

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.



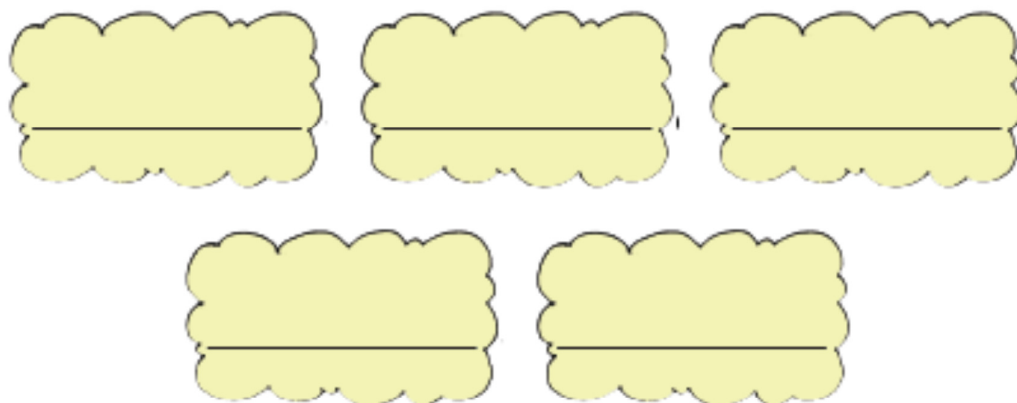
Raindrops on roses

Whiskers on kittens

Winters

Snowflakes

Now, write down any five of your favourite things in the blurbs given below.



The image shows five yellow, cloud-shaped blurbs arranged in two rows. The top row contains three blurbs, and the bottom row contains two. Each blurb has a horizontal line across its middle, intended for writing a favorite thing.

'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*.

- (i) I like _____ for its _____
- (ii) I like _____ for its _____
- (iii) I like _____ for its _____
- (iv) I like _____ for its _____
- (v) I like _____ for its _____

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 are **Abstract 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

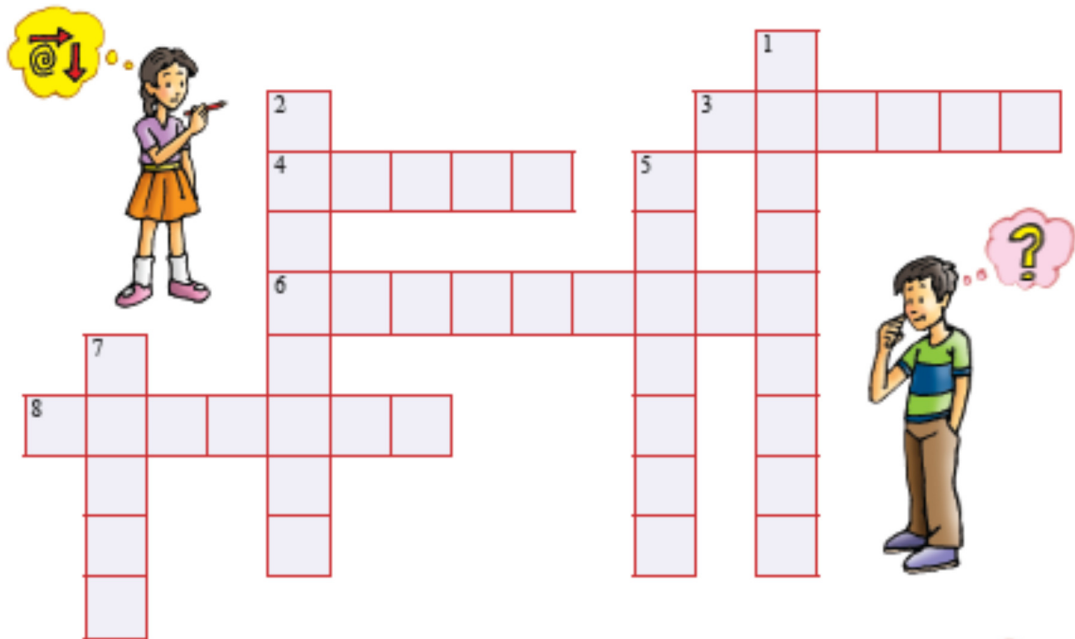
kindness, honesty, cruelty, beauty, humour

- (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, Anglophobia,
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

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.



Countables	Uncountables
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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.

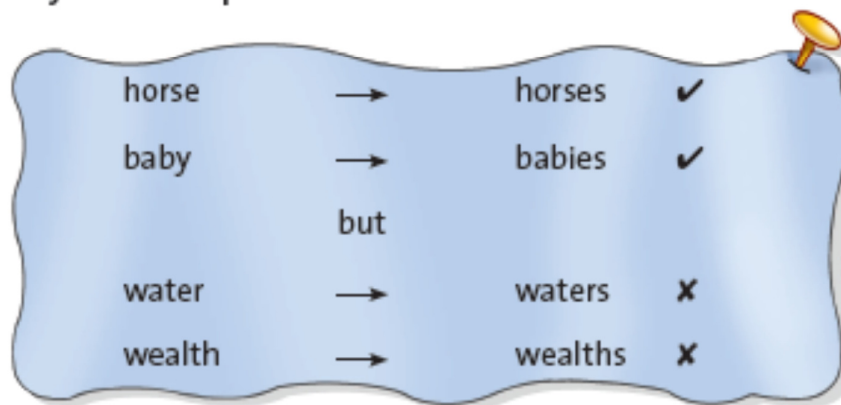
2. Uncountable nouns name things like water, milk, butter and qualities like beauty, courage that we cannot count. They do not need a/an.

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.



horse	→	horses	✓
baby	→	babies	✓
	but		
water	→	waters	✗
wealth	→	wealths	✗

Do It Yourself

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 soldier' will change into 'the soldier'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

UNIT 2

Determiners

Worksheet I

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.



Aid Box

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

Egg Carton Jewellery Box

This box is an interesting way to store your treasures.

Materials to be used:

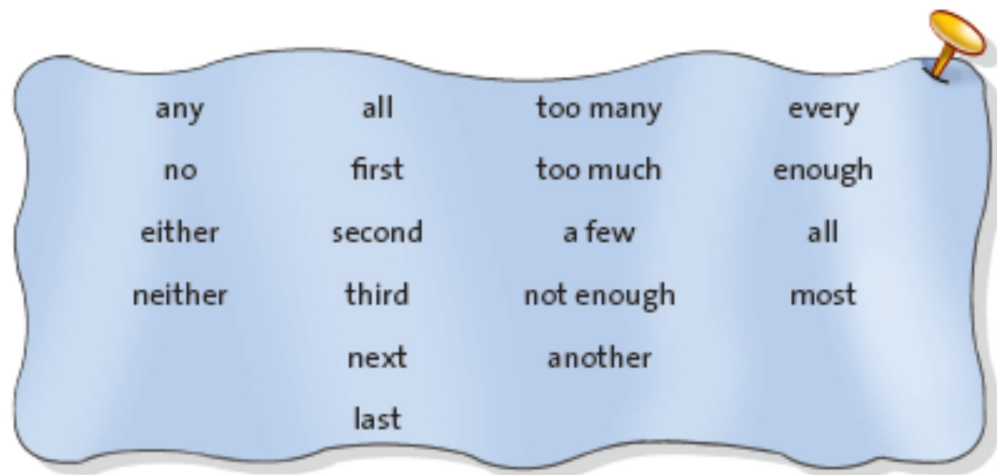
_____ newspapers, _____
egg carton, _____ cardboard,
_____ foam, _____ paint brushes,
_____ photographs, _____
ribbon pieces, _____ many _____ imitation jewels,
_____ cotton balls, _____ glue

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:



Worksheet II

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



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 examples, 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

Worksheet III

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)

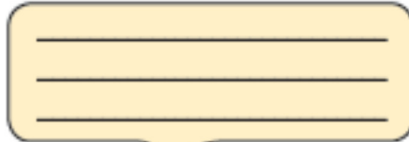
How many sandwiches do you want?



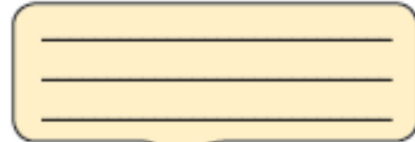
(ii)



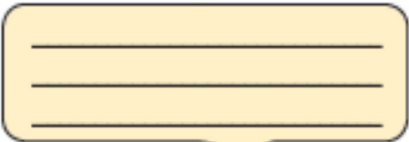
(iii)



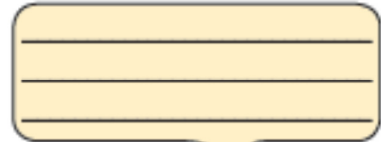
(iv)



(v)



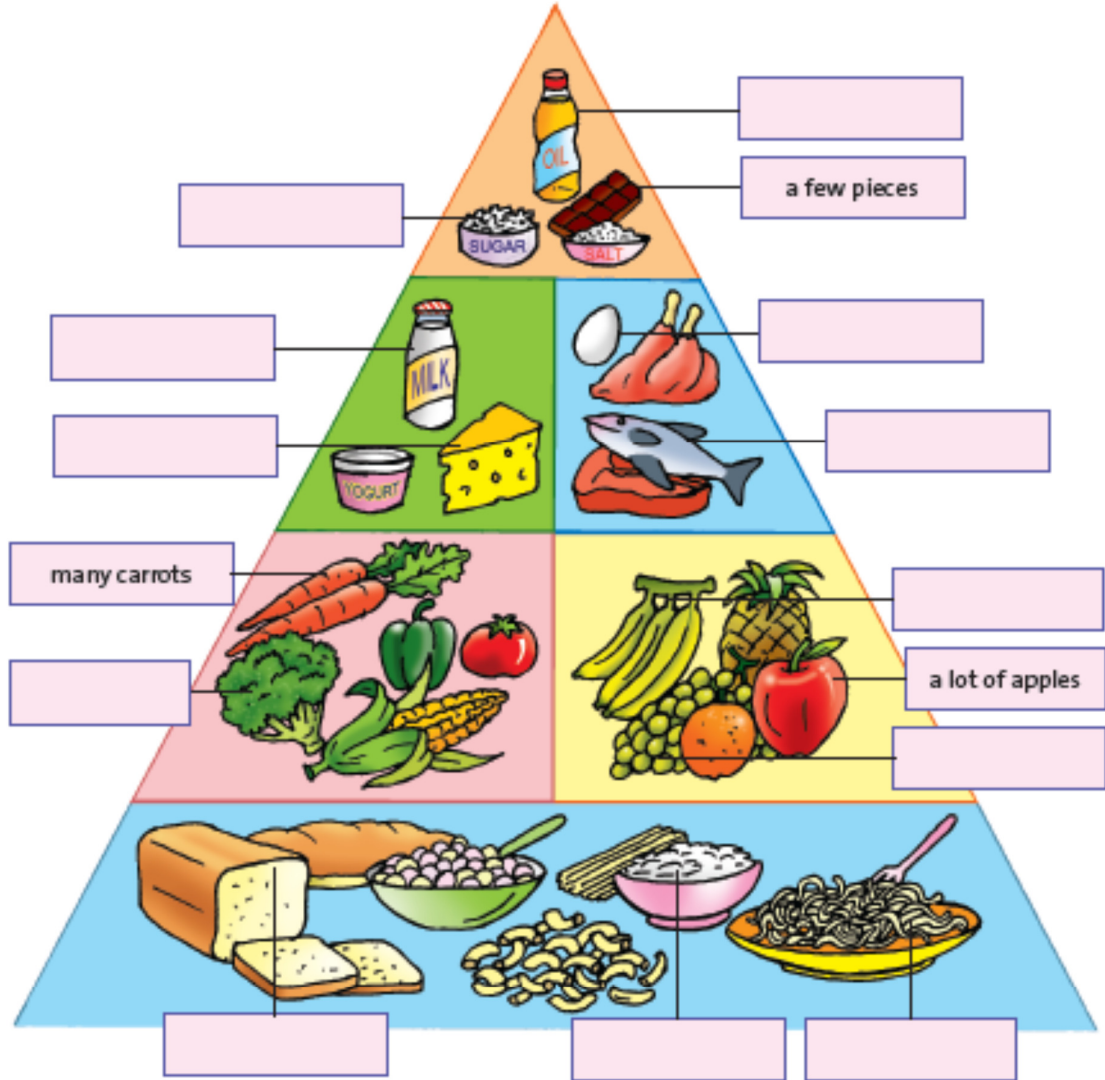
(vi)



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.



AidBox

some, any, a little, enough, many, all, a lot (of), a few

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.)



AidBox

few,
a few,
little,
a little,
some,
a lot of

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.

Worksheet VII

A/AN

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	_____	<input type="checkbox"/>	first	_____	<input type="checkbox"/>	either	_____	<input type="checkbox"/>
some	_____	<input type="checkbox"/>	third	_____	<input type="checkbox"/>	a few	_____	<input type="checkbox"/>
any	_____	<input type="checkbox"/>	next	_____	<input type="checkbox"/>	a little	_____	<input type="checkbox"/>
second	_____	<input type="checkbox"/>	last	_____	<input type="checkbox"/>	neither	_____	<input type="checkbox"/>
another	_____	<input type="checkbox"/>	each	_____	<input type="checkbox"/>	every	_____	<input type="checkbox"/>
many	_____	<input type="checkbox"/>	much	_____	<input type="checkbox"/>	enough	_____	<input type="checkbox"/>