

Teaching
Guide

4

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 I: Compound Nouns	Revision of common and proper nouns, collective nouns, compound nouns
2. Nouns II: Countable and Uncountable Nouns	Differentiating countable and uncountable nouns Identifying words that show quality or quantity used with uncountable nouns
3. Pronouns I: General	Avoiding confusion in the use of pronouns
4. Pronouns II: Personal Pronouns	Identifying and using the different forms of the three personal pronouns
5. Possessive Adjectives and Possessive Pronouns	Differentiating between possessive pronouns and possessive adjectives
6. Verbs I: The <i>-ing</i> Form	Forming present continuous, past continuous, and future continuous, using <i>-ing</i> form as an adjective
7. Verbs II: Past Participles and Perfect Tenses	Forming past participle form used to make perfect tenses and used as adjectives
8. Verbs III: <i>Have</i>	Using present, past, and future forms of <i>have</i>
9. Agreement of Verb with Subject	Subject-verb agreement: first, second, and third person, singular and plural
10. Mowgli	Reading comprehension Grammar practice: verbs, simple infinitives; tenses of finite verbs; subject and predicate Composition
11. The Table and the Chair	Reading comprehension Grammar practice: nouns, verbs, and adverbs Composition
12. Adjectives I: Qualitative, Quantitative, and Demonstrative	Identifying and using qualitative, quantitative and demonstrative adjectives

Unit	Grammar Topic
13. Adjectives II: Degrees of Comparison	Identifying and using different degrees of adjectives
14. Prepositions	Using appropriate prepositions and identifying their objects
15. Adverbs I: Manner, Place, and Time	Using adverbs of manners, place, and time
16. Adverbs II: Degrees of Comparison	Identifying different degrees of adverbs
17. Conjunctions	Using conjunctions to join two sentences
18. Interjections	Appropriate use of interjections
19. Direct and Indirect Speech	Differentiating between direct and indirect speech
20. Kinds of Sentences	Differentiating between declarative, interrogative, imperative, and exclamatory sentences; negative form of declarative, interrogative, and imperative sentences
21. Use of Capital Letters	Appropriate use of capital letters
22. Proverbs	Common proverbs, their meanings and usage
23. How Jack Went Out to Seek His Fortune	Reading comprehension Grammar practice: prepositions Composition
24. Tom Cantry Meets a Prince	Reading comprehension Grammar practice: prepositions Composition
25. A Christmas Dinner	Reading comprehension Grammar practice: proper nouns, interjection, adjectives, <i>-ing</i> form of verbs, prepositions Composition
26. Writing a Letter	Writing informal letters
27. Writing an Essay	Developing an essay with distinct introduction, body, and conclusion from hints/topics given
28. Writing a Story	Expanding outlines to stories
29. Writing a Diary	Making personal diary entries
30. Katy	Reading comprehension Grammar practice: prepositions, direct and indirect speech Composition
31. Mr Willy Wonka	Reading comprehension Grammar practice: conjunctions, and prepositions composition
32. The Selfish Giant	Reading comprehension Grammar practice: prepositions, direct and indirect speech composition



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. Teachers generally tend to avoid negative scoring in such activities. The teacher should keep the pedagogical purpose in mind so that learners can derive the most out of the various fun activities.

ACTIVITY 1: COMPOUND NOUNS

1. Prepare a list of words: hair, time, day, can, cross, moon, sun, basket, air, etc.
2. Begin the game by picking up a card and calling out the word in bold, e.g. hair.
3. In their teams, the students then race to write down as many compound nouns as they can think of using the word, e.g. hairbrush, hairdresser, haircut, hairstyle, etc.
4. When a time limit has been reached (e.g. one minute), the teams stop writing and swap papers for marking. For each suitable compound noun, teams score a point.
5. Continue the process until all the cards have been used. The team with the most points at the end of the game wins. When the students have finished, review the meaning of each compound noun. This game can also be played in groups with students playing individually and taking it in turns to pick up a card and call out a word.

ACTIVITY 2: PERSONAL PRONOUNS

1. Ask students to think about their family members, siblings or pets.
2. Ask them to describe either habits or behavior using pronouns. They will not say their names.
3. The class will listen to the students speaking on their turn and guess the relationship. Correct their use of pronouns wherever necessary.
E.g. 'He is tall. He is two years older than me. He likes to play cricket.'

ACTIVITY 3: POSSESSIVE PRONOUNS

1. Ask students to think about their family members and people who live with them.
2. Tell them to narrate their daily routine and how they share things in the house with these people.
3. Restrict them to use possessive pronouns e.g. mine, my, his, hers, ours, and theirs.
4. Correct and guide them in using the pronouns correctly wherever necessary.

Note: This activity can be done in pairs or groups.

ACTIVITY 4: VERBS: THE -ING FORM

1. Write on the board a sentence in each of the continuous tense forms, e.g. Mary is doing her homework. Mary was doing her homework. Mary will be doing her homework.
2. Ask a student to underline in one colour the present participle (-ing form) of the verb in each sentence (doing). Ask students to identify the tense of each of the sentences and elicit that it is the tense of the helping verb to be that indicates the tense of the verb; underline is, was, and will be in the second colour.

3. Explain that the continuous tenses are made up of the correct tense of the verb to be and the present participle. Write a few more examples on the board and underline the whole verb in each of them, e.g. Yusuf will be waiting by the bus stop. Next write on the board a sentence containing a present participle used as an adjective, e.g. The waiting crowd grew restless.
4. Underline the present participle and elicit that in this sentence the participle is not connected to the verb (grew,); instead it is providing information about the crowd and is being used as an adjective; underline the noun in the third colour.
5. Write a few more examples on the board and ask the students to identify and underline the adjective and noun it is qualifying in each of them.

ACTIVITY 5: VERBS III: HAVE

1. Demonstrate the use of have/has on the board with proper structure.
2. Write 'I have _____, but he/she has _____' on the board.
3. Tell the students to use this sentence structure to make sentences.
4. Correct the students wherever necessary and guide them in making appropriate sentences.

ACTIVITY 6: THE PAST PARTICIPLE AND PERFECT TENSES

1. Write on the board a number of regular and irregular past participles, e.g. talked, earned, wanted, eaten, drunk, etc. and ask the students to identify the base form of each of them (talk, earn, want, eat, drink).
2. Explain that these are past participles and, like present participles, can be used either to form verbs, or as adjectives. Write on the board some sentences that show their adjectival use, e.g. The lost child was crying. The sheriff offered a reward for the wanted man. The chosen pupils were presented with certificates during assembly.
3. Then ask the students to identify and underline the past participles used as adjectives (lost, wanted, chosen). To explain the use of the past participle as a verb form, write on the board a sentence in each of the perfect tenses, e.g. He has started to write a new novel. He had started to write a new novel. He will have started to write a new novel.
4. Elicit that the participle is used with the verb to have to form the tenses and explain that they are the present perfect, the past perfect and the future perfect, depending on the tense of the auxiliary verb. Note – depending on students, familiarity with the use of these tenses the teacher may need to explain their use. In very simple terms: the present perfect is used for an action that took place at an undefined time in the past and the result extends to the present. It is often used with ever and never; e.g. I have never been to China. (at any time in the past, right up to the moment when I am speaking); the past perfect is used for an action that happened in the past before another action that happened in the past, e.g. He had eaten a large meal before he set out on the journey. (first he had eaten and then he had set out). The future perfect is used for an action that will be complete at some point in the future, e.g. By next September I will have bought thirty more books. (September is in the future, but the action will be complete).

ACTIVITY 7: ADJECTIVES II: DEGREES OF COMPARISON

1. Take chart papers and divide each in two columns 'home' and 'school'.
2. Divide the class into groups. Each group will have 4–7 students.
3. Give each group the prepared chart.
4. Ask the groups to list 10 adjectives to describe their home and 10 adjectives to describe their school in the respective columns.
5. Ask them to compare the home with school using the comparative and superlative form of the adjectives listed in the columns.

Monitor and guide the students in using correct degrees of adjectives.

ACTIVITY 8: PREPOSITIONS

1. Demonstrate the use of prepositions on the board by describing the classroom. (e.g. up, on, towards, below, at, with, into, in, over, near, under, etc.)
2. Ask students to describe their bedrooms using prepositions. They can draw pictures of their bedroom (optional).

ACTIVITY 9: ADVERBS I (MANNER, PLACE, AND TIME)

1. Prepare worksheets with four columns: 'sentence', 'when', 'where', 'how'.
2. Divide the class into groups. Each group will have 4-7 students.
3. Give one worksheet to each group.
4. Ask each group to make 3 sentences and write them in the column on the worksheet provided. Tell them that they will enrich the sentences by adding an adverb of time, place, or manner.
5. When the activity is complete, discuss the sentences in the class.

Monitor the group activity to guide with the correct use of adverbs.

ACTIVITY 10: CONJUNCTIONS

1. Take a blank paper. Cut it into strips.
2. Write different sentences on the strips of paper.
3. Divide the class into groups. Each group will have 4-7 students.
4. Give a set of strips to each group.
5. Ask students to read the sentences on the strips and join those using conjunctions.
6. Encourage students to use target conjunctions, after, and, as, because, but, for, since, although etc.
7. Explain the target conjunctions by providing examples.

ACTIVITY 11: DIRECT AND INDIRECT SPEECH

1. Write on the board a sentence containing direct speech, e.g. Mohsin said to Faisal, 'The cricket match begins at half past ten.' Ask the students to read your sentence and tell you what Mohsin said to Faisal (Mohsin said/Mohsin told Faisal that the cricket match began at half past ten.)
2. Repeat this with a second sentence, and use your examples to revise the grammar and punctuation rules for changing direct speech to reported/indirect speech. Repeat the activity to revise changing indirect/reported speech to direct speech.
3. Ask the students to open their books at page 82 and read the explanatory text with the students. Explain exercise A and complete questions 1 and 2 before giving the students a set amount of time to complete the task.
4. Make a list of verbs other than said on the board. Ask the students to work in pairs and give each student a sheet of paper. Each student should write on his/her paper a sentence containing direct speech; encourage the students to use a verb other than said in the sentence. The students should exchange papers and re-write their partner's sentence as indirect speech. Ask individual students to read out examples of their work.



5 Key to Exercises Book 4

(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: COMPOUND NOUNS (Pages 2–3)

Exercise A

1. herd – common (collective); cows, field – common
2. pile – common (collective); books, table – common
3. creatures, food – common
4. magician – common; bunch – common (collective); keys, pigeon – common
5. Mazar-e-Quaid – proper; river – common; Pakistanis – proper
6. crowds – common (collective); people, streets – common
7. crew – common (collective); ship, Captain – common
8. class – common (collective); Reema – proper; monitor – common
9. winter – common; flocks – common (collective); birds, lake – common
10. Africa – proper; continent – common
11. horse, cart, sand – common
12. Sikander – proper; company – common (collective); actors – common
13. album – common (collective); CDs, songs – common
14. teams – common (collective); buses, stadium – common
15. groups – common (collective); pilgrims, river – common

Exercise B

1. penfriend (common); South Africa (proper)
2. postman, letter box (common)
3. woodpecker (common)
4. British Museum (proper)
5. grandparents (common); Islamabad (proper)
6. grown-ups, fairy tales (common)
7. cowboys, gunfights, punch-ups (common)
8. driveway (common)
9. hay fever, headaches (common)

10. Paperbacks (common)
11. pop group, dance hall (common)
12. crown jewels (common); Tower of London (proper)
13. Chewing gum (common)
14. spaceship (common); Milky Way (proper – the name of a galaxy)
15. timetable (common)
16. x-rays, operation theatre (common)
17. 'open-air' is an adjective, qualifying the noun 'stage'
18. Grandfather, armchair (common)
19. spring cleaning (common)
20. seat belts, laptops, cell phones (common)

CHAPTER 2: NOUNS II: COUNTABLE AND UNCOUNTABLE (Pages 4–9)

Exercise A

1. Man, bread, brow – singular
2. years – plural
3. children – plural; zoo – singular
4. women, babies, arms – plural
5. Geese, donkeys – plural
6. library – singular; books – plural
7. knives – plural; table – singular
8. hunters, wolves – plural
9. potatoes – plural; rice – singular
10. people, handkerchiefs – plural

Exercise B

(c = countable; uc = uncountable)

1. doctor–c; salt, sugar–uc
2. basketball–uc
3. cook–c; oil, butter–uc
4. soup–uc; spoon–c
5. money, books–c; poverty–uc
6. car–c
7. rice–uc; meal–c
8. coffee, tea, health–uc
9. air–uc
10. bread–uc
11. toothpaste–uc; brush, bathroom–c
12. oil, water–uc
13. accident– c; blood–uc
14. Luck– uc; prizes, fair–c
15. electricity–uc; town, floods–
16. weather– uc; day, garden–c
17. music, time–uc

18. eggs, breakfast, toast–c; , meat, milk–uc
19. space– uc; drawing room, television set, bedroom–c
20. sand–uc; beach, colour–c

Exercise C

1. babies; milk
2. blood
3. vans; luggage
4. absence
5. noise; music
6. water; illness
7. books; time
8. help; trouble
9. hair
10. fun
11. luck
12. food
13. energy; studies
14. poverty; money
15. snow

Exercise D

1. any/some
2. much
3. little
4. lot
5. some
6. no
7. no/little
8. some
9. All
10. any

CHAPTER 3: PRONOUNS I: GENERAL (Pages 10–12)

(Some of the exercises are meant to show that a noun cannot always be replaced with a pronoun, that is, sometimes a noun has to be repeated to make the meaning of the sentence clear.)

2. Meera looked at the hill in the distance. She wanted to climb it.
3. The teacher told her students that they must listen carefully to what she told them.
4. Sohaib was Zia's son, but they had never met.
5. Jim wanted to play and so he looked for his bat and ball.
6. When Jim was walking down the road, a boy waved to him from the other side of the road, but he could not remember where he had met that boy before.
7. Arham must not tease the dog, because it might bite him.
8. Asim and Qasim are brothers. They fight with each other all the time.

9. Once upon a time, a man and his wife lived near the sea. They were very poor. The man went out fishing every day, but he seldom caught any fish.
10. The bird flew to its nest. It wanted to feed its young.
11. Ali Baba followed the robbers to the cave. He saw them enter it. He knew that they hid all that they had stolen in it.
12. The apples on the tree were ripe. Dua picked one and took a bite, but she found it very sour.
13. The passengers of the train complained that it always ran late and so, they had decided that they would write a letter to the newspapers about it.
14. The crowd shouted and booed. It wanted the home team to win.
15. Lubna was sleeping. Karim came and woke her up. They went out to play.

CHAPTER 4: PRONOUNS II: PERSONAL PRONOUNS (Pages 13–17)

Exercise A

1. You, you – second person, plural
2. I – first person, singular; he – third person, singular; them – third person, plural
3. They – third person, plural; I – first person, singular; they – third person, plural
4. she – third person, singular
5. We – first person, plural; him – third person, singular; us – first person, plural; you – second person, singular.
6. I – first person, singular; it – third person, singular
7. us – first person, plural; we – first person, plural
8. (told) her – third person, singular (*'her' in 'her books' is a possessive adjective*)
9. You, you – second person, plural (*In 'Look before you leap', the subject 'you' is understood.*)
10. he – third person, singular; it – third person, singular
11. We – first person, plural; them – third person, plural
12. him – third person, singular; he – third person singular

Exercise B

1. we
2. I; him
3. I; you; I
4. you; us
5. I; you; you
6. me; I
7. I; I
8. you; I
9. it
10. It
11. You; you
12. us; He
13. It; We
14. They
15. they; them

CHAPTER 5: POSSESSIVE ADJECTIVES AND POSSESSIVE PRONOUNS (Pages 18–24)

Exercise A

1. his – poss adj; yours – poss pronoun
2. ours – poss pronoun; my – poss adj
3. her – poss adj; mine – poss pronoun
4. his – poss adj; hers – poss pronoun
5. your – poss adj; Its – poss adj
6. her – poss adj; his – poss adj
7. His – poss adj; his – poss pronoun; his – poss adj
8. your – poss adj; his – poss pronoun
9. her – poss adj; mine – poss pronoun; our – poss adj; theirs – poss pronoun
10. his – poss adj; his – poss pronoun

Exercise B

1. she = Faiza; her = Gul; her = Gul; she = Gul
2. his = Uncle Podger's; he = Uncle Podger; it = newspaper
3. them = plays; It = *Hamlet*; his = Hamlet's
4. you = Antonio; I = Shylock; you = Antonio
5. his = Osama's; his = Osama; He = Osama; it = mobile; he = Ubaid; him = Osama
6. his = Samad's; My = Samad; I = Samad; you = Samad's brother; us = Samad and his friends
7. your = Arish's; his = Arish's
8. I = Asim; mine = Asim's; He = Kashif; his = Kashif's; he = Kashif; I = Asim
9. his = Daniyal's; He = Daniyal; him = Aroob; he = Daniyal
10. him = the man; he = the man; they = (other) men

Exercise C

1. her
2. his
3. ours
4. yours
5. it
6. mine
7. its
8. hers
9. theirs
10. their; ours

Exercise D

1. his; He; He; his
2. you; I; I; his; I
3. it; your; you; It; you
4. my; them; Your; You; I; you; I; them
5. its
6. He; his; He

7. it; its; his; it
8. it; her; She; she; she
9. their; them; their; them
10. his; it; he
11. my; I; I; it
12. he; his; He; him

CHAPTER 6: VERBS I: THE-ING FORM (Pages 26–28)

3. interesting – adj, qualifies ‘book’
4. (was) eating – past continuous
5. terrifying – adj, qualifies ‘story’
6. (are) helping – present continuous; (is) spreading – present continuous
7. (will be) visiting – future continuous
8. Twittering – adj, qualifies ‘swallows’
9. (were) cycling – past continuous
10. setting – adj, qualifies ‘sun’
11. (were) attending – past continuous; ailing – adj, qualifies ‘patient’
12. chattering – adj, qualifies ‘monkeys’; (was) approaching – past continuous
13. (were) watching – past continuous
14. (were) trying – past continuous
15. (are) walking – present continuous
16. (will be) running – future continuous
17. melting – adj, qualifies ‘snow’
18. (is) reading – present continuous
19. (will be) singing, (will be) dancing – future continuous
20. thrilling – adj, qualifies ‘match’

CHAPTER 7: VERBS II: THE PAST PARTICIPLE AND THE PERFECT TENSES (Pages 29–34)

Exercise A

1. has ... finished – present perfect; gave – past; is working – present continuous; will be working – future continuous; finishes – present; will have learnt – future perfect; will ... forget – future
2. met – past; had been – past perfect; had returned – past perfect; was trying – past continuous
3. will be – future
4. appeared – past; had gone – past perfect; heard, rushed, found – past; had fallen – past perfect; was lying – past continuous; was sitting – past continuous; had ... stumbled, had hurt – past perfect
5. comes – present; will have gone – future perfect
6. had entertained – past perfect
7. leave – present; would have been – future perfect
8. had gone – past perfect; were – past; threw – past; had withered – past perfect; swept, rearranged – past
9. had arranged, had bought – past perfect; entered, stood, clapped – past; had remembered, (had) brought – past perfect; had – past
10. will ... be going – future continuous

11. are going – present continuous; arrives – present
12. had run – past perfect; was gasping – past continuous
13. apologises – present; shall forgive – future
14. was circling – past continuous; had ... got – past perfect
15. had waited – past perfect; learnt – past
16. hurry – present; will be – future
17. reads – present; will have read – future perfect
18. had ... forgotten, had given, had ... lost – past perfect
19. had wandered, had ... found – past perfect; was looking – past continuous
20. have forgiven, has done – present perfect

Exercise B

1. Father has made me some sandwiches.
2. Jill has written an essay.
3. She has played tennis.
4. Where have you been all this time?
5. They have gone to China on a holiday.
6. Mashal has packed the picnic basket.
7. Have you been ill?
8. We have not played a single match this year.
9. You have done something very foolish.
10. The year has been a bad one for crops.
11. He has tried to climb the mountain.
12. Kiran has apologised for her mistake.
13. The workers have gone home to rest.
14. You have quarrelled with your friends.
15. The great leader has inspired us to fight for freedom.

Exercise C

1. Amir had got all his sums wrong.
2. John had wanted to make his parents proud of him.
3. Rana had bought tickets for the concert.
4. The snake had bitten a child.
5. The men had been too afraid to go into the forest to gather honey.
6. The little child had grown up to become a famous writer.
7. Tom had decided to walk home, for he had wanted some exercise.
8. The dog had barked to warn the inmates of the house.
9. The tiger had become a man-eater and a threat to the villagers.
10. It had rained all night and the streets had become waterlogged.
11. The tourists had walked all the way to the temple.
12. They had received no news of their friend.
13. Mother had helped us to make the costumes for the play.
14. John had forgotten to post the letter.
15. I had not liked the play they had staged.

Exercise D

1. We shall have finished our music class by 11 a.m.
2. You will have reached Lahore by tomorrow.
3. He will have written to you before your trip to Africa.
4. Will they have completed the work by tomorrow?
5. By then, the earth will have become too hot for us to live on.
6. The lake will have dried up in summer.
7. The people will have elected him President.
8. The television programme will have been over by midnight.
9. John will have seen his doctor by next Friday.
10. Rita will have reached school by 8 a.m.

Exercise E

No.	Base	-s / -es	-ing	Past Tense	Past Participle
1.	read	reads	reading	read	read
	borrow	borrows	borrowing	borrowed	borrowed
2.	marry	marries	marrying	married	married
3.	fill	fills	filling	filled	filled
4.	slip	slips	slipping	slipped	slipped
	fall	falls	falling	fell	fallen
	break	breaks	breaking	broke	broken
5.	paint	paints	painting	painted	painted
6.	ring	rings	ringing	rang	rung
	answer	answers	answering	answered	answered
7.	laugh	laughs	laughing	laughed	laughed
8.	give	gives	giving	gave	given
9.	shine	shines	shining	shone	shone
10.	cry	cries	crying	cried	cried
	ask	asks	asking	asked	asked

CHAPTER 8: VERBS III: HAVE (Pages 35–36)

Exercise A

1. have; has
2. have; has
3. has; have; have; have
4. Have
5. has
6. have
7. has
8. have; has
9. have; has
10. has

Exercise B

1. had
2. had
3. have
4. has/had
5. has
6. had
7. have
8. had
9. has
10. have

CHAPTER 9: AGREEMENT OF VERB WITH SUBJECT (Pages 37–42)

Exercise A

1. made – finite; shiver – bare infinitive
2. made – finite; tremble – bare infinitive
3. likes – finite; to play – to-infinitive
4. is – finite; to make – to-infinitive; to keep – to-infinitive
5. told – finite; to come – to-infinitive

Exercise B

No.	Subject	Verb
1.	policeman	asked
2.	children	held
3.	fairies	brought
4.	cat	was sitting
5.	shop	was
6.	man	sat
7.	warrior	will fight
8.	spider	lives
9.	tiger	becomes
10.	prince	decided

Exercise C

1. is
2. wants
3. is
4. bite
5. is
6. have
7. is
8. goes
9. is
10. was

Exercise D

1. This group of students is going on an excursion.
2. Everyone blames Sohail whenever the class is punished.
3. Ronnie likes reading mystery stories, I like travelogues.
4. My friends have decided to go to Kashmir this winter.
5. My brother and the tall boy called Muneeb are playing drums.
6. Though this dish looks tempting, you must not eat it.
7. Mathematics is a difficult subject.
8. The people are celebrating their country's victory in the World Cup.
9. The children were laughing at the antics of the clown.
10. Where have all my friends gone? When are they coming back?
11. There are, in that room, twenty men ready to die for their country.
12. Do you not know what a 'score' means?
13. No boy can run faster than John.
14. He does not ever tell the truth.
15. He could see a light in the distance.

CHAPTER 10: MOWGLI (Pages 43–45)

Exercise A

1. -(e)
2. -(h)
3. -(a)
4. -(f)
5. -(g)
6. -(c)
7. -(b)
8. -(d)

Exercise B

1. We know that the little man-cub was bold because he was not afraid of Father Wolf. He looked up at him and laughed. When he was taken by Father Wolf to Mother Wolf, he boldly pushed his way through the other cubs and went near Mother Wolf for the warmth he would get from her body.

- Mother Wolf sprang forward and faced Shere Khan, her eyes shining like green moons in the darkness. She said that the man-cub was hers and would live and run with the pack. She would not let him be killed by Shere Khan. Instead, the man-cub would hunt Shere Khan when he grew up. She commanded Shere Khan to go away from there.
- 'The Law of the Jungle' was that a wolf was allowed to live separately from the pack once he got married. However, as soon as his cubs were old enough to stand on their feet, they had to be brought to the pack council, so that the other wolves might see them and be able to identify them in future.
- 'Mowgli' meant 'frog'. When Mowgli was pushed into the centre of the pack council at the Council Rock, he sat there, laughing and playing with some pebbles that glistened in the moonlight.
- The first to speak for Mowgli was Baloo, a brown bear. He said that the man-cub should be allowed to run with the pack and be accepted as a member. He himself would be his teacher.
- Bagheera was a panther as black as ink with panther markings that could be seen only in light. His skin was softer than the very soft feathers of a bird's wing, and his voice was like honey dripping from a tree. But he was cunning, bold, and reckless.
- Bagheera told Shere Khan that he could roar as much as he wanted in his anger, but when the little man-cub grew up he would make Shere Khan roar in fear. Bagheera had seen enough of men to know how dangerous an enemy a man could be. What Bagheera meant by 'or I know nothing of man' was that if what he had said was not true, then all that he had learnt from his experience of having watched men and their ways, was of no value.

Exercise C

- pushed – finite (past); to get – simple infinitive
- shall live – finite (future); to run – simple infinitive
- were – finite (past); to stand – simple infinitive
- will make – finite (future); roar – bare infinitive
- liked – finite (past); to play – simple infinitive

Exercise D

No.	Subject	Predicate
1.	Father Wolf	picked him up
2.	Who	speaks for this cub
3.	I	shall teach him
4.	(A black) shadow	dropped down into the circle
5.	I	shall add my word to Baloo's

Exercise E

- picked – past
- speaks – present
- shall teach – future
- dropped – past
- shall add – future

CHAPTER 11: THE TABLE AND THE CHAIR (Pages 46–47)

Exercise A

- The Table suffered from the heat and chilblains on his feet.
- The Table wanted to go out with his friend, the Chair, and take a little walk in the fresh air. They could also have a little talk as they walked.

3. The Table and the Chair went down slowly and strolled around the town, walking with a cheerful bumpy sound. Everybody who saw them cried out that the Table and the Chair had come out to enjoy the fresh air.
4. The Table and the Chair went down an alley because they wanted to see a castle in the valley. However, they got completely lost and wandered around all day.
5. The Table and the Chair paid a Ducky-quack, a Beetle, and a Mouse to help them to get back to their house.
6. The entire party dined on beans and bread when they got back home.
7. The Table, the Chair, and their friends made merry by dining and then dancing on their heads until it was time to go to bed.

Exercise B

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

Exercise C

1. 'little brother'
2. a castle
3. little

Exercise D

Proper nouns: (*any four*) Ducky-quack; Beetle; Mouse; Table; Chair

Verbs and their tenses: (*any five*) said – simple past; suffer – simple present; took – simple past; went – simple past; walked – simple past; have taken – present perfect

Adverbs: completely; safely

CHAPTER 12: ADJECTIVES I: QUALITATIVE, QUANTITATIVE AND DEMONSTRATIVE (Pages 49–53)

Exercise A

1. large, high – qualitative
2. Forty – quantitative
3. rich, happy – qualitative; all – quantitative
4. several – quantitative; big, shortest – qualitative
5. first – quantitative (ordinal)
6. yellow, black, green – qualitative
7. half – quantitative (fraction)
8. many, few – quantitative
9. clever, careless – qualitative
10. hard, tiny – qualitative

Exercise B

1. such
2. Those
3. these
4. this
5. Those
6. That
7. this

8. these/those
9. such
10. That

CHAPTER 13: ADJECTIVES II: DEGREES OF COMPARISON (Pages 54–57)

Exercise A

1. younger, taller – comparative
2. shorter, better – comparative
3. faster, longer – comparative ('Earlier' has been used as an adverb here.)
4. happy – positive; finest – superlative
5. worst – superlative; last – superlative (See table given below the exercise.)
6. best – superlative
7. hot, heavy, little – positive
8. small – positive; merrier – comparative
9. quickest – superlative
10. kind, little, warm – positive

Exercise B

1. more
2. funniest
3. lighter
4. most hard-working
5. best
6. high
7. rough
8. faster
9. many
10. lighter
11. happier
12. harder
13. largest
14. smaller; many
15. hotter

CHAPTER 14: PREPOSITIONS (Pages 58–60)

Exercise A

(The preposition is mentioned first, and then the object.)

1. to – health
2. on – left; for – which
3. with – her; for – fare
4. at – sky; for – something; into – sight
5. of – respect
6. across – sky; of – it
7. to – weather reports; below – zero

- without – passport
- for – absence; from – school
- from – hand; into – pieces

Exercise B

- in
- at; in
- on; of
- towards
- to
- with; round
- on; with
- under
- from; to
- over; to

Exercise C

- at; in; on
- with; on
- of
- above; at; for
- of
- to
- with; for
- of; with
- on
- with/amongst
- of; of
- for
- in; to
- on; to
- on
- round
- amongst/between
- between
- from; over
- in; on; from

CHAPTER 15: ADVERBS I: MANNER, PLACE AND TIME (Pages 61–64)

Exercise A

- carefully
- slowly
- cruelly
- happily

5. nearly
6. boldly
7. tidily
8. surely
9. truly
10. steadily

Exercise B

1. slowly
2. loudly
3. quietly
4. painfully
5. politely
6. hard
7. properly
8. eagerly
9. quickly
10. well

Exercise C

Encourage students to think creatively and formulate their own answers.

Exercise D

1. tomorrow
2. before
3. immediately
4. soon
5. later
6. early; late
7. now; later
8. already
9. early; early
10. tomorrow; then

Exercise E

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

1. smoothly – glided; completely – disappeared
2. carefully – listen
3. yesterday – met
4. rashly – driving; nearly – crashed
5. outside – is; heavily – snowing
6. softly – spoke; barely – hear
7. seriously – was wounded; immediately – operated
8. tomorrow – is; already – have bought

9. low – flew; loudly – cheered
10. tight – sleep

CHAPTER 16: ADVERBS II: DEGREES OF COMPARISON (Pages 65–66)

1. quietly – positive
2. sooner, earlier – comparative
3. better – comparative
4. longer – comparative
5. most carefully – superlative; correctly – positive
6. early – positive
7. highly – positive
8. soon – positive
9. hard – positive; suitably – positive
10. more quickly – comparative
11. late – positive (*'Never' is an adverb of frequency which will be dealt with in Book 5*)
12. most carefully – superlative
13. most gently – superlative
14. heavily – positive; sharply – positive
15. most bravely – superlative

CHAPTER 17: CONJUNCTIONS (Pages 68–70)

(In most cases, more than one conjunction can be used to join a set of sentences. Some alternatives have been mentioned as examples.)

Exercise A

1. I cannot solve this problem because it is too difficult.
2. You can swallow or chew the tablet.
3. The day was cloudy and very humid.
4. We cannot finish this task and must be given some more time./Unless we are given more time, we cannot finish this task.
5. They went to Egypt because they wanted to see the pyramids./Since they wanted to see the pyramids, they went to Egypt.
6. Though he is a great scholar, he is humble./He is a great scholar, but he is humble.
7. If it rains, these streets will become waterlogged.
8. After the visitors left, we sat down and relaxed.
9. She went on walking till she reached a hotel.
10. He sang while he worked.

Exercise B

1. because/for
2. Though
3. till/until, because/for
4. If
5. or
6. but
7. because/for

8. while
9. or
10. until
11. and
12. If
13. but
14. so
15. Hardly ... before

CHAPTER 18: INTERJECTIONS (Pages 71–72)

Exercise A

1. Alas!
2. Ouch!
3. Hello!
4. Hooray!
5. Wow!
6. So Long!
7. Wow!
8. Hi!

Exercise B

1. -(b)
2. -(g)
3. -(a)
4. -(e)
5. -(h)
6. -(j)
7. -(i)
8. -(d)
9. -(c)
10. -(f)

CHAPTER 19: DIRECT AND INDIRECT SPEECH (Pages 73–78)

Exercise A

1. Mani said, 'My uncle lives in Australia.'
2. Lubna exclaimed, 'How stupid of me to have forgotten that today is your birthday!'
3. 'Can't you hear the doorbell ringing?' asked mother.
4. The crowd shouted, 'Boo! We don't want to hear your speech.'
5. The old lady said, 'Thank you for helping me find my umbrella.'
6. He asked me, 'How are you?'
7. 'Do come and help me clean my room,' said Kulsum to Meena.
8. 'Never give up hope,' he said.
9. The new teacher asked us, 'Have you read this poem?'
10. 'Take this book and give it back to the library,' father said.

Exercise B

1. The players shouted, 'Hurrah! We have won!'
2. 'Come One! Come All!' said the poster.
3. He asked, 'Where have you been?'
4. 'Let us now have dinner,' said Sikender.
5. 'How much is the fare to Lahore?' he enquired.
6. The tourist said, 'Kashmir is a beautiful place!'
7. 'Is the phone working?' she asked.
8. The guest said politely, 'I don't eat meat.'
9. The teacher said, 'Do your work quietly.'
10. The doctor said, 'Show me your tongue.'

Exercise C

(Obvious differences like the use of quotation marks; position of the quote; use of that and punctuation marks like commas, full stops, question and exclamation marks; questions and exclamations becoming simple statements, etc. are not mentioned here. Only changes in tense and pronouns have been pointed out.)

- (q) John is sleeping → John was sleeping; his mother → John's mother (*to avoid ambiguity*)
- (r) I → he; am → was
- (s) you → he; have come late → had come late; (*The words have to be rearranged to change a question into a statement.*)
- (t) is → was
- (u) Do not drink → not to drink; this water → that water (*'Do' is omitted to change an imperative into a statement.*)
- (v) he → I; was going → am going
- (w) would be → will be; next day – tomorrow
- (x) whether – omitted; he → you; was → are (*The words have to be rearranged to change a statement into a question.*)
- (y) was → is (*The words have to be rearranged to change a statement into a question.*)
- (z) was → is

Exercise D

1. –(f)
2. –(c)
3. –(h)
4. –(d)
5. –(a)
6. –(j)
7. –(e)
8. –(g)
9. –(b)
10. –(i)

Exercise E

1. Rahat requested Arham to lend him his pen.
2. The doctor asked the patient how he/she was feeling then.

3. John told Susan, 'My examinations will soon be over.'
4. Neelum told Ayaz that they were going to the hills for a vacation.
5. The visitor exclaimed that it was a very lovely room.
6. Rizwan invited Sam to go and have dinner with him that night.
7. My father advised me that it was never too late to apologise for any mistake that I had made.
8. Karim exclaimed that he had made a silly mistake.
9. They said, 'We are sorry and we shall never do such a thing again.'
10. Kulsum asked Rita whether she was going to dance in that festival.

CHAPTER 20: KINDS OF SENTENCES (Pages 79–82)

Exercise A

1. Declarative; Imperative
2. Interrogative
3. Declarative
4. Imperative
5. Declarative
6. Interrogative
7. Exclamative
8. Imperative
9. Imperative
10. Imperative
11. Imperative
12. Imperative
13. Exclamative
14. Exclamative
15. Imperative; Declarative

No.	Subject	Predicate
1.	Time	is up
	(You)	Stop writing now
2.	you	Why were ... absent yesterday
3.	(A) friend (in need)	is a friend indeed
4.	you	May ... live long
5.	(A) man	sailed all alone in a boat from England to America
6.	you	Where are ... coming from
7.	it	What a victory ... was for the junior cricket team
8.	(i) one	Come
	(ii) all	come
9.	(You)	Do not ever go into that forest alone
10.	(your) journey	May ... be safe and enjoyable
11.	(You)	Let him come in and sit down
12.	(i) (You)	Stop
	(ii) You	must not go any further
13.	you	What a surprise ... gave us last night
14.	(the) earthquake	How terrible was ... last night
15.	(i) (You)	Please take your seats immediately
	(ii) (The) concert	will begin soon

Exercise B

1. Interrogative (negative)
2. Exclamative
3. Imperative
4. Declarative
5. Interrogative (negative)
6. Declarative (negative)
7. Imperative
8. Imperative
9. Interrogative (negative)
10. Declarative
11. Interrogative (negative)
12. Imperative (negative)
13. Exclamative
14. Interrogative
15. Imperative

CHAPTER 21: USE OF CAPITAL LETTERS (Pages 83–85)

1. Why are you sitting here? Are you waiting for somebody?
2. There are many flowers in the garden. Can you name a few of them?
3. The name of the book I read a few days ago was 'Treasure Island'. (*Children should be told that the name of a book, poem, story, etc. are usually put within quotation marks when they occur in a sentence.*)
4. Asia is the largest continent of the world. Which is the largest ocean?
5. 'Alice's Adventures in Wonderland' is the name of a book written by Lewis Carroll. The author's real name was Charles Dodgson. He also wrote a book called 'Through the Looking-Glass'.
6. The Second World War lasted for more than four years.
7. Afghanistan, Iran, and China are amongst Pakistan's neighbouring countries.
8. The capital of the Arab Republic of Egypt is Cairo.
9. Have you read 'Robinson Crusoe'? Do you know it was written by Daniel Defoe?
10. Thirty days hath September,/ April, June, and November;/ February has twenty-eight alone./ All the rest have thirty-one,/ Except in a leap year, that's the time/ When February's days are twenty-nine.

CHAPTER 22: PROVERBS (Pages 86–89)

1. -(c)
2. -(f)
3. -(h)
4. -(b)
5. -(d)
6. -(i)
7. -(a)
8. -(g)
9. -(e)
10. -(j)

CHAPTER 23: HOW JACK WENT OUT TO SEEK HIS FORTUNE (Pages 91–94)

Exercise A

1. The animals that joined Jack on his journey included: a cat, a dog, a goat, a bull, and a rooster.
2. Jack saw a band of robbers who were seated at a table counting bags of gold.
3. Jack had planned to get his hands on the robbers' stolen gold by asking his fellow animals to make all the noise they possibly could to scare off the robbers.
4. For the first time, the animals scared off the robbers by making a lot of noise together. For the second time, the animals fooled the robbers by taking the places assigned by Jack pretending to be human beings.
5. The robbers misinterpreted the hollering of the rooster out of fear. In real, the rooster was actually saying 'cock-a-doodle-do'.
6. The cat hung the bag with gold on its tail, the dog on his collar, the goat and the bull on their horns, and the rooster carried the gold guinea in its beak.

Exercise B

1. – (d)
2. – (g)
3. – (a)
4. – (h)
5. – (f)
6. – (b)
7. – (c)
8. – (e)

Exercise C

1. – (c)
2. – (a)
3. – (e)
4. – (b)
5. – (d)

Exercise D

1. in
2. for
3. with
4. at
5. over
6. for
7. in; to
8. over; to
9. over; from
10. in; of

CHAPTER 24: TOM CANTRY MEETS A PRINCE (Pages 95–97)

Exercise A

1. Tom knew that the boy in the palace was a prince because his clothes were made of satin and silk and set with shining jewels. There was a jewelled sword at his hip. He wore beautiful shoes with red heels, and on his head was a crimson cap with plumes fastened to it with a big sparkling gem.
2. The guards pushed Tom back because Tom was dressed in ragged clothes. He was somebody who could not be allowed to get near the prince.
3. Tom Cantry lived in Offal Court, off Pudding Lane.
4. Tom's father and grandmother treated Tom badly, giving him a beating quite often.
5. Tom and his friends enjoyed themselves in Offal Court in various ways. They watched Punch and Judy shows, plays, and monkeys doing antics. They fought with cudgels and had races. In summer, they swam in the river, wading and diving, shouting and tumbling. They danced and sang round the Maypole. They played in the sand, covering each other up, and wallowed in the mud and made mud pastry.
6. The Prince wanted to be like Tom just once. He wanted to wear clothes like Tom, take off his shoes, and play in the mud—without anybody to scold him or tell him not to do what he would enjoy doing so much. He would give up his crown for this pleasure.

Exercise B

1. -(g)
2. -(h)
3. -(a)
4. -(f)
5. -(i)
6. -(c)
7. -(e)
8. -(b)
9. -(d)

Exercise C

1. at
2. with
3. around
4. of
5. on; at

CHAPTER 25: A CHRISTMAS DINNER (Pages 98–100)

Exercise A

1. -(h)
2. -(e)
3. -(f)
4. -(a)
5. -(g)
6. -(c)
7. -(i)
8. -(d)
9. -(b)

Exercise B

1. Mrs Cratchit and Belinda were wearing shabby gowns, decorated with cheap but gay ribbons to make them look pretty.
2. The two younger Cratchits came in screaming excitedly because they had smelled the goose outside the bakers and had known it to be theirs just by the smell.
3. Tiny Tim was a cripple and his limbs were supported by an iron frame. He could walk only with the help of a crutch. So, his father Bob carried him on his shoulder.
4. (a) Mrs Cratchit laid the cloth on the table, heated the gravy till it was hissing hot, and carved the goose and served it. She had also cooked the pudding and brought it in proudly after the goose had been eaten.
(b) Peter used a fork to find out whether the potatoes were boiled and ready to be mashed. He then went with the younger Cratchits to fetch the goose. After he came back, he mashed the boiled potatoes with great vigour.
(c) Belinda helped her mother to lay the cloth on the table, and then sweetened up the apple sauce.
(d) Martha dusted the hot plates.
(e) The two younger Cratchits had gone with Peter to fetch the goose. They then set chairs for everybody.
5. The Cratchits had roast goose, apple sauce, mashed potatoes, and pudding for their Christmas dinner.
6. Mr and Mrs Cratchit had six children – Martha, Belinda, Peter, a boy and a girl, and Tiny Tim.

Exercise C

- (i) (*any four*) – Bob Cratchit, Belinda, Peter Cratchit, Martha, Tiny Tim
- (ii) Hallo! A great deal of steam!

Exercise D

(*any five*)

1. shabby – gowns
2. cheap – ribbons
3. older – boy
4. younger – Cratchits
5. elder – daughter
6. great – vigour

Exercise E

1. getting
2. decorating
3. tearing
4. screaming

Exercise F

1. for
2. with
3. into
4. by/from
5. by

Exercise G

This sentence teaches us the important lesson that happiness lies in being content with what one has. Though the pudding was small, none of the Cratchits complained about it because they knew that this was all that they could afford to have. They were happy in just being in each other's company and sharing a meal on Christmas Day. That is the true spirit of Christmas.

Note: Chapters 26, 27, 28, and 29 require no answer key. Encourage students to write their own answers.

CHAPTER 30: KATY (Pages 116–119)

Exercise A

1. Katy was late for school that morning for various reasons. She could not find her algebra book or her slate and had to run about looking for them. The string of her bonnet was torn and Aunt Izzie insisted on sewing it on and Katy had to stand still while this was being done.
2. Katy made mistakes twice in her grammar. Her hand shook so much that it was difficult to read what she had written, and so Mrs Knight told her to copy her composition again.
3. Katy was very upset as everything seemed to have gone wrong that morning. She was on the point of crying, but she did not want the other girls to see her doing so. So, she wanted to be alone, and as soon as the bell rang, she ran to the yard and sat on the roof of the wood-house.
4. A sudden gust of wind blew Katy's bonnet over the fence and right into the middle of Miss Miller's school.
5. If the girls of the Miller school got hold of the bonnet, they would dance round it, play football with it and wave it over the fence in triumph.
6. Katy slid down the roof of the wood-house and jumped over the fence into the yard of Miss Miller's school and rescued her bonnet. Just then the bell rang, and before the Millerites, who had come out into the yard, could catch her, she managed to get to the top of the wall. One girl caught hold of her foot and almost pulled a boot off, but Katy managed to free herself with a kick and, with a scream of victory and fright, fell head first into the middle of a group of her schoolmates on the other side of the wall.
7. Katy had released her foot seized by the girl with a kick. This made the girl fall backwards, head over heels.
8. Katy's schoolmates were thrilled that she had got the better of the Millerites. They felt proud and triumphant. They kissed and hugged Katy, and made her tell the story of her victory again and again.

Exercise B

1. bonnet
2. breezy
3. moments
4. composition
5. sewing
6. wave
7. dragged
8. seized

Exercise C

1. around/beside
2. over
3. with; after

4. from
5. over; down

Exercise D

1. bold – qualitative adj (*way*)
2. quickly – adv of manner
3. lost – qualitative adj (*articles*)
4. this – demonstrative adj (*way*); badly – adv of manner
5. still – adv of manner
6. warm, breezy – qualitative adj (*day*)
7. Then – adv of time

Exercise E

1. shook; fright
2. pride
3. hugged
4. notice
5. leap
6. rescued
7. released
8. victory
9. fence

CHAPTER 31: MR WILLY WONKA (Pages 120–123)

Exercise A

1. –(i)
2. –(f)
3. –(h)
4. –(a)
5. –(b)
6. –(d)
7. –(c)
8. –(j)
9. –(e)
10. –(g)

Exercise B

1. Mr Wonka looked very clever, quick and sharp, and full of life. He was quick as a squirrel in his movements. Covering his chin was a small, neat, pointed, black beard – a goatee. His eyes were extraordinarily bright and seemed to sparkle and twinkle all the time. His whole face was alight with fun and laughter.
2. After a sudden and funny little skipping dance in the snow, Mr Wonka spread his arms wide, smiled at the children who were standing in a group at the gates of the factory, and welcomed them very warmly to his factory.
3. Five children had won tickets to see Mr Wonka's factory. They were Augustus Gloop, Veruca Salt, Violet Beauregarde, Mike Teavee, and Charlie Bucket.

4. When Charlie looked over his shoulder, he saw the great iron entrance gates slowly closing. He saw that there were crowds outside, still pushing and shouting to enter the factory. Then the gates closed with a clang and the outside world was completely shut out.
5. Mr Wonka explained that it was warm inside the factory because the workers, working in the factory, were used to an extremely hot climate. They could not stand the cold and would freeze to death if they were exposed to anything as cold as the weather outside.
6. The corridor in which Charlie stood was very long, stretching away as far as he could see. It was so wide that a car could have been easily driven through it. It had pale pink walls, and the lighting inside it was soft and pleasant.
7. Grandpa Joe could smell many things, all mixed up in the air around them, like roasting coffee, burnt sugar, melting chocolate, mint, violets, crushed hazelnuts, apple blossom, caramel, lemon peel, etc. The smell was most marvellous.

Exercise C

1. Charlie could not see where the corridor ended because it was very long.
2. Though Tahir was a brave boy, he did not want to stay in that empty house all alone.
3. Amir learnt German while he was studying to become an engineer.

Exercise D

1. inside; to
2. through; into
3. at; in
4. at; for
5. on

CHAPTER 32: THE SELFISH GIANT (Pages 124–128)

Exercise A

1. -(e)
2. -(j)
3. -(g)
4. -(i)
5. -(b)
6. -(h)
7. -(c)
8. -(a)
9. -(d)
10. -(f)

Exercise B

1. The Giant's garden was large and lovely. It was covered with soft green grass, and over the grass, here and there, bloomed flowers as beautiful as the stars. There were twelve peach trees that in spring bore flowers of pink and pearl, and in autumn were laden with fruit.
2. We know that the Giant was very selfish because he was very angry when he saw the children playing in his garden. He asked them why they were playing there in such a gruff voice that they were frightened and ran away. He then said that his garden was only meant for him, and he built a high wall all round it so that the children would not be able to come in and play there anymore.

3. Spring did not come to the Giant's garden because he had driven the children away from his garden and had built a high wall all round it to keep them away.
4. The Snow and the Frost came to live in the Giant's garden when they saw that Spring would not come there anymore. They invited the North Wind to come and stay with them. The Snow covered up the green grass with her great white cloak, and the Frost covered the trees so that they looked as if they had been painted with silver. The North Wind, wrapped in furs, roared all day about the garden and found it a delightful place.
5. One morning the Giant heard a little linnet singing in the garden. He had not heard a bird singing in his garden for such a long time that the bird's song seemed to him to be the most beautiful music in the world. The North Wind had also ceased to roar, and a delicious perfume came through the open window. This made the Giant think that Spring had come at last to his garden.
6. When the Giant looked out of his window, he saw a most wonderful sight. The children had crept back into the garden through a hole in the wall that he had built, and were sitting in the branches of the trees. In each tree there was a child, and the trees were so glad that the children were back that they were gently waving their branches over the children's heads and had covered themselves with flowers. Birds were flying about and twittering with joy and flowers were peeping out once again over the grass and laughing. Only in one corner of the garden it was still winter.
7. In one corner of the garden it was still winter, for in that corner a child was wandering round, crying. He was so small that he could not reach up to the branches of the tree there and, so could not climb up and sit in the tree.
8. The Giant's heart melted when he saw that sight. He crept down from his room into the garden, and quietly went up to the child, picked him up gently and put him into the tree.
9. One winter morning, when the Giant was old and feeble and was sitting in his armchair, he looked out of his window and suddenly saw a sight that he could not believe. In the farthest corner of his garden stood a tree all covered with white flowers. From its golden branches hung silver fruit, and under the tree stood the little boy that he had helped and loved.
10. The little child told the Giant that as he had let him play in his garden, the child would take the Giant with him and let him play in his garden, which is Paradise.

Exercise C

1. around
2. on/by; for
3. of; in
4. in
5. with

Exercise D

1. The Giant asked him/her/them what he/she/they was/were doing there.
2. They cried to each other that they were very happy there.
3. The North Wind said that that was a delightful spot.
4. The Giant said that he believed that Spring had come at last.
5. The Giant asked him/her who he/she was.



6 Key to End of the Year Tests

TEST 1

Exercise A

1. Rita, Atlantis – proper; storybook – common (compound); city – common ('underwater' is an adjective that qualifies 'city')
2. table, bowl – common; goldfish – common (compound)
3. Tom – proper; engine driver – common (compound)
4. United Kingdom, England, Scotland, Wales, Northern Ireland – proper; compound – United Kingdom, Northern Ireland
5. Susan – proper; park, groups (collective), children – common; playground – common (compound)
6. Taimoor, Kulsum – proper; table tennis, sister, basketball – common; compound – table tennis, basketball
7. group (collective), islands, earthquakes – common; compound – earthquakes
8. Niagara Falls, Canada, United States of America – proper; waterfalls – common; compound – Niagara Falls, waterfalls, United States of America
9. students, mobile phones, school – common; compound – mobile phones
10. Muneeza, Kiran – proper; clothes, washing machine, clothes line – common; compound – washing machine, clothes line

Exercise B

1. she; they; her; she; they
2. it; it
3. they
4. You; I; you; her
5. she; her

Exercise C

1. Kiran has read the book that I lent her last week.
2. He was pouring the milk into a jug.
3. Hamza had become famous as a writer.
4. Did you do what I asked you to do?
5. Grandma is telling us a story.
6. We finish our rehearsal by four o'clock.
7. The postman will have delivered the mail in the afternoon.
8. Where have the boys gone?

9. It will rain soon.
10. Sana has attended the music classes regularly.
11. Manzoor will be sleeping all through the day.
12. In autumn, most trees will shed their leaves.
13. Karim is speaking to his mother over the phone.
14. John spoke so softly that it was difficult to make out what he said.
15. Asim has been ill.

Exercise D

1. came – finite (simple past); to deliver – simple infinitive
2. had opened – finite (past perfect); to roar – simple infinitive
3. have told – finite (present perfect); to polish, (to) wash – simple infinitives
4. was looking – finite (past continuous); to open – simple infinitive
5. began – finite (simple past); to sing – simple infinitive; sat – finite (simple past)
6. is – finite (simple present); to find, to do – simple infinitives
7. started – finite (simple past); to rain – simple infinitive; were forced – finite (simple past); to run – simple infinitive
8. hope – finite (simple present); will remember – finite (simple future); to post – simple infinitive
9. became – finite (simple past); began – finite (simple past); to blow – simple infinitive
10. was – finite (simple past); wanted – finite (simple past); to lie, (to) sleep – simple infinitives

Exercise E

1. are
2. have
3. have
4. Does
5. make
6. Do
7. sing
8. is
9. blown
10. waiting; come
11. gone; meet
12. was
13. (*The subject 'you' is understood.*) listen; believe
14. is
15. am; believe

TEST 2

Exercise A

1. Adjectives: many–more–most; calm–calmer–calmest; busy–busier–busiest; careful–more careful–most careful; hot–hotter–hottest; able–abler–ablest; bad–worse–worst
2. Adverbs: little–less–least; much–more–most; late–later–last/latest; quietly–more quietly–most quietly; slowly–more slowly–most slowly; hard–harder–hardest; cleverly–more cleverly–most cleverly

Exercise B

1. All–adj (quantitative); loudly–adv (manner)
2. smart, blue–adj (qualitative)
3. missing–adj (qualitative); nowhere–adv (place)
4. Many–adj (quantitative); new–adj (qualitative); quickly–adv (manner)
5. bright–adj (qualitative); overhead–adv (place); loudly–adv (manner)
6. happily–adv (manner)
7. violent–adj (qualitative); instantly–adv (manner); away–adv (place)
8. mighty–adj (qualitative); many–adj (quantitative); easily–adv (manner)
9. huge – adj (qualitative)
10. Great, great – adj (qualitative); willingly – adv (manner)

Exercise C

1. Though the sun is shining now, it may start raining soon.
2. The man must be taken to a hospital, because he is seriously injured.
3. Honey is sweet and sticky.
4. Nobody wants to go as it is a dangerous mission.
5. You must hurry, but you must be careful.
6. After Sam reached home, he spoke to me on the phone.
7. No sooner had we reached the station than the train came in./We had no sooner reached the station than the train came in.
8. He is not only intelligent but also hardworking.
9. While they were away on vacation, burglars broke into their house.
10. Scarcely had the flood waters begun receding when it started to rain again./The flood waters had scarcely begun receding when it started to rain again.

Exercise D

1. He has made a mistake.
2. Rita was wearing a pearl necklace.
3. Alam is drinking coffee.
4. Will you go for a swim in the sea?
5. He will have gone home.
6. You had done your duty.
7. He came late as usual.

Exercise E

1. Tariq is a good runner, but John is faster of the two.
2. You are cleverer/more clever than anybody else.
3. Asif talks much less than anybody in this class.
4. This river is longer than any other river of the world.
5. He who comes late/last will not be allowed to enter.
6. Yesterday was the hottest day of the year.
7. 'Talk less and work more' should be your motto.

Exercise F

1. of; with
2. of/about
3. from; for
4. upon
5. in/into; for
6. up; in; of
7. at; on
8. across/over, through
9. up; of; to
10. on; to; to

Exercise G

1. it; it
2. they; You; he
3. We; ours
4. his; her

Note: Exercises H and I do not require an answer key. Encourage students to come up with their own answers.



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 I: COMPOUND NOUNS

Worksheet 1

Name:

Class:

Date:

A. Choose the correct collective nouns to complete the sentences.

1. The teacher asked the (choir/gang) to prepare a song for the annual day.
2. The album is kept near that (pile/host) of books.
3. The Aegean is a (group/galaxy) of islands in the Aegean Sea.
4. The castle was next to a (stack/clump) of trees.
5. The police finally caught the (gang/mob) of thieves who had been on the run for some time.
6. A (crew/panel) of experts will decide if the building is safe or not.

B. Match the words to make compound words.

Column 1	Column 2
grass	board
air	smith
key	work
black	port
fire	hopper

NOUNS II: COUNTABLE AND UNCOUNTABLE

Worksheet 2

Name:

Class:

Date:

State whether the underlined nouns are countable (C) or uncountable (U).

1. The children are playing in the park.
2. The bottle is in the cupboard.
3. I am drinking milk.
4. I put too much oil in the dish.
5. Could you give me some glue, please?
6. Please pour some water in my glass.
7. The window is made of glass.
8. His shoes were old and worn out.
9. I want to adopt all the stray dogs!
10. The sandwich has a lot of cheese in it.

PRONOUNS I: GENERAL

Worksheet 3

Name:

Class:

Date:

Fill in the blanks with the correct pronouns.

1. My name is Taha. am ten years old.
2. My best friend's name is Misha. lives close to my house.
3. My friends are in the playground. I will play football with
4. I want to call my parents to tell them I will be late. They must be waiting for
5. My brother broke his toy car. So I gave my toy car to
6. Zaheer and I are playing video games. love playing video games together.
7. Have you seen my diary anywhere? is dark blue in colour.
8. We are going to watch a movie. Do you want to come with ?
9. All of you have to go to the assembly hall. The principal wants to say something to
10. Ahmed won the first prize. is very happy.

PRONOUNS II: PERSONAL PRONOUNS

Worksheet 4

Name:

Class:

Date:

State which of the underlined pronouns are pronouns of the first person, which of the second person, and which of the third person.

1. We have decided to include Sheeba in our team.
2. He is a very hardworking boy.
3. She wants to meet the doctor urgently.
4. You can go home after you have finished your work.
5. They have asked us to meet them at four o'clock.
6. We gave her gift coupons on her birthday.
7. Let us go to the museum next week.
8. You must not play the radio so loudly.
9. He said he will be home very soon.
10. She had not met me before.

POSSESSIVE ADJECTIVES AND POSSESSIVE PRONOUNS

Worksheet 5

Name:

Class:

Date:

State whether the underlined words are possessive adjectives (PA) or possessive pronouns (PP).

1. Talha blew out the candles on his birthday cake.
2. My mother keeps her laptop very safely.
3. Is this lovely dress yours?
4. Rana always borrows my toys but never lets me play with his.
5. These two bags look the same. Which one is mine?
6. Father told me to clean my room before dinner.
7. My grandparents live on that hill. That lovely little cottage is theirs.
8. Please come to our house for lunch this Saturday.
9. Can you lend me your camera for a few hours?
10. Rida took my scarf thinking that it was hers.

VERBS I: THE -ING FORM

Worksheet 6

Name:

Class:

Date:

Identify and name the tenses of the underlined verbs.

1. The customer was complaining about the food.
2. Mohsin is learning Japanese.
3. Mother will be baking us a cake today.
4. She is singing such a beautiful song!
5. Grandmother was knitting a sweater.
6. The tiger was growling in anger.
7. I am going to the market.
8. He was watching television all afternoon.
9. We will be going for a drive in the evening.
10. We were jogging in the park when we met Reema.

VERBS II: PAST PARTICIPLES AND PERFECT TENSES

Worksheet 7

Name:

Class:

Date:

Fill in the blanks in the past participle column.

	Simple Present	Simple Past	Past Participle
1.	awake	awoke	.....
2.	blow	blew	.....
3.	bite	bit	.....
4.	choose	chose	.....
5.	draw	drew	.....
6.	drink	drank	.....
7.	eat	ate	.....
8.	freeze	froze	.....
9.	hide	hid	.....
10.	know	knew	.....

VERBS III: HAVE

Worksheet 8

Name:

Class:

Date:

Fill in the blanks with appropriate forms of *have*.

1. Do you a minute to talk to us?
2. The shopkeeper did not any candles.
3. When I was a child, I a pet fish.
4. First we will watch a movie, and then we dinner.
5. Please ask Mr Riaz if he any paper clips.
6. The Principal announced that we a basketball match next week.
7. I am not hungry because I a huge breakfast this morning.
8. My brother just finished his exams.
9. The doctor told her that she should a lot of green vegetables.
10. She a birthday party next Sunday.

AGREEMENT OF VERB WITH SUBJECT

Worksheet 9

Name:

Class:

Date:

State whether the verb forms used in the sentences given below are correct or incorrect.

1. Uncle Scrooge has three nephews. (correct/incorrect)
2. She have not made a single mistake. (correct/incorrect)
3. My friend stay with his grandparents. (correct/incorrect)
4. Are you still taking music lessons? (correct/incorrect)
5. Evenings is very pleasant here in summer. (correct/incorrect)
6. He were carrying too much luggage. (CORRECT/INCORRECT)
7. He is very regular and punctual in his attendance at school. (correct/incorrect)
8. It has not rained here so far. (correct/incorrect)
9. She have an excellent collection of stamps. (correct/incorrect)
10. We has to wake up early tomorrow. (correct/incorrect)

ADJECTIVES I: QUALITATIVE, QUANTITATIVE, AND DEMONSTRATIVE

Worksheet 10

Name:

Class:

Date:

Say if the underlined adjectives are qualitative, quantitative, or demonstrative.

1. Our bus driver is very careful.
2. Who gave you these flowers?
3. On such a rainy day, you cannot do anything.
4. The last train leaves at midnight.
5. Who gave you that information?
6. The day was bright and we started early.
7. There are thirty children in our class.
8. Who is that man in the black suit?
9. Her younger sister is very intelligent.
10. Tell those children to go back to their class.

ADJECTIVES II: DEGREES OF COMPARISON

Worksheet 11

Name:

Class:

Date:

Fill in the blanks with the correct forms of the adjectives given in brackets.

1. Sameer says that for him summer vacation is the time of the year. (happy)
2. An ant looks tiny, but it has strength than we think. (much)
3. Akbar is said to be the of all Mughal emperors. (great)
4. Who is, you or your brother? (old)
5. This is the building in the city. (tall)
6. Islamabad is now the city in Pakistan. (expensive)
7. When I come home from school, my dog gives me a welcome. (warm)
8. Saud is the student in our class. (young)
9. This year, the annual day celebrations were than that of last year. (colourful)
10. The king wanted to build a palace than any in the world. (large)

PREPOSITIONS

Worksheet 12

Name:

Class:

Date:

Fill in the blanks with appropriate prepositions chosen from those given in the box.

near	into	from	between	below
behind	with	by	near	through

1. There is a cricket match tomorrow Pakistan and England.
2. There is not a single medicine shop our house.
3. Wash your hands carefully soap before every meal.
4. I could not pack all our clothes one suitcase.
5. There is a public library just our school.
6. The poem we have just read is Iqbal.
7. She will be going home directly the theatre.
8. Do not put anything too the fire.
9. While going the essay, the teacher pointed out the errors I had made.
10. Just the stairs, there is a small storeroom.

ADVERBS I: MANNER, PLACE, AND TIME

Worksheet 13

Name:

Class:

Date:

Fill in the blanks in the sentences with suitable adverbs chosen from those given in brackets.

1. The guests were received (slowly/early/warmly) at the hotel.
2. The parents talked (neatly/softly/slowly) because the baby was sleeping.
3. The police searched the room (thoroughly/rudely/bitterly).
4. He hit the ball (happily/outside/hard) and it went for a six.
5. We shall watch a movie (neatly/already/tomorrow).
6. The pigeons flew (surprisingly/away/before) when I went up to the terrace.
7. I often meet our sports teacher because he lives (anywhere/already/nearby).
8. Through the window, I could see some boys playing (away/outside/truthfully).
9. 'Please come (early/kindly/slowly) so that we can get good seats,' my friend said.
10. The park for children was opened only two days (outside/correctly/ago).

ADVERBS II: DEGREES OF COMPARISON

Worksheet 14

Name:

Class:

Date:

Fill in the blanks correctly with comparative or superlative forms of the adverbs given in brackets.

1. Finish your dinner first; we can talk (late)
2. We requested the driver to drive, as the road was full of people. (slowly)
3. After the show began, we went and stood to the stage. (close)
4. He sings (beautifully)
5. Wali worked and won the first prize. (hard)
6. My mother can cook much than anybody. (well)
7. We had a competition about who could count from 1 to 100. (fast)
8. We travelled from Karachi to Lahore by the Shalimar Express. (comfortably)
9. Of the three children, the youngest could speak English (fluently)
10. She has decorated the room (beautifully)

ADVERBS II: CONJUNCTIONS

Worksheet 15

Name:

Class:

Date:

Fill in the blanks with suitable conjunctions.

1. We solved the sum by the same method, (so/but) our answers were different.
2. Nobody likes Sam (but/as) he always finds fault with others.
3. Their team won (before/because) they luckily scored a goal in the last minute.
4. The pudding will not taste good (though/unless) you add more sugar to it.
5. Do not raise your hands (until/unless) I have finished asking the question.
6. She was angry with me, (since/so) I apologised to her.
7. I rang the doorbell several times, (and/but) nobody opened the door.
8. The thief slipped into the house (after/until) the family had gone to bed.
9. The rabbit hid itself in the bushes (but/and) thought that it was safe.
10. (After/Though) he had fever, Rahim went out with his friends to play.

INTERJECTIONS

Worksheet 16

Name:

Class:

Date:

Fill the correct interjections in the blanks.

Ouch!	Shh!	Sure!	Yippee!	Eek!	Oops!	Wow!
-------	------	-------	---------	------	-------	------

1. There's an insect in my bag!
2. I would love to come to your birthday party.
3. That painting looks beautiful.
4. That hurts!
5. I forgot to bring my notebook.
6. The baby is sleeping.
7. My exams are over.

DIRECT AND INDIRECT SPEECH

Worksheet 17

Name:

Class:

Date:

Punctuate the following sentences given in direct speech.

1. Sabrina said to Javed We are not going to have the history test today

.....

2. Rafia asked me Do we have to submit our homework today

.....

3. Gul asked the shop assistant How much does this shirt cost

.....

4. We are going to Quetta this winter Rida said

.....

5. Father said to us Stop making so much noise in the house.

.....

6. Laiba said What a wonderful surprise

.....

7. Zaib said Let us meet at Wahaj’s place this Saturday

.....

8. Watch out for pickpockets on the bus Kiran said to us

.....

9. Saba said What a funny incident

.....

10. The tourist asked us Is this the way to the museum

.....

KINDS OF SENTENCES

Worksheet 18

Name:

Class:

Date:

State what kind of sentence each of the following is.

1. How tidy his room looks!
2. The train is running late.
3. Have you had breakfast?
4. Give him back his book at once.
5. One should drink plenty of water in summer.
6. How is Nina feeling today?
7. Write the letter once again.
8. Four teams have reached the semi-finals.
9. How hot it is today!
10. Don't forget to knock before entering.

USE OF CAPITAL LETTERS

Worksheet 19

Name:

Class:

Date:

Use capital letters wherever required and rewrite these sentences.

1. anusha and sid are dancing.

.....

2. are you going to Sukkur in october?

.....

3. our new neighbour's name is Ali Ahmed.

.....

4. there will be a protest march near Jail road on friday.

.....

5. i have lost my way. can you help me?

.....

6. she spoke to me in french but i could not understand what she said.

.....

7. it usually snows in Skardu in the winter.

.....

8. the movie narnia is based on a book named 'the lion, the witch, and the wardrobe'.

.....

PREPOSITIONS

Worksheet 20

Name:

Class:

Date:

Choose the option which is a proverb.

1. a. Great minds think alike.
b. Great minds think differently.
2. a. A penny saved is a penny earned.
b. A penny saved is a penny spent.
3. a. Charity begins at a function.
b. Charity begins at home.
4. a. Fire is a good servant but a bad master.
b. Fire is a good servant but a bad officer.
5. a. Empty vessels make much noise.
b. Empty mouths make much noise.
6. a. A man is known by the wallet he keeps.
b. A man is known by the company he keeps.
7. a. Looks are deceptive.
b. Looks are beautiful.
8. a. Better be safe than sorry.
b. Better commit mistake and then say sorry.
9. a. Ignorance is bliss.
b. Ignorance is beauty.
10. a. Benadryl is the best medicine.
b. Laughter is the best medicine.

PICTURE COMPREHENSION 1

Worksheet 21

Name:

Class:

Date:

Look at the following picture and answer the questions:



1. State whether the underlined adjectives in the following sentences are qualitative or quantitative:
 - a. The two friends were playing hide-and-seek.
 - b. Lisa has short hair.
2. Fill in the blanks with the correct tenses of the given verbs:
 - a. Rameez is (try) to find Lisa.
 - b. Lisa and her pet, Kitty, are (amuse).
3. Join the following sentence choosing any one of the given conjunctions:
Lisa was sad. Rameez brought her to the park to play. (till/since/if/or)
4. Do you like playing hide-and-seek? Give reasons for your answer.
5. Imagine you have been blindfolded (like Rameez) for a whole day. How do you think it will be different from being able to use the sense of sight?

PICTURE COMPREHENSION 2

Worksheet 22

Name:

Class:

Date:

Look at the following picture and answer the questions:



1. Underline the collective nouns in the following sentences:
 - a. The relay team of our school has won the race.
 - b. Three out of four girls in the team are from my class.
2. State whether the underlined *-ing* form of the verbs have been used as adjectives or as verbs:
 - a. Samia is holding the baton.
 - b. The winning team will be awarded medals by the principal.
3. Describe what is happening in the picture in your own words.
4. Name one indoor game and one outdoor game that you like to play.
5. What do you think are the benefits of team sports?



8 Key to Worksheets

NOUNS I: COMPOUND NOUNS

- A.
1. choir
 2. pile
 3. group
 4. clump
 5. gang
 6. panel

B.

Column 1	Column 2
grass	hopper
air	port
key	board
black	smith
fire	work

NOUNS II: COUNTABLE AND UNCOUNTABLE

1. C
2. C
3. U
4. U
5. U
6. C
7. U
8. C
9. C
10. U

PRONOUNS I: GENERAL

1. I
2. She
3. them
4. me
5. him
6. We
7. It
8. us
9. you
10. He

PRONOUNS II: PERSONAL PRONOUNS

1. first
2. third
3. third
4. second
5. third
6. third
7. first
8. second
9. third
10. first

POSSESSIVE ADJECTIVES AND POSSESSIVE PRONOUNS

1. PA
2. PA
3. PP
4. PP
5. PP
6. PA
7. PP
8. PA
9. PA
10. PP

VERBS I: THE -ING FORM

1. past continuous
2. present continuous
3. future continuous
4. present continuous
5. past continuous
6. past continuous
7. present continuous
8. past continuous
9. future continuous
10. past continuous

VERBS II: PAST PARTICIPLES AND PERFECT TENSES

1. awoken
2. blown
3. bitten
4. chosen
5. drawn
6. drunk
7. eaten
8. frozen
9. hidden
10. known

VERBS III: HAVE

1. have
2. have
3. had
4. will have
5. has
6. will have
7. had
8. has
9. have
10. has

AGREEMENT OF VERB WITH SUBJECT

1. correct
2. incorrect
3. incorrect
4. correct
5. incorrect
6. incorrect
7. correct
8. correct
9. incorrect
10. incorrect

ADJECTIVES I: QUALITATIVE, QUANTITATIVE, AND DEMONSTRATIVE

1. qualitative
2. demonstrative
3. qualitative
4. quantitative
5. demonstrative
6. qualitative
7. quantitative
8. qualitative
9. qualitative
10. demonstrative

ADJECTIVES II: DEGREES OF COMPARISON

1. happiest
2. more
3. greatest
4. older
5. tallest
6. most expensive
7. warm
8. youngest
9. more colourful
10. larger

PREPOSITIONS

1. between
2. near
3. with
4. into
5. behind
6. by
7. from
8. near
9. through
10. below

ADVERBS I: MANNER, PLACE, AND TIME

1. warmly
2. softly
3. thoroughly
4. hard
5. tomorrow
6. away
7. nearby
8. outside
9. early
10. ago

ADVERBS II: DEGREES OF COMPARISON

1. later
2. more slowly
3. closer
4. most beautifully
5. the hardest
6. better
7. fastest
8. most comfortably
9. most fluently
10. most beautifully

ADVERBS II: CONJUNCTIONS

1. but
2. as
3. because
4. unless
5. until
6. so
7. but
8. after
9. and
10. Though

INTERJECTIONS

1. Eek! there's an insect in my bag!
2. Sure! I would love to come to your birthday party.
3. Wow! That painting looks beautiful.
4. Ouch! That hurts!
5. Oops! I forgot to bring my notebook.
6. Shh! The baby is sleeping.
7. Yippee! My exams are over.

DIRECT AND INDIRECT SPEECH

1. Sabrina said to Javed, 'We are not going to have the history test today.'
2. Rafia asked me, 'Do we have to submit our homework today?'
3. Gul asked the shop assistant, 'How much does this shirt cost?'
4. 'We are going to Quetta this winter,' Rida said.
5. Father said to us, 'Stop making so much noise in the house!'
6. Laiba said, 'What a wonderful surprise!'
7. Zaib said, 'Let us meet at Wahaj's place this Saturday.'
8. 'Watch out for pickpockets on the bus,' Kiran said to us.
9. Saba said, 'What a funny incident!'
10. The tourist asked us, 'Is this the way to the museum?'

KINDS OF SENTENCES

1. exclamatory
2. assertive/declarative
3. interrogative
4. imperative

5. assertive/declarative
6. interrogative
7. imperative
8. assertive/declarative
9. exclamatory
10. imperative

USE OF CAPITAL LETTERS

1. Anusha and Sid are dancing.
2. Are you going to Sukkur in October?
3. Our new neighbour's name is Ali Ahmed.
4. There will be a protest march near Jail road on Friday.
5. I have lost my way. Can you help me?
6. She spoke to me in French but I could not understand what she said.
7. It usually snows in Skardu in the winter.
8. The movie Narnia is based on a book named 'The Lion, the Witch, and the Wardrobe'.

PROVERBS

1. a. Great minds think alike.
2. a. A penny saved is a penny earned.
3. b. Charity begins at home.
4. a. Fire is a good servant but a bad master.
5. a. Empty vessels make much noise.
6. b. A man is known by the company he keeps.
7. a. Looks are deceptive.
8. a. Better be safe than sorry.
9. a. Ignorance is bliss.
10. b. Laughter is the best medicine.

PICTURE COMPREHENSION 1

1. a. quantitative
b. qualitative
2. a. trying
b. amused
3. Since Lisa was sad, Rameez brought her to the park to play.
4. *Encourage students to think creatively and formulate their own answers.*
5. *Encourage students to think creatively and formulate their own answers.*

PICTURE COMPREHENSION 2

1. a. team
b. team, class
2. a. verb
b. adjective
3. *Encourage students to think creatively and formulate their own answers.*
4. *Encourage students to think creatively and formulate their own answers.*
5. *Encourage students to think creatively and formulate their own answers.*



9 Key to Checkpoints

CHECKPOINT 1

- A. 1. a. Proper, Uncountable, Compound
2. c. Proper, Collective, Abstract
3. a. Common, Concrete, Uncountable
4. c. Compound, Common
5. c. Number, Common, Compound
- B. 1. He, his
2. he/she, yours
3. mine/hers/his
4. they
5. her, She, her

CHECKPOINT 2

- A. 1. was reading – continuous tense; interesting – adjective
2. caring – adjective
3. will be going – future continuous
4. training – adjective; motivating – adjective
- B. 1. had
2. have, have
3. has
4. have/had
- C. 1. had forgotten
2. will have left
3. had given
4. has bought

CHECKPOINT 3

- A. 1. a
2. in
3. an
4. of, a
5. an, on

- B. 1. sweetly – Adverb of Manner
2. rainy – Qualitative Adjective
3. biggest – Superlative Adjective
4. everywhere – Adverb of Place
5. some – Quantitative Adjective
6. soon – Adverb of Time
7. nowhere – Adverb of place
- C. 1. faster – Adverb
2. wettest – Adjective
3. harder – Adverb
4. most powerful – Adjective
5. most dangerous – Adjective
6. smarter – Adjective

CHECKPOINT 4

- A. 1. The teacher told him that if he worked hard, he would pass.
2. The police officer asked which way the thief had run off to.
3. 'What a splendid day it is!' he exclaimed.
4. Javed claimed that they had been living in Islamabad for the past ten years.
5. 'Call me when you reach the party,' Alisha told Narmeen.
- B. 1. Declarative
2. Interrogative
3. Exclamatory
4. Interrogative
- C. 1. Hurray
2. and, but
3. nor
4. Eureka

CHECKPOINT 5

- A. 1. c. Introduction; body; conclusion
2. d. All of the above
3. c. Upper left corner
4. b. Past
5. a. Informal
- B. *Students to be encouraged to complete this activity on their own.*



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)

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

(4 Marks)

- He been in Canada for only one month when he was called back.
- 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.

(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)

1. I showed up to my appointment on time, but the doctor kept me waiting for hour.
2. The birth a child is always happy occasion for the family.
3. 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.

(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.

