



## Revision

### ACTIVITY - 1

Look at the chart below that was made for one school.

Favourite Colours of Students	Number of Students Who Like Each Colour
red	39
blue	70
green	46
yellow	12
black	22
white	13
brown	4
purple	44
orange	21

- 1) Which colour was the most popular one? \_\_\_\_\_
- 2) Which colour was the least popular one? \_\_\_\_\_

### ACTIVITY - 2

*Read the example sentences that use the idiom, “the blues”.*

- When the weather is dark and gloomy for a long time, some people get the blues.
- When you have the blues, exercise can help you feel better.
- My sister has had the blues lately. I want to find a way to cheer her up.

Think about the sentences. What do you think “the blues” means?

### ACTIVITY - 3

**In one school, some students in a class made sentences about ways that water is used.**

Rama	Fill up a tub and play with boats.
Krishna	You can wash your clothes with it.
Abdul	At Holi, you can fill water guns with colour and spray people.
Gita	My grandmother uses it to water her flowers in her yard.
Nishant	Farmers use it to grow food.
Tejas	I wash my father's car.
Ankita	We wash our dishes with clean water.

**Use the list to fill out this chart.**

No. of Sentences with a Wise Use of Water	No. of Sentences with a Wasteful Use of Water

Look at your count. Did the students imagine more wise uses of water or more wasteful uses of water?

What was one example of a wise use of water that one of the students imagined?

What is the name of the student who imagined this example?

What was one example of a wasteful use of water that one of the students imagined?

What is the name of the student who imagined this example?

Put your ideas and the answers to these questions in the paragraph below to help you describe the results of this activity for the students who made the list





In this school, more students described \_\_\_\_\_ ways of using water than \_\_\_\_\_ ways. One student, named \_\_\_\_\_, gave an example of a wise use of water: \_\_\_\_\_. Another student, named \_\_\_\_\_, gave an example of a wasteful use of water: \_\_\_\_\_.

#### ACTIVITY - 4

**Read the paragraph carefully, then show your understanding by creating a recipe for the dish. First, list the ingredients, then the method that was used to create the dish.**

Marla's mom is making Marla's favorite lunch. She just needs two slices of wheat bread and some peanut butter and honey. She spreads the peanut butter on one slice of bread and then dips the knife into the peanut butter so that it has many little hills and valleys in it. Then Marla's mom pours a small amount of honey on the bread so that it collects in the valleys of peanut butter. This way the honey will stay in the sandwich when Marla eats it! Marla's mom puts the second piece of bread on top of the peanut butter and honey, cuts the sandwich into triangles, and gives it to her daughter on her favorite plate. "Thanks, Mom!" says Marla.

**Name of Dish:**

**Ingredients and Amounts:**

**Method:**

1.

### ACTIVITY - 5

Shakespeare invented many words. Shakespeare used a trick. He started with some words he already knew and created new words. Here are some adjectives he invented: beached, barefaced, hurried, green-eyed, bloodstained.

What do the words have in common?

What words do you think Shakespeare started with?

Use Shakespeare's trick and invent a new adjective of your own.

My new adjective is \_\_\_\_\_.

It means \_\_\_\_\_.

### ACTIVITY - 6

**An acrostic is a poem where each line contains a letter of a word that is the subject of the poem.**

Choose any 5-letter word that is NOT “light” and write an acrostic using that word.

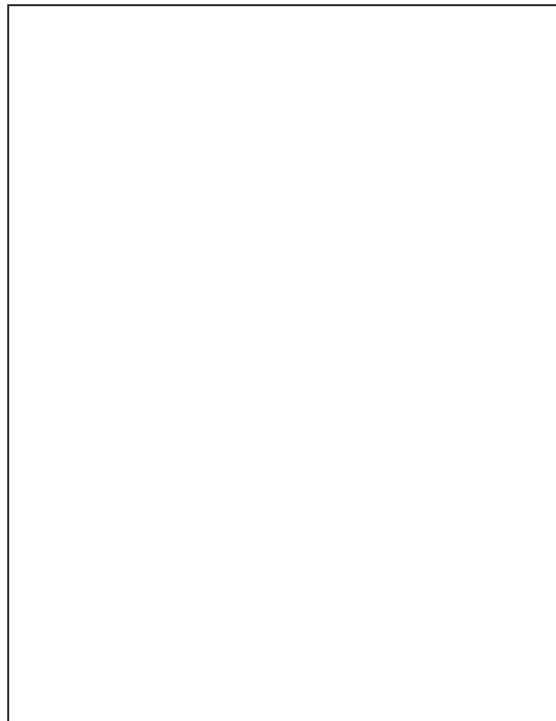
**L**ook how dark it is.

**I** don't have a torch.

**G**o to the wall.

**H**ere is the switch.

**T**urn on the light.





## Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.