Unit 16 · Narrating a Sequence of Events

HARDER PRACTICE QUESTIONS

Full marks 25

Write your answers on separate paper.

1 When the lights went out [6]

At seven o'clock one evening, the lights went out in Riya's home. This is what everyone was doing, and what each one did straight after. (The evening is made up.)

Who	At seven, when the lights went out	Straight after
Dad	cooking dal	turned off the gas
Riya	doing her homework	lit a candle
Rohit and Nisha	watching TV	went to the window
Grandma	sleeping	didn't wake up

a. Write a sentence about Dad and a sentence about Riya. Each sentence must use *when the lights went out* and say both things from the table.

b. Write one sentence with *while* about Rohit and Nisha and Grandma.

c. Write the questions for these answers.

1. They were watching TV. (about Rohit and Nisha, at seven)
2. She lit a candle. (about Riya, after the lights went out)

d. What is wrong with this sentence: *While the lights went out, Riya was doing her homework.* Write it again correctly.

2 From instructions to a story [5]

These are the steps for making lemon water.

1. Squeeze half a lemon into a glass.
2. Add two spoons of sugar.
3. Pour in cold water.
4. Stir until the sugar disappears.
5. Put in a pinch of salt.
6. Drink it at once.

a. Yesterday, Shruti followed these steps. Write what she did as a short story. Use *first*, *then*, *after that*, *next* and *finally*, each once and in a sensible order. (Two steps can go in one sentence with *and*.)

b. Every instruction is a full sentence, but in your story you had to add a word to each one. Which word, and why?

c. Write one more sentence for the story with *while*, about something that was going on as she stirred.

3 Sounds, not letters [5]

a. In *thin*, *th* makes one sound; in *this*, it makes another. Sort these words by the sound their *th* makes. The words are *breath, breathe, cloth, clothe, bath, bathe*. Then say what pattern you notice in the pairs.

b. How many **consonant sounds** (not letters) are in each of these words: *phone*, *chips*, *knife*, *thick*?

c. In each group, two words begin with the same consonant sound. Which two?

1. giant · gate · jam
2. city · kite · cat
3. phone · van · fan

d. Write one sentence with both *breath* and *breathe*.

4 Mend the story [5]

Saugat wrote this story about a lost kite. Four sentences have a mistake.

1. Last Saturday, my cousin and I went up to the roof to fly our new kite.
2. The wind was blowing hard, and many kites were already flying.
3. While our kite climbed higher, the string suddenly broke.
4. We runned down the stairs to look for it.
5. "Did you saw a red kite?" we asked a shopkeeper.
6. Then I was finding our kite in a tree behind his shop.
7. My cousin climbed up, and at last we got it back.

a. Find the four sentences with a mistake, and write them again correctly.
b. Sentence 2 has no mistake. Why are *was blowing* and *were flying* right there, and not *blew* and *flew*?

5 What kind of person? [4]

Read this short story. (It is made up.)

Nima was the class monitor. One afternoon, the teacher asked him to take thirty science books back to the library. It was a long way, and the books were heavy, so he carried them in three trips. On the way back, he saw a small boy crying because he had dropped his lunch in the mud. Nima gave the boy half of his own lunch. He didn't tell anyone about it, and when his friends asked why he was late, he only said, "I was busy."

a. Write two words for the kind of person Nima is. For each, say what he did that shows it.
b. Which sentence shows that Nima didn't want praise?
c. Write one more event for the story, in the past simple, that would show another good quality. Name the quality.