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Determiners

A. Look at the picture and read the questions and answers.



1. Is there any water in the jug? — Yes, there is some water in the jug.
2. Is there any porridge in the bowl? — Yes, there is some porridge in the blue bowl.
3. Are there any cups in the tray? — Yes, there are some cups in the tray.
4. Are there any apples in the basket? — Yes, there are some apples in the basket.
5. Is there any milk in the bottle? — No, there isn't any milk in the bottle.
6. Are there any glasses on the shelf? — No, there aren't any glasses on the shelf.

Words like some and any are determiners. They come before nouns when the exact number or amount is not known.
We use some with uncountable and plural countable nouns. We generally use any with countable and uncountable nouns in questions and negative sentences.



5

A, An, The

A. Look, listen and fill in the blanks with a, an or the.



One morning, Mini and her sister went to _____ market near their house. As they entered _____ market, Mini saw _____ man pushing a cart full of fruit. Her sister stopped and bought _____ watermelon. Then they saw _____ juice stall and walked towards it. _____ stall had _____ umbrella over it, and Mini and her sister stood under _____ umbrella to keep away from _____ hot sun. The shopkeeper was talking to _____ customer. Mini picked up _____ orange and showed it to _____ juice vendor, who smiled and nodded. Soon, he served them cool, refreshing orange juice.

After that, Mini and her sister went to _____ bakery to buy _____ cake for Grandma's birthday. They also spent _____ hour at _____ dress shop, where they bought _____ beautiful sari for Grandma.





8

Comparing Adjectives

A. Look at the picture and answer the questions.



1. Which boat is bigger than the blue and yellow boats? _____
2. Which boat is bigger than the blue boat but smaller than the red boat? _____
3. Which boat is the biggest among the three? _____
4. Which boat is smaller than the red boat but bigger than the blue boat? _____
5. Which is the smallest boat among the three? _____

B. Look at the pictures and tick (✓) the right answer.

1. Which is the longest?



2. Which is the brightest?



3. Which is the heaviest?



E. Fill in the reflexive pronouns.

I Did It Myself!



I tied my shoes _____ today,

Then smiled and ran outside to play.



You packed your bag _____ just right,

With books and pencils clean and bright.

He played by _____ and built a tower with blocks,

She baked cookies by _____ and kept them in a box.



The kitten washed _____ with care,

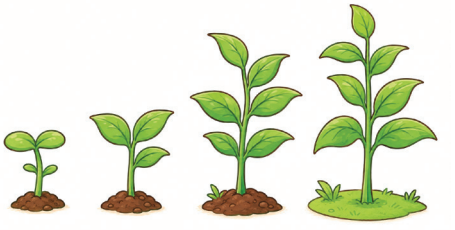
Then curled up softly on a chair.

We made a windmill _____ with paper and glue,

You painted it _____ in red and blue.

They planted seeds _____ in rows,

And watched how each green sapling grows.





Myself, yourself, himself too,

Herself, itself—all clear to you!

Ourselves, yourselves, themselves we say,

When doers do things their own way.

C. Let's form adverbs of manner from adjectives.

Adverbs can be formed by adding -ly to an adjective.

quick *quickly* hopeful _____ slow _____

sad _____ neat _____ bad _____

If an adjective ends in a consonant + y, drop the y and add -ily to form the adverb.

lazy _____ happy _____ busy _____

merry _____ angry _____ hungry _____

D. Use the adjective in brackets to form an adverb of manner.



1. Rohan solved the puzzle _____. (easy)
2. The hungry calf drank the milk _____. (greedy)
3. The dancer moved _____ across the stage. (graceful)
4. The teacher spoke _____ to the nervous child. (kind)
5. We crossed the road _____. (careful)
6. Father scolded me _____ when he saw me plucking flowers. (angry)
7. The children danced _____ when the music played. (merry)
8. She picked up the phone and spoke _____. (sleepy)

Some words can be used as adjectives or adverbs. The way they are used in a sentence tells us what they are.





15

Continuous Tenses

A. Dina is travelling by train with her family. Look at the picture and write the answers.



Who is eating a sandwich? _____ Who is reading a book? _____

Who is listening to music? _____ Who is talking on the phone? _____

The words in colour are verbs in the present continuous tense. They talk about an action that is happening at the time of speaking.

B. Fill in the helping verbs am, is or are to complete the sentences in the present continuous tense.

Present continuous tense
= am/is/are + verb-ing

1. I _____ making a greeting card.
2. The teacher _____ explaining a new sum.
3. The boys _____ singing the school song.
4. My sister _____ playing the tabla.
5. We _____ reading a story about space.
6. The clouds _____ moving across the sky.





Review

4

A. Fill in has, have or had.



1. A camel _____ a hump on its back.
2. We _____ a handwriting competition last Friday.
3. The children _____ lemonade after the race yesterday.
4. Did you _____ breakfast before leaving for school?
5. We did not _____ enough time to finish the puzzle.

B. Circle the correct preposition.



1. The notice was pasted on/at the classroom door.
2. The programme begins in/at noon.
3. We visited our cousins in/on the winter holidays.
4. The office is at/on 18 Rose Avenue.
5. The match will be played on/in Sunday morning.
6. The children have been practising yoga for/since two weeks.

C. Fill in prepositions (in, on, at, since, for).

1. My cousin lives _____ Bhopal. Her house is _____ Lake Road.
2. We will meet _____ Friday. We have not met _____ last year.
3. The students waited _____ the entrance _____ ten minutes.
4. I have lived here _____ I was born. My aunt has lived here _____ 20 years.
5. The festival started _____ 26 January. It will continue _____ three days.



21

Comprehension

A. Read the story and answer the questions that follow. (Adapted from Rudyard Kipling's 'How the Camel Got His Hump')

In the beginning, when the world was new, all the animals had just started working for Man. The horse carried loads. The dog fetched things. The ox pulled the plough. But the camel did nothing. He lived in the middle of a desert, ate thorny bushes and looked at his own reflection in a pool of water. Whenever anyone spoke to him, he only said, "Humph!"

On Monday morning, the horse came to him. "Camel, O camel,"
said the horse, "come and work like the rest of us."

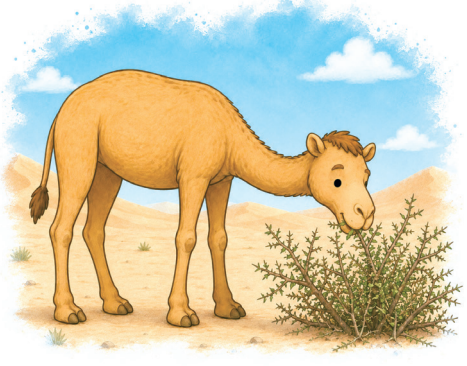
"Humph!" said the camel.

Next came the dog. "Come and fetch and carry," he said. "Humph!" said the camel.

Then came the ox. "Come and plough," he said. "Humph!" said the camel.

At the end of the day, Man said to the horse, the dog and the ox, "The lazy camel will not work. You three must do extra work for him."

The three animals were angry. They stood at the edge of the desert and talked about the unfairness of it all. Just then, the Djinn in charge of the desert came rolling along in a cloud of dust. "What is the matter?" asked the Djinn.



"The camel in your desert has done no work," said the horse.

"He will not fetch and carry," said the dog.

"He will not plough," said the ox.

"He says only 'Humph!'" said the three animals.

"Very good," said the Djinn. "I shall humph him."

The Djinn rolled across the desert and found the camel looking at himself in the water.

"My friend," said the Djinn, "why are you doing no work when everyone else is busy?"



22

Composition

A. Read Meera's letter to her friend Rhea. Label these parts: Sender's address and date, body of the letter, closing and sender's name.

82, Lake View Road,
Bhopal

12 August 2026

Dear Rhea,

I hope you are well. I am writing to tell you about the book fair in our school. Our class visited the fair after lunch. There were storybooks, comics, picture dictionaries and books about animals. I bought a book of folk tales. The most exciting part was meeting a writer who told us how she plans a story before writing it.

Please write back and tell me about a school event you enjoyed.

Yours lovingly,

Meera

A letter written to a friend or a family member is called an informal letter.

An informal letter has these parts—sender's address and date, greeting (Dear ...), body of the letter (main message, which may have two or three paragraphs), closing (examples: Yours lovingly, Love, Your loving friend) and sender's name.

B. Write a letter to your cousin or friend telling him or her about a movie you watched recently.

C. Write a letter to your grandmother telling her about an award you have received in your school.

Use a friendly tone in an informal letter.
Use expressions such as I hope you are well, I am excited to tell you, Do write back soon.
You may use short forms such as I'm and don't in an informal letter.

G. Write a letter to your class teacher requesting leave for two days.

(Mention that you will be visiting your ailing grandfather with your family. State the dates on which you will be absent and request your teacher to grant you leave.)

H. Write a letter to the manager of a nearby bookshop asking if children can visit the shop in small groups.

(Ask about a suitable day and time, and mention that the students want to purchase books for their book club.)

I. A paragraph is a piece of writing on a topic. It is made up of sentences. Listen to the audio and complete the paragraph.



Structure of a paragraph

A paragraph has three parts.

1. Topic sentence tells us what the paragraph is about, that is, the main idea.
2. Details give examples, facts, reasons or descriptions (three or four connected ideas).
3. Closing sentence ends the paragraph neatly. End with a feeling, result or final thought.

J. Number the sentences from 1 to 5 and write them as a paragraph in your notebook.

____ Finally, we packed our bags and left the park clean.

____ Last Sunday, my family went for a picnic in the park.

____ After having the snacks, my brother and I played badminton.

____ We spread a mat under a neem tree and ate sandwiches.

____ I felt happy because we had spent the whole day together.