



पुर्णमा International School
Shree Swaminarayan Gurukul, Zundal

Grade - V
ENGLISH
Specimen
copy
Year 21-22

JUNE-JULY

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Unit -2

Flying together

Shiv kumar

(Adapted from the stories of PANCHTANTRA

A wise old bird)



Picture activity:

Draw and colour the picture of goose



New words:

1. Creeper
2. Destroy
3. Pity
4. Tender
5. Flapped
6. Muttered
7. Foolish
8. Struggled
9. Trapped
10. Pretend

Word meanings:

1. Geese- plural for goose; large web- footed bird.
2. Creeper-plant that needs support to grow.
3. Winding- go in circular, spiral course
4. Muttered-spoken in a low tone
5. Flapped-move wings up and down
6. Fuss- show unnecessary or excessive concern about something
7. Wept- to express grief
8. Struggle- make forceful or violent efforts to get free
9. Fly away-to leave some place or area by flying
10. Foolish-stupid

State whether the following are true (T) or false (F).

1. The tree was the house of a flock of parrots. (F)
2. A wise old bird wanted the creeper to be destroyed. (T)
3. The hunter climbed the tree with the help of a ladder. (F)
4. When caught in the net the foolish birds began to weep. (T)
5. The wise old bird helped them to escape. (T)

Answer the following questions:

1. Where did the geese live?

Ans- The geese lived on the top of a tall tree.

2. Why did the old the old bird advice the other birds to destroy the creeper?

Ans-The old bird advised the other birds to destroy the creepers because it could help a hunter to climb up and kill them.

3. Why did the geese cry, “Help Help”?

Ans-The geese cried “Help Help”, because they were trapped in the hunter’s net.

4. What did the hunter do when he thought that the geese were dead?

Ans-The hunter threw them out of the net one by one on the ground.

5. Why did the geese pretend to be dead?

Ans-The geese pretended to be dead so that the hunter would not harm them.

6. What did the hunter do on seeing the tree where the geese lived?

Ans-The hunter climbed up at the top of the tree and spread the net there.

Activity

Prepare a bucket of proverbs-

*proverbs are short & wise sayings

-Prepare a beautiful & decorative bucket

-Take ice-cream sticks and write short proverbs on it then put it in the bucket of proverbs. [At least 10 proverbs]



Grammar:

Write the opposites of:

1. Tall X short
2. Strong X weak
3. Friend X enemy
4. Wise X foolish
5. Dead X alive
6. Young X old
7. Destroy X build
8. Throw X pick
9. Top X bottom
10. Come X go

Write the prepositions of the following:

1. This tree was the home **of** a flock of wild geese.
2. He noticed the creeper **at** the foot of the tree.
3. "It would be a pity **to** destroy it now".
4. As they flew **into** the tree they were trapped.
5. The boy ran **with** the dog.
6. The frogs jumped **into** the well.
7. The girl was thrilled **to** see her new bicycle.
8. The birds were caught **in** the net.
9. The children walked **off** the bridge.

Writing skill:

Write a leave application to your principal, to grant you three days leave, as you are not feeling well.

123, ABC apartments,
Delhi,
10 July 2021

To,
The Principal,
Puna International School,
Zundal.

Subject-Leave Application for sick leave.
Respected Madam,

With due respect, I want to inform you that due to fever I can't able to attend the school for three days. My family doctor advised me to take rest at least for three days. So kindly grant me leave. I shall be really thankful to you.

Yours sincerely,
XYZ.

UNIT 3

MY SHADOW

ROBERT LOUIS STEVENSON



Picture activity:

Draw a shadow drawing of an apple:



Summary:

This poem is written by Robert Louis Stevenson. Here the poet tells us about the shadow that moves with him. He finds the shadow like him from heels to head, when he jumps, the shadow jumps before into his bed. He finds his shadow funny the way it grows. Sometimes, it grows very tall and other times it turns small. One day, he decides to get up early. He notices dews on flowers but the shadow is missing. Thus, he assumes that his shadow is so lazy that it is still sleeping in bed.

New words:

1. Shadow
2. Funniest
3. Shoots
4. Rubber ball
5. Dew
6. Buttercup
7. Arrant

8. Sleepyhead

Word meanings

1. **India-rubber ball**-----a ball that can bounce very high
2. **Butter cup**---a yellow flower
3. **Arrant**-----bad
4. **Arrant sleepyhead**-----completely inattentive
5. **Shadow**-----a dark area or shape produced by a body coming between rays of a light and a surface.

State whether the following are true (T) or false (F)

1. The shadow goes in and out. (T)
2. The shadow jumps into the bed. (T)
3. The shadow has an idea of how the children ought to play. (F)
4. The shining dew was found on every daffodil. (F)
5. The lazy little shadow is like an arrant sleepy-head. (T)

Answer the following questions

1. Who do you think your shadow looks like?

Ans—I think my shadow look like me.

2. Why do you think your shadow jumps into bed before you can?

Ans—when I go near my bed my shadow falls on the bed before I can get in to the bed.

3. What time of the day do you think it is when your shadow is the tallest?

Ans: At morning.

4. Read the lines from the poem and answer the following:

He is very very like me.

From the heels up to the head!

1. Who does he refer to?

Ans: He refers to shadow.

2. Who does me refer to?

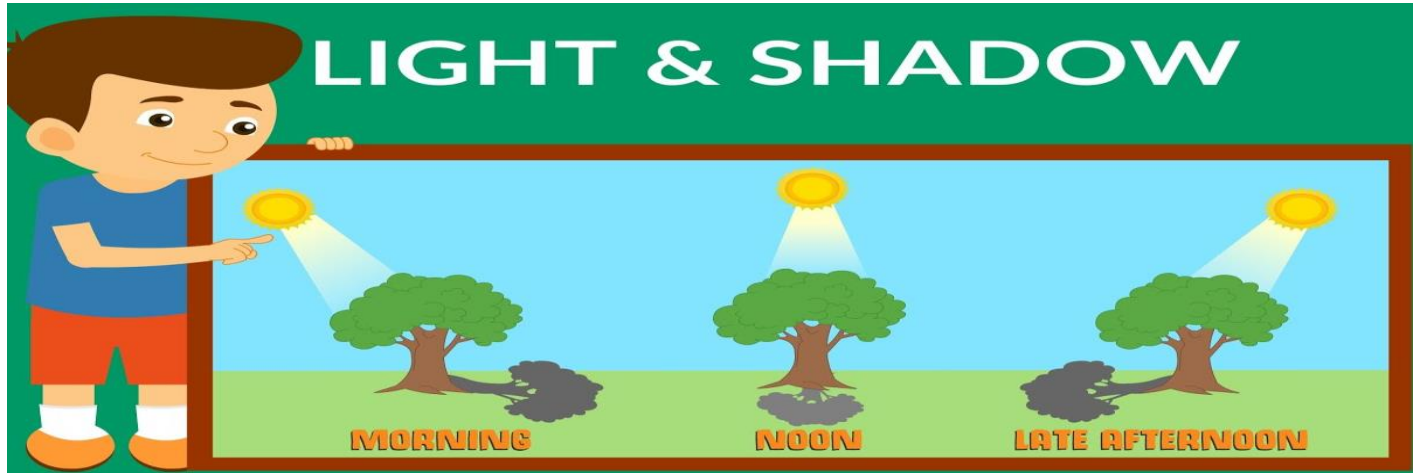
Ans: Me refer to the speaker in the poem.

5. What is so funny about the shadow?

Ans-The way he likes to grow.

Activity:

Observe the position of sun in morning, noon and at evening. Draw a picture of tree on chart paper and shadow it accordingly.



Grammar:

Make the rhyming words:

1. See—me
2. Head—bed
3. Grow —slow
4. Ball —all
5. Shoots—gets

Make sentences of the following:

1. **Little**- the little boy fascinated to the shadow.
2. **Shadow**- the poet finds the shadow funny
3. **Shining**- dew drops are shining in the flowers.
4. **Proper**- things are kept in proper order.
5. **Arrant**-the lazy shadow is like an arrant sleepy bed

Write the opposites of:

1. Little X big
2. Use X unused
3. Proper X improper
4. Few X many
5. Found X lost
6. Fast X slow
7. Asleep X awake
8. Early X late

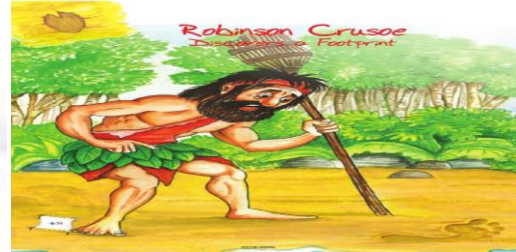
Writing skill:

Write a paragraph on my favourite hobby.

Hobbies are a great way to relax and unwind. These are done after a stressful day at school, college, or office. There is no rule of what can be termed as a **hobby**. It could be anything, from stamp collection to painting, or even travelling. My favourite hobby is gardening. Gardening is the growing of plants such as flowers, shrubs and trees as a hobby or recreation. Some people also grow vegetables or fruit in their **gardens**. People do gardening outdoors in the soil in their backyard. Some people do gardening on a roof

UNIT 3

ROBINSON CRUSOE.



Picture activity:

Draw and colour the picture of boat.



New words:

1. Amazed
2. Footprint
3. Imagination
4. Frightened
5. Castle
6. Savages
7. Wandered
8. Fearful
9. Investigate
10. Inhabited

Word meanings:

1. Savages-wild people in primitive state
2. Mainland-large continuous extent of land
3. Wandered-go from place to place without a definite route.
4. Bolder- more confident
5. Inhabited-occupied, dwelled in

Answer the following questions:

1. What made Robinson Crusoe think that the print on the ground was a foot print?

Ans: Robinson Crusoe thought that the print on the ground was a footprint because it had toes, heel every part of a foot.

2. Why was Robinson afraid when he looked at the bushes and trees?

Ans: He was afraid because he mistook every bush and tree to be a man.

3. Why did Robinson pray when he saw the footprint?

Ans: Robinson thought that it was the footprint of the savage. He was afraid that savage would kill and eat him, so he prayed for protection.

4. Choose the correct answer:

I. Robinson ran back to his home, as fast he could because he

- a) Was racing
- b) Was afraid
- c) was in a hurry to go home

Ans: (b) was afraid.

II. He could not sleep because

- a) There was an animal outside his cave
- b) He thought savages had come from the mainland
- c) His bed was uncomfortable

Ans: (b) he thought savages had come from mainland

III. Why was Robinson Crusoe sure that it was not his footprint?

- a) It didn't look like a human footprint
- b) It looked smaller than his.
- c) He had not come to this part of the beach in a long time.

Ans: (c) he had not come to this part of the beach in a long time.

IV. Where was Robinson Crusoe?

- a) On a boat
- b) In a town
- c) Alone on an island
- d) On an aeroplane

Ans: (c) alone on an island.

5. What did Robinson Crusoe call his cave?

Ans: Robinson Crusoe calls his cave a castle.

6. How did he find that it was not his foot print?

Ans: Because he had not come to that part of the beach since long. Secondly, as he placed his foot alongside that footprint, it seemed larger than his foot.

Activity:

Draw or paste the footprints of animals or birds. (Any 5)

Example:



tiger's footprint.

Grammar:

Fill in the blanks with correct word:

1. I was frightened **but** curious.
2. I decided to go to the beach **so** I went along the water's edge.
3. I ran as fast as I could **because** I was frightened.
4. I was very tired **and** confused.

Write the opposites of:

1. Man X woman
2. Good X bad
3. More X few
4. Inside X outside
5. Faster X slower
6. Night X day
7. Small X big
8. Protect X abandon
9. Comfort X discomfort
10. Behind X front

Write the synonyms of:

1. Toward—regarding
2. Surprised ---amazed
3. Imagine --- assume
4. Stay ---remain
5. Confuse --- puzzle
6. Frightened--- scare
7. Examine--- survey

Unit 4

Crying *{activity based}*

Prepare a wheel of emotions



UNIT-4

MY ELDER BROTHER



Picture activity:

Draw or paste the picture of a boy studying



New words:

1. Pale
2. Education
3. Tremendous
4. Kabaddi
5. Gulidanda
6. Schedule
7. Examiners
8. Punctuality
9. Punishment
10. Scolding
11. Ashamed
12. Responsibility
13. Wisdom
14. Experience
15. Naughtier

Word building

1. Foundation –solid base
2. Schedule—timetable
3. Essay—composition on any subject
4. Idling--- without any purpose
5. Mastered—gained expertise
6. Punctuality—quality of being on time

Answer the following question:

1. What are the things that Munna liked to do?

Ans: Munna liked to play marbles, volleyball, kabaddi, fly kites and drawing pictures.

2. What did Bhaiya do all day?

Ans: Bhaiya reads books all day.

3. Why was Munna not happy with the time table that Bhaiya made for him?

Ans: Munna was not happy with the timetable that Bhaiya made because there was no time to play in the timetable.

4. How do you think Munna felt when his brother was so strict with him? Why was Bhaiya so strict with him?

Ans: When his brother was strict with him Munna became sad and began to cry. Bhaiya was strict with him because he wanted munna to study hard and he would not waste his time.

5. Whose characters do you like more----- Munna's or Bhaiya's?

Ans: I like Bhaiya's character. It appears that he is more studious than Munna, still he did not pass in class. Bhaiya considers Munna as his responsibility and he want Munna to be sincere in studies rather than playing.

Activity:

Make your own timetable including your school, play, homework, sleep

Day	School	lunch	homework	play	sleep

Grammar:

Fill in the blanks using for or since

1. I have lived in this house since I was a baby.
2. This big jar has been in our family for many years.
3. The old banyan tree in the village has been there for the last 200 years.
4. Nobody has seen him since yesterday.

Make the sentences of:

1. Foundation- the foundation of learning should be strong.
2. Schedule- everyone should have a schedule in his life.
3. Essay-Aakash wrote an essay on games.
4. Idling-instead of sitting idling it's better to do work.
5. Mastered- he got mastered in English.

Write the synonyms of:

1. Foundation-base
2. Wonder—amaze, confuse
3. Expect-hope
4. Stupid –foolish
5. Smart—intelligent

Writing skill:

Your school is going to organize a social work for the welfare of the poor living in slum areas of your city. Draft the Principal's notice to the students.

Puna International School
NOTICE

Date- 15 September

SOCIAL CAMPAIGN

A social welfare campaign for the poor people living in the slum areas of city is going to be undertaken for classes 9th and 10th from 10 October. The campaign will include distribution of old clothes, toys, study material, and survey on school drop outs.

Interested students give their names to Miss. Sharma.

Principal.

Grammar gear

UNIT- 3

ADJECTIVES

Degrees of comparison

A . Fill in the blanks with the correct form of adjectives describing the planets:

1. Mercury is the **closest** (closer / closest) planet to the Sun.
2. Venus is the **closest** (closer / closest) neighbour to Earth.
3. Mars is **colder** (coldest / colder) than some other planets.
4. Jupiter is **larger** (larger / largest) than all the other planets.
5. Saturn is a little **smaller** (small / smaller) than Jupiter.
6. Neptune is the **slowest** (slowest / slow) planet in orbit.
7. Mercury is the **fastest** (fast / fastest) planet in orbit.
8. Mercury is **faster** (fastest / faster) than Venus.
9. Venus is **hotter** (hotter / hottest) than all the other planets.
10. Mercury is not as hot (hotter/hot) as Venus.

B. Rewrite the sentences using the positive degree (as +adjective +as). You may use the words in brackets.

1. We are the same height. (tall).
I am as tall as you.
2. We both are equally well-built. (strong)
You are as strong as I (am).
3. My father and your father are thin. (lean)
My father is as lean as yours.
4. We both are intelligent. (clever)
You are as clever as I (am).
5. Our houses are not near the school. (far)
Your house is as far as mine.

C. Now write the comparative and the superlative degrees of these adjectives.

Positive

Comparative

Superlative

1. wide

Wider

widest

2. cute	Cuter	cutest
3. true	Truer	truest
4. small	Smaller	smallest
5. young	younger	youngest
6. happy	Happier	happiest
7. yummy	yummier	yummiest
8. wealthy	wealthier	wealthiest
9. colourful	more colourful	most colourful
10. important	more important	most important

D. Fill in the blanks with the correct degrees of the adjectives given in the brackets:

1. The weather is **better** (good) than it was on Monday.
2. Quinine tastes **worse** (bad) than any other medicine for malaria.
3. Gold is one of the **most popular** (popular) metals for ornaments.
4. I scored the **least** (less) points in school.
5. Do you feel **better** (good) than yesterday?
6. This dress is the **worst** (bad) you can think of for the occasion.
7. Deserts in this country get the **least** (less) rainfall.
8. Why is this painting **more expensive** (expensive) than the one we saw yesterday?
9. It is the **farthest** (far) we can drive in one day.
10. My grandmother is the **oldest** (old) in our family.

E. Fill in the blanks with the correct degrees of the adjectives given in the brackets.

1. India has the **largest** (large) postal network in the world.
2. He was one of the **most famous** (famous) leaders during their struggle for independence.
3. India was amongst the **richest** (rich) countries before she was invaded.
4. This place is **more populated** (populated) than where we went yesterday.
5. Sirius A is the **brightest** (bright) star in the night sky.
6. The wavelength of the colour blue is **shorter** (short) than that of green.
7. The cost of restoration of the Taj Mahal was **immense** (immense).
8. The pyramids of Giza are **older** (old) than the Harappan civilization.
9. Lake Baikal in Russia is known to be the **deepest** (deep) lake in the world.
10. She is considered to be one of the **most creative** (creative) directors in Hollywood.

F. Some facts about the ship Titanic are given in the brackets. Use them in sentences as directed, comparing the Titanic with other ships.

1. The Titanic was the most famous ship ever designed.
2. Titanic was longer, taller and wider than any other ship.

3. The Titanic had the most powerful engine ever known to have been used in a ship.
4. It met the highest standard of luxury.
5. It was speedier than other ships that sailed the Atlantic Ocean.
6. It was the most comfortable ship they had ever been in.



UNIT-4
ADJECTIVES
Formation

A. Complete each sentence by adding a suitable suffix to the word given in brackets.

1. We cancelled the picnic because it was a **rainy** (rain) day.
2. We were spellbound by her **wonderful** (wonder) performance.
3. Some animals migrate **annually** (annual) in search of food.
4. My mother does not want me at the table with **filthy** (filth) hands.
5. The **dangerous** (danger) dinosaurs became extinct nearly a hundred million years ago.
6. These night shelters have been set up for the **homeless** (home) people.
7. Mr Sharma is an extremely **forgetful** (forget) person.
8. We picked some **juicy** (juice) berries as we walked along.
9. We looked for a **comfortable** (comfort) lodge to stay in.
10. The **joyful** (joy) performers entertained us all.

B. Complete the funny poem by adding the suffixes –ish, -ful or –y correctly to the words in the box.

There was once a **foolish** boy named Cole,
Who stuck himself in a **muddy** hole.
To get out, all the **childish** tricks he tried
Till the **helpful** people came to guide
And out climbed Cole like a **hairy** mole.

C. Write two adjective forms of each of these words.

- | | | |
|-------------|------------|-------------|
| 1. help: | helpful | helpless |
| 2. respect: | respectful | respectable |
| 3. friend: | friendly | friendless |
| 4. faith: | faithful | faithless |
| 5. harm: | harmful | harmless |
| 6. love: | lovable | lovely |

D. Rewrite the passage using a suitable adjective form of the underlined words.

natural; herbivorous; impressive; herbivorous; thorny; tasty; spikey; carnivorous; sticky; attractive; colourful; poisonous; tricky.

UNIT -5
ARTICLES

A. Complete these sentences using the articles a , an, or the

1. I live in **a** fast-developing town.
2. She adopted **a** puppy. She gifted **the** cute puppy to her friend.
3. **The** school bus drops us close to our house.
4. There is **an** alert police post outside my school.
5. We walked to **the** nearby railway station.
6. **The** marathon will start from India Gate.
7. My father teaches in ABC School. Aunt Hannah teaches in **the** same school.
8. **An** orange cannot be used in place of **a** lemon.
9. It will take them **an** hour to reach **the** airport.
10. **The** club has drained water from **the** swimming pool

B. Write THE wherever required else, mark a cross (×)

1. We bought a mango. But **the** mango was not ripe.
2. Sheena found a coin on **the** road.
3. **The** Arctic Ocean is **the** smallest ocean in the world.
4. It is rare to see **the** sun and **the** moon together in the sky.
5. Rishi is **the** youngest boy in our class.
6. My weekends on **X** Friday.
7. **The** Andes is the longest mountain range in **the** world.
8. **The** Maldives is a chain of about 1200 coral islands.
9. We visited **the** Amer Fort in **X** Jaipur.
10. Father cooked **X** rice and **X** curry for dinner.

C. Complete this dialogue with a, an or the:

Bookseller: How can I help you?

Mother: I am looking for **a** J K Rowling book.

Bookseller: I am sorry, but I have not heard of J K Rowling.

Mother: J K Rowling is **an** author. She has authored the Harry Potter series.

Bookseller: Excuse me! We do have **the** Harry Potter series! Children usually ask for **the** books by their name, so I was confused. It is on **the** topmost shelf.

Mother: Do you have **the** author's latest novel?

Bookseller: May I know **the** name of the novel, please?

Mother: I do not recall **the** name, but I can call **a** friend and find out.

Bookseller: Meanwhile, I will get you **a** glass of water.

Mother: Thanks, I suddenly remember! **The** novel is called Fantastic Beasts and Where to Find Them.

Bookseller: Certainly! We do have **the** book. It is displayed in **the** 'Latest Collection' shelf. **Mother:** Oh, what a relief! My daughter has to go for **a** birthday party and she wants to gift **the** book to her friend.

UNIT-6
MODAL VERBS

A. Choose the correct modal verbs from the options given.

1. She (**may** / can) agree to sing at your party if you request her.
2. Parents (**can** / will) visit their wards only on a Sunday.
3. Do not worry. I (**will** / can) stand by you.
4. I (can / **shall**) inform you as soon as I get my result.
5. (**May** / Will) I use your phone please, Sir?
6. "You (**shall** / may) not look here and there," said the teacher.
7. Camels (**can** / shall) stay without water for days.
8. Some planets (will / **may**) contain life.
9. The traffic (**may** / can) move when the signal turns green.
10. (**Can** / May) you help me lift this, please?
- 11.

B. Rewrite the sentences using the modals can, may, shall or will. You may have to use the negative form too. The first one has been done for you.

1. You are allowed to walk in the park.
You may walk in the park.
2. I am not able to solve this puzzle.
I cannot solve this puzzle.
3. My uncle is leaving tonight.
My uncle will leave tonight.
4. Is it okay that I go out now?
May I go out now?
5. I do not know how to swim.
I cannot swim.
6. Let us take a taxi.
Shall we take a taxi?
7. We want to rent your house.
Can we rent your house?
8. Do not wait for me.
You may not wait for me.
9. She is going to play the match.
She will play the match.

10. Please join us for dinner.
Will you join us for dinner?

C. Tick (✓) what is expressed by the modals in these sentences.

1. You will not speak until asked to. (**suggestion** / promise)
2. You shall not do anything that may disturb others. (command / promise)
3. The doctor will send in the reports tomorrow. (offer / **intention**)
4. My father will help you choose the right book. (**offer** / command)
5. I will help you complete the project. (possibility / **promise**)
6. It may be a rat nibbling through the wood. (ability / **possibility**)
7. I shall work hard to win the prize. (suggestion / **decision**)
8. We shall leave early in the morning. (**promise** / possibility)

D. Complete the sentences using the verb with a modal as suggested. Use a negative with the second verb. The first one has been done for you.

1. My father **can cook, but he cannot knit.**
2. Fiza **can arrive late, but may not leave early.**
3. Mika **can skate, but cannot ski.**
4. We **will / shall talk; we will / shall not argue.**
5. You **can / may join the seminar, but you may not / cannot be allowed to speak.**
6. The participants **may / can crawl, but they cannot stand.**
7. Dad **can sketch well, but he cannot paint.**
8. Brother **can draw the landscape, but he may not paint it.**
9. Uncle **will cook, but he will not serve.**
10. Rosy and Vishu **may / can visit, but they cannot / may not stay**

UNIT-7

THE SIMPLE AND CONTINUOUS TENSE

A. Underline the verbs and write Pr for the present form, P for the past form, and F for the future form.

1. The boiled over. (P)
2. They will make a bridge here. (F)
3. I watch television only on weekends (. Pr)
4. My grandmother will visit us in January. (F)
5. I started my dance practice last year. (P)
6. Tom Sawyer called all his friends. (P)
7. The river froze in winter. (P)
8. The package arrived yesterday. (P)
9. Earth revolves around the sun. (Pr)
10. I feel very hungry towards the evening. (P)

B. Rewrite each sentence twice using the verb in brackets in (i) the simple past form and (ii) the simple future form.

1. (i) Shia brushed her teeth at night.
(ii) Shia will brush her teeth at night
2. (i) These musicians played rock music.
(ii) These musicians will play rock music
3. (i) The astronauts landed on the moon.
(ii) The astronauts will land on the moon.
4. (i) The little girl sang happy songs.
(ii) The little girl will sing happy songs.
5. (i) I was polite to everyone.
(ii) I will be polite to everyone.
6. (i) My father wrote stories for children.
(ii) My father will write stories for children.
7. (i) We studied French in school.
(ii) We will study French in school.
8. (i) The President met all the ministers.
(ii) The President will meet all the ministers.
9. (i) They dropped flyers from the hot-air balloon.
(ii) They will drop flyers from the hot-air balloon.

- 10 (i) The saplings **grew** into trees.
(ii) The saplings **will grow** into trees.

C. Fill in the blanks using the verbs in brackets as directed:

1. I **am running** to catch the train.
2. The farmers **will be harvesting** the crop in April.
3. The sun **was shining** brightly.
4. I **will be learning** a Spanish dance at this time tomorrow.
5. The hunter **is watching** from the treetop.
6. Rhea **was looking** for her lost ring.
7. They **were practicing** hockey early in the morning.
8. You **will be performing** on stage for the annual day.
9. The elephants **were trumpeting** to warn them off.
10. The sheep **are basking** in the sun.

D. Correct these environmental facts by rewriting these sentences as negative sentences:

1. Monkeys use their tongue to lap up water.
1. Monkeys do not use their tongue to lap up water.
2. Most people harness solar power.
2. Most people do not harness solar power.
3. Our oceans are free of oil and garbage.
3. Our oceans are not free of oil and garbage.
4. Cutting down trees will help the environment.
4. Cutting down trees will not help the environment.
5. Plastic bags and bottles are helpful for the well-being of the sea creatures.
5. Plastic bags and bottles are not helpful for the well-being of the sea creatures.
6. Waste management is easy.
6. Waste management is not easy.
7. The air we breathe is healthy for us because of pollution.
7. The air we breathe is not healthy for us because of pollution.
8. People are using fresh water very carefully.
8. People are not using fresh water very carefully.
9. All trash is being recycled.
9. All trash is not being recycled.
10. The people of the world are taking care of their forests.

10. The people of the world are not taking care of their forests.

5. Use the simple past or the past continuous forms of the verbs in the brackets.

Ahmad's grandfather was a soldier when he **was** young. Ahmad often **sat** by his grandfather on a mat and **listened** to his stories of war. Once, his grandfather **was telling** him about a dark night. His grandfather **was** on duty. He and his comrade **heard** something move outside. They both **came** out of their tent in the dark. The sound **got** closer and clearer as they **stood** in the silence. Maybe, somebody **was hiding** in the trenches! While his grandfather **was walking** towards the trenches, his comrade **was** ready to shoot if required. His grandfather **was calling out as** he **walked** out closer to the trench, in case somebody **was listening**. Suddenly, somebody **sprang** out and **hugged** him. "To my surprise, it **was** our mate Karan whom we had considered dead!" his grandfather said.