UNIT 1

Nouns

Abstract Nouns

Worksheet I

In Section C.1 (Unit-Growing Up), of *My English Reader*, Ms Roma sings a song, ‘My Favourite Things’ for the children.

Read the ‘favourite things’ given below.

MY FAVOURITE THINGS

- Raindrops on roses
- Whiskers on kittens
- Winters
- Snowflakes
Now, write down any five of your favourite things in the blurbs given below.

I like __________________ for its __________________

I like __________________ for its __________________

I like __________________ for its __________________

I like __________________ for its __________________

I like __________________ for its __________________

'These are my favourite things.'

Now, in the blanks given below, write one quality for which you like the things written above.

For example, You may like an ice cream for its taste.

Can you touch or see the qualities for which you like your favourite things?

Of course not! You can only feel them.

The qualities that you have listed above areAbstract nouns.
For the Teacher

Explain to the children that abstract nouns name qualities, states, feelings or ideas which we can only think about but cannot see or touch. Abstract nouns are usually singular but some of them can be used in the plural also, for example, 'joys', 'memories', 'ideas'.

All the words given below are Abstract nouns.

jealousy  happiness  speed  love  surprise  height  roughness

Worksheet II

Work with your partner. Using the clues in the Aid Box, complete the sentences given below. The first one has been done for you.

Aid Box

kindness, honesty, cruelty, beauty, humour

(i) Mother Teresa is known for her kindness.

(ii) Noor Jahan, the wife of Emperor Jahangir, is famous for her ________________

(iii) Charlie Chaplin, the comedian, is remembered for his sense of ________________

(iv) Hitler, the German dictator, is known for his ________________

(v) Mahatma Gandhi is respected for his ________________
Brain Teaser

Work with your partner. Solve the crossword puzzle by filling in the qualities possessed by the following people.

Across
3. A wise king
4. An angry person
6. An innocent child
8. A brave soldier

Down
1. A sincere friend
2. A lazy worker
5. An honest shopkeeper
7. A proud actor
**Worksheet IV**

Let us go on a ‘Dictionary Safari’.

Each one of us is scared of something or the other, for example, Rahul is very scared of darkness. Given below are the names of certain fears that people have. Match them with their names given in the Aid Box. Use a dictionary for help.

**For the Teacher**

Set a time limit for this activity. Divide the class into groups of four. Ensure that every child has a dictionary.

**Aid Box**

Claustrophobia, Pyrophobia, Hydrophobia, Angrophobia, Xenophobia, Bibliophobia

(i) The fear of closed spaces : _______________________

(ii) The fear of English : _______________________

(iii) The fear of fire : _______________________

(iv) The fear of foreigners : _______________________

(v) The fear of books : _______________________

(vi) The fear of water : _______________________

Note that all your answers are Abstract nouns.
Worksheet V

(Body Language)

Work with your partner.
Fill in the blanks with the abstract nouns given in the Aid Box.

(i) I would be full of ________________ if I failed in English.

(ii) I would be wanting to keep a ________________ if I whispered something.

(iii) I would listen carefully if I wanted to pay ________________ to something.

(iv) I would raise my eyebrow in ________________ if I heard something strange.

(v) My face is relaxed and beams with joy when I want to show ________________

(vi) My face turns red and I grind my teeth when I’m in ________________

Aid Box

surprise, attention, sorrow, secret, satisfaction, anger
**Worksheet VI**

**Countables and Uncountables**

In Unit-1, “Growing Up” of My English Reader, we have read many words which name things that can be counted and many that cannot be counted. Read the words in the umbrellas given below. Classify them as countables or uncountables.

![Umbrellas with words]

<table>
<thead>
<tr>
<th>Countables</th>
<th>Uncountables</th>
</tr>
</thead>
<tbody>
<tr>
<td>suffering</td>
<td></td>
</tr>
<tr>
<td>notebook</td>
<td></td>
</tr>
<tr>
<td>sickness</td>
<td></td>
</tr>
<tr>
<td>fire</td>
<td></td>
</tr>
<tr>
<td>tooth</td>
<td></td>
</tr>
<tr>
<td>blackboard</td>
<td></td>
</tr>
<tr>
<td>discipline</td>
<td></td>
</tr>
<tr>
<td>pity</td>
<td></td>
</tr>
<tr>
<td>peon</td>
<td></td>
</tr>
<tr>
<td>boys</td>
<td></td>
</tr>
</tbody>
</table>

7
We can count certain things like eraser, ship, blade, notebook, boy.
We cannot count sugar, rice, courage, bravery, liquid.

**Remember**

1. **Countable nouns** name things, persons, places and animals that we can count. They have their plural number.
   For example, a ball, two balls.

2. **Uncountable nouns** name things like water, milk, butter and qualities like beauty, courage that we cannot count. They do not need a/an.

**For the Teacher**

Explain to the children that—

- *Countables can be either singular or plural. We usually add an –s/es to make plural forms.*
- *Uncountables do not have plural forms.*

Let us study some examples.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>horse</td>
<td>horses</td>
</tr>
<tr>
<td>baby</td>
<td>babies</td>
</tr>
<tr>
<td>but</td>
<td></td>
</tr>
<tr>
<td>water</td>
<td>waters</td>
</tr>
<tr>
<td>wealth</td>
<td>wealths</td>
</tr>
</tbody>
</table>
1. Work with your partner. Form abstract nouns from the adjectives used in the following phrases and fill in the blanks.

**For the Teacher**
Guide the students to write their answers using the apostrophe correctly. For example, ‘the honest solider’ will change into ‘the solider’s honesty’.

(i) The intelligent student
(ii) The kind fairy
(iii) The cruel enemy
(iv) The popular leader
(v) The arrogant boy

2. Dheeraj’s class is holding a quiz today. The time limit is five minutes. Help him solve the quiz so that he can win.

**Dictionary can be a great friend here.**

Match words in the Aid Box with the group of words given below.

(i) musty, foul, aromatic
(ii) sour, bitter, sweet
(iii) smooth, flat, moist
(iv) hum, chatter, whisper
(v) pretty, attractive, beautiful

**Aid Box**
smell, sight, taste, hearing, touch
Determiners

Worksheet 1

You have read in B.2 ‘The Tale of a Tail’ (Unit-Growing Up) of My English Reader, that Swami and Pea had a fight. Now that Swami has realised that he is wrong, he is preparing an Egg Carton Jewellery Box to gift to his friend. Read the procedure for making the same and fill in the blanks using the words given in the Aid Box below.

Egg Carton Jewellery Box

This box is an interesting way to store your treasures.

Materials to be used:

___________ newspapers, ___________
egg carton, ________________ cardboard,
___________ foam, _____________ paint brushes,
___________ photographs, ___________
ribbon pieces, _______many____ imitation jewels,
___________ cotton balls, ____________ glue

Aid Box

a few, some, a little, many, a lot of, a/an, several, each
Instructions:

1. Spread the newspapers over a large work surface. Paint the entire egg carton with ________ poster paint and let it dry completely.

2. Decorate the outside of the carton with ________ ribbons and ________ jewels. You could even paste ________ photographs of ________ friends.

3. Put ________ glue at the bottom of ________ egg section.
   Then put ________ cotton ball in each one.

4. The 'Jewellery Box' is ready.

The words you have filled in the blanks are Determiners.
Now read some more determiners:

any   all   too many   every
no    first   too much   enough
either second   a few   all
neither third   not enough   most
next   another   last
Worksheet II

Work with your partner. Fill in the blanks with appropriate determiners in the comic strip given below.

There isn’t ________ salt in it.

You’re right, Mom. We need to add _________ salt, _________ herbs and _________ oil.

Lovely! And then we can have chips with it.

Chips? Mom does not keep _________ chips at home!

For the Teacher

Explain to the students that—

We use — lot/a lot—with both countable and uncountable nouns, for example, a lot of books, a lot of sugar.

We use — few/a few—only with countables to specify number, for example, I’ve got a few friends.

We use — little/a little—with uncountables to specify quantity, for example, a little milk, a little hope.

We use — enough—with countable as well as uncountable nouns, for example, I haven’t got enough money.

There aren’t enough sandwiches.

Also, few and little are almost negative in implication. Both of them suggest ‘none’.

few friends = almost no friends
little hope = almost no hope
Leena, her brother Daksh and their daddy are in the zoo. Leena is very excited. So she just cannot stop chatting with her father. While conversing, they forget certain words. Complete the conversation between Leena and her daddy.

Leena : It’s great here, dad! Look at the white rhinos over there.
Dad : Yes, they’re from Africa. There are only 29,000 rhinos left in the world.
Daksh : Dad, I’m thirsty. Is there some lemonade left in that bottle?
Dad : No, there isn’t any but there’s __________ water.
Leena : Oh, Daksh! Forget about the lemonade. Dad, are there __________ ostriches here?
Dad : I’m sure there must be __________ on the other side.
Daksh : I’m hungry. Is there __________ chocolate in the bag?
Dad : No, there isn’t any.
Leena : Daksh, have you come here only to eat?
Daksh : This zoo isn’t very good. There aren’t __________ mice or rats or snakes, insects or spiders.
Dad : Oh, Daksh!
Note that:

- Some is used to express quantity or number in positive statements.
  For example, I need some help.
- Any is used to express number or quantity in negative statements.
  For example, There wasn’t any help available.
- In questions, both some and any are acceptable. We use some if we expect a positive answer and any if a negative answer is expected.
  For examples, Do you have any complaints? (The answer expected is no.)
  Do you need some more? (The answer expected is yes.)

Worksheet IV

The Segons are having a picnic. They are all talking at the same time as they are very excited. Choose the appropriate speech bubbles to fill in the blank spaces given on the next page.

- We have a lot of orange juice in our store.
- I hope this cake does not have too much sugar!
- Come on, have a bun. There are a lot here.
- How many scoops of ice cream do you want?
- How many sandwiches do you want?
- Eating too many chips can harm my health.
(i) How many sandwiches do you want?
(ii) 
(iii) 
(iv) 
(v) 
(vi)
Worksheet V

A team from Cadbury India, the makers of a food drink, has come to show the children a small documentary on ‘Nutritious Food’. They have shown the children a ‘Food Pyramid’.

Work in groups of four. Discuss what we should eat and in what quantity. Complete the food pyramid using suitable determiners from the Aid Box on the next page.
For good health, we should eat a balanced combination of different foods. A food pyramid is a guide for what to eat and how much to eat each day.

**Worksheet VI**

Preet is suffering from a severe stomach ache. Her doctor has asked her to give him a detailed explanation of her eating routine. She is very busy today and cannot meet the doctor. So she goes to his clinic early and leaves a message for him to read. Complete what she has written.

(Use the Aid Box given below and fill in the blanks. You do not need to use all the words.)

Dear doctor,

I usually eat a healthy breakfast. I always have some fruits. I eat ________ apples, bananas and I drink ________ water. I do not apply butter on my bread. I eat a sandwich with ________ juice for lunch. I also have ________ helpings of salad with ________ vegetables. I sometimes have a cookie. I know cookies are not good for me, but they are delicious.
Look at the picture given below.

For the Teacher

Explain to the students that we use—

a before a singular noun beginning with a consonant sound: For example, a banana, a bird, a cat, a dog, a fish, a mouse, a parrot, a pineapple, a teacher.

an before a singular noun beginning with a vowel sound: For example, an ant, an apple, an arm, an elephant, an egg, an engineer, an eye, an ice cream, an octopus, an orange, an owl, an umbrella.
Worksheet VIII

The following passage has not been edited. There are certain words missing. A slash (/) has been provided wherever a word is missing. Write the omitted word in the space provided.

My brother has just bought / laptop.

It has / coloured screen; it is easier on the eyes

than / black and white screen. The computer has

/ battery, so, my brother can use it without electricity for up to

eight hours. It also has / modem inside. If he

wants to send / e-mail, he can do so easily by

connecting it to the internet. A laptop is / very

small computer. My brother takes it everywhere with him.

Do It Yourself

1. Test Your Knowledge

Get into pairs. You have to attempt the test given below in ten minutes by encircling the correct word. You score one mark for every correct answer. The pair that finishes first wins.

(i) Have you got ______ potato?
   (a) a (b) any (c) a lot of

(ii) I eat ______ ice creams in summers.
   (a) a (b) many (c) a lot of
(iii) I have got a stomach ache! I was thirsty and drank ______ bottles of coke.
   (a) too much (b) too many (c) any

(iv) Have you got ______ money?
   (a) many (b) some (c) little

(v) ______ elephants are there in the zoo?
   (a) how many (b) how much (c) how

(vi) Neha is not eating ______ cake. She is on a diet.
   (a) some (b) many (c) any

(vii) ______ of the workers turned up for the meeting.
   (a) neither (b) either (c) enough

(viii) You can wear ______ the red frock or the yellow one.
   (a) any (b) all (c) either

(ix) Did you participate in ______ competition as a participant?
    (a) next (b) last (c) any

(x) This is the ______ set of notebooks that I have to check.
    (a) first (b) enough (c) next

2. Work in groups of four. Add a suitable noun to each of the determiners given below. Put a tick (✓) mark against the countable nouns.

all ______ □ first ______ □ either ______ □

some ______ □ third ______ □ a few ______ □

any ______ □ next ______ □ a little ______ □

second ______ □ last ______ □ neither ______ □

another ______ □ each ______ □ every ______ □

many ______ □ much ______ □ enough ______ □