UNIT 1

The Emperor and the Shadow Puppets

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, 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 attached usually 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 ventriloquists.

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.

Activity 1

Tick (✓) the correct answers.

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

My Score: —/03

Activity 2

Answer the following questions in brief.

1. Name two kinds of stories, narrated with the help of puppets.

   _____

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

   _____

3. What are puppets usually made of?

   _____

4. What are marionettes?

   _____

My Score: —/04

Activity 3

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 _____

My Score: —/04

Activity 4

Give antonyms of the following words.

1. famous : _____
2. popular : _____
3. easy : _____
4. delighted : _____

My Score: —/04

SECTION B

FUN WITH GRAMMAR

Nouns

You are aware that naming words are **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 are proper nouns whereas the circled words are common nouns.

Activity 5

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.

My Score: —/14

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 pride of lions
10. a suite of rooms
11. a pack of wolves
12. a gang of thieves

Activity 6

Use appropriate collective nouns from the Help Box and complete the following sentences.

pack pride flight fleet suite school
library gang herd crew swarm

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.

My Score: —/11

Material Nouns

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

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**
foolish (adjective)	foolishness
kind (adjective)	kindness
patient (adjective)	patience

mother (noun)	motherhood
scholar (noun)	scholarship
punish (verb)	punishment
attend (verb)	attendance
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.

All abstract nouns are also uncountable nouns as they cannot be counted.

Activity 7

Complete the following conversation by filling in the blanks with suitable abstract nouns from the Help 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.

My Score: —/06

Activity 8

Form abstract nouns from the following words.

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

My Score: —/08

Countable and Uncountable Nouns

- You already know that all **countable nouns** are either **singular** or **plural** in form. We add a or an before singular countable nouns, 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, but '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.

Activity 9

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. The teacher praised Nidhi _____ for her painting.
3. Grandpa bought _____ of spectacles because he lost the old ones.
4. Is there _____ ink in the inkpot?



My Score: —/04

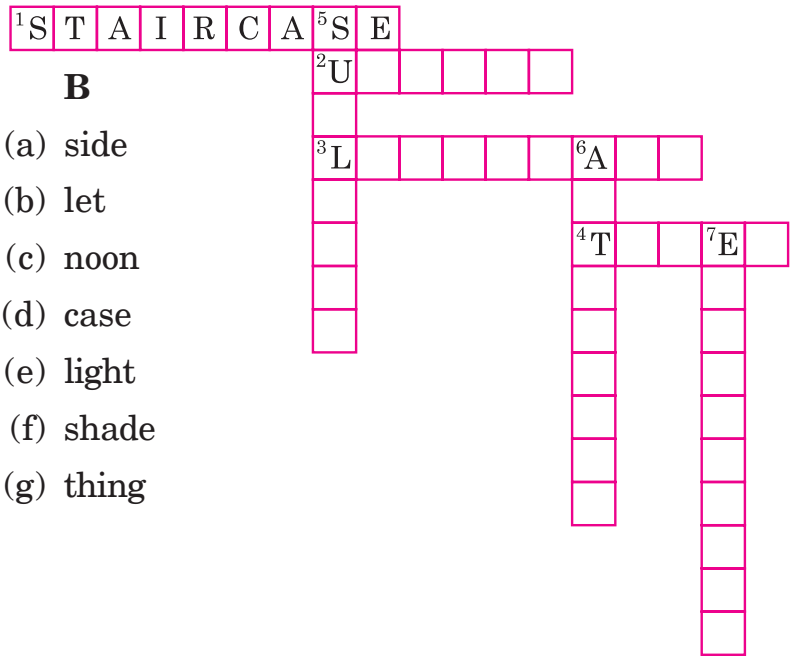
SECTION C

VOCABULARY

Activity 10

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.

A	B
1. stair	(a) side
2. up	(b) let
3. lamp	(c) noon
4. to	(d) case
5. sun	(e) light
6. after	(f) shade
7. every	(g) thing



My Score: —/12

Activity 11

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

1. pilgrim_____
2. dealer_____
3. celebrate_____
4. mother_____
5. sick_____
6. pure_____

My Score: —/06

SECTION D

WRITING

Activity 12

Imagine you had to shift to Jaipur after your father got transferred there and you joined a new school there. You miss

your friends. But you have also made new friends in the new school and feel happy about it. Write a letter to your friend telling how you had to leave for Jaipur in a hurry. Also mention some points about the new school and your new friends. Complete the letter given below.

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,

_____.

My Score: —/10

Activity 13

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.

UNIT 2

Abraham Lincoln

SECTION A

READING COMPREHENSION

Read the given passage carefully.



The Statue of Liberty is a huge sculpture. It is located on Liberty Island in New York Harbour in the United States of America.

The statue was a gift of friendship to the United States from the people of France and was dedicated on 28 October 1886. The statue is a symbol of freedom and democracy. It represents the Roman Goddess of Freedom and is of a robed female figure.

The Statue of Liberty was designed by Frederic Bartholdi. It is believed that he modelled the face of the statue on his mother's. It is made of pure copper hung in a framework of steel. The crown of the statue has seven spikes and it symbolizes the Seven Seas across which liberty should be spread. The statue is often called Lady Liberty. It is about 108 feet tall. It sways about 3 inches in high winds. In the right hand she holds a torch that is a symbol of Enlightenment. In her left hand she holds a tablet with the Declaration of Independence.

About 15,000 tourists visit the Statue of Liberty every day.

Activity 1

Tick (✓) the correct answers.

1. The Statue of Liberty was a gift of friendship from the people of
   (a) the US. ☐ (b) Russia. ☐ (c) France. ☐ (d) India. ☐
2. The statue represents the Roman Goddess of
   (a) Wealth. ☐ (b) Happiness. ☐
   (c) Freedom. ☐ (d) War. ☐
3. The seven spikes of the crown of the statue represent the
   (a) seven seas. ☐
   (b) various continents. ☐
   (c) neighbouring countries of the US. ☐
   (d) various presidents of the US. ☐

My Score: —/03

Activity 2

Fill in the blanks with suitable words to complete the sentences.

1. The Statue of Liberty is located in _____.
2. The statue was dedicated on _____.
3. _____ designed the statue and modelled its face on that of his _____.
4. The Statue of Liberty is made of _____ hung in a _____.
5. The statue is _____ tall and sways about _____ in high winds.
6. The torch held in the right hand of the statue is a symbol of _____.
7. In the left hand, the Lady Liberty holds a _____ with the _____.

My Score: —/11

Activity 3

Match the words with their synonyms.

Words	Synonyms
1. located	(a) liberty
2. freedom	(b) unadulterated
3. symbol	(c) situated
4. pure	(d) representation

My Score: —/04

SECTION B

FUN WITH GRAMMAR

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 underlined words are personal pronouns.

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

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

My Score: —/08

More About Kinds of 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 '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' 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)

Activity 4

Look at the following picture and ask a few questions using Interrogative Pronouns.



1. _____
2. _____
3. _____

My Score: —/03

Activity 5

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



1. _____
   _____
   _____



2. _____
   _____
   _____

3. _____
   _____
   _____





4. _____
   _____
   _____

My Score: —/08

Activity 6

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.



My Score: —/04

Activity 7

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

1. Pranab Mukherjee is the President of India. Pranab Mukherjee lives in the Rashtrapati Bhawan. The Rashtrapati Bhawan has many rooms and a huge garden.



_____

_____

_____

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.



_____

_____

_____

My Score: —/05

Activity 8

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

1. I met the boy _____ the President had given a bravery award.
2. Kriti lost the pen _____ she had borrowed from me.
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.



My Score: —/05

SECTION C

VOCABULARY

Activity 9

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
9. ___ghteen

My Score: —/09

Activity 10

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)



My Score: —/06

Activity 11

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 _____

_____

My Score: —/06

SECTION D

WRITING

Activity 12

Add your own words and complete the following conversation.

Teacher : Children, today _____ Abraham Lincoln.

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 _____ _____. Abraham Lincoln was elected the President of _____ in _____. Look at his _____ in the textbook.

All students: Yes, _____ .

Teacher : Puneeta, now _____ reading.

My Score: —/14

UNIT 3

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. The Great Banyan tree 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 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.

Activity 1

Tick (✓) the correct answers.

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

My Score: —/03

Activity 2

Fill in the blanks with suitable words.

1. The Great Banyan is over _____ old.
2. The tree was damaged by two cyclones in _____ and _____.
3. The main trunk of the tree was removed in 1925 because it _____.
4. The tree is spread over _____ metres.
5. It has about _____ aerial roots reaching down to the ground.

My Score: —/05

Activity 3

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

Phrases	Meanings
1. spread all over	(a) to tell others about something
2. spread the word	(b) (for something) to spread rapidly
3. spread something out	(c) to do new and different things
4. spread like wildfire	(d) to try to do too many things at the same time
5. spread your wings	(e) found everywhere
6. spread yourself too thin	(f) to open or lay something on a wider area

My Score: —/06

SECTION B

FUN WITH GRAMMAR

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-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. <u>These trees</u> <u>are many years old</u>.
   subject predicate
2. <u>All the trees of the forest</u> <u>live happily in the Green Forest</u>.
   subject predicate

Activity 4

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

1. Great/tree/The/Banyan/like/looks/a forest
2. tree/The/over/is/square/spread/metres 14500
3. music/sweet/The/of//leaves/rustling/is

_____

_____

_____

My Score: —/03

Activity 5

Match the groups of words in each column to form complete sentences.

Subject	Predicate
1. Trees	(a) wanted to build multistoreyed buildings in the forest area.
2. A little birdie	(b) of the Green Forest felt miserable.
3. The old man	(c) make our planet worth living.
4. All the trees	(d) got court orders to stop cutting down of the forest.
5. The environmentalists	(e) brought a message for the trees.

My Score: —/05

Activity 6

Fill in the blanks with suitable subjects from the box. You can repeat a word if needed.

We It Mother and I I The neem sapling This Botanists

1. _____ planted a neem sapling in my garden.

2. _____ soon started to grow.
3. _____ needed water and bright sunshine.
4. _____ took good care of it.
5. _____ believe that plants grow well if we talk to them.
6. _____ also helps plants to grow well.

My Score: —/06

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 emotion or feelings
4. Imperative – sentences that express a request or command

Examples:



1. Trees purify air. (Assertive)
2. How can we save forests? (Interrogative)
3. Wow! This flowering tree looks beautiful! (Exclamatory)
4. Don't cut a tree. (Imperative)

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

Activity 7

Imagine that an environmentalist visited your class and spoke to you all.

Read the following passage telling what he spoke about. Also mention the kind of sentences used in the provided blanks.

Dear children,

Why have the cities lost the green cover? (_____)
Buildings and concrete structures have mushroomed everywhere.

(_____) The need of the hour is to grow more trees.
(_____) Oh! Our planet is in great danger.
(_____) Plant more trees.
(_____) If we join hands, we can do a lot in a positive direction. (_____)
Remember my words. (_____)
Thank you



My Score: —/07

Activity 8

Use the following words to frame sentences as directed in the brackets.

1. environment _____ (Assertive)
2. pollution _____ (Interrogative)
3. view _____ (Exclamatory)
4. water (verb) _____ (Imperative)
5. tree _____ (Exclamatory)

My Score: —/05

Activity 9

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

1. The environmentalists also visited the forest. ☐
2. Can you hear some footsteps approaching? ☐
3. Trim the bushes. ☐
4. Wow! Such lovely flowers are blooming on these trees! ☐
5. Can I visit the forest all alone? ☐
6. Don't go to the forest at night. ☐

My Score: —/06

SECTION C

VOCABULARY

Similes

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

Similes	Meaning
as black as coal	completely black
as blind as a bat	completely blind
as brave as a lion	very brave
as old as the hills	very old

Activity 10

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)

My Score: —/05

Activity 11

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

1. TAATKC _____
2. AEGTR _____
3. GFNUSU _____
4. EOFRTS _____
5. KNTUR _____
6. NHCRBA _____

My Score: —/06

SECTION D

WRITING

Activity 12

Frame two sentences to describe the picture.



_____

_____

_____

_____

My Score: —/06

Activity 13

Number the jumbled up sentences in proper sequence by writing their number in the boxes.

(a) These trees grow close to each other. ☐

(b) These trees are often connected through their roots. ☐

(c) The trees help each other to survive in the forest. ☐

(d) A forest has many trees. ☐

(e) Their roots spread far and wide under the ground. ☐

(f) Some researchers also believe that these trees perhaps send messages to each other through their roots. ☐

(g) Some researchers believe that trees communicate with each other. ☐

(h) They explain that the fungi that grow around the roots help the trees to communicate. ☐

My Score: —/08

UNIT 4

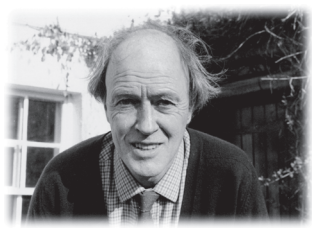
Tenali Rama Challenges the Magician

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 four 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, all 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

Activity 1

Tick (✓) the correct answers.

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

My Score: —/04

Activity 2

Answer the following questions in brief.

1. Name any two rooms in the chocolate factory that Charlie visited.

_____

2. After winning the prize, how did Charlie go to his house?

_____

3. Where was Charlie's family taken to after he won the prize?

_____

My Score: —/03

Activity 3

Give antonyms of the following words.

1. last _____
2. won _____
3. young _____
4. tiny _____

My Score: —/04

SECTION B

FUN WITH GRAMMAR

Prepositions

A preposition is a word placed before a name 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 the 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 on Monday.
2.	at	• for night	• I reached Delhi at night.
		• for weekend	• I will go out at the weekend.
		• a certain point of time	• I will leave the house at 8 p.m.
3.	since	• from what point of time	• I have been taking rest since morning.
4.	during	• show when	• I played cricket during lunch break.
5.	in	• months/season	• Many flowers bloom in April in the spring season.
		• time of day	• I will go there in the morning or in the afternoon.
		• year	• I joined this school in 2010.
6.	for	• over a certain period of time	• I lived in Jaipur for 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. to 8 p.m.
8.	by	• not later than the given time	• I will reach there by 6 p.m.

Activity 4

Fill in the blanks with suitable prepositions from the box.

between at on into towards

1. The gatekeeper stood _____ the door.
2. The magician kept some things _____ the floor.

3. Tenali Rama sat _____ the magician and the king.
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.

My Score: —/05

Activity 5

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

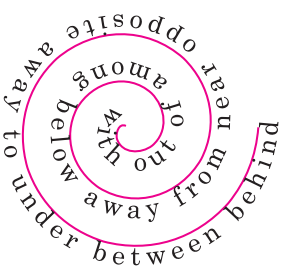


1. The little boy jumped _____ from the bed.
2. Chetan went _____ his house _____ his friend's house.
3. Chetan walked _____ the road to reach his friend's house.
4. The cat jumped _____ the chair.

My Score: —/05

Activity 6

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 _____ the painting on 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 _____ two tall buildings.

My Score: —/12

Activity 7

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)

My Score: —/08

Phrase Prepositions

You have already read that a phrase preposition 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 are phrase prepositions. 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.

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

Activity 8

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 _____

My Score: —/10

Activity 9

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 <u>they see</u> (2 words)
2. meal for one _____ (3 words)
3. a crash _____ (2 words)
4. the classroom _____ (1 word)

My Score: —/04

SECTION D

WRITING

Activity 10

Imagine you went to a book exhibition with your parents. The place was very crowded and you got lost. You finally found 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 — re-united with parents — felt very happy — thanked the policeman)

My Score: —/10

Activity 11

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

UNIT 5

Mousy's Day Out

SECTION A

READING COMPREHENSION

Read the given passage carefully.

The wood mouse is a common rodent mainly found in Europe and northwestern Africa.

Wood mice live in forests, grasslands and cultivated fields. They are mainly nocturnal and terrestrial. They mainly build burrows, nests of plants and live in them. They may live in buildings during harsh seasons.

Wood mice are mainly seed-eaters. They mostly eat seeds of trees like oak, beech, ash and lime. If they find good amount of seeds on the ground, they carry them back to their burrows. They may also eat snails or some insects when seeds are not available in plenty. Wood mice also eat berries, fruits and roots. During the months when it is cold they do not hibernate but there is less physical activity. They are mainly active at night and are very good climbers. If a wood mouse is caught by its tail, it can shed the end of it quickly which may never grow again. A female mouse gives birth to five young ones on an average. The young ones become independent after about three weeks.



NEW WORDS

cultivated: prepared and used (land) for growing crops
nocturnal: active at night
terrestrial: an inhabitant of the earth
hibernate: to be in an inactive state during winter

Activity 1

Tick (✓) the correct answers.

1. Wood mice are mainly
   (a) insect-eaters. ☐ (b) seed-eaters. ☐
   (c) cheese-eaters. ☐ (d) wood-eaters. ☐
2. Wood mice are mainly active
   (a) in the morning. ☐ (b) in the evening. ☐
   (c) at night. ☐ (d) in the daytime. ☐
3. The young ones of a wood mouse become independent after about
   (a) three months. ☐ (b) three years. ☐
   (c) three days. ☐ (d) three weeks. ☐

My Score: —/03

Activity 2

Fill in the blanks with suitable words of your own to complete the following sentences.

1. Wood mice are mainly found in _____ and _____.
2. Wood mice may live in _____ in harsh seasons.
3. A wood mouse mostly eats seeds of _____, _____, _____ and _____.
4. A female mouse gives birth to _____.

My Score: —/08

Activity 3

Answer the following questions in brief.

1. Where do wood mice live?

   _____

2. Mention any three things that wood mice eat.

   _____

3. What changes in behaviour occur in wood mice during winter?

   _____

My Score: —/03

Activity 4

Refer to a dictionary and write two different meanings for each word.

1. shed _____ _____
2. back _____ _____
3. cold _____ _____

My Score: —/03

SECTION B

FUN WITH GRAMMAR

Subject–Verb Agreement

A **singular subject** takes a **singular verb.** Singular verbs end with '–s' or '–es'. With singular subjects, we also use 'am' and 'is', often with the '–ing' form of verbs and also 'has'.

Examples:

1. Sachin (Singular subject) keeps (Singular verb) pets.

2. Sachin (Singular subject) is playing (Singular verb) with his pet.

We use **plural verbs** with **plural subjects.** We use 'are' with plural subjects. We use 'are' with '–ing' form as plural verbs, and also 'have'.

Examples:

1. The boys are tired.
2. The girls are singing a song.

When a plural pronoun is subject in a sentence, a plural verb is used.

Examples:

1. We (Plural subject) are going (Plural verb) to Delhi.
2. They have new water bottles.

Remember, we always use 'am' and 'have' with 'I', and 'are', 'have' with 'you'. (in both singular and plural forms.)

Examples:

1. I am relaxing right now.
2. You all are my classmates.
3. You are doing your project work well.

Activity 5

Fill in the blanks with suitable form of verbs given in brackets.

1. Shreya _____ a novel now. (read)
2. Tina _____ an apple every day. (eat)
3. We _____ new schoolbags. (has)
4. Your father always _____ very carefully. (drive)
5. All the students _____ to play in the ground. (love)

My Score: —/05

Activity 6

Tick the correct verb form and complete the following sentences.

1. Birds (are/is) chirping loudly.
2. I (have/has) a younger brother.
3. You (have/has) a new class teacher.
4. They (have/has) a new class teacher.

My Score: —/04

Present Tense

Study the different forms of present tense.

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

Present Perfect Continuous 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 with this tense form and use 'for' or 'since' to do so.

Examples:

1. Mousy has been playing with a ball for an hour.
2. We have been reading storybooks since afternoon.

Activity 7

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

1. Mousy is naughty and playful. _____
2. Mrs and Mr Mouse are leaving for office. _____

3. Mice are fond of cheese. _____
4. Mousy is looking out of the window. _____
5. Mousy has opened the door for Max Mousy. _____
6. Mousy's parents have gone out. _____

My Score: —/06

Activity 8

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

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. All mice _____ (like) to eat cheese. (Simple Present Tense)

My Score: —/05

Activity 9

Use the suitable form of verbs given in the brackets to complete the following sentences in the present perfect tense as shown.

1. Dipti has written (write) a story.
2. Mousy _____ (throw) a ball at a bird.
3. Suhasini _____ (draw) a picture.
4. Vidushi _____ (go) out.

My Score: —/03

Activity 10

Use suitable form of verbs given in the brackets to complete the following sentences in the present perfect continuous tense.

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

My Score: —/03

SECTION C

VOCABULARY

Activity 11

Add suffixes 'im' or 'in' and form new words.

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

My Score: —/06

Activity 12

Replace the underlined groups of words with suitable words from the Help Box.

reluctantly certain enough biography frequently

1. I go to the National Library very often.
2. Meena went for 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.

My Score: —/05

SECTION D

WRITING

Activity 13

Imagine that you got lost in the forest where Mousy lived and a woodcutter helped you find your way home. You were very happy to be re-united with your parents. Write a thank-you note to Mr Woodcutter, your new friend.

_____ 20__ __

Dear Mr _____

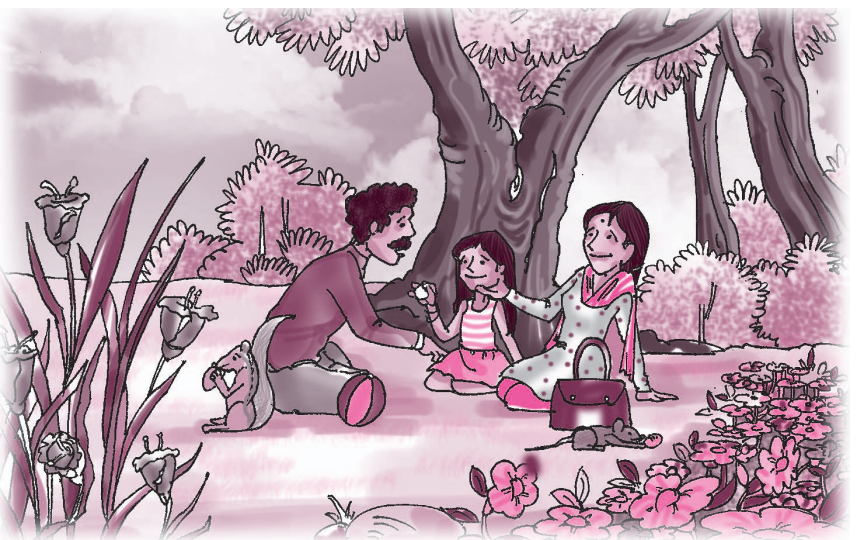
I wish to thank _____.

I was completely _____.

Thank you once again.

Your friend

_____



My Score: —/10

UNIT 6

The Lady with the Lamp

SECTION A

READING COMPREHENSION

Read the given passage carefully.

Since the creation of 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 and the Red Crescent Movement is an international humanitarian movement. It has branches in almost every country of the world and about 97 million volunteers have been 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, protects and takes care of citizens in the affected areas. It also assists people during disasters and 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

Activity 1

Tick (✓) the correct answers.

1. The International Red Cross and the Red Crescent Movement is an international
   (a) political movement. ☐ (b) religious movement. ☐
   (c) women's movement. ☐ (d) humanitarian movement. ☐
2. The Florence Nightingale Medal is awarded to deserving
   (a) authors. ☐ (b) actors. ☐
   (c) nurses. ☐ (d) politicians. ☐
3. 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. ☐

My Score: —/03

Activity 2

Fill in the blanks with suitable words from the passage.

1. The International Committee for Red Cross was created in _____ for _____.
2. The ICRC is an _____, _____ and _____ organisation.
3. 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 _____.

My Score: —/08

Activity 3

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 changes in regulations in 1991 regarding the Florence Nightingale Medal that were awarded?

   _____

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

   _____

My Score: —/04

Activity 4

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

1. volunteer : _____
2. assistance : _____
3. citizen : _____
4. regulation : _____

My Score: —/04

SECTION B

FUN WITH GRAMMAR

Past Tense

- **Simple past tense** is used for an action that took place in the past.
- **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 **past perfect tense** is used when two actions that took place in the past are referred to. We use 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)

Activity 5

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 _____ (come) back home. The doctors and nurses _____ (treat) her for some heart problem while she was in the hospital. Minal _____ (decide) that she would never trouble her mother.

My Score: —/07

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 Manoj since 2010 before he finally got cured.

Activity 6

Fill in the blanks with verbs given in the brackets in the past perfect continuous tense as shown.

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.

My Score: —/03

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.
- **'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 the hospital to meet Sona who is sick. (Simple Future)
2. The nurse will be giving Sona medicine at 4 p.m. (Future Progressive)
3. Minal will have read the biography of Florence Nightingale by this afternoon. (Future Perfect)
4. Tara will have given the biography of Florence Nightingale to Minal to read after breakfast. (Future Perfect)
5. A team of doctors is going to examine the sick child this afternoon. ('going to' form)

Activity 7

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 hospital tomorrow and meet the doctor. (Simple Future Tense)
2. The nurse _____ (give) an injection to Tara after lunch. (Future Progressive Tense)
3. The chief guest _____ (inaugurate) the new hospital. ('going to' form)

My Score: —/03

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 doctor will have been seeing patients 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.

Activity 8

Complete the following sentences with the given verbs in the future perfect continuous tense as shown.

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.

My Score: —/03

SECTION C

VOCABULARY

Activity 9

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 : _____

My Score: —/12

Activity 10

Match the following phrases with their meanings.

Phrases	Meanings
1. a sea change	(a) all at once, without warning
2. a dish fit for the gods	(b) a painful sight
3. all of a sudden	(c) with all one's personal property
4. a sorry sight	(d) to break something into small pieces
5. bag and baggage	(e) a marked change
6. dash to pieces	(f) a preparation of high quality

My Score: —/06

SECTION D

WRITING

Activity 11

Use any of the four phrases given in Activity 10 to frame sentences.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

My Score: —/04

Activity 12

Imagine you met Florence Nightingale while you were injured in a war and she treated you at the military hospital. Write a story of 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 ...

My Score: —/10

Activity 13

Make a Thank You card that you can give to your mother who takes care of you when you fall sick. Decorate it with beads, sparklers, etc.

My Score: —/10

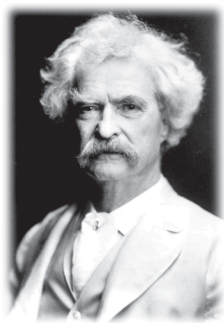
UNIT 7

A Letter from Santa Claus

SECTION A

READING COMPREHENSION

Read the given passage carefully.



Mark Twain

Samuel Langhorne Clemens was known by his pen name Mark Twain. He was born on 30 November 1835, two weeks after Halley's Comet flashed through the sky in Florida, Missouri in the USA. The family later shifted to Hannibal, Missouri where he grew up. He would spend his days playing around with a group of local boys doing mischief and tomfoolery. It provided the background for his famous works—*the Adventures of Tom Sawyer,* followed by *the Adventures of Huckleberry Finn*.

Mark Twain worked for some time as an apprentice to a printer, as a typesetter. He also wrote articles for his elder brother Orion's newspaper. He became a river boat pilot on the Mississippi river before he joined his brother Orion in Nevada.

Mark Twain married Olivia Langdon who came from a wealthy but liberal family. In 1870, the couple lived in Buffalo, New York. Twain worked as an editor and writer. Their son Langdon died of diphtheria when he was nineteen months old. They had three daughters: Susie, Clara and Jean. Twain moved his family to Hartford in Connecticut.

In the 1870s and 1880s, the family lived at Hartford and at Quarry Farm at the home of Olivia's sister, Susan. He wrote many classic novels in those years like the Adventures of *Tom Sawyer, the Prince and the Pauper, Life on the Mississippi, Adventures of Huckleberry Finn* and so on.

Twain was very sad when his daughter Susie died of meningitis in 1896. His wife died in 1904 and his daughter Jean died in 1909. Mark Twain formed a club in 1906 for girls he considered as surrogate granddaughters—The Angel Fish and Aquarium Club. He exchanged letters with his 'Angel Fish' girls, invited them to concerts, theatre and to play games. He found great delight in it.

Mark Twain died of a heart attack on 21 April 1910 in Connecticut, one day after the Halley's Comet closest approach to the earth.

NEW WORDS

tomfoolery: silly behaviour
liberal: open to new behaviour and opinions
diphtheria: an acute infectious disease that involves nose, throat and air passages
surrogate: substitute

Activity 1

Tick (✓) the correct answers.

1. As a young boy, Mark Twain would play with local boys and
   (a) was studious. ☐ (b) was quiet. ☐
   (c) did a lot of mischief. ☐ (d) wrote novels. ☐
2. Mark Twain became a riverboat pilot on the
   (a) Mississippi. ☐ (b) Nile. ☐ (c) Ganga. ☐ (d) Thames. ☐
3. Twain's family lived with Olivia's sister, Susan, at
   (a) Hannibal. ☐ (b) New York. ☐
   (c) Washington DC. ☐ (d) Quarry Farm. ☐

My Score: —/03

Activity 2

Fill in the blanks with suitable words.

1. Samuel Langhorne Clemens was known by his pen name _____.
2. Mark Twain grew up at _____, _____.
3. He wrote _____ for _____ newspaper.
4. Twain married _____.
5. Twain's son _____ died of _____.
6. The three daughters of Mark Twain were named _____, _____ and _____.
7. Twain's daughter Susie died of _____ in _____.
8. Twain formed a club of girls called _____.
9. He considered the member girls of the club as his surrogate _____.

My Score: —/15

Activity 3

Answer the following questions in brief.

1. Mention any three famous works of Mark Twain.

   _____

2. Which comet came close to the earth, days before Mark Twain's birth?

   _____

My Score: —/02

Activity 4

Unscramble the following words.

1. D T E O I R ☐☐☐☐☐☐
2. T I O L P ☐☐☐☐☐
3. T O E C M ☐☐☐☐☐

My Score: —/03

SECTION B

FUN WITH GRAMMAR

Transitive and Intrasitive Verbs

You have already read that a verb that needs an object to complete its meaning is called a **transitive verb.** The object answers the question 'who', 'whom', or 'what'.

Examples:

1. Santa Claus distributes gifts.
   (verb) (object)
2. Sunny bought roses yesterday.
   (verb) (object)
3. Nina met Sakshi on Saturday.
   (verb) (object)

A transitive verb may have two objects: direct (non-living) and indirect (living).

Example: Sunita gifted a book on my birthday.
(verb) (direct object) (indirect object)

An **intransitive verb** does not need an object to complete its meaning.

Example: Sohan shouted loudly.
(verb)

Note: When a transitive verb has two objects: indirect object (living) and direct object (non-living), the indirect object is often used first.

Activity 5

Circle the transitive verbs and underline the intransitive verbs in the following sentences.

Girish got a red toy car as a Christmas gift. He jumped with joy. He kept the car on the floor. He started the car as he pushed it. The car

was beautiful. It moved smoothly. He chased it and played for an hour. He showed the gift to his friends too. They praised it.

My Score: —/11

Active Voice and Passive Voice

You already know that a verb is said to be in the **active voice** when the subject is the doer of the action.

Example: Santa Claus sent a letter. (Active voice)
(subject)

When the subject of the sentence is not the doer of the action, the verb is said to be in the **passive voice.**

Example. A letter was sent by Santa Claus.
(subject)

Note that we often add 'by' before the agent or doer as in the above example, 'Santa Claus' who carries out the action.

Examples:

	Active Voice	**Passive Voice**
1.	Mother bakes a cake every Sunday.	A cake is baked by mother every Sunday.
2.	Rohan threw the ball.	The ball was thrown by Rohan.

Activity 6

State whether the following sentences are in the active voice or in the passive voice.

1. Manu is an intelligent boy. _____
2. Sheena composed a poem on flowers. _____
3. Vibha wrapped the gift in a colourful sheet of paper. _____
4. Father watches television every evening. _____
5. Sonu exercises every morning. _____

My Score: —/05

Changing Sentences from **Active voice** to **Passive voice**

When we change a sentence from the active voice to the passive voice:

- the object of the active voice becomes the subject of the passive voice and the subject of the sentence in the active voice becomes the object of the passive voice.
- We often add 'by' before the agent though it is not mandatory.
- tense of the verb changes.

Example: Beena bought a doll yesterday. (Active voice)
(subject) (object)

A doll was bought by Beena. (passive voice)
(subject) (object)

Note that 'by' has been added before the agent (Beena) in passive voice.

Changes in tense forms of verbs is as follows.

Examples: Simple Present Tense –(is/am/are + IIIrd form of the verb)

Example: Naina bakes cookies. (Active voice)

Cookies are baked by Naina. (Passive voice)

Present Progressive Tense –(is/am/are + being + IIIrd form of the verb)

Example: Naina is baking cookies. (Active voice)

Cookies are being baked by Naina. (Passive voice)

Simple Past Tense – (was/were + IIIrd form of the verb)

Example: Naina baked cookies. (Active voice)

Cookies were baked by Naina. (Passive voice)

Past Progressive Tense – (was/were + being + IIIrd form of the verb)

Example: Naina was baking cookies. (Active voice)

Cookies were being baked by Naina. (Passive voice)

Simple Future Tense – (will/shall + be + IIIrd form of the verb)

Example: The Principal will look into the matter. (Active voice)

The matter will be looked into by the Principal. (Passive voice)

Activity 7

Convert the following sentences from the active to passive voice.

1. Rita loves dolls.

_____

2. People exchange gifts at Christmas time.

_____

3. Vineeta is packing a gift.

_____

My Score: —/03

Activity 8

Change the following sentences from the active to passive voice.

1. Mark Twain wrote the *Adventures of Tom Sawyer*.
   The Adventures of Tom Sawyer was written by Mark Twain.
2. George opened the kitchen door.

_____

3. Santa Claus brought dolls' clothes on Christmas morning.

_____

4. George was cleaning the floor.

_____

My Score: —/03

SECTION C

VOCABULARY

Activity 9

Unscramble the following words.

1. ORNB _____
2. MOSE _____
3. ODPN _____
4. OEHM _____
5. ULBC _____
6. ETAG _____

My Score: —/06

Activity 10

Idioms

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. he is like a fish out of water	(d) an extremely thin person
5. bag of bones	(e) bad person
6. hale and hearty	(f) in good health

My Score: —/06

Activity 11

Use any of the two idioms given above in sentences of your own.

1. _____

_____

2. _____

_____

My Score: —/02

Activity 12

Refer to a dictionary and find out the difference in meanings between the words given in each pair.

1. bazar _____

   bizarre _____

2. born _____

   borne _____

3. desert _____

   dessert _____

My Score: —/06

SECTION D

WRITING

Activity 13

It is Christmas time and you visit **Kidz Toy Shop.**

Interview the shopkeeper.

Shopkeeeper : Hello, How can I help you?

You : Hello. Sir, I would like to ask you a few questions.

Shopkeeper : Sure. Go ahead!

You : Which toys are popular among children these days?

Shop : _____

You : What do girls prefer?

Shopkeeper : Girls _____

You : Which toys do boys _____?

Shopkeeper : _____

You : When do you have the maximum rush?

Shopkeeper : _____

You : Do you _____ discount?

Shopkeeper : _____

You : Thank you for sparing your precious time.

Shopkeeper : You're welcome.

My Score: —/07

Activity 14

Make a list of any five things that you want Santa Claus to gift you next Christmas. Paste their pictures from newspapers/magazines in your notebook.

My Score: —/05

UNIT 8

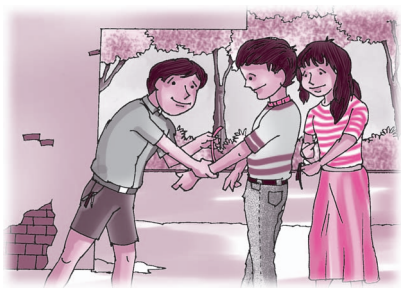
Friendship Day

SECTION A

READING COMPREHENSION

Read the given passage carefully.

Friendship Day was originally promoted by Joyce Hall, the founder of the Hallmark Cards, in 1930. The second of August was chosen as the day when people celebrated their friendship by sending cards.



Friendship Day was promoted by the Greeting Card National Association during the 1920s but its popularity soon faded away. However, it is still celebrated in Asia and many other countries.

In 1998, Nane Annan, wife of the UN Secretary General, Kofi Annan, named Winnie the Pooh as the world's ambassador of friendship at the United Nations.

These days, friends exchange gifts and cards with each other. Friendship bands are very popular in countries like India, Bangladesh, parts of South America and various other countries. With the growing use of social networking sites, Friendship Day is also being celebrated online. Nowadays, the first Sunday of August is celebrated as the Friendship Day. However, the United Nations General Assembly declared July 30 as the 'International Day of Friendship.'

NEW WORDS

promoted: to help or encourage something to flourish
faded away: become less popular
ambassador: one who acts as a promoter of an activity

Activity 1

Tick (✓) the correct answers.

1. Joyce Hall was the founder of the
   (a) Hallmark Cards. ☐ (b) United Nations. ☐
   (c) Friendship Day. ☐ (d) Greeting Card National Association. ☐
2. Friendship Day is also celebrated online with the growing use of
   (a) magazines. ☐ (b) social networking sites. ☐
   (c) radio. ☐ (d) television. ☐

My Score: —/02

Activity 2

Answer the following questions in brief.

1. Which day was initially chosen as the Friendship Day?

   _____

2. What was Winnie the Pooh chosen as and by whom?

   _____

3. When is Friendship Day celebrated these days?

   _____

My Score: —/03

Activity 3

Use the following words in sentences of your own.

1. celebrated : _____

2. friendship : _____

3. popular : _____

My Score: —/03

Activity 4

Unscramble the following words.

1. RONFDUE ☐☐☐☐☐☐ 2. AAWY ☐☐☐☐

3. DAEFD ☐☐☐☐ 4. GCEAEHXN ☐☐☐☐☐☐☐☐

My Score: —/04

SECTION B

FUN WITH GRAMMAR

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 use 'that' after the reporting verb in reported speech as shown below. We also make changes in tenses, time, place and personal pronouns, etc.

Example: Fiza said, "Shahid is listening to music." (Direct speech)
(reporting verb)

Fiza said that Shahid was listening to music. (Reported speech)
(reporting verb)

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

1. simple present to simple past

2. present continuous to past continuous
3. simple past to 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 <u>is</u> biryani in the lunch box." (simple present)	Rafiq said that there <u>was</u> biryani in the lunch box. (simple past)
2.	Madhumita said, "Christina <u>is taking</u> out a box of cake pieces." (present continuous)	Madhumita said that Christina <u>was taking</u> out a box of cake pieces. (past continuous)
3.	Christina said, "My mother <u>baked</u> a cake for everyone." (simple past)	Christina said that <u>her</u> mother <u>had baked</u> a cake for everyone. (past perfect)

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

4.	Jaspinder said, "<u>I will</u> bring *halwa*."	Jaspinder said that <u>she would</u> bring *halwa*.
5.	Nidhi said, "The food <u>is</u> kept here."	Nidhi said that the food <u>was</u> kept <u>there</u>.

6. Ruchi said, "I am happy to be here now."	Ruchi said that she was happy to be there then.
7. Rafiq said, "The class party is today."	Rafiq said that the class party was on that day.
8. Madhumita said, "I bought the *rosogollas* yesterday."	Madhumita said that she had bought the *rosogollas* the previous day.

Activity 5

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."

My Score: —/04

Activity 6

Add 'said' or 'told' 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.

My Score: —/04

Activity 7

Report the following statements to your best friend.

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

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

_____

My Score: —/02

SECTION C

VOCABULARY

Activity 8

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 <u>light</u>. I could easily carry it. _____

   (b) Sudesh switched on the <u>light</u> when he entered the dark room. _____

2. (a) He gifted a <u>tie</u> to his father on the Father’s Day. _____

   (b) I couldn’t <u>tie</u> my shoelaces as they weren’t long enough. _____

   (c) The football match ended in a <u>tie</u>. _____

3. (a) John prayed at his friend’s <u>grave</u> and kept a rose on it. _____

   (b) The patient was in a <u>grave</u> situation. _____

My Score: —/07

Activity 9

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

nuisance stout affluent 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.
4. Some of the residents in this area are _____, others are very poor.

My Score: —/04

Activity 10

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 _____

My Score: —/10

Activity 11

Write five words that begin with 'ʃ' sound – the sound you find in the word, fini<u>sh</u>.

Write five words that begin with 's' sound – the sound you find in the word, 'bli<u>ss</u>'.

'ʃ' sound

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

's' sound

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

My Score: —/10

SECTION D

WRITING

Activity 12

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 given clues and refer to the given picture. Begin your first line as follows:

Friendship bands/handmade cards/sweets/sang songs/played games

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



My Score: —/10

UNIT 9

A Trip to Kolkata

SECTION A

READING COMPREHENSION

Read the given story carefully.



In a small village in 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 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 she 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 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 very furious. A big argument followed as both of them stamped their feet, shouted out each other and Kaka left in anger. He said, "I will never forgive you for this." She 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 washerman's indigo that she would often use for Kaka's white clothes. She made up her mind once and for all that she would 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 human figure blocking the door in the dark. She threw the pot at the person 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
rarely: not often
flung: threw violently
nasty: bad
shrieked: cried loudly in a sharp, shrill voice
outskirts: outside
utter: say, express
aroma: fragrance
terrible: big

Activity 1

Tick (✓) the correct answer.

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. ☐

My Score: —/03

Activity 2

The various events and details of the story have been given below. They have got all jumbled up. Arrange them in proper 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 one another.

(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) Kaki made delicious fish curry and let it boil for some time until it was well-cooked.

(h) One day a big fish got caught in Kaka's towel while he was bathing in the nearby river.

(i) Kaki shouted in anger that she would not speak to Kaka until Nitai's horns turned blue.

(j) She was lost in her thoughts about her nephew's marriage while the fish curry got burnt.

(k) She decided to colour Nitai's horns blue.

(l) When Kaki was about to leave the cattleshed, she saw a big human figure at the door.

(m) The old couple lived in a small thatched hut, had two cows and a bull called Nitai.

(n) She screeched, threw the pan and the cattle joined in her protest.

(o) She could not live without chatting to Kaka even for a few minutes.

(p) Kaki soon realised the person at the door was Kaka.

(q) Kaki took some washerman's colour and coloured Nitai's horns blue.

(r) They went back chatting with each other happily.

My Score: —/18

Activity 3

Answer the following questions in brief.

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?

My Score: —/04

SECTION B

FUN WITH GRAMMAR

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, nearness also take place when we report questions.

We have already read that while changing questions to reported speech, various other changes that take place 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 asked 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)

   Ridhi 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)

Activity 4

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 was everyone shouting?”

   _____

4. Father said, “When will Rita’s exams begin?”

   _____

5. Tony said, “Who is making a noise?”

   _____

My Score: —/10

Activity 5

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.

My Score: —/03

'Yes'- or 'No'- type questions

You are already familiar with the fact 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)



Activity 6

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 the prison?”

My Score: —/06

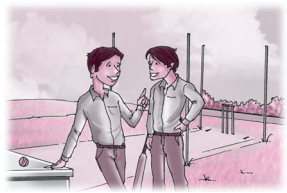
Activity 7

Report the following questions.

1. Where do your grandparents live?



2. Who gifted you the new bat?



3. Have you seen my mobile phone?



4. Are you a doctor?



My Score: —/08

SECTION C

VOCABULARY

Activity 8

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 was no need for repeti_____ of driving instructions given by Mr Sunil.

My Score: —/04

Activity 9

Use a dictionary to find out the difference in meanings between words in each pair that are often confused.

1. (a) anxious : _____
   (b) eager : _____
2. (a) desert : _____
   (b) dessert : _____
3. (a) lightening : _____
   (b) lightning : _____
4. (a) stationary : _____
   (b) stationery : _____

My Score: —/08

Activity 10

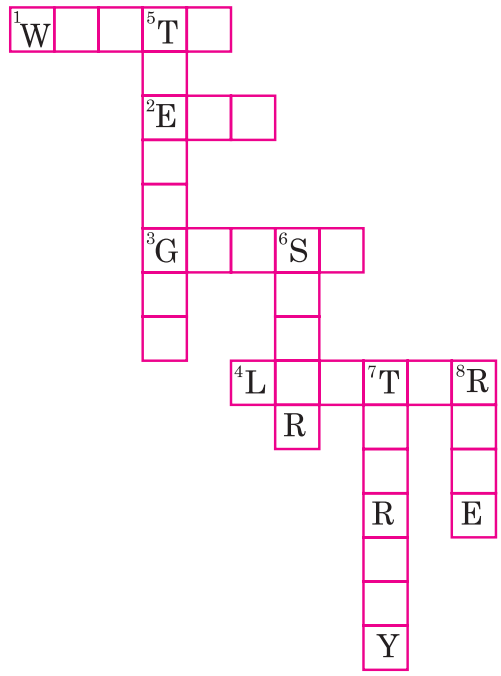
Solve the crossword puzzle with the help of given clues.

Across

1. past tense of 'write'
2. a snakelike 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 inclusive
6. something needed for making dishes sweet
7. frighten
8. impolite



My Score: —/08

SECTION D

WRITING

Activity 11

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.

My Score: —/10

UNIT 10

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. The 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.

Activity 1

Tick (✓) the correct answers.

1. The blackberry is
   (a) a poisonous fruit. ☐ (b) an inedible fruit. ☐
   (c) an edible fruit. ☐ (d) a rare fruit. ☐
2. Blackberries are rich in
   (a) protein. ☐ (b) vitamins. ☐
   (c) salt. ☐ (d) sugar content. ☐

My Score: —/02

Activity 2

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 _____.

My Score: —/03

Activity 3

Answer the following questions in brief.

1. Name any three delicious things that can be prepared with blackberries.
2. What are the vitamins that blackberries are rich in?
3. Which country is the largest producer of blackberries in the world?

My Score: —/03

Activity 4

Find words in the passage that mean the following.

1. grow naturally in abundance : _____
2. could be used to treat : _____

My Score: —/02

SECTION B

FUN WITH GRAMMAR

Question Tags

You already know that question tags are used at the end of statements and are intended to ask the listener to confirm it.

We use negative question tags with positive statements. We use positive question tags with negative statements.



Examples:

1. Those blackberries were ripe, weren't they?
2. Mrs Jones praised Andrew, didn't she?
3. Nilanjana can make blackberry pie, can't she?
4. You like berries, don't you?
5. The children are not at home, are they?

Activity 5

Match the statements with suitable tags.

Statements	Tags
1. Ruhana is your cousin,	(a) hasn't she?
2. Mother has gone out,	(b) can't he?
3. Andrew can pluck berries fast,	(c) are they?
4. The blackberries are not ripe,	(d) isn't she?

My Score: —/04

Activity 6

Fill in the blanks with suitable question tags.

1. The children are playing in the fields, _____?

2. She prepared delicious apple pie, _____?
3. Christina can bake cakes and pies, _____?
4. The blackberries in the basket are delicious, _____?
5. Samantha is not in the garden, _____?
6. That basket is yours, _____?

My Score: —/06

Modals

You are already aware that 'can', 'may' and 'should' are modals. They are used to convey more than one meaning.

(a) We use 'can' to express the ability to do something, possibility or make a request. Can is also used to ask for or grant permission.

Examples:

1. Jaspreet can swim for an hour at a stretch. (ability)
2. Meena can go out with her sister in the evening. (possibility)
3. Can you get me a cup of tea, please? (request)
4. Can I sit here? (ask for permission)
5. You can sit here. (grant permission)



(b) We use 'may' to express the possibility of something happening in future, to ask for or grant permission. It may be noted that 'may' is more polite than can.

Examples:

1. Mr Ravi Gupta may settle in Delhi after retirement. (possibility)
2. May I go to the school office, madam? (to ask for permission)
3. You may go to the school office. (to grant permission)

(c) 'Should' is used to express what is right or correct. It is also used to give advice.

Examples:

1. You should help your parents do the household chores. (right thing to do)
2. You should take some warm water as you have a bad cough. (to give advice)

Activity 7

Tick (✓) the correct options and complete the following sentences.

1. Aastha (should/may) visit the science museum with her parents on Sunday.
2. Revathi (can/should) bake cup cakes very well.
3. The baker (may/should) give you a discount if you request him to do so.
4. All the children (should/may) maintain discipline in the class.
5. The art teacher (can/may) draw and paint beautifully.
6. (May/Can) I go to the library and give this application for a new library card, madam?



My Score: —/06

Activity 8

Make sentences with 'can', 'may' and 'should' each.

1. can _____
2. may _____
3. should _____

My Score: —/03

SECTION C

VOCABULARY

Activity 9

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

Column A	Column B
1. bed	(a) piece
2. decoration	(b) ship
3. tape	(c) truth
4. space	(d) cover
5. lamp	(e) juice
6. fruit	(f) post
7. bitter	(g) recorder
8. door	(h) knob

My Score: —/08

Activity 10

Add full stop (.), comma (,), question mark (?), exclamation mark (!) and inverted commas ("...") wherever required.

1. Sudhanshu visited Chennai Hyderabad and Bengaluru last winter
2. You went out for dinner last night didn't you
3. Oh I cut my finger while chopping vegetables
4. Mrs Jones said Andrew you are a nice boy
5. Andrew said Can I pluck some blackberries from that bramble

My Score: —/13

Activity 11

Refer to a dictionary and find out the meanings of the underlined words. Write them in the space provided.

1. Mother took rest for <u>a while</u> before she made *chapatis*. _____
2. Razia <u>accepted</u> a donation for the orphanage from her friend. _____
3. Salma wants to <u>adopt</u> a child from the orphanage. _____

My Score: —/03

SECTION D

WRITING

Activity 12

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 when did you return home.

_____

_____

_____

_____

_____

_____

My Score: —/10

Activity 13

Take a newspaper cutting and paste it in your notebooks. Underline the modals 'can', 'may' and 'should'.

UNIT 11

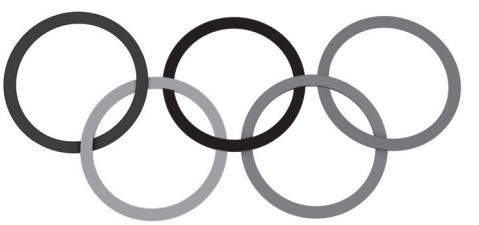
Indian Women Shine at the Olympics

SECTION A

READING COMPREHENSION

Read the given passage carefully.

Olympics Motto and Symbol



The Olympic motto is in Latin – 'Citius, Altius, Fortius'. It means 'Faster, Higher, Stronger'. The motto was proposed by Pierre de Coubertin in 1894 and was introduced at the Olympic Games in Paris in 1924.

The symbol of the Olympic Games has five interlocking rings. The rings are blue, yellow, black, green and red on a white background. The symbol was originally designed by Pierrre de Coubertin, the co-founder of the modern Olympic Games, in 1912.

At present, the International Olympic Committee holds the view that the Olympic symbol 'reinforces the idea' that the Olympic Movement is truly international. It welcomes all the countries of the world to join the Olympic Games. According to the Olympic Charter, the Olympic symbol represents the union of five regions of the world and the meeting of athletes from all around the world at the Olympics. The 2014 Winter

Olympics will be held in Sochi, Russia at the month of February. In 2016, the Summer Olympics will be held in Rio de Janeiro in Brazil.

NEW WORDS

motto: a short sentence or phrase that expresses the beliefs and ideals guiding an institution

proposed: put forward for consideration by others

interlocking: joining closely by overlapping

reinforces: strengthens or supports

Activity 1

Tick (✓) the correct answers.

1. The Olympic motto was proposed by
   (a) Pierre de Coubertin. ☐ (b) Michael Phelps. ☐
   (c) Mark Spitz. ☐
2. The symbol of the Olympic Games has
   (a) eight interlocking rings. ☐
   (b) four circles. ☐
   (c) five interlocking rings. ☐
3. The 2014 Winter Olympics will be held at
   (a) Rio de Janeiro, Brazil. ☐ (b) Sochi, Russia. ☐
   (c) Beijing, China. ☐

My Score: —/03

Activity 2

Answer the following questions in brief.

1. What is the Olympic motto in Latin?

   _____

2. What does the Olympic motto mean in English?

   _____

3. Describe the Olympic symbol.

_____

_____

4. What does the Olympic symbol mean according to the Olympic Charter?

_____

_____

My Score: —/04

SECTION B

FUN WITH GRAMMAR

Conditionals

Read the following sentences carefully.

1. If the team practises well, it will win the hockey match next week. (Possible condition)
2. If the Yamuna in Delhi rises beyond the danger mark, all the colonies near it will be flooded. (Imaginary condition)
3. If we had bought a flat in Delhi in 1970s, we would have been a millionaire now. (Impossible condition because it is related to the past)

The underlined words form an 'if clause or a conditional clause'. It shows that the result of something depends on the condition mentioned in the clause. Conditional clauses usually begin with 'if'.

Activity 3

Use suitable 'if clauses' to complete the following sentences.

1. _____, you will know about current events from all over the world.

2. _____, the baby will cry.
3. _____, you will win the dance competition.
4. _____, you will have to get a new library card issued.
5. _____, the village will be flooded.

My Score: —/05

Activity 4

Match the 'if clauses' with the main clauses.

If Clause	Main Clause
1. If it rains,	(a) we will not reach the airport on time.
2. If the car breaks down,	(b) we will have fun.
3. If tomorrow is declared a holiday,	(c) the public rally will be cancelled.
4. If you eat fresh fruits and vegetables,	(d) they will be very happy.
5. If I visit my grandparents in the holidays,	(e) you will stay healthy.

My Score: —/05

SECTION C

VOCABULARY

Activity 5

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

My Score: —/08

SECTION D

WRITING

Activity 6

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 Olympic Games 2012.

_____ (Date)

My Score: —/05

My Book of
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5

Workbook

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Units	Reading	Functional Grammar	Vocabulary	Writing	Activity
1. The Emperor and the Shadow Puppets	MCQs, factual, inferential, comprehension	Kinds of nouns	Compound words, forming abstract nouns, antonyms	Completing an informal letter	Using newspaper cutting to mark various kinds of nouns
2. Abraham Lincoln	MCQs, factual, inferential, comprehension	Kinds of pronouns	Words with 'ie', 'ei', words with 'ible', 'able', 'le', dictionary work, synonyms	Completing a conversation	—
3. The Speaking Trees	MCQs, factual, inferential, comprehension	Sentences–subject, predicate, kinds of sentences	Similes, unscrambling letters to form words, phrases	Writing descriptive sentences, sequencing sentences	—
4. Tenali Rama Challenges the Magician	MCQs, factual, inferential, comprehension	Prepositions of time, place, position, phrase prepositions	Anagrams, antonyms	Writing a picture-based narrative paragraph with aid	Collecting advertisements and underlining prepositions
5. Mousy's Day Out	MCQs, factual, inferential, comprehension	Subject–verb agreement, tenses–simple present, present progressive, present perfect, present perfect continuous	Suffixes 'im', 'in', one word for many words, dictionary work	Writing a 'Thank You' note	—
6. The Lady with the Lamp	MCQs, factual, inferential, comprehension	Tenses–simple past, past progressive, past perfect, past perfect continuous, simple future, future progressive, future perfect, future perfect continuous, 'going to' form	Prefixes 'un', 'dis', phrases, dictionary work	Writing sentences with phrases, writing a story with the help of clues	Making a Thank You card

Units	Reading	Functional Grammar	Vocabulary	Writing	Activity
7. A Letter from Santa Claus	MCQs, factual, inferential, comprehension	Transitive, intransitive verbs, active and passive voices	Unscrambling letters to form words, idioms, dictionary work	Completing dialogues	Making a list of things and pasting pictures
8. Friendship Day	MCQs, factual, inferential, comprehension	Reported speech	Dictionary work, words ending with 'er', 'or', words with different sounds, unscrambling letters to form words	Writing a report	—
9. A Trip to Kolkata	MCQs, factual, inferential, comprehension	Reported speech and wh- questions, yes–no questions	Words ending with 'sion', 'tion', dictionary work, crossword puzzle	Writing an application	—
10. Blackberries—The Fruit	MCQs, factual, inferential, comprehension	Question tags, modals	Word pairs, dictionary work, use of punctuation marks, one word for many words	Writing a short story with the help of clues	Pasting a newspaper cutting with modals and underlining them
11. Indian Women Shine at the Olympics	MCQs, factual, inferential, comprehension	Conditionals	Words used for describing people, things	Writing a diary entry	—