

# How Many? (Numbers)

## Worksheet I

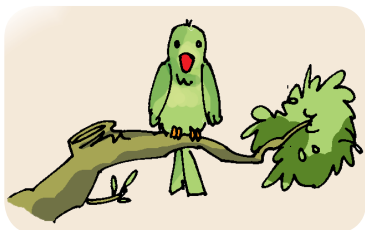
1. Look at the following pictures.



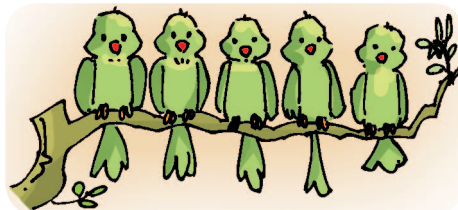
one boy



three boys



one bird



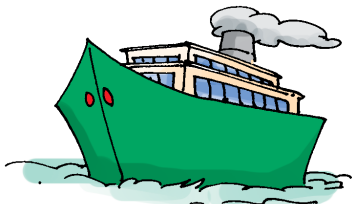
five birds



one egg



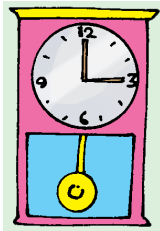
seven eggs



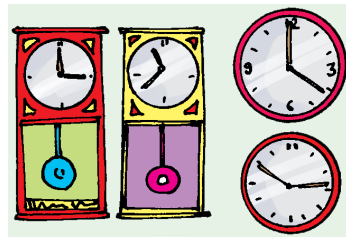
one ship



two ships



one clock



four clocks

### Remember

We add '-s' to some naming words to make them many.

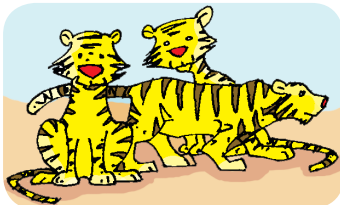
For example,

card + s → cards

animal + s → animals

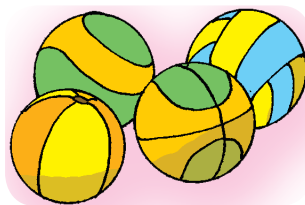
## 2. Count the things in the following pictures and write in the space provided.

(a)



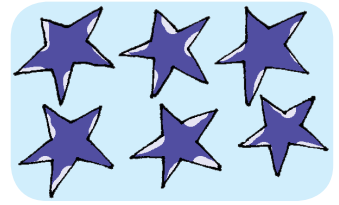
\_\_\_\_\_

(b)



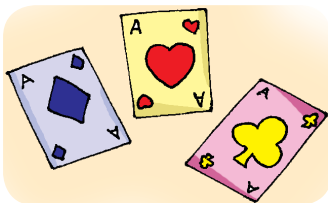
\_\_\_\_\_

(c)



\_\_\_\_\_

(d)



\_\_\_\_\_

(e)



\_\_\_\_\_

(f)



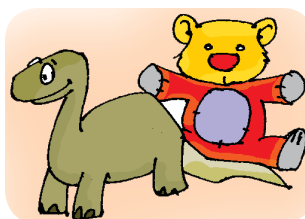
\_\_\_\_\_

(g)



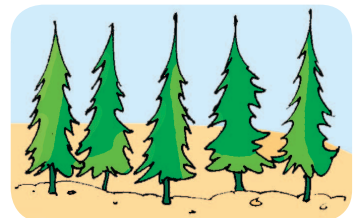
\_\_\_\_\_

(h)



\_\_\_\_\_

(i)

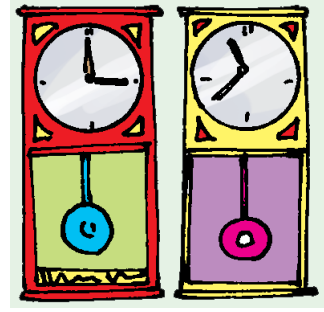


\_\_\_\_\_

## Worksheet II

### 1. Look at the following words.

One tomato	→	five tomato <u>es</u>
One watch	→	two watch <u>es</u>
One bush	→	two bush <u>es</u>
One glass	→	three glass <u>es</u>
One box	→	four box <u>es</u>



### Remember

We add '-es' to some naming words to change them into many.

### 2. Add '-es' to the following naming words to make them more than one.

- (a) bus      —      \_\_\_\_\_
- (b) class      —      \_\_\_\_\_
- (c) match      —      \_\_\_\_\_
- (d) mango      —      \_\_\_\_\_
- (e) hero      —      \_\_\_\_\_
- (f) potato      —      \_\_\_\_\_
- (g) mosquito      —      \_\_\_\_\_
- (h) dish      —      \_\_\_\_\_
- (i) box      —      \_\_\_\_\_
- (j) church      —      \_\_\_\_\_



### Remember

For the naming words that end in '-o', '-s', '-x', '-ch', '-sh', '-ss', we usually add '-es' to change them into many.

3. Read the words given below and put them in the appropriate boxes. One example is given for you.

key

baby

family

fairy

monkey

day

#### Box-A

Words with a consonant before '-y'

(a) baby

(b) \_\_\_\_\_

(c) \_\_\_\_\_

#### Box-B

Words with a vowel before '-y'

(a) key

(b) \_\_\_\_\_

(c) \_\_\_\_\_

4. Now read the following:

\* baby → babies

\* key → keys

#### Remember

- We change '-y' into '-ies' to make more than one if the word has a consonant before '-y' (refer to **Box-A**). For example, baby (consonant) → babies
- We add '-s' to the words that end in '-y' and have a vowel before it (refer to **Box-B**). For example, key (vowel) → keys

5. Add '-s' or change '-y' to '-ies' to make the following words more than one.

(a) trophy — \_\_\_\_\_

(b) story — \_\_\_\_\_

(c) body — \_\_\_\_\_

(d) tray — \_\_\_\_\_

(e) storey — \_\_\_\_\_

(f) day — \_\_\_\_\_

(g) city — \_\_\_\_\_

(h) family — \_\_\_\_\_

(i) fairy — \_\_\_\_\_

(j) boy — \_\_\_\_\_

(k) country — \_\_\_\_\_

(l) donkey — \_\_\_\_\_

### Worksheet III

1. Change the following words into many by changing ‘-f’ or ‘-fe’ into ‘-ves’ as shown in the examples.

(a) life — lives

(b) leaf — leaves

(c) wife — \_\_\_\_\_

(d) thief — \_\_\_\_\_

(e) loaf — \_\_\_\_\_

(f) wolf — \_\_\_\_\_

(g) knife — \_\_\_\_\_

(h) half — \_\_\_\_\_

### Remember

In some naming words, we change ‘-f’ ‘-fe’ into ‘-ves’ to make them many.

2. Sometimes we change the vowel sound of a naming word to change it into more than one. Example,

\* tooth → teeth

\* man → men

Now change the following naming words into many.

(a) foot — \_\_\_\_\_

(b) woman — \_\_\_\_\_

(c) goose — \_\_\_\_\_

(d) mouse — \_\_\_\_\_

3. Some naming words do not follow any regular changing patterns for conversion into plurals (more than one). A few examples are given below:

\* child → children

\* ox → oxen

## Do It Yourself

1. Pick out the errors in the following sentences. One example is given for you.

(a) The painter had many brush in his kit.  
brushes

(b) My neighbour has two pet, a cat and a monkey.

(c) My mother gifted me a new bicycles on my birthday.

(d) The girl had three balloon and a toyes.

(e) The hunters was surrounded by many wolf.

(f) I went to the market and bought some vegetable and a loaves of bread.

(g) The students and their family were invited for the Annual day function.



2. Tick (✓) the correct word. One example is given for you.

(a) louse — <sup>✓</sup>lice/louses

(b) buffalo — buffalos/buffaloes

(c) echo — echos/echoes

(d) ray — rays/raies

(e) hen — hens/henes

(f) goat — goats/goates

(g) shelf — shelves/shelves

(h) cherry — cherries/cherrys

# Describing Words

## Worksheet I

1. Match the following pictures with their descriptions.



a fat boy



two boys



a happy boy

a tall boy

a thin boy



The words 'happy', 'tall', 'fat', 'thin' and 'two' tell us something about the naming word—**boy**.

### Remember

The words that describe or tell something about a naming word/noun are called **Describing words**.

## 2. Read the following:

Alladin was a **poor** boy. He lived in a **small** hut. One day he found a **magic** lamp.

- Alladin was a **poor** boy.

What kind of a boy? — poor

- He lived in a **small** hut.

What kind of a hut? — small

- One day he found a **magic** lamp.

What kind of a lamp? — magic



The words '**poor**', '**small**' and '**magic**' tell us something about the nouns **Alladin**, **hut** and **lamp** respectively.

Similarly,

- A **powerful** genie lived inside the lamp.

- He had **black** eyes and a **big**, **round** belly.

- He promised to grant Alladin **three** wishes.



All the encircled words are Describing words.

### Remember

Describing words (or adjectives) tell us what kind of, how many, what colour/ shape, etc., persons, places or things are.

## 3. Read the following extracts from A.3 'Dolphins' (Unit-Animal World) and A.2 'The God of River' (Unit-Nature Cares) of *My English Reader* and underline the describing words.

- (a) Dolphins are usually gentle but sometimes they get angry. When they are angry, they make loud, clapping noise with their jaws.

Dolphins are often very helpful.

- (b) He was tall and fair and held a golden pot in his hand. But he looked sad.



4. Fill in the blanks with suitable describing words from the Aid Box.

**AidBox**

blue, beautiful, two, fat, ugly, golden, cruel

Cinderella was a \_\_\_\_\_ girl. She had \_\_\_\_\_ hair and \_\_\_\_\_ eyes. She lived with her \_\_\_\_\_ step-sisters. They both were \_\_\_\_\_ and \_\_\_\_\_. They did not like Cinderella. Even her step-mother was \_\_\_\_\_ towards her.

**Worksheet II**

1. Read the following story. Some nouns (naming words) have been underlined. Encircle the describing words for each of the underlined nouns.

**The Poor Lady and the Little Lamb**

Once upon a time there lived an old lady. She was very poor. She led a lonely life. One day she got a little lamb with green eyes and white fur. The kind lady started looking after the lovely lamb. Then, one day, a man who had red eyes and a long beard came to the old lady's small hut. He told the lonely lady that he was the owner of the lovely lamb. The lady heard this and became sad. Seeing this the man told her that he had come there only to see if the elderly lady was taking proper care of the small lamb. He did not want to take the innocent lamb back. The old lady thanked the kind man and lived happily thereafter.

2. Work with your partner and write at least five describing words each for the following. One example is given for you.

(a) bag

(i) new bag

(ii) torn bag

(iii) big bag

(iv) \_\_\_\_\_

(v) \_\_\_\_\_

(b) grapes

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(v) \_\_\_\_\_

(c) house

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(v) \_\_\_\_\_

(d) day

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(v) \_\_\_\_\_

(e) king

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(v) \_\_\_\_\_

(f) neighbour

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(v) \_\_\_\_\_

### Worksheet III

1. The following groups of words contain one wrong describing word. Underline it. The first one has been done for you.

(a) chocolate

soft, tasty, sweet, harmful, slow

(b) dress

new, red, clever, costly, neat

(c) book

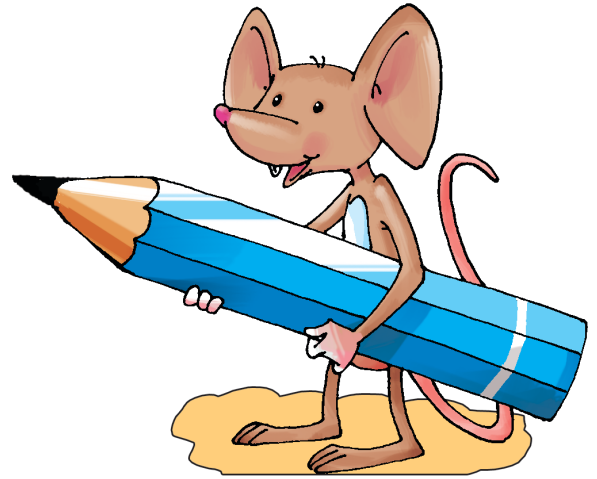
soft, holy, interesting, good, old

(d) movie

exciting, rich, boring, entertaining, long

(e) baby

naughty, active, cute, thick, innocent



2. Add at least one describing word before the underlined nouns and rewrite the sentences in the space provided. One example is given for you.

(a) The princess was sleeping on her bed.

The pretty princess was sleeping on her comfortable bed.

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(b) The lady gave the boy some money.

---

(c) The clouds covered the sky.

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(d) The nightingale sang a song.

---

(e) The baby broke the inkpot.

---

(f) The soldier killed the enemy.

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(g) The student solved the question.

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### Do It Yourself

#### 1. Circle the describing words in the following story.

A rich man once employed a mahout for his pet elephant. The mahout was a cruel man and did not love the elephant. One day he went to a busy market riding on the elephant. He felt thirsty and bought a tender coconut to drink its sweet juice. He broke the coconut on the elephant's head. The elephant was very angry. He was a clever creature and thought of teaching the heartless mahout a lesson. On the way back, the elephant saw a big coconut tree laden with green and juicy coconuts. The elephant plucked a huge coconut with its long trunk and gave the mahout mighty blow on the head with the coconut.

## 2. Draw and Describe

Draw a doll/clown/genie or any other thing (noun) of your choice and then describe it to your friends. One example is given for you.

### My Doll

My doll has big, green eyes and long hair. She is wearing a white, lacy dress and pink shoes. She has a small, round purse in her hand.



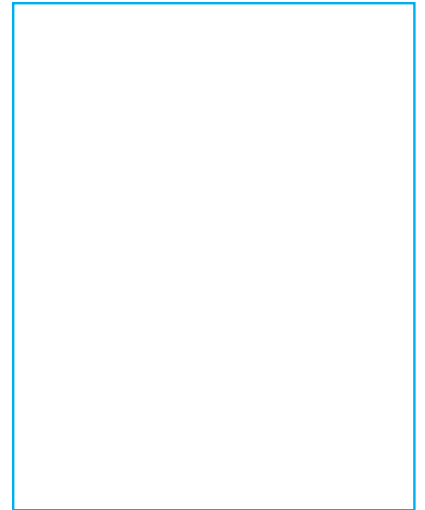
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## 3. Let us play a game. Divide yourselves into two Teams—A and B. A member from Team A will whisper a noun to a member from Team B. This member will now describe the noun to his team-mates without disclosing its name. His team-mates will have to guess the noun from the description. Example,

the noun given is — apple

description — I am round and red.

I am sweet and juicy.

**Do not forget to use as many describing words as possible.**

# UNIT 5

## Verbs

### Worksheet I

#### 1. Read the following:

Amit is a talented boy. He makes beautiful paintings, writes poetry and sings songs. He even acts in the school plays.

All the underlined words tell us what the person, Amit, does. These words are called Doing words or Action words or Verbs.

#### 2. Match the people in Column A with the action words associated with them in Column B.

##### A

- (a) a teacher
- (b) a dancer
- (c) a chauffeur
- (d) a painter
- (e) a chef
- (f) a tailor
- (g) a doctor
- (h) a farmer

##### B

- stitches
- drives
- teaches
- cooks
- ploughs
- dances
- paints
- treats



3. Read the words given below and circle the verbs.

climb	tree	ground
play	dog	catch
hit	fly	wings
swim	cut	knife
draw	bread	run

**Worksheet II**

1. Write a few actions that you can perform with the following:

(a) your hands

write, \_\_\_\_\_ , \_\_\_\_\_

(b) your feet

dance, \_\_\_\_\_ , \_\_\_\_\_

(c) your mouth

speak, \_\_\_\_\_ , \_\_\_\_\_



2. Find at least ten action words in the following verb grid. One is done for you.

P	U	S	H	C	C	R
L	L	F	L	Y	A	Q
M	D	R	A	W	D	T
B	I	T	E	Z	D	S
R	G	Z	X	H	R	W
E	E	C	B	O	I	A
A	D	A	V	P	N	U
T	F	R	K	L	K	N
H	P	R	W	A	S	H
E	G	Y	Q	Y	X	C



3. Read the story, A.2 'The God of River' (Unit-Nature Cares) of *My English Reader* and find out ten action words mentioned there.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

(d) \_\_\_\_\_

(e) \_\_\_\_\_

(f) \_\_\_\_\_

(g) \_\_\_\_\_

(h) \_\_\_\_\_

(i) \_\_\_\_\_

(j) \_\_\_\_\_

### Worksheet III

1. You have already learnt that verbs express actions. Now observe the following sentences.

(a) I **think** the question is easy.

(b) Mira **likes** fruits.

(c) Can you **hear** me?

(d) Should we **invite** her for the party?



The bold words in the above sentences do not express any physical action. Rather, they express actions that happen mentally.

2. Read the following words and put them in appropriate boxes.

move, feel, look, jump, imagine, eat, suggest, believe, throw, listen, wish, think

Words expressing physical actions
_____
_____
_____
_____
_____

Words expressing mental actions
_____
_____
_____
_____
_____



### 3. Fill in the blanks with verbs given in the Aid Box.

#### Aid Box

go, take, brush, leave, study, clean, eat, board,  
play, come, reach, finish, sleep

I wake up at 6:00 a.m. in the morning. I \_\_\_\_\_ my teeth, \_\_\_\_\_ my face and \_\_\_\_\_ a bath. I \_\_\_\_\_ breakfast and \_\_\_\_\_ for school. I \_\_\_\_\_ the school bus and \_\_\_\_\_ the school in time. I \_\_\_\_\_ there for the whole day and \_\_\_\_\_ during the recess. I \_\_\_\_\_ back at 3:00 p.m. and \_\_\_\_\_ my homework. Then I \_\_\_\_\_ for about an hour and \_\_\_\_\_ with my friends in the evening.

#### Worksheet IV

### 1. Read the following sentences.

(a) Riya **is** a good dancer.

(b) They **are** my friends.

(c) A table **has** four legs.

(d) I **have** many pets.

The words '**is**', '**are**', '**has**', '**have**', tell what people or things 'are' or what they 'have'. These words are also **Verbs**. Similarly, **am**, **are**, **was**, **were**, **had** are all verbs.

### 2. Sometimes, a verb is also made up of more than one word. Example,

\* The sun **is shining**.

\* Rohit **was talking** on phone.

\* My cousin **will be visiting** us tomorrow.



**3. Underline the verbs in the following sentences. One example is done for you.**

- (a) He broke a chair.
- (b) Sania won the title.
- (c) Niti has bought a new laptop.
- (d) Anshu is reading a comic book.
- (e) Ravi is a tall boy.
- (f) The designer made a new dress.
- (g) Ritu invited Reema to her birthday.
- (h) Neha loves ice-cream.
- (i) Close the windows.
- (j) We will go for a picnic tomorrow.
- (k) Are you listening to me?
- (l) Mangoes are yellow.



**Do It Yourself**

**1. Underline the verbs in the following riddles and solve the riddles.**

- (a) I have a face and two hands. I tell you the time.  
What am I?
- (b) I have teeth. But I cannot bite.  
What am I?
- (c) I swim in water. I quack when I talk to my friends.  
Who am I?
- (d) I am bright. I twinkle at night.  
What am I?
- (e) I have wheels. I run on rails. I carry passengers.  
What am I?

