

Workbook

4



Enriched Edition

Roots and Wings

A Unique Foundation Course in English Language & Literature

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SRIJAN PUBLISHERS P. LTD.

An ISO 9001:2015 company

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DETAILED CONTENTS

Unit	Reading	Functional Grammar	Vocabulary	Writing	Activity
1. The Giving Tree	MCQs, factual, inferential comprehension	Sentences — Subject and predicate, kinds of sentences	Using the words 'catch', 'keep' and 'pay' to complete sentences; words with 'ie', 'ei', prefixes 'in' and 'un'	Picture-based writing	—
2. Goa—A Tourist's Paradise	MCQs, factual comprehension	Nouns — Kinds of nouns, gender, number	Forming 'ing' words, words ending with 'el', 'al', 'le', words with 'ee', 'ea'	Completing a story with aid, writing sentences using given words	—
3. Elias	MCQs, factual, inferential comprehension	Adjectives — Kinds of adjectives, degrees of comparison	Antonyms, homographs, words with 'ight', 'ite'	Picture composition with help of clues	—
4. The King and the Fiery Dragon	MCQs, factual, inferential comprehension	Pronouns — Kinds of pronouns	Making sentences, antonyms, words with 'dis', 'un'	Writing sentences with the help of given picture and clues	—
5. The Distinguished Stranger	MCQs, factual, inferential comprehension	Subject-verb agreement, transitive and intransitive verbs	Collocation of words	Writing about visiting a neighbouring planet	—
6. The Selfish Giant	MCQs, factual, inferential, extrapolative comprehension	Simple present tense, present progressive tense	Antonyms, missing letters, synonyms, plural nouns	Writing descriptive sentences	Taking a newspaper cutting and underlining verbs

Unit	Reading	Functional Grammar	Vocabulary	Writing	Activity
7. Brave Rani Lakshmbai	MCQs, factual, inferential comprehension	Simple past tense, past progressive tense, simple future tense	Words with suffixes, fill in the blanks	Descriptive sentences about pictures with the help of clues	—
8. Birbal and the Barber	MCQs, factual, inferential comprehension	Prepositions	Prefixes, suffixes	Completing an interview	Narrating an Akbar-Birbal story
9. The Great Barrier Reef	MCQs, factual, inferential comprehension	Determiners, articles (a, an, the)	More prefixes, riddles, phrases	Picture based writing	
10. Aliens Pay a Visit	MCQs, factual, inferential comprehension	Conjunctions, adverbs	Words ending in 'ly', phrases	Writing a descriptive paragraph	
11. A Unique Party	MCQs, factual, inferential comprehension	Punctuation, use of capital letters, contractions	Antonyms	Making a greeting card and writing a message	—

1

The Giving Tree

SECTION A

Reading Comprehension

Read the passage given below and answer the questions that follow.

A slave named Androcles once escaped from his master and ran away to the forest. As he was walking, he heard a lion roaring in pain. At first he turned to run, but noticing that the lion did not chase him, he turned back and went up to him. As he came near, the lion put out his paw. It was swollen and bleeding badly. A huge thorn was stuck deep in the paw, which was causing the pain. Gathering courage, Androcles took hold of the thorn and pulled it out of the lion's paw. The lion roared with pain when the thorn came out, but soon after found great relief. He was soon able to get up and lick the hand of Androcles like a pet dog. Then the lion took Androcles to his cave, and the two became good friends.



One day, some soldiers came marching through the forest and found Androcles. They took him prisoner because he had fled from his master. Androcles was sentenced to be thrown to the lion, after the lion hadn't eaten for several days.

The emperor and all the nobles came to see the spectacle. Androcles was thrown into the middle of the arena.

Soon, the lion was released, and he rushed towards his victim. But as soon as he came near Androcles, he recognised his friend. He stopped and licked Androcles' hands like a friendly dog.

The emperor was surprised to see this. He called Androcles to him, who told him the whole story. Then Androcles was pardoned and both he and the lion were freed.

A Tick (✓) the correct option.

1. Androcles was a

(a) merchant.

(b) slave.

(c) beggar.

(d) traveller.

2. What did he find in the forest?

(a) A lion

(b) A bear

(c) An elephant

(d) A deer

3. The lion was in great pain because

(a) his leg was broken.

(b) a thorn was stuck in his paw.

(c) he was bitten by a snake.

(d) he was wounded by an arrow.

B Answer the following questions.

1. What did Androcles find in the forest?

2. What did he do when he saw the lion?

3. How did the lion show his gratitude to Androcles?

4. What did the hungry lion do when he saw Androcles in the arena?
Why?

5. What did the emperor decide to do with Androcles and the lion in the
end?

C Give antonyms of the following words.

- | | | | |
|-------------|-------|-------------|-------|
| 1. pain | _____ | 2. courage | _____ |
| 3. released | _____ | 4. friendly | _____ |

SECTION B

Grammar Spotlight

Sentences

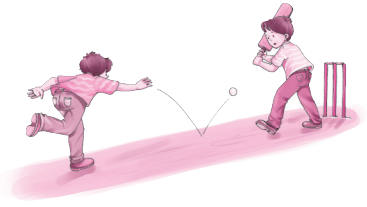
Subject and Predicate

The noun or pronoun we talk about in a sentence is called the **subject** of the sentence.

All that is said about the subject of the sentence is called the **predicate** of the sentence.

A Circle the subject and underline the predicate in each sentence.

1. All the boys of my class like to play cricket.
2. The books are kept in the cupboard.
3. Mitu likes to sing patriotic songs.
4. He wants to have some strawberry shake.
5. They have made special plans for this weekend.
6. The newspaper is on the table.
7. That building is well-maintained.
8. I love to sing.
9. All the newly constructed houses are not painted yet.
10. Mother is taking some rest now.



B Add your own words as predicates and complete the following sentences.

1. All the parks in this area _____
2. We _____
3. The river _____
4. My cousins _____
5. All my family members _____
6. The shops in the supermarket _____

Kinds of Sentences

A **statement** or **declarative sentence** states a fact.

An **interrogative sentence** asks a question.

An **imperative sentence** makes a request, gives a command or an advice.

An **exclamatory sentence** expresses a sudden or strong feeling of great joy, surprise or sadness.

C Read the following sentences and state whether they are declarative (statements), interrogative, imperative or exclamatory sentences.

1. My father always reads a novel before he goes to bed. _____
2. Why is the market so crowded today? _____
3. We celebrate Republic Day on 26 January every year. _____
4. There are dark clouds in the sky. _____
5. Switch on the radio, please. _____
6. Where are the files I gave you yesterday? _____
7. Pack your school bag now. _____
8. Who is the current President of India? _____
9. You should consult a doctor right away. _____
10. What an exciting match that was! _____
11. I love my countrymen. _____
12. What a brave girl Roma is! _____

D Complete these sentences by adding words of your own and state their kind.

1. The children were _____ . (_____)
2. Why is she _____ ? (_____)
3. Please get me some _____ . (_____)
4. The clothes _____ . (_____)
5. What a lovely _____ ! (_____)
6. Shut the _____ . (_____)

E Rearrange the following words to form sentences and state their kind. Use capital letters and correct punctuation marks as required.

1. are the with hills covered snow
_____ (_____)

2. is so why upset ram
_____ (_____)
3. kites are the colourful
_____ (_____)
4. project now complete work your
_____ (_____)
5. a beautiful is what this mansion
_____ (_____)
6. teacher tell what you the did
_____ (_____)
7. teacher an the in made announcement class the
_____ (_____)
8. glass broke who the
_____ (_____)

SECTION C

Vocabulary

A Fill in the blanks with 'catch', 'keep' or 'pay' and complete the following sentences.

1. She will _____ the fees next week.
2. You will _____ cold if you do not wear woollens in the cold weather.
3. We _____ attention when our teacher teaches in the class.
4. The librarian told us to _____ quiet in the library.
5. We should _____ respect to our elders.
6. The wicketkeeper dropped the _____.

B Fill in the blanks with 'ie' or 'ei' and form complete words.

1. v__ __n 2. r__ __gn 3. abilit__ __s
4. ch__ __f 5. n__ __ghbour 6. br__ __f

C Add prefixes 'in' or 'un' to the following words.

1. __ __happy 2. __ __come 3. __ __kind
4. __ __fold 5. __ __door 6. __ __secure

SECTION D

Writing

A Look at the two pictures given alongside and write 2-3 sentences about how these people help others in different ways.

1. A doctor: _____



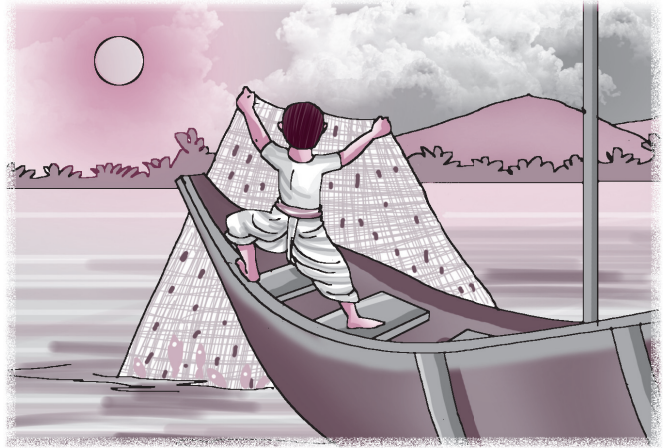
2. A nurse: _____

SECTION A

Reading Comprehension ☆☆☆

Read the given story carefully.

James was born in a fisherman's family in a small village in Goa. He went out in a boat every day and caught fish. He often sailed far into the sea and came back only in the evening. One day, he caught a big fish. The fish said, "Please leave me. Put me back into the sea. My children are very small and they will cry for me.



If you leave me, I will bless you. Your worries will disappear." James thought for a moment. He threw the fish back into the sea. Later, he went home in the evening as usual. His father wondered why James had returned without any fish. But James just kept quiet.

The next morning, James was surprised. His mother, who was sick for the past three months, suddenly recovered. The doctors could not cure her. James believed that the blessing of the fish had cured her. But his mother thought that it was a mere coincidence. What do you think?

A Tick (✓) the correct option.

1. James was born in a
(a) farmer's family. (b) businessman's family.
(c) fisherman's family. (d) politician's family.
2. James used to catch
(a) turtles. (b) fish.
(c) crocodiles. (d) crabs.
3. The fish said that if James left her back in the sea, she would take away all his
(a) happiness. (b) worries.
(c) wealth. (d) cheer.
4. James's mother had been sick for the past
(a) one year. (b) one week.
(c) three months. (d) three weeks.

B The following sentences are not in sequence. Number them correctly and write their numbers in the boxes provided.

1. The fish begged James to leave her back into the sea.
2. His mother suddenly recovered from illness.
3. James was a fisherman's son.
4. His mother had been sick for the past three months.
5. James caught a big fish one day.
6. James took pity and threw the fish back into the sea.
7. James's mother thought that it was a mere coincidence.
8. He went out in a boat to catch fish every day.
9. The fish said that her children were very small and would cry.
10. James knew that she had recovered because of the blessing of the fish.

SECTION B

Grammar Spotlight

Nouns

Collective nouns are names of groups of people, animals or things that are taken together as one whole. A collective noun is considered a singular noun.

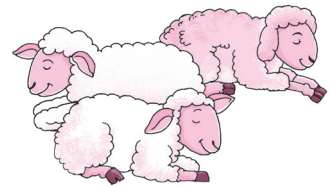
A Match the correct collective nouns in column A with the words given in column B.

Column A

1. a pack
2. a bouquet
3. a herd
4. a parliament
5. a suite
6. a bundle
7. a flock
8. a team
9. a crowd
10. a cluster

Column B

- (a) of cows
- (b) of owls
- (c) of clothes
- (d) of sheep
- (e) of wolves
- (f) of roses
- (g) of rooms
- (h) of people
- (i) of houses
- (j) of cricketers



B Make sentences with any five collective nouns given in the above exercise.

1. _____

2. _____

3. _____

4. _____

5. _____

C Complete the following sentences by filling in the blanks with appropriate collective nouns from the box.

army galaxy herd bunch litter pack

1. There is a _____ of cards in the drawer.
2. A _____ of cattle is grazing in the meadow.
3. An _____ of soldiers were ready to attack the enemies.
4. A _____ of grapes were kept in the fruit bowl.
5. I saw a _____ of puppies under the tree.
6. A _____ of stars can be seen in the sky on a clear night.

Abstract Nouns

An **abstract noun** is usually the name of a quality, feeling, state or action, e.g., laughter, boyhood.

D Tick the correct abstract nouns and complete the sentence.

1. A wise man is respected for his (beauty/wisdom).
2. A prisoner longs for (freedom/courage).
3. The little boy showed great (loneliness/courage) by catching the thief.
4. My mother was liked by all for her (generosity/joy).
5. I gave a special card to my mother on Mother's Day to express my (love/health) for her.

Material Nouns

Material nouns are the names of the substances which things are made of.

Example: flour, salt, gold, etc.

E Abstract nouns and material nouns are jumbled up in the given box. Write them in the correct columns.

honesty cement kindness coffee liberty
gold intelligence brick

Abstract Noun

1. _____
2. _____
3. _____
4. _____

Material Nouns

1. _____
2. _____
3. _____
4. _____

Gender

F Feminine gender and masculine gender

Complete the following table by writing the **feminine** gender/**masculine** gender of the following nouns as required.

Feminine	Masculine	Feminine	Masculine
_____	bridegroom	_____	horse
_____	gander	landlady	_____
daughter	_____	_____	monk
princess	_____	countess	_____

Common gender and neuter gender

Nouns that can be used for both female and male nouns, are said to be in the **common gender**, e.g., player, singer.

G Nouns that are used for non-living things are said to be in the neuter gender, e.g., water.

Write **F** for feminine, **M** for masculine, **N** for neuter or **C** for common gender.

- | | | | | | | | |
|----------|--------------------------|------------|--------------------------|--------------|--------------------------|-------------|--------------------------|
| 1. bull | <input type="checkbox"/> | 2. eraser | <input type="checkbox"/> | 3. pupil | <input type="checkbox"/> | 4. wife | <input type="checkbox"/> |
| 5. lord | <input type="checkbox"/> | 6. cousin | <input type="checkbox"/> | 7. gentleman | <input type="checkbox"/> | 8. lioness | <input type="checkbox"/> |
| 9. house | <input type="checkbox"/> | 10. parent | <input type="checkbox"/> | 11. emperor | <input type="checkbox"/> | 12. duchess | <input type="checkbox"/> |

Singular and Plural Nouns

H Write the singular/plural forms of the nouns given in the brackets as required and complete the sentences.

1. The dolls of the _____ are new. (girl)
2. All the _____ in the office are trained computer professionals. (woman)
3. The _____ of class IV are well behaved. (child)
4. There are many _____ in this city. (church)
5. The _____ of these trees have turned golden. (leaf)
6. My _____ is very eventful. (lives)
7. The _____ and its movements were captured on camera. (wolves)
8. I saw many _____ in the nursery. (baby)

SECTION C

Vocabulary

A Add '-ing' to the following words and rewrite them.

- | | | | |
|----------|-------|----------|-------|
| 1. begin | _____ | 2. come | _____ |
| 3. run | _____ | 4. shine | _____ |



- | | | | |
|-------------|-------|---------|-------|
| 5. describe | _____ | 6. fly | _____ |
| 7. rise | _____ | 8. cut | _____ |
| 9. dye | _____ | 10. die | _____ |

B Add '-el', '-al' or '-le' and complete the following words.

- | | | |
|--------------|-------------|--------------|
| 1. bund ____ | 2. pe ____ | 3. jing ____ |
| 4. hot ____ | 5. de ____ | 6. se ____ |
| 7. e ____ | 8. app ____ | 9. re ____ |

C Fill in the blanks with 'ee' or 'ea' and form complete words.

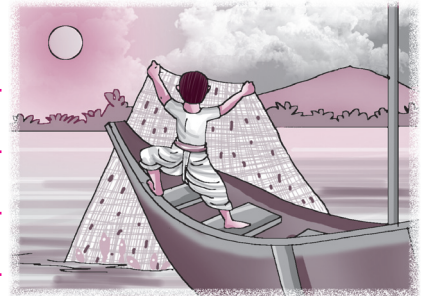
- | | | |
|------------|------------|-------------|
| 1. d____th | 2. p____p | 3. gl____m |
| 4. br____d | 5. ch____r | 6. l____der |
| 7. n____d | 8. f____r | 9. s____d |
| 10. g____r | 11. t____r | 12. dr____m |

SECTION D

Writing

A Write a short story with the help of the given picture. You may use the clues and add your own words.

fisherman – spreading net – catching fish – sunny day –
working hard all day – returning home in the evening



SECTION A

Reading Comprehension 

Read the passage given below and answer the questions that follow.

Finland is at the top of the list of countries in the world for happiness, according to the World Happiness Report in 2018. It is closely followed by Norway, Denmark, Iceland, Switzerland and the Netherlands.

Nordic countries take four out of the five top spots. They are known to be stable, safe and socially progressive. There is little corruption there.

This report is based on international surveys in which thousands of people were asked to imagine a ladder with steps numbered 0 to 10 and tell where they felt they stood on the ladder.

There are mainly six important factors that are believed to make people happy: GDP per capita, social support, life expectancy, freedom to make life choices, generosity and level of corruption.

It was also found in the survey that the happiness of a country's immigrants is almost identical to the wider population. The people usually adjust to the average happiness level of the country they move to.

This indicates that happiness is less about cultural norms and attitude of the people. It is greatly influenced by the surroundings and quality of life that a country can offer.



A person who moves to a country that is higher up in the happiness list, is likely to become happier, whereas a person who moves to a country that is lower down in the list will feel less happy.

New Words

Nordic countries: Denmark, Finland, Iceland, Norway and Sweden;

GDP (Gross Domestic Product): the total value of everything produced by all the people and companies in a country

A Fill in the blanks with suitable words.

1. _____ is at the top of the list of countries in the world for happiness.
2. People usually adjust to the _____ level of the country they move to.
3. A person who moves to a country that is higher up in the happiness list will most probably become _____.
4. A person who moves to a country _____ in the _____ will feel less happy.

B Answer the following questions.

1. Mention the countries that rank after Finland on the happiness list of countries.

2. What are the reasons that Nordic countries are regarded as places with very happy people?

3. What were the people asked to imagine when the survey was conducted to make a list of countries with happy people?

4. Mention any three important factors that are believed to make people happy.

5. What is happiness of the people greatly influenced by, if not cultural norms and attitude of the people?

C Make sentences with the following words.

1. safe _____

2. population _____

SECTION B

Grammar Spotlight

Adjectives

Adjectives are describing words. They tell us more about nouns or pronouns. We usually place adjectives before the nouns or pronouns they describe.

Example: A **little** boy was crying in the park.

The highlighted word is an adjective.

Sometimes, we place adjectives after the nouns or pronouns, and not before them.

Example: My school garden is **beautiful**.

Kinds of Adjectives

An **adjective of quality** is used to tell us about the nature or quality of a noun or pronoun.

Example: We saw a **lovely** sight.

An **adjective of quantity** conveys the quantity of a noun or a pronoun.

Examples: 1. There is **enough** tea in the kettle for both of us.

2. Farhan has kept **some** apple juice in the jug for us.

Adjectives of number tell us about the number of nouns that they refer to. Number words like five, ten, etc., are called cardinal numbers.

Examples: 1. There are eight pencils in the box.

2. **A few** girls took part in the race while many girls did not.

Order adjectives tell us about order of nouns. Number words like third, last, etc., are called **ordinal numbers**.

Examples: 1. The **second** motorcycle in the stand is my brother's.

2. The **first** girl in the queue is the class monitor.

A **demonstrative adjective** points at the noun we are talking about.

Examples: 1. **Those** boys are in the school cricket team but **this** boy isn't.

2. Shall we meet **that** girl who is standing in the corner?

A **possessive adjective** shows belongingness.

Examples: **my** purse, **his** book, **your** pen.

A Read the story given in the Reading Comprehension, Section A and pick out the following kinds of adjectives (one each) from the story.

1. Adjective of quality: _____

2. Adjective of quantity: _____

3. Adjective of number: _____
4. Order adjective: _____
5. Demonstrative adjective: _____

B Pick out three more adjectives and also write their kind.

1. _____
2. _____
3. _____

C Use the adjectives given in the box to complete the sentences given below.

big stylish beautiful new lovely crisp

1. Sohani likes to eat _____ cookies.
2. Manav is carrying a _____ bag to school.
3. Ritu is wearing a _____ gown.
4. Danny often wears a _____ hat.
5. Mr Sushil Gupta has a _____ car.
6. This is a _____ painting.

D Match the words given in the two columns. The first one has been done for you as an example.

Column A

1. healthy
2. ripe
3. green
4. intelligent
5. beautiful
6. vast

Column B

- (a) fruits
- (b) scientists
- (c) peacock
- (d) baby
- (e) grass
- (f) sky



Comparison of Adjectives

We use different forms of adjectives when we compare two or more nouns. When we compare two nouns or pronouns, we use the **comparative form** of an adjective. We add ‘-er’, ‘-ier’ or ‘more’ to such an adjective.

- Examples:** 1. Sunidhi is **taller** than Rati.
2. Gita is **prettier** than Sani.
3. This story is **more interesting** than the one Raj narrated.

When we compare more than two nouns or pronouns, we use the superlative form of an adjective. We add ‘-est’, ‘-iest’ or ‘most’ to such adjectives.

- Examples:** 1. Sagarika is the tallest girl in the group.
2. Bina is the prettiest among her friends.
3. This is the most interesting story that I have ever heard.

Note that we always use ‘the’ with the superlative form of adjectives.

Given below is a list of adjectives in different forms.

Positive	Comparative	Superlative
short	shorter	shortest
clever	cleverer	cleverest
easy	easier	easiest
foolish	more foolish	most foolish
sincere	more sincere	most sincere
honest	more honest	most honest

You have already read that some adjectives change completely in their comparative and superlative forms. We do not get their regular comparative form by adding ‘-er’, ‘-ier’ or ‘more’. We also do not get their regular superlative form by adding ‘-est’, ‘-iest’ or ‘most’. Such adjectives are called **irregular adjectives**.

Given below are the different forms of some irregular adjectives.

Simple	Comparative	Superlative
bad	worse	worst
little	less, lesser	least
many	more	most (number)

E Use the appropriate form of the adjectives given in the brackets to complete the sentences.

1. This bag is _____ than that small one. (heavy)
2. The brown bag is the _____ among all the bags kept here. (heavy)
3. The last sum is _____ than the first one. (easy)
4. Mitu is the _____ student in the entire class. (good)
5. Mr Anil Chopra is the _____ person in this office. (hardworking)

F Fill in the blanks with 'this', 'these', 'that', 'those' or 'such'. Use capital letters where necessary.

1. _____ room is very big whereas the next room is small.
2. _____ house upon that hill has a red roof.
3. I often gaze at _____ birds flying up in the sky.
4. I have _____ friends who save their pocket money to help others.
5. _____ pens in my box are new, but the ones in the cupboard are old.

G Fill in the blanks with 'a few', 'many' or 'a little'. You are allowed to repeat these words, if needed. Use capital letters where necessary.

1. The movie hall was almost full and only _____ seats were empty.

- _____ students want to see Virat Kohli play cricket as he is very popular.
- Mita was very thirsty, but there was only _____ water left in her water bottle.

H Place the adjectives given in the brackets correctly in the following sentences and rewrite them. The first one has been done for you as an example.

- The cardigan was knitted by my mother. (new)

~~The new cardigan was knitted by my mother.~~ _____

- The tiger pounced on the sheep. (ferocious)

- A R Rahman is a musician. (famous)

- The teacher examined the answersheets very carefully. (first)

- Always eat vegetables to remain healthy. (fresh)

SECTION C

Vocabulary

A Write the opposites of the given words.

- | | |
|-------------------|---------------------|
| 1. fresh: _____ | 2. admire: _____ |
| 3. covered: _____ | 4. happiness: _____ |
| 5. cruel: _____ | 6. bright: _____ |

B Use the following homographs in sentences of your own so that each sentence conveys a different meaning. One is done for you.

1. (a) The silk cloth is of very fine quality.
(b) Mohit had to pay a fine when he did not stop his scooter at the red light.
2. (a) lead _____
(b) lead _____
3. (a) second _____
(b) second _____
4. (a) tear _____
(b) tear _____

C Fill in the blanks with 'ight' or 'ite' and form complete words.

- | | | |
|--------------|---------------|--------------|
| 1. b _____ | 2. t _____ | 3. exc _____ |
| 4. ign _____ | 5. midn _____ | 6. inv _____ |

SECTION D

Writing

A Look at the given picture and use appropriate adjectives from the box to frame sentences as you describe the picture.

young three blue green many tall one beautiful



4

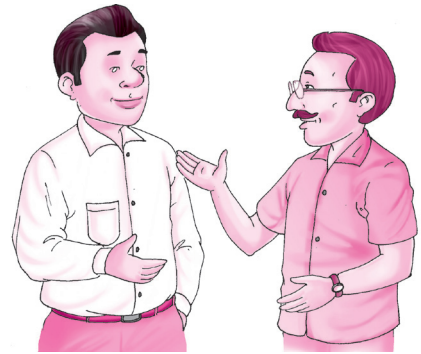
The King and the Fiery Dragon

SECTION A

Reading Comprehension

Read the given passage carefully.

Besides love and compassion, there is one more important thing in life – respect. Showing respect towards all people and beliefs is the best you can offer and get in return. For that, there are simple things that you must always keep in mind to better your relations with people in your day-to-day life. Don't insult or humiliate anybody. Listen to their words and views attentively, value them and give respect to their likes and dislikes, despite your difference of opinion. Never talk behind their backs as backbiting is a bad habit and harmful for good human relations. Praise them, if you can. Keep quiet, if you cannot. Always speak good of others, and never boast of your qualities. Give others what you ultimately want to come back to you. Always remember: Love begets love and hatred begets hatred.



A Put a tick mark (✓) on the most appropriate answer out of the four options that you think to be the most appropriate one.

1. You can always win people to your side by
 - (a) humiliating or insulting them in all possible ways.
 - (b) not humiliating or insulting them but by giving full respect to them and their views.

- (c) never caring for their likes and dislikes and their views.
- (d) pretending to do good for them but actually not caring for them.
2. According to the writer, the 'mantra' for maintaining good relations with the people is to
- (a) give others what you ultimately want to come back to you.
- (b) think twice before deciding to give something to someone.
- (c) remember that love begets love and hatred begets hatred.
- (d) not to give anything to anybody.
3. A suitable title to the above passage may be—
- (a) Respect All.
- (b) Show Respect and Share Compassion.
- (c) The Secret of Happiness in Life.
- (d) The Secret of Success.

SECTION B

Grammar Spotlight

Pronouns

A Read the following story with a special focus on the highlighted words.

On Republic Day, a special function was held at the Town Hall and freedom fighters were invited to this programme. **It** was organised in their honour. The Chief Minister was the Chief Guest at this programme. **She** presented a shawl and a medal to each freedom fighter. **She** praised **them** for their selfless service to the country. The freedom fighters were very happy.



They spoke about their struggle and how the British Government tried its best to crush their movement. They also praised great leaders like Jawaharlal Nehru, Mahatma Gandhi, Aruna Asaf Ali and others for leading the freedom movement in the right direction. People had gathered in large numbers to attend the function. At the end of the programme, a group of children sang the National Anthem. The audience joined **them**.

The highlighted words in the above passage are personal pronouns.

A **pronoun** is a word used instead of a noun.

Personal Pronouns

Personal pronouns are used in place of names of persons, things, animals and places. Personal pronouns can be in the **first person**, **second person** or **third person**.

A pronoun in the **first person** refers to the person speaking, e.g., 'I' and 'we'. A pronoun in the **second person** refers to the person **spoken to**, e.g., 'you' and 'yours'. A pronoun is said to be in **third person** when it refers to the person **spoken about**, e.g., 'he', 'she', 'it' and 'they'. We use **'it'** and **'its'** for things and animals. **'It'** is also used for a baby.

B Pick appropriate pronouns from the boxes and fill in the blanks. You may use a pronoun more than once.

First person	Second person	Third person
me I we	you	he him she it they them theirs

1. Mother said, “_____ am too tired now. _____ cannot teach you.”
2. Sachin made a project on freedom fighters and _____ told the teacher about _____.
3. The teacher told _____ to go to the library for a book, so I hurried. But she said, “Why are _____ running like this?”

- Puneet gave the greengrocer ₹100 and _____ gave _____ the balance back.
- The teacher took the students to the science museum and told _____ to stand in a queue while _____ bought the tickets.

C Fill in the blanks with appropriate personal pronouns given in the brackets.

- This is not the umbrella that _____ bought. (me/I)
- Nora met _____ on the way to school, I suppose. (your/you)
- Reena and Shruti are classmates. _____ sit together. (They/You)
- Suhel looked at the moon in the sky. _____ shone brightly. (He/It)
- The baby cried loudly. _____ was hungry. (He/It)



You have already read that **personal pronouns** may be **singular** or **plural**.

Singular pronouns are 'I', 'me', 'mine', 'you', 'she', 'he', 'him', 'her', 'his' and 'it'.

Plural pronouns are 'we', 'us', 'ours', 'you', 'yours', 'they', 'them' and 'theirs'.

You already know that personal pronouns may be used for nouns in the **feminine gender**, **masculine gender** or **neuter gender**.

Pronouns used for nouns in the **feminine gender** are 'she', 'her' and 'hers'.

Pronouns used for nouns in the **masculine gender** are 'he', 'his' and 'him'.

We use 'its' and 'it' for nouns in the **neuter gender**.

D Fill in the blanks with suitable pronouns and complete the conversation.

Sagar : Rohan has brought a picture of Aruna Asaf Ali. _____ will show it to the class today.

Mohit : The teacher told us that _____ was a freedom fighter.

Sagar : Yes. Rohan will tell us more about _____. _____ has collected a lot of information about her life, work and achievements.

Mohit : That will be very interesting, indeed. I think _____ is going to give a short speech, and _____ won't take too much time.

Sagar : That's right. But it will give _____ a lot of information about _____.

E Vijay meets his new neighbours and they have a short conversation. Fill in the blanks with personal pronouns and complete it.

Vijay : Hello! My name is Vijay.

Sumit : Hello! I am Sumit.

Vijay : _____ think _____ shifted to this house only a few days back, didn't _____ ?

Sumit : Oh yes! _____ used to live in Mumbai before. Where do _____ study?

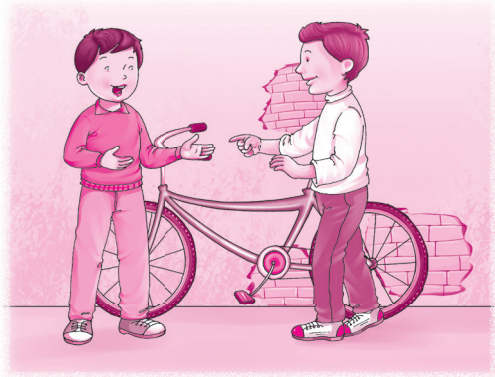
Vijay : _____ study in Modern Era Public School. _____ is near the park right outside our colony.

Sumit : OK. My parents have also filled the form for my admission in the same school. _____ want me to join _____.

Vijay : That will be great. Will _____ play with _____ in the evening?

Sumit : Sure. Let _____ meet at 5 p.m. today. I'll bring my bat and ball.

Vijay : _____ will have lots of fun.



Possessive Pronouns

Words like 'mine', 'yours', 'ours', 'theirs', 'his' and 'hers' are **possessive pronouns**. They indicate possession.

- Examples:** 1. The small lunch box belongs to Sunidhi. It is **hers**.
2. The telephone directory belongs to Mr Aman Gupta. It is **his**.



The highlighted pronouns show possession.

F Complete the following sentences with appropriate possessive pronouns from the box.

theirs ours hers

1. This town is _____. We should keep it clean.
2. I found this pen under the desk of Shashi. I think it is _____.
3. The children have kept the bags in the cupboard. They are _____.

G Complete the following passage by filling in suitable pronouns in the blanks.

Grandma read out a story about a beautiful fairy from her diary. _____ wanted to tell her grandson, Nikhil, about the fairy. _____ was very interesting and _____ enjoyed listening to _____. After _____ finished reading it, _____ felt very happy that the fairy was very good and helped children. Nikhil then told the story to _____ classmates in school. _____ too liked the story.

SECTION C

Vocabulary

A Use the given words in sentences of your own.

1. read _____
2. cast _____
3. drive _____
4. narrate _____
5. admire _____
6. insult _____

B Write the opposites of the following words.

1. kindness _____
2. everything _____
3. ugly _____
4. ferocious _____
5. quiet _____
6. foolish _____

C Add the prefixes 'dis' or 'un' to the words given below and form new words that mean the opposite.

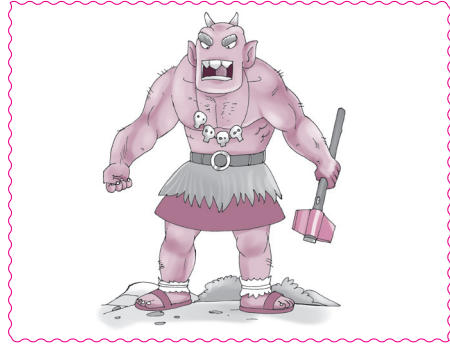
- | | |
|-----------------|-----------------|
| 1. _____popular | 2. _____respect |
| 3. _____please | 4. _____likely |
| 5. _____equal | 6. _____place |



SECTION D

Writing

A Look at the given pictures and write four sentences on what you will do if you meet any one of the characters shown in the pictures.



You may start by writing

If I meet a _____

5

The Distinguished Stranger

SECTION A

Reading Comprehension

Read the given passage carefully.

Robert Louis Balfour Stevenson was a novelist, poet, essayist and travel writer. His most famous works are *Treasure Island*, *Kidnapped* and *Strange Case of Dr Jekyll and Mr Hyde*. He was born on 13 November 1850 in Scotland to Margaret Isabella Balfour and Thomas Stevenson, a lighthouse engineer.



Stevenson would often fall sick due to cough and fever, especially in winter. It remained so until he turned eleven. Even after he grew older, he often fell sick. This left him extraordinarily thin.

His illness kept him away from his school and he was taught at home by private tutors most of the time. Stevenson started writing stories in his childhood. He went to the University of Edinburgh to study engineering but writing was his main interest. He did not take much interest in his father's business either. He loved to travel. He wrote many poems and published them as *Underwoods*. He also wrote novels like *Prince Otto* and *The Master of Ballantyne*. Stevenson wrote many short story collections like *New Arabian Nights* and *The Merry Men and Other Tales and Fables*.

In 1890, Stevenson purchased some land on an island called Samoa and lived there with his wife, Fanny. He continued to write and also worked for the Samoan people. He died on 3 December 1894.



A Tick (✓) the correct option.

- R L Stevenson's father was
(a) a lighthouse engineer. (b) a poet.
(c) an actor. (d) a storyteller.
- R L Stevenson always took great interest in
(a) engineering. (b) writing.
(c) acting. (d) cricket.
- R L Stevenson published his poems in a collection titled
(a) Underwoods. (b) Great Expectations.
(c) Musings. (d) Oliver Twist.

B Answer the following questions.

- When was R L Stevenson born?

- What kept R L Stevenson away from his school most of the time?

- Name any two novels written by R L Stevenson.

- Name any two short story collections by R L Stevenson.

SECTION B

Grammar Spotlight

Subject-Verb Agreement

In a sentence, the verb must always agree in number with the subject of the sentence, and this is called **subject-verb agreement**.

When the subject in a sentence is singular, the verb used is also **singular**.

A singular verb ends with **-s** or **-es**.

Also remember that we use am/is with main verbs ending with -ing for singular subjects like I or Rina/he/she, etc., to refer to actions in progress at the time of speaking.

- Examples:** 1. **Mother** **cooks** food for us.
singular subject singular verb
2. **Sohan** **is making** a paperboat.
singular subject singular verb
3. **I** **am reading** a newspaper.
singular subject singular verb

We use 'is' and 'has' with singular nouns and pronouns.

Examples: Ria **has** a bicycle.

When the subject in a sentence is **plural**, the verb used is also **plural**. A plural verb does not end with **-s** or **-es**.

Remember, for a **plural subject**, we use 'are' with the main verbs ending with -ing when we refer to an action in progress at the time of speaking.

- Examples:** 1. **They** **like** apple pudding.
plural subject plural verb
2. **The ladies** **are singing** songs.
plural subject plural verb

A Fill in the blanks with correct verbs from the brackets.

1. The philosopher _____ to the stranger. (are talking/is talking)
2. The trees _____ in the breeze. (sway/sways)
3. The farmers _____ crops in the fields. (grow/grows)
4. The children of this class _____ intelligent. (is/are)
5. My friends _____ playing in the playground. (enjoys/enjoy)
6. The buns _____ fresh. (is/are)
7. We _____ in class IV. (studies/study)
8. Mona _____ a new laptop. (has/have)

9. The picture _____ very colourful. (are/is)
10. Sagar _____ across the road. (are running/is running)
11. These rooms _____ big windows. (have/has)
12. Parul _____ a new car. (is driving/are driving)

B In the sentences given below, the subjects do not agree with the verbs. Rewrite the sentences with suitable corrections to the verbs.

1. Frogs croaks when it rains.

2. This flyover are new.

3. That book have good illustrations.

4. The mangoes is ripe.

5. Peacocks has colourful feathers.

6. Gurmeet are watching a movie.

7. The birds is singing sweetly.

8. We is going to the stadium.

9. The cattle is grazing.

10. Each of us are responsible for this mistake.

11. There are a red mark on your forehead.

12. Mini and Nimi is twins.

13. The boys was late for lunch.

14. The seeds we planted has sprouted.

15. Did Virat and Rahul breaks the world record?

Transitive Verbs

A verb that requires an object to convey a complete meaning is called a **transitive verb**. The person or thing that receives the action is called the **object of the verb**.

Examples: 1. The gardener **watered** the **plants** .
2. My parents **love** **me** .



The highlighted verbs in the above examples are

transitive verbs. In sentence 1, the gardener's action passes on to 'plants'. So, it is the object of the verb 'watered'.

In sentence 2, the parents' action passes on to 'me'. So 'me' is the object of the verb 'love' .

Some **transitive verbs** may have two objects. (The objects may be 'direct' or 'indirect'. We will discuss these in the later classes.)

Example: Rita gave me a teddy bear.

Object Object

C Complete the following sentences by choosing appropriate words from the box. They are all transitive verbs.

bought clicked collect built

1. I _____ the seashells and put them in a bag.
2. Mr Suresh Gupta _____ a new house and felt happy.



3. Mother _____ packets of cashew nuts and cakes for me.
4. Father _____ photographs on my birthday.

Intransitive Verbs

There are many verbs that do not require any object to convey a complete meaning. They are called **intransitive verbs**.

- Examples:** 1. A strong wind **is blowing**.
 2. The little girl **is singing**.

The highlighted verbs are **intransitive verbs**.

D Read the following sentences and underline the verbs. Write them in the appropriate boxes.

1. I boarded the bus to the Town Hall.
2. Many tourists were sunbathing.
3. Some tourists are riding water scooters.
4. My friends are parasailing.
5. The children are laughing.
6. Rohan bought some toys from the toy shop.
7. Grandpa is narrating a story.
8. Sarika is buying keychains.

Transitive Verbs	Intransitive Verbs

E Fill in the blanks with suitable verbs from the boxes and complete the passage. The words given in the box may be used more than once. The first one has been done for you as an example.

was am are can will studying excited visit meeting
 reaching posted have working take try

My friends are reaching Goa by train today. We _____
 _____ different places and beaches. I _____
 as I _____ be _____ them after a long time. When my

father _____ at Delhi, we used to live in the same colony. Two of my friends _____ in Mumbai now. Three other friends _____ in different banks in Delhi. I _____ them to some good eating places where they _____ some delicious Goan dishes too. We _____ fun together.

SECTION C

Vocabulary

Collocation

Collocation refers to a combination of words that frequently go together. In order to write and speak natural and correct English, you need to know which adjectives are used with particular nouns and which verbs are used with particular nouns.

Example: They will serve meals outside on the terrace, weather permitting. (not 'weather allowing').

The words 'permitting' and 'allowing' have similar meanings. But in the above combination, only 'permitting' is correct.

A Fill in the blanks with words that often go with the given words.

1. friend and _____
2. _____ and cold
3. black and _____
4. _____ and old
5. day and _____
6. _____ and long
7. rich and _____
8. _____ and low

SECTION D

Writing

A Imagine that you will visit a neighbouring planet very soon.

Write six sentences about what you will do there. Describe the activities that will keep you busy there. You may use the clues given below and also add your own words.

walk shake hands sit look around explore

6

The Selfish Giant

SECTION A

Reading Comprehension

Read the given passage carefully.

You are feeling thirsty. Thank God, water is right there. You take a glass and fill it with water. You take a few sips and you are no longer thirsty. Then, what happens? You pour the leftover water into the sink to let it drain down, or you throw it away as you do not want someone else to do this job for you. You find it quite normal as there is no one who would like to drink that water left by you.



A Tick (✓) the most appropriate option.

1. You do not bother about what happens to the leftover water because
 - (a) it is of no use to anybody.
 - (b) it might be harmful to the person who uses such water.
 - (c) you are ignorant of the fact that leftover water means life to someone or something.
 - (d) it has served its purpose by quenching your thirst.
2. Which of the following is not a right action to do?
 - (a) Taking more water than you actually need and then throwing it away.



- (b) Using the leftover water for watering the plants and helping thirsty animals.
- (c) Finding ways to utilise the leftover water in the larger interest of the nation.
- (d) Not wasting water.
3. Select the title you consider the best for the above passage.
- (a) Good Use of Leftover Water
- (b) Leftover Water Means Life for Someone
- (c) Leftover Water is Useless
- (d) Many Uses of Water

SECTION B

Grammar Spotlight

Simple Present Tense

We use verbs in the simple present tense to express:

- * an action that shows a habit.

Example: He drinks milk every morning.

- * an action that takes place regularly or very often.

Examples: 1. The school bus picks me up at 8 a.m. every day.

2. I read the newspaper every day.

- * general truths or facts.

Examples: 1. Water boils at 100°C.

2. The sun rises in the east.

- * an action that was planned much in advance.

Examples: Our summer vacation begins on 18 May this year.



A Fill in the blanks with correct words from the box. The sentences are in the simple present tense.

build freezes visit meet have love

1. We _____ an amusement park sometimes.
2. Children _____ to play in parks.
3. Birds usually _____ their nests on trees.
4. Water _____ at 0°C.
5. I _____ my grandparents on weekends.
6. You _____ strawberries with only ice cream, I know.

B Write three things that you enjoy doing every Sunday.

1. I enjoy _____
2. I like _____
3. I love _____

C Complete the following conversation between Abir and his grandpa.

Grandpa : Which school do you go to, Abir?

Abir : _____

Grandpa : Do you like going to school?

Abir : _____, grandpa.

Grandpa : What _____ favourite subject?

Abir : _____

Grandpa : That's good.

Abir : Can you _____ me a chapter from my Hindi book?

Grandpa : Sure. I will. But first, let's _____ under a tree in the garden and _____ the sun in this lovely weather.

Abir : OK, Grandpa.



D Read the following passage and underline the verbs in the simple present tense.

Mohan's grandparents are old. They live on their farm in a village called Mayurpur. They are happy. The village is small with only about a hundred villagers as residents. They are mainly farmers. Mohan's grandfather said to him, "I am the oldest person in this village. I know others very well. You must come here once in a year at least and spend some time with us." He smiled and said, "Yes, Grandpa. I am happy with you all here. I love you all. I like the greenery and open fields here and the hills look beautiful. So, I will keep coming."



Present Progressive Tense

You already know that we use verbs in the **present progressive tense** to express actions that are taking place at the time of speaking.

- Examples:**
1. I **am sitting** near a pond.
 2. She **is enjoying** the lovely view.
 3. You **are standing** on a dirty carpet.
 4. They **are going** to Shimla by car.



All the highlighted verbs are in the **present progressive tense**. For verbs in the present progressive tense, we write: am/is/are + main verb + ing.

E Use the present progressive form of the verbs given in the brackets to complete the following sentences. One has been done for you as an example.

1. Sarita is feeling sick. (feel)
2. She _____ in her room. (sleep)
3. It's spring. Sarita _____ to be close to nature. (long)

- The flowers _____, the sun _____ and the birds _____. (bloom, shine, chirp)
- She said one day, "I _____ my morning walks as I cannot go these days out." (miss)

F Add your own words and complete the following sentences in the present progressive tense.

- I am playing _____
- Savita is riding _____
- The pilot is _____ a plane.
- The nurses are attending to _____
- The mechanic is _____ a car.
- Rahul is reading _____
- The child is _____ a kite.
- The teacher is _____ the class.
- The children are watching _____
- The girl is dancing _____

G Complete the following story by adding appropriate form of the verbs given in the brackets.

My father _____ (be) a writer. He usually _____ (write) about the beauty of nature. He _____ (describe) the beautiful places that he often _____ (visit). He _____ (think) that nature _____ (bring) us closer to God.

In today's world, people _____ (be) very busy. They may have worries and sorrows. But when they _____ (visit) a place rich in natural beauty they _____ (forget) all that bothers them. They _____ (find) solace. We _____ (plan) to go to Manali soon. Father _____ (make) the arrangements and he is busy with that. Manali _____ (be) rich in natural beauty.

SECTION C

Vocabulary

A Write the opposites of the following words.

1. large: _____
2. sad: _____
3. kind: _____
4. lovely: _____

B Write words with similar meanings to the given words.

1. huge: _____
2. eatable: _____
3. covered: _____
4. beautiful: _____
5. kind: _____
6. surprise: _____

C Form plural nouns by adding '-s' or '-es' to the following words. Add '-ies' after replacing '-y' in some words, e.g., fry → fries.

1. gas _____
2. witch _____
3. barrack _____
4. snake _____
5. risk _____
6. wall _____
7. lorry _____
8. baby _____
9. kid _____
10. box _____

SECTION D

Writing

A Take a newspaper cutting and underline verbs in the simple present and present progressive tenses. Paste it in the given box.

Language in use (Picture Composition)

B Look at the given picture and write four sentences describing it.



1. _____
2. _____
3. _____
4. _____

7

Brave Rani Lakshmi Bai

SECTION A

Reading Comprehension

Read the given passage carefully.

Steven Spielberg made movies on an 8 mm camera when he was a child. He grew up to become one of the best film-makers of the world. His father, Arnold, worked with the 490th Bombardment Squadron during World War II. It was nicknamed 'Burma Bridge Busters'. The squadron was based in Karachi. Spielberg's father would often visit Bombay and Calcutta, now known as Mumbai and Kolkata, respectively.



Steven Spielberg recently found some boxes full of things, and three sealed envelopes. These had the negatives of the still photographs which his father had clicked but not got developed. Spielberg got them developed and was amazed to see them. There were beautiful photographs of elephants, cows, people and bazaars. They clearly captured the day-to-day life of the people of India. Spielberg saw the entire history of his father's life when he was in Karachi, Bombay (Mumbai) and Calcutta (Kolkata) during World War II.

Steven Spielberg is planning to make a movie, a part of which may be shot on the India-Pakistan border. Some of his famous movies are 'The Jurassic Park' and 'Indiana Jones and the Temple of Doom'.

A Tick (✓) the correct option.

1. Steven Spielberg is a famous
(a) scientist. (b) pianist.
(c) politician. (d) film-maker.
2. Steven Spielberg's father would often visit
(a) Chennai and Delhi.
(b) Mumbai and Kolkata.
(c) Mumbai and Chennai.
(d) Chennai and Kolkata.
3. Steven Spielberg found some envelopes in boxes kept by his father.
The envelopes had
(a) coins.
(b) greeting cards.
(c) calendars.
(d) the negatives of photographs.
4. Steven Spielberg's father had shot photographs during World War II
when he travelled to
(a) Kashmir. (b) Assam.
(c) Bombay and Calcutta. (d) Gujarat.

B Fill in the blanks with appropriate words and complete the given sentences.

1. Steven Spielberg made movies on a 8 mm camera when he was a _____.
2. His father, Arnold, worked with the 490th Bombardment Squadron during _____.
3. The squadron was nicknamed _____.
4. The negatives were of the photographs of _____, _____, _____ and _____.
5. The photographs clearly captured the life of the people of _____.

SECTION B

Grammar Spotlight

Verbs Expressing the Past

We usually talk about some events/actions that took place in the past by using the simple past and past progressive (continuous) tenses and a phrase like 'used to' with the first form of the verb (infinitive form).

Simple Past

1. Many simple past tense verbs are formed by adding '-ed', '-d' or '-t' to the main verb, e.g., wave → waved, feel → felt.

Example: She waited for her sister after school.

2. Many verbs change completely when changed to the simple past tense form, e.g., write → wrote and eat → ate.
3. We also use 'to be' verbs like 'was'/'were' to show the status of the subject in the past.

Example: I was in the playground when you called me on my cellphone.

4. We use the simple past tense to refer to an action that happened and finished in the past.

Example: Rahul won the 100 m race.

5. We also use the simple past to refer to some situation that existed for some time in the past as a matter of habit but does not exist any more. For that, we use 'used to' + first form of the verbs.

Example: When I was in class 1, I used to cry before boarding the school bus.



Subject-Verb Agreement in Past Tense

For sentences in the past tense we use:

- * 'was' with singular nouns and pronouns.
- * 'were' with plural nouns and pronouns.

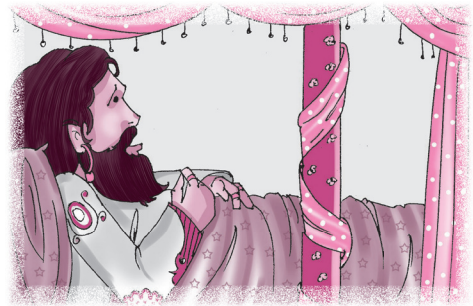
'Had' is used as the past tense of 'has' and 'have'.

A Fill in the blanks with 'was', 'were' or 'had'.

1. Mala _____ a brave girl.
2. She _____ a medal when she returned from school.
3. All the trains _____ on time yesterday.

B Read the following story and underline the verbs used in the past tense.

Rajvardhan was a great ruler. People in his kingdom were happy. He called and spoke to them very often. He met them every week. They respected and trusted him. Once, he fell sick. He gradually became weak. An old hermit came from a nearby forest and crushed some herbs. He mixed it with the king's food and gave it to him. He also prayed for the king's recovery. The next morning, the king felt better. Within a week, he recovered completely. He sent for the old hermit but nobody found him in the forest. Nobody knew where he lived.



C Fill in the blanks with the past tense forms of 'be' verb or 'had'.

1. The lady at the cash counter _____ very alert.
2. We _____ our identity cards when we went for the Christmas fair.
3. The ladies _____ well-dressed for the fair.



4. I _____ a big shopping bag when I left the mall.

5. Mina _____ my next-door neighbour, when I lived in Mumbai.

We often use words like 'yesterday', 'last week', 'last month', 'a week ago', 'some time ago', etc., while expressing actions in various past tense forms.

Example: I met her last week.

Some verbs do not change their forms at all.

Examples: cut, cost, hit, hurt, put, shut, spread, etc.

D Complete the following story by changing the verbs in the brackets to the past tense.

Parul (be) _____ lost in the forest. She (sees) _____ big trees and thick bushes all around. She (climbs) _____ a tall tree and (looks) _____ down. She (sees) _____ a lion sleeping under a tree. Some deer (graze) _____ lazily nearby. The lion (wakes) _____ up. He (looks) _____ at the deer and again (sleeps) _____ off. Parul (thinks) _____ that they (be) _____ friends. Actually, the lion (be) _____ not hungry, His stomach (be) _____ full and he (be) _____ sleepy.

Past Progressive Tense

1. You already know that we use the **past progressive tense** to refer to actions that were going on at some point of time in the past, but for how long it continued is not known.
2. We often use it in combination with verbs in the simple past tense.

Examples: 1. I **was talking** to my friend when the teacher called me.

2. Sagar **was running** when he tripped and fell.

E Fill in the blanks with verbs in the past progressive tense. The first one has been done for you.

The teacher was teaching, the class. Some children _____ in the

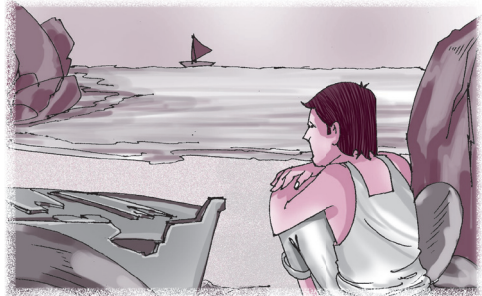
notebooks. Rohit _____ out of the window. Madan _____ a diagram in his notebook. Everyone _____ some work and the class was buzzing with activity.

F Fill in the blanks with verbs in the simple past tense or past progressive tense as required.

1. Grandma _____ (knit) when her friend _____ (come) to meet her.
2. The sheep _____ (graze) in the meadow when a wolf _____ (attack) some of them.
3. When I _____ (reach) the park, my friends _____ (play) badminton.
4. The Chief Minister _____ (give) a speech when some people _____ (start) shouting slogans in his support.

G Complete the following passage by filling in the blanks with verbs from the brackets in the 'simple past tense' or 'past progressive tense.'

Rafi _____ (find) himself on a strange island after the sea storm. His boat had crashed on the rocks while he _____ (fall) on the white sand. There _____ (be) nobody in sight. He _____ (know) that



his family must be _____ (worry) about him. He _____ (sit) and _____ (cry) for some time. Then he _____ (think) that he _____ (need) to do something. The island _____ (be) beautiful. The coconut trees _____ (sway) in the breeze, the sea waves _____ (lash) on the shore and everything was calm. He _____ (hear) a loud sound and _____ (see) some children running towards him. They _____ (take) him to a nearby hut. One of the men there _____ (has) a mobile. Rafi _____



(make) a phone call to his father. The man _____ (explain) the location of the island. His father _____ (say) that he would leave immediately. Rafi _____ (feel) happy and _____ (wait) for his father to come and take him home.

Simple Future Tense

We use the **simple future tense** to express actions that will take place in future.

Example: I **will go** to the market tomorrow.

We also use the simple future tense to:

* express actions that will take place in future which we cannot control.

Example: My uncle's family **will shift** to Delhi as he has been transferred there.

* talk about things that we think will happen in future.

Example: I think Shobhit **will solve** the crossword puzzle because his vocabulary is very good.

We often use 'I believe', 'I think' and 'I'm sure' in such sentences.

We often use 'tomorrow', 'the next week', 'the next year', 'in the coming month', 'a month later', etc., when we refer to actions that will take place in future.

We write: will/shall + base form of the main verb, for verbs in the simple future tense.

We may use **shall** with **I** or **we**, though **will** is generally used these days. **Shall** is often used to make a suggestion or when one offers to do something.

Examples: 1. **Shall** we visit the doctor now?

2. **Shall** I get some tea for you?

H Fill in the blanks with the future tense form of the verbs given in the brackets and complete the following sentences.

1. My mother is tired. She _____ some rest to be fit for her journey tonight. (take)

2. My uncle has come to our house from a neighbouring town. He _____ different places over here. (visit)
3. The lunch break _____ at 11.30 a.m. (begin)
4. My mother _____ to an orphanage tomorrow. (go)
5. Mr Sunil Mishra _____ a huge amount next month to help the flood victims. (donate)
6. Dipti _____ to the airport to pick her aunt in the evening. (drive)

SECTION C

Vocabulary

A Add '-ness', '-y', '-ful', '-ation', '-hood', '-ment', '-able', '-en' or '-ly' to the following words and form new words.

- | | |
|-----------------|-----------------|
| 1. ox_____ | 2. sharp_____ |
| 3. bowl_____ | 4. exploit_____ |
| 5. treat_____ | 6. loud_____ |
| 7. brother_____ | 8. afford_____ |
| 9. fish_____ | 10. child_____ |

B Add suitable words given in the box to fill in the blanks and complete the sentences given below.

beautifully liking colourful

1. Children have great _____ for red colour.
2. The decoration on the walls is _____.
3. Lata Mangeshkar sings _____.

SECTION D

Writing

A You visited New Hobby Centre yesterday and saw the children busy there as shown in the pictures given below. Complete the given passage with the help of the words given in the box.

were was painting was singing was playing was



Everyone _____ busy in the hobby class. Puneeta _____. Zaheer _____ with the blocks. Suresh _____ on the canvas. The children _____ happy to be there.

8

Birbal and the Barber

SECTION A

Reading Comprehension

Read the given limericks carefully.

A **limerick** is a short, humorous, often nonsense poem with five lines. Limericks make us laugh and are fun to read. Here are some limericks for you.

There was an Old Man on the Border,
Who lived in **utmost** disorder;
He danced with the Cat,
And made Tea in his Hat,
Which **vexed** all the **folks** on the Border.



There was an Old Man of Hong Kong
Who never did anything wrong.
He lay on his back,
With his head in his sack,
That **innocuous** Old Man of Hong Kong.

There was an Old Man with a beard,
Who said, 'It is just as I feared!
Two Owls and a Hen,
Four **Larks** and a **Wren**,
Have all built their nests in my beard!'



New Words

utmost: extreme; **vexed:** annoyed; **folks:** people; **innocuous:** not harmful or offensive; **lark:** a kind of a bird; **wren:** a kind of bird

A Find one more rhyming word for each of the words given below. Refer to the limericks given in Reading Comprehension.

1. back: _____ 2. cat: _____ 3. hen: _____

B Answer the following questions.

1. What was the strange thing that the Old Man of Hong Kong did?
2. How did the Old Man on the Border use his hat?
3. Name any three birds that built nests in the Old Man's beard.

C Tick (✓) the correct option.

1. A limerick is a

(a) long poem.

(b) short serious poem.

(c) short, humorous and nonsense poem with five lines.

(d) nature poem.

2. The Old Man on the Border danced

(a) with his friend.

(b) with an old lady.

(c) with the cat.

(d) alone.

SECTION B

Grammar Spotlight

Prepositions

A **preposition** is a word placed before a noun or pronoun that shows its relation with some other noun or pronoun that is referred to in the sentence.

Example: Reena looked **at** her mother.

The highlighted word in the above example is a preposition.

A noun or pronoun following the preposition is called its **object** and is governed by it.

Examples: 1. A parrot is sitting **on the tree**.

(on – preposition, tree – object governed by the preposition)

2. He cut an apple **with a knife**.

(with – preposition, knife – object governed by the preposition)

A Read the following sentences with highlighted prepositions. Circle the object governed by the prepositions.

1. Naina sat **on** the sofa and read the newspaper.

2. Grandpa kept his spectacles **in** a pouch.

3. Neha brought sweets **for** the children **of** her class.

Prepositions of Place

We use words like **at**, **in** and **on** as prepositions of place.

Examples: 1. Shila met her cousin **at** the office.

2. The puppy is sitting **on** the floor.

3. Dinesh was born **at** Lucknow **in** Uttar Pradesh.

Prepositions of Time

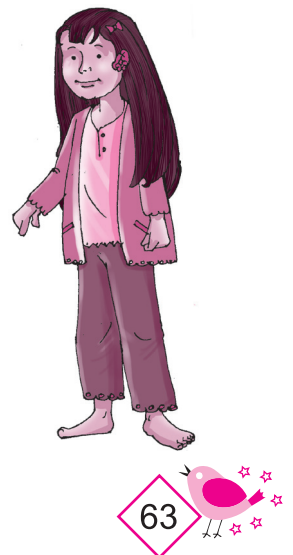
We use words like **at**, **for**, **since**, **from** and **to** as prepositions of time.

Examples: 1. Sneha woke up **at** 6 a.m.

2. It is 7 a.m. Sneha has been awake **for** one hour now.

3. She has been awake **since** six o'clock in the morning.

4. Sneha was awake **from** 6 a.m. **to** 11 a.m. She has gone off to sleep now.



B Fill In the blanks with appropriate prepositions of time and place from the brackets.

1. Kush was born _____ Gurgaon _____ Haryana. (at, in)
2. The children have been playing _____ morning. (for, since)
3. She has been talking on the phone _____ an hour. (for, at)
4. The taxi will reach the airport _____ 8 a.m. to pick you up. (at, since)
5. Emperor Akbar lived _____ a big palace. (at, in)

Prepositions of Direction

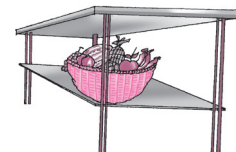
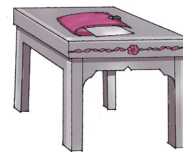
We use words like **at**, **to**, **off**, **out of**, **from** and **into** as **prepositions of direction**.

- Examples:**
1. The courtiers looked **at** the magician with surprise.
 2. The thief was taken **to** the prison.
 3. The train went **off** the track.
 4. The horse was taken **out of** the stable for the race.
 5. Father came **from** the market long back.
 6. Suhel jumped **into** the river and shouted excitedly.

Prepositions Indicating Position

Words like **at**, **on**, **in**, **over** and **under** are used as **prepositions indicating position**.

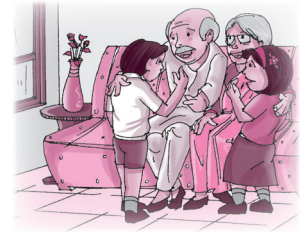
- Examples:**
1. Ravish met an old friend **at** the main entrance of the exhibition hall.
 2. The purse is **on** the small table.
 3. The clips are **in** the drawer.
 4. The lamp was hanging **over** my head.
 5. The fruit basket is **under** the table.



C Ask your grandmother/grandfather the following questions and use the prepositions given in the brackets to write the answers.

1. Where did you live during your school days?
(at) _____

2. When did you pass out from school?
(in) _____
3. Where would you like to go on a holiday?
(to) _____



D Tick (✓) the correct options and complete the following story with the help of suitable prepositions.

The beautiful fairy looked _____ (into/at) the children playing _____ (on/in) the park and smiled. She wanted to give them precious gifts. She sat _____ (into/on) one flower at a time and flapped her wings. Each time she flapped her wings, a butterfly flew _____ (out of/in) the flower and the children looked _____ (to/at) the butterfly _____ (with/about) amazement. Soon the park was full _____ (of/with) colourful butterflies.

SECTION C

Vocabulary

Prefixes and Suffixes

Prefixes

Read the following sentence and focus on the underlined word.

Sagarika was misunderstood by her friend. The underlined word has a prefix 'mis'.

You know that a **prefix** is a letter or group of letters used in the beginning of a word to change or extend its meaning. Some commonly used **prefixes** are 'un', 'im', 'dis', 'mis' and 'under'.

Examples: untrue, improper, disappear, misdeed, undergo

Suffixes

You read about suffixes in the previous unit. Let us discuss them in detail. Read the following sentence with special focus on the highlighted word.

Mina was **careful** when she crossed the road.

The word 'careful' has a suffix 'ful'. A **suffix** is a letter or group of letters added at the end of a word to extend its meaning, e.g., cheerful. We may also use '-ful', '-less', '-ly' and '-hood' as suffixes.

Examples: wonder**ful**, care**less**, elder**ly**, adu**lthood**

The suffix **-ful** means 'full of' or 'to a great extent'. We use '-less' to indicate 'without' and '-hood' to show the state of something.

A Add suitable prefixes from the box to these words.

mis under

- | | |
|-------------------|------------------|
| 1. _____lead | 2. _____ground |
| 3. _____spell | 4. _____achiever |
| 5. _____interpret | 6. _____growth |

B Pick suitable suffixes from the box and add to the following words.

ful less ly hood

- | | |
|---------------|------------------|
| 1. child_____ | 2. careless_____ |
| 3. wild_____ | 4. pain_____ |
| 5. joy_____ | 6. regular_____ |

C Make sentences with the following words after adding suitable prefixes to them.

- | | |
|----------------|-------------------|
| 1. _____pass | 2. _____calculate |
| 3. _____ground | |

SECTION D

Writing

A Imagine Birbal visited your class and met all the children. As the class monitor, you took his interview. Complete the interview.

You : Sir, welcome to class _____.

Birbal : Thank you.

You : Sir, you are respected by all, especially by Emperor _____. Do you enjoy all the importance _____?

Birbal : Oh yes. But sometimes I get _____.

You : How do you get out of _____?

Birbal : Well, I have to _____.

You : We have heard about your _____.

Birbal : Thank you.

You : How many other trusted _____ are part of Emperor Akbar's Navratnas?

Birbal : _____

You : Do you enjoy your work?

Birbal : _____

You : What message would you like to give to the students of our class?

Birbal : _____

You : Sir, we will always remember that. Thank you for visiting our class.

Birbal : You are welcome. I enjoyed talking _____.



B Narrate a short and interesting Akbar-Birbal story in the class. Make this story a chain story in which each child of the class participates by adding one sentence to the story.



9

The Great Barrier Reef

SECTION A

Reading Comprehension

Read the given passage carefully.

Pollution is the presence in the environment or introduction into the environment of a substance which has harmful or poisonous effects. In the ocean and sea, pollution is caused by various things like rubbish, oil, chemicals and even sewage from the toilets.

Polluting substances flow into the sea mainly through drains, rivers and streams that flow directly into the sea.

Most sea and ocean pollution begins on land. Insecticides and pesticides used in fields and farms also flow into the seas and oceans when there are rains or floods. This pollutes the water.

Oil-spills from ships are also extremely harmful for sea creatures and pollute the sea and ocean water.

The presence of chemicals, oil, plastic and other pollutants contaminate sea water and harm the ecosystem in the seas and oceans. This leads to reduction in the oxygen levels, decay of plant life, and a severe decline in the quality of sea water. Sea creatures are badly affected by sea pollution.

The biggest challenge is to prevent plastic waste from reaching the sea.

Nowadays, people have become aware of the causes and harmful effects of pollution.

People often work in groups to clean the beaches and remove litter, mainly plastic bottles, cans and wrappers so that they do not pollute the seas or oceans. It is also important to reduce the rubbish we throw in the sea or around it. If the streams and rivers are not polluted, the seas and oceans will also be less polluted. Secondly, untreated waste should not flow down the drains into the sea.

Governments of various countries have been implementing strict laws to prevent sea and ocean pollution.

A Write **T** for true and **F** for false statements.

1. Our seas and oceans are not polluted at all.
2. Most sea and ocean pollution begins on land.
3. Oxygen levels in sea water goes up due to pollution.
4. Sea creatures are badly affected by sea pollution.
5. Untreated waste should be allowed to flow into the sea.

B Answer the following questions.

1. What do you understand from the term 'pollution'?

2. How do polluting substances generally flow into the sea?

3. Mention any five things that pollute sea water.

4. What are the harmful effects of sea water pollution? (Mention any two)

5. How can we check pollution of seas and oceans? (Mention any two steps)

C Make sentences with the following words.

1. fields _____

2. sea creatures _____

SECTION B

Grammar Spotlight

Determiners

A **determiner** is a word that is placed before a noun and it is used to show which person or thing is being referred to. Words like 'this', 'that', 'these', 'those', 'your', 'many', 'little', 'much' and 'a few' are **determiners**.

A Fill in the blanks with correct determiners from the box.

these many those this little several a few my

1. Only _____ boys gave their names for participating in the drawing competition.
2. I take great care of _____ things.
3. There are _____ students in Sahir's class.
4. All _____ soldiers there are on duty right now.
5. _____ trophy was won by Sahir's class.
6. I could drink only a _____ milk shake as it was too chilled and I had a sore throat.

7. Keep _____ bangles in the box.
8. _____ people gathered at the accident site.

B Add your own words and use the determiners given in the brackets to frame sentences.

1. Mother brought _____. (these)
2. I decorated _____. (many)
3. Rina washed _____. (those)
4. I could see only _____. (few)
5. The famous cricketer met _____. (several)
6. Who got _____? (this)
7. I love _____. (my)
8. The plane landed _____. (that)

Articles

A, **an** and **the** are called **articles**. They are also determiners. You already know that we use **a** before a singular countable noun that begins with a consonant sound. We also use **a** with a noun that begins with a vowel letter but is pronounced with a consonant sound, e.g., a European gentleman.

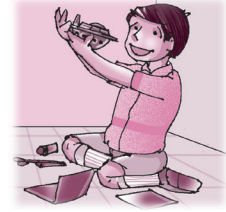
We use **an** before a singular countable noun that begins with a vowel sound. We also use **an** with a noun that begins with a consonant letter but is pronounced with a vowel sound, e.g., **an** honest boy.

The article **the** is used with a noun that stands for someone or something we have already referred to. **The** is also used before the names of rivers, newspapers, mountain ranges, holy books, unique things and ordinal numbers.

C Fill in the blanks with 'a', 'an' or 'the'.

I made _____ spaceship with _____ piece of wood, matchsticks and wooden ice cream spoons. It was _____ small

model. _____ spaceship looked beautiful as I decorated it with _____ orange ribbon and some beads. Then I put _____ flag on top of it. The name of _____ spaceship was Explorer.



D Add articles (a, an, the) where necessary. Put a cross (✓) where no article is required.

1. _____ sun is not visible today due to clouds.
2. Is Sahir _____ responsible boy?
3. All _____ students of Sahir's class were happy on receiving the award.
4. _____ giraffe is a tall animal.
5. Radhika met _____ European lady at _____ museum she visited yesterday. They spent _____ hour chatting with one another.

E Fill in the blanks with suitable articles.

1. _____ igloo
2. _____ Himalayas
3. _____ university scholar
4. _____ Narmada
5. _____ honourable man
6. _____ Times of India
7. _____ first runner
8. _____ city street
9. _____ active boy
10. _____ moon

SECTION C

Vocabulary

Prefixes

A Add suitable prefixes from the box to the given words.

un over anti il a inter re under de

1. _____ shore
2. _____ fault
3. _____ do
4. _____ tidy

5. _____ line

6. _____ flow

7. _____ caste

8. _____ logical

9. _____ body

B Add appropriate prefixes to the words given in brackets and fill in the blanks.

1. When our car broke down, it was _____ (possible) for us to reach the station on time.
2. The ghost story that Ruby told us was _____ (true).
3. I wrote the answers and could _____ (line) the main points.
4. The government is encouraging all the _____ (literate) children to go to school and learn to read and write.

What am I?

C Solve the following riddles. Refer to the pictures as clues.

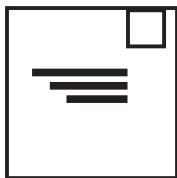
1. What comes down but never goes up?



2. I'm tall when I'm young and I'm short when I'm old. What am I? _____



3. What goes up when the rain comes down?



4. What travels around the world but stays in the spot? _____

5. What has hands but cannot clap at all? _____



6. What has an eye but cannot see?



7. What has legs but cannot walk? _____

D Select the correct phrases to fill in the blanks and complete the following sentences.

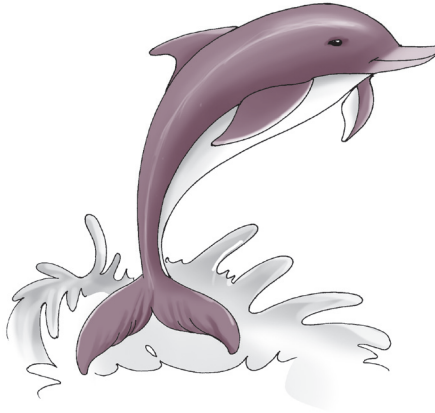
- The school bus _____ in the morning while we were coming to school.
(a) broke down
(b) broke into
- A thief _____ my aunt's house in the middle of the night.
(a) broke off
(b) broke into
- Sunita _____ while talking to me about her sick mother.
(a) broke down
(b) broke into



SECTION D

Writing

A Look at the picture and write four sentences about it.



1. _____
2. _____
3. _____
4. _____

SECTION A

Reading Comprehension

Read the given passage carefully.

You must have read about space many times. This passage tells you some amazing facts about space. Saturn's rings are made of particles of ice, dust and rock. Another surprising fact is that the planet Jupiter is 1000 times larger than the Earth. Some facts about the Sun are also surprising. The Sun looks 1600 times fainter from Pluto than it does from the surface of the Earth.



Apart from these, it is equally amazing that there are over 100 billion galaxies in the universe. Our galaxy, the Milky Way, is a very small part of the Universe. There is a huge black hole in the middle of the Milky Way that is 4 million times more than the size and mass of the Sun.

A Based on your reading of the above passage, answer the following questions in brief.

1. What are Saturn's rings made of?
-

2. How large is the planet Jupiter in comparison to the Earth?

3. Which is farther from the Sun – the Earth or Pluto?

4. What is the name of our galaxy?

B Tick (✓) the correct option.

1. The Sun looks _____ times fainter from Pluto than it does from the surface of the Earth.

(a) 100

(b) 1600

(c) 10,000

(d) 100,000

2. About how many galaxies exist in the universe?

(a) over 10 billion galaxies.

(b) over 100 billion galaxies.

(c) over 1000 billion galaxies.

(d) over 10,000 billion galaxies.

SECTION B

Grammar Spotlight

Conjunctions

Conjunctions are words that join words, groups of words or sentences. Some common conjunctions are 'and', 'because', 'but', 'or', 'since', 'though', 'while' and 'when'.

A Tick the correct option and fill in the blanks.

1. Gulabo _____ Sher Dil lived in a big mansion.

(a) but

(b) because

(c) and

(d) so



2. The demon could work very fast _____ Sher Dil was fed up with him soon.
- (a) and (b) but
 (c) since (d) nor
3. _____ it was cloudy it did not rain.
- (a) But (b) Though
 (c) When (d) while
4. I went off to sleep _____ I was tired.
- (a) because (b) or
 (c) but (d) yet
5. My grandpa was very active _____ he was young.
- (a) when (b) but
 (c) or (d) if
6. I will use a pen _____ a pencil to write with.
- (a) since (b) while
 (c) or (d) because
7. The poor man ate the food hurriedly _____ he had not eaten anything for days.
- (a) or (b) since
 (c) while (d) when
8. The children made a noise _____ the class monitor was away.
- (a) while (b) though
 (c) but (d) so

B Tick (✓) the correct conjunctions and complete the sentences.

- All the students of IVA (but/and) IVB are in the playground.
- They won the match (because/but) they had practised very well.
- She likes to eat toast (when/and) cheese spread.
- Shimla is usually crowded with tourists (since/but) Kasauli is not so crowded.
- We were entering the station (when/or) the train came to a sudden halt.

Adverbs

An adverb is a word that tells us more about a verb, an adjective or another adverb.

- Examples:** 1. Farha spoke **loudly**.
2. The roses are **really** beautiful.
3. Sarabjit recited the poem **very** softly.



The **bold** words in the above examples are **adverbs**. The word **loudly** tells us more about the verb **spoke**. The word **really** tells us more about the adjective beautiful, and the word **very** tells us more about the adverb **softly**.

Kinds of adverbs:

1. An **adverb of manner** tells us **how** an action took place.

Example: Zeenat ate the porridge **hungrily**.

Some other adverbs of manner are 'intelligently', 'quickly', 'sweetly' and 'hurriedly'.

2. An **adverb of time** tells us **when** an action took place.

Example: I read the epic Mahabharata last year.

Some other adverbs of time are 'yesterday', 'tomorrow', 'early' and 'now'.

3. An **adverb of place** tells us **where** an action took place.

Example: My grandmother is sleeping **inside**, but my mother is watering the plants **outside**.

Some other adverbs of place are 'everywhere', 'outside', 'out', 'in' and 'here'.

4. An **adverb of frequency** tells us **how often** an action took place, e.g., 'always', 'never', 'often'.

Example: She **always** talks politely.

C Read the following passage and underline the adverbs.

The play, 'The Secret Map', was presented on stage yesterday. The actors played the characters beautifully. A group of singers sang melodiously



2. She poured it _____ into the glasses because she did not want to spill any of it.
3. She arranged the glasses _____ on a tray.
4. Minal carried the tray _____ to the living room.
5. She offered them lemonade _____ and they enjoyed it.

SECTION C

Vocabulary

We can form adverbs by adding ‘-ly’ to adjectives, e.g., quick + ly → quickly. Sometimes, we may have to make some changes, e.g., happy + ly → happily, beautiful + ly → beautifully.

A Make adverbs from the following adjectives.

- | | |
|----------------------|------------------|
| 1. slow _____ | 2. eager _____ |
| 3. sleepy _____ | 4. quiet _____ |
| 5. excited _____ | 6. strong _____ |
| 7. interesting _____ | 8. careful _____ |
| 9. polite _____ | 10. merry _____ |

B Match the phrases with their correct meanings.

Phrases

1. get through
2. get along
3. get off
4. get over

Meanings

- (a) live sociably with someone
- (b) start
- (c) overcome
- (d) succeed

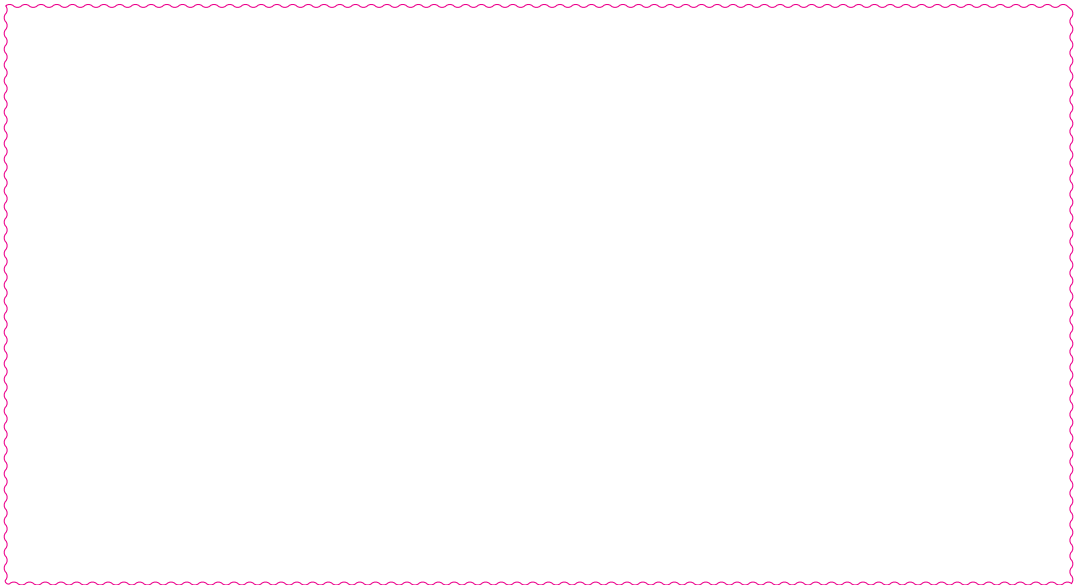


SECTION D

Writing

A Imagine an alien visited your room. Explain in five sentences what it looked like. Take ideas from the story 'Aliens Pay a Visit'. Add your own ideas to make your description interesting.

B Draw and colour the picture of an alien in the given box.



SECTION A

Reading Comprehension

Read the given passage carefully.

New Year's Day, January 1, is celebrated with great joy in many countries. People usually attend social gatherings, dance, eat and watch or light fireworks to mark the beginning of a new year.

People celebrate the new year in different ways in various parts of the world. Generally, all festivities and traditions are believed to bring luck and good fortune in the year that lies ahead.



The most common way of celebration is with big fireworks displays in places all over the world. In New Zealand, people gather at Auckland Sky Tower in the capital to watch an impressive fireworks display. In Australia, people gather in Sydney Harbour to watch fireworks. In Toronto in Canada, people collect in Northern Philips Square to watch the sky being lit up by fireworks.



People in Denmark might go and smash a plate on a friend's doorstep to bring good luck over the next twelve months of the new year.

In Brazil, there is a tradition to eat lentils at new year as it represents money and means good fortune for the year ahead.

In New York in the US, large crowds collect at Times Square to count down to midnight. Everyone looks forward to 'ball drop', which is a glowing ball that is lowered down a big flagpole, to indicate the start of the new year.

So, there are various ways of celebrating the onset of a new year.

A Fill in the blanks with suitable words.

1. Generally, all the festivities and celebrations during new year are believed to bring _____ and _____.
2. In _____, people gather in Sydney Harbour to watch _____.
3. People in Denmark _____ at a friend's doorstep for _____ in the new year.
4. In _____ in the US, huge crowds gather at _____ during new year celebrations at midnight.

B Answer the following questions.

1. How do people the world over usually ring in the new year?

2. Why do people gather at Auckland Sky Tower in New Zealand during new year?

3. Where do people collect in Toronto, Canada to watch fireworks for new year celebrations?

4. What is the tradition of the Brazilian people to mark the beginning of a new year?

5. What indicates the start of the new year at Times Square in New York, USA?

C Write synonyms of the following words.

- | | | | |
|--------------|-------|----------|-------|
| 1. beginning | _____ | 2. big | _____ |
| 3. gather | _____ | 4. watch | _____ |

SECTION B

Grammar Spotlight

Use of Capital Letters and Punctuation

Read the following passage carefully.

Sumati likes to read storybooks, novels and poems. She recently read a novel by P G Wodehouse. She liked the character of Jeeves the most. Sumati said to Raziya, "I read *Thank You Jeeves* by P G Wodehouse."

The above passage and the highlighted letters indicate when to use capital letters and punctuation marks. Let us discuss it in detail.

- * Capital letters are used at the beginning of all sentences and for proper nouns. We always write the pronoun 'I' in capital.
- * Every sentence ends with a full stop (.), except a question that ends with a question mark (?).

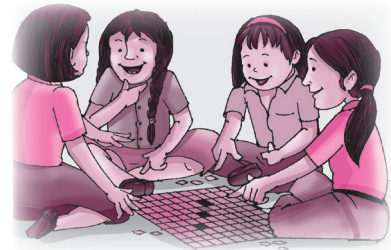
- * A comma (,) is used to separate words in a list or after 'Yes' or 'No' when a Yes/No question is answered. A comma is also used before we write the exact words of a speaker within inverted commas.
- * Inverted commas (" ... ") are used to enclose the exact spoken words.
- * An exclamation mark (!) is used with an interjection and at the end of an exclamatory sentence.
- * An apostrophe (') is used to show possession, e.g., Rina's bag is here.

A Put commas, full stops and question marks in the following sentences.

1. Yes I like to read comic books
2. Mudita bought a pen pencils an eraser and a red sketch pen from the stationery shop
3. Where did I leave my bag

B Rewrite the following passages using capital letters and punctuation marks.

1. sunita invited rakhi mary and fida for a get-together they ate delicious snacks and played games
2. the teacher said what is the capital of maharashtra aditi quickly answered mumbai



C Match suitable interjections with the correct group of words.

Column A

1. Ouch!
2. Bravo!
3. Alas!
4. Bingo!
5. Ah!
6. Hi!
7. Wow!

Column B

- (a) Your uncle passed away last night.
- (b) I have solved the crossword puzzle.
- (c) I missed the school bus.
- (d) That painting is beautiful.
- (e) I am so glad to meet you.
- (f) A pin pierced my finger.
- (g) You won the chess championship.

Contractions

Contractions are short forms of some words that we commonly use in our day to day communication, e.g., I'll (I will). We use an apostrophe (') in place of the dropped letter(s).

Examples: They'll (they will), we're (we are), you've (you have).

D Write the contractions of the given words.

1. They have _____.
2. We had _____.
3. She will _____.
4. They are _____.
5. Mother is _____.
6. She had _____.
7. It is _____.
8. I have _____.
9. That is _____.
10. We are _____.
11. You have _____.
12. They will _____.

SECTION C

Vocabulary

A Give the opposites of the following words.

- | | | | |
|----------------|-------|-----------|-------|
| 1. tall | _____ | 2. rough | _____ |
| 3. bright | _____ | 4. strong | _____ |
| 5. interesting | _____ | 6. active | _____ |



SECTION D

Writing

A Make a greeting card for your best friend wishing him/her a Happy New Year.

Write 3–4 sentences about all the good things you wish for your friend with the onset of the new year in the second box.

Draw and colour the card here	Write down the sentences here
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