

Workbook

5



Enriched Edition

# Roots and Wings

A Unique Foundation Course in English Language & Literature

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# DETAILED CONTENTS

Unit	Reading	Functional Grammar	Vocabulary	Writing	Activity
1. Tom Sawyer Whitewashes the Fence	MCQs, factual, inferential comprehension, antonyms	Sentences, subject and predicate, phrases and clauses, kinds of sentences	Similes, unscrambling letters	Writing a report on given topic	—
2. A Letter from a Father to his Daughter	Factual, inferential comprehension, fill in the blanks, antonyms	Nouns, collective nouns, material nouns, abstract nouns, countable and uncountable nouns, gender	Idioms, making sentences, compound words, dictionary work	Writing a letter using given words	Identifying proper, common and abstract nouns in a newspaper article or report
3. My Elder Brother	Factual, inferential comprehension, fill in the blanks, true/ false	Adjectives—kinds of adjectives	Antonyms	Writing sentences	—
4. The Return of the Lion	Factual, inferential comprehension, fill in the blanks, making sentences	Pronouns—kinds of pronouns	Missing letters, dictionary work, framing sentences	Completing the conversation	Pasting pictures of ancient forts in India
5. The Speaking Trees	MCQs, factual, inferential comprehension, fill in the blanks, word phrases	Verbs—forms of verb, strong and weak verbs	Suffixes ‘-im’ and ‘-in’	Writing a Thank You note	—
6. The Lady with the Lamp	MCQs, factual, inferential comprehension, fill in the blanks, word meanings	Present tense, past tense	Prefixes ‘un’ and ‘dis’	Framing sentences, writing a story	Making a Thank You card

Unit	Reading	Functional Grammar	Vocabulary	Writing	Activity
7. A Trip to Kolkata	MCQs, factual, inferential comprehension, rearranging sentences in sequence to write a story	Future tense, modals	Words with 'sion' and '-tion', dictionary work, solving the crossword puzzle	Writing an application	—
8. Blackberries— The Fruit	MCQs, factual, inferential comprehension, fill in the blanks, word meanings	Articles	Forming word pairs	Writing a story	Pasting pictures/ advertisements of jams and jellies available in the market
9. Tenali Rama Challenges the Magician	MCQs, factual, inferential comprehension, antonyms	Prepositions, prepositions of time, prepositional phrases, conjunctions	Anagrams	Writing a narrative paragraph with the help of given pictures and clues	Pasting advertisements
10. The Emperor and the Shadow Puppets	MCQs, factual, inferential comprehension, fill in the blanks	Direct and reported speech	Replacing words	Writing a paragraph	—
11. 2018 Commonwealth Games	Factual, inferential comprehension, fill in the blanks, synonyms	'wh' and 'yes' or 'no' type questions, adverbs	Dictionary work, suffixes '-er' or '-or'	Writing a diary entry	—

# 1

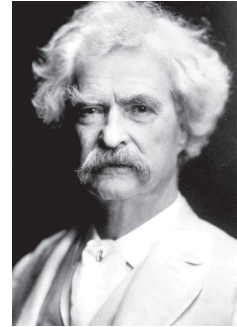
## Tom Sawyer Whitewashes the Fence

### SECTION A

#### Reading Comprehension

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

Samuel Langhorne Clemens, who wrote under the pen name Mark Twain, was born in Florida, Missouri on 30 November 1835 in a humble family. He had a difficult childhood. His family shifted to Hannibal, where he was brought up.



His father was a serious man who rarely showed affection. His mother, Jane Clemens, had a good sense of humour, which her son probably inherited. The sudden death of his father, John Clemens, forced him to take up work to support his family. He dropped out of school to become a printer's apprentice.

Then, Mark Twain worked as a typesetter in 1851, and occasionally gave articles and humorous sketches to 'Hannibal Journal'. The newspaper was owned by his brother, Orion Clemens.

He left the 'Hannibal Journal' at the age of 18 and began to work as a printer in New York City. During this time, he often went to public libraries and read a lot of books to educate himself.

His childhood dream was to become a steamboatman. He worked as an apprentice with a steamboat pilot. After two years of good training, in 1858, he became a licensed river pilot. He loved his job, but the Civil War broke out in 1861 and the river trade was very badly affected.

So, Mark Twain became a miner. However, he did not like his work and started writing for newspapers. During this time, he adopted the pen name 'Mark Twain'.

A humorous story titled 'The Celebrated Jumping Frog of Calaveras County' was published in a New York weekly. It brought great fame and name to Mark Twain and he became a famous writer. His most famous novels are 'The Adventures of Tom Sawyer' and 'The Adventures of Huckleberry Finn'.

**A** Tick (✓) the correct option.

1. Samuel Langhorne Clemens wrote under the pen name  
(a) Saki.  (b) George Orwell.   
(c) Lewis Carroll.  (d) Mark Twain.
2. Mark Twain was born in Florida on  
(a) 30 November 1934.  (b) 30 November 1835.   
(c) 30 November 1936.  (d) 30 November 1937.
3. In 1851, Mark Twain worked as  
(a) a printer.  (b) a typesetter.   
(c) a journalist.  (d) river pilot.
4. Which humorous story of Mark Twain was published in a New York weekly?  
(a) 'The Adventures of Tom Sawyer'   
(b) 'The Celebrated Jumping Frog of Calaveras County'   
(c) 'The Adventures of Huckleberry Finn'   
(d) 'Life on the Mississippi'

**B** Answer the following questions.

1. What work did Mark Twain take up after he dropped out of school?

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2. Why did Mark Twain shift to New York City at the age of 18? How did he use his free time?

---

---

3. What was Mark Twain's childhood dream? Why did he undergo two years of training?

---

---

4. Which story by Mark Twain first brought him name and fame?

---

---

**C** Give antonyms of the following words.

- |          |       |            |       |
|----------|-------|------------|-------|
| 1. death | _____ | 2. good    | _____ |
| 3. loved | _____ | 4. started | _____ |

## SECTION B

### Grammar Spotlight

#### Sentences

A **sentence** is a group of words that conveys a complete meaning. It begins with a capital letter and ends with a full stop (.), except questions.

**Example:** We should grow more trees.

#### Subject and Predicate

A sentence consists of two parts—**subject** and **predicate**. The noun or pronoun that we speak about in a sentence is called the **subject**. It may consist of one or more words. All that we speak about the subject is called the **predicate**.

The predicate always has a verb.

**Examples:** 1. Ms Nidhi Sood entered the class looking as cheerful as before.

subject

predicate

2. All the children brought different dishes.

subject

predicate

3. They play in the park in the evening.

subject

predicate

**A**

Rearrange the following words to form meaningful sentences. Remember to put a full stop (.) at the end of each sentence.

1. is/It/an/day/important/us/for

---

2. children/The/her/excitedly/wished

---

3. was/There/a/on/every/smile/face

---

4. finds/everyone/tremendous/a/in/her/change/behaviour/regular/after/meditation/practice

---

**B**

Match the subjects with their predicates.

1. The jet aeroplane

(a) came in through the window.

2. The mice

(b) belonged to my grandmother.

3. Mrs Sharma

(c) flew high in the sky.

4. The ink

(d) played in the hockey park.

5. The children

(e) slipped on a banana peel.

6. My doctor

(f) spilled all over the paper.

7. This rocking chair

(g) is a kind, old gentleman.





## Phrases and Clauses

A **phrase** is a group of words that makes some sense, but not complete sense. A phrase does not have a subject or predicate.

**Examples:** in the morning, at the table

A **clause**, on the other hand, has a subject and a verb like a sentence. It conveys fairly good sense.

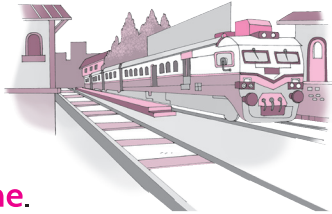
**Examples:** 1. **If we don't leave soon**, we will miss the train.

2. The girl **who is wearing the red gown is my cousin**.

The highlighted words in the above examples are clauses.

**C** Indicate whether the highlighted words are phrases or clauses.

1. Rahul, **a good athlete**, easily won the race.
2. Rohan, **who hurt his leg**, was taken to a clinic.
3. The train is **at the station**.
4. I have lost the necklace **that Grandma gave me**.



## Kinds of Sentences

There are four kinds of sentences:

1. **Assertive** – sentences that are statements and state facts
2. **Interrogative** – sentences that ask questions
3. **Exclamatory** – sentences that express sudden emotions or feelings of the speaker
4. **Imperative** – sentences that express a request or command or advice

**Examples:** 1. Today is Friendship Day. (Assertive)

2. How can we celebrate Friendship Day in our apartments?  
(Interrogative)

3. Wow! This dish is very tasty. (Exclamatory)

4. Don't throw food. (Imperative)

5. Always leave the toilet clean after use. (Imperative)

Note that an interrogative sentence ends with a question mark (?) and an exclamatory sentence ends with an exclamation mark (!).

**D** Read the following sentences. Write S for Statements, In for Interrogative sentences, Im for Imperative sentences and Ex for Exclamatory sentences.

1. What a beautiful painting!
2. Who broke this plate?
3. The peacock is the national bird of India.
4. Throw this trash in the dustbin.
5. Who wrote Gitanjali?
6. Please give me a glass of water.

## SECTION C

### Vocabulary

#### Similes

A **simile** is used to compare two dissimilar things and some similarity is brought out between them. We use the words 'like' and 'as' in similes. Some examples of similes and their meanings are given below.

Similes	Meaning
1. as innocent as a lamb	very innocent
2. as black as coal	completely black
3. as blind as a bat	completely blind
4. as brave as a lion	very brave
5. as old as the hills	very old
6. as sweet as honey	very sweet



**A** Fill in the blanks using appropriate words from the brackets.

1. as white as \_\_\_\_\_ (snow/clouds)
2. as smooth as \_\_\_\_\_ (cotton/silk)
3. as light as \_\_\_\_\_ (feather/cloth)
4. as strong as a/an \_\_\_\_\_ (deer/ox)
5. as slow as a \_\_\_\_\_ (rabbit/snail)

**B** Unscramble the following letters to form meaningful words that occur in the passage at the beginning of this unit.

1. OPUAPLR \_\_\_\_\_
2. CUONRTEIS \_\_\_\_\_
3. XEHCNAEG \_\_\_\_\_
4. EOFRTSF \_\_\_\_\_
5. LIONEN \_\_\_\_\_
6. OCHESN \_\_\_\_\_

## SECTION D

### Writing

**A** Imagine you visited an orphanage with a few friends on Friendship Day. Write a report for your school magazine and give details of what happened and how you enjoyed spending time with your new friends over there. You may use the clues given in the box and refer to the given picture.

Friendship bands   handmade cards  
sweets   sang songs   played games



Begin your first line as follows:

I visited an orphanage with my friends to celebrate Friendship Day. The orphanage is called ...

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# 2

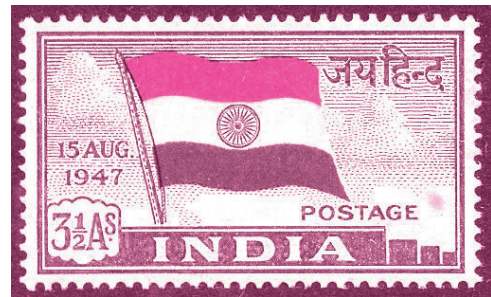
## A Letter from a Father to his Daughter

### SECTION A

#### Reading Comprehension

Read the given passage carefully.

The Indian Post Office was established in 1837 and Asia's first adhesive stamp, the Scinde Dawk, was introduced in 1852 by Sir Bartle Frere, the British East India Company's administrator of the province of Sind.



The Indian Postal Service has issued stamps on many themes – relating to history, culture, heritage, architecture and nature.

India's independence saw the postal department issue its first stamp on 21 November 1947, depicting the Indian flag. Many stamps have been issued since then.

Today, the Department of Posts, trading as India Post, is a government-operated postal system in India. It is under the Department of Posts, which is part of the Ministry of Communications of the Government of India, generally called 'the post office' in our country.

India has the largest postal network in the world. It is involved in delivering mails, remitting money by money orders, accepting deposits such as Small Savings Schemes and providing life insurance cover under Postal Life

Insurance and Rural Postal Life Insurance. It also provides retail services like bill collection, sale of forms, etc.

The Department of Posts also acts as an agent for the Government of India in discharging other important services for citizens like old age pension payments and Mahatma Gandhi National Rural Employment Guarantee Scheme wage disbursement.

**A** Fill in the blanks with suitable words.

1. The Indian Post Office was established in \_\_\_\_\_.
2. The \_\_\_\_\_, Asia's first adhesive stamp, was introduced in \_\_\_\_\_.
3. The Department of Posts is a \_\_\_\_\_ postal system in India.
4. The \_\_\_\_\_ also acts as an agent of the Government of India.

**B** Answer the following questions in brief.

1. Who introduced Asia's first adhesive stamp and when?

---

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2. In Independent India, when was the first stamp issued by the postal department and what was depicted on it?

---

---

3. What are the services offered by the post office in India? Mention any three.

---

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**C** Write the antonyms of the following words.

1. first \_\_\_\_\_
2. many \_\_\_\_\_
3. largest \_\_\_\_\_
4. accepting \_\_\_\_\_
5. important \_\_\_\_\_

## SECTION B

### Grammar Spotlight

#### Nouns

You are aware that naming words are called **nouns**. They can be further divided into **common nouns** and **proper nouns**. A **proper noun** always begins with a capital letter.

- Examples:**
1. I went to Jaipur last week.
  2. At Jaipur, I went to see the Amber Fort.
  3. Many foreign tourists visit Udaipur, Jodhpur, Ajmer and Jaipur during their visit to India.

All the underlined words in the above examples are proper nouns, whereas the circled words are common nouns.

**A** Read the following sentences and pick out the nouns from each. Also, write them separately in your notebook as common and proper nouns.

1. The children love Ms Diya Kumari as she is a very good teacher.
2. The tourists crowded around the tomb of Humayun and listened to the guide.
3. China is a big country and Beijing is its capital.
4. The Ganga flows down the Himalayas and reaches the plains.

## Collective Nouns

Collective nouns are naming words used for a group of persons or animals or for a collection of things.

Examples of collective nouns:

1. a team of cricketers
2. an army of soldiers
3. a fleet of ships
4. a herd of cattle
5. a pack of cards
6. a bundle of sticks
7. a school of fish
8. a class of students
9. a suite of rooms
10. a pack of wolves
11. a gang of thieves

**B** Use appropriate collective nouns from the box and complete the following sentences.

pack flight fleet suite school library  
gang herd crew swarm pride

1. The queen walked down a \_\_\_\_\_ of stairs.
2. A \_\_\_\_\_ of deer sat under a tree in the palace garden.
3. Richa saw a \_\_\_\_\_ of bees near the beehive.
4. A \_\_\_\_\_ of wolves attacked the giraffe in the forest.
5. A \_\_\_\_\_ of lions slept near the rocks on the hill in the afternoon.
6. The villagers ran to the shore when they saw a \_\_\_\_\_ of ships arrive.
7. The shopkeeper kept a \_\_\_\_\_ of fish in the big aquarium for sale.
8. I was amazed to see a \_\_\_\_\_ of books in my new neighbour's house.
9. A \_\_\_\_\_ of thieves tried to break into a \_\_\_\_\_ of rooms.
10. Columbus was accompanied by a \_\_\_\_\_ of sailors when he set out to sail in his ship.

## Material Nouns

You have read that **material nouns** are names of materials used to make things, e.g., iron, steel, wood.

**Example:** I bought a ladder made of iron.

## Abstract Nouns

**Abstract nouns** are naming words used for qualities, feelings, ideas, actions, state or experiences.

These nouns cannot be touched or seen. They can only be felt.

**Examples:** joy, love, hatred, wit and youth.

Abstract nouns may be formed from other words.

Words	Abstract Nouns
1. foolish (adjective)	foolishness
2. kind (adjective)	kindness
3. patient (adjective)	patience
4. mother (noun)	motherhood
5. scholar (noun)	scholarship
6. punish (verb)	punishment
7. attend (verb)	attendance
8. think (verb)	thought

**Abstract nouns** often end with the suffixes given below.

-tion, -age, -ship, -ment, -hood, -ness and -ity.

**Examples:** celebration, shortage, scholarship, shipment, neighbourhood, goodness and purity.

Abstract nouns are uncountable nouns as they cannot be counted.



**C** Complete the following conversation by filling in the blanks with suitable abstract nouns from the box.

imagination pleasure education  
curiosity intelligence creativity

**Aman** : I have to complete my science project. I take it as a challenge. It's not easy. But learning while doing is important for what we consider as complete \_\_\_\_\_.

**Chetan** : Well, I know that your \_\_\_\_\_ and \_\_\_\_\_ will help you make it well.

**Aman** : I have been thinking about the project for the past two days. Now, I have decided to make a robotic puppet. It needs a great deal of \_\_\_\_\_.

**Chetan** : Wonderful! You have really aroused my \_\_\_\_\_ about your project. I would like to visit your house and take a look at how things are going.

**Aman** : Sure. It will be my \_\_\_\_\_ to show you what I have made, though it is only partly ready.

**Chetan** : Never mind. I would love to see it.

**Aman** : Sure.



**D** Form abstract nouns from the following words.

- |              |       |           |       |
|--------------|-------|-----------|-------|
| 1. brave     | _____ | 2. honest | _____ |
| 3. loyal     | _____ | 4. angry  | _____ |
| 5. beautiful | _____ | 6. think  | _____ |
| 7. know      | _____ | 8. friend | _____ |

### Countable and Uncountable Nouns

- \* You already know that all **countable nouns** are either **singular** or **plural** in form. We add a or an before a singular countable noun, e.g., a car, an aeroplane.

- \* We use the plural form of countable nouns when they are more than one, e.g., cards, tomatoes, daisies.

We may use 'many' or 'a few' before such nouns when they are used as plurals.

**Examples:** many children, a few lilies.

- \* **Uncountable nouns** have no plural form. We use 'much' or 'a little' before such nouns when we refer to their quantity.

**Examples:** 1. Mother kept a little buttermilk for me in the glass.

2. The king's kind deeds won him much praise from the people.

- \* We may use 'some' for both countable and uncountable nouns.

**Examples:** 1. Some people waited near the gate for the chief guest to arrive.

2. Please add some sugar to the tea in the cup.

- \* We use 'some' in the positive sense, and 'any' in the negative sense or in interrogative sentences.

**Examples:** 1. There isn't any water in the jug.

2. Is there any water in the jug?

### More about singular and plural forms of nouns

- \* As discussed earlier, some nouns have no plural forms as they are uncountable, e.g., anger, brilliance, water, etc.
- \* Some nouns are always used in the plural, e.g., a pair of slippers, a pair of shorts.

**E** Fill in the blanks with 'much', 'some' and 'a pair' or 'any'.

1. Mohini drank \_\_\_\_\_ orange juice before she left for school in a hurry.
2. I found it \_\_\_\_\_ easier to walk home.
3. Grandpa bought \_\_\_\_\_ of spectacles because he had lost the old ones.
4. Is there \_\_\_\_\_ ink in the inkpot?



**F** Write M for masculine gender, F for feminine gender and CG for common gender.

- |            |       |            |       |
|------------|-------|------------|-------|
| 1. lion    | _____ | 2. tigress | _____ |
| 3. child   | _____ | 4. girl    | _____ |
| 5. student | _____ | 6. king    | _____ |
| 7. ox      | _____ | 8. vixen   | _____ |

## SECTION C

### Vocabulary

**A** Match the following idioms with their meanings.

- |                                   |  |
|-----------------------------------|--|
| 1. bad egg                        | (a) to be in the situation that another person is in |
| 2. be in somebody's shoes         | (b) not brave  |
| 3. chicken-hearted                | (c) to feel uncomfortable in a situation             |
| 4. to be like a fish out of water | (d) as good as secured                               |
| 5. in the bag                     | (e) bad person                                       |
| 6. hale and hearty                | (f) in good health                                   |

**B** Use these idioms given above in sentences of your own.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**C** Combine words in the two columns to form compound words to fill in the crossword puzzle. The first one has been done for you as an example.

										<sup>1</sup> S T A I R C A										<sup>5</sup> S E													
<b>A</b>										<b>B</b>										<sup>2</sup> U													
1. stair										(a) side																							
2. up										(b) let										<sup>3</sup> L													
3. lamp										(c) noon												<sup>6</sup> A											
4. to										(d) case												<sup>4</sup> T										<sup>7</sup> E	
5. sun										(e) light																							
6. after										(f) shade																							
7. every										(g) thing																							

**D** Refer to a dictionary and find out the difference in meanings between each pair of word.

1. bazar \_\_\_\_\_  
bizarre \_\_\_\_\_
2. born \_\_\_\_\_  
borne \_\_\_\_\_
3. desert \_\_\_\_\_  
dessert \_\_\_\_\_

**E** Add '-tion', '-age', '-ship', '-hood', '-ness' or '-ity' to form abstract nouns from the words given below. Make the necessary changes in the spellings wherever needed.

- |              |       |           |       |
|--------------|-------|-----------|-------|
| 1. pilgrim   | _____ | 2. dealer | _____ |
| 3. celebrate | _____ | 4. mother | _____ |
| 5. sick      | _____ | 6. pure   | _____ |

## SECTION D

### Writing

**A** Imagine you had to shift to Jaipur after your father got transferred and you joined a new school there. You miss your friends. But you have also made new friends in the new school and feel quite happy about it. Write a letter to your friend telling him/her how you had to leave for Jaipur in a hurry. Also, mention a few things about your new school and new friends.

House no. 23

Sunlight Colony

Jaipur

\_\_\_ 20 \_\_\_

My dear \_\_\_\_\_

Hope you and your family are fine. I have joined a new \_\_\_\_\_

Say my 'hello' to \_\_\_\_\_ and convey my regards to \_\_\_\_\_

Your loving friend,

**B** Take a cutting from a newspaper. Circle the proper nouns, underline the common nouns and make brackets for abstract nouns. Read it out in the class.

# 3

## My Elder Brother

### SECTION A

#### Reading Comprehension

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

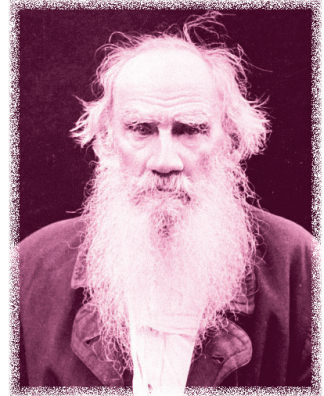
Leo Tolstoy ranks as one of the world's greatest writers. The Russian novelist's work 'War and Peace' is regarded as one of the greatest novels ever written.

Leo Tolstoy was born in a Russian aristocratic family in Tula Province, Russia on 9 September 1828.

In the 1860s, he wrote his first great novel 'War and Peace'. In 1873, Tolstoy started to write the second of his most popular novels, 'Anna Karenina'. He continued to write fiction throughout the 1880s and 1890s. One of his most acclaimed works was 'The Death of Ivan Ilyich'. He wrote many other novels, plays and essays too.

Leo Tolstoy expressed his ideas on non-violent resistance in his work 'The Kingdom of God is Within You' in 1894. It had a great impact on Mohandas Karamchand Gandhi and Martin Luther King, Jr.

Tolstoy used ordinary events and characters to write about war, religion and various other topics. His work is in uncomplicated style and shows his deep understanding of human nature. He paid a lot of attention to the details of everyday life. His works are very popular even today. He died on 20 November 1910.



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

1. Leo Tolstoy was an American writer.
2. In the 1860s, Leo Tolstoy wrote his first great novel 'War and Peace'.
3. Tolstoy's stories are always about extraordinary people with remarkable achievements.

**B** Fill in the blanks with suitable words.

1. In 1873, Tolstoy started to write his second most popular novel, \_\_\_\_\_.
2. Leo Tolstoy wrote in \_\_\_\_\_ style and he had deep understanding of \_\_\_\_\_.
3. Leo Tolstoy died on \_\_\_\_\_.

**C** Answer the following questions in brief.

1. Where and when was Leo Tolstoy born?

---

---

2. Who were greatly influenced by 'The Kingdom of God is Within You' and how?

---

---

3. What did Leo Tolstoy mainly write about in his novels and stories? (Mention any three)

---

---

---

**D** Make sentences with:

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

---

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

## SECTION B

### Grammar Spotlight

#### Adjectives

##### Meaning and Function of an Adjective

An adjective, as you know, is a defining word, i.e., it gives an extra information about the noun or pronoun it defines.

**Examples:** She is a **clever** girl. She is **clever**.

**A** Identify the adjectives in the following sentences by underlining them. Also, write whether a particular adjective has been used attributively or predicatively.

1. She is an honest worker.
2. Of all her sisters, she is most beautiful.
3. The school has started a wonderful plan to curb late-coming.
4. Answers to the questions posted to a politician are often vague.
5. Our Principal always narrates an interesting story in the morning assembly.

**B** Underline the adjectives used in the following sentences and mention their type in the space provided.

1. He is a courageous boy. \_\_\_\_\_
2. My grandfather takes a lot of sugar in his tea and milk. \_\_\_\_\_
3. He can sing in four languages with fluency. \_\_\_\_\_
4. She has donated all her property to a charitable trust. \_\_\_\_\_



5. This bike is mine, and that bike is my friend's. \_\_\_\_\_
6. These players are also the best students of our school. \_\_\_\_\_
7. Which unit in the English Reader did you like most? \_\_\_\_\_
8. What time do you leave for your school? \_\_\_\_\_
9. What an interesting story! \_\_\_\_\_
10. What beautiful dogs! \_\_\_\_\_
11. Only I could satisfy the teacher with my answer. \_\_\_\_\_
12. This is my own scheme. \_\_\_\_\_

**C** Complete the following sentence by filling in appropriate words.

An adjective is used \_\_\_\_\_ in a sentence. But in one situation we use it just \_\_\_\_\_ a noun and in another \_\_\_\_\_ of a sentence. When we use it \_\_\_\_\_ a noun its use is called \_\_\_\_\_ use. When it is used \_\_\_\_\_ of a sentence its use is called \_\_\_\_\_ use.

- Examples:** 1. \_\_\_\_\_ (attributive use)  
2. \_\_\_\_\_ (predicative use)

**D** Identify the degrees of comparison in the following sentences. Also write P for positive degree, C for comparative degree and S for superlative degree against the sentences in the space provided.

1. Yoga is good for our physical and mental health. \_\_\_\_\_
2. Yoga is more useful than jogging for good health. \_\_\_\_\_
3. Yoga is the most sought after activity for people these days. \_\_\_\_\_
4. She is the best singer of our school. \_\_\_\_\_
5. Our Principal is an effective educational leader. \_\_\_\_\_
6. Girls are said to be more emotional than boys. \_\_\_\_\_

## SECTION C

### Vocabulary

**A** Make adjectives from the following nouns and write them in the space provided.

- |              |       |               |       |
|--------------|-------|---------------|-------|
| 1. bravery   | _____ | 2. beauty     | _____ |
| 3. cowardice | _____ | 4. honesty    | _____ |
| 5. poverty   | _____ | 6. creativity | _____ |

**B** Write the antonyms of the adjectives you have formed above.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

## SECTION D

### Writing

**A** Write 8 sentences on My Brother/Sister/My Favourite Cousin using any 8 adjectives.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# 4

## The Return of the Lion

### SECTION A

#### Reading Comprehension

Read the given passage carefully.

Shivaji Bhonsle was born at the hill-fort of Shivneri, near the city of Junnar. Shivaji's father, Shahji, was a military leader and jagirdar of Pune and Supa. He started his military career with Nizamshahi of Ahmadnagar and later joined the Mughals briefly. Later, he joined the Adil Shahi sultanate of Bijapur for the rest of his career.

Shivaji's mother, Jijabai, was the daughter of Lakhuji Jadhav of Sindkhed, a jagirdar under the Nizamshahi, and later with the Mughals.

Shivaji was the fifth son born to Jijabai, and three of his siblings died as infants. Sambhaji, his elder brother, survived.

Shivaji was very devoted to his mother Jijabai. He was trained at Bangalore (now Bengaluru) along with his brother, under the guidance of Shahaji. Later, he was trained at Pune under the supervision of his mother. Shivaji became a skilled fighter and a good horse-rider. The military commanders Kanhoji Jedhe and Baji Pasalkar taught Shivaji martial arts. He was taught swordsmanship by Gomaji Naik Pansambal, who later served as his military advisor.

Shivaji was greatly interested in religious teachings and often spent time with Hindu and Muslim saints wherever he went. He was a legendary Maratha king who established the Maratha kingdom in western India. He fought the



Mughals and took up the title Kshatriya Kulavantas Simhasanadheeswar Chhatrapati Shivaji Maharaj. He died in April 1680 at Raigadh Fort due to illness.

**A** Fill in the blanks with suitable words.

1. Shivaji Bhonsle was born in the hill-fort of \_\_\_\_\_, near the city of \_\_\_\_\_.
2. Shivaji's father was \_\_\_\_\_ and his mother was \_\_\_\_\_.
3. Shivaji was the \_\_\_\_\_ son born to Jijabai; his three siblings died and only his elder brother, \_\_\_\_\_, survived.
4. Shivaji was trained with his brother at \_\_\_\_\_ under the guidance of Shahaji.
5. After training, Shivaji became \_\_\_\_\_ and a good \_\_\_\_\_.

**B** Answer the following questions.

1. What do you know about Shivaji's father?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Who was Jijabai's father and what do you know about him?  
\_\_\_\_\_  
\_\_\_\_\_
3. Who taught Shivaji martial arts?  
\_\_\_\_\_  
\_\_\_\_\_
4. How can you say that Shivaji was very interested in religious teachings?  
\_\_\_\_\_  
\_\_\_\_\_

**C** Frame sentences with the following words.

1. leader \_\_\_\_\_  
\_\_\_\_\_
2. devoted \_\_\_\_\_  
\_\_\_\_\_
3. interested \_\_\_\_\_  
\_\_\_\_\_

## SECTION B

### Grammar Spotlight

#### Pronouns

- \* Pronouns are words used in place of nouns. Personal pronouns can be in the first person, second person or third person.
- \* The first person personal pronouns refer to the person speaking, second person to the person spoken to and third person to the person spoken about.

**Example:** **We** told **you** that **she** had gone out of station.

The highlighted words are personal pronouns.

'We' is in the first person, 'you' is in the second person and 'she' is in the third person.

**A** Read the following passage and pick out the personal pronouns. Also, write them in the correct columns.

Rishabh is a good cyclist. He goes for cycling every Sunday morning. Some friends also go along with him. He said to them one day, "You follow me. We will go along the stream and explore new places." They rode together and had an adventurous ride.

## Personal Pronouns

First Person	Second Person	Third Person

### More About Pronouns

- \* Pronouns like 'this', 'these', 'that' and 'those' are called **Demonstrative Pronouns**.
- \* Pronouns like 'mine', 'ours', 'yours', 'their', 'his' and 'hers' are called **Possessive Pronouns**.
- \* **Reflexive Pronouns** are pronouns like 'myself', 'himself', 'herself', 'yourself', 'yourselves', 'ourselves', 'itself' and 'themselves'.
- \* **Relative Pronouns** are the words 'that', 'which', 'who', 'whose' and 'whom'. They are placed close to the noun or pronoun they refer or relate to.
- \* **Interrogative Pronouns** are pronouns like 'who', 'what', 'whom', 'whose' and 'which', and they are used to ask questions.

- Examples:**
1. **This** is an old monument. (Demonstrative Pronoun)
  2. The red car near the gate is **mine**. (Possessive Pronoun)
  3. Sheetal baked the cake **herself**. (Reflexive Pronoun)
  4. **Who** was the first President of India? (Interrogative Pronoun)
  5. This is the boy **who** helped the poor woman. (Relative Pronoun).

**B** Look at the given pictures and write two sentences about each picture with at least one pronoun in each pair of sentence.

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



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

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



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

**C** Tick (✓) the correct pronoun.

1. (This/These) is a big swimming pool.
2. The driver blamed (himself/itself) after the car skidded off the road.
3. We designed the school magazine cover (itself/ourselves).
4. The red dress is the one (which/whose) mother selected for me.



**D** Replace the underlined words with suitable pronouns and rewrite the sentences.

1. Ram Nath Kovind is the President of India. Ram Nath Kovind lives in the Rashtrapati Bhawan. The Rashtrapati Bhawan has many rooms and a huge garden.



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2. Abraham Lincoln was the sixteenth President of the United States. Abraham Lincoln struggled a lot in Abraham Lincoln's life before Abraham Lincoln achieved success.

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**E** Fill in the blanks with 'that'/'which'/'who'/'whose'/'whom'.

1. I met the boy \_\_\_\_\_ the President had given a bravery award.
2. The book, \_\_\_\_\_ I lost yesterday, was found by my brother.
3. I selected the shirt \_\_\_\_\_ had red buttons.
4. Mother met the girl \_\_\_\_\_ is our class monitor.
5. The policeman spoke to the lady \_\_\_\_\_ purse was snatched.
6. \_\_\_\_\_ mother teaches in an Art and Craft institute?





## SECTION C

### Vocabulary

**A** Fill in 'ie' or 'ei' in the blanks and form meaningful words:

- |               |            |
|---------------|------------|
| 1. ch___f     | 2. l___d   |
| 3. bel___f    | 4. gr___f  |
| 5. n___ghbour | 6. f___ld  |
| 7. c___ling   | 8. w___ght |

**B** Choose the correct letters from the brackets and fill in the blanks to form complete words.

1. It was so foggy that even the nearby buildings were not vis\_\_\_\_\_. (ible, able)
2. My friends are very good and depend \_\_\_\_\_. (ible, able)
3. The apple pie tasted horr\_\_\_\_\_. (able, ible)
4. The seats of this car are very comfort\_\_\_\_\_. (ible, able)
5. River rafting is not suit\_\_\_\_\_ for small children. (ible, able)
6. The shopkeeper gave Rishi a samp\_\_\_\_\_ of freshly baked cookies to taste. (le, ible)

**C** Find the meanings of following words from the dictionary and then use them to frame sentences of your own.

1. durable \_\_\_\_\_  
\_\_\_\_\_
2. muddle \_\_\_\_\_  
\_\_\_\_\_
3. communicable \_\_\_\_\_  
\_\_\_\_\_



## SECTION D

### Writing

**A** Add your own words to complete the following conversation.

Teacher : Children, today \_\_\_\_\_ Shivaji Maharaj.

Puneeta : Ma'am, can \_\_\_\_\_ lesson?

Teacher : Now, you all \_\_\_\_\_ read the lesson.

Malini : Excuse me, ma'am, I forgot to \_\_\_\_\_. Can I sit with \_\_\_\_\_?

Teacher : Yes. But remember to \_\_\_\_\_.

Malini : Thank you, \_\_\_\_\_. I will \_\_\_\_\_.

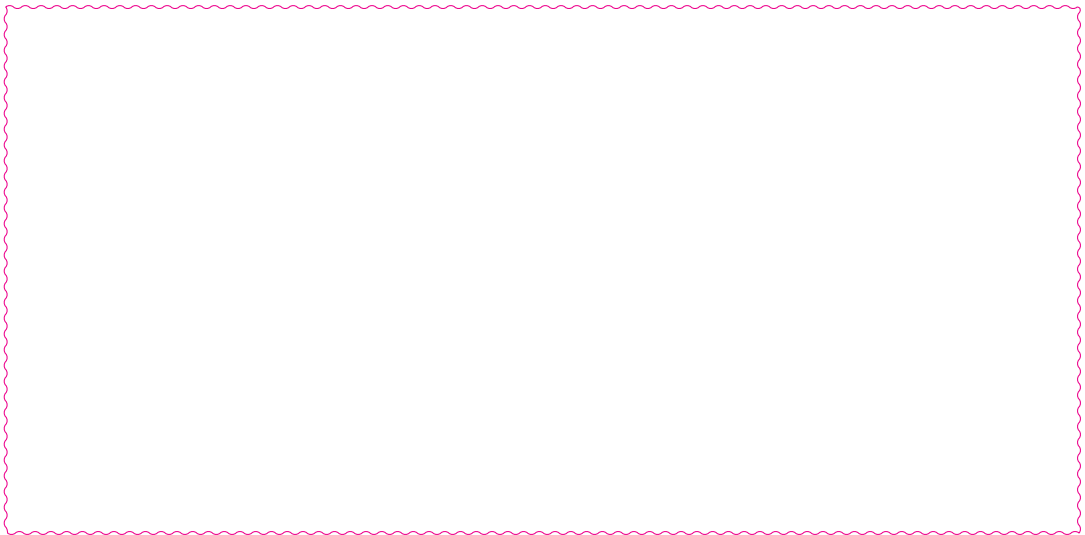
Teacher : Before Puneeta reads, let me \_\_\_\_\_ about \_\_\_\_\_.

He was an \_\_\_\_\_ king who founded the \_\_\_\_\_ empire. Look at his \_\_\_\_\_ in the textbook.

All students : Yes, \_\_\_\_\_.

Teacher : Puneeta, now \_\_\_\_\_ reading.

**B** Paste the pictures of any two ancient forts in India in the box.



# 5

## The Speaking Trees

### SECTION A

#### Reading Comprehension

Read the given passage carefully.

The Great Banyan is a tree located in Acharya Jagadish Bose Indian Botanic Garden, Howrah, near Kolkata. It is over 250 years old. It is also mentioned in the travel books of the nineteenth century. The tree was damaged by two great cyclones in 1884 and 1886. Many of its branches were broken and exposed to the attack of a fungus then.

The Great Banyan tree looks like a forest rather than an individual tree. The main trunk of the tree decayed and so it was removed in 1925. The tree now lives without its main trunk. The tree now lives without its main trunk. The tree is spread over 14,500 square metres. The present crown of the tree has a circumference



of about 1 kilometre and its highest branch rises to about 25 metres. It has about 3,300 aerial roots reaching down to the ground from its branches and stem.



**A** Tick (✓) the correct option.

- The Great Banyan is located in Acharya Jagadish Bose Indian Botanic Garden, Howrah, near  
(a) Chennai.  (b) Mumbai.   
(c) Kolkata.  (d) Delhi.
- The tree was damaged years ago by  
(a) lightning.  (b) two cyclones.   
(c) fire.  (d) earthquake.
- The Great Banyan looks like  
(a) a forest.  (b) a peepal tree.   
(c) a single tree.  (d) a bush.

**B** 'Spread over' means 'covers'. Given below are some phrases with the word 'spread'. Match the phrases with their correct meanings.

**Phrases**

- spread all over
- spread the word
- spread something out
- spread like wildfire
- spread your wings
- spread yourself too thin

**Meanings**

- (a) to tell others about something
- (b) (for something) to spread rapidly
- (c) to do new and different things
- (d) to try to do too many things at the same time
- (e) found everywhere
- (f) to open or lay something on a wider area

**C** Fill in the blanks with suitable words.

- The Great Banyan is over \_\_\_\_\_ old.
- The tree was damaged by two cyclones in \_\_\_\_\_ and \_\_\_\_\_.
- The main trunk of the tree was removed in 1925 because it \_\_\_\_\_.
- The tree is spread over \_\_\_\_\_ metres.
- It has about \_\_\_\_\_ aerial roots reaching down to the ground.

## SECTION B

### Grammar Spotlight

#### Verbs

The auxiliary verbs are those verbs which are used with the main verbs as helping verbs. So they are also known as the **helping verbs**. Examples of helping words include are, have, do, can, may, might, will, would, shall, should and must.

**A** Fill in the blanks using appropriate auxiliary verbs.

1. Why \_\_\_\_\_ you losing your temper without knowing the facts of the case?
2. \_\_\_\_\_ you wait for the school bus, or \_\_\_\_\_ you wait for your father to come?
3. She \_\_\_\_\_ be leaving for Hyderabad tomorrow to attend her cousin's marriage.
4. She \_\_\_\_\_ definitely help you when you approach her with a request.

#### Other Verbs

Except auxiliary verbs, most verbs are active or doing words, e.g., **sing, play, write, dance**, etc.

Of these verbs, some need an object (i.e., the person or thing receiving the action) to convey their full sense. Such verbs are called **transitive verbs**. But there are some verbs that do not need any object for the completion of their meaning. Such verbs are called **intransitive verbs**.

These two major categories of action verbs can be further divided into strong and weak verbs. Weak verbs are those that form their past tense by adding -ed/-d/-t at the end, e.g., play - play**ed**; invite - invited**d**; dream - dream**t**.



Strong verbs, on the other hand, form their past tense by changing themselves within. For example, write - **wrote**; break - **broke**; catch - **caught**.

**B** Underline the verbs in these sentences. Write whether the verbs are transitive or intransitive.

1. The clown laughed loudly.
2. Mallika dances beautifully.
3. The man is selling vegetables.
4. The principal remembered Shailja's name.
5. Mr Beri keeps good health.

**C** Write the past tense of the following verbs (both past and past participle forms).

- |             |       |       |
|-------------|-------|-------|
| 1. speak    | _____ | _____ |
| 2. invite   | _____ | _____ |
| 3. write    | _____ | _____ |
| 4. erase    | _____ | _____ |
| 5. telecast | _____ | _____ |
| 6. wet      | _____ | _____ |
| 7. split    | _____ | _____ |
| 8. begin    | _____ | _____ |
| 9. bet      | _____ | _____ |
| 10. read    | _____ | _____ |
| 11. build   | _____ | _____ |
| 12. see     | _____ | _____ |
| 13. go      | _____ | _____ |
| 14. learn   | _____ | _____ |
| 15. try     | _____ | _____ |

# SECTION C

## Vocabulary

**A** Add prefixes 'im' or 'in' and form new words.

- |             |       |              |       |
|-------------|-------|--------------|-------|
| 1. proper   | _____ | 2. efficient | _____ |
| 3. polite   | _____ | 4. fertile   | _____ |
| 5. toxicate | _____ | 6. decisive  | _____ |

# SECTION D

## Writing

**A** Imagine that you got lost in a forest one day and a woodcutter helped you find your way back home. You were very happy to be reunited with your parents. Write a thank you note to Mr Woodcutter, your new friend.



\_\_\_\_\_ 20 \_\_\_\_\_

Dear Mr \_\_\_\_\_

I wish to thank \_\_\_\_\_

I was completely \_\_\_\_\_

Thank you once again.

Your friend

\_\_\_\_\_

# 6

## The Lady with the Lamp

### SECTION A

#### Reading Comprehension

Read the given passage carefully.

Since the creation of the International Committee of Red Cross (ICRC) in 1863, its main **objective** has been to provide protection and assistance to victims of war. The International Red Cross is an international **humanitarian** movement. It has branches in almost every country of the world and about 97 million volunteers are working for it. A red cross on a white background is its emblem. The ICRC is an **impartial**, **neutral** and independent organisation. It organises nursing care and proper treatment of those who are injured in war or taken as prisoners of war. It also helps in the search for missing persons during war and protects and takes care of citizens in the affected areas. It also assists people during disasters and other emergencies.



The Florence Nightingale Medal was **instituted** in 1912. It is given by the International Committee of the Red Cross. It was **initially** given to six nurses, **annually**. The medals were given to only female nurses, but in 1991 some changes were made in the regulations. Now both men and women are awarded every two years to a maximum number of fifty recipients all over the world. Each recipient is given a medal and a diploma that is usually presented by the Head of the State at a ceremony in their own country.



In 2011, the medals were awarded to 39 recipients from 19 countries. The Indian Red Cross Society came into being in 1920. It has about 700 branches all over the country.

## New Words

**objective:** aim; **humanitarian:** concerned with promoting human welfare; **impartial:** fair and just, treating all equally; **neutral:** not helping either of the two opposing sides; **instituted:** established; **initially:** at first; **annually:** yearly

### A Tick (✓) the correct option.

- The International Red Cross is an international  
(a) political movement.  (b) religious movement.   
(c) women's movement.  (d) humanitarian movement.
- The Florence Nightingale Medal is awarded to deserving  
(a) authors.  (b) actors.   
(c) nurses.  (d) politicians.
- The Florence Nightingale Medal was instituted in  
(a) 1812.  (b) 1612.   
(c) 2012.  (d) 1912.
- The Florence Nightingale Medal is awarded to both men and women from  
(a) the United Kingdom.  (b) the United States.   
(c) India.  (d) all over the world.

### B Fill in the blanks with suitable words from the passage.

- The International Committee for Red Cross was created in \_\_\_\_\_ for \_\_\_\_\_.
- The ICRC is an \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ organisation.
- Apart from protecting and helping soldiers and others affected by wars, the ICRC also helps people during \_\_\_\_\_ and \_\_\_\_\_.



4. The Florence Nightingale Medal was instituted in \_\_\_\_\_.
5. The Indian Red Cross Society came into being in \_\_\_\_\_.

**C** Answer the following questions in brief.

1. Give the full form of the ICRC.

\_\_\_\_\_

2. Mention one way in which the ICRC helps those affected by a war.

\_\_\_\_\_

3. What was the result of the changes in regulations in 1991 regarding the awarding of the Florence Nightingale Medal?

\_\_\_\_\_

4. What is given to each recipient of the Florence Nightingale Medal?

\_\_\_\_\_

**D** Refer to a dictionary to find the meanings of the following words.

- |              |       |               |       |
|--------------|-------|---------------|-------|
| 1. volunteer | _____ | 2. assistance | _____ |
| 3. citizen   | _____ | 4. regulation | _____ |

## SECTION B

### Grammar Spotlight

#### Present Tense

Study the different forms of the present tense.

- |                               |                                |                                      |
|-------------------------------|--------------------------------|--------------------------------------|
| (a) Simple Present Tense      | Rina <b>sings</b> a song.      | Most girls <b>sing</b> well.         |
| (b) Present Progressive Tense | Rina <b>is singing</b> a song. | The girls <b>are singing</b> a song. |
| (c) Present Perfect Tense     | Rina <b>has sung</b> a song.   | The girls <b>have sung</b> a song.   |

The present perfect continuous/present progressive tense is used to express an action that started in the past but is going on at the time of speaking. We also mention the duration of time for which the action has been going on. For a verb in the present perfect continuous tense, we write: has/have + been + verb + -ing. We mention the time duration in this tense form by using 'for' or 'since'.

**Examples:** 1. The nurse has been attending the patient **for** an hour.

2. We have been waiting at the hospital for you **since** morning.

**A** Underline the verbs and state whether they are in the simple present, present progressive, present perfect or present perfect continuous tense.

1. Mira is a nurse. \_\_\_\_\_
2. The doctor is leaving for his clinic. \_\_\_\_\_
3. People are afraid of war. \_\_\_\_\_
4. The patient is looking out of the window. \_\_\_\_\_
5. The nurse has opened the door for the doctor. \_\_\_\_\_
6. Mira's parents have gone out. \_\_\_\_\_
7. The wounded soldier has been shouting for help for two hours. \_\_\_\_\_

**B** Fill in the blanks with the suitable form of verbs given in the brackets according to the tense form mentioned with each sentences.

1. Chandra \_\_\_\_\_ (go) to the gym every Sunday. (Simple Present Tense)
2. Vinay \_\_\_\_\_ (play) the guitar in his room. (Present Progressive Tense)
3. She \_\_\_\_\_ (leave) for the airport. (Present Perfect Tense)
4. He \_\_\_\_\_ (eat) his lunch. (Present Perfect Tense)
5. He \_\_\_\_\_ (watch) TV for two hours. (Present Perfect Continuous Tense)

**C** Use the suitable form of the verbs given in the brackets to complete the following sentences in the present perfect tense. One has been done for you as an example.

1. Dipti has written (write) a story.
2. Tom \_\_\_\_\_ (submit) his project work.
3. Suhasini \_\_\_\_\_ (draw) a picture.
4. Vidushi \_\_\_\_\_ (go) out.

**D** Use the suitable form of the verbs given in the brackets to complete the following sentences in the present perfect continuous tense. One has been done for you as an example.

1. Ginny has been playing (play) computer games since morning.
2. Sunny \_\_\_\_\_ (work) on the computer for two hours.
3. The singers \_\_\_\_\_ (practise) the new tune for an hour.
4. My parents \_\_\_\_\_ (wait) for the guests since afternoon.

## Past Tense

- \* **The simple past tense** is used for an action that took place in the past.
- \* **The past progressive tense** is used to talk about an action that was going on at some time in the past.

You have also read that the past perfect tense is used when two actions that took place in the past are referred to. We use the the past perfect tense for the action that happened first. The other action that followed is expressed in the simple past tense.

- Examples:**
1. Meghna bought a book on Florence Nightingale yesterday. (Simple Past Tense)
  2. Meghna was reading the book when she got a phone call. (Past Progressive Tense)
  3. She had finished the book before she went to bed. (Past Perfect Tense)

The past perfect continuous tense is used to refer to an action that started in the past and was going on up to the time of speaking or had recently got over. We use 'for' or 'since' with these verbs.

For verbs in the past perfect continuous tense, we write: had + been + verb + -ing.

**Examples:** 1. Juhi had been working in this hospital as a nurse for two years.  
2. The doctors had been treating Pradeep since 2010 before he finally got cured.

**E** Complete the following passage by adding suitable form of the verbs given in the brackets.

Minal's mother \_\_\_\_\_ (be) in the hospital for ten days. She \_\_\_\_\_ (feel) upset and \_\_\_\_\_ (wait) for her during that time. Minal \_\_\_\_\_ (hug) her mother when she \_\_\_\_\_ (return) home. The doctors and nurses \_\_\_\_\_ (treat) her for some heart problem while she was in the hospital.

**F** Fill in the blanks with verbs given in the brackets in the past perfect continuous tense. The first one has been done for you as an example.

1. Sohail had been learning (learn) boxing for one year.
2. Mr Gagan Sood \_\_\_\_\_ (work) in this office since 1995.
3. The students \_\_\_\_\_ (practise) the play for two weeks.
4. Ms Sonia Suri \_\_\_\_\_ (head) Sunshine Public School as Principal since 2010.
5. I \_\_\_\_\_ (wonder) whether to telephone you when you rang me yourself.
6. We \_\_\_\_\_ (walk) for about an hour when the storm started.
7. I didn't know how long she \_\_\_\_\_ (sit) there.

# SECTION C

## Vocabulary

**A** Match the following phrases with their meanings.

### Phrases

1. a sea change
2. a dish fit for the gods
3. all of a sudden
4. a sorry sight
5. bag and baggage
6. dash to pieces

### Meanings

- (a) all at once, without warning
- (b) a painful sight
- (c) with all of one's belongings
- (d) to break something into small pieces
- (e) a marked change
- (f) a preparation of high quality

**B** Add prefixes 'un' or 'dis' and form new words that mean the opposite of the following words.

1. satisfied \_\_\_\_\_
2. true \_\_\_\_\_
3. contented \_\_\_\_\_
4. safe \_\_\_\_\_
5. please \_\_\_\_\_
6. like \_\_\_\_\_
7. comfort \_\_\_\_\_
8. colour \_\_\_\_\_
9. common \_\_\_\_\_
10. appear \_\_\_\_\_
11. likely \_\_\_\_\_
12. fold \_\_\_\_\_
13. grateful \_\_\_\_\_

# SECTION D

## Writing

**A** Use any of the four phrases given in Section A on the previous page to frame sentences.

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

**B** Imagine you met Florence Nightingale while you were injured in a war and she treated you at the military hospital. Write about your experience in two small paragraphs. You may take help from the given clues.

– was badly injured in the war – admitted to military hospital – great pain in one leg – couldn't walk – Florence Nightingale – medicines, ointment, bandage – attended to me personally – held a lamp and visited all the injured and the sick in the hall – saw that we were given proper food – clean sheets – caring and compassionate – left the hospital – thanked – gifted a flower

You may begin by writing –

I was unconscious when I was brought to ...

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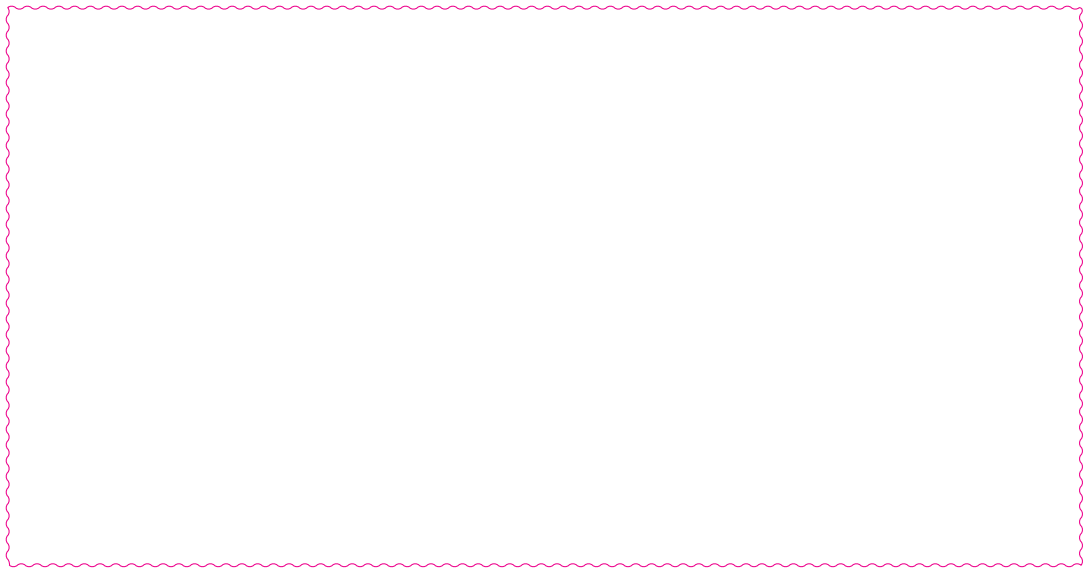
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**C** Make a Thank You card for your mother who takes care of you when you fall sick. Also, decorate it.



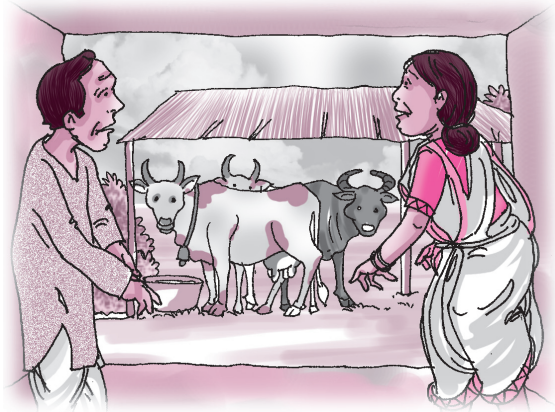


## SECTION A

## Reading Comprehension

Read the given passage carefully.

In a small village in West Bengal lived an old couple, called Kakamoshai and Kakima. They **cultivated** and grew crops on a small piece of land that they owned and lived in a mud hut with a thatched roof on the **outskirts** of the village. They had two cows and a bull, named Nitai.



Kaka was a tall man who walked with his head held high, though he was old. Kaki was short and plump. Kaka would **rarely utter** a word while Kaki was very talkative and always had an interesting tale to share with him. Whenever she talked too much, he would go out to work in the fields. They did not have any children. For forty years, they had lived together happily. But one day, the peace of the house was disturbed. They had a big fight!

One morning, Kaka went out to bathe in the nearby river as usual. He **flung** his towel into the water to wash it. To his surprise, a big fish got caught in it. He rushed back home with the fish wrapped in his towel. He asked Kaki to prepare delicious fish curry right away. Kaki made preparations to cook it in a rich, creamy gravy. She cleaned the fish and cut it into pieces. She added



some spices, grated coconut and green chillies and put in the fish pieces when the gravy was ready. Meanwhile, Kaka went off to work in the fields. The **aroma** of the fish curry reached him and he was about to return home.

Kaki rushed to the door when she heard a knock. She received a postcard as an invitation for her nephew's marriage to be held soon. The bride-to-be belonged to Kolkata. She soon started thinking about how everyone would be dressed up and what she would wear for the various ceremonies. The marriage would certainly be a grand affair. She was lost in deep thought while the fish curry kept boiling on the fire and got absolutely burnt. Kaka rushed to the house when he sensed something was wrong and shouted at her at the top of his voice. She also got furious. A big argument followed as both of them stamped their feet and shouted at each other. Finally, Kaka left in anger. He said, "I will never forgive you for this." Kaki was in a **nasty** mood and yelled, "I'll not speak to you until Nitai's horns turn blue!"

That was never to be. By afternoon, she realised that she had made a **terrible** mistake. She couldn't spend even a few hours without talking to someone! She decided to take a packet of the washerman's indigo that she would often use for Kaka's white clothes. She made up her mind once and for all that she will colour Nitai's horns blue. She simply couldn't stay without chatting to Kaka. She said to herself, "I'll colour Nitai's horns at night."

In the dead of the night when Kaka was snoring away, she tiptoed to the cattle shed behind the hut with a pot and indigo. In the dark, she added some water and mixed it well and quickly coloured Nitai's horns blue. As she turned to go back, she saw a huge figure blocking the door in the dark. She threw the pot at it and **shrieked** and screeched as loudly as she could. The cows and Nitai also joined her in the protest. Soon she realised it was none other that Kaka himself. Both had a good laugh and they went back chatting away merrily.

## New Words

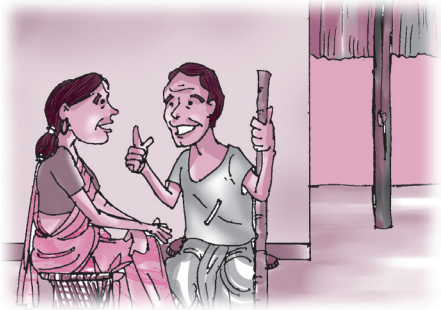
**cultivated:** tilled; **outskirts:** outside; **rarely:** not often; **utter:** say, express;  
**flung:** threw violently; **aroma:** fragrance; **nasty:** bad; **terrible:** big; **shrieked:** cried loudly in a sharp, shrill voice

**A** Tick (✓) the correct option.

1. Kakamoshai and Kakima made a living by  
(a) selling goods.  (b) farming.   
(c) teaching children.  (d) selling fish.
2. One day, a big fish got caught  
(a) in a net.  (b) on a fishing rod.   
(c) in Kaka's towel.  (d) in a basket.
3. The fish curry that Kaki prepared  
(a) was delicious.  (b) was praised by Kaka.   
(c) was too spicy to be eaten.  (d) got burnt.

**B** The various events and details of the story have been given below. They are all jumbled up. Arrange them in the correct sequence and write them in your notebook.

- (a) Kaka brought the fish home and asked Kaki to prepare fish curry.
- (b) Kaki received an invitation for her nephew's marriage.
- (c) Kaka was furious at her and they fought with each other.
- (d) In a small village lived Kakamoshai and Kakima.
- (e) Kaki realised that she had made a mistake.
- (f) They lived happily together for forty years.
- (g) One day a big fish got caught in Kaka's towel while he was bathing in the nearby river.
- (h) Kaki shouted in anger that she would not speak to Kaka until Nitai's horns turned blue.
- (i) She was lost in her thoughts about her nephew's marriage while the fish curry got burnt.
- (j) She decided to colour Nitai's horns blue.



- (k) When Kaki was about to leave the cattle shed, she saw a big figure at the door.
- (l) The old couple lived in a small thatched hut, had two cows and a bull called Nitai.
- (m) She screeched, threw the pot and the cattle joined in her protest.
- (n) She could not live without chatting to Kaka even for a few minutes.
- (o) Kaki soon realised the person at the door was Kaka.
- (p) Kaki took some washerman's colour and coloured Nitai's horns blue.
- (q) They went back chatting with each other happily.

**C** Answer the following questions.

1. What are the ingredients that Kaki used for the fish curry?  
\_\_\_\_\_
2. What was Kaki thinking about when the fish curry got burnt?  
\_\_\_\_\_
3. During the fight, what did Kaki shout and tell Kaka?  
\_\_\_\_\_
4. Why did Kaki realise that she had made a mistake?  
\_\_\_\_\_

## SECTION B

### Grammar Spotlight

#### Future Tense

As you know, we use:

- \* The **simple future tense** refers to an action that will happen in future. 'Shall' and 'will' are used with these verbs.
- \* The **future progressive tense** is used to refer to an action that will continue at some time in future.

- \* The **present progressive/‘Going to’** form is used to refer to a future action that is already planned, or will happen soon or there are indications that it will take place.
- \* The **future perfect tense** refers to an action that will be completed by a particular time in future.

- Examples:**
1. We **will go** to Bengaluru to see the campus of Infosys. (Simple Future)
  2. The train **will be leaving** the station at 4 p.m. (Future Progressive)
  3. Hema **will have read** the biography of Subhash Chandra Bose by this afternoon. (Future Perfect)
  4. Mini **will have given** the biography of Subhash Chandra Bose to Hema to read after breakfast. (Future Perfect)
  5. A team of doctors is **going to examine** the sick child this afternoon. (‘going to’ form)
  6. He is leaving for **Mumbai tomorrow morning**. (Present Progressive Tense)

- \* The future perfect continuous tense refers to an action that begins before the given time in future and continues at the time of speaking with reference to the same point of time. For verbs in the future perfect continuous tense, we write: will have been/shall have been + -ing form of the verb.

- Examples:**
1. The guide **will have been** guiding tourists for an hour by 6 p.m. today.
  2. Malini **will have been taking** medicines for blood pressure for a week when this month comes to an end.

**A** Fill in the blanks with suitable forms of verbs given in the brackets as per the tense forms mentioned with the sentences.

1. Mahima \_\_\_\_\_ (visit) the Victoria Memorial tomorrow. (Simple Future Tense)

2. The nurse \_\_\_\_\_ (give) an injection to Tara after lunch.  
(Future Progressive Tense)
3. The chief guest \_\_\_\_\_ (inaugurate) the new building.  
(‘going to’ form)
4. The Prime Minister \_\_\_\_\_ (leave) for France next week.  
(Present Progressive Tense)

**B** Complete the following sentences with the given verbs in the future perfect continuous tense as shown. The first one has been done for you as an example.

1. Nitin will have been solving (solve) mathematical problems for half an hour when the last period gets over.
2. Shreyas \_\_\_\_\_ (give) a presentation on first aid for an hour when the seminar gets over.
3. The dancers \_\_\_\_\_ (dance) for two hours when the programme gets over.
4. The choir singers \_\_\_\_\_ (sing) for an hour before the play is presented.

## Modals/Modal Auxiliaries

**Modal verbs** or **modals** are auxiliary verbs which can modify the meaning of a main verb. They are used to suggest certainty, possibility, permission, etc. ‘Can’, ‘could’, ‘will’, ‘would’, ‘may’ and ‘might’ are modals/modal auxiliaries.

**C** Fill in the blanks with the correct option.

1. \_\_\_\_\_ (May/Might) I go with you to church on Sunday?
2. I did everything I \_\_\_\_\_ (might/could) but the tap kept on leaking.
3. Trespassers \_\_\_\_\_ (would/will) be prosecuted.
4. We ran as fast as we \_\_\_\_\_ (can/could).

# SECTION C

## Vocabulary

**A** Add '-sion' or '-tion' to the following groups of letters. Form meaningful words and complete the following sentences.

1. Mother went to the municipal corpora\_\_\_\_\_ office yesterday.
2. I could not understand the power point presenta\_\_\_\_\_ given by Lakshita.
3. Cutting down of trees causes soil ero\_\_\_\_\_.
4. There is no need for repeti\_\_\_\_\_ of driving instructions given by Mr Sunil.

**B** Use a dictionary to find out the difference in meanings between the following pairs of words.

1. (a) anxious : \_\_\_\_\_  
(b) eager : \_\_\_\_\_
2. (a) desert : \_\_\_\_\_  
(b) dessert : \_\_\_\_\_
3. (a) lightening : \_\_\_\_\_  
(b) lightning : \_\_\_\_\_
4. (a) stationary : \_\_\_\_\_  
(b) stationery : \_\_\_\_\_
5. (a) affect : \_\_\_\_\_  
(b) effect : \_\_\_\_\_
6. (a) rein : \_\_\_\_\_  
(b) reign : \_\_\_\_\_
7. (a) birth : \_\_\_\_\_  
(b) berth : \_\_\_\_\_



**C**

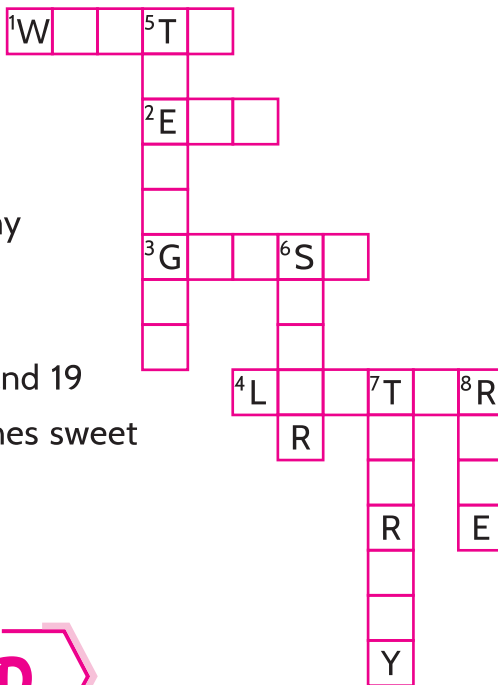
Solve the crossword puzzle with the help of given clues.

**Across**

1. past tense of 'write'
2. a snake-like fish
3. phantom
4. being the second mentioned of any two things or persons

**Down**

5. a person between the ages of 13 and 19
6. something needed for making dishes sweet
7. frighten
8. impolite

**SECTION D****Writing****A**

Write an application to the Principal requesting him/her to grant you leave to attend a marriage in the family to be held in Kolkata.

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# 8

## Blackberries – The Fruit

### SECTION A

#### Reading Comprehension

Read the given passage carefully.

The blackberry is an edible fruit. Blackberries grow wild throughout the United States and Ireland. Harvesting the berries when they ripen is an important pastime in these countries. In many parts of the United States, wild blackberries are sometimes called 'black-caps'.



Blackberries are used to prepare desserts, jams and jelly. They are also used to make pies and crumbles, often mixed with apples too. They are also used to make candy.

Blackberries are rich in vitamin C, vitamin K, folic acid (a type of vitamin B), fibre and minerals.

Many researchers believe that blackberries are rich in antioxidants that help to fight cancer. They are good for the heart too. Ancient Greeks also liked blackberries. They believed that it was a good cure for the diseases of the mouth and throat. The blackberry leaf was also used as a hair dye. And of course, children enjoy it as they are freshly plucked. Mexico is the largest producer of blackberries in the world.



**A** Tick (✓) the correct option.

1. The blackberry is a/an

(a) poisonous fruit.

(b) inedible fruit.

(c) edible fruit.

(d) rare fruit.

2. Blackberries are rich in

(a) protein.

(b) vitamins.

(c) salt.

(d) sugar content.

**B** Fill in the blanks with suitable words and complete the sentences.

1. Blackberries grow wild throughout \_\_\_\_\_ and \_\_\_\_\_.

2. In some parts of the US, wild blackberries are also called \_\_\_\_\_.

3. Blackberries are rich in antioxidants that help to fight \_\_\_\_\_.

**C** Answer the following questions.

1. Name any three delicious things that can be prepared with blackberries.

2. What vitamins are blackberries rich in?

3. Which country is the largest producer of blackberries in the world?

**D** Find words in the passage that mean the following.

1. grow naturally in abundance \_\_\_\_\_

2. could be used to treat \_\_\_\_\_

## SECTION B

### Grammar Spotlight

#### Articles

\* **A**, **an** and **the** are called **articles** in English grammar. They are placed before the nouns they modify.

**Examples:** **a** pen, **a** table, **an** umbrella, **the** tallest animal

- \* We use a singular countable noun with a, the with **an** when it is referred to for the first time. He use subsequent use of that noun.
- \* We do not use articles before plural countable nouns, proper nouns, names of meals, languages, etc.

**Examples:** 1. Chinese is a difficult language to learn.  
2. Computers are useful machines.

**A** Fill in the blanks with appropriate articles, including zero articles to be indicated by putting a cross (X) in the blank.

1. She is \_\_\_\_\_ good debater and \_\_\_\_\_ best singer of our school.
2. He is \_\_\_\_\_ active worker of the Student's Council of our school.
3. \_\_\_\_\_ apple \_\_\_\_\_ day keeps \_\_\_\_\_ doctor away.
4. \_\_\_\_\_ dinner was given in honour of \_\_\_\_\_ Prime Minister of India.
5. \_\_\_\_\_ gold is no more \_\_\_\_\_ costliest metal now.

## SECTION C

### Vocabulary

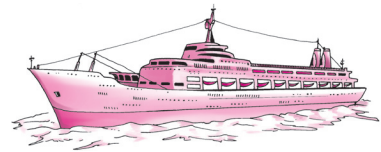
**A** Form word pairs by selecting one word from each set. You may use a word only once.

#### Column A

1. bed
2. decoration
3. tape
4. space
5. lamp
6. fruit
7. bitter
8. door

#### Column B

- (a) knob
- (b) ship
- (c) truth
- (d) cover
- (e) juice
- (f) post
- (g) recorder
- (h) piece



# SECTION D

## Writing

**A** Imagine you got lost in a forest while plucking berries. You saw some wild animals and heard strange sounds. Write a short story about how you felt, what you saw, how you saved yourself and how you returned home. (Word limit – 80 to 100 words)

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**B** Paste pictures of different kinds of jams and jellies available in the market. You can use advertisements too.



## 9

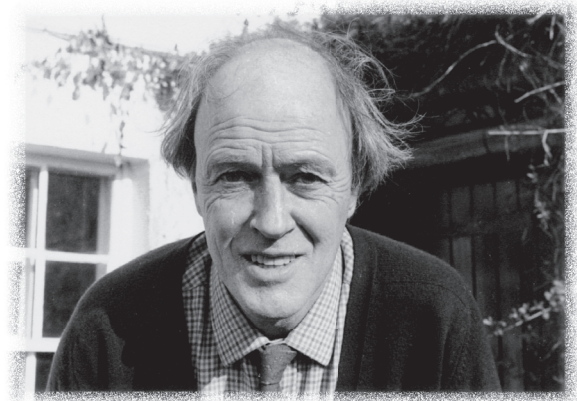
## Tenali Rama Challenges the Magician

## SECTION A

## Reading Comprehension☆☆☆☆

Read the given passage carefully.

*Charlie and the Chocolate Factory* was written in 1964. It is a children's book written by Roald Dahl. The story tells us about the **adventures** of a young boy, Charlie Bucket, who comes from a very poor family. He is selected with four other children to visit the chocolate factory owned by the famous Willy Wonka. Charlie lived in a tiny house with his grandparents and parents.



Roald Dahl

Willy Wonka had hidden a Golden Ticket in five chocolate bars and sent them to different places all over the world. Those who found the tickets would visit the chocolate factory with one person to accompany and finally one of them would win a prize. Charlie luckily found a Golden ticket. He took his grandpa with him. Along with four other children who found the Golden Tickets and the persons accompanying them, he was taken to different parts of the factory. They visited the Chocolate room, the Inventing room and the Nut room and other sections with Willy Wonka. One by one, the selected children got **eliminated**. Charlie was the only child who was left with his



grandpa. He finally won the prize. Together, they went to Charlie's tiny house in a glass elevator. The whole family was taken back to the Chocolate Factory to live there. A movie titled 'Charlie and the Chocolate Factory' was based on this book by Roald Dahl.

## New Words

**adventures:** actions/events full of risk; **eliminated:** removed

### A Tick (✓) the correct option.

- Willy Wonka owned  
(a) a school.  (b) an amusement park.   
(c) a soap factory.  (d) a chocolate factory.
- Charlie lived in a tiny house with his  
(a) uncle and aunt.  (b) cousins.   
(c) grandparents and parents.  (d) parents.
- Willy Wonka had hidden Golden tickets in  
(a) five chocolate bars.  (b) small wooden boxes.   
(c) baskets.  (d) drawers.
- Five children were selected to accompany Willy Wonka and visit  
(a) his chocolate factory.  (b) a movie theatre.   
(c) a zoo.  (d) a restaurant.

### B Answer the following questions.

- Name any two rooms in the chocolate factory that Charlie visited.  
\_\_\_\_\_
- After winning the prize, how did Charlie go to his house?  
\_\_\_\_\_
- Where was Charlie's family taken to after he won the prize?  
\_\_\_\_\_

**C** Give antonyms of the following words.

1. last \_\_\_\_\_ 2. won \_\_\_\_\_  
3. young \_\_\_\_\_ 4. tiny \_\_\_\_\_

## SECTION B

### Grammar Spotlight

#### Prepositions

A **preposition** is a word placed before a noun or pronoun to show its relation with some other noun or pronoun in the sentence. A preposition is often used in a sentence with respect to time, position and place.

- Examples:**
1. The magician reached the king's court in the morning. (time)
  2. The magician stood near Tenali Rama. (position)
  3. The king, magician and courtiers were in the courtroom. (place)

A noun or pronoun following a preposition is called its object.

**Example:** Mina gave the packet of sweets to him.

In this example, 'to' is the preposition and 'him' is the object.

#### Prepositions of Time

Read the list of prepositions related to time.

Preposition	Usage	Example
1. on	* days of the week	* I went to Delhi <u>on</u> Monday.
2. at	* for night * for weekend * a certain point of time	* I reached Delhi <u>at</u> night. * I will go out <u>at</u> the weekend. * I will leave the house <u>at</u> 8 p.m.

Preposition	Usage	Example
3. since	* from what point of time	* I have been taking rest <u>since</u> morning.
4. during	* show when	* I played cricket <u>during</u> lunch break.
5. in	* months/season	* Many flowers bloom <u>in</u> April <u>in</u> the spring season.
	* time of day	* I will go there <u>in</u> the morning or <u>in</u> the afternoon.
	* year	* I joined this school <u>in</u> 2010.
6. for	* over a certain period of time	* I lived in Jaipur <u>for</u> two years.
7. from-to	* marking the beginning and end of a period of time	* I will be at McDonald's from 7 p.m. <u>to</u> 8 p.m.
8. by	* not later than the given time	* I will reach there <u>by</u> 6 p.m.

**A** Fill in the blanks with suitable prepositions from the box.

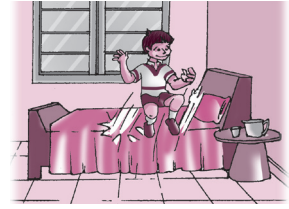
in by at on for into towards

1. The gatekeeper stood \_\_\_\_\_ the door.
2. The magician kept some things \_\_\_\_\_ the floor.
3. 'Charlie and Chocolate Factory' was written \_\_\_\_\_ 1964.
4. The magician moved \_\_\_\_\_ the king's throne and presented him a sword.
5. The gatekeeper walked \_\_\_\_\_ the courtroom when Tenali Rama called out to him.
6. I lived in Mumbai \_\_\_\_\_ two years.
7. *Gitanjali* was written \_\_\_\_\_ Rabindranath Tagore.



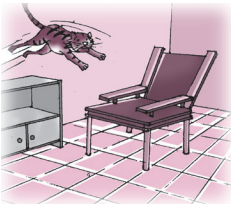
**B** Look at the following pictures and fill in the blanks with suitable prepositions.

1. The little boy jumped \_\_\_\_\_ the bed.



2. Chetan went for a walk \_\_\_\_\_ his house  
\_\_\_\_\_ his friend's house.

3. Chetan walked \_\_\_\_\_ the road to reach his friend's house.



4. The cat jumped \_\_\_\_\_ the chair.

**C** Many prepositions are hidden in the word spiral. Pick out the suitable ones and fill in the blanks.

1. There is a post office \_\_\_\_\_ our school.

2. The teacher stood \_\_\_\_\_ the window.

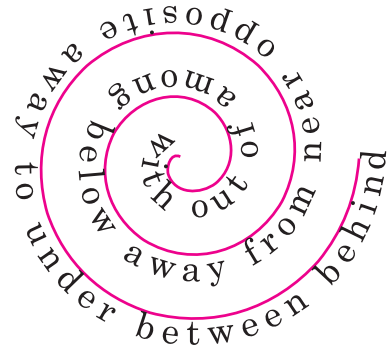
3. Father drove the car \_\_\_\_\_ the crowded place.

4. I play \_\_\_\_\_ my friends every evening.

5. Nilesh could only see the little boy's face who stood \_\_\_\_\_ the counter.

6. The calendar was hung \_\_\_\_\_ the wall.

7. The pigeon flew \_\_\_\_\_ the window when the magician set it free.



8. The king sat \_\_\_\_\_ the courtiers.
9. The magician went \_\_\_\_\_ the king's court all alone.
10. The magician went \_\_\_\_\_ when he was defeated.
11. Divyansh stood \_\_\_\_\_ the bridge while fishing.
12. The museum is located \_\_\_\_\_ two tall buildings.

**D** Pick suitable prepositions and complete the following sentences.

1. The magic show was presented \_\_\_\_\_ 4 p.m. \_\_\_\_\_  
6 p.m. (from - to/ at - to)
2. I could watch the magic show \_\_\_\_\_ just one hour. (at/for)
3. The magician will reach the hall \_\_\_\_\_ 3.30 p.m. (by/for)
4. The show was presented \_\_\_\_\_ the evening. (at/in)
5. The audience clapped many times \_\_\_\_\_ the show. (during/in)
6. People have been waiting for the magician \_\_\_\_\_ afternoon.  
(since/at)
7. The city was brightly lit \_\_\_\_\_ night. (on/at)
8. A magician came to our school \_\_\_\_\_ Friday. (on/at)

## Prepositional Phrases

You have already read that a prepositional phrase is a group of words used as a single preposition and it begins with a preposition.

- Examples:**
1. In order to surf the Internet, I switched on the computer.
  2. According to a research, the Asian tiger may soon become extinct.

The underlined set of words in the above sentences are prepositional phrases.

Some more examples of prepositional phrases are given below.

1. Rohan went to the zoo along with her parents.
2. Grandma gifted me a small puppy in addition to a potted plant on my birthday.

3. In case of an emergency, we should call 100.
4. The school bus was parked in front of the school gate.
5. Mother used curd in place of eggs while making the cake.

**E** Fill in the blanks with appropriate prepositional phrase from the box.

in favour of   according to   along with   because of

1. Alka was popular with her friends \_\_\_\_\_ her good nature.
2. Reeta is too ill to go alone, so I will go \_\_\_\_\_ her.
3. Mr Chopra has made his will \_\_\_\_\_ his son.
4. The first part of the trip went \_\_\_\_\_ the plan.

## Conjunctions

Conjunctions are used to link words, phrases, clauses or sentences. There are two main types: coordinating conjunctions and subordinating conjunctions.

**F** Fill in the blanks with appropriate coordinating conjunctions.

1. I went to the mall \_\_\_\_\_ bought a pair of jeans.
2. She \_\_\_\_\_ her mother took part in the race.
3. Mr \_\_\_\_\_ Mrs Bhatia are rich \_\_\_\_\_ humble.
4. Return my pen \_\_\_\_\_ I will report the matter to the class teacher.

**G** Fill in the blanks with subordinating conjunctions.

1. You will pass \_\_\_\_\_ you work hard.
2. Everyone likes him \_\_\_\_\_ he is very well-behaved.
3. Wait \_\_\_\_\_ I come back.
4. An action \_\_\_\_\_ is done secretly invites some kind of suspicion from people.
5. She asked me \_\_\_\_\_ my aged parents stayed.

# SECTION C

## Vocabulary

### Anagrams

You are already aware that an anagram is a type of word play. The letters of a word or phrase are rearranged to produce a new word or phrase by using all the letters of the original letter only once. The original word or phrase is called the subject of the anagram.

**Examples:** 1. hire – heir      2. host – shot      3. idle – lied

**A** Rearrange the letters of the following words to form new words.

- |           |       |          |       |
|-----------|-------|----------|-------|
| 1. tear   | _____ | 2. leak  | _____ |
| 3. list   | _____ | 4. loot  | _____ |
| 5. lots   | _____ | 6. war   | _____ |
| 7. won    | _____ | 8. dame  | _____ |
| 9. lamp   | _____ | 10. idle | _____ |
| 11. throw | _____ | 12. blow | _____ |
| 13. brag  | _____ | 14. cask | _____ |
| 15. cork  | _____ | 16. read | _____ |

**B** Rearrange the letters of the following anagram phrases to form new words. The first one has been done for you as an example.

1. the eyes they see (2 words)
2. meal for one \_\_\_\_\_ (3 words)
3. a crash \_\_\_\_\_ (2 words)
4. the classroom \_\_\_\_\_ (1 word)

# SECTION D

## Writing

**A** Imagine you went to a book exhibition with your parents. The place was very crowded and you got lost. You were finally able to find your parents. With the help of the pictures and clues, write a narrative paragraph about what happened.



(went to a book exhibition – many bookstalls – bought a comic book about Mandrake the Magician – got lost – parents not to be found – was worried and scared – looked everywhere – a policeman – made an announcement – reunited with parents – felt very happy – thanked the policeman)

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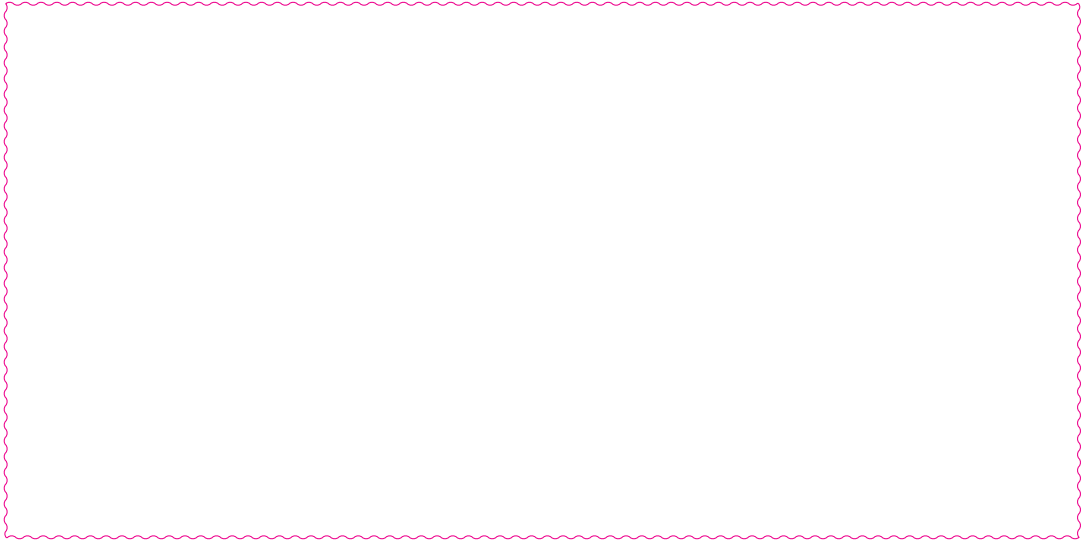
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**B**

Paste two advertisements from newspapers/magazines and underline the prepositions used in them.



## SECTION A

## Reading Comprehension☆☆☆☆

Read the given passage carefully.

Puppets have been used in different parts of the world to narrate **myths, legends**, folktales, moral stories or to make fun of situations and people. So, puppets have been popular and used as a means to entertain, to amuse, to spread religious beliefs or to educate people.

There are different types of puppets. Puppeteers commonly use string puppets, rod puppets, hand or glove puppets and shadow puppets. Different figures are also used by **ventriloquists**. Puppets are usually made out of paper, cloth, wood, metal and plastic.

String puppets are also called marionettes. Their movements are controlled by strings usually attached to a wooden device held above the stage by the puppeteer. Rod puppets are controlled by rods that are attached to their heads, limbs and bodies. Hand or glove puppets are easy to control as they are worn like a glove by the puppeteer over his/her hand or arm. In shadow puppetry, shadows of figures are cast onto a white fabric screen. The audience usually sits on one side of the screen



while the puppeteer controls the puppets on the other side of the screen in front of a light. Shadow puppetry is very popular in Asian countries. Puppets used by ventriloquists are controlled by hands. The audiences feel delighted to see the puppets that appear to talk to the ventriloquist.

The Ishara Puppet Theatre Trust presents 'Ishara, The International Puppet Festival' in Delhi and in other places every year. In March 2013, countries like Russia, Spain, Israel, Italy, Bulgaria and Iran participated in the festival held in Delhi.

## New Words

**myths:** stories from ancient times, especially ones that were told to explain natural events or to describe the early history of people; **legend:** a story from ancient times about people and events that may or may not be true; **ventriloquist:** a person who speaks in such a way as if his/her voice seems to come from another person

### A Tick (✓) the correct option.

- The movements of the string puppets are controlled by  
(a) rods.  (b) strings.   
(c) sticks.  (d) hands.
- In shadow puppetry, the shadows of figures are cast on  
(a) a wall.  (b) a sheet of paper.   
(c) a curtain.  (d) the cinema screen.
- 'Ishara, The International Puppet Theatre Festival' was organised in March 2013 in  
(a) Delhi.  (b) Nagpur.   
(c) Kanpur.  (d) Mumbai.

### B Answer the following questions.

- Name two kinds of stories narrated with the help of puppets.
-



2. Mention two purposes for which puppets can be used.

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3. What are puppets usually made of?

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4. What are marionettes?

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**C** Fill in the blanks with appropriate words.

1. Rod puppets are controlled by rods attached to \_\_\_\_\_

2. Hand or glove puppets are worn by the \_\_\_\_\_

3. Ventriloquists control the \_\_\_\_\_

4. 'Ishara, The International Puppet Theatre Festival' was organised by \_\_\_\_\_

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## SECTION B

### Grammar Spotlight

#### Direct Speech and Reported Speech

We can report what a person has said by:

1. repeating the exact words of the speaker written within inverted commas. This is called **direct speech**.
2. expressing the gist of a speaker's words in our own words, without using inverted commas. This is called **indirect speech**.

When a sentence is changed from **direct speech** to **reported speech**, it undergoes many changes. You already know that we often use 'that' after the reporting verb in reported speech, as shown in the example below. We also make changes in tenses, time, place and personal pronouns.

**Example:** Fiza said, “Tina is listening to music.” (Direct speech) (reporting verb)  
 Fiza said that Tina was listening to music. (Reported speech)  
 (reporting verb)

When we change sentences from direct speech to indirect speech, the following changes take place.

1. The simple present tense changes to the simple past
2. The present continuous tense changes to the past continuous
3. The simple past tense changes to the past perfect

Other changes that take place when sentences change from direct speech to indirect speech are as follows.

will → would; shall → should; here → there; now → then; today → that day;  
 yesterday → the previous day/the day before; tomorrow → the next day;  
 this → that; these → those; here → there.

We use the reporting verb ‘told’ instead of ‘said’ when the reporting verb in direct speech is transitive (a verb with an object) and the person spoken to is mentioned.

The reporting verb ‘said’ is used for general statements. Pronouns also change, as shown below. Words like ‘will’ change to ‘would’, ‘shall’ changes to ‘should’, ‘can’ to ‘could’.

**Examples:**

Direct Speech	Reported Speech
1. Rafiq said, “There <b>is</b> biryani in the lunch box.” (simple present)	Rafiq said that there <b>was</b> biryani in the lunch box. (simple past)
2. Madhumita said, “Christina <b>is taking</b> out a box of sweets.” (present continuous)	Madhumita said that Christina <b>was taking</b> out a box of sweets. (past continuous)
3. Christina said, “My mother <b>baked</b> a cake for everyone.” (simple past)	Christina said that her mother <b>had baked</b> a cake for everyone. (past perfect)

Some other changes that take place in words related to time, nearness and the pronouns:

Direct Speech	Reported Speech
4. Jaspinder said, "I <b>will</b> bring <i>halwa</i> ."	Jaspinder said that <b>she would</b> bring <i>halwa</i> .
5. Nidhi said, "The food is kept here."	Nidhi said that the food <b>was</b> kept <b>there</b> .
6. Ruchi said, "I <b>am</b> happy to be <b>here now</b> ."	Ruchi said that <b>she was</b> happy to be <b>there then</b> .
7. Rafiq said, "The class party <b>is</b> <b>today</b> ."	Rafiq said that the class party <b>was</b> <b>on that day</b> .
8. Madhumita said, "I <b>bought</b> the <i>rosogollas</i> <b>yesterday</b> ."	Madhumita said that she <b>had bought</b> the <i>rosogollas</i> the <b>previous day</b> .

**A** Change the following sentences from direct speech to reported speech.

1. Mita said, "Naman eats an apple every day."
2. Sumer said to Anshu, "Mridul is playing basketball."
3. Sagar said, "The thief ran away."
4. Rohan said, "I will play in the park with Binny."

**B** Add 'said' or 'told' appropriately to complete the following sentences.

1. The teacher \_\_\_\_\_ the students about the Milky Way.
2. The coach \_\_\_\_\_ that the football team was ready for the match.
3. Reshma \_\_\_\_\_ her friends that she was planning to go to Mussoorie during the holidays.
4. The trainer \_\_\_\_\_ the commander to work harder.

**C** Report the following statements to your best friend.

1. A little girl said to the shopkeeper, “I want a red ballpen.”

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2. My mother said to me, “We will attend a family function tomorrow.”

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## Reported Speech

### Changing interrogative sentences to reported speech.

There are two types of questions: (a) ‘Wh’ questions and (b) ‘Yes’ or ‘No’ type questions.

We use reporting verbs like ‘asked’, ‘enquired’ or ‘wanted to know’ when we report questions. We use ‘asked’ when the object of the reporting verb is mentioned. We use ‘enquired’ when the object is not mentioned. Changes in tenses, pronouns and in words denoting day, time and nearness also take place when we report questions.

We have already read that while changing questions to reported speech, various other changes take place. These are as follows:

1. Inverted commas (“...”) are not used in reported speech and the question mark (?) is not used either. The question form used in direct speech changes into the form of a statement. The verb is kept after the subject.

**Example:** Rita said, “Where is the big atlas?” (Direct speech)

Rita enquired/wanted to know where the big atlas was.

subject      verb

2. Pronouns also undergo changes. First person pronouns (‘I’, ‘we’, ‘our’, etc.) change according to the person and number of the subject of the reporting verb.
3. Second person pronouns (‘you’ and other forms) change according to the person and number of the object of the reporting verb used in direct speech.
4. Third person pronouns (‘she’, ‘he’, ‘they’, ‘it’) do not undergo any change.

'Wh' questions begin with words like 'why', 'where', 'when', 'who', 'what' and 'how'.

**Examples:**

1. She said to him, "Where is your new car?" (Direct speech)  
She asked him where his new car was. (Reported speech)
2. He said to her, "Why are you worried?" (Direct speech)  
He asked her why she was worried. (Reported speech)
3. Sunita said to Chetan, "What was the matter yesterday?" (Direct speech)  
Sunita asked Chetan what the matter had been the previous day. (Reported speech)
4. Mohana said, "Where is my ticket?" (Direct speech)  
Mohana enquired where her ticket was. (Reported speech)
5. Ridhi said, "Who broke the window glass?" (Direct speech)  
Rdhi enquired who had broken the window glass. (Reported speech)
6. He said to her, "When is aunt coming home?" (Direct speech)  
He asked her when aunt was coming home. (Reported speech)
7. He said, "How will Nilesh go to school?" (Direct speech)  
He enquired how Nilesh would go to school. (Reported speech)

**D** Report the following questions.

1. Shiraz said to Saba, "Where is your drawing book?"

\_\_\_\_\_

2. Divya said to Hitesh, "Who is the new class monitor?"

\_\_\_\_\_

3. Josephine said to Siddhi, "Why is everyone shouting?"

\_\_\_\_\_

4. Father said, "When will Rita's exams begin?"

\_\_\_\_\_

5. Tony said, "Who is making a noise?"

---

**E** Tick (✓) the correct options.

1. He said to her, “Why is the auditorium crowded?”  
He (asked/said) her why the auditorium (was/had been) crowded.
2. The teacher said to the student, “Where is your holiday homework?”  
The teacher (asked/enquired) the student where his holiday homework (is/was).
3. Mother said to Mini, “Who was knocking at the door?”  
Mother (asked/wanted to know) Mini who (had been/had) knocking at the door.

### ‘Yes’ or ‘No’ type questions

You already know that ‘Yes’ or ‘No’ type questions are those that can be answered by just using ‘yes’ or ‘no’.

**Example:** The teacher said to Nimi, “Are you all right?” (Direct speech)

When we change such questions into reported speech along with the changes that were mentioned earlier, we use ‘whether’ or ‘if’ before we start reporting.

**Example:** The teacher asked Nimi if she was all right. (Reported speech)

Read the examples given below to understand the correct application of the changes to be made that we have discussed in detail.

**Examples:**

1. “Are you ready to go to school?” said mother to Geeta. (Direct speech)  
Mother asked Geeta whether she was ready to go to school. (Reported speech)
2. “Are you on your way to the post office?” said Sonia. (Direct speech)  
Sonia enquired if he was on his way to the post office. (Reported speech)
3. The doctor said, “Is there any pain in your throat?” (Direct speech)



The doctor enquired if there was any pain in his throat. (Reported speech)

4. Chayanshi said to Kirti, "Do you like fried noodles?" (Direct speech)

Chayanshi asked Kirti if she liked fried noodles. (Reported speech)

**F** Report the following questions.

1. Mohana said to Naresh, "Are you going to a chemist shop?"

\_\_\_\_\_

2. The teacher said to the students, "Are you ready to leave for the auditorium?"

\_\_\_\_\_

3. The policeman said to the thief, "Do you want to contact your family before you are put in prison?"

\_\_\_\_\_

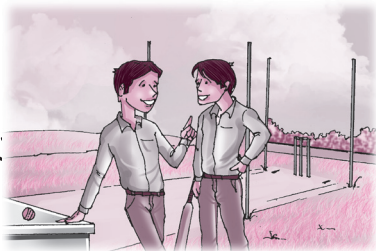
**G** Report the following questions.

1. Where do your grandparents live?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Who gifted you

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



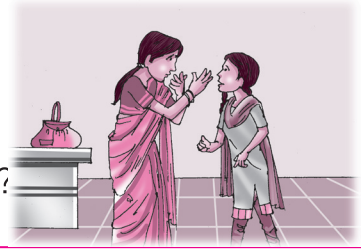
mobile phone?

\_\_\_\_\_  
\_\_\_\_\_

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4. Are you a doctor?

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## SECTION C

### Vocabulary

**A** Underline the words that can be used with the words given in capital letters.

- |                 |             |           |            |                |
|-----------------|-------------|-----------|------------|----------------|
| 1. CHILDREN     | cheerful    | playful   | clear      | cold           |
| 2. SOLDIERS     | strong      | twisted   | brave      | unclear        |
| 3. RAINBOW      | intelligent | beautiful | poor       | colourful      |
| 4. DANCERS      | trained     | frosty    | graceful   | shiny          |
| 5. BUILDING     | sick        | tall      | infectious | multi-storeyed |
| 6. FOOD         | shady       | delicious | tempting   | confused       |
| 7. PAINTINGS    | new         | soft      | expensive  | selfish        |
| 8. FRUIT JUICES | chilled     | broken    | old        | fresh          |

**B** Replace the underlined groups of words with suitable words from the box.



reluctantly certain enough biography frequently

1. I go to the National Library very often.
2. Meena went to the movie not very readily.
3. Nanda was very sure that she had seen the old lady somewhere before.
4. The orange juice in the jug was in sufficient quantity for my friends.
5. Farhan read the life history of Sachin Tendulkar written by a sports lover.

## SECTION D

### Writing

- A** Write a short paragraph on the topic 'All work and no play makes Jack a dull boy'.

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## SECTION A

## Reading Comprehension

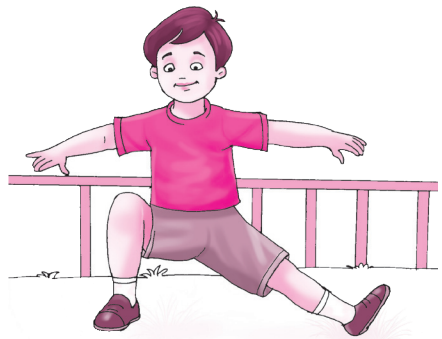
Read the passage given below and answer the questions that follow.

Physical exercise is very good for the body, mind and spirit. Sports serves as an excellent physical activity and improves general fitness. There are many other benefits of engaging in sports.

Sports activities from a young age not only strengthen bones as well as muscles, but also tone our body. Sports also helps in increasing strength and stamina. Regular participation in sports throughout life helps in maintaining one's weight also.

Sports involves physical activities like running, jumping, moving and stretching, which are effective as a workout for the body. Sports like soccer and cricket involve running, throwing a ball and so on. These strengthen the arms and legs. Swimming is like a full body workout and greatly helps in overall fitness.

Research work indicates that sports activities help improve math skills in children. Playing sports has positive effects on the academic achievement of students. Games like tennis, baseball and badminton help them focus better. Team games improve team spirit and develop leadership qualities



among children. They help develop a healthy competitive spirit and teach them how to handle both victory and failure. They expose children to both aspects of life, success and failure.

Children and others participating in sports activities develop good:

1. self-esteem.
2. confidence.
3. and strong peer relationships.
4. team spirit.
5. leadership qualities, and so on.

These help them become better persons.

**A** Fill in the blanks with appropriate words.

1. Sports is a good physical exercise and improves \_\_\_\_\_  
\_\_\_\_\_.
2. Regular participation in sports activities helps us throughout life to  
\_\_\_\_\_.
3. \_\_\_\_\_ is like a full body workout and helps in overall fitness.
4. Games like \_\_\_\_\_, \_\_\_\_\_ and badminton help us  
to \_\_\_\_\_ better.
5. Playing sports has \_\_\_\_\_ effects on \_\_\_\_\_  
achievements of students.

**B** Answer the following questions.

1. Mention three benefits of engaging in sports activities from a young age.  
\_\_\_\_\_  
\_\_\_\_\_
2. What are the various physical activities that sports involve? (Mention any four)  
\_\_\_\_\_  
\_\_\_\_\_

3. Are playing team games beneficial? How? (Mention any three points)

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4. What attributes do sports help in developing? (Mention any three)

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**C** Write the synonyms of the following words.

1. benefits \_\_\_\_\_ 2. greatly \_\_\_\_\_  
3. focus \_\_\_\_\_

## SECTION B

### Grammar Spotlight

#### Adverbs

1. **Adverbs** are words that tell us more about a **verb, an adjective, a phrase or another adverb** by adding more information about **manner** and **degree**.
2. **An adverb answers the questions 'how', 'where' and 'when'.**

**A** Underline the adverbs in the following sentences.

1. He goes to the temple regularly.
2. She spoke spontaneously.
3. She is very witty.
4. My family members waited for my annual examination result anxiously.
5. The doctor examined the patient patiently.
6. My parents spent lavishly on my last birthday.

7. She dresses herself artistically.
8. The bodyguards of the Prime Minister always keep looking all around when he addresses the public.
9. Why don't you go upstairs and rest for some time?
10. Last week, our school organised a blood-donation camp.

**B** Go through the following sentences and circle the adverbs and underline the words they modify.

1. She beautifully answered all the questions posed to her.
2. He speaks too slowly to be heard clearly.
3. She sings very sweetly, but her pronunciation is faulty.
4. Wherever he goes, he creates a history.
5. Her children are very disciplined. When they go out, they never talk to anybody arrogantly.
6. He plays football well.

**C** Fill in the blank in the following conversation using appropriate adverbs.

**Class teacher :** Why don't you come \_\_\_\_\_ and discuss your problem?

**Student :** I'm new to this school and have \_\_\_\_\_ joined on transfer from Nagpur.

**Class teacher :** OK. But what is your problem?

**Student :** I want to join the special class on Spoken English from \_\_\_\_\_. But the teacher-in-charge wants me to show the admission receipt \_\_\_\_\_. But \_\_\_\_\_ I have misplaced it \_\_\_\_\_.

**Class teacher :** Tell her that you will show her the receipt \_\_\_\_\_ before the class starts. But make sure you don't talk to her \_\_\_\_\_. After all she is doing her doing \_\_\_\_\_.

**Student :** I'm \_\_\_\_\_ grateful to you for this favour. Bye, Sir.

**D** Give one example each of the following kinds of adverb.

1. Adverbs of manner

\_\_\_\_\_

2. Adverbs of place

\_\_\_\_\_

3. Adverbs of time

\_\_\_\_\_

4. Adverbs of frequency

\_\_\_\_\_

5. Adverbs of degree

\_\_\_\_\_

6. Adverbs of comparison

\_\_\_\_\_

**E** Fill in the blanks with appropriate adverbs of manner/time/place/frequency/degree from the box.

now frequently always extremely sincerely

1. Don't worry about what people will say. Do it \_\_\_\_\_.

2. Once you give a word to someone, honour it \_\_\_\_\_.

3. He worked \_\_\_\_\_ hard for the exam.

4. Her mother goes to meet her aged parents \_\_\_\_\_.

5. She is very busy right \_\_\_\_\_.

**F** Change the following words into adverbs and use them in sentences of your own. Also, write their kinds against them.

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

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

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

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

5. cautious \_\_\_\_\_
6. careless \_\_\_\_\_
7. sweet \_\_\_\_\_
8. faithful \_\_\_\_\_
9. sincere \_\_\_\_\_
10. confident \_\_\_\_\_

## SECTION C

### Vocabulary

**A** The underlined words have different meanings. Refer to a dictionary and write the correct meanings which fit the sentences given below.

1. (a) The bag was very light. I could easily carry it. \_\_\_\_\_  
(b) Sudesh switched on the light when he entered the dark room.  
\_\_\_\_\_
2. (a) He gifted a tie to his father on the Father's Day. \_\_\_\_\_  
(b) I couldn't tie my shoelaces as they weren't long enough.  
\_\_\_\_\_
- (c) The football match ended in a tie. \_\_\_\_\_
3. (a) John prayed at his friend's grave and kept a rose on it. \_\_\_\_\_  
(b) The patient was in a grave situation. \_\_\_\_\_

**B** Fill in the blanks with appropriate words from the box. Refer to a dictionary if in doubt.

nuisance stout dialect

1. A \_\_\_\_\_ is a form of speech from a specific region.
2. The lady was \_\_\_\_\_ but her husband was thin.
3. The puppy was a \_\_\_\_\_ as it kept annoying everyone.



**C** Add '-er' or '-or' to the following words as suffixes to form new words. Make the necessary changes.

- |           |       |           |       |
|-----------|-------|-----------|-------|
| 1. lead   | _____ | 2. wait   | _____ |
| 3. preach | _____ | 4. clean  | _____ |
| 5. send   | _____ | 6. reap   | _____ |
| 7. follow | _____ | 8. invest | _____ |
| 9. pray   | _____ | 10. sail  | _____ |

## SECTION D

### Writing

**A** Imagine you met Saina Nehwal at a function. Write a diary entry describing your feelings. Mention how she interacted with others and what she told you about her winning the bronze medal at the Asian Games 2018.

\_\_\_\_\_ (Date)

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