive. If the verbs are transitive, encircle the object. Also find out words in the above sentences that tell you more about the objects.

#### Remember

Words which give additional information about the object are called **object complements**.

E.g. She uses her computer **to create and package cards**.

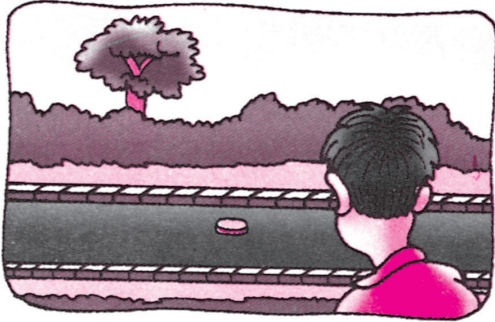
Here, the words given in bold letters give us more information about the object 'computer'.

## Worksheet-11

Look at the given pictures and complete the sentences.

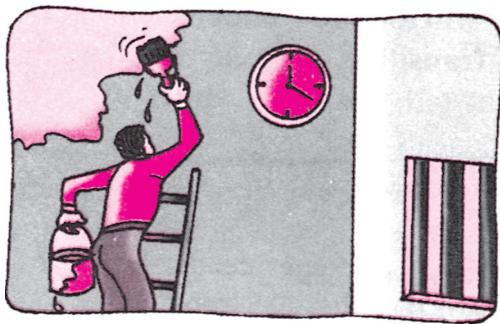
1. I saw him \_\_\_\_\_  
\_\_\_\_\_





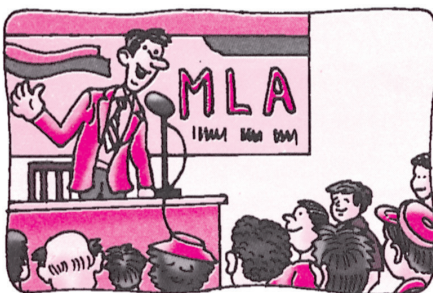
2. I found a coin \_\_\_\_\_  
\_\_\_\_\_

3. The Jury declared him \_\_\_\_\_  
\_\_\_\_\_



4. He painted the house \_\_\_\_\_  
\_\_\_\_\_

5. We found the prices \_\_\_\_\_  
\_\_\_\_\_ after the discount.



6. People elected him \_\_\_\_\_  
\_\_\_\_\_

7. She gave her book to the man \_\_\_\_\_

\_\_\_\_\_

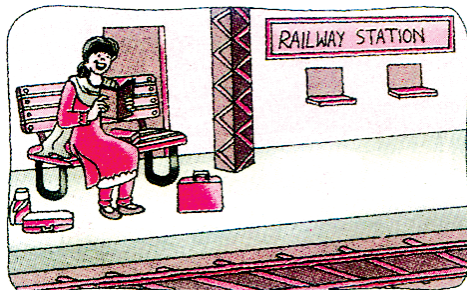
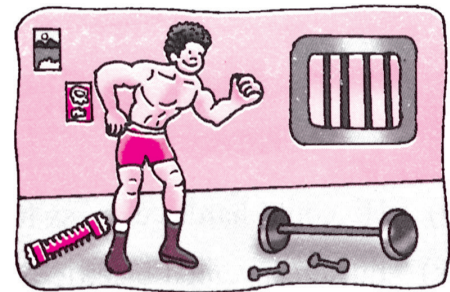


8. The Principal made her \_\_\_\_\_

\_\_\_\_\_

9. Exercise has made him \_\_\_\_\_

\_\_\_\_\_



10. We saw a lady \_\_\_\_\_

\_\_\_\_\_

**Note:**

All the words you have filled in the blanks provide additional information about the objects and are, therefore, object complements.



## DO IT YOURSELF

**Read the following sentences and write 'T' for transitive verbs and 'I' for intransitive verbs. Underline the object wherever the verb is transitive.**

- (a) An accident broke Kevin Saunder's back besides causing other massive injuries.
- (b) However, through courage and faith, he climbed to unprecedented heights.
- (c) He inspired others with his courage.
- (d) He also founded Wheel-Chair Success Fund.
- (e) His organisation provides scholarships to disabled people.
- (f) He has also written a book for inspiring the leaders.
- (g) Beethoven has composed some of the world's most melodious tunes.
- (h) Milton's disability could not stop him from writing his famous epic *Paradise Lost*.
- (i) Einstein could not speak till the age of three.
- (j) He found it difficult to express himself.
- (k) Edison invented electric light.
- (l) However, he could not read till he was eleven.









