



1

Nouns I



abstract, concrete

Get set

Work in pairs. Place the words given in the box in the correct column.

bravery brush mango anger honesty justice
 hat bottle belief courage truth hills
 peace pencil beauty house love box

things you can see, hear, touch, smell or taste	things you cannot see, hear, touch, smell or taste

Let us read

Read the paragraph. Pay attention to the italicised and underlined words. The italicised words all name an idea or a feeling or a concept.

Yesterday, we went to the airport.

There was much *confusion* all around. Many flights were delayed because of the fog. Most of the people there were filled with *anxiety*. They were looking for a board with some *information*. But they could not see one.



anxiety: worry

The italicised words do not name material objects. They are names of concepts, states, feelings or ideas that cannot be felt with our five senses. We call these nouns **abstract nouns**.

The underlined words are concrete nouns. **Concrete nouns** are nouns that can be felt with our five senses. We can touch them, taste them, smell them, see them or hear them.

Let us practise

A. Circle the abstract nouns and underline the concrete nouns in the given sentences.



1. What a beautiful sunrise we saw!
2. My brother finds great happiness in playing with our dog.
3. Athena loves her toys.
4. Smita lost her patience and shouted angrily.

5. They have given up hope.
6. Bimal was in love with his new puppy.
7. Our teacher gave us good advice.
8. The man gained wisdom while working there for twelve years.
9. My sister always tells the truth.
10. Even during a thunderstorm, we can see the beauty of nature.



B. Fill in the blanks by choosing the correct words from the box.

bravery talent heat determination advice

1. The heat from the sun dried the clothes on the clothesline.

2. Amal was filled with _____ to climb the steep hill.
3. My friend had a natural _____ for storytelling.
4. The soldier was awarded a medal for his _____.
5. Please take Mom's _____ before you start the project.

Let us listen

Listen carefully to the sentences and do as directed.

1. Write *yes* or *no*. no
2. Write *yes* or *no*. _____
3. Does this sentence have an abstract noun? Say *yes* or *no*. _____
4. The abstract noun in the sentence is _____.
5. Write the abstract nouns in the sentence. _____

Let us speak

Work in pairs. One of you will read one word from row A and your partner will read the opposite of that word in row B. Now take turns and make a sentence using the word you have read.

A	love	joy	silence	loss	excitement
B	boredom	gain	sorrow	noise	hatred

Let us write

Unscramble the letters to form abstract nouns and make a sentence with each of them.

estnohy ouraceg nkeisdsn eihgth ngera

honesty: Mira was praised for her honesty.

Activity

Work in groups of four. Read the sentences given below and list as many abstract nouns as you can find in your notebook.

1. The team admired the captain's calmness under pressure.
calmness, pressure
2. The doctor felt compassion for his patients.
3. The General rewarded the young soldier for his courage and strength.
4. She achieved success as a result of her determination.
5. It is important to treat fellow human beings with kindness and compassion.
6. The loyalty and bravery of the dog saved me and my friends.
7. The thief was punished for his crime.
8. Health and education are important for the development of a nation.
9. I will treat this as an opportunity to gain knowledge and experience.
10. We watched with fascination as the magician pulled a rabbit out of the hat.



I can recognise, understand and do the activities on abstract and concrete nouns.





Nouns II



possessive form of nouns

Get set

Draw a line from the person to the animals or objects that belong to the person.

1. Aruna's dogs have small tails.
2. Aruna's dogs love to play with Rohan's dog in the park.
3. The dogs enjoy playing with the children's cricket balls.
4. The dogs also like playing with Sheetal's cats.

Let us read

Read the paragraph. Pay attention to the italicised words.

Aparna Joshi's parents own a big kennel. The name of the kennel is Happy Home. The *Joshis'* kennel is clean and bright. The *dogs'* water bowls have their names on them.

Aparna has a younger brother, Rohan. *Rohan's* favourite pastime is to play with the puppies in the kennel. His favourite puppy is a Labrador. The *Labrador's* coat is of a lovely chocolate brown colour with tiny white patches.

Aparna's friends visit the kennel often to play with the dogs. At one end of the kennel is the *Joshis'* swimming pool. The children enjoy sitting there.



The italicised words are **possessive nouns**, which show possession (who owns something).

Possessive nouns are formed by using an apostrophe (').

- We insert an 's at the end of a singular noun.

Example: *Rohan's* favourite puppy

- We insert an 's at the end of a plural noun that does not end with an -s.

Example: the *children's* friends

- We add only an apostrophe (') at the end of a plural noun that ends with an -s.

Example: the *dogs'* names

- If we use only the surnames of families, we use the apostrophe (') after adding -s.

Example: the *Joshis'* kennel

- the children's dogs = dogs of the children
- Sameera's pencil box = pencil box of Sameera

Let us practise

- A. Look at this picture showing Rohan, Aparna and their grandparents. Then answer the questions using the possessive form of nouns with other suitable words.



1. Where is the blue butterfly sitting?
 It is sitting on Grandfather's blue cup.
2. What colour is Grandmother's cap?
 _____ is _____ in colour.
3. What is on Rohan's wrist?
 There is a _____.
4. What is that on Grandmother's cap?
 A black bird is sitting on _____.
5. Why is Aparna upset?
 It is so because Rohan spilled juice on _____ dress.

Remember

We can use 's to form the possessive form of nouns that are names of people, animals or countries.

Examples: • the *woman's* bag • the *buffalo's* milk • *India's* exports

We usually do not use 's to form the possessive form when the noun is not a person, animal, country.

Examples: • ~~the book's pages~~ • ~~the chair's arms~~
 pages of the book arms of the chair

B. Rewrite the sentences correctly using 's in the right places.

1. The goose feathers were white.
The goose's feathers were white.
2. The rabbit ears were wiggly.
3. The owl cries are scary at times.
4. Nishtha stories are my favourite.
5. Our teacher car is brown.
6. The policeman uniform looked neat.
7. The animal nose twitched.



C. Rewrite the sentences using the possessive form of the nouns.

- Rahul has a new bicycle. It is red in colour.
Rahul has a new bicycle. Rahul's bicycle is red.
- My aunt has a camera. It is an old camera.
- Tina has a kitten. It has very sharp claws.
- A girl is walking in a blue dress. Her hair is curly.
- Payel has got a new mobile phone. It is delicate.



Let us listen

Listen to the dialogue and complete the chart by putting a tick in the correct column, by saying what belongs to whom.

items	Ajay	Anu	Usha	Karuna
1. pen	✓			
2. book				
3. box of coloured pencils				
4. sweater				
5. lunch box				
6. water bottle				

Let us speak

Form groups of five. Each of you should put one thing from your bag on the table. Then the first person will pick up an object and ask whose it is to the person on her/his right. That person should answer using a full sentence. Then, the second person will pick up an object and ask the student on her/his right and so on.

Example: A: Whose pen is this?

B: This is Meena's pen.

delicate: needing careful treatment, especially because easily damaged

Let us write

Unscramble the words to make sentences. Add an apostrophe (') and an (s) to form the possessive of the underlined noun.



1. the bear paw/in the trap/was caught
 The bear's paw was caught in the trap.
2. Pam red dress/favourite/this is
3. borrow/Arun bat/did you?
4. favourite pastime/our dog/near the window/
is to sleep
5. in the box/please put/Dipanshu toy cars
6. muddy/the girl feet/were

Activity

Work in pairs. One of you will write six nouns in the possessive form and read them out to your partner. The partner will then add an item for each noun in the possessive form in the list. Then both of you should make sentences for all the word-pairs you have written.

Example: Student A: elephant's
 Student B: trunk

The elephant's trunk is long.



I can recognise, understand and do the activities on the possessive form of nouns.





3

Nouns III



revision (regular plurals), irregular plurals

Get set

Here are some nouns. Arrange them in the correct columns in the table given below.

boy children potato branches girls rabbit

singular nouns	plural nouns
boy	children

Let us read

Read the paragraph. Pay attention to the italicised words.

The *children* sat on the carpet and watched the last episode of one of their favourite *documentaries*. They watched the *deer* walking through the tall jungle grass. As the scene changed, they saw the *moose* running away from the big *wolves* that were chasing them. The *children* could now see a river. There were many *fish* in the river. On the riverbank, they



documentaries: short films that provide a factual report on a particular subject

moose: large deer