

**State Council of Educational Research and Training
Haryana, Gurugram-122001**



COMPETENCY BASED QUESTION BANK

Grade Level : 7

Subject : English

2024

Table of Contents

| S. No. | Competency | Pg. No. |
|--------|--|----------|
| 1. | Students can select relevant information from notice board, newspaper, Internet, tables, charts, diagrams, maps etc. | 1-8 |
| 2. | Students can read a variety of grade 7 appropriate texts and complete character analysis, sequencing of ideas and events and relate them with his/her personal experiences | 9-16 |
| 3. | Students can think critically and make inferences, e.g., compare and contrast two/three characters/events | 17-23 |
| 4. | Students can identify the main idea of a passage/text | 24-31 |
| 5. | Students can express his/her views/opinions in 8-10 sentences on the topics like school discipline, value of sports/art etc. | 32-37 |
| 6. | Students can infer the meaning of familiar and unfamiliar words in context | 38-43 |
| 7. | Students can write informal and formal letters | 44-48 |
| 8. | Students can use their imagination to rewrite stories and poems to express their views | 49-50 |
| 9. | Students can write meaningful paragraphs (10- 12 lines each) to describe/ narrate factual or imaginary situations in speech | 51-54 |
| 10. | Students can derive word meanings from clues in context while reading a variety of grade 7 appropriate texts | 55-60 |
| 11. | Students can identify and use same word as nouns and verbs, | 61-67 |
| 12. | Students can identify and use tenses , correct form of verbs | 68-73 |
| 13. | Students can identify and use 'if' clause, | 74-77 |
| 14. | Students can identify and use contractions, | 78-84 |
| 15. | Students can identify and use determiners and articles | 85-92 |
| 16. | Students can identify and use conjunctions | 93-98 |
| 17. | Students can identify and use adverbs, | 99-103 |
| 18. | Students can identify and use degree of adjectives, | 104-108 |
| 19. | Students can identify frame questions and form adjectives from nouns and verbs. | 109-116 |
| 20. | Students can identify and use words such as 'can/ cannot', 'could/ could not', | 117-120 |
| 21. | Students can identify direct/ indirect statements | 121-123 |
| 22. | Students can identify active and passive voice | 124- 130 |
| 23. | Students can identify modal auxiliaries | 131-136 |
| 24. | Students can identify subject and predicate and change sentences from assertive to negative, to interrogative and to exclamatory sentences | 137- 145 |

Inspiration

Sh. Sunil Bajaj ,
Director, SCERT, Haryana, Gurugram

Guidance

Sh, Virender Nara,
Deputy Director, SCERT, Haryana, Gurugram
Dr. Manoj Sharma,
In-charge, Assessment Wing, SCERT

Subject Coordinator

Ms. Vandana Chopra, Subject Expert, SCERT Haryana

Review Team

Dr. Avinasha Sharma, PGT English, Faridabad
Ms. Vandana Chopra, Subject Expert, SCERT Haryana

Content Creators

Dr. Avinasha Sharma, PGT English, Faridabad
Dr. Manjeet Kumar, DIET Madina
Dr. Nirmal Gulia, DIET Machhrauli
Smt. Vinod Kumari, DIET Machhrauli
Dr. Suman Lata, DIET Madina
Sh. Harikesh Dalal, DIET Ikkas (Jind)
Sh. Jitender Kumar, DIET Madina
Sh. Yashpal, DIET Kaithal
Sh. Sushil Kumar, DIET Birhi Kalan
Sh. Sombir, DIET Birhi Kalan
Sh. Surender Singh Noonina, DIET Ding Sirsa
Sh. Akashdeep, DIET Matana Fatehanad
Smt. Geeta Sehrawat, DIET Mattersham
Sh. Parmod Kumar, DIET Mattersham
Smt. Shruti, DIET Birhi Kalan

Smt. Sonia Aggarwal, DIET Palwal Kurukshetra

Sh. Dharmender,DIET Mahendergarh

Smt. Sunita, DIET Panchkula

Dr. Rajni Khokher , DIET Panchkula

Smt. Sonal Sharma,DIET Panchkula

Sh. Tejinder Singh, DIET Panipat

Smt. Rekha Rani,DIET Panipat

Sh. Satyapal, DIET Huissainpur, Rewari

Smt. Manisha DIET Madina

Sh. Ravi Kumar, DIET Beeswanmeel

Sh. Sandeep Malik, DIET Beeswanmeel

Sh. Brijesh Vats,DIET Shahpur

Smt. Sona Yadav, DIET Gurugram

Sh. Pawan Kumar, DIET Mohra, Ambala

Data Entry Operator

Smt. Rajni Kaushik, Assessment Wing, SCERT

Preface

Language is more than just a means of communication; it is a key to understanding the world, expressing our thoughts and emotions, and connecting with others on a deeper level. This question bank is designed to support teachers in assessing competencies within a seventh-grade curriculum. With approximately 20 to 25 questions per competency, it offers a comprehensive resource for both teachers and educators.

The handbook is structured into 24 parts, each corresponding to a specific competency such as reading comprehension, writing skills, and grammar rules. Each section contains multiple-choice, short-answer, and essay-type questions. Additionally, a classroom activity related to each competency is incorporated to further enrich the assessment process. The content closely aligns with chapters from key textbooks, ensuring relevance to the curriculum.

Throughout this question bank, students will encounter competency-based questions designed to challenge and stimulate their thinking, encourage active participation, and develop a deeper understanding of language concepts. From analyzing texts and identifying main ideas to crafting coherent paragraphs and mastering grammar rules, each lesson will provide opportunities to expand their language skills.

Competency-based learning focuses on mastering specific skills and abilities rather than merely memorizing facts. In this approach, students are encouraged to actively engage with the material, apply their knowledge to real-world situations, and demonstrate proficiency in various areas. The competencies addressed in this question bank are carefully selected to align with the learning objectives of the Class 7 curriculum.

Director's Message

Dear Educators,


It is with great pleasure, sincere efforts and hard work, I am able with profound gratitude to present to you this comprehensive competency based English Language Question Bank; drafted in alignment with National Curriculum Framework School Education (NCF-SE 2023).

In our steadfastness, the question bank has been designed to expose the potential of the students for developing reasoning, analytical thinking, creative thinking and providing practical knowledge to prepare them to face the challenges in today's Changing world.

As we embark on this transformative journey towards reimagining education for the 21st century, let us leverage the insights and resources contained within this question bank to empower our students with the competencies necessary to thrive in an ever-evolving global landscape. The power of assessment is a lifelong passion for learning the language in the right perspective, heralding a new era of educational excellence and proper social development and advancement in English language skills. Moreover, this Question Bank is in line with the NEP 2020 Communication which is one of the important 21st century skills to be achieved by students. This step will give them a deep insight of understanding and communicating.

I want to thank the team who worked hard to make this happen. Let's keep working together to improve language education and give our students an opportunity to develop comprehensive language skills that will provide them with a better chance for success in life. Together, let us continue to champion the cause of educational reform and pave the way for a brighter future for generations to come.

Best wishes,


Sh. Sunil Bajaj
Director, SCERT
Haryana, Gurugram

1

Competency: Students can select relevant information from notice board, newspaper, internet, tables, chart, diagrams, maps etc.

I. Go through the information given in the notice and answer the questions that follow:

**GOVERNMENT GIRLS SENIOR SECONDARY SCHOOL, ROHTAK
NOTICE**

29 March 2024.

Sports Bag Found

It is brought to the notice of students of the school that I found a sports bag in the school ground yesterday. It is red in colour. Anyone who has lost it, can collect it from the undersigned during recess after describing the constituents/items in the bag.

Rajesh

Class VII

Room No. 103

Science wing

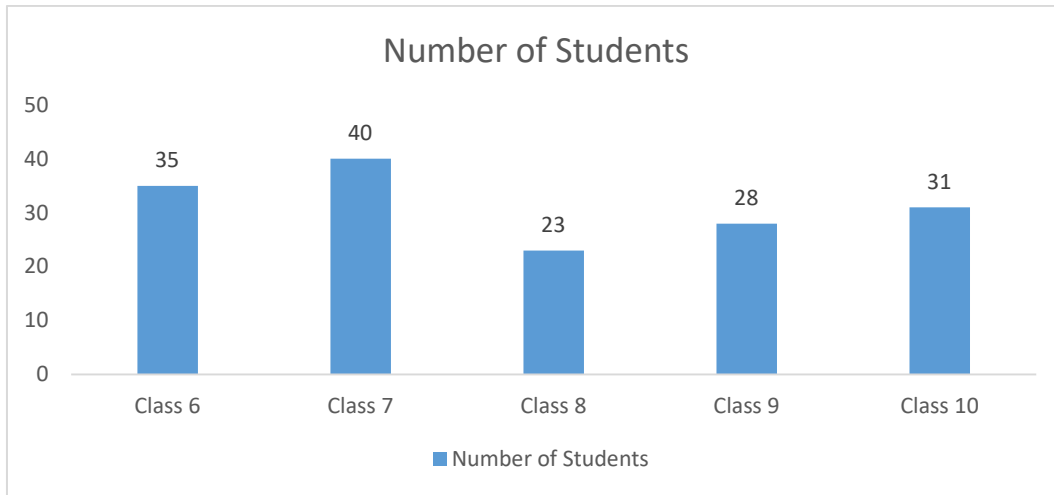
1. What has been found?
2. Who found the bag?
3. Where was the sports bag found?
4. When was it found?
5. From where the bag can be collected?

II. Use the following table to answer the questions.

| Record | Animal | Length Average | Weight Maximum |
|---------------------|-----------------------|----------------|----------------|
| Biggest mammal | Blue whale | 24 m | 190 tones |
| Biggest Insect | Owen Alexdra's Bind | 8 m | .012 kg |
| Biggest land animal | African bush elephant | 6m | 10.4 tone |
| Biggest Bird | Ostrich | 2.1 m | 156.8 kg |
| Biggest animal | Giraffe | 5.8 m | 2000 kg |

1. What is the name of the biggest mammal?
2. Which Animal in the table weighs 156.8 kg.?
3. Who is the tallest animal?
4. How long is African bush Elephant?
5. What is the average length of blue whale?

III. Analyze the graph and answer the questions that follow:



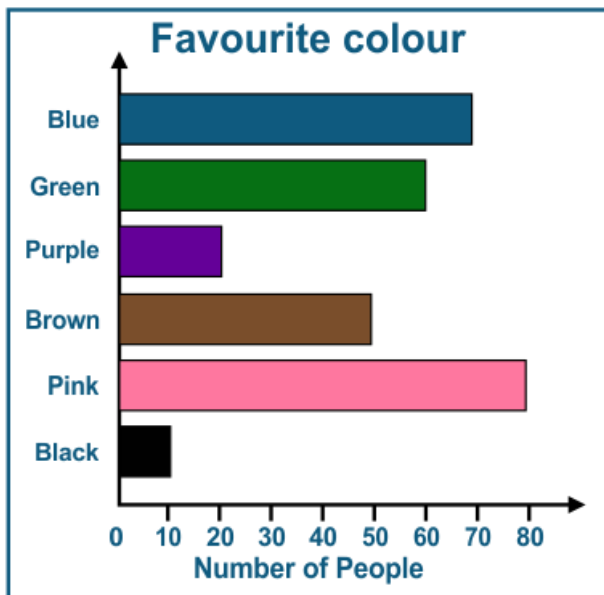
1. How many students are there in class 10th?
2. Which class has least number of students?
3. Which class has maximum strength?
4. Which class has students more than class 8th but less than class 6th?
5. Which class has 40 students only?

IV. The following table shows the average daily temperature for a week. Study the table carefully and answer the question that follow:

| DAY | TEMPERATURE |
|-----------|-------------|
| Monday | 32 C |
| Tuesday | 34.5C |
| Wednesday | 28.9 C |
| Thursday | 31 C |
| Friday | 35.5 C |
| Saturday | 29 C |
| Sunday | 34 C |

- Q1. Name the hottest day?
Q2. Name the coldest day?
Q3. Which day the temperature was 31'c?
Q4. Which day the temperature was 29'c?
Q5. What was the temperature on Friday?

V. The following chart shows the favorite color of people. Study the chart carefully and answer the question that follow



- Q1. Which colour is the most favorite?
Q2. Which colour is the least favorite?
Q3. Which colour is liked by 20 people?
Q4. Which is second favorite colour?
Q5. How many people like green colour?

VI. The following notice is given below. Read it and answer the questions that follow:

Delhi Public School

NOTICE

15th May, 2024

Annual Day Function

The Annual Day of our school will be held on 20th May, 2024 in school auditorium. The students who are interested to take part may give their names to Mrs. Pant. Cultural Incharge BEFOR 5th OF MAY 2024.

- Q1. Which day is announced in the notice?
- Q2. To whom were the interested students to give their names?
- Q3. When is the Annual Day going to be celebrated?
- Q4. Who has issued the notice?
- Q5. What is the name of Cultural Incharge?

VII. Read the following passages carefully and answer the question below:

Dry fruits are useful in various diseases of the brain, muscles and tissues. Particularly almond has got unique properties to remove brain weakness and strengthen it. Almond preserves the vitality of the brain, strengthens the muscles, destroys diseases originating from nervous and bilious disorders. Walnut is another dry fruit that possesses wonderful qualities of curing brain weakness. According to Dr. Johnson, almonds, figs, grapes, dates, apples, and oranges are rich in phosphoric element and should normally be used by brain workers. Phosphorus nourishes the vital tissues of the body. It keeps the mind full of enthusiasm for more work.

- Q1. Why Dry fruits are useful ?**
- Q2. Which one is not a property of almond?**
- Q3. Phosphoric element is profusely found in.....?**
- Q4. Brain workers should take fruits rich in phosphoric element because**
- Q5. The word unique means the same as.....**

VIII. Read the following excerpt from a newspaper article and answer the questions that follow:

"The local council has announced plans to build a new community park in the west end of the city. The park will include playgrounds, a dog park, and picnic areas. The project is expected to be completed by next summer and aims to provide a recreational space for families and individuals of all ages."

Q 1. What is the main purpose of the new community park?

- a) To build a shopping center
- b) To provide a recreational space for families and individuals
- c) To create more parking spaces
- d) To develop new residential buildings

Q 2. When is the park expected to be completed?

- a) Next winter
- b) By next summer
- c) By the end of the year
- d) In two years

Q 3. Which feature is NOT mentioned as part of the new community park?

- a) Playgrounds
- b) Dog park
- c) Picnic areas
- d) Swimming pool

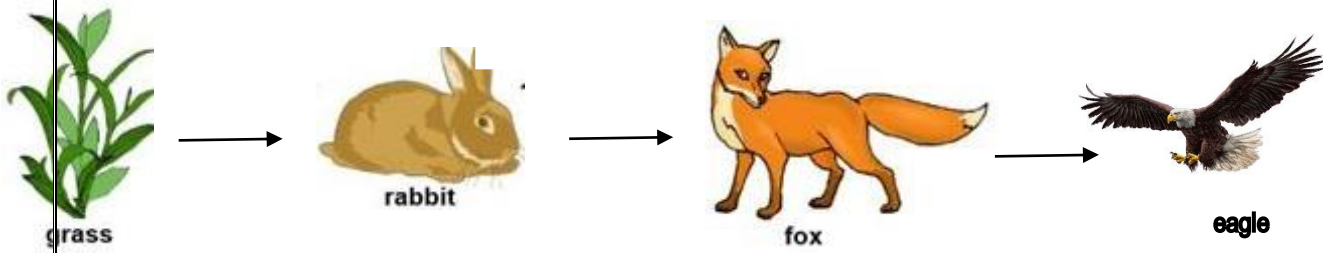
Q 4. Who will benefit from the new community park?

- a) Only children
- b) Only dog owners
- c) Families and individuals of all ages
- d) Only elderly people

Q 5. Which part of the city will the new community park be located in?

- a) East end
- b) South end
- c) North end
- d) West end

IX. Look at the diagram of a food chain and answer the following questions:



Q 1. Which organism is the primary producer in this food chain?

- a) Eagle
- b) Fox
- c) Rabbit
- d) Grass

Q 2. What role does the rabbit play in the food chain?

- a) Primary producer
- b) Primary consumer
- c) Secondary consumer
- d) Tertiary consumer

Q 3. Which organism is at the highest trophic level in this food chain?

- a) Eagle
- b) Fox
- c) Rabbit
- d) Grass

Q 4. What term is used to describe an organism that eats both plants and animals?

- a) Carnivore
- b) Herbivore
- c) Omnivore
- d) Detritivore

Q 5. If the population of rabbits decreases significantly due to a disease outbreak, what would be the most likely effect on the fox population?

- a. The fox population would also decrease
- b. The fox population would remain unaffected
- c. The fox population would increase
- d. The fox population would migrate to a different habitat

X. Examine the map of a city and answer the following questions:



Q 1. Which location on the map would be the most suitable for organizing a community event?

- a) Park
- b) School
- c) Hospital
- d) Library

Q 2. If someone needs medical assistance urgently, which location should they head towards?

- a) Park
- b) School
- c) Hospital
- d) Library

Q 3. Where would you most likely find resources for borrowing books?

- a) Park
- b) School
- c) Hospital
- d) Library

Q 4. Which location on the map is likely to have recreational facilities?

- a) Park
- b) School
- c) Hospital
- d) Library

Q 5. If you wanted to study, which location would be the most suitable?

- a) Park
- b) School
- c) Hospital
- d) Library

The Map Master Challenge



Working in small groups, students receive different types of maps (India, states, cities) and a list of tasks such as finding and marking the location of major geographical features, states, or cities. For example, they might be asked to locate the Thar Desert, identify the state south of Maharashtra, or pinpoint the highest peak in the Western Ghats (Anamudi). The first group to accurately complete all the tasks wins, making this game an interactive way to enhance map-reading skills and geographic knowledge specific to India.

2

Competency : Students can read a variety of grade 7 appropriate texts and complete character analysis, sequencing of ideas and events and relate them with his/her personal experiences.

1. Nishad, a boy of seven (also called Seven because his name means the seventh note on the musical scale) and his ten-year-old sister Maya are very curious about one Mr. Nath. Then one day the children's marble rolls into Mr. Nath's room, and Nishad gets a chance to see him. Is he a crook on the run? Why is his face badly scarred? Why has he no friends?

As we walked back towards the clinic, Seven said, "He doesn't look anything like a monster, Maya. But did you see how thin he is? Maybe he's very poor and can't afford to eat."

Questions:

- a. What event leads Nishad to see Mr. Nath for the first time?
- b. What is the first thing Nishad says about Mr. Nath's appearance?
- c. How does Maya respond to Nishad's observation about Mr. Nath's thinness?
- d. What question does Nishad ask Maya after her explanation about Mr. Nath's wealth?
- e. How does Nishad express his doubt about Mr. Nath being a criminal?

2. Nishad's mother, a doctor, knows Mr. Nath as a patient, who is very polite.

As we walked back towards the clinic, Seven said, "He doesn't look anything like a monster, Maya. But did you see how thin he is? Maybe he's very poor and can't afford to eat."

"He can't be poor if he's a crook on the run," I told him. "He's probably got millions of rupees stashed away somewhere in that room."

"Do you really think he's a criminal, Maya? He doesn't look like one," Nishad looked doubtful.

"Mummy told us quite clearly they were burn scars," Nishad said firmly.

Questions:

- a. How does Nishad's mother know Mr. Nath?
- b. What does Nishad observe about Mr. Nath's appearance?
- c. Why does Maya think Mr. Nath cannot be poor?
- d. What is Nishad's reaction to Maya's belief about Mr. Nath being a criminal?
- e. How does Nishad explain Mr. Nath's scars?

3. One day the dog came running to him, putting his paws against his legs and motioning with his head to some spot behind. The old man at first thought his pet was only playing and did not mind it. But the dog kept on whining and running to and fro for some minutes. Then the old man followed the dog a few yards to a place where the animal began a lively scratching. Thinking it was possibly a buried bone or bit of fish, the old man struck his hoe in the earth, when, lo! a pile of gold gleamed before him.

Questions:

- a. What did the dog do to get the old man's attention?
- b. How did the old man initially react to the dog's behavior?
- c. What did the dog do after the old man did not initially respond?
- d. What action did the old man take after the dog continued to whine and scratch?
- e. What did the old man find when he struck his hoe in the earth?

4. As we walked back towards the clinic, Seven said, "He doesn't look anything like a monster, Maya. But did you see how thin he is? Maybe he's very poor and can't afford to eat." "He can't be poor if he's a crook on the run," I told him. "He's probably got millions of rupees stashed away somewhere in that room." "Do you really think he's a criminal, Maya? He doesn't look like one," Nishad looked doubtful. "Mummy told us quite clearly they were burn scars," Nishad said firmly.

Questions:

- a. What did Seven notice about Mr. Nath's appearance?
- b. How did Maya respond to Seven's observation about Mr. Nath?
- c. What did Maya think about Mr. Nath's financial status?
- d. What was Nishad's reaction to Maya's belief about Mr. Nath being a criminal?
- e. How did Nishad explain Mr. Nath's scars?

5. The king turned round and saw a bearded man running towards them. His hands were pressed against his stomach from which blood was flowing. When he reached the king he fainted and fell to the ground. The king and the hermit removed the man's clothing and found a large wound in his stomach. The king washed and covered it with his handkerchief, but the blood would not stop flowing. The king redressed the wound until at last the bleeding stopped.

- a. What prompted the king to assist the wounded man?
- b. How did the king and the hermit react upon seeing the injured man?
- c. What qualities of the king are revealed through his actions in treating the wounded man?
- d. How did the king and the hermit collaborate in attending to the injured man?
- e. What emotions might the king have experienced during this encounter?

6. The king turned round and saw a bearded man running towards them. His hands were pressed against his stomach from which blood was flowing. When he reached the king he fainted and fell to the ground. The king and the hermit removed the man's clothing and found a large wound in his stomach. The king washed and covered it with his handkerchief, but the blood would not stop flowing. The king redressed the wound until at last the bleeding stopped.

- a. How did the king demonstrate compassion and empathy towards the wounded man?
- b. What insights into the king's character can be gleaned from his handling of the situation?
- c. What significance does the act of the king dressing the man's wound hold in terms of character development?
- d. How does the king's response to the injured man reflect his sense of responsibility and duty?
- e. Have you ever encountered a situation where you had to aid someone in need, similar to the king's response to the wounded man? How did you react, and what did you learn from that experience?

7. Questions based on a passage from the chapter “The ashes that made Trees Bloom.” For character analysis and sequencing of ideas and events.

The old man, being a rice farmer, went daily with a hoe or spade into the fields, working hard from morning until O Tenta Sama (as the sun is called) had gone down behind the hills. Every day the dog followed him to work. Never once harming the white heron that walked in the footsteps of the old man to pick up the worms. For the Old fellow was patient and kind to everything that had life and often turned up sod on purpose to give food to the birds. Frame 10 questions from the above passage on character analysis, sequencing of ideas and events and relate them with his/her personal experience.

- a. How would you describe the character of the old man based on his daily routine and interactions with nature?
- b. What role does the old man's profession as a rice farmer play in shaping his character and daily activities?
- c. How does the old man demonstrate his patience and kindness towards living creatures, as mentioned in the passage?

- d. Can you identify any specific instances in the passage where the old man's actions reflect his compassionate nature?
 - e. What is the significance of the dog accompanying the old man to work every day? How does it contribute to the portrayal of the old man's character?
8. The old man, being a rice farmer, went daily with a hoe or spade into the fields, working hard from morning until O Tenta Sama (as the sun is called) had gone down behind the hills. Every day the dog followed him to work. Never once harming the white heron that walked in the footsteps of the old man to pick up the worms. For the Old fellow was patient and kind to everything that had life and often turned up sod on purpose to give food to the birds. Frame 10 questions from the above passage on character analysis, sequencing of ideas and events and relate them with his/her personal experience.
- a. How does the presence of the white heron in the old man's daily routine symbolize his harmonious relationship with nature?
 - b. What does the passage reveal about the old man's work ethic and dedication to his tasks?
 - c. How does the description of the old man's daily activities contribute to the sequencing of events in the passage?
 - d. What role does the setting, particularly the mention of "O Tenta Sama" (the sun) and the hills, play in conveying the passage's mood and atmosphere?
 - e. Can you relate any of the old man's qualities or experiences to your own life, particularly regarding patience, kindness, or appreciation for nature?

Reference to Context Questions

9. "King: I'm sorry I lost my temper. It is the reason for Hilsa-fish and no one not even Gopal can stop anyone from talking about Hilsa. Not even for five minutes!"
1. Who said these lines and to whom?
 - a) The King said these lines to Gopal.
 - b) The King said these lines to the Queen.
 - c) Gopal said these lines to the King.
 - d) The Queen said these lines to the King.

2. Why did the King apologize for losing his temper?
 - a) Because he was angry about a political issue.
 - b) Because he was frustrated with the constant talk about Hilsa fish.
 - c) Because he was upset with Gopal's behavior.
 - d) Because he was tired of dealing with the royal court.

3. What was the topic that everyone was talking about?
 - a) A new law in the kingdom
 - b) The Hilsa fish
 - c) The King's new decree
 - d) A festival celebration

4. Who did the King mention as not being able to stop the talk about Hilsa fish?
 - a) The Queen
 - b) The Minister
 - c) Gopal
 - d) The General

5. For how long did the King believe no one could stop the talk about Hilsa fish?
 - a) One minute
 - b) Two minutes
 - c) Five minutes
 - d) Ten minutes

9. The queen is the mother of the entire population of the colony. It lives for about fifteen years. It has a pair of wings but bites them off after its 'wedding flights' This flight takes place on a hot summer day. The queen leaves the nest and goes out to meet a male ant, high up in the air.
 - a. How many years does a queen live?
 - b. Who is the mother of entire population of the colony?
 - c. What do you mean by "Wedding flight?"
 - d. When does the flight take place?
 - e. What does the queen (bee) do during wedding flight?

11. The king and the hermit removed the man's clothing and found a large wound in his stomach. The king washed and covered it with his handkerchief, but the blood would not stop flowing. The king redressed the wound until at last the bleeding stopped.

- a. Why did the king and the hermit remove the man's clothes?
- b. What did the king do?
- c. What was done by the king to stop bleeding?
- d. Write the correct sequence of the following incidents.
 - i. The king washed and covered it with his handkerchief.
 - ii. The king and the hermit removed the man's clothing and found a large wound in his stomach.
 - iii. The king redressed the wound until at last the bleeding stopped.
- e. What did they find in the stomach?

12. The Hermit lived in a wood which he never left. He saw no one but simple people and so the king put on ordinary clothes. Before he reached the hermit's hut, the king left his horse with his bodyguard and went on alone.

- a. What did the Hermit never leave?
- b. Where did the Hermit live?
- c. Why did the king put on ordinary clothes?
- d. Why did the king leave the horse and bodyguard?
- e. Do you think, the hermit met only with simple people?

13. He wore a question mark for tail,
An overcoat of gray,
He sat up straight to eat a nut.
He liked to tease and play
And if we ran around his tree,
He went the other way

According to you, why is the squirrel wearing a question mark?

2. Who is teasing whom in the stanza?
3. What does the squirrel do if we run around his tree?
4. What do you mean by 'An overcoat of gray'?
5. Use the word 'Tail' in your own words.

**14. When everybody has short hair.
The rebel lets his hair grow long,
When everybody has long hair,
The rebel cuts his hair short
When everybody talks during the lesson,
The rebel creates a disturbance-**

- a. What do you understand from the word 'Rebel'?
- b. Why does the rebel keep long hair, when everybody keeps short hair?
- c. Use the word 'Disturbance' in your own words.
- d. Do you know anyone who always disagrees with you or your friends?
- e. Would you like to be a rebel? If Yes why?

**15. I know that there isn't really a ghost,
My brother tells lies to keep the shed for his den;
There is not anyone staring or making strange noises.**

- a. Why does the poet's brother tell him a lie?
- b. Did the poet really believe that ghost lived in the shed?
- c. Use the word 'stare' in your own words.
- d. Do you believe in the existence of Ghosts?
- e. If you were at poet's place, would you visit the shed?

16. One day the dog came running to him, putting his paws against his legs and mentioning with his head to some spot behind. The old man at first thought his pet was only playing and did not mind it. But the dog kept on whining and running to and fro for some minutes. Then the old man followed the dog a few yards to a place where the animal began a lively scratching.

- a. Name the chapter from which this extract has been taken.
- b. How did the dog come one day?
- c. What was two old man's first impression to see the dog?
- d. Use the word 'Scratch in your own words.'
- e. What did the old man do finally?

17. But his face and voice made so deep an impression that during the next few minutes. I ordered many pairs. They lasted longer than ever. And I was not able to go to him for nearly 2 years. It was many months before my next visit to his shop.

- a. Name the speaker in the above lines.
- b. Why his voice and face made such an impact?


- c. What has caused such reaction from Mr. Gessler?
- d. Whom does 'his' refer in the above lines?
- e. Why did the author order for many pairs?

18. I remember well my shy remarks one day, while stretching out to him my youthful foot.

“Isn't it awfully hard to do, Mr Gessler?” And his answer given with a sudden smile from out of the redness of his beard: “id is an ardt!”

- a. Why was the author feeling awkward?
- b. What was the reason of author's shy remarks?
- c. What art does Mr. Gessler refer to?
- d. Find out one word from the passage that means 'terrible'.
 - a shy b youthful c awful d hard
- e. Use the word 'stretch' in your own words.

Character Detective Game



In the Character Detective game, students work in small groups to analyze characters from assigned short stories or novel excerpts. Each group reads their text and completes a character profile worksheet, detailing traits, actions, motivations, and personal reflections. After presenting their character profiles to the class, students individually write on index cards a personal experience that relates to the character's traits or situations. The teacher then reads these experiences aloud anonymously, prompting a class discussion on the similarities and differences between personal experiences and the characters' actions. This activity helps students deepen their understanding of character analysis and relate literary themes to their own lives.

3

Competency: Students can think critically and make inferences eg. Compare and contrast two/three characters/events.

1. "Here!" said Ravi to the beggar, dropping the slippers in front of the old man. "Wear these and don't come back!" The beggar stared at the slippers, hurriedly flung his towel over his shoulder, pushed his feet into them and left, muttering a blessing to the children in a clear voice. The music-master came out of the house and took an unappreciative look at the three of them sitting quietly under the tree, playing marbles. Then he searched for his chappals in the verandah, where he had put them.

Questions:

a) What was the beggar's reaction after receiving the slippers?

- i. He threw them away.
- ii. He stared at them and muttered a blessing.
- iii. He asked for something else.
- iv. He gave them back.

b) The beggar left, muttering a _____ to the children in a clear voice.

c) Match the characters to their actions.

- | | |
|---------------------|---|
| i. Ravi - | a) Searched for his chappals. |
| ii. Beggar - | b) Played marbles quietly. |
| iii. Music-master - | c) Dropped the slippers in front of the beggar. |
| iv. Children - | d) Put on the slippers and left. |

d) Why do you think the music-master took an unappreciative look at the children?

e) What do you think will happen when the music-master realizes his chappals are missing?

2. Mridu, Meena, and Ravi entered, nervously. Rukku Manni began questioning them. "You gave the music-master's chappals to that old beggar who turns up here," children. She pointed to the road. "Have you gone mad?"

Questions:

a) How did the children feel when they entered the house?

- i. Excited
- ii. Nervous
- iii. Angry
- iv. Happy

b) Rukku Manni began _____ them.

c) Match the actions to the characters.

- | | |
|-------------------|--------------------------------------|
| i. Mridu - | a) Began questioning the children. |
| ii. Meena - | b) Entered nervously. |
| iii. Ravi - | c) Questioned the children's sanity. |
| iv. Rukku Manni - | d) Gave the chappals to the beggar. |

d) What does Rukku Manni's reaction tell us about her character?

e) Do you think the children made the right decision by giving the chappals to the beggar? Why or why not?

More questions from the text books to assess students' ability to think critically and make inferences.

- 3. What qualities of a good teacher we can learn from an 'Ant'?
- 4. Analyze the behaviour of Kari in context to his relation with other people.
- 5. It takes long time to find food for Kari. Why?
- 6. Python was more intelligent than a normal animal. Critically analyze.
- 7. You have to fight with your inner fear to live the life at its full. Analyze in context to the lesson 'Chandni'.
- 8. Compare the character of Chandni with other goats in relation to her thought regarding life.
- 9. Compare the thought of wolf and the goat when they were fighting with each other.
- 10. The bear was looking unhappy when he was chained. Why? Give reason in sport of your answer.
- 11. When we keep pets, we become more loving and tolerant. Do you agree?

12. What is the significance of the hand in the lesson 'An Alien Hand'?
13. Story-telling is an art and it play a vital role in men's life. Analyze.
14. Why did the king want to know the answer of his three questions?
15. Compare the character of the king and the saint in the story 'Three Questions'.
16. When we are under the influence of Revenge feeling, we cannot understand what is wrong /right. Give your answer in relation to the story 'Three Question'.
17. What we learn from the activities of Squirrel?
18. What did the chappals symbolize in the story 'A Gift of Chappals'?
19. Compare the character of Rukku Manni and the music master.
20. Is it right to be disagree with your friends, even though you don't know the fact of the situation?
21. Compare the character of a Rebel and yes man. In your opinion who is right?
22. A good deed always proves rewarding for you. Give your answer regarding the story 'The Ashes That made Tree Bloom'.

23. Read the passage and answer the questions:

The old man, being a rice farmer, went daily with hoe or spade into the fields, working hard from morning until O tento sama (as the sun is called) had gone down behind the hills. Every day the dog followed him to work never once harming the white heron that walked the footsteps of the old man to pick up the worms. For the old fellow was patient and kind to everything that had life, and often turned up a sod of purpose to give food to the birds.

Questions:

a) What does the old man's treatment of the white heron suggest about his character?

- i. He is indifferent to animals.
- ii. He is patient and kind to all living things.
- iii. He dislikes birds.
- iv. He only cares about his dog.

b) The old man worked hard from morning until _____ went down behind the hills.

c) Match the characters to their actions.

- | | |
|--------------------|----------------------------------|
| i. Old man - | a) Followed the old man to work. |
| ii. Dog - | b) Picked up worms. |
| iii. White heron - | c) Worked hard in the fields. |

d) What can you infer about the relationship between the old man and his dog based on the passage?

e) Do you think the old man's habit of turning up sods to feed the birds is beneficial or harmful to his work as a rice farmer? Explain your reasoning. Question - What similarities do you think to the farmer and the dog for other living creatures ?

24. But I know myself he was sitting over his boots day and night, to the very last you see, I used to watch him. Never gave himself time to eat; never had a penny in the house. All went in rent and leather. How he lived so long I don't know. He regularly let his fire go out. He was a character. But he made good boots.

- a) Make a comparison between the character of a normal bootmaker and Mr. Gessler.
- b) What does Mr. Gessler's dedication to his work say about his priorities?
- c) How might Mr. Gessler's lifestyle choices affect his health and well-being?
- d) In what ways does Mr. Gessler's approach to bootmaking differ from that of a typical bootmaker?
- e) What can you infer about Mr. Gessler's financial situation based on the passage?

25. Grown-ups say things like: Speak up, Don't talk with your mouth full, Don't stare, Don't point, Don't pick your nose.

- a) Do a comparison between the rules made by elders and what children want to make rules for grown-ups to follow.
- b) How might children feel about the rules imposed by grown-ups?
- c) Why do you think grown-ups impose these specific rules on children?
- d) What kind of rules do you think children would create for grown-ups?
- e) In what ways can these rules be seen as beneficial or restrictive for children?

26. Gopal and the Hilsa-fish Gopal's wife: Listen to me! Please. You can't possibly go out in those disgraceful rags! What are you up to? Gopal: How many times must I tell you, woman. I am out to buy a huge Hilsa-fish.

- a) What does Gopal's response to his wife suggest about his character?
- b) What can you infer about Gopal's behavior towards his wife?
- c) In what ways might Gopal's wife feel about his decision to go out in rags?
- d) What does this interaction reveal about the relationship between Gopal and his wife?
- e) Why might Gopal be insistent on going out to buy the Hilsa-fish despite his wife's objections?

27. She hurried indoors and brought out Gopu Mama's hardly worn, new chappals. "These should fit you, sir, please put these on. I am so sorry. My son has been very naughty." The music-master's eyes lit up. He put them on, trying not to look too happy. "Well, I suppose these will have to do... These children have no respect for elders, what to do? A hanuman incarnate... only Rama can save such a naughty fellow."

- a) What does the music-master's reaction to the new chappals suggest about his character?
- b) How does Gopu Mama's mother demonstrate responsibility in this situation?
- c) In what ways does the music-master's reaction reveal his true feelings?
- d) What can be inferred about the music-master's expectations of children's behavior?
- e) How does the Music Master's behavior contrast with that of Gopu's mother?

28. Then I began writing. About half an hour later I turned towards Seven who was lying on his tummy, chin cupped in his palms, reading comics. "Want to hear what I've written?" I asked.

- a) Make a comparison between Maya and Nishad's behavior while studying.
- b) What does Nishad's choice to read comics suggest about his character?
- c) How might Maya's dedication to her writing affect her relationship with Nishad?
- d) What can you infer about the siblings' priorities based on their activities?
- e) How do Maya and Nishad's behaviors reflect their attitudes towards studying?

29. An ant uses its feelers or antennae to talk to other ants by passing messages through them. Watch a row of ants moving up or down the wall. Each ant greets all the others coming from the opposite direction by touching their feelers.

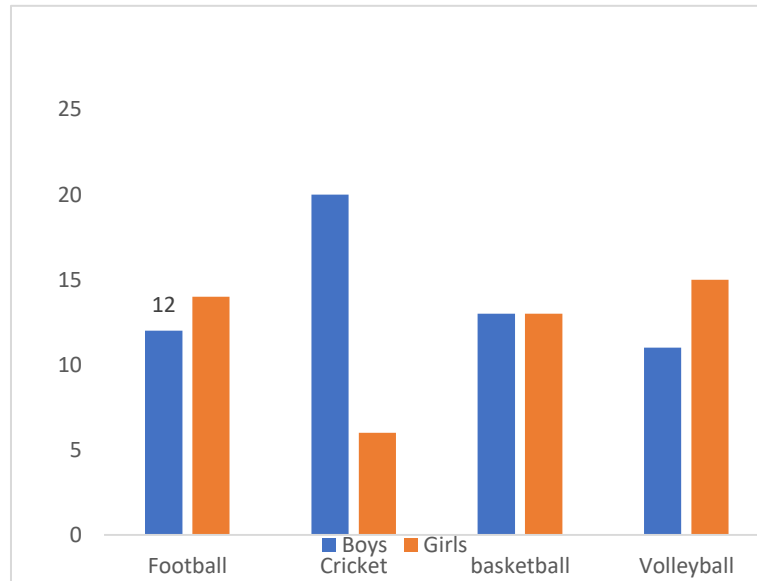
- a) How is ants' behavior different from other insects?
- b) How might this method of communication be beneficial for ants?
- c) In what ways is the social behavior of ants unique compared to other insects?
- d) What can you infer about the level of cooperation among ants based on their communication?
- e) How does observing ants' behavior help us understand their role in the ecosystem?

30. The only thing to do then is to give the master call and at once the elephant puts down the tree in front of him with his trunk. This frightens all the animals away. As the tree comes crashing down, monkeys wake from their sleep and run from branch to branch.

- a) What does Kari's immediate response to the master call suggest about his training?

- b) How do the monkeys' reactions reflect their natural instincts?
- c) How is Kari's behavior in contrast to that of the monkeys on hearing a master call?
- d) What can you infer about the different levels of intelligence and training between Kari and the monkeys?
- e) How might the crashing tree affect the environment and the behavior of other animals?

31. My class teacher conducted a random survey of students to determine the favorite genre of 50 students. The results are shown in the bar graph. Based on the information in the graph, which inference about the students is valid?




- a) Girls like football more than boys.
- b) Girls like cricket more than boys.
- c) Boys like volleyball more than girls.
- d) Girls like basketball more than boys.

32. A survey was taken at a school of 30 students favorite food. The pie chart shows the number of students who selected each. Based on the information in the graph, which inference about the favorite food of all students appears to be valid?



- a) Maximum number of students like pasta.
- b) Maximum number of students like pizza.
- c) Maximum number of students like chowmins.
- d) Maximum number of students like burger.

Event Inference Riddle



In this activity, students are divided into teams and shown a riddle or description containing clues about a particular event. Teams must work together to infer what event the description refers to within a designated time limit. After discussing and formulating their inference, teams reveal their answers, and points are awarded based on the accuracy or proximity of their inference to the correct event. The game proceeds with multiple rounds, each presenting a new riddle or description for teams to decipher. Through this engaging activity, students practice making inferences based on provided clues, honing their critical thinking abilities in a fun and interactive setting.

4

Competency: Students can identify the main idea of a passage/text and answer questions

A. Read the following paragraph carefully and answer the questions that follow:

A giant in stature, with long hair, wearing a bottle green fur lined overcoat and round seal skin cap on his head, Oscar Wilde arrived in New York on 2nd of January 1882 on a lecture tour. He was mobbed by reporters who asked him (much to his irritation) unimportant questions such as how he liked his eggs fried? How he trimmed his finger nails? And what temperature he preferred his bath to be? His answers showed a total lack of interest. However, when he stepped ashore, the customs official asked, "Have you anything to declare?" and with customary style. Wilde replied, "No, I have nothing to declare (pause) except my genius." Few remarks in history have travelled as widely and as quickly as that one.

1. Mention two details of Oscar's physical appearance when he came to New York?

- a) Giant
- b) long hair
- c) Both a and b
- d) None of these

2. Why did he come to New York?

- a) On a lecture tour
- b) On a vacation
- c) For an interview
- d) For study

3. Was Oscar Wilde interested in answering the questions of reporters?

- a) Yes
- b) No
- c) Can't say
- d) Sometimes yes sometimes no

4. What does Oscar Wilde's answer to the custom officer's questions show?

- a) Have you anything to declare?
- b) No, I have nothing to declare (pause) except my genius.
- c) Both a and b
- d) None of these

5. Find a word in the passage which means “exceptional ability in a person”.

- a) Irritation
- b) Pause
- c) Genius
- d) Unimportant

B. Read the statement in column A and match the quality with column B on the basis of your understanding and analytical skills.

| Column A | Column B |
|---|----------------------------------|
| Go from 0 kph to 100 kph in just a few seconds. | Benefits of Banana |
| He eats fruit every day. | Very fast |
| Bananas contain vitamins and minerals. There is no fat in a banana, release energy slowly, which is good for the body. | Reading improves English |
| Reading widely will improve your English. It will improve your reading skills, your vocabulary and your grammar. Read stories and articles that are interesting. Read for fun. If you do, your English will become stronger. | Exercise is good for your heart. |
| Jogging and swimming and other such activities are good for your heart. Getting regular exercise can help you have a healthier heart. Regular physical activity raises healthy HDL cholesterol levels and reduces unhealthy LDL cholesterol and triglycerides. It also lowers blood pressure, burns body fat, and lowers blood sugar levels — all of which benefit heart health | Fruit lover |

C. Decide whether the text is a topic or main idea.

- 1. My car
- 2. My car is very important to me.
- 3. English can help you get a better job.
- 4. Pollution can cause health problems.
- 5. Global warming

D. Write down the main idea and topic to the passage given below:

India is an agricultural country. Most of the people live in villages and are farmers. They grow cereals, pulses, vegetables and fruits. The farmers lead a tough life. They get up early in the morning and go to the fields. They stay and work on the farm late till evening. The farmers usually live in kuchcha houses. Though they work hard they remain poor. Farmers eat simple food; wear simple clothes and

rear animals like cows, buffaloes and oxen. Without them, there would be no cereals for us to eat. India's farmers play an important role in the growth and economy of a country.

Main Idea: _____

Topic: _____

E. Consider this question when you read the passage:

"What is the author doing in this paragraph?" Once you have written your response in the summary box, consider the passage's major topic while coming up with a suitable title.

Screech! The act of applying pressure to the brake pedal by a driver brings a moving vehicle to a stop. We genuinely entrust our lives to brake systems each time we enter a car or cross at a busy crossroads. How does this vital procedure function? When the pedal is pressed, it starts. Brake fluid is currently being released into the braking systems. There is an application of friction as a result of the fluid collecting and creating a leverage. The force created by this friction will halt the wheels and let you get to your destination safely. Beep! Beep!

Summarize this paragraph. Be specific and clearly explain the main idea.

An appropriate title

F. Find the Main Idea and Support your point

The Meerkat

Meerkats in Africa live in large groups of 20 to 50 members. The group works together to survive. All members of the group care for the baby meerkats. They take turns babysitting and will protect the young ones from danger. Members of the group also take turns watching out for threats from other animals while the group finds food. If any dangerous animal comes towards the group, the meerkat will bark a warning.

Write the main idea of the paragraph in your own words.

Write two supporting ideas for the main idea.

G. Find the sentence types (Topic sentence or supporting detail) in this paragraph. (Sentence 1 is done for you.)

1. The Channel Tunnel consists of three parallel tunnels: two primary rail tunnels, which carry trains north and south, and a smaller access tunnel.

A. The Channel Tunnel : Topic sentence

B. two primary rail tunnels, which carry trains north and south, and a smaller access tunnel:
Supporting detail

2. This access tunnel, which is served by narrow wheeled vehicles, is interconnected, by means of transverse passages, to the main tunnels at regular intervals.

3. It allows maintenance workers access to the tunnel complex and provides a safe route for escape during emergencies.

H. Read the following paragraph and choose the main idea from the choices:

Before clocks were made, people kept track of time by other means. In ancient Egypt, people used a water clock. Water dripped slowly from one clay pot into another. People measured time according to how long it took one pot to empty and the other one to fill. Candle clocks were common during the Middle Ages. As such, when a candle burned, marks on its side showed how much time had passed. A final ancient way to measure time was the sundial, which used the movement of the sun across the sky. The shadows moving across the face of the sundial showed the current time.

What is the main idea?

- a. As such, when a candle burned, marks on its side showed how much time had passed.
- b. Before clocks were made, people kept track by other means.
- c. In ancient Egypt, people used a water clock.
- d. All the above.

I. Read the following paragraph and choose the main idea from the choices:

Basketball was invented in 1891 by a physical education instructor in Springfield, Massachusetts, by the name of James Naismith. Because of the terrible weather in winter, his physical education students were indoors rather than outdoors. They really did not like the idea of boring, repetitive exercises and preferred the excitement and challenge of a game. Naismith figured out a team sport that could be played indoors on a gymnasium floor, that involved a lot of running, that kept all team members involved, and that did not allow the tackling and physical contact of American-style football.

What is the main idea of the passage?

- a. The life of James Naismith
- b. The history of sports
- c. Physical education and exercise
- d. The origin of basketball

J. Suman sings in the church choir. She sings a solo every day. Everyone likes to hear her sing. Last Sunday Mrs. Naresh said, "Suman has the voice of an angel." We all agreed with her. I think she will be a very famous singer one day.

What is the main idea?

- a. The church has a choir.
- b. Suman goes to church.
- c. Suman is a great singer.
- d. Suman sang a professional singer.

K. I went to the bakery and ate different kinds of pizzas. When I got home, supper was ready. My mother had cooked my favourite meal. I tried my best but I couldn't make myself eat.

What is the main idea?

- a. I like fast food.
- b. My mother is not good cook.
- c. I was too full to eat supper.
- d. I was sick.

L. I have a pet dog named Bujo. I taught him lots of tricks. He obeys when I ask him to sit or lie down. He can also wave his paw. When I say, "Dance", he stands up on two legs and walk.

- a. What is the main idea?
- b. Bujo is my dog.
- c. Bujo can sit
- d. Bujo is very smart
- e. Most dogs can't dance.

M. Could you be a record setter? You must outperform everyone else in the world if you want to be listed in the Guinness Book of World Records. Read through all of the current records first. Choose whether you want to try to break the current record or create a new one. To obtain the rules, send a letter to Guinness Records. Take thorough notes on the records you try to break. There must be two trustworthy individuals or groups serving as witnesses. Every attempt at a record needs to be captured on video. Try it if you believe you can handle it!

- a. Read through all of the current records first.
- b. You must outperform everyone else in the world.
- c. Take thorough notes on the records you try to break.
- d. Could you be a record setter?
- e. Which is the topic sentence in the above paragraph?

N. Fireworks became a common source of entertainment in European royal courts in the 1500s. Religious holidays, military triumphs, and royal weddings and births were all celebrated with fireworks. King James I of England staged a fireworks show in 1613 that included a dragon and a fiery knight fighting on horseback!

True or False: The main idea of this paragraph is that in 1613, King James of England held a fireworks display that featured a knight on horseback and a dragon. _____

O. The five steps in the scientific method begin by questioning an observation, and end with a conclusion that is based on evidence.

- Step 1 in the scientific method is to ask a question about your observation.
- Step 2 is to state a possible answer to the question, or a hypothesis.
- Step 3 is to test the hypothesis.
- Step 4 is to think about the findings - think about what happened when you tested the hypothesis.
- Step 5 is to draw a conclusion and share it with the rest of the world.

- a) What is this whole story mostly about?
- b) How many steps are suggested for scientific method?
- c) What is the first step of Scientific method?
- d) What is the last step of Scientific method?

P. We cannot survive without our livers, which remove waste products from our blood and produce bile to break down fats, among several other important functions. People with liver failure can be treated with whole-liver transplant surgery, in which a liver is taken from the body of a recently deceased person and placed into the body of a recipient.

- a. What is the central idea of the passage?
- b. Suggest a suitable title to the passage.

Q. After reading the next paragraph, highlight the key point that is presented. Put your conclusions on what you can infer from the material in your own words.

There are specific guidelines for proper behaviour during an exam. In the exam room, no calculators, books, or papers are permitted. Proctors will not permit test-takers to bring such objects. The room will be cleared of anyone found to be cheating. We'll take his or her test papers. The appropriate authorities will be notified of the event. All exam materials will be given back to the proctor at the conclusion of the testing time. A failing score on this test will be awarded for noncompliance with these guidelines.

State the Main Idea and Conclusion in your own words

R. Read the given passage carefully and answer the following questions by choosing appropriate option given below:

What causes the monsoon? The monsoon, which is essentially the seasonal reversal in wind direction, causes most of the rainfall received in India and some other parts of the world. The primary cause of monsoons is the difference between annual temperature trends over land and sea. The apparent position of the Sun with reference to the Earth oscillates from the Tropic of Cancer to the Tropic of Capricorn. Thus the low pressure region created by solar heating also changes

latitude. The northeast and southeast trade winds converge in this low pressure zone, which is also known as the Intertropical Convergence Zone or ITCZ. This low pressure region sees continuous rise of moist wind from the sea surface to the upper layers of the atmosphere, where the cooling means the air can no longer hold so much moisture resulting in precipitation. The rainy seasons of East Asia, sub-Saharan Africa, Australia and the southern part of North America coincide with the shift of ITCZ towards these regions.

Q1: Monsoon is

- a) A type of sea wave
- b) a seasonal reversal in wind direction
- c) very hot wind
- d) Very cold wind.

Q2: What is the full form of ITCZ?

- a) Intertrance Convergence Zone
- b) Intertropical Convergence Zone
- c) Intertropical Capricorn Zone
- d) Intertropical Conveyance Zone.

Q 3: Low pressure region is created by

- a) solar heating
- b) lunar cooling
- c) moist wind
- d) dry wind.

Q 4: It rains when

- a) moist wind goes down
- b) dry wind meets moist wind
- c) the air can no longer hold moisture resulting in precipitation
- d) Annual temperature goes down.

Q 5. Opposite of primary is...

- a) main
- b) secondary
- c) basic
- d) special

S. Dolphins are intelligent animals. They pick up gaming skills. They get trick-learning skills. Dolphins have been trained to save lives by their trainers. Even cleaning out their tank was a skill that one trainer taught his dolphins. He offered them a fish for every item of rubbish they brought to him.

- a) **This paragraph is mainly about**
- b) **One detail about the main idea is**
- c) **Another detail about the main idea is**
- d) **The details help me understand the main idea because they**
- e) **The main idea is in the _____ sentence.**

T. Particularly crows enjoy stealing food from other birds. They might be pretty brazen about stealing stuff at times. They could run after another bird, laugh at it, or even run into it. Occasionally, crows can be cunning. When another bird isn't looking, they approach and steal food.

1. The main idea of the paragraph is:

- a) why crows like to take food
- b) the kind of food that crows eat
- c) how crows act like thieves
- d) None of these

2. A detail that tells about the main idea is:

- a) how crows can be sneaky
- b) how other birds fight crows
- c) where crows make their nests
- d) All the above

3. The best title for this paragraph would be

- a) A Bump from a Crow
- b) Bandit Birds
- c) What Crows Eat
- d) All of these



Main Idea Treasure Hunt

In this activity, students are divided into groups and provided with passages or texts containing hidden index cards with questions related to the main idea. Students embark on a treasure hunt around the classroom or school premises to locate these cards. Once found, groups discuss the passage's main idea and answer the question on the card. After a set time, groups gather to share their answers, fostering discussion and reinforcing comprehension skills. Through this interactive and competitive activity, students enhance their ability to discern main ideas and provide supporting details in a collaborative setting.

5

Competency: Students can express his/her views/opinions in 8-10 sentences on the topics like school discipline, value of sports/art etc.

- A. Look at the two pictures given below and express your opinion as why there is a need of discipline in our lives, especially among the school going children. Answer in 8 to 10 sentences.



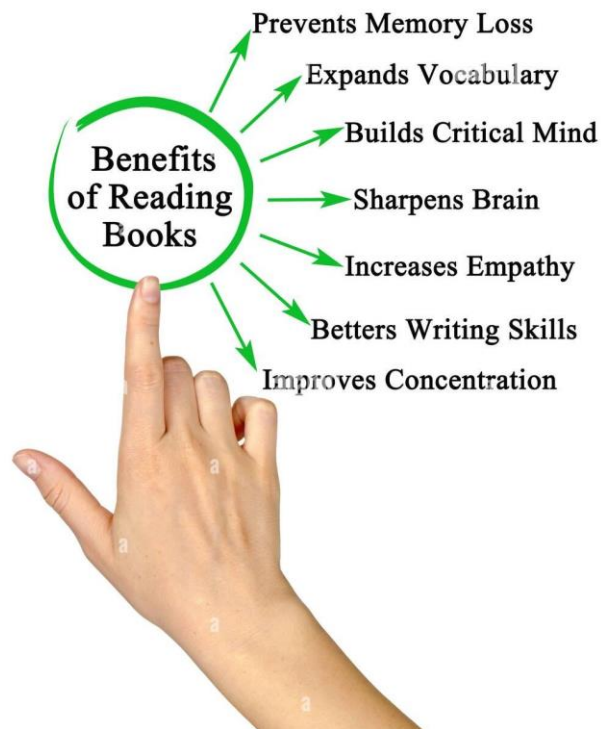
V/s



- B. Why is it important to stay fit and healthy? Look at the images given below and answer in 8 to 10 simple sentences.



C. How does reading regularly benefit you? Share your favorite book and why you recommend it.



D. Why is teamwork important in school activities? Provide an example of when teamwork helped you achieve a goal.



E. What can you do to help protect the environment? Mention some actions you have taken or plan to take.



F. Why is it important for students to eat healthy? Describe how healthy eating habits can improve performance in school.



G. How has technology improved the way you learn? Give examples of how you use technology for your studies.



H. What is the purpose of homework? Discuss how it helps you understand your subjects better.

I.

Homework Benefits (Purpose & Facts)



J. Why should students participate in extracurricular activities? Describe an extracurricular activity you enjoy and why.



K. How does managing your time well help you in school? Provide tips on how you balance your studies and other activities.



VS



L. What makes a good friend? Describe how your friends have influenced your school life.



M. Why is honesty important in school and in life? Share an experience where being honest was important.



Healthy Recipe Contest

Students bring in healthy snacks or recipes they've prepared at home. They present their dishes to the class, explaining the nutritional benefits and why healthy eating is important. The class votes on the best recipe.

6

Competency: Students can infer the meanings of familiar and unfamiliar words in context:

A. Infer the nearest meaning of underlined words in the following sentences: (1-10)

1. Just look at his fur - Like a lion's mane!

- (i) eyes ii) feet
(iii) tail (iv) the long hair on the neck of a horse or male lion

2. And if I may just remind you, they worshipped cats in ancient Egypt.

- (i) new (ii) humorous
(iii) belonging to a period of (iv) none of these

history that is thousands of years in the past

3. If Mridu was startled, M.P. Poonai was frightened out of his wits.

- (i) happy (ii) full of fear
(iii) angry (iv) none of these

4. The Pallava lion, emblem of the Pallava dynasty!

- (i) happiness (ii) sadness
(iii) a symbol that represents (iv) none of these
something

5. You could see the clear mark of every toe on the front part of each slipper.

- (i) a spot (ii) paper
(iii) bad (iv) good

6. The old dame made it a cushion of blue crape- and at meal time Muko-
for that was its name-would sit on it as snug as any cat.

- (i) bad (ii) dirty
(iii) angry (iv) warm and comfortable

7. The old man, being a rice farmer, went daily with hoe or spade into the fields...

- (i) a garden tool with a long handle (ii) pen
(iii) buffalo (iv) cow

8. The owner of the dog heard of the death of his pet and, mourning for him as if he had been his own child, went at night under the pine tree.

- (i) expressing happiness (ii) expressing grief
(iii) both of these (iv) neither of these

9. The next day the stingy and wicked neighbor came and borrowed the mortar and magic mill.

- (i) good (ii) kind
(iii) not generous (iv) happy

10. "Take the ashes of the mill, sprinkle them on the withered trees, and they will bloom again," said the dog's spirit.

- (i) green (ii) fresh
(iii) dry and dead (iv) none of these

B. Match the words with their nearest meanings on the basis of reading of given paragraph.

1. The shop had a certain quiet distinction. There was no sign upon it other than the name of Gessler Brothers: and in the window a few pairs of boots. He made only what was ordered, and what he made never failed to fit. To make boots-such boots as he made-seemed to me then and still seems to me, mysterious and wonderful.

A (Words)

sign
mysterious
wonderful
distinction

B (Meanings)

superb
significance
indication
obscure

2. The tone was not one of anger, nor of sorrow, not even of contempt, but there was in it something quiet that froze the blood. He put his hand down and pressed a finger on the place where the left boot was not quite comfortable.

A (Words)

froze
boot
sorrow
contempt

B (Meanings)

sadness
held
disrespect
shoe

3. As best as I could, I explained the circumstances of those ill-omened boots. But his face and voice made so deep an impression that during the next few minutes I ordered many pairs. They lasted longer than ever. And I was not able to go to him for nearly two years.

A (Words)

Ill- omened

impression

lasted

circumstances

B (Meanings)

conditions

went on

ill-fated

effect

- C. Fill in the blanks writing the meanings of the underlined words in the space given in front of each sentence.**

I remember well my shy remarks, one day, while stretching out to him my youthful foot. “Isn’t it awfully hard to do, Mr. Gessler?” And his answer, given with a sudden smile from out of the redness of his beard: “Id is an ardt.”

A (words)

awfully

sudden

shy

youthful

B (Meanings)

timid

young

unexpected

very

- D. State whether the following statements about the meanings of words are True or False. Write ‘T’ for true statements and F for false statements.**

1. The meaning of the word ‘crook’ in the sentence, “He can’t be poor if he’s a crook on the run,”... is lawbreaker.’
2. “Of course he’s one, Seven,” I said,” and he certainly isn’t starving.” Mr. Menta told us that Ramesh brings his meals up from the restaurant downstairs.” In this sentence the meaning of the word ‘starving’ is ‘enjoying’.
3. The meaning of the word ‘scars’ in the sentence, “By the way, Seven, did you see his scars? I couldn’t, it was too dark, but I bet he got them during a shootout with the police or something.” is ‘marks.’
4. The meaning of the word” patting” in the sentence, “Good for you, Mr. Detective,” I said, patting him on the back, is ‘slap lightly.’

E. Fill in the blanks writing the meanings of the underlined words in the space given in front of each sentences:

1. Others said that it was impossible to decide in advance the right time for doing something.

2. As the king came near the hermit's hut, he saw the hermit digging the ground in front of his hut. _____
3. When he reached the king, he fainted and fell to the ground. _____
4. Remember then, there is only one time that is important and that time is 'now'. It is the most important time because it is the only time we have any power to act. _____
5. People are always telling us to be kind to animals, but when we are, they scream

G. Infer the meaning of the underlined words and use them in sentences of your own.

1. Ravi turned and glanced at the shabby-looking, but sturdy slippers.
2. He raised his eyes and looked fearfully at the road, gleaming in the afternoon heat.
3. The news of this filled the village, and every one ran out to see the wonder.
4. The delighted daimio ordered the train to be stopped and got out to see the wonder.
5. So the oldman, went gleefully home to share his joy with his dear old wife.
6. Seven had been quite upset about Mr. Nath's gaunt appearance and was sure that he was starving.
7. "Well done, Nishad," I told him. "Now that we've made some progress with our inquiries, we'll have to sort out all the facts like expert detectives so that we can trap the crook.
8. "Do you think that's his real name, Maya?" Nishad asked.
"Probably not," I said, "Most crooks have an alias."
9. "Ramesh probably knows something about his past, so Mr. Nath must be bribing him to keep quiet," I said
10. "What is the point of all these enquiries if he's not a crook? If you think he's a nobody, what's idea of bothering, about him, please tell me.?"
11. "I don't care," said Nishad stubbornly, "I like him and I'm going to try and be his friend."
12. "Friends with a crook! Ha! you're crazy, Seven," I said.

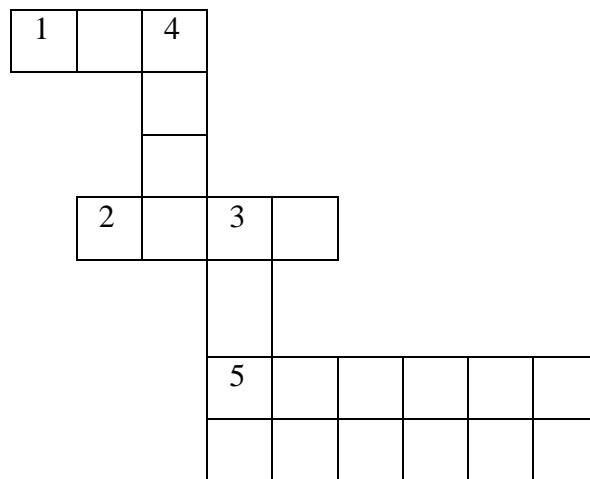
H. Rewrite the following sentences using the synonyms/meanings of the underlined words.

1. The hermit listened to the king, but did not speak.

2. Mridu didn't have much time to wonder about whose slippers they were, because Ravi dragged her to the backyard.
3. A gold chain gleamed around his leathery neck, and a diamond ring glittered on his hand...
4. On coming home, the oldman took his wife into the garden. It being winter, their favorite cherry tree was bare.
5. Though the covetous couple turned up their noses at him and scolded him as if he were a thief, they let him fill his bosket with the ashes.

I. With the following clues try to complete word ladder:

1. A source of enjoyment
2. Recognition of sound
3. Limb used for lifting and carrying
4. Facial feature for smelling
5. Female parent



J. The word "Son" and "Sun" have similar pronunciation but have different meanings. These words are called Homophones. Try to write some homophones of following words:

1. Write
2. To
3. Their
4. Wear
5. Principal

K. The word "Bow" and "bow" have similar spellings but have different meanings. These words are called Homographs. Try to write the meaning of following homograph words:

1. Tear
2. Wind
3. Bass
4. Lead
5. Desert



Vocabulary Detective

Students are divided into teams and given sentences or passages containing unfamiliar words. Each team reads their assigned texts and uses surrounding context to infer the meanings of the highlighted words. Teams then write down their inferred meanings and the context clues that led them to their conclusions. After a set time, teams present their findings to the class. The teacher reviews the inferences, discussing the context clues and awarding points for accuracy and thorough explanations. The team with the most points is declared the "Top Vocabulary Detectives," making the learning process engaging and collaborative.

7

Competency: Students can write informal and formal letters

A. Informal Letters:

1. Write a letter to your best friend describing an exciting adventure you had during the summer vacation. Share the highlights and how you felt during the trip.

Hints:

- Begin with a warm greeting and express your excitement to share your summer adventure.
- Describe the destination of your adventure and the highlights of the trip.
- Share memorable moments that made the adventure exciting.
- Express your emotions and feelings during the trip, such as excitement, awe, or joy.
- Conclude by expressing gratitude for your friend's friendship and invite them to join you on future adventures.

2. Write a letter to your grandparents telling them about a new hobby you've started. Explain why you chose it and how it has been enjoyable or beneficial for you.

Hints:

- Start by greeting your grandparents affectionately and expressing your love for them.
- Introduce your new hobby and explain why you chose it (e.g., interest, curiosity, recommendation).
- Describe how you've been enjoying or benefiting from the hobby (e.g., learning new skills, relaxation).
- Share any memorable experiences or achievements related to the hobby.
- Conclude by expressing how you wish they could participate or share in the hobby with you.

3. Write a letter to your cousin who lives in another city, describing your favorite teacher and why they inspire you. Include anecdotes from the classroom.

Hints:

- Begin with a warm greeting and inquire about your cousin's well-being.
- Introduce your favorite teacher and describe their qualities that inspire you (e.g., passion for teaching, kindness, sense of humor).

- Share memorable moments from the classroom that showcase your teacher's impact on you.
- Describe how your teacher has influenced your learning and personal development.
- Conclude by expressing gratitude for your cousin's friendship and invite them to visit and meet your favorite teacher.

4. Write a letter to a friend who has moved to a new school. Share updates about your school and ask them about their new experiences.

Hints:

- Start with a friendly greeting and express how much you miss your friend.
- Share updates about your school life, such as new classes, teachers, or extracurricular activities.
- Ask your friend about their new school experiences and how they are adjusting to the changes.
- Express your support and offer encouragement to help them settle in their new environment.
- Conclude by expressing your excitement to hear from them and stay connected despite the distance.

5. Write a letter to your favorite author expressing how much you enjoyed their book and how it influenced you. Ask them any questions you have about the story or characters.

Hints:

- Begin with a respectful greeting and express your admiration for the author and their work.
- Share how much you enjoyed reading their book and how it has influenced or impacted you.
- Highlight specific aspects of the book that resonated with you (e.g., characters, themes, plot twists).
- Ask questions about the story or characters that you are curious about or would like to discuss further.
- Conclude by thanking the author for their time and expressing hope for future opportunities to connect.

6. Write a letter to your future self-detailing your current dreams, goals, and what you hope to achieve in the next five years.
7. Write a letter to your sibling who is away at college. Share funny or interesting things happening at home and ask them about their college life.
8. Write a letter to your friend inviting them to your birthday party. Describe the party theme, activities planned, and why you hope they can attend.
9. Write a letter to a classmate thanking them for helping you with a difficult subject. Explain how their support made a difference.

10. Write a letter to your favorite sports player expressing your admiration and how their performance has inspired you to pursue sports.

B. Formal Letters

11. Write a letter to the school principal requesting permission to start a new club at school. Explain the purpose of the club and how it will benefit students.

Hints:

- Start with a formal greeting and introduce yourself as a student at the school.
- Clearly state the purpose of the club you wish to start and how it will benefit students.
- Provide details about the club's activities, meeting frequency, and potential membership.
- Explain why you believe the club is necessary or valuable for the school community.
- Conclude by expressing gratitude for the principal's consideration and willingness to support the club's establishment.

12. Write a letter to a local businessman asking for sponsorship for a school event. Describe the event and how their support would be beneficial.

Hints:

- Begin with a formal greeting and introduce yourself as a student organizing a school event.
- Provide details about the event, including its purpose, date, location, and expected attendance.
- Explain why sponsorship from the local businessman's company would be beneficial for the event.
- Outline the benefits or incentives offered to sponsors, such as promotional opportunities or recognition.
- Conclude by expressing gratitude for their consideration and willingness to support the school event.

13. Write a letter to the editor of a newspaper expressing your views on the importance of environmental conservation. Provide suggestions on how the community can contribute.

Hints:

- Start with a formal greeting and introduce yourself as a concerned citizen or student.
- Express your views on the importance of environmental conservation and why it is a pressing issue.
- Provide suggestions or ideas on how the community can contribute to environmental conservation efforts.
- Support your views with facts, statistics, or examples to strengthen your argument.
- Conclude by urging the newspaper editor to raise awareness about environmental conservation and encourage community action.

14. Write a letter to a famous scientist asking about their research and how students can get involved in scientific exploration.

Hints:

- Begin with a formal greeting and express admiration for the scientist's work.
- State your interest in their research and ask specific questions about their findings or methodologies.
- Inquire about opportunities for students to get involved in scientific exploration or research projects.
- Share any relevant background information or experiences that demonstrate your enthusiasm for science.
- Conclude by expressing gratitude for the scientist's time and expertise and expressing hope for future communication.

15. Write a letter to your school librarian recommending new books to add to the library. Explain why these books would be great additions.

Hints:

- Start with a formal greeting and introduce yourself as a student at the school.
- Recommend specific books that you believe would be great additions to the school library.
- Provide reasons why these books would be beneficial for students, such as educational value or popularity.
- Offer brief summaries or descriptions of each recommended book to pique the librarian's interest.
- Conclude by expressing gratitude for the librarian's consideration and willingness to expand the library's collection.

16. Write a letter to a charity organization offering to volunteer during the holidays. Describe how you can help and why you want to contribute.

17. Write a letter to your local council advocating for the improvement of a park or recreational area. Suggest specific changes and their benefits.

18. Write a letter to your school's SMC requesting funding for new sports equipment. Detail how the equipment will enhance physical education at school.

19. Your neighborhood lacks a playground for children. Write a letter to the municipal council requesting the construction of a new playground.

20. Write a letter to the editor of your local newspaper, expressing your concerns about the increasing pollution in your area and suggesting solutions to address it.



Letter Switcheroo

Divide the class into Team Formal and Team Informal. Each team selects a Letter Writer for each round. Using prompts given by the teacher, Letter Writers quickly draft either a formal or informal letter response. After a set time, letters are exchanged between teams. Teams must then identify whether the received letter is formal or informal, explaining their reasoning. Points are awarded for accurate classifications and clear explanations. Repeat rounds until all students have participated. The team with the most points wins, promoting engagement and understanding of letter writing conventions.

8

Competency: Students can use their imagination to rewrite stories and poems to express their views.

Q.1. Imagine that you are the hermit. Write briefly the incident of your meeting with the King. Begin like this-- One day I was digging in my garden. A man in ordinary clothes came to me.....

Q.2. You must have seen a cat in or around your house. Try to write a small poem about it.

Q.3. Do you remember a story about a greedy or jealous person and the unhappy result of his/her action. Write it in your own words.

Q.4. Try to write a small poem on the rules you have to follow at the school like the poem 'Chivvy'.

Q.5 Write a small story about the animal you like the most. Give a nice name to the animal you choose and describe the events in detail.

Q.6 After reading the poem "Trees" write a poem about water.

Q.7. See the nature around you and try to write a small poem on what you observe.

Q.8. Imagine that in the fight Chandni escaped and the wolf was killed by a hunter. What would happen next and What will Chandni do? Write the story further according to your imagination.

Q.9. Write a story following the given details:

A farmer had five sons..... were strong and always quarrelled..... farmer wanted..... words of advice..... called his sons..... bundle of sticks..... tried to break together one by one..... used their strength..... the words of advice..... bundle of sticks together.....the farmer separated them..... They could break the sticks..... farmer said.....strong as long as tied up..... will be weak if you are divided.

Q.10. Write a story following the given details:

A father and son.....going to market with a donkey..... son sits on donkey..... Someone asked the son to make his father sit on the donkey..... both were asked to ride.....last of all....someone remarked..... why not carry the ass on your shoulders.

Q.11. Complete the following poem with words from the box below.

hole kennel nests anthill stable

- a. Soldiers live in barracks.
- b. And birds in
- c. Much like a snake that rests
- d. In a No horse is able
- e. To sleep except in a

- f. And a dog lives well,
- g. Mind you, only in a
- h. To say 'hi' to ant, if you will,
- i. You may have to climb an

Q.12 Imagine that Nishad went to meet Mr. Nath after he argued with his sister Maya. Write the story further according to what happened next.

Q.13 All of us love our friends. Write a small poem about your best friend and narrate it to him/her.

Q.14. Ask one of your family member to tell a story to you which they had heard from their elders. They can tell it in your mother tongue. After listening to the story, write it in your notebook and narrate it in your class.

Q.15. You might have heard any story about magic or supernatural things. Write the story remembering the details and narrate in the class.

Q.16. With the help of the given outlines, develop readable stories:

The mice in a house..... afraid of the cat hold a meeting one proposes to tie a bell around cat's neck all agree..... who is to bell the cat? No mouse offers the cat appears..... all run away.


Q.17. Imagine and write a story about an incident when one of your friend saved his house from fire.

Q.18 Do you like insects? which insect do you like the most? Draw a picture of the insect and compose a poem about it.

Q.19. Read a poem in any language. from a book or newspaper and try to write a small poem on the same topic.

Q.20. Do you remember any funny event happened to you or your family member. write it in the form of a comic story drawing some pictures related to the incidents.

Creative Rewrite Relay



Divide the class into small groups, each receiving a different short story or poem and an index card with a specific rewrite instruction (e.g., change the setting, alter the ending). Set a timer for 15-20 minutes for groups to discuss and write their new versions. After time is up, each group presents their rewritten piece to the class, explaining their creative changes. Other students can ask questions or provide feedback. Optionally, award points for creativity and quality. This game promotes imaginative thinking and collaborative rewriting.

9

Competency: Students can write meaningful paragraph (10-12 lines each) to describe/ narrate factual or imaginary situations in speech.

Q1. Which is your favourite book? Describe in 10-12 lines why you like this? Which character or incident of this book motivate you to read this book?

My Favorite Book

My favorite book is _____ (title) by _____ (author). It is a _____ (genre) book about _____ (brief plot summary).

I like this book because _____ (reason for liking it).

My favorite character/incident is _____ (character/incident). This character/incident is special because _____ (reason why it's special).

This motivates me to read the book because _____ (reason for motivation).

Overall, this book is my favorite because _____ (summary of why it's your favorite).

Q 2 Imagine you are lost in a fair, what you will do to seek help from others? Describe in your situation in 10-12 lines. You may use the following hints to write.

Stay calm, find help desk, ask a security guard, explain you're lost, request directions, ask a nearby adult, describe what you see, call family/friends, stay in a safe spot, use a map, follow advice, say thank you.

Q 3 Suppose you are selected in school team which is going for an adventure trip at Manali, explain your feelings in 10-12 lines including the benefits of this trip. Fill in the blanks to complete the paragraph.

I am _____ (adjective) to be selected for the school adventure trip to Manali. This opportunity makes me feel _____ (emotion) and _____ (emotion) because Manali is known for its _____ (noun) and _____ (noun). The thought of exploring the _____ (noun) and participating in activities like _____ (activity) and _____ (activity) fills me with excitement. I believe this trip will help me _____ (verb) my _____ (noun) skills and _____ (verb) my _____ (noun). Additionally, it will be a great chance to _____ (verb) with my classmates and _____ (verb) new friendships. The adventure trip will also teach us important lessons about _____ (noun) and _____ (noun). Overall, I am eagerly looking forward to this _____ (adjective) experience that promises both fun and _____ (noun).

Q 4 Share your experience have you ever helped someone? Describe your opinion in 10-12 lines we should help others or not? You may use the following hints to write.

Helping others feels good, I helped a friend with a project, it creates strong connections, helping teaches us kindness, we should help whenever we can, it boosts others' confidence, helping makes us happier, seeing others succeed is rewarding, small acts can make a big difference, we all need help sometimes, giving back is important, helping builds better communities.

Q 5 Imagine you are ready to go to the school and your school bus is late, suddenly rain also starts what would you do to reach at the school timely? Describe in 10-12 lines.

I was ready to go to school, but my school bus was _____ (hint: not on time). Suddenly, it started to _____ (hint: water falling from the sky). I quickly grabbed my _____ (hint: used to stay dry) and decided to walk to the bus stop. I hoped to find another _____ (hint: vehicle that carries people) or maybe even call a friend for a ride. I was determined to reach school on time, no matter what the _____ (hint: weather condition) was like.

Q 6 If you are monitor of your class which thing you would like to change in your class? What do you think this change will be helpful for others or not describe in 10-12 lines.

Q 7 Suppose you are in the market and after shopping you are very hungry what you would like to eat and why? Is this food item good for health? Describe in 10-12 lines.

Q 8 Imagine after your final exams you are going to your grandmother's home through bus describe how you will enjoy there in 10-12 lines.

Q 9 Imagine you are very good speaker of English language and your friends want your help to improve their English language skills. How you will help them describe in 10-12 lines.

Q 10 Suppose next week you are celebrating your birthday party with your friends at home how you will help your parents to decorate your home describe in 10-12 lines.

Q 11 Imagine you are in the park for a morning walk and suddenly you meet there with your old friend also. Describe this experience in 10-12 lines.

Q 12. Have you ever done any saving of money? What do you think saving is a good habit or not? Describe in 10-12 lines benefits of saving.

Q 13 Have you ever done plantation? What do you think plants/ trees are useful or not? Describe in 10-12 lines.

Q 14 Imagine from last three days you are spending many hours in watching television at home and did not complete your homework. Your teacher asked you the reason of this describe in 10-12 lines how you will complete your homework of last three days?

Q 15 Suppose your father gifted you a bicycle and you are very happy. Now with whom you want to share this happiness and why? Describe in 10-12 lines.

Q 16 Suppose you had a fight with your brother while playing game on smartphone. What do you think how you will react after fight. Describe in 10-12 lines.

Q 17 Imagine some guest suddenly arrived at your home and your mother is already busy in kitchen work. How you will help your mother in her work.

Q 18 Suppose your school organized writing competition on your favourite television serial. Participation of all students is mandatory then on which television serial you will like to write and why? Describe your opinion in 10-12 lines.

Q 19 Have you ever helped in cleanliness of your home? what do you think this is a good habit or not? Share your experience in 10-12 lines.

Q 20. Have you ever purchased something for you? Have you done bargaining also for this. How you feel after bargaining happy or sad. Describe your experience in 10-12 lines.

Paragraph Story Chain



Divide the class into small groups of 4-5 students. Each group selects a situation (e.g., "A Day in the life of an astronaut," "An unexpected adventure in the jungle"). Set a timer for 5 minutes. The first student writes the opening paragraph, then passes it to the next student who adds the next paragraph. This continues until all group members have contributed. Each group then reads their complete story or description aloud. The class provides feedback on coherence and detail. Optionally, award points for creativity and effective narration. This game fosters collaborative writing and storytelling skills.

10

Competency: Students can derive word meanings from clues in context while reading a variety of grade 7 appropriate texts.

A. Tick the most appropriate word.

1. Many wise men come to the king, but they all answered his questions differently. Tick the appropriate word for wise.

- a) intelligent
- b) foolish
- c) Dis
- d) ignorant

2. A gold chain gleamed around his leathery neck. What is the appropriate word for leathery?

- a) soft
- b) hardless
- c) rugged
- d) smooth

3. When everybody has long hair, the rebel cuts his hair short. What is the synonym word for rebel?

- a) loyalist
- b) opponent
- c) defy
- d) combat

4. In the good old days of the doimos, there lived an old couple whose only pet was a little dog. Write the appropriate word for pet.
- a) loved
 - b) hated
 - c) common
 - d) disfavored
5. The shop had a certain quite distinction. What is the appropriate word for certain?
- a) doubtful
 - b) uncertain
 - c) unsure
 - d) definite/sure
6. Seven looked pleased. What is the synonym word for pleased?
- a) happy
 - b) unhappy
 - c) dirty
 - d) angry
7. ‘‘It was fantastic!’’ cried Mr. Wonka. The appropriate word for fantastic is-
- a) fried
 - b) tremendous
 - c) bad
 - d) look

8. The second way of putting out a fire is to prevent oxygen from reaching it. The similar word for prevent is-

- a) avert
- b) advance
- c) abet
- d) warm

9. He said, "This is dangerous, have you got a hammer?" the word dangerous can be replaced with-

- a) deadly
- b) great
- c) kind
- d) nice

10. India entered in the test cricket in 1932. The correct word for entered is-

- a) exit
- b) leave
- c) depart
- d) introduce

B. Tick the similar word for underlined words.

- | | |
|--|-------------------|
| a. Soldiers guard them. | Protect/hurt |
| b. The most difficult thing to teach an elephant is the master call. | Severe/easy |
| c. All living things need water in order to survive. | live/die |
| d. A dead leaf fell at Soapy's feet. | Raise/drop |
| e. It was really the crocodile who winked at him. | Dullness/twinkled |

C. State whether the following statements are true or false:

- a. Mr Purcell did not believe in ghosts believe can be replaced by trust. (true/false)
- b. Poor Abbu Khan was unlucky in matter of his goats. The word unlucky is similar to unfortunate. (true/false)

c. The sun disappeared behind the hills. The appropriate word for disappeared is vanish.

(true/false)

d. The artist sketched the landscape meticulously. The word meticulously can be replaced by carefully.

(true/false)

e. She was elated with her exam results. The word elated is similar to overjoyed. (true/false)

D, Read the extract given below and answer the questions that follow-

1. Many wise men came to the king, but they all answered his questions differently. In reply to the first question, some said the king must prepare a timetable, and then follow it strictly. Only in this way, they said, could he do everything at its proper time. Others said that it was impossible to decide in advance the right time for doing something. The king should notice all that was going on, avoid foolish pleasures, and always do whatever seemed necessary at that time. Yet others said that the king needed a council of wise men who would help him act at the proper time. This was because one man would find it impossible to decide correctly, without help from others, the right time for every action.

Questions-

- a) Give synonym of the word 'answered'. The hint is there in the passage itself.
- b) The emperor wanted to punish the culprit. Replace the underlined word with its synonym.
- c) We are unable to do a task. We can say that it is for us to do that task.

Fill in the blank using a suitable word from the passage.

- d) Find a pair of synonym and antonym from the passage.
- e) It was for me to be present in the meeting. Fill in the blank using an appropriate word from the passage.

2. He wore a question mark for tail,
An overcoat of gray,
He sat up straight to eat a nut.
He liked to tease and play,
And if we ran around his tree,
He went the other way.

Questions-

- a) A coin has two sides. One is heads and second is Fill in the blank using an appropriate word from the extract.
- b) Find a word from the passage which is antonym of 'came'.

- c) He stood there watching the game for a long time. Replace the underlined word with its synonym given in the passage.
- d) I have an answer to your Fill in the blank using a suitable word from the passage. Your answer is also an antonym of the underlined word in the sentence.
- e) Use the word 'straight' in a sentence of your own.

3. A smiling Rukku Manni threw open the door. Ravi and Meena rushed out, and Ravi pulled Mridu into the house. "Wait, let me take off my slippers," protested Mridu. She set them out neatly near a pair of large black ones. Those were grey, actually, with dust. You could see the clear mark of every toe on the front part of each slipper. The marks for the two big toes were long and scrawny. Mridu didn't have much time to wonder about whose slippers they were, because Ravi dragged her to the backyard, behind a thick bitter-berry bush. There, inside a torn football lined with sacking and filled with sand, lay a very small kitten, lapping up milk from a coconut half-shell. "We found him outside the gate this morning. He was mewling and mewling, poor thing," said Meena. "It's a secret. Amma says Paati will leave for our Paddu Mama's house if she knows we have a cat."

Questions-

- a) Ravi came crying. He went away Fill in the blank using the antonym of the underlined word finding it from the passage.
- b) Find a word from the passage which means 'said something against a statement'.
- c) The results of our actions are not always sweet. Sometimes they are Fill in the blank using the antonym of the underlined word finding it from the passage.
- d) Find the antonym of the word 'pushed' from the passage.
- e) Find the antonym of the word 'thick' from the passage

4. In the company of dog lovers,
 The rebel expresses a preference for cats.
 In the company of cat lovers,
 The rebel puts in a good word for dogs.
 When everybody is praising the sun,
 The rebel remarks on the need for rain.
 When everybody is greeting the rain,
 The rebel regrets the absence of sun.
 When everybody goes to the meeting,
 The rebel stays at home and reads a book.

- a) Find synonym of 'haters' from the passage.
- b) Find synonym of 'admiring' from the passage.
- c) is the synonym of welcoming.

- d) Use the word 'regret' in a sentence of your own.
- e) Presence is the antonym of Find a suitable word from the passage to fill in the blank.

5. Thus in an hour the old couple were made rich. The good souls bought a piece of land, made a feast for their friends, and gave plentifully to their poor neighbours. As for the dog, they petted him till they nearly smothered him with kindness. Now in the same village there lived a wicked old man and his wife, not a bit sensitive and kind, who had always kicked and scolded all dogs whenever any passed their house. Hearing of their neighbours' good luck, they coaxed the dog into their garden and set before him bits of fish and other dainties, hoping he would find treasure for them. But the dog, being afraid of the cruel pair, would neither eat nor move.

Questions-

- a) I sold my bike and a car. Find synonym of the underlined word from the passage and fill in the blank.
- b) Find a pair of synonym and antonym from the given passage.
- c) Find the synonym of 'rebuked' from the passage.
- d) Find the synonym of the word 'cruelty' from the passage.
- e) Find the antonym of 'enemies' from the passage.

Context Clue Quest

Divide the class into small groups and provide each group with a passage containing several highlighted unfamiliar words. Groups read the text and use context clues to infer the meanings of these words, writing their inferences and the context clues on index cards. Set a timer for 10 minutes. Afterward, groups present their inferred meanings and context clues to the class. The teacher facilitates a discussion to confirm correct inferences and explain any mistakes. Award points for correct inferences and detailed explanations. Repeat with new texts and words for additional rounds. This game promotes critical reading and vocabulary skills through collaborative and interactive learning.

11

Competency: Students can identify and use same word as nouns and verbs.

A. Answer the following questions:

Q1. Swimming is my hobby. Now I am swimming in the pool.



The word 'Swimming' in both the sentences is a -----

- a) verb
- b) noun
- c) both a and b
- d) adjective

Q2. The underlined words are -----.



My grandfather always says that walking is very useful for our health. I always go for a walk with my friend.

Q3. "The king kept his promise of giving a large sum of money to anyone who would answer his questions." In this sentence, the word 'promise' is a noun. Choose the sentence below in which 'promise' is a verb.

- (a) My mother was unhappy that I broke the promise I gave her.
- (b) The promise I gave my mother was broken
- (c) I promise my mother that I will be a good boy.
- (d) Patrick never kept his promise of doing homework regularly.

B. Read the following sentences to find out words which are used both as a noun and verb. Write them separately in the given table.

- (a) “The activity of drinking milk was just to mislead Patti. I had to drink most of milk to throw her off the scent.”
- (b) “Talking too much is always not good. Don’t talk with your mouthful, it is somewhat non-sense.” Grown-ups often say.
- (c) “The real aim of the school is to teach thoughtfulness. Teaching means being responsible.”

| As a noun | As a verb |
|-----------|-----------|
| | |
| | |
| | |

C. Match the following words as verbs with their nouns and write them separately in a table.

**collect, translation, transformation, talk,
translate collection, transform, talking**

| Noun | Verb |
|------|------|
| | |
| | |
| | |
| | |

D. Match the underlined words with the instructed parts of speech in brackets. Find out True and False statements.

- (a) Don’t make such a noise. Nothing will happen. (noun)
- (b) The spirit of the dog gives solace to his master. (noun)
- (c) The old couple was rich again. (verb)
- (d) She loves to read novels. (verb)
- (e) The teacher handed out the test papers. (noun)

E. Match the verbs with their corresponding nouns.

| | |
|--|--|
| I am building a house. | It is healthier to use stairs than lift. |
| He pets his cat a lot. | He has a lot of pets. |
| The mother lifted her child in her arms. | I work in the tallest building. |
| She baked a cake for the party. | The meeting was very productive. |
| They organized a meeting for the team. | Her cake won first prize in the contest. |

F. Transform the sentences using verbs forms as nouns.

- (a) You have answered all the questions.
- (b) My daughter plays hockey.
- (c) Don't shake before opening the bottle.
- (d) She is studying for her exams.
- (e) They are traveling to Europe next month.

G. Look at the following pictures. Make your own sentences using the same words as verbs and nouns.



H. Choose that fits best in the given sentences.

- (a) Both he and his wife -----(lived/ living) to a green old age.
- (b) There was no ----- (sign/ signature) upon it other than the name of Gessler.
- (c) Trees are for apples to ----- (growing/ grow) on.
- (d) The children were ----- (playing/ played) in the park all afternoon.
- (e) The lecture was so ----- (bore/ boring) that many students fell asleep.

I. Complete the sentences using noun word as verb forms.

- (a) I am very much fond of painting. "What a lovely picture to -----!"
- (b) "Ravi, send that beggar away!" cried his mother. He is always here for -----.
- (c) "How do you do, Mr. Gessler? Could you make me a pair of Russian-leather boots?"
- (d) I enjoy reading books. "This is a fantastic story to -----!"
- (e) "Please water the plants," said Susan. "They need ----- daily."

J. Identify the error, correct the mistakes and write the given sentences again.

- (a) "People talk like that who understanding nothing about machines."
- (b) And telling myself," There's no mistake, it's just a harmless gardening snake."
- (c) The word 'batting' is an old English word that simply means stick or club.
- (d) She enjoy to play the piano every evening."
- (e) "Him and me went to the store to buy groceries."

K. Form a verb from a noun and use them in your own sentences.

light, watch, change, field, laugh

L. Look at the picture given below. Write your own story using same words both as a verb and a noun.



M. Identify the nouns in the following sentences by choosing one of the options given below:

1. The thought came to a certain king that he would never fail if he knew three things.
- a) The thought, king
 - b) came, knew
 - c) certain, never
 - d) none of these

2. As the answers to his questions were so different, the king was not satisfied and gave no reward.

- a) Different
- b) satisfied
- c) The answers, questions, reward, the king
- d) none of these

2. Mridu didn't have much time to wonder about whose slippers they were, because Ravi dragged her to the backyard, behind a thick bitter-berry bush.

- a) Mridu, slippers, Ravi, berry bush
- b) to wonder
- c) much
- d) none of these

4. These days children have no respect for elders, what to do?

- a) These
- b) for, what
- c) days, children, respect, elders
- d) none of these

5. The old man kicked and beat the dog to death.

- a) man, dog
- b) kicked, beat, death
- c) and
- d) none of these

N. Identify the verbs in the following sentences (6 to 10) by choosing one of the options given below:

1. It was many months before my next visit to his shop. This time it appeared to be his elder brother, handling a piece of leather.

- a) Appeared
- b) months, shop, time, brother
- c) a piece of leather
- d) none of these

2. Criminals can look quite ordinary, smarty.

- a) Criminals
- b) can
- c) look
- d) quite ordinary, smarty

3. The king decided to seek the advice of a certain hermit, who was widely known for his wisdom.

- a) The king, the advice, hermit
- b) decided, known
- c) certain, widely
- d) none of these

4. Last week I got the answers to some of my questions during an educational trip to New Delhi organised by our school.

- a) Week, the answers, questions, trip
- b) got, organised
- c) New Delhi
- d) during, an, to

5. Let's see if you can guess?

- a) you
- b) if
- c) see, guess
- d) none of these

O. Read the following sentences carefully (11 to 15) and find out what the underlined words refer to?

1. Our visit to the National War Memorial began with our teacher explaining that even after independence, India has had to fight many wars to protect itself.

- a) Noun
- b) Verb
- c) Pronoun
- d) Adverb

2. It was heartening to know that our government has recognised the sacrifice of brave soldiers.

- a) Noun
- b) Verb
- c) Pronoun
- d) Adverb

3. As we continued our visit around the National War Memorial, we came across another important installation called Amar Jawan Jyoti that commemorates our soldiers.

- a) Noun
- b) Verb
- c) Pronoun
- d) Adverb

4. After our visit, the class decided to make presentations on stories of valour of the brave hearts, we came across at the National War Memorial.

- a) Pronoun
- b) Verb
- c) noun
- d) Adverb

5. An ant uses its feelers or antennae to 'talk' to other ants by passing messages through them.

- a) Verb
- b) noun
- c) Pronoun
- d) Adverb

P. Which of the following options gives the meaning of the underlined words : -

1. One of the first things Kari did was to save the life of a boy.

- a) to protect
- b) neglect
- c) attack
- d) none of these

2. A few days later the fruit disappeared again; this time the blame was put on me, and I knew I had not done it.

- a) credit
- b) goodness
- c) fault
- d) none of these

3. The king decided to seek the advice of a certain hermit, who was widely known for his wisdom.

- a) the guidance
- b) to encourage
- c) to avoid
- d) none of these

4. At the end of the second day, **a fly** came and stung Golu on the shoulder.

- a) to travel
- b) an insect
- c) run away
- d) none of these

5. The tiger approached **the bars**, and allowed Grandfather to put both hands around his head.

- a) to close
- b) to lock
- c) the rods
- d) none of these

Noun-Verb Switch



Divide the class into small groups and provide each group with a list of words that can be used as both nouns and verbs. On index cards, write sentences using these words as nouns and verbs. Each group draws a card and identifies the word and its usage. Set a timer for groups to create their own sentences using the word as both a noun and a verb. After the time is up, groups present their sentences to the class. The teacher provides feedback and awards points for correct usage. Repeat with new words for additional rounds. This game enhances grammar and vocabulary skills in an engaging, collaborative manner.

12

Competency- Students can identify and use tenses, correct form of verbs

Part 1: Multiple Choice

Choose the correct form of the verb to complete each sentence.

1. She ___ to the store every Saturday.

- a) goes
- b) go
- c) going

2. They ___ their homework by the time the teacher arrives.

- a) finished
- b) have finished
- c) finishes

3. We ___ for you when you called last night.

- a) were waiting
- b) are waiting
- c) waited

4. If he ___ hard, he will pass the exam.

- a) studied
- b) studies
- c) studying

5. By this time next year, they ___ in their new house.

- a) will be living
- b) live
- c) lived

Part 2: Fill in the Blank

Fill in the blanks with the correct form of the verb in parentheses.

6. She ___ (read) a book when the phone rang.
7. I ___ (not see) him for a long time.
8. By the time we arrived, the movie ___ (start).
9. He usually ___ (walk) to school, but today he ___ (take) the bus.
10. We ___ (travel) to Paris next month.

Part 3: Sentence Correction

Correct the verb errors in the following sentences.

11. She has saw that movie three times.
12. If I was you, I would apologize.
13. He don't likes to eat vegetables.
14. They was playing soccer when it started to rain.
15. By the time she arrived, we was already left.

Part 4: Short Answer

Write the correct form of the verb in parentheses to complete the sentence.

16. She ___ (work) at this company since 2010.
17. If they ___ (finish) their homework, they can go out to play.
18. When he ___ (be) a child, he loved to read stories.
19. I ___ (go) to the store after I finish my work.
20. By next week, we ___ (complete) the project.

Part 5: Complete the Sentences

Complete the sentences using is, am, are.

21. I ___ sorry.
22. Trees ___ for birds.
23. Food and tea ___ taken to the room by Ramesh.
24. Mars ___ the nearest planet to Earth.
25. The smallest insect ___ an ant.

Part 6: Make Sentences choosing correct subject verb agreement

26. Most crooks
 - a) has short hair.
 - b) have short hair.
27. Every palace
 - a) has hundreds of little rooms.
 - b) have hundreds of little rooms.
28. He
 - a) has no visitors.
 - b) have no visitors.
29. People
 - a) kept ants as pets.
 - b) have kept ants as pets.
30. Everyone
 - a) has an alias.
 - b) have an alias.

Part 7: Fill in the Blanks

Fill in the blanks using was/were with the -ing form of the given verbs.

31. Lalli ____ (learning) to play the violin.
32. The ideas ____ (begin) to come.
33. A passenger boat ____ (move) slowly.
34. Tilloo's father ____ (enjoy) a siesta at home.
35. A mechanical hand ____ (emerge) from the spacecraft.

Part 8: Sentence Evaluation

Tick (✓) the grammatically correct sentence and cross (X) the wrong one.

36. Pataudi is a town in Gurgaon. ()
37. Both bat and ball is handmade. ()
38. Some snakes are dangerous. ()
39. Fire are worshipped in many parts of the world. ()
40. The elephant had no trunk. ()

Part 9: Verb Identification

Underline verbs in the following sentences.

41. I went near the edge of the water.
42. He made good boots.
43. You really make me angry.
44. He did not fall.
45. The crocodile winked again.

Part 10: Sentence Correction

Find the mistake and correct the sentence (simple present tense).

46. The rebel cut his hair.
47. Everybody wear a uniform.
48. He do not talk to anyone.
49. Ant never fight with other members.
50. We knows a number of facts.

Part 11: Choose the Correct Form

Choose the correct form of the verb to fill the blank.

51. The tree ___ tall.
 - a) were
 - b) was
 - c) are
 - d) have
52. Fire ___ powerful and dangerous.
 - a) is
 - b) had
 - c) were
 - d) have
53. Nothing ___ easier.
 - a) has
 - b) have

c) is

d) had

54. An anthill ___ a home for ants, beetles, and greenfly.

a) are

b) is

c) have

d) had

55. Kari ___ five months old.


a) was

b) were

c) had

d) has

Verb Tense Relay



Divide the class into teams and provide each team with an index card featuring a different verb. Teams have 2 minutes to create sentences using the verb in various tenses (present, past, future, perfect). The teacher will then call out a specific tense, and one member from each team races to the board to write a correct sentence using the verb in the called-out tense. Points are awarded for correct sentences, and the team with the most points at the end wins. Rotate verb cards among teams

13

Competency: Students can identify and use 'if' clause.

Part 1: Multiple Choice (5 questions)

1. Identify the correct 'if' clause: "If it rains tomorrow, we will cancel the picnic."

- a) If it rains
- b) we will cancel the picnic
- c) If it rains tomorrow
- d) tomorrow

2. Choose the correct option: "If she _____, she would have passed the exam."

- a) studied
- b) studies
- c) study
- d) studying

3. Select the correct sentence: "If I _____ him, I would tell him."

- a) see
- b) saw
- c) will see
- d) have seen

4. Identify the correct 'if' clause: "If you heat metal, it expands."

- a) If you heat
- b) metal
- c) it expands
- d) If you heat metal

5. Choose the correct option: "If he _____, he would have succeeded."

- a) tries
- b) tried
- c) try
- d) trying

Part 2: True or False (5 questions)

1. The sentence "She will go to the party unless it rains" contains an 'if' clause. (True/False)
2. An 'if' clause always indicates a condition. (True/False)
3. The sentence "If I were you, I would take the job" is an example of a conditional sentence.
(True/False)
4. The sentence "If it rains, we will cancel the picnic" is an example of a real condition.
(True/False)
5. The sentence "If I won the lottery, I would buy a house" is an example of an unreal condition. (True/False)

Part 3: Fill in the Blanks (5 questions)

1. Complete the sentence: "_____, I would have gone to the concert."
2. Fill in the blank: "If he _____ (study) harder, he will pass the exam."
3. Use an 'if' clause: "You can borrow my car _____."
4. Complete the sentence: "If I _____, I would have spoken to him."
5. Fill in the blank: "If she _____ (practice) regularly, she would be a better musician."

Part 4: Sentence Transformation (5 questions)

1. Rewrite using an 'if' clause: "You need to apologize; otherwise, she won't forgive you."
2. Transform the sentence: "I didn't know you were coming, so I didn't prepare anything."
3. Change the sentence to include an 'if' clause: "She will not pass the test without studying."
4. Rewrite using an 'if' clause: "If I had known about the party, I would have attended."
5. Transform the sentence: "He would have succeeded if he had tried harder."

Part 5: Writing (5 questions)

1. Write a sentence using an 'if' clause (real condition).
2. Write a sentence using an 'if' clause (unreal condition).
3. Write a sentence using an 'if' clause (past unreal condition).
4. Write a sentence using an 'if' clause (present unreal condition).
5. Write a sentence using an 'if' clause (future real condition).

Part 6: Error Correction (5 questions)

1. Identify and correct the error: "If she will call me, I will tell her the news."
2. Correct the mistake: "If he was here, he would know what to do."
3. Fix the error: "If I known about the meeting, I would have attended."
4. Identify and correct the error: "If he would have studied harder, he would have passed."
5. Correct the mistake: "If she had came earlier, she would have seen him."

Part 7: Matching (5 questions)

Match sentence halves to form correct conditional sentences.

- | | |
|-----------------------------|------------------------------|
| 1) If you study hard, | 1) you would have seen him. |
| 2) If I were you, | 2) you will get good grades. |
| 3) If you had come earlier, | 3) I would take that job. |

Part 8: Fill in the blanks using 'if' clauses (5 questions)

1. If it rains, the ground _____ wet. (get)
2. The baby _____ up if we make too much noise. (wake)
3. If you heat metal, it _____. (expand)
4. If she had studied harder, she _____ the exam. (pass)
5. If he had been there, he _____ me. (help)

Part 10: Fill in the blanks with appropriate expressions (5 questions)

1. If I were there, I you. (will help / would help / would have helped)
2. If you (reduce / reduced / had reduced) your consumption of fatty foods, you would not gain so much weight.
3. If she worked hard, she (will not fail / would not fail / would not have failed)
4. If you don't help me, I in trouble. (will be / would be / would have been)
5. If you me, I would be in trouble. (do not help / did not help / had not helped)

Conditional Chain Game



In this activity, students will sit in a circle. The first student will start by saying a sentence with an 'if' clause, such as "If I have a dog, I will take it for a walk." The next student must use the result of the previous 'if' clause to start their own sentence, like "If I take a dog for a walk, it will get exercise." This pattern continues around the circle, with each student building on the previous sentence. If a student can't come up with a sentence or makes a mistake, they are out, and the game continues until only one student remains. This activity helps students practice forming conditional sentences in a fun and engaging way.

14

Competency: Student is able to Identify and Use Contractions

Part 1: Multiple Choice

1. Choose the correct contraction for "I am":
 - a) I'm
 - b) Ive
 - c) I'd
 - d) I'v

2. Select the correct contraction for "do not":
 - a) don't
 - b) doesnt
 - c) do'nt
 - d) donot

3. Which contraction correctly represents "they are"?
 - a) they're
 - b) their
 - c) there
 - d) theyr

Part 2: True or False

4. The contraction for "we are" is "were".

True / False
5. "Won't" is the contraction for "will not".

True / False
6. "She'll" stands for "she will".

True / False

Part 3: Fill in the Blanks

7. Complete the sentence with the correct contraction:
" _____ (You are) going to love this movie."
8. Fill in the blank with the correct contraction:
"He _____ (does not) want to go to the park."
9. Use a contraction to complete the sentence:
" _____ (I will) see you tomorrow."

Part 4: Sentence Transformation

10. Rewrite the sentence using a contraction:
"They are not coming to the party."
11. Transform the sentence to use a contraction:
"She has not finished her homework."
12. Change the sentence to include a contraction:
"I cannot believe it."

Part 5: Writing

13. Write a sentence using the contraction for "we are".
14. Write a sentence using the contraction for "he would".
15. Write a sentence using the contraction for "they have".

Part 6: Error Correction

16. Identify and correct the error in the following sentence:
"Ive seen that movie already."
17. Correct the mistake in this sentence:
"She dont like ice cream."
18. Fix the error in the following sentence:
"Theyll be here soon."

Part 7: Matching

19. Match the words to their correct contractions:
- | | |
|-------------|-----------|
| a) will not | 1) she'll |
| b) she will | 2) won't |
| c) we are | 3) we're |

Part 8: Contraction Expansion

20. Expand the following contraction to its full form:
"It's"
21. Expand the following contraction to its full form:
"We've"
22. Expand the following contraction to its full form:
"They'd"

Part 9: Fill in the blank using contractions

23. _____ (I am) going to the store later.
24. She _____ (cannot) come to the phone right now.
25. _____ (You are) my best friend.
26. He _____ (will not) be attending the meeting.
27. They _____ (have) just arrived.
28. We _____ (are) planning a surprise party.
29. _____ (She is) always on time.
30. _____ (They have) been working hard.

Part 10: Complete the sentence by choosing the correct contraction

31. _____ going to the game tonight.
a) We're
b) Were
c) W'ere
d) Wer'e
32. _____ not what I expected.
a) Its
b) It's
c) I'ts
d) Its'
33. _____ finished with their homework.
a) They've
b) They'v
c) Their've
d) Theyv'e

Part 11: Fill in the Blanks

34. If I ____ (be) you, I would not do that.
35. She ____ (not/be) at the meeting yesterday.
36. He ____ (not/do) his homework last night.
37. They ____ (not/come) to the party if they had known about it.
38. I ____ (not/be) able to attend the conce
39. We ____ (not/have) enough money to buy the tickets.

40. She ____ (not/be) feeling well yesterday.
41. He ____ (not/be) able to speak French fluently.
42. They ____ (not/be) at the movie theater last night.
43. I ____ (not/have) any siblings.

Part 12: Identify the Contraction

44. Which contraction is used in the sentence "I'm going to the store"?
45. Which contraction is used in the sentence "She isn't coming to the party"?
46. Which contraction is used in the sentence "He's going to the gym"?
47. Which contraction is used in the sentence "They're coming over tonight"?
48. Which contraction is used in the sentence "I've been studying for three hours"?

Part 13: Error Correction

49. Identify and correct the error in the sentence "I dont know what to do".
50. Correct the mistake in the sentence "She doesnt like ice cream".
51. Fix the error in the sentence "He didnt do his homework last night".
52. Identify and correct the error in the sentence "They dont have any pets".
53. Correct the mistake in the sentence "I havent seen that movie yet".

Part 14. Fill in the blanks by using suitable contractions.

54. I _____ seen him for two years.
- a) has not
 - b) am not
 - c) haven't
 - d) None of these
55. Ram _____ like to own.
- a) don't
 - b) doesn't
 - c) can't
 - d) won't
56. Which contraction is using the apostrophe correctly?
- a) she'll
 - b) she'll
 - c) shew'll
 - d) shewl'l

57. Which punctuation mark is used in a contraction?
- a) Colon
 - b) Comma
 - c) elephant
 - d) apostrophe
58. The word 'they are' can be shortened to
- a) th're
 - b) the're
 - c) they're
 - d) th'yre
59. _____ like to work for you if you desire so.
- a) I'd
 - b) I'll
 - c) I'm
 - d) I've
60. Rajesh _____ like wasting time in gossip.
- a) don't
 - b) doesn't
 - c) isn't
 - d) wasn't
61. The contraction form of two words is _____ the original form.
- a) longer than
 - b) Shorter than
 - c) as long as
 - d) All of them
62. Which of the following can form the contraction 'how's' ?
- a) How is
 - b) How is it
 - c) Both A and B
 - d) None of A and B
63. Which is correct for 'I have'?
- a) I've
 - b) Iha've
 - c) Ihav'e
 - d) I'hav

64. Which of the following is a contraction?

- a) I am
- b) You are
- c) can't
- d) Do not

65. Most of the boys were silent, But my friends _____.

- a) do not
- b) weren't
- c) had not
- d) All of Above

66. I _____ already returned.

- a) has
- b) have
- c) had
- d) will

67. He _____ late every day.

- a) comes
- b) came
- c) come
- d) not come

68. He _____ reading since morning.

- a) has been
- b) have been
- c) is
- d) are

69. The word 'Will not' can be shortened to _____.

- a) Willn't
- b) Wan't
- c) Wouldn't
- d) Won't

Part 15: True or False

70. I am going to school, amn't I? True / False


71. Don't go there? True / False

72. How beautiful this rose is! isn't this? True / False

73. Workmen have repaired the road, haven't the house? True / False

- | | |
|--|--------------|
| 74. You didn't kill a snake. | True / False |
| 75. They shalln't go to market tomorrow. | True / False |
| 76. Mohan doesn't pluck the flower. | True / False |
| 77. He doesnt' buy his books. | True / False |
| 78. He dare not catch snakes. | True / False |

Contraction Match-Up



In this activity, students will practice identifying and using contractions. Begin by providing each student with a set of cards: one half containing common contractions (e.g., "don't," "can't," "she'll") and the other half containing the corresponding words without contractions (e.g., "do not," "cannot," "she will"). Students will match each contraction to its expanded form. Once all pairs are matched, have students write sentences using both the contractions and their expanded forms to reinforce their understanding. Conclude with a group discussion to review the correct matches and discuss any challenging pairs.

15

Competency: Student is able to Identify and Use Determiners and Articles

Part 1: Multiple Choice

1. Choose the correct article to complete the sentence: "She adopted ____ cat from the shelter."

- a) a
- b) an
- c) the
- d) no article

2. Select the correct determiner for the sentence: "____ children in the class need to bring their books."

- a) Some
- b) Any
- c) Much
- d) A

3. Which determiner correctly completes the sentence: "Do you have ____ information on the project?"

- a) many
- b) some
- c) a few
- d) few

Part 2: True or False

4. The article "an" is used before words that start with a vowel sound.

True / False

5. "This" and "that" are examples of demonstrative determiners.

True / False

6. "Each" and "every" are used interchangeably without changing the meaning.

True / False

Part 3: Fill in the Blanks

7. Complete the sentence with the correct article: "I saw ____ elephant at the zoo."

8. Fill in the blank with the correct determiner: "She doesn't have ____ money left."

9. Use a determiner to complete the sentence: "____ of the students completed their homework."

Part 4: Sentence Transformation

10. Rewrite the sentence using a definite article: "She bought book from store."

11. Transform the sentence to use an indefinite article: "I saw unique bird in the park."

12. Change the sentence to include a demonstrative determiner: "I like shoes."

Part 5: Writing

13. Write a sentence using the article "an".

14. Write a sentence using the determiner "every".

15. Write a sentence using the determiner "these".

Part 6: Error Correction

16. Identify and correct the error in the following sentence: "I need a advice."

17. Correct the mistake in this sentence: "He gave me an useful tip."

18. Fix the error in the following sentence: "These is my favorite movie."

Part 7: Matching

19. Match the determiners to their correct usage:

- | | |
|------------|----------------------|
| a) much | 1) countable nouns |
| b) many | 2) uncountable nouns |
| c) several | 3) singular nouns |

Part 8: Article Usage

20. Choose the correct article: "He is ____ honest man."

- a) a
- b) an
- c) the
- d) no article

21. Select the correct determiner: "There are ____ people in the park today."

- a) much
- b) many
- c) any
- d) each

22. Complete the sentence with the appropriate article: "This is ____ best day of my life."

- a) a
- b) an
- c) the
- d) no article

Part 9: Fill in the blank using articles and determiners

23. She has ____ unique perspective on the matter.

24. There isn't ____ milk left in the fridge.

25. ____ dog chased the cat up the tree.

26. I have read ____ interesting book recently.

27. We need to buy ____ more apples.
28. ____ stars in the sky are beautiful tonight.
29. ____ cookies on the table are for everyone.
30. He doesn't have ____ idea about the plan.

Part 10: Complete the sentence by choosing the correct article or determiner

31. I would like ____ piece of cake, please.

- a) a
- b) an
- c) the
- d) no article

32. She has ____ friends in the city.

- a) many
- b) much
- c) little
- d) no article

33. We need to buy ____ bread.

- a) some
- b) any
- c) no article
- d) no

Part 11: Fill in the Blanks

34. I need ____ advice on this matter.
35. She bought ____ new car last week.
36. He doesn't have ____ experience in this field.
37. ____ flowers in the garden are blooming beautifully.
38. I saw ____ interesting documentary on TV.

39. There are ____ options available for this plan.
40. She gave me ____ information about the event.
41. He has ____ few friends who can help.
42. They found ____ solution to the problem.
43. We enjoyed ____ evening at the concert.

Part 12: Identify the Determiner

44. Which determiner is used in the sentence "I have enough time to finish this"?
45. Which determiner is used in the sentence "She has many books in her collection"?
46. Which determiner is used in the sentence "He doesn't have much patience"?
47. Which determiner is used in the sentence "They need some help with their project"?
48. Which determiner is used in the sentence "Each student must submit their own work"?

Part 13: Error Correction

49. Identify and correct the error in the sentence "I need few help with this task."
50. Correct the mistake in the sentence "She gave me a informations."
51. Fix the error in the sentence "He doesn't have many money left."
52. Identify and correct the error in the sentence "We need some advices on this issue."
53. Correct the mistake in the sentence "She gave me an useful advice."

Part 14. Fill in the blanks by using suitable articles or determiners.

54. She has ____ unique talent.
- a) a
 - b) an
 - c) the
 - d) no article

55. They don't have ____ money left.
- a) much
 - b) many
 - c) a few
 - d) few
56. Which article is used correctly in the sentence "She is ____ artist."
- a) a
 - b) an
 - c) the
 - d) no article
57. Which determiner is used in the sentence "There are ____ books on the table."
- a) some
 - b) any
 - c) much
 - d) many
58. The word 'the' is used before
- a) specific nouns
 - b) general nouns
 - c) both A and B
 - d) neither A nor B
59. ____ students in the class need to bring their books.
- a) Some
 - b) Much
 - c) Every
 - d) Each
60. Rajesh has ____ unique ability to solve puzzles.
- a) a
 - b) an
 - c) the
 - d) no article
61. The word 'each' is used to refer to
- a) individual items
 - b) groups
 - c) both A and B
 - d) none of the above

62. Which of the following can form the correct sentence?
- a) I need a information.
 - b) I need an information.
 - c) I need the information.
 - d) I need information.
63. Which is correct for 'a unique'?
- a) an unique
 - b) a unique
 - c) the unique
 - d) no article
64. Which of the following is a determiner?
- a) Many
 - b) You
 - c) Can't
 - d) Do not
65. Most of the students were absent, But ____ of them were present.
- a) each
 - b) every
 - c) some
 - d) much
66. I have ____ idea about the project.
- a) a
 - b) an
 - c) the
 - d) no article
67. He has ____ knowledge about the topic.
- a) much
 - b) a few
 - c) little
 - d) a
68. She has ____ books in her library.
- a) many
 - b) much
 - c) little
 - d) no article

69. The word 'Every' is used to refer to _____.

- a) all members of a group
- b) single members of a group
- c) none of the members
- d) no article

Part 15: Identify whether the following statement is True or False

70. The word 'a' is used before singular nouns starting with a consonant sound.

71. The word 'an' is used before singular nouns starting with a vowel sound.

72. The word 'the' can be used before both singular and plural nouns.

73. The word 'much' is used with countable nouns.

74. The word 'many' is used with uncountable nouns.

75. The word 'any' is used to refer to non-specific items.

76. The word 'some' is used to refer to a specific number or amount.

77. The word 'each' is used to refer to every individual item in a group.

78. The word 'few' is used to refer to a small number of items.

79. The word 'little' is used to refer to a small amount of an uncountable item.

80. The word 'some' is used to refer to an unspecified amount or number.



Article and Determiner Treasure Hunt

Divide the class into small groups and give each group a short paragraph or passage from a text. Provide a list of common determiners and articles (e.g., a, an, the, this, that, these, those, my, your, some, any, each, every, etc.). The task for each group is to identify and highlight all the determiners and articles in their passage within a set time limit. Once the time is up, have each group share their findings with the class. To add a competitive element, award points for each correctly identified determiner and article. The group with the most points at the end wins a small prize. This activity helps students recognize and correctly use determiners and articles in context.

16

Competency: Students can identify and use conjunctions

Part 1: Multiple Choice

1. Choose the correct conjunction to complete the sentence: "I wanted to go for a walk, _____ it started to rain."
 - a) but
 - b) and
 - c) or
 - d) so
2. Select the correct conjunction for the sentence: "You can have tea _____ coffee with your breakfast."
 - a) and
 - b) but
 - c) or
 - d) so
3. Which conjunction correctly completes the sentence: "He didn't study, _____ he failed the exam."
 - a) because
 - b) so
 - c) or
 - d) but
4. Choose the correct conjunction to complete the sentence: "I like both apples _____ oranges."
 - a) or
 - b) and
 - c) but
 - d) so

5. Select the correct conjunction for the sentence: "She can't decide whether to go out _____ stay home."

- a) and
- b) or
- c) but
- d) so

6. Which conjunction correctly completes the sentence: "He is very talented, _____ he is also very humble."

- a) but
- b) or
- c) and
- d) so

Part 2: True or False

7. The conjunction "and" is used to show contrast between two ideas.

True / False

8. "Although" is a conjunction used to introduce a reason or cause.

True / False

9. "Because" and "since" can both be used to show causation.

True / False

10. "But" is a conjunction used to show addition.

True / False

11. "Or" is a conjunction used to show choices or alternatives.

True / False

12. "So" is a conjunction used to show a consequence or result.

True / False

Part 3: Fill in the Blanks

13. Complete the sentence with the correct conjunction: "She wanted to stay home, _____ she had to go to work."

14. Fill in the blank with the correct conjunction: "He is not only talented _____ also hardworking."

15. Use a conjunction to complete the sentence: "I will call you ____ I get home."
16. Complete the sentence with the correct conjunction: "You can have cake ____ ice cream for dessert."
17. Fill in the blank with the correct conjunction: "She was tired ____ she went to bed early."
18. Use a conjunction to complete the sentence: "He didn't study, ____ he still passed the test."

Part 4: Sentence Transformation

19. Rewrite the sentence using a conjunction: "She was tired. She went to bed."
20. Transform the sentence to use a conjunction: "He was hungry. He made a sandwich."
21. Change the sentence to include a conjunction: "She didn't study. She passed the test."
22. Rewrite the sentence using a conjunction: "It was raining. They went for a walk."
23. Transform the sentence to use a conjunction: "He wanted to play football. It was too late."
24. Change the sentence to include a conjunction: "She was excited. She got a new job."

Part 5: Writing

25. Write a sentence using the conjunction "although".
26. Write a sentence using the conjunction "because".
27. Write a sentence using the conjunction "if".
28. Write a sentence using the conjunction "but".
29. Write a sentence using the conjunction "so".
30. Write a sentence using the conjunction "or".

Part 6: Error Correction

31. Identify and correct the error in the following sentence: "I wanted to go, but I didn't have time."
32. Correct the mistake in this sentence: "She was hungry, so she didn't eat."
33. Fix the error in the following sentence: "He is smart, but he didn't study."
34. Identify and correct the error in the following sentence: "I will call you, or I get home."
35. Correct the mistake in this sentence: "She was tired and she went to bed."
36. Fix the error in the following sentence: "He is talented, but he works hard."

Part 7: Matching

37. Match the conjunctions to their correct usage:

- a) because 1) addition
- b) although 2) contrast
- c) and 3) reason

38. Match the conjunctions to their correct usage:

- a) but 1) choice
- b) or 2) contrast
- c) so 3) consequence

39. Match the conjunctions to their correct usage:

- a) if 1) reason
- b) because 2) condition
- c) although 3) contrast

40. Match the conjunctions to their correct usage:

- a) or 1) consequence
- b) so 2) addition
- c) and 3) choice

Part 8: Conjunction Usage

41. Choose the correct conjunction: "He was tired, _____ he kept working."

- a) but
- b) or
- c) so
- d) and

42. Choose the correct conjunction: "I want to buy a new car, _____ I don't have enough money."

- a) but
- b) and
- c) or
- d) so

43. Choose the correct conjunction: "We can go to the park, _____ we can stay home."

- a) but
- b) and
- c) or
- d) so

44. Choose the correct conjunction: "She is very talented, ____ she is also very humble."

- a) but
- b) or
- c) so
- d) and

45. Choose the correct conjunction: "He studied hard, ____ he passed the exam."

- a) but
- b) and
- c) so
- d) or

46. Choose the correct conjunction: "I like both apples ____ oranges."

- a) but
- b) and
- c) or
- d) so

Part 9. Fill in the blanks with appropriate conjunction

46. We use _____ to join words, sentences, that show similar ideas.

(But/And)

47. We use _____ to join words, sentences, when we talk about a choice.

(and/ or)

48. We use _____ to join two actions going on at a same time. (While/therefore)

49. _____ is used in the negative sense to show choice or possibility.

(either..or/ Neither.... nor)

50. When we talk about place we use _____ in the sentence. (who/Where)

51. You will fail _____ you are not studying properly.

(And/ If)

52. He is ninety _____ he is strong.

(Beacause/ Still)

53. The Ostrich, the Giraffe _____ the baboon had no answers.

(but/ And)

54. He had no trunk _____ only a bulgy nose.

(And/ But)

55. _____ you do not pull, the crocodile will drag you in the river.

(And/If)

Part 10. Find the True / False in context of conjunctions

56. Would you like Pizza or Burger?


57. The rope is thin and it is strong.

58. Sita cannot play, however she is ill
59. Golu is smart but cute.
60. He found the pen where he had left it.

Part 11. Join the following sentences using suitable connectors given in brackets

61. 1. Golu met the Mynah bird. Golu asked her a question. (and)
62. 2. Golu went home. He ate his favourite food. (after)
63. 3. The crocodile was hurting him. Golu was in danger. (because)
64. 4. I played cricket. It was a sunny day. (while)
65. 5. My car got punctured. I got late to the office. (so)

Conjunction Challenge



In this fun and interactive activity, students will work in pairs to create complex sentences using conjunctions. Each pair will receive a stack of sentence strips, half containing independent clauses and the other half containing dependent clauses. Students will draw one strip from each stack and use a conjunction (e.g., and, but, or, because, although) to combine them into a single, coherent sentence. They will then share their sentences with the class, explaining which conjunction they chose and why. This activity not only helps students identify conjunctions but also allows them to practice using them in context to enhance their writing skills.

17

Competency: Students can identify and use adverbs

Worksheet: Assessing Students' Ability to Identify and Use Adverbs

Part 1: Multiple Choice

1. Choose the correct adverb to complete the sentence: "Kariladakh sings ____."
 - a) beautifully
 - b) beautiful
 - c) beauty
 - d) beautify

2. Select the correct adverb for the sentence: "Ravi ran ____ to catch the bus."
 - a) quick
 - b) quicker
 - c) quickly
 - d) quickness

3. Which adverb best fits the sentence: "Mridu spoke ____ during the meeting."
 - a) loud
 - b) loudly
 - c) louder
 - d) loudest

4. Identify the correct adverb to complete the sentence: "The soapy bearded man walked ____ down the street."
 - a) slow
 - b) slower
 - c) slowly
 - d) slowest

5. Choose the correct adverb for the sentence: "Madison Square was ____ crowded during the concert."

- a) extreme
- b) extremely
- c) extremeness
- d) more extreme

Part 2: True or False

6. The word "quickly" in the sentence "He quickly finished his homework" is an adverb.

True / False

7. In the sentence "Lalli dances gracefully," the word "gracefully" is an adverb.

True / False

8. The word "never" in the sentence "Mridu never eats junk food" is not an adverb.

True / False

9. "Ravi often visits the library" contains the adverb "often."

True / False

10. In the sentence "Gopal laughed loudly," the word "loudly" is an adjective.

True / False

Part 3: Fill in the Blanks

11. Complete the sentence with an appropriate adverb: "Gopal ____ (happily) greeted his friend."

12. Fill in the blank with the correct adverb: "Rukku mani drives ____ (careful)."

13. Use an adverb to complete the sentence: "The Hilsa fish ____ (swiftly) swam away."

14. Fill in the blank with the correct adverb: "Kariladakh answered the question ____ (correct)."

15. Complete the sentence with the correct adverb: "Ravi finished his homework ____ (early)."

Part 4: Sentence Transformation

16. Rewrite the sentence using an adverb: "Madison Square is busy."
17. Transform the sentence to include an adverb: "Ravi is a fast runner."
18. Change the sentence to use an adverb: "Muko is a quiet student."
19. Rewrite the sentence with an adverb: "The soapy bearded man is a slow walker."
20. Transform the sentence using an adverb: "Mridu is a careful worker."

Part 5: Writing

21. Write a sentence using an adverb to describe an action by Gopal.
22. Write a sentence using an adverb to describe how Rukku mani speaks.
23. Write a sentence using an adverb to describe the behavior of the soapy bearded man.
24. Write a sentence using an adverb to describe how Kariladakh sings.
25. Write a sentence using an adverb to describe when Ravi finishes his homework.

Part 6: Error Correction

26. Identify and correct the error in the following sentence: "Mridu runs quick."
27. Correct the mistake in this sentence: "Ravi sings beautiful."
28. Fix the error in the following sentence: "The Hilsa fish swam slow."
29. Identify and correct the error in the sentence: "Lalli plays the piano skillfull."
30. Correct the mistake in the sentence: "Madison Square was extremly crowded."

Part 7: Matching

31. Match the action with the appropriate adverb:

- | | |
|----------------------|----------------|
| a) Kariladakh sings | 1) swiftly |
| b) Hilsa fish swims | 2) loudly |
| c) Rukku mani speaks | 3) beautifully |
| d) Ravi runs | 4) carefully |
| e) Mridu works | 5) quickly |

Part 8: Adverb Identification

32. Identify the adverb in the sentence: "Lalli always arrives on time."
33. Find the adverb in the sentence: "Gopal seldom misses a class."
34. Spot the adverb in the sentence: "Madison Square is never empty."
35. Identify the adverb in the sentence: "Rukku mani speaks softly."
36. Find the adverb in the sentence: "The Hilsa fish swam gracefully."

Part 9: Fill in the Blank with Adverbs

37. Muko reads ____ (careful).
38. Mridu ____ (quickly) finished her project.
39. Gopal plays the piano ____ (skillful).
40. The soapy bearded man spoke ____ (loud).
41. Rukku mani ____ (never) forgets her homework.

Part 10: Complete the Sentence by Choosing the Correct Adverb

42. Ravi completed his test ____.
- a) rapidly
 - b) rapid
 - c) rapidity
 - d) rapider
43. Mridu ____ explained the concept to her friends.
- a) clear
 - b) clearer
 - c) clearly
 - d) clearest
44. Lalli ____ waited for the bus.
- a) patient
 - b) patiently
 - c) patience
 - d) patients

45. Gopal ____ practices the guitar every evening.

- a) diligent
- b) diligently
- c) diligence
- d) diligentness

46. Rukku mani ____ handles her responsibilities.

- a) careful
- b) carefully
- c) care
- d) carefuller



Adverb Hunt

In this activity, students will participate in an "Adverb Hunt." Begin by providing a brief review of what adverbs are and how they are used in sentences. Then, distribute a short story or passage to each student. Instruct them to read through the text and underline all the adverbs they can find. Once they've completed their search, have them pair up with a classmate to compare and discuss their findings. Each pair should then choose five adverbs from their list and use them to create their own sentences, demonstrating their understanding of how adverbs modify verbs, adjectives, or other adverbs. Finally, ask each pair to share one of their sentences with the class. This activity helps reinforce the identification and application of adverbs in a collaborative and engaging manner.

18

Competency: Students can identify and use degree of adjectives.

Part 1: Multiple Choice

1. Choose the correct comparative form of the adjective "fast":
 - a) Faster
 - b) Fastest
 - c) More fast
 - d) Most fast
2. Select the superlative form of the adjective "beautiful":
 - a) More beautiful
 - b) Most beautiful
 - c) Beautifuler
 - d) Beautifulest
3. Which sentence uses the positive degree of the adjective "happy"?
 - a) Ravi is happier today.
 - b) Mridu is the happiest person I know.
 - c) They look happy.
 - d) Gopal is more happy than Lalli is.
4. Identify the correct comparative form of "good":
 - a) Gooder
 - b) Goodest
 - c) Better
 - d) Best
5. Choose the correct superlative form of "bad":
 - a) Worse
 - b) Baddest
 - c) Worst
 - d) Most bad

Part 2: True or False

6. The comparative form of "small" is "smaller":
True / False
7. "Best" is the superlative form of "good":
True / False
8. "More tall" is the correct comparative form of "tall":
True / False
9. The positive degree of "happiest" is "happy":
True / False
10. "Most intelligent" is the superlative form of "intelligent":
True / False

Part 3: Fill in the Blanks

11. Complete the sentence with the correct comparative form:
"This book is _____ (interesting) than the one Mridu read."
12. Fill in the blank with the correct superlative form:
"Soapy is the _____ (smart) character in the story."
13. Use the correct positive form of the adjective:
"Kariladakh is as _____ (strong) as his brother, Gopal."
14. Fill in the blank with the correct comparative form:
"Today is _____ (cold) than yesterday in Madison Square."
15. Complete the sentence with the correct superlative form:
"That was the _____ (funny) joke the bearded man has ever heard."

Part 4: Sentence Transformation

16. Rewrite the sentence using the comparative form:
"This Hilsa fish is good."
17. Transform the sentence to use the superlative form:
"This is an interesting movie about Nishad."
18. Change the sentence to include the positive form:
"Mridu is the tallest girl in the class."

19. Rewrite the sentence using the comparative form:

"Ravi is the best player on the team."

20. Transform the sentence to use the superlative form:

"Lalli is more talented than Rukku mani."

Part 5: Writing

21. Write a sentence using the comparative form of "young".

22. Write a sentence using the superlative form of "old".

23. Write a sentence using the positive form of "strong".

24. Write a sentence using the comparative form of "expensive".

25. Write a sentence using the superlative form of "cheap".

Part 6: Error Correction

26. Identify and correct the error in the following sentence:

"This is the more exciting game I've ever watched."

27. Correct the mistake in this sentence:

"He is the baddest student in the class."

28. Fix the error in the following sentence:

"She is more smarter than her brother, Muko."

29. Identify and correct the error in the sentence:

"This dress is the beautifullest in the store."

30. Correct the mistake in this sentence:

"That was the more difficult test we had this semester."

Part 7: Matching

31. Match the adjectives to their correct comparative and superlative forms:

a) Good

1) Better, Best

b) Bad

2) Taller, Tallest

c) Tall

3) Heavier, Heaviest

d) Small

4) Worse, Worst

e) Heavy

5) Smaller, Smallest

32. Match the following sentences with the correct degree of adjectives:

- | | |
|---|-----------|
| a) Madison Square is _____ than Kariladakh. | 1) most |
| b) The Hilsa fish is the _____ fish I've ever seen. | 2) better |
| c) Gopal is _____ than Ravi in mathematics. | 3) less |
| d) The old man is _____ than the bearded man. | 4) more |
| e) Mridu's story is the _____ interesting of all. | 5) best |

33. Match the adjectives to the sentences where they are used in the correct degree:

- | | |
|--|------------------|
| a) Nishad is the _____ student in the class. | 1) tallest |
| b) Soapy is _____ than the old man. | 2) more skillful |
| c) Gessler makes the _____ shoes in town. | 3) best |
| d) Muko is _____ than Rukku mani. | 4) younger |
| e) Lalli is the _____ of the siblings. | 5) oldest |

34. Matching

- | | |
|-------------|---------------|
| a) Friendly | 1) Happier |
| b) Long | 2) Brighter |
| c) Happy | 3) Friendlier |
| d) Short | 4) Shorter |

35. Match the sentences with the correct degree of adjectives:

- | | |
|---|---------------------|
| a) Gopal is the _____ runner in the race. | 1) taller |
| b) The old man is _____ than the young man. | 2) larger |
| c) This story is the _____ of all. | 3) best |
| d) Madison Square is _____ than Kariladakh. | 4) slower |
| e) Soapy is _____ than the bearded man. | 5) most interesting |

Part 8: Fill in the blank using the correct degree of the adjective

36. This puzzle is _____ (easy) than the one Nishad solved.

37. Of all the students, Gopal is the _____ (tall).

38. This story is as _____ (exciting) as the one about the old man and the Hilsa fish.
39. Muko is _____ (quick) than his friend.
40. She has the _____ (pretty) garden in Madison Square.



Adjective Degree Relay

In this fun and interactive game, students will form small teams and participate in an adjective degree relay. Each team will receive a set of cards, each displaying an adjective in its base form (e.g., "fast," "happy," "tall"). The goal is for each team to correctly write the comparative and superlative forms of each adjective on a large sheet of paper provided. One student from each team will race to a designated spot, pick a card, run back to their team, and write the comparative form of the adjective. They will then pass the marker to the next teammate, who will write the superlative form. The team that correctly completes the most sets of adjective degrees within the time limit wins the game. This activity helps students practice identifying and using the degrees of adjectives in a collaborative and engaging way.

19

Competency: Student is able to Identify and Use Correct Sentence Structures, Second Conditional Sentences, Negative Sentences, Assertive Sentences, and Interrogative Sentences

1: Rearrange the Words to Form Meaningful Sentences

1. soccer / He plays / his friends / with
2. for us / cooks / dinner / She
3. often go / We / library / to the
4. sandwiches / for breakfast / eat / They

2: Complete the Sentences Using Appropriate Second Conditional Forms

1. If he (start) early, he would finish in time.
2. If you worked harder, you (do) well on the test.
3. If I (be) you, I would accept that offer.

3: Transform Affirmative Sentences into Negative Sentences

1. I like watching movies.
2. They finished the project.
3. You are clever.
4. My friends and I are going on a trip together.

4: Identify the Sentence as Affirmative, Negative, or Interrogative

1. Everyone attended the meeting _____
2. When is our holiday break starting? _____
3. She cannot read or write. _____
4. Why has he not come? _____
5. No one came to visit her. _____

5: Change Affirmative Sentences into Negative and Interrogative Sentences

1. Mary earns a six-figure salary.
2. She conducted herself well.
3. I made a cake yesterday.
4. She spent her childhood in Malaysia.

6: Identify the Sentence Structure

1. Identify the type of sentence: "Kariladakh is a beautiful place."

- | | |
|-------------|---------------------|
| a) Simple | c) Complex |
| b) Compound | d) Compound-Complex |

2. Identify the type of sentence: "Mridu and Ravi went to Madison Square, and they enjoyed the concert."

- | | |
|-------------|---------------------|
| a) Simple | c) Complex |
| b) Compound | d) Compound-Complex |

3. Identify the type of sentence: "If Gopal studies hard, he will pass the exam."

- | | |
|-------------|---------------------|
| a) Simple | c) Complex |
| b) Compound | d) Compound-Complex |

4. Identify the type of sentence: "Soapy wanted to stay warm, but the bearded man refused to help him."

- | | |
|-------------|---------------------|
| a) Simple | c) Complex |
| b) Compound | d) Compound-Complex |

5. Identify the type of sentence: "The old man, who lived in the village, had a cat named Muko."

- | | |
|-------------|---------------------|
| a) Simple | c) Complex |
| b) Compound | d) Compound-Complex |

7: Second Conditional Sentences

1. Complete the sentence: "If Nishad _____ (have) more money, he would travel to Kariladakh."

- | | |
|--------|---------------|
| a) has | c) will have |
| b) had | d) would have |

2. Rewrite the sentence using the second conditional: "If Gessler wins the lottery, he will buy a new house."

- a) If Gessler would win the lottery, he will buy a new house.
- b) If Gessler won the lottery, he would buy a new house.
- c) If Gessler win the lottery, he would buy a new house.
- d) If Gessler had won the lottery, he would buy a new house.

3. Choose the correct second conditional form: "If the Hilsa fish _____ (be) available, Rukku mani would cook it for dinner."

- a) is
- b) are
- c) were
- d) was

4. Fill in the blank with the correct second conditional form: "If Lalli _____ (know) about the meeting, she would have attended."

- a) knows
- b) knew
- c) will know
- d) would know

5. Complete the sentence: "If the old man _____ (be) younger, he would climb the mountain."

- a) is
- b) was
- c) were
- d) will be

8: Negative Sentences

1. Make the sentence negative: "Ravi plays football every day."

- a) Ravi do not play football every day.
- b) Ravi does not plays football every day.
- c) Ravi does not play football every day.
- d) Ravi do not plays football every day.

2. Make the sentence negative: "Mridu likes to read books."

- a) Mridu do not like to read books.
- b) Mridu does not likes to read books.

- c) Mridu does not like to read books.
- d) Mridu do not likes to read books.

3. Make the sentence negative: "Nishad is coming to the party."

- a) Nishad is not coming to the party.
- b) Nishad does not coming to the party.
- c) Nishad do not coming to the party.
- d) Nishad is not come to the party.

4. Make the sentence negative: "The old man has a dog."

- a) The old man do not has a dog.
- b) The old man does not have a dog.
- c) The old man does not has a dog.
- d) The old man do not have a dog.

5. Make the sentence negative: "Gopal can speak French."

- a) Gopal cannot speaks French.
- b) Gopal do not can speak French.
- c) Gopal does not can speak French.
- d) Gopal cannot speak French.

9: Assertive Sentences

1. Identify the assertive sentence: "Lalli is going to the market."

- a) Is Lalli going to the market?
- b) Lalli is not going to the market.
- c) Lalli is going to the market.
- d) Where is Lalli going?

2. Identify the assertive sentence: "The bearded man has a long beard."

- a) Does the bearded man have a long beard?
- b) The bearded man does not have a long beard.
- c) The bearded man has a long beard.
- d) How long is the bearded man's beard?

3. Identify the assertive sentence: "Rukku mani loves cooking."

- a) Does Rukku mani love cooking?
- b) Rukku mani loves cooking.
- c) Rukku mani does not love cooking.
- d) What does Rukku mani love?

4. Identify the assertive sentence: "Muko is a playful cat."

- a) Is Muko a playful cat?
- b) Muko is not a playful cat.
- c) Muko is a playful cat.
- d) How playful is Muko?

5. Identify the assertive sentence: "Madison Square is busy on weekends."

- a) Is Madison Square busy on weekends?
- b) Madison Square is not busy on weekends.
- c) Madison Square is busy on weekends.
- d) When is Madison Square busy?

10: Interrogative Sentences

1. Make the sentence interrogative: "Ravi is studying for the exam."

- a) Is Ravi studying for the exam?
- b) Ravi is studying for the exam?
- c) Does Ravi is studying for the exam?
- d) Ravi studying for the exam is?

2. Make the sentence interrogative: "Mridu plays the violin."

- a) Does Mridu plays the violin?
- b) Does Mridu play the violin?
- c) Do Mridu play the violin?
- d) Mridu play the violin does?

3. Make the sentence interrogative: "Nishad will join the team."

- a) Nishad will join the team?
- b) Will Nishad join the team?
- c) Nishad will joining the team?
- d) Nishad join the team will?

4. Make the sentence interrogative: "The old man has a cane."

- a) The old man has a cane?
- b) Does the old man has a cane?
- c) Does the old man have a cane?
- d) Has the old man a cane?

5. Make the sentence interrogative: "Gopal can cook Italian food."

- a) Gopal can cook Italian food?
- b) Can Gopal cook Italian food?
- c) Does Gopal can cook Italian food?
- d) Gopal cook Italian food can?

11: Correct the Sentence Structure

1. Correct the sentence: "Ravi he is playing the guitar."

- a) Ravi is he playing the guitar.
- b) Ravi is playing the guitar.
- c) He is Ravi playing the guitar.
- d) Playing the guitar Ravi is.

2. Correct the sentence: "Muko she likes to sleep in the sun."

- a) Muko is she likes to sleep in the sun.
- b) Muko likes to sleep in the sun.
- c) She likes to sleep in the sun Muko.
- d) Likes to sleep in the sun Muko is.

3. Correct the sentence: "Gessler he makes the best shoes."

- a) Gessler is he makes the best shoes.
- b) Gessler makes the best shoes.
- c) He makes the best shoes Gessler.
- d) Makes the best shoes Gessler is.

4. Correct the sentence: "Rukku mani she can sing beautifully."

- a) Rukku mani can sing beautifully.
- b) Rukku mani is she can sing beautifully.
- c) She can sing beautifully Rukku mani.
- d) Can sing beautifully Rukku mani is.

5. Correct the sentence: "The bearded man he has a loud voice."

- a) The bearded man is he has a loud voice.
- b) The bearded man has a loud voice.
- c) He has a loud voice the bearded man.
- d) Has a loud voice the bearded man is.



Sentence Structure Challenge

In this activity, you will work in pairs to create a series of sentences based on different prompts. Each pair will receive a set of cards, each card containing a type of sentence structure: second conditional, negative, assertive, and interrogative. Your task is to take turns drawing a card and crafting a sentence that matches the sentence type on the card. For example, if you draw a "second conditional" card, you might say, "If I were a bird, I would fly across the ocean." After creating your sentence, your partner must identify the sentence type and correct any mistakes if necessary. Continue this process until all cards have been used. The pair with the most correct sentences wins the challenge!

20

Competency: Students can identify and use words such as ‘can/cannot’, ‘could/could not’.

1. Sentence Completion

Fill in the blanks using can/cannot or could/could not:

- a) I _____ play the guitar.
- b) I _____ swim without floaters.
- c) Yesterday, I _____ see a rainbow after the rain.
- d) The dog _____ catch the ball.
- e) She _____ understand the math problem.
- f) They _____ visit us next weekend.
- g) He _____ finish his homework last night.
- h) We _____ go to the park because it was raining.

2. Sentence Correction

Identify and correct the mistake in the sentence:

- a) She is speak three languages fluently.
- b) Are you please pass me the salt?
- c) Do you solve this math problem?
- d) I was not find my keys this morning.
- e) Can I to borrow your book?

- f) He could plays the piano very well.
- g) They cannot comes to the party tonight.
- h) We was able to finish the project on time.

3. Sentence Rearrangement

Arrange the words/phrases to form a coherent sentence:

- a) cannot go to the it's they because park raining
- b) dog not the ball the catch could
- c) could her before dinner she finish homework
- d) you the salt could pass please me
- e) fly can not birds some
- f) he answer the not could question

4. True/False Statements

Find out true and false statements in the following sentences:

- a) Can is used to express - 'Ability' to talk about what someone or something is able to do.
- b) Cannot is used to express – Past Ability or Capability: "Could" is used to talk about past abilities or capabilities.
- c) Could is used to express - Permission or Polite Requests: "Could" is also used to ask for permission or to make polite requests.
- d) Could not is used to express – Inability or Lack of Capability: "Could not" is used to indicate the inability or lack of capability to do something in the past.

5. Rewrite the Sentences

Rewrite the following sentences by replacing underlined words using can/could:

- a) I am able to speak English fluently.

b) He was able to understand what I spoke to him yesterday.

c) She is able to run very fast.

d) We were able to solve the puzzle.

e) They are able to play the violin beautifully.

6. Identify Permission/Ability

Write "permission" or "ability" against each sentence:

a) Can I take your pen? _____

b) Can you solve this sum? _____

c) Could you help me with this task? _____

d) Could he finish the race on time? _____

e) Can she come to the party tonight? _____

7. Fill in the blanks with correct options:

1. Mr. Gessler _____ make wonderful boots. (could/could not)

2. I looked all over, but I _____ find it. (could/could not)

3. Maya _____ believe that Mr. Nath is a good person. (cannot/could not)

4. Criminals _____ look quite ordinary. (can/cannot)

5. The elephant _____ wiggle its bulgy nose from side to side. (could/could not)

8. Read the following sentences and write 'true' or 'false' next to each:

1. The music master could not sing.

2. Fire can be dangerous if it gets out of control.

3. Gopal could not win the challenge.

4. One can find many surprises in the meadows.

5. Some fires cannot be put out with water.

9. Rewrite the jumbled words in the correct order to make sentences:

1. could jump water not I into the

2. see you screen could?

3. He sound the could hear not

4. the palace could enter Gopal?

5. be they could where?

10. Complete the sentences with can or cannot:

1. Monkeys _____ fly.

2. Crocodiles _____ swim.

3. Dogs _____ jump.

4. Snakes _____ crawl.

5. Elephants _____ dance.



Modal Verb Challenge

Divide students into pairs. Give each pair paper and a pen. Set a timer for 5 minutes. Students brainstorm sentences using 'can/cannot' and 'could/could not'. Encourage diverse uses (abilities, permissions). Groups read sentences aloud; award points for correct usage and creativity. Discuss common mistakes. Optional: create a story using these verbs.

21

Competency: Students can identify and appropriately use Direct and Indirect Speech.

1. Match the Direct Speech from Column A to its correct Indirect Speech into Column B

| Column A |
|---|
| 1. The king said, "What is the most important thing for him to do?" |
| 2. The king said, "I have come to you, wise hermit." |
| 3. "Do you not see?" replied the hermit to him. |
| 4. The music teacher asked Ravi, "Have you seen my chappals?" |
| 5. Why is your face half-shaven? Gopal's wife asked him. |

| Column B |
|---|
| The music teacher asked Ravi if he had seen his chappals. |
| Gopal's wife asked him why his face was half-shaven. |
| The king asked what the most important thing for him to do was. |
| The king told the wise hermit that he had come to him. |
| The hermit replied to him if he did not see. |

2. Fill in the blanks with correct Reported Speech:

1. Ravi said to Mridu. "Do you know how hard it is just to get a little milk from the kitchen?"
2. Ravi asked Mridu if she.....
3. Mridu whispered to Meena and Ravi. "Have you got an old pair in the house somewhere?"
4. Mridu whispered Meena and Ravi if.....
5. The woman asked the man how much he had paid for that hilsa.
6. The woman said to the man, "How much"
7. One tall man cried, "Get down on your knees."
8. One tall man ordered them to.....

9. He told me that he had knocked loudly on Mr Nath's door that evening.
10. He said to me, "I"

3. Find out whether Indirect Speech is correct or incorrect:

1. He asked a python if I had ever seen a crocodile. Correct/Incorrect
2. She requested me to let him go to the hills. Correct/Incorrect
3. Ramesh told me that he takes two meals for Mr Nath every morning and evening.
Correct/Incorrect
4. I would ask Mr Gessler how I did. Correct/Incorrect
5. Others said that it was impossible to decide in advance the right time for doing something.
Correct/Incorrect

4. Multiple choice questions: Choose the correct option from the given:

1. The king said, "Let me take the spade and work in your place."
(a) The king asked me to take the spade and work in his place.
(b) The king ordered me to take the spade and work in his place.
(c) The king said that let he take the spade and work in his place.
(d) The king said to let him take the spade and work in his place.
2. "Forgive me" said the bearded man.
(a) The bearded man said to forgive him.
(b) The bearded man asked to forgive him.
(c) The bearded man begged to forgive him.
(d) The bearded man requested to forgive him.
3. "I do not know you and have nothing to forgive you for," said the king.
(a) The king said that he did not know him and had nothing to forgive him for.
(b) The king said that he did not know him and have nothing to forgive for him.
(c) The king told that he did not know him and have nothing to forgive for him.
(c) The king said that he had not known him and had nothing to forgive him for.
4. "Bring the man to me at once". The king ordered the guard.
(a) The king ordered the guard to bring the man at once.
(b) The king ordered the guard that bring the man to him at once.
(c) The king ordered the guard to bring the man to him at once.

- (d) The king requested the guard to bring the man to him at once.
5. "Did you get a chance to peek into the trunk, Seven?" I asked.
- (a) I asked if he had got the chance to peek into the trunk, Seven.
 - (b) I asked Seven if he had got the chance to peek into the trunk.
 - (c) I asked Seven if I do got a chance to peek into the trunk.
 - (d) I asked him if he got the chance to peek into the trunk.



Speech Detective

In "Speech Detective," students hone their skills in identifying and using direct and indirect speech. Divided into teams, each takes turns drawing index cards with sentences, reading them aloud, and determining if they're in direct or indirect speech. Correct answers earn points, and the team writes the sentence in the opposite form on a board. Advanced variations can include transforming sentences between direct and indirect speech or creating new sentences based on scenarios. This game encourages active participation and reinforces understanding through practical application, making learning both engaging and effective.

22

Competency: Students can identify and use Active and Passive Voice

1. Look at the sentences given below and identify the type of voice (Active or passive) used.

- i. Shweta sings beautiful songs.
- ii. The Earth revolves round the sun.
- iii. The son was being handled politely by his father.
- iv. The fighter bomber dropped the bombs.
- v. The deer was killed by the tiger.

2. Choose the correct option for passive voice of the given sentence.

i. . I was writing a story.

- (a) A story was being written by me.
- (b) A story was written by me.
- (c) A story is being written by me.
- (d) None of these

ii. My mother had washed the clothes.

- (a) The clothes had been washed by my mother.
- (b) The clothes was been washed by my mother.
- (c) The clothes have been washed by my mother.
- (d) The clothes has been washed by my mother.

iii. The class monitor will pass the information.

- (a) The information will passed by the class monitor.
- (b) The information would be passed by the class monitor.
- (c) The information will pass by the class monitor.
- (d) The information will be passed by the class monitor.

iv. Ayub was reading an interesting book.

- (a) An interesting book was being read by Ayub.
- (b) An interesting book were being read by Ayub.
- (c) An interesting book was being read by Ayub.
- (d) An interesting book was read by Ayub.

v. Students greet the teacher cheerfully every morning.

- (a) Every morning the teacher was greeted cheerfully.
- (b) The teacher is greeted cheerfully by students every morning.
- (c) The teacher is being greeted cheerfully by students every morning.
- (d) Cheerful greeting is done by students every morning to the teacher.

3. Rewrite the following sentences by changing the active sentences to passive and passive sentences to active.

- i. The police arrested the thief.
- ii. Shnaya recited the poem beautifully.
- iii. We all enjoyed the birthday party.
- iv. They are painting the house.
- v. The washing machine has been repaired by the mechanic.

4. Fill in the blanks with the correct form of the verb. Use active or passive voice.

- i. A lot of patriotic songs _____ on the radio last week. (PLAY)
- ii. If I _____ you I wouldn't go to the meeting. (BE)
- iii. I _____ the guitar since I was in high school. (PLAY)
- iv. When our class teacher came to the office, she found out that school principal _____ . (ALREADY LEAVE)
- v. India _____ independence in 1947. (GET)

5. Look at the sentences given below and identify the type of voice (Active or passive) used

- i. The cake was baked by Mary.
- ii. Mary baked the cake.
- iii. The cake has been baked by Mary.
- iv. Baking the cake was done by Mary.

- v. The cat chased the mouse.
- vi. The mouse was chased by the cat.
- vii. The mouse eats the cheese.
- viii. The cheese was eaten by the mouse.

6. Passive voice is formed by using which of the following verb constructions?

- a) subject + verb + object
- b) subject + helping verb + main verb + object
- c) subject + object + verb
- d) subject + verb + preposition + object

7. Passive voice sentences often use which auxiliary verb?

- a) have
- b) be
- c) do
- d) can

8. Fill in the Blanks:

- i. The keys ____ by John yesterday.(lose)
- ii. The letter ____ by the postman tomorrow.(deliver)
- iii. I ____ to use the office telephone.(allow)
- iv. A new bridge ____ the next year.(construct)

9. State whether True or False:

- i. Passive voice is always less direct than active voice.
- ii. In passive voice, the subject receives the action of the verb.
- iii. Active voice is preferred in most types of writing for its clarity and directness.
- iv. Passive voice should be used in all situations to avoid repetition.
- v. Passive voice can be useful for shifting focus from the doer of the
- vi. action to the action itself.
- vii. Active voice is more commonly used in storytelling to create a sense of
- viii. immediacy.

- ix. It is possible to convert an active voice sentence into passive voice.
- x. Passive voice is always longer than active voice.

10. Match the following sentences with their correct voice:

- | | |
|---|------------------|
| i. The window has been opened by him. | a) active voice |
| ii. He has opened the window. | b) passive voice |
| iii. The song is sung by her. | c) active voice |
| iv. She sings the song. | d) passive voice |
| v. The book was written by the author. | e) active voice |
| vi. The author wrote the book. | f) passive voice |
| vii. The house is being painted by the workers. | g) active voice |
| viii. The workers are painting the house. | h) passive voice |

11. Which of the following sentences is in active voice?

- a) The paper was written by me.
- b) I wrote the paper.
- c) The paper is being written by me.
- d) Writing the paper is done by me.

12. For each sentence, determine whether the sentence is in active or passive voice.

- i. "The boots were made by Mr. Gessler."
- ii. "The old man's shop was taken over by a new owner."
- iii. "The narrator was taken care of by the villagers."

13. Rewrite each sentence after changing the voice of sentence .

- i. active to passive voice:-"Mr. Gessler made the boots."
- ii. active to passive voice:-"The narrator heard the story."
- iii. passive to active voice:-"The story was told by the old man."

14. Complete each sentence using either active or passive voice, as indicated.

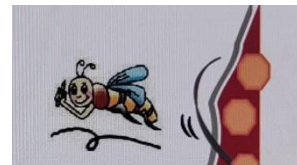
- i. Complete the sentence in active voice: "The rebel _____."
- ii. Complete the sentence in passive voice: "The shed was _____."
- iii. Complete the sentence in active voice: "The narrator told _____."
- iv. Complete the sentence in passive voice: "The narrator was _____."
- v. Complete the sentence in active voice: "The old man _____."

15. For each sentence, choose the correct option for whether the sentence is in active or passive voice.

- i. "The rebel was appreciated by the poet."
 - A. Active voice
 - B. Passive voice
- ii. "The narrator tried to frighten the travelers."
 - A. Active voice
 - B. Passive voice
- iii. "The shed was visited by the boy."
 - A. Active voice
 - B. Passive voice

16. Complete each sentence using either active or passive voice, as indicated.

- i. "The hermit gave the king _____." - active voice
- ii. "The story of cricket _____ in England 500 years ago." - passive voice
- iii. "The king dressed _____." - active voice
- iv. "The king was _____ by the bearded man." - passive voice
- v. "The match _____ by the Indian team." - active voice



16. Identify the Voice

- i. "Mr. Gessler made my father's boots."
- ii. ""The hinges are rusty and creak in the wind."
- iii. "The narrator was looked after by an old man."
- iv. "The king sent messengers throughout his kingdom."
- v. "The hermit was greeted by the king."
- vi. "The cricket pitch measures 22 yards in length."

- vii. "The Indian cricket team was dominated by Tests and one-day internationals."
- viii. "The bearded man was saved by the king and hermit."

17. Rewrite the sentence as instructed :

- i. "The narrator tried to frighten a group of travelers by roaring like a tiger." - in passive voice
- ii. "The old man took care of the narrator." - in passive voice
- iii. "The leaves on the trees dried up and fell to the ground." - in passive voice
- iv. "The narrator was looked after by everyone in the village." - in active voice:
- v. "The rebel's actions were appreciated by the poet." - in active voice:

18. Determine whether the sentence is in active or passive voice. Circle your answer.

- i. "Ravi pulled Mridu into the house."
Voice: Active / Passive
- ii. "The chappals were given to the beggar by Ravi."
Voice: Active / Passive
- iii. "Rukku Manni opened the door."
Voice: Active / Passive
- iv. "The music-master was given new chappals by Rukku Manni."
Voice: Active / Passive
- v. "Mridu watched Ravi and Meena."
Voice: Active / Passive

19. Rewrite the sentence in active voice or passive voice as per indication :

- i. "Rukku Manni opened the door." - Passive
- ii. "The beggar was given chappals by Ravi." - active voice
- iii. "Ravi pulled Mridu into the house." - passive voice
- iv. "The music-master was given new chappals by Rukku Manni." - active voice
- v. "Ravi helped the beggar." - passive voice

20. For each sentence, use the provided names and nouns to construct new sentences in either active or passive voice.

- i. Create an active voice sentence using "Meena" and "help":

- ii. Create a passive voice sentence using "chappals" and "give":
- iii. Create an active voice sentence using "Mridu" and "watch":
- iv. Create a passive voice sentence using "music-master" and "bring":
- v. Create an active voice sentence using "Rukku Manni" and "find":



Voice Detective

In this activity, students will sharpen their skills in recognizing and using active and passive voice. They will receive worksheets containing sentences in both active and passive forms. Students will identify each sentence's voice and use markers to highlight key elements like subjects, verbs, and objects. Through discussion and practice, they'll deepen their understanding of when and how to use active and passive voice effectively in writing.

23

Competency: Students can identify and use modal auxiliaries

1. Fill in the blanks with appropriate modal used to / must / would / could / should .

- 1) His skin _____ be shining like ebony.
- 2) We _____ keep large plates of fruit on table near a window in the dining room.
- 3) An elephant _____ be taught when to sit down.
- 4) You _____ see the clear mark of every toe on the front part of each slipper .
- 5) At the end of ten minutes I suggested he _____ hold the fork.

2. match the correct modal with the sentence

- | | |
|--|--------|
| 1) He left home at 9 O' clock. He _____ be here any time | Must |
| 2) You _____ do what the teacher tell you | Can |
| 3) I _____ swim across the river. | Should |

3. Choose correct modal

- 1) He _____ not be with me when I sit down for a meal,
(May / Might)
- 2) You _____ go for a walk every morning (Must / Should)
- 3) The doctor says the she _____ sleep eight hours every night
(Need / Must)

4. In the phrase "I would murmur," what does the modal auxiliary "would" suggest about the speaker's action?

- a) It indicates a present habit.
- b) It expresses a future possibility.
- c) It implies a conditional action.
- d) It denotes a past occurrence.

5. What is the function of the modal auxiliary "would" in the sentence "And as I moved to the door, I would hear the tip-tap of his slippers going up the stairs"?

- a) It indicates habitual behavior.
- b) It expresses a hypothetical situation.
- c) It denotes a future action.
- d) It suggests a past occurrence.

6. If the shoemaker had used "may" instead of "could" in his request, how would the tone of the sentence change?

- a) It would become more polite.
- b) It would become less polite.
- c) It would express certainty.
- d) It would express obligation.

7. Excerpt based Modal Auxiliaries

As we walked back towards the clinic Seven said, "He doesn't look anything like a monster, Maya. But did you see how thin he is? Maybe he is very poor and can't afford to eat."

"He can't be poor if he is a crook on the run," I told him. He has probably got millions of rupees stashed away somewhere in the room.

i. What modal auxiliary does Maya use to express uncertainty about the man's financial status?

- a) can
- b) might
- c) should
- d) will

ii. In Maya's response, which modal auxiliary does she use to convey possibility regarding the man's hidden wealth?

- a) can't
- b) must
- c) may
- d) would

iii. Which modal auxiliary does Seven use to suggest a potential reason for the man's thinness?

- a) should
- b) can
- c) might
- d) will

iv. In Maya's statement, which modal auxiliary does she use to assert her belief about the man's hidden riches?

- a) must
- b) should
- c) could
- d) may

v. What modal auxiliary does Seven use to emphasize his observation about the man's appearance not aligning with Maya's assumption?

- a) should
- b) can't
- c) must
- d) would

8. In the sentence "The king wanted to know how he could learn to do the right thing at the right time," what is the modal auxiliary?

- a) wanted
- b) learn
- c) could
- d) do

9. Identify the sentence that correctly uses a modal auxiliary to express duty or obligation:

- a) He should notice all that was going on.
- b) These things could not wait for the decision of the council.
- c) He would send his servants and his own doctor to look after him.
- d) The king must prepare a timetable.

10. Which sentence uses a modal auxiliary to suggest promise?

- a) Then that man would have attacked you.
- b) I will serve you as your most faithful servant.
- c) And only magicians could do that.
- d) I should have died if you had not dressed my wounds.

11. Which modal auxiliary suggests possibility or capability?

- a) would
- b) should
- c) could
- d) did

12. Match the modal auxiliary with its corresponding function or meaning:

- | | |
|-----------|--|
| 1. Could | A. Expressing willingness or preference |
| 2. Should | B. Conveying necessity or obligation |
| 3. Must | C. Indicating advice or suggestion |
| 4. Would | D. Expressing possibility |
| 5. Might | E. Signifying past habits or polite requests |

13. State true / false

- i. WOULD : Used to express polite requests, habitual actions in the past, or conditional statements. true / false
- ii. SHOULD : Used to indicate a possibility, often with less certainty than "May". true / false
- iii MUST: Indicates necessity or obligation. true / false
- iv. MIGHT : Indicates advice, recommendation, or expectation. true / false
- v. OUGHT TO : Similar in meaning to "should", indicating moral obligation or duty. true / false

FILL IN THE BLANKS:

Q.19. Rukku Manni _____ praise Ravi for his actions regarding the chappals.

- a) might
- b) could
- c) would
- d) should

Q.20. Ravi and Meena _____ excited when they found the kitten outside the gate.

- a) might be
- b) must have been
- c) should be
- d) could have been

Q.21. Read the sentences below and underline the modal auxiliaries:

- i. Makara decided that the tortoises should leave the forest.
- ii. The villagers may remember the old man's story.
- iii. The old man told Prem that he must go back to his village.
- iv. The crocodiles could not understand what had happened.
- v. Makara's orders might have seemed harsh to the reptiles.

Q.22. Complete the sentences below with the correct modal auxiliary from the options provided in parentheses:

- i. The forest _____ (will / might) return to normal if the reptiles come back.
- ii. Prem _____ (should / may) tell his village the story of Pambupatti.
- iii. The old man _____ (must / could) have been wise to know so much about the reptiles.
- iv. The villagers _____ (can / should) learn from the story.
- v. Makara _____ (may / would) try to keep the reptiles out of the forest.

Q.23. Rewrite the following sentences using a different modal auxiliary that changes the meaning:

- i. "You must listen to the story of Pambupatti." (Change the modal to express permission.)
- ii. "Makara could have been kinder to the reptiles." (Change the modal to express certainty.)
- iii. "The villagers might understand the story one day." (Change the modal to express necessity.)
- iv. "The reptiles will return to the forest." (Change the modal to express possibility.)
- v. "Prem should tell the story of Pambupatti." (Change the modal to express permission.)



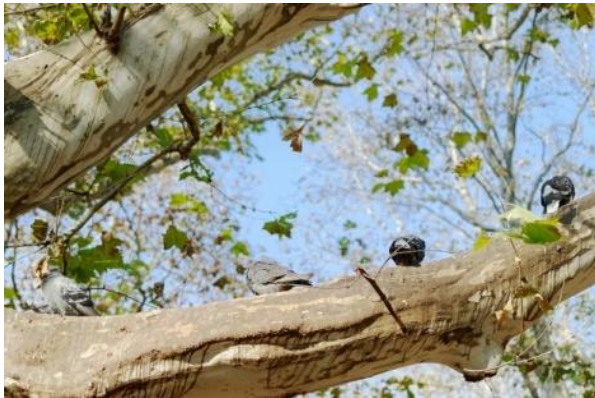
Modal Auxiliaries Challenge

Divide the class into two teams. Prepare a set of sentences that include modal auxiliaries (e.g., can, could, may, might, must, shall, should, will, would). Each team takes turns selecting a sentence from the set. The chosen team must identify the modal auxiliary in the sentence and explain its meaning and usage correctly to earn a point. If a team answers incorrectly, the opposing team has a chance to steal the point by providing the correct answer. The team with the most points at the end of the game wins.

24

Competency: Students can identify subject and predicate and change sentences from assertive to negative, to interrogative and to exclamatory sentences.

Q1. Look at the given picture and underline subject and predicate in the following lines.



Trees are for birds

Trees are for children

Trees are to make tree houses in.

What a lovely picture to paint!

Q2. 'School was to have reopened after the summer holidays.' School is the subject. Was to have reopened after summer holidays is the predicate.

- (a) True
- (b) False

Q3. What sentences use the subject and predicate correctly?

- (a) A cat got this morning stuck in our tree.
- (b) Fire is a good servant but a bad master.
- (c) Meadows can find surprises them.
- (d) People talk like that who understand nothing about machines.

Q4. The Subject is-----

- (a) always the first word of the sentence.
- (b) always capitalized
- (c) what or who the sentence is about
- (d) the part of the sentence containing verb

Q5. Add the right predicate in the given sentence.

Peculiarity of Cricket is that -----.



- (a) a match test can on for five days and still draw in.
- (b) a test match can go on for five days and still end in a draw.
- (c) a cricket can end in draw
- (d) curving ball towards the batsman

Q6. Look at the pictures carefully and write different types of sentences for them as indicated.

- a. Exclamatory !



- b. Assertive





c. Interrogative?

Q7. Here are a few sentences, go through them and transform them as directed.

- (a) Where do ants live? (assertive)
- (b) Kari, a baby elephant doesn't eat much. (Interrogative)
- (c) The man was very happy and friendly? (exclamatory)

Q9. Read out the following sentences, identify and write their types.

- (a) Chandni thought: "Success or failure is a matter of chance. I must put up a good fight."
- (b) 'Fight the wolf, indeed!'
- (c) "But ---sir---"stammered the keeper, "it is not your tiger."

Q10. What a beautiful nature we have! Choose the correct affirmative sentence.



- (a) We have a very beautiful nature.
- (b) We have not a beautiful nature.
- (c) Is it a beautiful nature we have?
- (d) Is it not a beautiful nature?

11. Rearrange the words to form a meaningful sentence understanding the signs indicated at the end of the sentences.



- (a) happiness /sparrows/felt/getting bajra-grains /what /after!
- (b) sparrows/some/took/one of/grains/flew out/ with a fluttering sound/ and .
- (c) take / the sparrows/ the whole grain/to eat up/will/ years?

12. Match the following sentences with their correct options.

| | |
|--|--|
| *He got out the ladder from the garden shed. | if he gives Ramesh such generous tips.” |
| *”He can’t be such a bad man- | Is the point of all these enquiries if he’s not a crook? |
| *I shouted, “You make me mad! What | It slipped. He landed in the flower bed. |

13. Underline the subject and circle the predicate in each sentence.

1. The village of Pambupatti is known for its natural beauty.
2. Saraswati and Rupvati began to sing Raga Megh.
3. Tansen was a renowned musician in his time.
4. Raga Deepak can set objects on fire.
5. The rebel refused to back down from the fight.

14. Find the subject of the following sentences from the given choices.

- i. The smaller desert animals do not drink water.
 - A. animals
 - B. The smaller desert animals
 - C. The smaller
 - D. desert animals

ii. Soapy moved on his seat in Madison Square.

- A. moved on
- B. on his seat
- C. Soapy moved
- D. Soapy

iii. They give you five dollars.

- A. They
- B. They give
- C. give you
- D. They give you

15. Find the predicate of the following sentences from the given choices.

i. Mr. Prucell made a quick calculation.

- A. Mr. Prucell
- B. made a quick
- C. a quick calculation
- D. made a quick calculation

ii. The new goat stopped eating the grass.

- A. stopped eating the grass
- B. the grass
- C. eating
- D. eating the grass

16. State true or false that whether the underlined word is the subject of the sentences.

i. My grandparents were visiting Lucknow.

ii. The tiger approached the bars.

iii. A lady lived in an old house.

17. State true or false that whether the underlined part is the predicate of the sentences

i. Golu was eating sugar canes, bananas and melons.

ii. The crocodile lifted half his tail out of the mud.

18. Find out the right options for the underlined word when the assertive sentences will be changed into negative sentences.

- i. The hermit lives in a forest.
- do not live
 - does not live
 - did not live
 - has not lived
- ii. The beggar opened his eyes very wide.
- do not open
 - does not open
 - did not open
 - has not opened
- iii. Somebody gave him some bananas to eat.
- did not give
 - did not gave
 - does not give
 - do not give
- iv. Kari was disappearing in the direction of the pavilion.
- was disappeared
 - was not disappearing
 - did not disappear
 - do not disappear
- v. There is a shed at the bottom of our garden.
- is not a shed
 - was not a shed
 - were not a shed
 - are not a shed

19. Change the following sentences into interrogative sentence.

- Chandini left the house of Abbu Khan.
- Ravi tells the story of Rukku Manni.
- Hermit's hut was very small.

20. Fill in the blanks while changing the following assertive sentences to exclamatory sentences.

- It was a very hot day.

What _____

- ii. The King was very rich and powerful.

How _____

21. What is the subject of the sentence "Mr. Gessler settled in London and made boots"?
22. Identify the predicate in the sentence "The narrator admired Mr. Gessler's craftsmanship."
23. In the sentence "Mr. Gessler's boots were of exceptional quality," what is the subject?
24. What is the predicate in the sentence "The narrator ordered several pairs of boots from Mr. Gessler"?
25. In the sentence "Mr. Gessler's shop had a certain quiet distinction," what is the subject?
26. Change the assertive sentence "Mr. Gessler was a skilled bootmaker" into a negative sentence.
27. Turn the sentence "The narrator frequently visited Mr. Gessler's shop" into an interrogative sentence.
28. Rewrite the sentence "The narrator appreciated Mr. Gessler's dedication to his craft" as an exclamatory sentence.
29. Change the assertive sentence "Mr. Gessler always fulfilled his orders promptly" into a negative sentence.
30. Transform the sentence "The narrator felt grateful for Mr. Gessler's attention to detail" into an interrogative sentence.

31. Underline the subject and circle the predicate in each sentence.

- i. Pambupatti has a peaceful atmosphere.
- ii. Many people come to visit Pambupatti.
- iii. Rupvati loves to perform traditional music.
- iv. Raga Megh is a beautiful and soothing melody.
- v. Tansen's rendition of Raga Deepak amazed the audience.

32. Change the following assertive sentences to their negative, interrogative, and exclamatory forms.

- i. The village of Pambupatti is known for its natural beauty.

Negative: The village of Pambupatti for its natural beauty.

Interrogative: village of Pambupatti known for its natural beauty?

Exclamatory: a beautiful place the village of Pambupatti is!

ii. Saraswati and Rupvati began to sing Raga Megh.

Negative: Saraswati and Rupvati begin to sing Raga Megh.

Interrogative: Saraswati and Rupvati begin to sing Raga Megh?

Exclamatory:delightful to hear Saraswati and Rupvati sing Raga Megh!

iii. Tansen was a renowned musician in his time.

Negative: Tansen a renowned musician in his time.

Interrogative: Tansen a renowned musician in his time?

Exclamatory: amazing that Tansen was a renowned musician in his time!

iv. Raga Deepak can set objects on fire.

Negative: Raga Deepak set objects on fire.

Interrogative: Raga Deepak set objects on fire?

Exclamatory: surprising ability Raga Deepak has to set objects on fire!

v. The rebel refused to back down from the fight.

Negative: The rebel refuse to back down from the fight.

Interrogative: the rebel refuse to back down from the fight?

Exclamatory: courage the rebel showed by not backing down from the fight!

vi. Pambupatti has a peaceful atmosphere.

Negative: Pambupatti a peaceful atmosphere.

Interrogative: Pambupatti have a peaceful atmosphere?

Exclamatory: calm Pambupatti feels!

vii. Many people come to visit Pambupatti.

Negative: Many people come to visit Pambupatti.

Interrogative: many people come to visit Pambupatti?

Exclamatory: popular Pambupatti is with visitors!

viii. Rupvati loves to perform traditional music.

Negative: Rupvati love to perform traditional music.

Interrogative: Rupvati love to perform traditional music?

Exclamatory: wonderful that Rupvati loves to perform traditional music!

ix. Raga Megh is a beautiful and soothing melody.

Negative: Raga Megh beautiful and soothing melody.

Interrogative: Raga Megh a beautiful and soothing melody?

Exclamatory: enchanting Raga Megh is!

x. Tansen's rendition of Raga Deepak amazed the audience.

Negative: Tansen's rendition of Raga Deepak amaze the audience.

Interrogative:Tansen's rendition of Raga Deepak amaze the audience?

Exclamatory: breathtaking performance by Tansen!



Subject and Predicate Sentence Transformation Game

Challenge your students to master subject and predicate identification and sentence transformation with this engaging activity. Start by reviewing what constitutes a subject and predicate in a sentence. Then, provide assertive sentences for students to transform into negative, interrogative, and exclamatory forms. For example, "She likes ice cream" becomes "She does not like ice cream" (negative), "Does she like ice cream?" (interrogative), and "She likes ice cream!" (exclamatory). Encourage students to identify subjects and predicates in each transformation and discuss their understanding as a group. This activity promotes both grammar skills and creative expression in sentence construction.