

Teaching
Guide

3

The GRAMMAR TREE

BASIC ENGLISH GRAMMAR AND COMPOSITION

SECOND EDITION



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1 Introduction

The Grammar Tree 1–8 is a series developed to address the need for a graded, rule-based grammar course with extensive explanations and exercises. The series is based on the actual classroom experience of the authors and their interaction with teachers of the subject. For more than sixteen years, the series has received widespread acceptance among teachers and learners alike, and has seen two revisions based on their feedback. The second edition has been published as *The Grammar Tree (Second Edition)*.

SPECIAL FEATURES OF THIS EDITION

- The series has been revised in the light of current teaching and learning requirements which has necessitated the introduction of some new topics.
- Exercises have been extensively revised and new comprehension passages have been added at all levels.
- An attempt has been made to arrange the chapters, as far as possible, in such a manner that similar or inter-related topics follow one another.
- The broader topics have been broken down into smaller, and more manageable units.
- Explanations are followed by examples and exercises to ensure that fundamental concepts are understood and assimilated before a new or related topic is introduced.
- Care has been taken to draw the attention of learners to exceptions to rules, correct usage, and common errors.

SERIES DESIGN

Books

Grammar: The books present a guided approach and comprehensive coverage of topics to aid the understanding and learning of English grammar. Each grammatical concept is introduced and explained in a conversational tone, and reinforced with ample examples. The exercises and cross-references will help learners to assimilate and remember what is learnt at each stage.

Comprehension: The passages selected for comprehension will not only help to develop the reading skills of learners, but also familiarise them with grammar in actual use. The exercises that follow each passage are meant to develop the ability of inference, teach usage through vocabulary exercises and to help the learners remember the fundamental rules of grammar already discussed. The exercises aim at developing the writing skills of the learners through independent composition linked to the themes of the comprehension passages.

Writing: The separate units on writing are carefully structured; young learners are helped to move gradually from a given model to planning, organising, drafting, editing, and finalising a piece of independent composition, like paragraphs, letters, dialogues, diary entries, essays, autobiographies, and stories.

Teaching Guide

A Teaching Guide for each level is also available. Besides providing a bird's-eye view of how the same topic is graded across levels 1 to 8, it also includes teaching tips, an answer key to all the exercises in the books, and additional worksheets with answers. Also included are suggestions as to how the book can be put to the best use.

Key Features:

- Ideas for teaching
- Answer keys to exercises in books
- Worksheets
- Answer keys to worksheets
- Assessments

Recommended Schedule for an Active and Student-centered Classroom:

Exploring background knowledge	5 minutes
Discussion-based or practice-based learning (learners solve exercises in groups or individually)	25 minutes
Reflection/assessment	10 minutes



2 Using The Grammar Tree

SUGGESTIONS TO TEACHERS

How to Use *The Grammar Tree (Second Edition)*

The books in *The Grammar Tree (Second Edition)* series have been designed to help young learners become comfortable with the fundamentals of English grammar. For the teacher, these books provide ample material to cover almost the entire range of topics that feature on the English language syllabus in schools across the various boards.

The contents of the books have therefore been presented in a format and language which are not only learner-friendly but also useful for teachers for classroom interaction. This attribute of the series will make it possible for the teacher to work through the lessons together with learners. Lessons are designed in such a way that there is always scope for discussion and conversation—the very language used for explanations is often conversational. At the same time, explanations provided for a topic or sub-topic will be found neither too extensive nor inadequate for any particular level and the teacher will find that in most cases, it will be possible to work quickly through the explanations without the risk that the learner might not be able to comprehend.

The teacher should use the examples to check whether the rules explained are clear to the learner. In most cases, the teacher may also ask the learner to provide another example on the model of the ones given. Also, the teacher can use the special text boxes provided in the book to draw the learners into a discussion of how language functions. It is important for learners to realise that while the grammar of a language is made up of rules, those rules do not function like the rules of mathematics. In other words, the exceptions to the rules and the variety of contextual usages of a particular grammatical element show that language is as fascinating and sometimes as unpredictable as the human beings who invented and use it. Exercises in the book have been designed to focus the learner's attention on the specific grammar elements that are taught in a lesson. These exercises are as important for the learner as they are for the teacher. Under no circumstances should a careful checking and discussion of the answers to the exercises be ignored, as that would seriously undermine the objective of the lessons. The discussion of answers will not only help the learner be sure of what has been learnt but it will also give a clear indication to the teacher about whether the objectives set for the lesson have been met. Exercises in the comprehension units also contain questions on grammar derived from the text. This provides an opportunity for learners to work with the contextual application of the grammatical elements they have learned. While discussing the answers to these questions, the teacher should draw the attention of the learners to how the element is used in the text in its particular context. The composition units allow learners to apply the grammar they have learned. The teacher must use these same writing tasks to reinforce grammatical correctness. It will thus be seen that the grammar, comprehension, and composition units are linked together in each book of the series.

The Key

Teaching Guides include teaching tips, an answer key to all the exercises in the books, and additional worksheets with answers.

In some cases, more than one answer is possible. Any answer that is grammatically acceptable should be given full credit and teachers should point out why each answer deserves full credit.

Delayed Post-tests and Additional Worksheets

As a further aid for teachers, there are Delayed Post-tests in the Teaching Guides to determine retention of concepts and students' ability to apply learning in different contexts. There are also worksheets in the Teaching Guides which will help teachers assess graded grammatical concepts in new situations. The thorough assessment strategy—consisting of formative and summative assessments—that has been employed in this edition of The Grammar Tree series will empower teachers to assess students' progress individually and in comparison to the entire class.

It is sincerely hoped that this revised edition of the series and its teaching guide will be found useful both by teachers and learners in the years to come. We would like to thank the users of The Grammar Tree whose valuable feedback has guided us in revising the series. As always, suggestions for improvement will be gratefully received and acknowledged.



3 Detailed Contents

Unit	Grammar Topic
1. Nouns: Proper, Common, and Collective	<ul style="list-style-type: none"> Identifying and differentiating proper, common, and collective nouns Spell Well
2. Concrete and Abstract Nouns	Identifying and differentiating between concrete and abstract nouns
3. Nouns: Number	Forming plural nouns with -s and -es and identifying them in sentences
4. The Apostrophe	Understanding proper usage of apostrophe with different types of nouns
5. Pronouns	Identifying and using pronouns I, you, he, she, it, they, we, us, him, her, and them
6. Do You Know Their Names—1?	Learning words related to various professions
7. Verbs: Future Tense	<ul style="list-style-type: none"> Using future tense Identifying the verb and naming the tense
8. Verbs: Continuous Tenses	Identifying and using present, past, and future continuous tenses
9. Verbs: The Base Form	Differentiating the base form of a verb from its simple past, present, and future forms
10. Subject, Predicate, Finite Verbs, and Infinitives	Identifying subject and predicate. Identification and usage of finite verbs and infinitives
11. Do You Know Their Names—2?	Learning the names of different places
12. Nouns: Gender	Identifying and differentiating masculine, feminine, common, and neuter gender
13. Alice	<ul style="list-style-type: none"> Reading comprehension Grammar practice: adjectives and the nouns they qualify, using conjunctions and prepositions Spell Well

Unit	Grammar Topic
14. Aladdin	<ul style="list-style-type: none"> • Reading comprehension • Grammar practice: verbs and their tenses; using pronouns with the nouns they stand for
15. Adjectives	<ul style="list-style-type: none"> • Identifying adjectives and the nouns and pronouns qualified. • Using comparative adjectives • Spell Well
16. Articles: A, An, The	<ul style="list-style-type: none"> • Use of <i>a</i> and <i>an</i> based on consonant and vowel sounds • Use of <i>the</i>
17. Alphabetical Order	Understanding the order in which single words beginning with different letters are to be arranged
18. Adverbs	Forming and using adverbs using <i>-ly</i> or <i>-ily</i> and identifying the verbs they qualify
19. Homophones	Vocabulary building homophones
20. Synonyms	Vocabulary building: synonyms
21. Antonyms	<ul style="list-style-type: none"> • Forming opposites using prefixes <i>un-</i>, <i>in-</i>, <i>im-</i>, or <i>dis-</i> • Using the opposite words to form sentences.
22. Conjunctions	Using <i>though</i> and <i>because</i>
23. Prepositions	<ul style="list-style-type: none"> • Using prepositions based on picture comprehension • Identifying and using prepositions • Spell Well
24. Silly Lies	<ul style="list-style-type: none"> • Reading comprehension • Vocabulary practice: words in context
25. The Fox and the Stork	<ul style="list-style-type: none"> • Reading comprehension • Vocabulary practice: word meanings
26. Writing a Paragraph	<ul style="list-style-type: none"> • Tips to writing a paragraph • Practice paragraph writing
27. The Three Farmers	<ul style="list-style-type: none"> • Reading comprehension • Vocabulary practice: words in context
28. Peter Rabbit	<ul style="list-style-type: none"> • Reading comprehension • Grammar practice: prepositions; articles • Vocabulary practice: synonyms; antonyms
29. The Traveller	<ul style="list-style-type: none"> • Reading comprehension • Grammar practice: prepositions; nouns: gender; adverbs; finite verbs, and infinitives • Vocabulary practice: antonyms; word meanings



4 Activities to Teach Grammar

Activities should involve groups or teams as much as possible and should take the form of team challenges whenever possible. It is also a good idea to have a real reward, even if something small, for the winning team. The teacher should keep the pedagogical purpose in mind so that learners can derive the most out of the various fun activities.

ACTIVITY 1: COMMON NOUN AND PROPER NOUN

1. Divide the class board into two columns.
2. Label the left column as 'Common nouns' and right column as 'Proper nouns'.
3. Give examples of common nouns to the students i.e. ports, country, etc. Explain that these are common nouns. Elicit examples of common nouns from the students and write these in the left column.
4. Now ask students to give specific names for these common nouns. List them in the right column.
e.g. drink: Frooto, Pepsi, Tapal tea
country: Pakistan, UAE, Oman
flower: Rose, Jasmine, Sunflower

ACTIVITY 2: COLLECTIVE NOUNS

1. Prepare a set of pictures of the following: a flight of stairs, grapes, bananas, keys, a pack of playing cards, and a cricket team. Show the students a picture or a real bunch of flowers that you may collect from the school's garden, and ask them to name one of the items, e.g. flower; write the noun on the board. Elicit, or teach, the term *bunch* and explain that the term is used for a group, or collection, of flowers.
2. Write *a bunch of flowers* on the board, and underline the word *bunch*. Repeat this for the other pictures you have prepared. Ask the students to look at the underlined words and introduce the term **collective noun**.
3. Ask the students if they can suggest the collective noun for themselves as a group of students (class) and add this to the list on the board. If possible, elicit some more collective nouns by giving the common noun, e.g. soldiers, sheep, etc.

ACTIVITY 3: PRONOUNS

1. Take a chart paper and cut it into a circle. Draw lines to divide the circle in eight parts.
2. Label the parts with pronouns (I, we, you, us, he, she, they, and them).
3. Divide the class into groups. Each group will have 4–7 students. For each group, prepare a pronoun circle.
4. Drop a sharpener on the chart. If it falls on 'they' then the student will make a sentence using 'they'. Students will take turns to make sentences using pronouns.
5. Monitor the groups and check that students are making correct sentences.
6. Explain the use of verbs with different pronouns.

ACTIVITY 4: VERBS: CONTINUOUS TENSES

1. Divide the class into groups. Each group will have 4–7 students.
2. Each group will prepare a list of five verbs with (-ing) form.

3. On their turn they will choose an action from the list, come in front of the class, and will act it out. They will demonstrate the action without any speech. The rest of the groups will guess the action. They will have to reply in a proper sentence e.g. She is laughing.

ACTIVITY 5: SUBJECT AND PREDICATE

1. Take a chart paper and cut it into 6 small squares. Attach the squares to form a chain.
2. Write a different subject on each square e.g. The boy, Sameen, father, etc.
3. Divide the class into groups. Each group will have 4-7 students.
4. Give each group a subject chain. Introduce the term **predicate** and give examples.
5. Ask the groups to write predicates for the subjects mentioned on their subject chain.
6. Once they have made sentences, discuss in the class.

ACTIVITY 6: ADJECTIVES

1. Elicit a list of adjectives from the students.
2. Demonstrate the comparative and superlative degrees for at least two adjectives. (e.g. good, better, best; beautiful, more beautiful, most beautiful)
3. Ask students to work in pairs to complete comparative and superlative degrees of adjectives.
4. Monitor the activity and guide students in using appropriate degree of adjectives.

ACTIVITY 7: ARTICLES: A, AN, THE

1. Demonstrate the use of articles (a, an, the) on the board.
2. Cut a chart paper in a large triangle and draw two horizontal lines to divide it in three parts. Label the parts as 'a', 'an', 'the' starting from the bottom.
3. Divide the class into groups. Each group will have 4-7 students.
4. Give each group a cut out triangle. Ask student to observe the things in their surroundings i.e. a desk, the teacher's chair, and ink pot.
5. Each group will fill in the triangle with examples of 'a', 'an', and 'the'.
6. Discuss the answers in the class.

ACTIVITY 8: ALPHABETICAL ORDER

1. Divide the class into groups. Each group will have 4-7 students.
2. Ask each group to generate a list of ten words for a different category.
e.g. Group 1: Will make a list of words related to food.
Group 2: Will make a list of words related to playground.
Group 3: Will make a list of words related to the beach.
3. Exchange the lists between groups and ask them to arrange the words in alphabetical order.
4. Discuss the lists in the class.

ACTIVITY 9: ADVERBS

1. Collect pictures or simple drawings of people performing different actions e.g. walking, eating, driving, etc. Show the students one of the pictures you have prepared and ask what it shows, e.g. A woman is driving a car.
2. Ask the students to tell you how she is driving the car, e.g. slowly, carefully, fast, dangerously.
3. Write the suggestions on the board and use them to revise the term **adverb** and the fact that adverbs give us more information about the verb. Repeat the activity with the other pictures you have prepared.

ACTIVITY 10: CONJUNCTIONS

1. Begin by using the pairs of sentences you have prepared to revise the use of *and* and *but* to join two simple sentences. Elicit that *but* is used when the result is unexpected, e.g. Saima was ill. She went to school. = Saima was ill but she went to school.
2. Use the same sample sentences to explain that *although* is another conjunction that can be used to join two sentences in this way, e.g. Although Saima was ill, she went to school or Saima went to school although she was ill.
3. To introduce because, ask the students a 'why?' question, e.g. 'Why do we wear warm clothes in winter?' List their responses on the board, beginning each with because, e.g. because it is cold; because we need to keep warm; etc. Explain that because is used to introduce the reason for an action, e.g. We wear warm clothes in winter because it is cold.



5 Key to Exercises Book 3

(Unless otherwise indicated, answers to unnumbered exercises are given columnwise, i.e. from top downwards, left to right.)

Though only preferred answers have been given, any answer, which is acceptable from the point of view of usage, should be given full credit. In most exercises, question 1 is solved in the book. Hence, answers are from question 2 onwards).

CHAPTER 1: NOUNS: PROPER, COMMON, AND COLLECTIVE (Pages 1–5)

Exercise A

2. Shah Jahan—proper; Taj Mahal—proper; wife—common; Mumtaz Mahal—proper
3. Ali Baba—proper; cave, treasure—common
4. visitors, city, winter—common
5. Afridi—proper; cricketer—common
6. match—common; Monday—proper
7. school—common; Eid—proper
8. book, library—common
9. birds, nests, tree—common
10. Mt Everest—proper; mountain, world—common

Exercise B

1. keys
2. stairs
3. clothes
4. thieves
5. tools
6. cows
7. fish/whales
8. ships
9. sheep
10. cards

Exercise C

1. litter
2. chest
3. rope

4. crew
5. coven
6. troupe
7. nest
8. pack
9. herd
10. band
11. troop
12. library

Exercise D

1. mother—common; bunch—collective; bananas, market—common
2. gang—collective; thieves, bank—common
3. Jesse Owens—proper; runner—common
4. album—collective; photographs—common
5. team—collective; match—common
6. lady, keys—common: pocket; bunch—collective;
7. band—collective; musicians, stage—common
8. group—collective; people, speaker—common
9. Julius Caesar—proper; general—common
10. guest, flowers—common; bouquet—collective;
11. farmer—common corn; sheaves—collective;
12. fleet—collective; warships, harbour—common;

CHAPTER 2: CONCRETE AND ABSTRACT NOUNS (Pages 6–7)

1. sun—common (concrete); light, heat – common (abstract)
2. books, world—common (concrete); knowledge—common (abstract)
3. silence—common (abstract); building—common (concrete)
4. religions, love, hatred—common (abstract)
5. Mars—proper; war—common (abstract)
6. Mr Gomes—proper; music—common (abstract)
7. John—proper; places—common (concrete)
8. beauty—common (abstract); Kashmir—proper
9. width, height—common (abstract); room—common (concrete)
10. happiness, sorrow—common (abstract)
11. robbers, villagers—common (concrete)
12. darkness, peace—common (abstract)
13. kindness, mercy—common (abstract)
14. heroism—common (abstract); country—common (concrete)
15. slavery—common (abstract)

CHAPTER 3: NOUNS: NUMBER (Pages 8–11)

Exercise A

1. stories
2. days
3. watches
4. scarves/scarfs
5. kites
6. calves
7. cities
8. masses
9. wishes
10. mangos/mangoes

Exercise B

2. man; boys
3. babies; mothers
4. cooks; eggs; tomatoes
5. glasses; dishes; shelves
6. children; wolves
7. lady; sofa
8. fairy; elves; women
9. furniture
10. teeth
11. visitor; deer
12. mice
13. cherries; trees
14. dresses; toys; boxes
15. loaves; sandwiches

CHAPTER 4: THE APOSTROPHE (Pages 12–15)

Exercise A

1. Timothy's balloon flew high up into the clouds.
2. No change.
3. The teacher's instructions were very clear.
4. The lion's mane is thick.
5. No change.
6. Uncle Podger's newspaper got lost.
7. The children's toys were put in a cupboard.
8. The rabbit's tail is like a powder puff.
9. The boys' father has gone out to work.
10. The lady's diamond ring was stolen.
11. The oxen's fodder had to be stored for the winter.
12. Elephants' tusks are long and sometimes very sharp.

13. The knight's shield had a red cross on it.
14. An Eskimo's house is called an igloo.
15. No change.

Exercise B

1. No change.
2. The crow's nest was in a tree by the lake.
3. No change.
4. Where is my sister's bag?
5. No change.
6. The thief snatched the lady's purse.
7. No change.
8. The dog's dinner was put in his bowl.
9. We went for a drive in our neighbour's new car.
10. No change.
11. Yasir hated to go to the doctor's chamber.
12. The exercise books are on the teacher's desk.

CHAPTER 5: PRONOUNS (Pages 16–20)

Exercise A

1. she ('her' is a possessive or pronominal adjective)
2. us ('our' is a possessive or pronominal adjective)
3. you; it
4. we; it
5. it
6. he; me; he
7. I; them; they
8. it; us
9. you
10. it

(The class should be told that the use of 'her' (1) and 'our' (2), which are different forms of the pronouns 'she' and 'we', will be explained to them later on.)

Exercise B

1. he (or the name of any boy/man)
2. you
3. us
4. they
5. me/him/her/us/them
6. he; it
7. me; I
8. it
9. you
10. it

Exercise C

1. Rida told her mother that she had a new friend, Narmeen.
2. Aesop wrote many stories. They became very popular.
3. You have seen tigers and lions. They belong to the family of cats.
4. Mt Everest is the highest mountain in the world. It is in Nepal.
5. Do not eat that mango. It is not ripe.
6. Rayan loves music. He is learning to play the sitar.
7. The king spoke to his people. He told them to be brave.
8. The room was empty. It had no furniture.
9. The lake is full of fish, but nobody is allowed to catch them.
10. Zara promised that she would get up early every morning.
11. Robin Hood was an outlaw, but he helped the poor.
12. The moon is a satellite. It goes round the Earth.
13. The Nile is the longest river in the world. It is in Africa.
14. Romulus and Remus were brothers. They had been brought up by a wolf. Romulus founded Rome and he was its first king.
15. The Greeks sailed to Troy. They fought with the Trojans for ten years.

CHAPTER 6: DO YOU KNOW THEIR NAMES—1? (Page 21)

1. pianist
2. artist/painter
3. fishmonger
4. gardener
5. caretaker/janitor
6. photographer
7. pilot/aviator
8. footballer
9. shepherd
10. driver
11. mountaineer
12. librarian

CHAPTER 7: VERBS: FUTURE TENSE (Pages 23–26)

(The verb is given first and then its tense.)

Exercise A

2. rest—present; hunt—present
3. will arrive—future
4. shall help—future; work—present
5. did ... know—past (*Explain to the class that 'not' is not a verb, but an adverb. They will learn more about it later.*); was—past
6. went—past; took—past
7. drinks—present
8. are—present

9. saw—past; jumped—past
10. saw—past
11. rode—past
12. asks—present

Exercise B

1. The plane will fly low over the city.
2. Mishal sang beautifully.
3. Everybody will laugh at the joke.
4. The frog hopped away.
5. His friends think that he is a fool.
6. He will win the race easily.
7. The king built a big palace for himself.
8. All shops will open early for the festival.
9. Daud walks a mile and catches a bus.
10. My uncle will give me a laptop on my birthday.
11. The people elected her president of their country.
12. Ali was a happy man and smiled and laughed all the time.

CHAPTER 8: VERBS: CONTINUOUS TENSES (Pages 27–32)

Exercise A

2. is blowing—present continuous
3. listened—past; told—past
4. fell—past; was telling—past continuous
5. was watching—past continuous; rang—past
6. will be going—future continuous
7. rose—past; saw—past; were standing—past continuous
8. is writing—present continuous
9. are building—present continuous
10. shall be going—future continuous; shall stay—future

Exercise B

1. shall
2. shaking
3. returning
4. begin
5. ringing
6. is
7. came
8. entered
9. carrying
10. fell
11. say
12. eating

13. be leaving
14. snows
15. posted

Exercise C

2. She slept on this bed.
3. The water in the kettle will be boiling.
4. The light of the moon will turn everything to silver.
5. We made friends with him.
6. The swallows will be flying away to a warm land.
7. Molten rock and ash from a volcano will bury the city.
8. They will fight with each other for ten years.
9. Eight men will be rowing the boat.
10. Maira looked very happy.
11. The horses are galloping across the field.
12. In winter, the trees will shed their leaves.
13. Our teacher is telling us a funny story.
14. Did you go to school?
15. They will build the bridge in a year.

CHAPTER 9: VERBS: THE BASE FORM (Pages 33–35)

(The verb is given first, and then its base form.)

2. carries—carry
3. will begin—begin
4. knelt—kneel; looked—look
5. flew—fly; blew—blow
6. chased—chase
7. was shining—shine; were sweating—sweat
8. are—be; will rain—rain
9. have read—read
10. will leave—leave
11. wash—wash; sit—sit; said—say
12. shall be returning—return
13. are—be; asked—ask
14. goes—go
15. shall lend—lend; lend—lend

CHAPTER 10: SUBJECT, PREDICATE, FINITE VERBS, AND INFINITIVES (Pages 36–41)

Exercise A

No	Subject	Predicate
1.	(You)	Listen to that beautiful song
2.	your book	Where is
3.	Tom	is reading a book

4.	you	How old are
5.	John	made a terrible mistake
6.	We	love our dog, Simba
7.	we	Are ... going on a picnic tomorrow
8.	Spring	will soon be here
9.	We	like to go to school
10.	you	Can ... tell me the time
11.	I	like to gaze at the stars
12.	They	were eagerly waiting for Eid to come

Exercise B

- loves—finite; to play, (to) listen—simple infinitives
- decided—finite; to go—simple infinitive
- agreed—finite; to be, to fight—simple infinitives
- wished—finite; to return—simple infinitive; ordered—finite; to march—simple infinitive
- was—finite; to sit—simple infinitive; forced—finite; to change—simple infinitive
- is—finite; to observe—simple infinitive
- rose—finite; to prepare—simple infinitive
- is—finite; to lie—simple infinitive
- does—finite; tell—finite; to do—simple infinitive
- wanted—finite; to fly—simple infinitive

CHAPTER 11: DO YOU KNOW THEIR NAMES—2? (Page 42)

- monastery
- stable
- mint
- den
- eyrie/aerie
- hive
- laundry
- bakery
- barrack
- burrow
- gymnasium
- theatre

CHAPTER 12: NOUNS: GENDER (Pages 45–48)

Exercise A

- countess
- grandfather
- lady
- goose
- mistress
- drake
- bull

8. lioness
9. mare
10. peahen

Exercise B

1. The queen was a kind woman.
2. 'I have three brothers, and all are younger than me,' said the boy.
3. The princess was dressed like a nun.
4. The tigress was playing with the cubs.
5. The headmistress gave away the prizes.
6. My uncle lives in a distant country.
7. The witch turned the princess into a frog.
8. The shepherd was sitting under a tree.
9. The vixen ran away with the cock.
10. The duchess was punished for disobeying the queen.

Exercise C

1. friend; writer
2. teacher; students
3. children
4. judge; lawyer
5. crow
6. driver
7. goldfish
8. person
9. messenger
10. musician; audience

Exercise D

2. neuter
3. common
4. masculine
5. common
6. feminine
7. neuter
8. masculine
9. common
10. neuter
11. feminine
12. common

CHAPTER 13: ALICE (Pages 49–51)

Exercise A

1. The first time, Alice found a tiny golden key on the table.
2. Alice saw the loveliest of gardens through the little door.
3. The second time, Alice found on the table a little bottle with 'DRINK ME' beautifully printed on it in large letters.
4. The drink in the bottle had a very nice taste. It had a kind of mixed flavour of cherry tart, custard, pineapple, roast turkey, toffee, and hot buttered toast.
5. After Alice drank what was in the bottle, she had a very curious feeling of shutting up like a telescope. In fact, she had become only ten inches high and was the right size for going through the little door.

Exercise B

1–(d) 2–(e) 3–(a) 4–(c) 5–(b)

Exercise C

1–(c) 2–(e) 3–(d) 4–(a) 5–(b)

Exercise D

1. There was a door, but it was only fifteen inches high.
2. There was a table, and there was a golden key on it.
3. She wanted to go through the door, but she was too big.
4. Alice was becoming smaller, but (she) was not frightened.
5. Alice went back to the table, and (she) found a little bottle on it.

Exercise E

1. was—finite; to go—simple infinitive
2. ventured—finite; to taste—simple infinitive
3. tried—finite; to open—simple infinitive

Exercise F

1. upon
2. to/into
3. with; on
4. for
5. behind

CHAPTER 14: ALADDIN (Pages 52–55)

Exercise A

1. Aladdin did what he could to earn some pennies, by picking bananas in faraway places.
2. The stranger was smartly dressed with a trim black beard and a splendid sapphire in his turban.
3. Aladdin saw trees dripping with glittery jewels, pots of gold, and caskets full of priceless gems.
4. Aladdin was surprised and suspicious because the stranger only wanted the old lamp out of all the treasure. This made him think that the stranger was a wizard.
5. He put the ring on his finger and twisted it round and round. Suddenly, the room was flooded with a rosy light and a great genie with clasped hands appeared on a cloud.

Exercise B

1. was looking—past continuous tense
2. went—simple past
3. saw—simple past
4. twisted—simple past
5. give—simple present

Exercise C

1—(c); 2—(e); 3—(a); 4—(b); 5—(d)

Exercise D

2. Aladdin
3. the stranger, old lamp
4. Aladdin
5. the chamber

Exercise E

Encourage students to think creatively and formulate sentences on their own.

CHAPTER 15: ADJECTIVES (Pages 56–61)

Exercise A

(The adjective is mentioned first, and then the noun it qualifies.)

2. muddy—shoes; wet—clothes
3. heavy—bag; little—boy
4. hungry—tiger
5. white, woolly—lamb
6. tired, thirsty—Alam; long—walk
7. terrible—storm
8. large—crowd; exciting—(football) match
9. old, happy, cheerful—man
10. high—hill; whole—city
11. big—jug; wooden—table
12. warm—clothes
13. fresh—snow; bright—light
14. silvery—fish; clear, blue—water
15. huge—elephant; tiny—boy

Exercise B

1. many; big
2. first
3. thirty
4. some
5. bad; several
6. fifty-two
7. few

8. all
9. much
10. most
11. tenth; long
12. small

Exercise C

2. large—larger—largest
3. warm—warmer—warmest
4. wide—wider—widest
5. tiny—tinier—tiniest
6. near—nearer—nearest
7. tidy—tidier—tidiest
8. sad—sadder—saddest
9. fast—faster—fastest
10. many—more—most
11. great—greater—greatest
12. bad—worse—worst

Exercise D

2. sweetest
3. fast
4. deep
5. funnier
6. shortest
7. closer
8. cruellest
9. happy
10. busiest

CHAPTER 16: ARTICLES: A, AN, THE (Pages 62–66)

Exercise A

1. a
2. a
3. an
4. the; a
5. a; a
6. a; a; an
7. the; a
8. an; the
9. an; a
10. the

Exercise B

1. the; the
2. the
3. a/the; a
4. an
5. the; the; the
6. a
7. the; the
8. the
9. a; a; a
10. the; the
11. the; the
12. the; the
13. the; the
14. the
15. an; an; a

CHAPTER 17: ALPHABETICAL ORDER (Pages 67–70)

1. Alice; Basit; Henry; Joy; Kabir; Shehroze
2. Berlin; Chicago; Karachi; London; Paris
3. essays; novels; plays; poems; songs; stories
4. act; do; play; run; sleep; swim; trek; walk
5. cuckoo; nightingale; owl; peacock; robin; sparrow
6. boxing; cricket; hockey; rugby; soccer; tennis
7. beat; book; boom; boot; bottle; bottom
8. April; August; December; February; January; July; June; March; May; November; October; September
9. Friday; Monday; Saturday; Sunday; Thursday; Tuesday; Wednesday
10. American; Chinese; Japanese; Nepalese; Pakistani
11. Biology; Chemistry; English; Geography; History; Mathematics; Physics; Vernacular
12. giant; gift; giggle; ginger; giraffe; girl; give
13. afternoon; dawn; dusk; evening; morning; night; noon
14. avenue; city; lake; lane; park; road; street; town
15. cook; cookie; cool; coolest; copper; cot; cotton
16. barley; butter; cream; maize; onion; pepper; potato; rice; salt; sugar; tomato; wheat
17. heal; health; healthy; heap; hear; heart; heaven; heavy
18. aunt; brother; cousin; father; mother; nephew; niece; sister; uncle
19. ankle; arm; cheek; ear; elbow; eye; finger; foot; hand; knee; leg; neck; nose; throat; toe
20. arrive; come; depart; enter; fly; go; leave; stay
21. slice; slide; slim; slip; slipper; slippery
22. cough; cry; laugh; roar; shout; smile; sneeze; whisper
23. cloudy; cold; dry; hot; humid; moist; sunny; warm; wet
24. begin; cease; commence; continue; halt; start; stop
25. dead; deaf; deal; dear; dearly; death

CHAPTER 18: ADVERBS (Pages 72–74)

Exercise A

1. softly
2. bravely
3. sadly
4. quickly
5. calmly
6. smoothly
7. badly
8. neatly
9. boldly
10. slowly

Exercise B

1. dearly
2. safely
3. hungrily
4. funnily
5. certainly
6. busily
7. silently
8. angrily
9. tamely
10. nearly
11. tidily
12. carefully

Exercise C

(The adverb is mentioned first, and then the verb qualifies.)

2. gently—cleaned
3. merrily—played
4. politely—asked; silently—left
5. badly—hurt
6. quietly—sat; fixedly—looked
7. high—flying
8. kindly—spoke; generously—offered
9. firmly—grasped; quickly—tied
10. late—arrived; rightly—told

Exercise D

1. tightly
2. rudely
3. heavily; completely
4. daily

5. hurriedly
6. loud; long
7. freely
8. nearly

CHAPTER 19: HOMOPHONES (Pages 75–76)

2. (a) allowed (b) aloud
3. (a) blue (b) blew
4. (a) buy (b) by
5. (a) cell (b) sell
6. (a) due (b) dew
7. (a) hair (b) hare
8. (a) new (b) knew
9. (a) none (b) nun
10. (a) rain (b) reign
11. (a) read (b) red
12. (a) son (b) sun
13. (a) some (b) sum
14. (a) tale (b) tail
15. (a) too (b) two, two

CHAPTER 20: SYNONYMS (Pages 77–78)

Exercise A

1. fat
2. aid/assist
3. hasten
4. goodbye
5. shake/quiver
6. attempt
7. huge/gigantic
8. end/complete
9. annual
10. answer
11. idle
12. damp
13. error
14. whole
15. careful
16. feeble
17. stop
18. disappear
19. begin/commence
20. rich

Exercise B

1. sleepy
2. stops
3. began
4. talk
5. old; feeble
6. weep
7. heart/middle
8. pile
9. creeping
10. gathered
11. injured
12. concealed
13. help
14. round
15. tired

CHAPTER 21: ANTONYMS (Pages 79–82)

Exercise A

1. big
2. late
3. hate
4. tame
5. shut/closed
6. young/new
7. low
8. bright/clever
9. death
10. soft
11. long
12. smooth

Exercise B

1. unwilling
2. unsafe
3. unfair
4. untrue
5. unusual
6. unseen
7. unwell
8. uncertain
9. unselfish
10. unkind

11. unknown
12. unhealthy
13. unequal
14. unnatural
15. unwise
16. unpleasant

Exercise C

1. invisible
2. impatient
3. imperfect
4. impolite
5. inhuman
6. immobile
7. incorrect
8. inactive
9. improper
10. insecure

Exercise D

1. disallow
2. discontinue
3. disrespect
4. disobedient
5. disconnect
6. disagree
7. disappear
8. disinfect
9. dislike
10. discolour

Exercise E

1. true
2. new; big
3. present; pleased
4. disagreed; impossible
5. unwise; late
6. impolite; unpleasant; unhappy
7. full; many
8. hate; unhappy
9. uncomfortable
10. unsafe; unknown
11. careful; few
12. deep, sweet

Exercise F

1. disappeared
2. forget
3. short/brief; interesting
4. hasty/fast; unsteady; loses
5. small; uncomfortable
6. incorrect/wrong
7. careful; obeyed
8. unselfish; wise; disliked
9. cruel; hated
10. big/large; heavy

CHAPTER 22: CONJUNCTIONS (Pages 83–85)

1. Saleem was limping because/for he had twisted his ankle.
2. Though we were tired, we could not sleep./We were tired, but we could not sleep.
3. John could not eat the soup because/for it was too salty.
4. Though Kiran was ill, she refused to go and see a doctor./Kiran was ill, but she refused to go and see a doctor.
5. The farmer walked slowly because/for he was carrying a heavy load.
6. Do not tease the dog because/for it may bite.
7. He could easily cross the river because/for he was a good swimmer.
8. Though many people looked for the treasure, none found it./Many people looked for the treasure but none found it.
9. Everybody likes Adnan because/for he is always polite and courteous.
10. The lion was looking for prey because/for it was hungry.
11. Sit down because/for you look tired.
12. Though Akbar was a prince, he was not happy./Akbar was a prince but he was not happy.
13. Karim went to the police because/for someone had stolen his watch.
14. Though David was just a boy, he was very brave./David was just a boy but he was very brave.
15. Take an umbrella with you because/for it may start raining very soon.

CHAPTER 23: PREPOSITIONS (Pages 86–91)

Exercise A

1. from
2. to; for
3. to; with
4. towards
5. in
6. into; in
7. through; in
8. beside; round
9. on
10. behind; in

Exercise B

1. in
2. near
3. of
4. on
5. behind
6. at
7. beside
8. under
9. above
10. from

Exercise C

1. at
2. with
3. behind
4. on
5. from
6. of
7. from
8. below/under
9. in
10. in

CHAPTER 24: SILLY LIES (Pages 93–95)

Exercise A

1. Tony made up stories which were so silly that his friends could very easily tell that he was lying to them.
2. Faraz, Nina, and Zara realized that Tony had got into the habit of lying because he did not know the difference between right and wrong. So, they decided to teach him what this difference was by telling him stories that were untrue. He would believe the stories and act in such a way that would make him look foolish. He would then realize that one should not lie.
3. Zara teased Tony by telling him that she had seen a tiger cub in the garden—it must have escaped from a zoo. Tony looked for it, and thought he might even get a reward by catching it and taking it back to the zoo. He found out very soon that there was no tiger cub in the garden and he was very angry.
4. Faraz teased Tony by telling him that he had bought five hundred rupees' worth of candy. He also told Tony that he would let Tony have some. So, Tony walked home with him, and when Faraz told him that he could take some of the candy from his pockets, he soon found out that there was no candy at all. He was very angry, but Faraz laughed at him and said that his mother would never let him spend five hundred rupees on candy.
5. The lesson that Tony learnt was that one should not tell a lie. It is a bad habit.

Exercise B

1. difference
2. sulked; share

3. habit; promise
4. cub
5. spend
6. escaped

Exercise C

Encourage students to write their own answers.

CHAPTER 25: THE FOX AND THE STORK (Pages 96–98)

Exercise A

1. The fox invited the stork to dinner, but he served the soup in a shallow dish. He could lap it up, but the stork with her long beak could not eat it at all. The fox played this trick so that he can laugh at the stork.
2. The stork did not say anything about the meal to the fox for she was too polite to do so.
3. The fox wanted to look smart, and so, he brushed his fur, combed his tail and cleaned his whiskers before going to the stork's house.
4. The fox skipped happily to the stork's house because he was expecting to have a good dinner as he knew that the stork was a good cook.
5. The stork served the stew in a jar with a long and narrow neck.
6. The stork could easily put her beak down into the long neck of the jar and take out the big, juicy pieces of meat and eat as much as she wanted. The fox could not reach the delicious stew through the long neck and had to satisfy himself by licking the gravy running down the sides of the vessel when the stork dipped her beak into the stew.
7. The fox could not blame the stork for playing a trick on him for she had done to him what he had done to her.

Exercise B

1–(b) 2–(c) 3–(a) 4–(c) 5–(c) 6–(b) 7–(b) 8–(a) 9–(b) 10–(c)

Exercise C

Encourage students to write their own answers.

CHAPTER 26: WRITING A PARAGRAPH (Pages 99–103)

Encourage students to think creatively and write paragraphs on their own.

CHAPTER 27: THE THREE FARMERS (Pages 104–106)

Exercise A

1. Farmer Boggis was a chicken farmer and so, he had thousands of chickens on his farm.
2. Every day, for breakfast, lunch, and supper, Farmer Boggis ate three boiled chickens, smothered with dumplings.
3. Farmer Bunce was a duck-and-geese farmer. He mashed the livers of geese into a disgusting paste and stuffed this paste into doughnuts. Then he ate those doughnuts. This diet gave him a stomach pain and a very bad temper.
4. Farmer Bean, who was a turkey-and-apple farmer, never ate any food at all. Instead, (he drank gallons of) strong cider that he made from the apples in his orchard.
5. Mr Fox got a meal for his family every evening by stealing a chicken, duck, or turkey from one of the three farmers—a chicken from Farmer Boggis, a duck or goose from Farmer Bunce, or a turkey from Farmer Bean. Mr Fox would creep down into the valley at night and steal whatever Mrs Fox wanted for a meal.

Exercise B

1. diet
2. mashed
3. robber
4. enormously
5. valley
6. mean
7. orchard
8. darkness
9. rage
10. gallons

Exercise C

Encourage students to write their own answers.

CHAPTER 28: PETER RABBIT (Pages 107–110)

Exercise A

1—c, 2—d, 3—a, 4—e, 5—b

Exercise B

1. They lived with their mother underneath the root of a very big fir tree.
2. Peter didn't go to collect blackberries, but ran straight away to Mr McGregor's garden and squeezed under the gate.
3. He lost one of his shoes among the cabbages, and the other shoe amongst the potatoes.
4. He rushed into the toolshed and jumped into a can. He jumped out of a window, upsetting three plants. Then he sat down to rest and trembled with fear. He was very damp and began to cry. He quietly got down the wheelbarrow and ran fast. He slipped underneath the gate and ran until he reached home.
5. His mother put him to bed and gave him a dose of camomile tea.

Exercise C

1. on, 2. into, 3. down, 4. after, 5. to

Exercise D

1. the, a
2. the, a
3. the, the, the

Exercise E

1. big
2. up
3. in
4. under
5. found
6. slow

Exercise F

1. ill
2. scared
3. pretty
4. sob

CHAPTER 29: THE TRAVELLER (Pages 111–113)

Exercise A

1. Sonu wanted to treat his guest to some curried chicken.
2. Sonu's wife was a greedy woman. While she was cooking the chickens, she smelled the rich steam and tasted a piece. It was tender and delicious and she decided to have another piece. Soon, there was only a tiny bit left. She gave her son Munna the last piece.
3. The traveller asked Sonu's wife what disgusting habit her husband had taught their son, Munna. He asked this question because he had heard her scolding her son, asking him to give up the shameful and disgusting habit his father had taught him.
4. Sonu's wife told the traveller that whenever a guest arrived, Sonu's father cut off his ears and roasted them for their son to eat.
5. Sonu's wife told Sonu that their guest had snatched the chickens out of her pot and run off with them.
6. Sonu ran after the traveller in the hope of getting a chicken back. He shouted as he ran, telling the traveller that he wanted only one of them, and the traveller could keep the other.
7. Sonu's guest thought that Sonu was talking about his ears. He thought that Sonu wanted only one ear, telling him that he could keep the other ear. So, the fear of losing an ear made him run even faster.

Exercise B

1. at; for; for
2. to
3. from
4. after
5. off; for

Exercise C

1. unfriendly
2. less
3. huge—enormous
4. start—begin
5. answered—replied
6. slower

Exercise D

1. common
2. feminine
3. neuter
4. common
5. masculine
6. common

Exercise E

1-(d) 2-(f) 3-(e) 4-(a) 5-(c) 6-(b)

Exercise F

1. loudly (qualifies 'scold')
2. curiously (qualifies 'asked')

Exercise G

1. failed—finite; to catch—simple infinitive
2. told—finite; to lie—simple infinitive
3. began—finite; to boil—simple infinitive; got (up)—finite; to make—simple infinitive
4. told—finite; to sit, (to) wait—simple infinitives
5. told—finite; to sit—simple infinitive
6. stood—finite; to listen—simple infinitive; said—finite



6 Key to End of the Year Tests

TEST 1

Exercise A

1. Fahad—proper; owner, company—common; Lahore—proper
2. orchestra—collective; Germany—proper
3. photograph—common; flock—collective; geese, sky—common
4. washerman—common; bundle—collective; clothes, head—common
5. Atlantic Ocean—proper; map—common

Exercise B

1. he
2. she
3. it
4. he/she
5. they

Exercise C

1. forgets, tell—present simple
2. crept, lay—past simple
3. are gathering—present continuous; will be raining—future continuous
4. were sleeping—past continuous; occurred—past simple
5. shall remember—simple future; was—past simple

Exercise D

1. doing
2. loves
3. finished
4. will be going
5. arrives

Exercise E

1. We shall go to see a movie.
2. They will be watching the match.
3. Zara was giving her puppy a bath.
4. He washed his own clothes.
5. Will you be acting in the school play?

Exercise F

	Subject	Predicate
1	He	likes to play in the rain
2	Attila	was the king of the Huns
3	Who	can see in the dark
4	Great men	are always humble
5	Truth	always triumphs

Exercise G

1. The men were walking ahead and the children followed.
2. The wolves were chasing the deer.
3. The cook cut the tomatoes and fried the eggs while we waited.
4. Put the tables under the trees in the garden.
5. The windows were closed to keep the flies out.

Exercise H

1. Farrukh hit the beehive with a stone and an angry swarm of bees came out.
2. The doctor asked him, 'Do you feel any pain (?)'
3. In many countries, shepherds use dogs to look after their flocks of sheep.
4. My father drinks tea every morning. My mother likes coffee.
5. Can you tell me where Dua is (?)
6. Each of the guests was given a gift as soon as the party was over. (*Pupils must be told that they cannot mix up tenses—past and present—in this way. There is no need to go into any elaborate explanation of the sequence of tenses at this stage.*)
7. The boys were making a lot of noise. They were told to keep quiet.
8. 'When will you be going home?' Dua asked Kulsum.
9. John threw the ball to Sam and he caught it.
10. The capital of Italy is Rome.
11. They walk home everyday after school.
12. Noman told Susan that he was reading that book.
13. The band of robbers was caught by the police.
14. We wanted to see the Faisal Mosque at night.
15. Shehroze and I are great friends.

TEST 2

Exercise A

1. the
2. an
3. the; a
4. the; the
5. a; the

Exercise B

1. larger
2. tallest
3. smaller
4. hotter
5. more

Exercise C

1. We could not finish the work, because we were tired.
2. Though he tried very hard, he could not climb up that tree./He tried very hard, but he could not climb up that tree.
3. Give him some food, and (some) water to drink.
4. Though Rafay was angry, he was polite./Rafay was angry, but he was polite.
5. Though the boat was small, we all climbed into it./The boat was small, but we all climbed into it.

Exercise D

1. on
2. in
3. over
4. at
5. down
6. from
7. to
8. in
9. on
10. after
11. from; into
12. through
13. up
14. into
15. under; from

Exercise E

1. quietly—qualifies 'sat'
2. badly—qualifies 'was limping'
3. warmly—qualifies 'greeted'

4. tenderly—qualifies ‘picked’
5. carefully—qualifies ‘listen’

Exercise F

1. was told—finite; to talk—simple infinitive
2. wanted—finite; to go, (to) sleep—simple infinitives
3. is—finite; to forget—simple infinitive; told—finite
4. try—finite; to write—simple infinitive
5. was—finite; to become—simple infinitive

Exercise G

Word given	Synonym	Antonym
poor	needy	rich/wealthy
cry	weep	smile/laugh
weak	feeble	strong/powerful
rough	uneven/coarse	smooth
end	finish/complete	begin



7 Worksheets

Note to the Teacher:

The following worksheets can be used to reinforce practice where needed. For struggling students, worksheets may serve as an aid for additional practice. For those students who work fast, these worksheets may solidify their understanding while keeping them busy.

NOUNS: PROPER , COMMON, AND COLLECTIVE

Worksheet 1

Name:

Class:

Date:

In each sentence, underline the kind of noun mentioned in brackets.

1. Zakir photographed a flock of birds flying in the sky. (collective noun)
2. The teacher told the class to take out their books. (collective noun)
3. Anas loves to swim in the lake. (proper noun)
4. The ship will sail away soon. (common noun)
5. The train to Lahore leaves very late at night. (proper noun)
6. Mrs Suman teaches in a school. (common noun)
7. The bouquet of flowers looks beautiful in the white vase. (collective noun)
8. Our cat, Nancy, has had a litter of kittens in our backyard. (proper noun)
9. My friend Nina lives in Rawalpindi. (common noun)
10. There is a large herd of buffaloes blocking the road to the school. (collective noun)
11. The Faisal Mosque in Islamabad is frequently visited by tourists. (common noun)
12. My sister Ruby always has cornflakes for breakfast. (proper noun)
13. Navin ran up the flight of stairs to the principal's office. (collective noun)
14. All the players are quite young. (common noun)
15. Let us sell these bundles of old newspapers. (collective noun)

CONCRETE AND ABSTRACT NOUNS

Worksheet 2

Name:

Class:

Date:

A. Identify and underline the common nouns in each of the following sentences.

1. My friends and I love playing cricket.
2. She avoids rich and oily food as much as she can.
3. Why is the library closed today?
4. Though it was very hot, all the windows were closed.
5. This is a rare kind of flower found in Africa.

B. Identify and underline the proper nouns in each of the following sentences.

1. The Pacific is the largest of all the oceans of the world.
2. My younger brother, Ammar, is hardly able to walk.
3. Our teacher said that she lives on Mount Road.
4. The Nile is one of the longest rivers in the world.
5. It is believed that oranges were first grown in China.

C. Identify and underline the concrete nouns in each of the following sentences.

1. I can't walk comfortably because my shoes are hurting me.
2. Whenever there is a power cut, the torch doesn't work.
3. She bought a new school bag on her birthday.
4. He likes to have warm milk before going to sleep.
5. I have borrowed three books today.

D. Identify and underline the abstract nouns in each of the following sentences.

1. There was complete silence in the classroom.
2. I do not feel like eating anything in this heat.
3. The music you played was very soothing.
4. The Taj Mahal is known for its beauty.
5. It is said that knowledge grows when we share it.

NOUNS: NUMBER

Worksheet 3

Name:

Class:

Date:

Give the singular forms of the underlined plural nouns, and the plural forms of the underlined singular nouns. Do not rewrite the sentences.

1. The woman complained to the policeman.
2. I forgot to put the potatoes in the soup.
3. Please arrange the benches neatly.
4. Slice the mango for the pudding.
5. The deer ran away on seeing the lions.
6. The boy saw the thieves entering the house.
7. Suman put the toys back on the shelf.
8. The farmer drove the oxen into the barn.
9. After dinner, the child went to bed.
10. We heard the echoes of our voices in the hall.
11. Naheed put her feet into a tub of hot water.
12. We have complained about the bully.
13. Look at the red, juicy apples on the tree!
14. We saw smoke coming out of the windows.
15. I am going to visit the famous library.

THE APOSTROPHE

Worksheet 4

Name:

Class:

Date:

Rewrite the following sentences using apostrophes wherever required.

1. The book that belongs to my sister cannot be found.

.....

2. The brother of the boys picks them up after school.

.....

3. The handbag belonging to my mother is very heavy.

.....

4. The tail of my dog is curly.

.....

5. Mother locks the gate of the house at night.

.....

6. The shopkeeper is mending the window of the shop after it was broken.

.....

7. Do you know which one is the jacket of Olivia?

.....

8. The house that David owns is right next to my house.

.....

9. I would like to take the pencils that belong to my friend.

.....

10. The jackets that belong to the girls keep them warm all day.

.....

PRONOUNS

Worksheet 5

Name:

Class:

Date:

A. Match the nouns with the correct pronouns.

1. uncle	we
2. Rida and Sana	she
3. Tina and I	he
4. Haris	they
5. Rana	he

B. Fill in the blanks, using pronouns matching the underlined nouns.

1. Farhan said that had a mathematics test on Tuesday.
2. Seema asked her mother if could go to watch a movie.
3. Raheel and Kamran do not know when will reach home.
4. Talha and I are tired, and would like to go home.
5. My dog is unwell so I am taking to the vet.
6. The old man was tired of walking, so sat down to rest.
7. I met Laraib and her father when were going to the market.
8. The travellers complained that were hungry and thirsty.
9. Saman is talking to Salman. She is asking about his school picnic.
10. Nadia and I are sure that will win the quiz competition.

C. Choose the correct options from those given and complete the sentences.

1. Rana wakes up early in the morning every day and (it/she/we) goes out for a walk in the park.
.....
2. The little boy was afraid that (it/she/he) might fall off the bicycle.
.....
3. John and I will buy the tickets, and then (we/they/she) will call you.
.....
4. Those shoes look so pretty! I am going to buy (it/them/him).
.....
5. Alina is very good at playing chess. (it/he/she) is the school chess champion.
.....

VERBS: FUTURE TENSE

Worksheet 6

Name:

Class:

Date:

A. Fill in the blanks with the simple future tense forms of the verbs given in brackets.

1. Gohar (sing) a song at the farewell party.
2. The mayor (open) the new park.
3. The doctor (examine) the patient now.
4. They (play) a football match on Saturday.
5. The river (dry) up again in summer.
6. I am sure that you (forget) to ring Rida today.
7. She (call) me in the evening.
8. We (travel) to Sibi next week.
9. The children (wake) up in a few hours.
10. The trees (bear) fruit in a few months.

B. Rewrite the sentences, changing the tenses of the verbs as directed.

1. Anila makes breakfast. (change to future continuous)
.....
2. Adeel watches television. (change to future continuous)
.....
3. We will be visiting our grandmother. (change to simple future)
.....
4. They were practising for the match. (change to future continuous)
.....
5. Shaheen was riding her bicycle. (change to future continuous)
.....
6. Father will be reading the newspaper. (change to simple future)
.....
7. Amaan will be helping me with my homework. (change to simple future)
.....
8. Rafia is asking the teacher questions. (change to future continuous)
.....
9. We were studying for the test. (change to future continuous)
.....
10. I am having dinner. (change to simple future)
.....

VERBS: CONTINUOUS TENSES

Worksheet 7

Name:

Class:

Date:

A. Choose the correct present continuous tenses of the verbs given in brackets.

1. The children (were singing/are singing)
2. I food now. (is eating/am eating)
3. She to the market. (is going/will go)
4. They in the hall. (are dancing/dance)
5. She a cake for her mother. (are baking/is baking)
6. He with John. (is fighting/will fight)
7. Both of them (were sleeping/are sleeping)
8. My father a letter. (is writing/writes)
9. They in the park. (will walk/are walking)
10. Peter and Shehla (are cooking/cooks)

B. Choose the correct past continuous tenses of the verbs given in brackets.

1. My parents chess when I went home. (play/were playing)
2. You when Farah called you out to play. (were studying/are studying)
3. She clothes when there was a knock on the door. (was washing/washed)
4. I an essay when there was a power cut. (wrote/was writing)
5. The children in the rain. (play/were playing)
6. She when her teacher called her. (sang/was singing)
7. They the stories aloud when they began to laugh. (are reading/were reading)
8. My brother and I when Mother scolded us. (were fighting/fight)
9. The doctor came to my house when I my favourite dish. (was eating/ate)
10. She in the morning when she heard the news. (was jogging/is jogging)

VERBS: THE BASE FORM

Worksheet 8

Name:

Class:

Date:

A. Fill in the blanks with the past tense forms of the verbs given below.

1. is
2. stand
3. has
4. say
5. go

B. Underline the verbs in the following sentences and name their tenses—present or past.

1. Kashif bought a bicycle yesterday.
2. I am not hungry now.
3. Why is Rehan absent today?
4. Amman and I go to different schools.
5. We planted trees in the school last week.
6. I feed my cats twice every day.
7. It rained heavily last night.
8. We visited our grandparents last weekend.
9. The teacher scolded her today.
10. I saw deer and elephants at the forest reserve.

C. Rewrite the sentences, changing the tense of each of the verbs from the present to the past or the past to the present.

1. Farheen and Rija went to school.
.....
2. I drink a glass of milk.
.....
3. Maria was the class monitor.
.....
4. Areej sang beautifully.
.....
5. Father goes for a walk every evening.
.....

SUBJECT, PREDICATE, FINITE VERBS, AND INFINITIVES

Worksheet 9

Name:

Class:

Date:

A. Complete the sentences below by adding appropriate subjects chosen from those given in the box.

The captain of our team	Iced tea
My aunt who lives in Quetta	Power cuts
Quizzes	The mountains
Her poem	A peacock
Light	A bird

- were covered with snow.
- has built a nest in our garden.
- is a cool and refreshing drink.
- are my favourite TV shows.
- looks very pretty when it spreads its tail.
- are very frequent in summer.
- has fallen ill and cannot play in the next match.
- travels faster than sound.
- is visiting us next week.
- won the first prize in the writing competition.

B. Choose the verb given in the brackets that agrees with the subject of each sentence.

- Our cat (is/are) called Minnie.
- Minnie (is/are) a cute little Burmese cat.
- She (like/likes) to play with a small tennis ball.
- I (throw /throws) the ball and Minnie (run/runs) to pick it up.
- She also (love/loves) to play with a yarn of wool.

C. Fill in the blanks with the infinitive or simple infinitive form of the verbs given in brackets.

1. I want (go) home early.
2. Fiza needs (take) care of his health.
3. We love (watch) movies.
4. Anum really knows how (sing) well!
5. They forgot (bake) the birthday cake.

Worksheet 10

Name:

Class:

Date:

A. Rewrite the following sentences, changing the genders of the nouns.

1. The lady stood, looking at the peacocks.

.....

2. The boy wearing the blue sweater is my nephew.

.....

3. My aunt has ducks and rams at the farm.

.....

4. The mare and the doe looked at each other.

.....

5. The witch had cast a spell on the princess.

.....

6. The cows and sheep grazed peacefully in the field.

.....

7. I saw tigers and lions at the zoo.

.....

8. My sister is making a card to give to father.

.....

9. The king was sad because his son was ill.

.....

10. The fox, which was hiding behind the bush, jumped on the cock.

.....

ADJECTIVES

Worksheet 11

Name:

Class:

Date:

A. Choose the correct adjectives from the box and fill in the blanks.

thirsty	twenty	beautiful	blue	sleepy
ripe	lazy	nervous	narrow	hard-working

1. After playing all day, the children felt tired and
2. Faraz is a boy and does not like to do any work.
3. Ghazala is a girl, so she does well in her exams.
4. Mother uses only fruits to make jam.
5. The dog drank all the water in the bowl.
6. The shirt looks better than the red one.
7. There are candies in this packet.
8. There is always a traffic jam on that road.
9. Nida painted a picture of the sunset.
10. Rana felt when he stood on the stage to sing.

B. Fill in each blank with the correct form of the adjective given at the end of the sentence.

1. Tazeen is than I am. (tall)
2. Our new house is than the old one. (big)
3. Mrs Winter bakes the cakes in the whole town. (good)
4. The cheetah is the of all land animals. (fast)
5. Naila is the girl in our class. (lazy)
6. Sabrina is a badminton player than her sister. (good)
7. Winters in Quetta are than in Lahore. (cold)
8. This classroom is the in our school. (large)
9. The king sent his soldiers to fight the monster. (brave)
10. My cat is growing day by day. (fat)

Worksheet 12

Name:

Class:

Date:

Fill in the blanks with a, an, or the.

1. She took book from library.
2. Do you have extra pencil?
3. I put jar of milk in fridge.
4. There was policeman standing at our gate.
5. This is house that Jack built.
6. You can walk to market or take rickshaw.
7. Tariq is honest man.
8. We waited for more than hour.
9. There are potholes in road in front of our school.
10. Mother told me to put cake into oven.
11. We have given away old furniture.
12. Zarnad knows shortcut to school.
13. Atif isvery friendly boy.
14. Let us go to park near my house.
15. Father was happy when he saw report card.
16. My uncle is school teacher.
17. We saw mongoose fighting snake.
18. There was elephant coming towards us.
19. There is bird sitting outside my window.
20. We could not see anything in dark.

ALPHABETICAL ORDER

Worksheet 13

Name:

Class:

Date:

Read each pair of words. Write which word would come first in alphabetical order.

Example A: lost/found

Answer: found

1. run/walk
2. play/sit
3. fast/feast
4. happy/smile
5. face/arm
6. look/lean
7. jump/jog
8. type/water
9. baseball/soccer
10. listen/speak
11. friend/family
12. stand/still

ADVERBS

Worksheet 14

Name:

Class:

Date:

Pick out the adverbs and the verbs they qualify from the following sentences.

1. The driver of the car was injured badly.
adverb:
verb it qualifies:
2. The batsman hit the ball hard.
adverb:
verb it qualifies:
3. We patiently waited for the train.
adverb:
verb it qualifies:
4. The tiger was sleeping soundly behind a bush.
adverb:
verb it qualifies:
5. He walked carefully in the dark.
adverb:
verb it qualifies:
6. The postman rang the bell repeatedly.
adverb:
verb it qualifies:
7. The soldiers fought the enemy bravely.
adverb:
verb it qualifies:
8. We reached home early.
adverb:
verb it qualifies:
9. The child spoke to the teacher softly.
adverb:
verb it qualifies:
10. The thief entered the house easily.
adverb:
verb it qualifies:

HOMOPHONES

Worksheet 15

Name:

Class:

Date:

Choose the correct options to fill in each blank.

1. Have you (red/read) this funny story?
2. Today, I saw a (hare/hair) in the park.
3. She took a picture of ships sailing on the (sea/see).
4. After the long race he was gasping for (air/heir).
5. This sum is (two/too) difficult for me to solve.
6. The teacher said that my answer was (write/right).
7. Father asked us to (weight/wait) outside for him.
8. The final (seen/scene) in the film is frightening.
9. Naheed ate the (whole/hole) box of sweets.
10. The farmers have started to (sew/sow) the seeds.

SYNONYMS

Worksheet 16

Name:

Class:

Date:

Choose a synonym from the box to replace each underlined word.

children	tale	begin	damp	done	
perhaps	pebble	silly	tidy	giggle	giant

1. Will you please tell me a story, dad?
2. Can we start the race now?
3. Are these your kids? They are so adorable.
4. Please put the wet towel away. Or it will start to smell.
5. Maybe you will like to come along for a drive.
6. She told me about a funny incident and I started to laugh.
7. Put your plate in the sink once you're finished.
8. Carol knows so many funny jokes.
9. They keep their classroom neat and clean.
10. There is a large obstacle in the way.
11. I tossed a stone at the lake yesterday.

ANTONYMS

Worksheet 17

Name:

Class:

Date:

Match and pair the words with their opposites.

Word	Opposite
1. smooth	awake
2. safe	bright
3. open	lose
4. empty	false
5. dull	dangerous
6. true	tight
7. high	hate
8. sad	late
9. asleep	rough
10. light	foolish
11. sell	narrow
12. loose	difficult
13. easy	old
14. win	full
15. quiet	happy
16. wide	noisy
17. early	buy
18. wise	close
19. young	heavy
20. love	low

CONJUNCTIONS

Worksheet 18

Name:

Class:

Date:

Choose the correct conjunction and fill in each blank.

1. The dog ran after the ball grabbed it with its teeth. (but/and)
2. He worked all day, could not finish cleaning the windows. (but/and)
3. Areej refused to eat anything he was hungry. (because/though)
4. I took my phone to many shops, nobody could repair it. (but/and)
5. We gave Aqeela a surprise gift it was her birthday. (because/though)
6. People were waiting for the train the station was crowded. (but/and)
7. I love animals, I am afraid of spiders and cockroaches. (but/though)
8. The teacher scolded us we had not done our homework. (though/because)
9. Sonya sings her sister plays the harmonium. (and/but)
10. I admire my mother she is an honest and a brave woman. (but/because)
11. Father did not scold us he was upset that we had come home late. (though/because)
12. Take an umbrella with you it is going to rain soon. (but/because)
13. It was a hot day, we decided to go out and play. (but/because)
14. The bus was crowded he could not find a place to sit. (and/because)
15. They did not switch on the lights it was dark. (though/because)
16. The children went on playing it was raining. (because/though)
17. They went to the theatre early, all the tickets were sold. (because/but)
18. She opened the window a strong gust of wind blew the papers away. (because/and)
19. The rival team was strong, we defeated them by two goals. (and/but)
20. He does not eat mushrooms he is allergic to them. (though/because)

PREPOSITIONS

Worksheet 19

Name:

Class:

Date:

Choose the correct options and fill in the blanks.

1. Please do not walk me. (behind/on)
2. I dipped my feet water. (in/below)
3. Raindrops kept falling my head. (over/on)
4. Last night, I fell asleep the sofa. (at/on)
5. Please see who is knocking the door. (above/on)
6. One of your shoes is lying the sofa. (above/behind)
7. The coin has fallen the cushions. (into/between)
8. The clown was standing his head. (on/over)
9. Where are you coming at this time? (into/from)
10. I saw a stranger coming me. (from/towards)
11. The cat crawled the bed and fell asleep. (under/into)
12. I looked at the painting hanging the fireplace. (above/on)
13. When will you go Sibi? (towards/to)
14. The policeman ran the thief to catch him. (over/after)
15. The cat sat the dining table. (over/on)
16. Fiza sat the teacher and read out the poem. (beside/towards)

PICTURE COMPOSITION 1

Worksheet 20

Name:

Class:

Date:



A. Fill in the blanks with the correct word from the choices given.

1. It is winter, so the (son/sun) has not shone.
2. The boy is standing (by/buy) the tree.
3. The girl is wearing a (read/red) sweater.
4. The boy's blue scarf is (knew/new).
5. (sum/some) parts of the house are covered in snow.

B. Underline the proper nouns.

1. Sameer is wearing a red cap.
2. Why has Bushra spread her arms?

C. Underline the common nouns.

1. Sameer and Bushra are wearing colourful clothes.
2. Their gloves are very pretty.
3. There is snow everywhere.

PICTURE COMPOSITION 2

Worksheet 21

Name:

Class: Date:

Look at the following picture and answer the questions:



A. Name any three fruits the man is selling.

B. Name any three vegetables that the man is selling.

C. Fill in the blanks by choosing the correct options.

1. The man looks (sad/angry/happy).
2. His boxes and baskets look (full/closed/empty).

D. Answer the questions taking help of the clues.

1. The man sells fruits and vegetables. (Underline the verb.)
2. I want to buy cabbage and mangoes. (Rewrite the sentence using the simple past tense.)
3. We usually (eating, shall eat, eat) fruits in the morning. (Use the appropriate verb form.)

E. Imagine you are at the market with your mother. Which fruits or vegetables would you buy from this man, and why?

.....

.....

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8 Key to Worksheets

NOUNS: PROPER, COMMON, AND COLLECTIVE

1. flock
2. class
3. Anas
4. ship
5. Lahore
6. school
7. bouquet
8. Nancy
9. friend
10. herd
11. tourists
12. Ruby
13. flight
14. players
15. bundles

CONCRETE AND ABSTRACT NOUNS

- A.
1. friends
 2. food
 3. library
 4. windows
 5. flower
- B.
1. Pacific
 2. Ammar
 3. Mount Road
 4. Nile
 5. China

- C. 1. shoes
- 2. torch
- 3. school bag
- 4. milk
- 5. books
- D. 1. silence
- 2. heat
- 3. music
- 4. beauty
- 5. knowledge

NOUNS: NUMBER

- A. 1. women
- 2. potato
- 3. bench
- 4. mangoes
- 5. deer
- 6. thief
- 7. shelves
- 8. ox
- 9. children
- 10. echo
- 11. foot
- 12. bullies
- 13. trees
- 14. window
- 15. libraries

THE APOSTROPHE

- 1. My sister's book cannot be found.
- 2. The boys' brother picks them up after school.
- 3. My mother's handbag is very heavy.
- 4. My dog's tail is curly.
- 5. No change.
- 6. No change.
- 7. Do you know which one is Olivia's jacket?
- 8. David's house is right next to my house.
- 9. I would like to take my friend's pencils.
- 10. The girls' jackets keep them warm all day.

PRONOUNS

- A. 1. Uncle—he
2. Rida and Sana—they
3. Tina and I—we
4. Haris—he
5. Rana—she

- B. 1. he
2. she
3. they
4. we
5. it
6. he
7. they
8. they
9. him
10. we

- C. 1. she
2. he
3. we
4. them
5. she

VERBS: FUTURE TENSE

- A. 1. will sing
2. will open
3. will examine
4. will play
5. will dry
6. will forget
7. will call
8. will travel
9. will wake
10. will bear
- B. 1. Anila will be making breakfast.
2. Adeel will be watching television.

3. We will visit our grandmother.
4. They will be practising for the match.
5. Shaheen will be riding her bicycle.
6. Father will read the newspaper.
7. Amaan will help me with my homework.
8. Rafia will be asking the teacher questions.
9. We will be studying for the test.
10. I will have dinner.

VERBS: CONTINUOUS TENSES

- A. 1. are singing
2. am eating
3. is going
4. are dancing
5. is baking
6. is fighting
7. are sleeping
8. is writing
9. are walking
10. are cooking
- B. 1. were playing
2. were studying
3. was washing
4. was writing
5. were playing
6. was singing
7. were reading
8. were fighting
9. was eating
10. was jogging

VERBS: THE BASE FORM

- A. 1. was
2. stood
3. had
4. said
5. went

- B. 1. bought—past tense
2. am—present tense
3. is—present tense
4. go—present tense
5. planted—past tense
6. feed—present tense
7. rained—past tense
8. visited—past tense
9. scolded—past tense
10. saw—past tense

- C. 1. Farheen and Rija go to school.
2. I drank a glass of milk.
3. Maria is the class monitor.
4. Areej sings beautifully.
5. Father went for a walk every evening.

SUBJECT, PREDICATE, FINITE VERBS, AND INFINITIVES

- A. 1. The mountains
2. A bird
3. Iced tea
4. Quizzes
5. A peacock
6. Power cuts
7. The captain of our team
8. Light
9. My aunt who lives in Quetta
10. Her poem

- B. 1. is
2. is
3. likes
4. throw; runs
5. loves

- C. 1. to go
2. to take
3. to watch
4. to sing
5. to bake

NOUNS: GENDER

- A. 1. The gentleman stood, looking at the peahens.
2. The girl wearing the blue sweater is my niece.
3. My uncle has drakes and ewes at the farm.
4. The horse and the buck looked at each other.
5. The wizard had cast a spell on the prince.
6. The bulls and ewes grazed peacefully in the field.
7. I saw tigresses and lionesses at the zoo.
8. My brother is making a card to give to mother.
9. The queen was sad because her daughter was ill.
10. The vixen, which was hiding behind the bush, jumped on the hen.

ADJECTIVES

- A. 1. sleepy
 2. lazy
 3. hard-working
 4. ripe
 5. thirsty
 6. blue
 7. twenty
 8. narrow
 9. beautiful
 10. nervous
- B. 1. taller
 2. bigger
 3. best
 4. fastest
 5. laziest
 6. better
 7. colder
 8. largest
 9. bravest
 10. fatter

ARTICLES: A, AN, THE

1. a/the, the
2. an
3. a/the, the

4. a
5. the
6. the, a
7. an
8. an
9. the
10. the, the
11. the
12. a/the, the
13. a
14. the
15. the
16. a
17. a, a
18. an
19. a
20. the

ALPHABETICAL ORDER

1. run
2. play
3. fast
4. happy
5. arm
6. lean
7. jog
8. type
9. baseball
10. listen
11. family
12. stand

ADVERBS

1. badly; injured
2. hard; hit
3. patiently; waited
4. soundly; sleeping
5. carefully; walked

6. repeatedly; rang
7. bravely; fought
8. early; reached
9. softly; spoke
10. easily; entered

HOMOPHONES

1. read
2. hare
3. sea
4. air
5. too
6. right
7. wait
8. scene
9. whole
10. sow

SYNONYMS

1. tale
2. begin
3. children
4. damp
5. perhaps
6. silly; giggle
7. done
8. silly
9. tidy
10. big
11. pebble

ANTONYMS

1. smooth—rough
2. safe—dangerous
3. open—close
4. empty—full
5. dull—bright
6. true—false
7. high—low

8. sad—happy
9. asleep—awake
10. light—heavy
11. sell—buy
12. loose—tight
13. easy—difficult
14. win—lose
15. quiet—noisy
16. wide—narrow
17. early—late
18. wise—foolish
19. young—old
20. love—hate

CONJUNCTIONS

1. and
2. but
3. though
4. but
5. because
6. and
7. though
8. because
9. and
10. because
11. though
12. because
13. but
14. and
15. though
16. though
17. but
18. and
19. but
20. because

PREPOSITIONS

1. behind
2. in
3. on
4. on
5. on
6. behind
7. between
8. on
9. from
10. towards
11. under
12. above
13. to
14. after
15. on
16. beside

PICTURE COMPREHENSION 1

- A. 1. sun
2. by
3. red
4. new
5. some
- B. 1. Sameer
2. Bushra
- C. 1. clothes
2. gloves
3. snow

PICTURE COMPREHENSION 2

- A. Banana, mango, pineapple, apple, orange, strawberry, watermelon. (Any three)
- B. Potato, carrot, cabbage, cauliflower, lady's finger, pumpkin, chilli. (Any three)
- C. 1. happy
2. full
- D. 1. sells
2. I wanted to buy cabbage and mangoes.
3. eat
- E. *Encourage the students to think creatively and formulate their own answers.*



9 Key to Checkpoints

CHECKPOINT 1

- A. 1. common noun
2. proper noun
3. common noun
4. common noun
5. common noun
6. proper noun
7. common noun
8. common noun
9. proper noun
10. common noun
11. common noun
12. common noun
13. proper noun
14. common noun

B. There was once a little girl named Laila who wanted nothing more than to be friends with the moon. It looked so bright and shiny from her bedroom window and she supposed it would be splendid fun to play and travel with it all across the world! She went to her cat, Tuxedo and asked him how to be friends with the moon. Her cat who was busy playing with yarn told her to ask the dog, Rocky. She asked Rocky but he was too busy gnawing on a bone to answer!

She then went outside and found an old man in the village. He told her all about astronauts, how they walk on the moon, circle around it and are all friends with Mr. Moon. What great fun would it be to be an astronaut! Laila thought. And so, an astronaut is what she became when she grew up!

CHECKPOINT 2

- A. 1. He will watch his favourite team get bowled out of the tournament.
2. Alina will be reading the book she borrowed from the library.
3. My teacher is suspending me from karate practice for a week.
4. I had been learning how to swim at the recreational centre for a month.
- B. 1. The happy cat...licked the saucer of milk clean
2. We...helped out the poor at the shelter
3. Sahira, the girl who won the shield,...is the smartest girl in the school
4. Give the ice cubes to...them

- C. 1. (a) fall
2. (a) goes
3. (b) write
4. (b) aren't

CHECKPOINT 3

A. Adjectives: brave, healthy, brown, shiny, juicy, good, high, much, seventh

B.

Usual Form	First Form	Second Form
Brave	Braver	Bravest
Healthy	Healthier	Healthiest
Brown	Browner	Brownest
Shiny	Shinier	Shiniest
Juicy	Juicier	Juiciest
Good	Better	Best
High	Higher	Highest
Much	More	Most
Seventh	-	-

CHECKPOINT 4

A.

Word	Antonym
alive	dead
awake	asleep
before	after
expensive	cheap
cold	hot
down	up
false	true
high	low

Word	Homophones
wait	weight
there	their
knight	night
right	write
piece	peace
ate	eight
threw	through
steal	steel

Word	Synonyms
enemy	foe
cold	icy
damp	wet
neat	tidy
end	finish
happy	glad
gift	present
answer	reply

- B.
1. Kamran hurriedly rushed to his mother and told her all about how he won the competition.
 2. Anas was laughing loudly at his own joke but no one else was amused.
 3. Though she protested angrily, she was still assigned to the same team.
 4. Because Humera's father had rewarded her with a dollhouse for her excellent grades, she excitedly studied even harder.
 5. The lion ran very fast and caught the deer easily.

CHECKPOINT 5

- A.
1. False. 'me' is a pronoun
 2. False. 'confused, cold, distracted' are adjectives
 3. True
 4. True
 5. False. 'will be leaving' is in the future continuous tense
 6. True
 7. False. 'buy' and 'sell' are antonyms
 8. False. 'the, the, and a' are articles
 9. True
 10. True



10 Additional Assessment: Delayed Post-tests

Note for the teacher:

This test assesses retention of concepts. It is a combination of questions from checkpoints. The test can be used as a class test to check if students' performance is consistent over a period of time. If students produce consistent results, this is an indication of sound grammatical knowledge. If a student has performed well in the past but does not perform well now, it will indicate rote-memorization and lack of conceptual understanding.

DELAYED POST-TEST 1

Instructions to the students:

Read the questions carefully and answer them.

A. Below are a few sentences with the nouns underlined. Which kind of nouns are they?

Choose from the options given below.

(3 Marks)

1. The cat jumped onto the counter and knocked the flour over.
 - a. Common, Concrete, Uncountable
 - b. Gender, Proper, Common
 - c. Abstract, Uncountable, Concrete
2. The poor postman was chased away by the angry dog.
 - a. Proper, Common
 - b. Compound, Uncountable
 - c. Compound, Common
3. She was fifth on the waiting list for the scholarship.
 - a. Proper, Collective, Compound
 - b. Number, Gender, Compound
 - c. Number, Common, Compound

B. Fill in the blanks with the appropriate form of have so that the subject and verb agree perfectly with each other. One has been done for you. (4 Marks)

1. He been in Canada for only one month when he was called back.
2. We been trying to go to Hunza for years but never gotten the chance.
3. Shaista a lot of homework to complete over the weekend.
4. The famous musical brother and sister duo arrived at the concert venue.

C. Using the participle form of the verb in brackets, change the sentence to the perfect form of the tense indicated. One has been done for you. (3 Marks)

1. He (forget) your address. (Past Perfect)
2. The train (leave) by the time he will arrive at the station. (Future Perfect)
- 3 Hamza (give) the beggar all his money and had to walk back home. (Past Perfect)

DELAYED POST-TEST 2

A. Fill in the correct articles (a, an) and prepositions in the sentences given below. (3 Marks)

I showed up to my appointment on time, but the doctor kept me waiting for hour. The birth a child is always happy occasion for the family. Sara said she would be ready to leave fifteen minutes.

B. Change the form of the adjectives or adverbs given in brackets to the correct degrees of comparison. Is the word in brackets an adjective or an adverb? (3 Marks)

1. Umar speaks (fast) than Ali. (Adverb)
2. July is the (wet) month of the year.
3. His teacher told him to work (hard) for the next test.

C. Choose appropriate interjections and conjunctions from the brackets to fill in the blanks. One has been done for you. (3 Marks)

1.! (Wow, Alas, Hurray) We won this football match!
2. Tehreem (and, because, but) Hania wanted to go to the concert..... (although, if, but) it started raining.
3. Neither my father (nor, or, and) my mother allowed me to go to the bus stop alone.

D. Change the following sentences from direct to indirect and indirect to direct speech. Use quotation marks, capital letters, and other punctuation marks wherever necessary. One has been done for you. (4 Marks)

1. The teacher said, 'If you work hard, you shall pass.'
2. 'Which way did the thief run off to?' asked the police officer.
3. He exclaimed delightfully that it was a splendid day.
4. 'We have been living in Islamabad for the past ten years,' claimed Javed.