

# UPPER PRIMARY

## Advance English

### E-Booklet Part 4





# Different Forms of Words

Fill in the missing forms of each word in the table. The first one is done for you.

**Nouns -** A noun is a word that names a person, place or thing.

**Verbs -** Verbs are action words.

**Adjectives -** Adjectives are describing words

**Adverbs -** An adverb is a word that tells how, when, where, or how much about an action or description.



Nouns	Verbs	Adjectives	Adverbs
admiration	admire	admirable	admirably
beauty			
collection			
competition			
choice			
attendance			
amusement			
agreement			



# Different Forms of Words - Solutions

Fill in the missing forms of each word in the table. The first one is done for you.

**Nouns -** A noun is a word that names a person, place or thing.

**Verbs -** Verbs are action words.

**Adjectives -** Adjectives are describing words

**Adverbs -** An adverb is a word that tells how, when, where, or how much about an action or description.



Nouns	Verbs	Adjectives	Adverbs
admiration	admire	admirable	admirably
beauty	beautify	beautiful	beautifully
collection	collect	collective	collectively
competition	compete	competitive	competitively
choice	choose	choosy	choosily
attendance	attend	attentive	attentively
amusement	amuse	amusing	amusingly
agreement	agree	agreeable	agreeably



## Tenses of Verbs

Fill in the missing forms of each verb in the table. The first one is done for you.



**Present Tense (singular) -** The present tense (singular) often ends in -s .

**Past Tense -** The past tense shows what has already happened.

**Past Participle-** The past participle is often used with “has,” “have,” or “had.”

**Present Participle-** The present participle always ends with -ing.

Present Tense	Singular Verb	Past Tense	Past Participle	Present Participle
arise	arises	arose	arisen	arising
write				
see				
go				
begin				
come				
choose				
drive				



## Tenses of Verbs

Fill in the missing forms of each verb in the table. The first one is done for you.



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**Present Participle-** The present participle always ends with -ing.

Present Tense	Singular Verb	Past Tense	Past Participle	Present Participle
arise	arises	arose	arisen	arising
write	writes	wrote	written	writing
see	sees	saw	seen	seeing
go	goes	went	gone	going
begin	begins	began	begun	beginning
come	comes	came	come	coming
choose	chooses	chose	chosen	choosing
drive	drives	drove	driven	driving

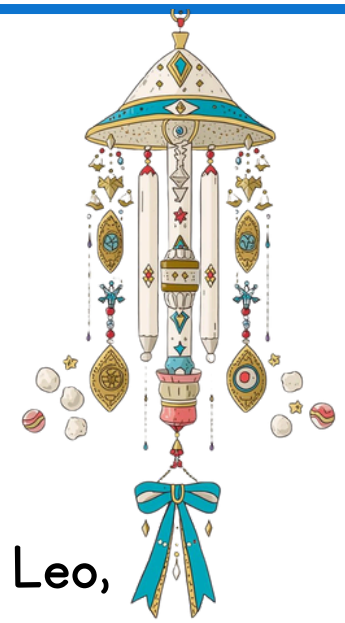


## Reading Comprehension 2

Upper Primary Advance English

Read the passage and answer the questions.

### The Brave Wind Chime



Mum closed the door of the small consultation room and let out a long breath. It had been an exhausting day at the children's hospital. My little brother, Leo, had been in and out of tests since early morning. The doctors said he had a serious infection in his lungs, and they needed to keep him in hospital for at least a week to help him get better. Mum tried to smile at me, but her eyes were ringed with shadows.

On the way home, the sky was already turning orange. I walked slowly behind Mum, clutching Leo's favourite toy dinosaur. As we turned into our street, a soft tinkling sound drifted through the air. It was the wind chime that Grandpa had hung on our front porch last summer. He had carved the wooden pieces himself and painted tiny stars on them. Grandpa always said the sound of the chime was like a song that reminded him to be brave.

I looked up at the porch. Hanging just above the door was the wind chime, swaying gently in the evening breeze. For the first time that day, I noticed something new. Someone had tied a bright blue ribbon to the bottom of the chime. It fluttered like a tiny flag. I frowned. That ribbon had not been there in the morning. I stepped closer and saw Grandpa's neat handwriting on a small card attached to the ribbon. It read, "For Leo. Stay strong. Love, Grandpa."

A lump formed in my throat as I remembered how Grandpa always visited when we were sick. He would sit by our beds, tell funny stories, and hum old songs until we fell asleep. Last year, when I had broken my arm, he had given me the wind chime and said, "Whenever you hear it, know that you are not alone." Now Grandpa was away, visiting relatives in another country, but the chime made it feel like he was right there with us.

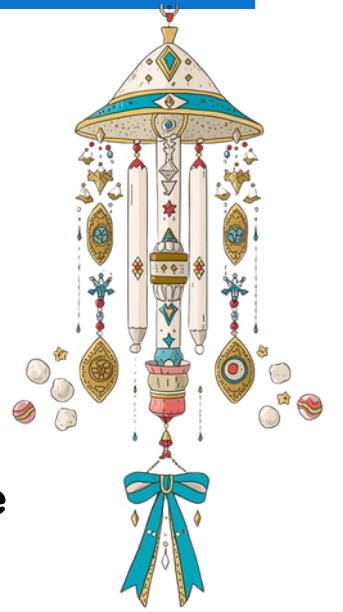
Mum unlocked the door, and we went inside. I placed the toy dinosaur and Grandpa's card on the hall table. The gentle music of the chime followed us into the house. As Mum packed a bag of clothes and books for Leo, I carefully took the wind chime down from its hook. "Can we bring this to the hospital?" I asked. Mum hesitated, then nodded slowly. "Yes," she said quietly. "Maybe it will help Leo rest."



## Reading Comprehension 2

Upper Primary Advance English

Read the passage and answer the questions.



When we returned to the hospital, Leo was lying in bed, his face pale but his eyes open. “Hey,” I whispered, lifting the wind chime so he could see it. “Grandpa left this for you.” Leo’s fingers curled weakly around the blue ribbon. “It’s our brave song,” he murmured. I hung the chime on a hook above his bed, near the window. A faint breeze slipped through the gap in the glass, and the chime began to ring.

That night, as the machines beeped softly and the nurses walked quietly along the corridor, the clear notes of the wind chime floated through the room. I sat in the chair beside Leo’s bed and held his hand. The sound reminded me of Grandpa’s steady voice and warm smile. Little by little, the tight knot of worry in my chest loosened. Leo’s eyes closed, and his breathing grew calmer. Listening to the gentle music, I finally felt a calm, steady hope settle over me like a warm blanket.

That’s when I knew Leo’s going to be just fine.

### Questions

1. “Mum closed the door ... and let out a long breath.” Why was Mum so tired?

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2. What illness was Leo suffering from?

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# Reading Comprehension 2

Upper Primary Advance English

## Questions

3. Which two-word phrase in the passage shows that Leo’s condition was quite serious?
4. The narrator had almost forgotten about the wind chime while at the hospital. What helped the narrator remember it again?
5. “The sound of the chime was like a song that reminded him to be brave.” How did the sound of the chime affect the narrator later in the story?

## Vocabulary from Context

Meaning	Word from text
Very tired	
Moving gently from side to side	
Firm, not weak	
Calm and steady feeling of confidence	





# Reading Comprehension 2

Upper Primary Advance English

## Sequencing events

Write 1, 2 and 3 in the blanks below to show the order in which the events happened in the story.

The narrator noticed a bright blue ribbon tied to the wind chime.

Leo lay in the hospital bed, holding the blue ribbon and looking at the wind chime.

The doctors said Leo had a serious infection in his lungs and needed to stay in hospital.

## True and False

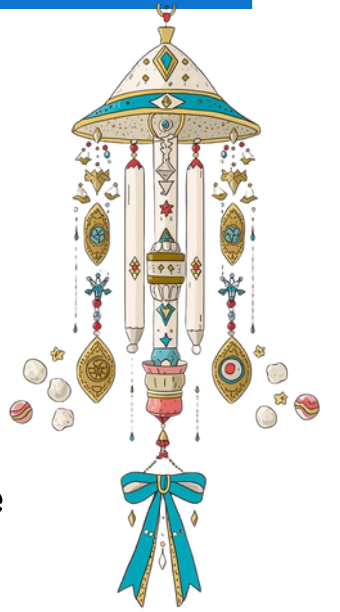
Statement	True/False
The wind chime had been hanging in the hospital room since last summer.	
Grandpa was in the hospital room, sitting beside Leo’s bed that night.	
Hearing the wind chime helped the narrator feel less worried about Leo.	



## Reading Comprehension 2 - Solutions

Upper Primary Advance English

Read the passage and answer the questions.



When we returned to the hospital, Leo was lying in bed, his face pale but his eyes open. “Hey,” I whispered, lifting the wind chime so he could see it. “Grandpa left this for you.” Leo’s fingers curled weakly around the blue ribbon. “It’s our brave song,” he murmured. I hung the chime on a hook above his bed, near the window. A faint breeze slipped through the gap in the glass, and the chime began to ring.

That night, as the machines beeped softly and the nurses walked quietly along the corridor, the clear notes of the wind chime floated through the room. I sat in the chair beside Leo’s bed and held his hand. The sound reminded me of Grandpa’s steady voice and warm smile. Little by little, the tight knot of worry in my chest loosened. Leo’s eyes closed, and his breathing grew calmer. Listening to the gentle music, I finally felt a calm, steady hope settle over me like a warm blanket.

That’s when I knew Leo’s going to be just fine.

### Questions

1. “Mum closed the door ... and let out a long breath.” Why was Mum so tired?

Mum was so tired because she had spent a long, difficult day at the children’s hospital while Leo went through many tests.

2. What illness was Leo suffering from?

Leo was suffering from a serious infection in his lungs.



## Reading Comprehension 2

Upper Primary Advance English

### Questions

3. Which two-word phrase in the passage shows that Leo’s condition was quite serious?

The two-word phrase is “serious infection.”

4. The narrator had almost forgotten about the wind chime while at the hospital. What helped the narrator remember it again?

The narrator remembered the wind chime again when hearing its soft tinkling sound as they turned into their street.

5. “The sound of the chime was like a song that reminded him to be brave.” How did the sound of the chime affect the narrator later in the story?

Later in the story, the sound of the chime made the narrator feel less afraid and reminded the narrator of Grandpa’s courage and comfort.

### Vocabulary from Context

Meaning	Word from text
Very tired	exhausting
Moving gently from side to side	swaying
Firm, not weak	strong
Calm and steady feeling of confidence	hope



# Reading Comprehension 2

Upper Primary Advance English

## Sequencing events

Write 1, 2 and 3 in the blanks below to show the order in which the events happened in the story.

The narrator noticed a bright blue ribbon tied to the wind chime.

2

Leo lay in the hospital bed, holding the blue ribbon and looking at the wind chime.

3

The doctors said Leo had a serious infection in his lungs and needed to stay in hospital.

1

## True and False

Statement	True/False
The wind chime had been hanging in the hospital room since last summer.	False
Grandpa was in the hospital room, sitting beside Leo’s bed that night.	False
Hearing the wind chime helped the narrator feel less worried about Leo.	True





## Vocabulary Exercise 5

Upper Primary Advance English

Choose the correct answer. Put the number in the box.

My grandfather is old and \_\_\_\_\_ so he uses a walking stick.



- (1) tender
- (2) frail
- (3) tenuous
- (4) flimsy

Bill was very \_\_\_\_\_ when he did not get the job he wanted.

- (1) austere
- (2) drab
- (3) despondent
- (4) pessimistic

Suzy has a/an \_\_\_\_\_ of heights. High places make her dizzy.

- (1) phobia
- (2) allergy
- (3) sickness
- (4) aversion

When the apples in the orchard are ripe, the farmers will have to \_\_\_\_\_ them.

- (1) breed
- (2) till
- (3) harvest
- (4) plough





## Vocabulary Exercise 5 - Solutions

Upper Primary Advance English

Choose the correct answer. Put the number in the box.

My grandfather is old and \_\_\_\_\_ so he uses a walking stick.



- (1) tender
- (2) frail
- (3) tenuous
- (4) flimsy

2

Bill was very \_\_\_\_\_ when he did not get the job he wanted.

- (1) austere
- (2) drab
- (3) despondent
- (4) pessimistic

3

Suzy has a/an \_\_\_\_\_ of heights. High places make her dizzy.

- (1) phobia
- (2) allergy
- (3) sickness
- (4) aversion

1

When the apples in the orchard are ripe, the farmers will have to \_\_\_\_\_ them.

- (1) breed
- (2) till
- (3) harvest
- (4) plough

3

