

Teaching
Guide

5

The GRAMMAR TREE

BASIC ENGLISH GRAMMAR AND COMPOSITION

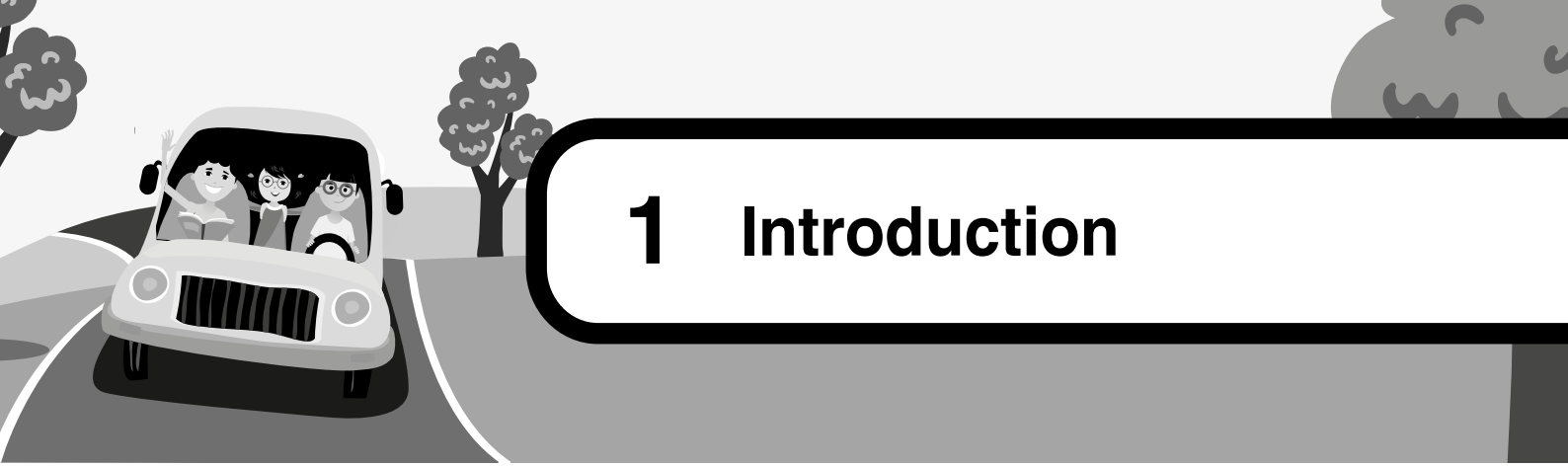
SECOND EDITION



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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. Adjectives: Interrogative and Emphasising	<ul style="list-style-type: none"> Differentiating interrogative adjectives and emphasising adjectives
2. Adverbs: Degree, Frequency, Negation, and Interrogative	<ul style="list-style-type: none"> Differentiating kinds of adverbs: adverbs of degree, adverbs of frequency, adverbs of negation, interrogative adverbs Differentiating kinds of adverbs of degree: adverbs qualifying adjectives and adverbs qualifying adverbs
3. Transitive and Intransitive Verbs	<ul style="list-style-type: none"> Identifying the subjects of verbs Differentiating transitive and intransitive verbs Differentiating direct and indirect objects
4. Prefixes and suffixes	<ul style="list-style-type: none"> Forming words with prefixes <i>un-</i>, <i>im-</i>, <i>in-</i>, <i>dis-</i>, <i>il-</i>, <i>ir-</i>, <i>non-</i>, etc. Forming words with suffixes <i>-er</i>, <i>-ful</i>, <i>-less</i>, etc.
5. Reflexive Pronouns Checkpoint 1	Forms and uses of reflexive pronouns
6. Participles and Gerunds	<ul style="list-style-type: none"> Identifying present and past participles and participial phrases Use of <i>-ing</i> and <i>-ed</i> adjectives Differentiating gerunds from adjectives
7. Rikki-Tikki-Tavi	<ul style="list-style-type: none"> Reading comprehension Grammar practice: transitive and intransitive verbs, adjectives, adverbs, and reflexive pronoun from the passage Composition
8. Sentences, Phrases, and Clauses	<ul style="list-style-type: none"> Identifying subject and predicate Differentiating phrases and clauses
9. Kinds of Phrases	Identifying adjective phrases, adverb phrases and noun phrases
10. Kinds of Sentences and Clauses Checkpoint 2	<ul style="list-style-type: none"> Identifying simple sentences, complex sentences, compound sentences, and compound-complex sentences Identifying coordinate clauses, subordinate clauses: adjective clauses, adverb clauses and noun clauses
11. Conjunctions	<ul style="list-style-type: none"> Using conjunctions that are made of more than one word
12. Prepositions	<ul style="list-style-type: none"> Learning simple and complex prepositions: placing of prepositions and omissions of prepositions

Unit	Grammar Topic
13. Lost and Found	<ul style="list-style-type: none"> • Reading comprehension • Grammar practice: transitive and intransitive verbs, kinds of clauses, prefixes and suffixes • Composition
14. Verbs of Incomplete Predication	<ul style="list-style-type: none"> • Differentiating transitive verbs and intransitive verbs • Differentiating complement, subjective complement, objective complement in verbs of incomplete predication
15. Active and Passive Voice Checkpoint 3	<ul style="list-style-type: none"> • Differentiating active and passive voice • Changing voice
16. Contractions	<ul style="list-style-type: none"> • Using contractions for auxiliary verbs • Contraction of not
17. Questions	<ul style="list-style-type: none"> • Forming yes-no questions, tag questions, <i>Wh</i>-questions, alternative questions
18. Idioms	<ul style="list-style-type: none"> • Use common idioms in correct contexts
19. Boating	<ul style="list-style-type: none"> • Reading comprehension • Grammar practice: clauses and phrases, prepositions, conjunctions, gerunds and adjectives, voice and verbs • Composition
20. A Mad Tea Party	<ul style="list-style-type: none"> • Reading comprehension • Grammar practice: adverbs, prepositions, conjunctions • Composition
21. Writing a Letter	<ul style="list-style-type: none"> • Writing formal and informal letter
22. Writing an Essay	<ul style="list-style-type: none"> • Making points and expanding them into an essay
23. Writing a Story and a Dialogue	<ul style="list-style-type: none"> • Expanding outlines into stories • Completing stories • Writing realistic dialogue with the right punctuation
24. Writing a Diary	<ul style="list-style-type: none"> • Making diary entries on given topics
25. Birtwick Park	<ul style="list-style-type: none"> • Reading comprehension • Grammar practice: prefixes and suffixes, transitive and intransitive verbs, active and passive voice • Composition
26. The Jester and the King	<ul style="list-style-type: none"> • Reading comprehension • Grammar practice: phrases and clauses, active and passive voice, prepositions, conjunctions, question tag • Composition
27. Raggedy Ann and the Washing	<ul style="list-style-type: none"> • Reading comprehension • Grammar practice: transitive and intransitive verbs, prepositions, contractions • 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: NOUNS

For this noun game, have students pick a sport that they enjoy. Then have them write a list of nouns that relate to the sport. (For example, for basketball, they might choose 'court,' 'basket,' 'backboard').

Ask students to write a paragraph about a time when they played their favourite sport. They should talk about players. When they have written the paragraph, ask them to exchange their paragraphs with each other and identify whether their partners have used the nouns and pronouns correctly.

ACTIVITY 2: ADJECTIVES

Ask students to watch television for an hour at home paying attention to advertisements and language used in them. They should note down adjectives which have been used to describe products in the advertisements. Each student should make a list of adjectives and how they are used in sentences. In the class, ask students to share their list with each other. Students should be asked to write a few lines describing their favourite product using some new adjectives they have learnt from their friends.

ACTIVITY 3: TRANSITIVE AND INTRANSITIVE VERBS

Write the following sentences on the class board:

- When she arrived at the hall, nobody was there to welcome her.
- I bought a car so I can go to work faster.
- The little baby laughed so much that milk came out of its nose.
- She reads books to her child every day.

Describe that transitive verbs act on an object and intransitive verbs do not act on an object; for example: 'I slept all day', in this sentence slept does not coincide with any object. Ask students to work in groups of 4 and identify whether the sentences written on board have transitive or intransitive verbs.

ACTIVITY 4: ADVERBS

Write a simple sentence on the board such as, 'She eats food.' Ask students to work in groups of 3 and add adverbs (degree, frequency), to the sentence. You might have them come to the board and add to the sentence with different-coloured chalk or markers, or you can ask them to write those sentences in their notebooks. After 15 to 20 minutes ask each group to share their sentences with the entire class.

ACTIVITY 5: PREPOSITIONS

Ask the students to work in pairs. Each pair is to be given the task to design an imaginary home. Ask them to use prepositions to indicate and describe the design of the home. For example, 'paintings should be on the side walls/books should be on the shelves/the expensive carpet should be in the bedroom/newspapers should be inside the cupboard etc.

After the students have finished writing, ask them to classify prepositions according to place, movement, time, and place.

ACTIVITY 6: TEACHING PUNCTUATION

Ask students to work in pairs. Give them 2 slips of papers featuring the following extracts to read paying specific attention to the use of punctuation in both extracts.

"The practical thing was to find rooms in the city, but it was a warm season, and I had just left a country of wide lawns and friendly trees, so when a young man at the office suggested that we take a house together in a commuting town, it sounded like a great idea...."

Taken from *The Great Gatsby* by F. Scott Fitzgerald

"The practical thing was to find rooms in the city. It was a warm season. I had just left a country of wide lawns and friendly trees. A young man at the office suggested that we take a house together in a commuting town. It sounded like a great idea."

Students have to discuss what they think about sentence construction and how effectively the message is conveyed in both extracts. Ask them to report their opinions on both extracts. Generate a discussion about how extract 2 appears simplistic and at times ineffective in expression compared to extract 1. Explain the use of punctuations in both extracts and how extract 2 has deleted all causal relationships within the write-up. Now, take away the slip having extract 1. Ask students to work on their own to combine sentences and improve the passage using appropriate punctuation marks.

ACTIVITY 7: A GRAMMAR PANTOMIME

Create two sets of cards; each set should be on a different coloured paper. Make at least one card per student in each colour. Index cards or paper cut to 3 x 5 inches works well.

- Create a set of verb cards on cards of one colour, at least one verb card per student. Students can also work in pairs
- Create a set of adverb cards on cards of another colour.
- Stack the verb cards upside down in one pile; stack the adverb cards in another pile.
- One at a time, have each student come up to the front of the class and draw a card from the stack of verb cards. Then the student must act out, or 'pantomime,' the word on the card.
- The other students call out the word the student is acting out. The first person to call out the correct verb or adverb earns 1 point.
- Students to take note of all verbs and adverbs they learn in this activity. A follow-up activity could be a writing task using those verbs and adverbs (topics could be anything of interest to students).

ACTIVITY 8: INTERROGATIVE ADJECTIVES

Introduce interrogative adjectives by asking some questions, e.g. 'Which book are you reading? What colour do you like best?' Write the sentences on the board and ask student volunteers to underline the noun in each sentence; elicit that the word preceding it is an adjective and introduce the term interrogative adjective. Show the students the groups of items you have prepared and elicit that you have, e.g. six pencils, four books, etc. Write the phrase on the board and explain that six, four, etc. are definite numeral adjectives because they tell you exactly how many items you have. Show them the

other items you have prepared, e.g. the jar of lentils, the sweets, etc. and ask them how many there are of each; elicit responses such as a lot of lentils, a few / not many sweets. Write these phrases on the board and explain that these are indefinite numeral adjectives because they do not tell us an exact number.

ACTIVITY 9: ADVERBS OF DEGREE

To introduce adverbs of degree, write a simple sentence on the board, e.g. Ibrahim walked. Ask the students to suggest adverbs to tell you how Ibrahim walked, e.g. quickly, slowly, carefully, etc., and add this word to the sentence (e.g. Ibrahim walked quickly.). Ask the students if they can add another word, before the adverb, to give you more information. Elicit that they could add, e.g. very, quite, fairly, extremely, etc. and explain that these are also adverbs that are qualifying the first adverb and are adverbs of degree. Use another example sentence to explain that adverbs of degree can also qualify adjectives, e.g. Your dog is (much/slightly) bigger than ours. To introduce adverb of frequency, compile with the students help, a table of adverbs of frequency from never to always, (never, sometimes, often, frequently, always). Explain that these are adverbs of frequency and tell us how often an action takes place. Ask students questions beginning with 'How often ...?' so that they can use these words in their responses, e.g. 'How often do you go swimming, eat cake, do your homework, come to school late?', etc. Ask students to come up with their own examples.

ACTIVITY 10: PREFIXES AND SUFFIXES

To revise prefixes, write on the board some words, e.g. tidy, possible, equality, honest, and ask the students to add two or three letters to the beginning of each word to form a word with the opposite meaning. Write the new words on the board, (untidy, impossible, inequality, dishonest). Underline the prefixes and elicit the term prefix for a group of letters that is added to the beginning of a word to change its meaning. Introduce the term suffix by writing another set of words on the board to which suffixes can be added, e.g. care, thought, beauty, etc. and ask the students if they can add letters to the ends of the words in order to form new words (careful, careless, thoughtful, thoughtless, beautiful, beautician, etc.) Write the words on the board, underline the suffixes and introduce the term suffix.

ACTIVITY 11: REFLEXIVE PRONOUNS

Ask a student to look in the mirror and tell you whom s/he can see; the response should be myself. Tell the rest of the students that, e.g. 'Zain can see himself in the mirror.' Repeat this with a girl student and a pair of students to introduce herself and themselves. Ask a student to perform a simple task e.g. carry a pile of books from one side of the room to the other. Elicit that the student performed the task without any help; s/he did it her/himself. Write a simple sentence on the board, e.g. Patrick saw Daud. Elicit that the verb is saw, the subject is Patrick and the object of the verb is Daud. Demonstrate that it is possible to replace Daud with the pronoun him. (Patrick saw him.) Write on the board the sentence, 'Patrick saw himself'. Elicit that in this sentence the reflexive pronoun has to be used because the subject and object of the verb are the same person. Ask the students to provide further examples for the different uses of reflexive pronouns.

ACTIVITY 12: KINDS OF SENTENCES AND CLAUSES

Write a simple sentence on the board, e.g. The garden was beautiful. Ask a student volunteer to underline the verb in the sentence (was). Explain that the sentence has one verb, and tells us only one thing about the garden (it was beautiful) so we say it is a simple sentence made up of one clause. Write on the board a compound sentence e.g. The house was splendid and the garden was beautiful. Ask students to identify the verbs and elicit that this sentence contains two verbs, and two clauses and tells us two things. Also explain that each clause makes sense on its own – the clauses are of equal importance. Introduce the terms coordinate clause and compound sentence. Write on the board a complex sentence, e.g. The garden, which was lovingly cared for and contained many interesting plants, was beautiful. Again, ask students to identify the verbs and then the clauses and write the clauses on the board. (The garden was beautiful; ii. which was lovingly cared for; iii. contained many interesting plants;) Ask

the students to identify the most important piece of information in the sentence and explain that this is the only clause that can stand alone; introduce the term main/principal clause. Point out that the other clauses provide more information about the garden but do not make complete sense on their own; introduce the terms subordinate/dependent clause and complex sentence. Point out that in a compound sentence, the clauses are of equal importance, but a complex sentence has one main clause and the other clauses are of lesser importance/subordinate. Explain briefly that, as with phrases, there are different types of clause, (noun, adjectival and adverbial).

ACTIVITY 13: CONTRACTIONS

Write the word contract on the board and ask the students to tell you how the word is used in science (to become smaller). Explain that the term 'contraction' is used in English for expressions that are shortened when two words are joined together and one or more of the letters is removed. Write some examples on the board e.g. is not = isn't, cannot = can't etc., and ask students to identify the letters that have been removed from each of them. Ask students to write other examples on the board.



5 Key to Book 5

(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: ADJECTIVES: INTERROGATIVE AND EMPHASISING (Pages 1–2)

1. complete – emphasising
2. great – emphasising
3. What – interrogative
4. own – emphasising
5. utter – emphasising
6. Whose – interrogative
7. entire – emphasising
8. simple – emphasising
9. outright – emphasising
10. Which – interrogative

CHAPTER 2: ADVERBS: DEGREE, FREQUENCY, NEGATION & INTERROGATIVE (Pages 3–7)

Exercise A

1. almost; hardly
2. greatly
3. absolutely; completely
4. far
5. very, carefully
6. nearly
7. incredibly
8. utterly
9. extremely; surprisingly
10. bitterly
11. too
12. so

Exercise B

1. daily (frequency)
2. never (frequency); continuously (frequency)
3. Never(frequency); always (frequency)
4. Sometimes (frequency)
5. rarely (frequency); nowadays (time)
6. regularly (frequency)
7. repeatedly (frequency)
8. ever (frequency); before (time)
9. twice (frequency)
10. usually (frequency)

Exercise C

1. Why
2. When
3. How
4. where
5. How
6. Why/How
7. How
8. When/Why
9. How
10. When
11. Where
12. When
13. How
14. Why
15. Where

CHAPTER 3: TRANSITIVE AND INTRANSITIVE VERBS (Pages 8–15)

Exercise A

No	Verb	Subject	Objects	Kind of Verb
1.	was sleeping	Javeria	x	intransitive
2.	loves	Maria	flowers	transitive
3.	has written	He	poems	transitive
4.	have built	Birds	nests	transitive
5.	are	Sunflowers	x	intransitive
6.	has put	Rehan	books	transitive
7.	have been cooked	dishes	x	intransitive
8.	shall ... forget	We	kindness	transitive

9.	purchased	Rehana	vegetables	transitive
10.	has ... taught	teacher	chapters	transitive
11.	sparkled	sea	x	intransitive
12.	was won	match	x	intransitive
13.	have ... polished	you	shoes	transitive
14.	slid	snake	X	intransitive
15.	was delivered	speech	X	intransitive

Exercise B

(DO = Direct Object; IO = Indirect Object)

No	Verb	Subject	Kind of Verb	Object/s
1.	gave	Fairy Queen	transitive	DO – gifts IO – princess
2.	has planted	gardener	transitive	bushes
3.	were	(Some of the) flowers	intransitive	X
4.	asked	police	transitive	DO – questions IO – guards
5.	told	Grandma	transitive	DO – story IO – us
6.	was	hive	intransitive	X
7.	have been decorated	rooms	intransitive	X
8.	seemed	(All the) boys	intransitive	X
9.	shall come	We	intransitive	X
10.	Do ... give	(You)	transitive	DO – bones IO – dog
11.	can count	Who	transitive	(all the) stars
12.	gave	friends	transitive	DO – box of chocolates IO – me
13.	has ... become	weather	intransitive	X
14.	cooked	Rohma	transitive	DO – meal IO – us
15.	has been painted	picture	intransitive	X
16.	gave	poet	transitive	DO – title IO – poem
17.	rebuilt	villagers	transitive	village
18.	give	(You)	transitive	DO – (a cup of) coffee IO – me
19.	were taught	We	transitive	English grammar
20.	taught	father	transitive	DO – English grammar IO – us

CHAPTER 4: PREFIXES AND SUFFIXES (Pages 16–19)

Exercise A

1. unpacked
2. impossible
3. unlucky
4. impure
5. non-living
6. incorrectly
7. unable
8. disloyal
9. unwise
10. unripe
11. disagrees
12. disobey
13. unlocked
14. dishonest

Exercise B

1. thinker
2. homeless
3. faster
4. freedom
5. cheerful; teacher
6. kingdom
7. cloudless
8. careful
9. vastness
10. carrier
11. harmful
12. amusement
13. merciful
14. rider
15. hardship

CHAPTER 5: REFLEXIVE PRONOUNS (Pages 20–24)

1. himself
2. itself
3. herself
4. itself
5. itself
6. himself
7. themselves
8. himself

9. himself
10. themselves
11. himself
12. themselves
13. yourself
14. himself; ourselves
15. themselves

CHAPTER 6: PARTICIPLES AND GERUNDS (Pages 26–33)

Exercise A

1. **distributed**: past tense of *distribute*; **donated**: *-ed* adj, qualifies *money*
2. **divided**: *-ed* adj, qualifies *nation*
3. **cunning**: *-ing* adj, qualifies *fox*; **trying**: used with *was* to form the past continuous tense of *try*; **stolen**: used with *had* to form the past perfect tense of *steal*
4. **told**: past tense of *tell*; **haunted**: *-ed* adj, qualifies *house*
5. **Molten**: *-ed* adj, qualifies *lava*; **poured**: past tense of *pour*; **erupting**: *-ing* adj, qualifies *volcano*
6. **blustering**: *-ing* adj, qualifies *wind*; **flickered**: past tense of *flicker*
7. **constructed**: *-ed* adj, qualifies *bungalow*; **looked**: past tense of *look*; **painted**: *-ed* adj, qualifies *picture*
8. **frightened**: *-ed* adj, qualifies *rabbit*; **hid**: past tense of *hide*; **fallen**: *-ed* adj, qualifies *tree*
9. **tor**n: *-ed* adj, qualifies *pieces*; **thrown**: used with *has* to form the present perfect tense of *throw*
10. **opened**: past tense of *open*; **closed**: *-ed* adj, qualifies *door*; **horrifying**: *-ing* adj, qualifies *sight*
11. **injured**: *-ed* adj, qualifies *child*; **taken**: used with *was* to form the past tense of *take*
12. **spun**: *-ed* adj, qualifies *web*; **glistening**: used with *was* to form the past continuous tense of *glisten*
13. **narrated**: *-ed* adj, qualifies *stories*; **amazed**: past tense of *amaze*
14. **menacing**: *-ing* adj, qualifies *clouds*; **blown**: used with *were* to form the past tense of *blow*
15. **enchancing**: *-ing* adj, qualifies *music*; **heard**: used with *was* to form the past tense of *hear*

Exercise B

1. *submitted by the police* – qualifies *report*
2. *made of gold and silver* – qualifies *ornaments*
3. *badly burnt* – qualifies *toast*; *hastily made* – qualifies *tea*
4. *written by Shakespeare* – qualifies *Macbeth*
5. *lying in the harbour* – qualifies *ship*

Exercise C

1. **Finding**: gerund (subject of *is*); object: *fault (with other people)*; **irritating**: *-ing* adj, qualifies *habit*
2. **dreaming**: gerund (object of *like*); object: (*impossible*) *dreams*
3. **speeding**: *-ing* adj, qualifies *truck*
4. **Speaking**: gerund (subject of *is*)
5. **boarding**: *-ing* adj, qualifies *pilgrims*; object: (*the*) *buses*
6. **eating**: gerund (object of the preposition *about*); object: *sweets*
7. **acting**: gerund (object of the verb *choose*)
8. **walking**: gerund (object of the preposition *to*); object: *long distances*; **travelling**: gerund (subject of *was*)

9. **Taking:** gerund (subject of *has become*), **object:** *photographs of wild life*; **hunting:** gerund (object of the preposition *than*), object: animals
10. **building:** gerund (object of the verb *loves*), object: (model) aeroplanes (and) ships
11. **Buying** and **selling:** gerunds (subject of the verb *is*)
12. **avoiding:** gerund (object of the preposition *by*), object: it; **Facing** – gerund (subject of the verb *is*), object: it
13. **reading:** gerund (object of the preposition *at*)
14. **Snoring:** gerund (subject of the verb *is*)
15. **hearing:** gerund (object of the preposition *of*); object: his own voice; **speaking:** gerund (object of the verb *starts*)

CHAPTER 7: RIKKI-TIKKI-TAVI (Pages 34–36)

Exercise A

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

Exercise B)

1. Rikki-tikki-tavi was a mongoose. His eyes and the end of his nose were pink. He was quite agile and could scratch himself wherever he pleased with any of his fore or hind legs. He could fluff up his tail until it looked like a bottle brush.
2. While scuttling through the long grass, the little mongoose would give his war cry: rikk-tikk-tikki-tikki-tchk! That is how he got his name: Rikki-tikki-tavi.
3. The summer flood washed Rikki-tikki out of his burrow and carried him down a roadside ditch. It finally put him down in the middle of a garden path of a house.
4. Rikki-tikki was treated kindly by the family which found him. A little boy and his mother found him lying in the hot sun in the middle of the garden path of their house. They carried him into the house. A big man picked him up between his finger and thumb and said that he was still alive. So they wrapped him in cotton wool and warmed him over a little fire until he opened his eyes and sneezed. They also gave him a piece of raw meat to eat.
5. It is hard to frighten a mongoose because he is so full of curiosity that he would not be frightened by anything in his attempt to learn something new.
6. Rikki-tikki ate a piece of raw meat that the people of the house gave him and he liked it very much. He then went out into the veranda and sat in the sunshine. He fluffed up his fur to make it dry to the roots.
7. Teddy's mother feared that the little mongoose would bite her son.
8. Teddy's father said that the mongoose was no danger to Teddy. Teddy was safer with Rikki-tikki than he would be with a bloodhound to watch over him.

Exercise C

1. looked – intransitive
2. lost – transitive; object – senses
3. was – intransitive
4. wrapped – transitive; object – him
5. gave – transitive; direct object – meat; indirect object – him
6. spent – transitive; object – day
7. saw – transitive; object – Rikki-tikki

Exercise D

1. long: qualitative adjective, qualifies 'grass'
2. immensely: adverb of degree, qualifies 'liked'
3. hardest: qualitative adjective (superlative), qualifies 'thing'
4. up: adverb of place, qualifies 'climbed'
5. no: adverb of negation = not, qualifies the adjective 'such'; such: demonstrative adjective, qualifies 'thing'

Exercise E

'He could scratch himself anywhere'; himself – reflexive pronoun, object of the verb 'scratch'.

Exercise F

Students will write their own responses.

CHAPTER 8: SENTENCES, PHRASES, AND CLAUSES (Pages 37–40)

1. clause (subject: *who*; predicate: *was walking through the forest*)
2. phrase
3. phrase
4. clause (subject: *who*; predicate: *were hungry and thirsty*)
5. clause (subject: *you*; predicate: *all that ... hear*)
6. clause (subject: *Spring*; predicate: *gave the Giant's garden no flowers*)
7. phrase; phrase
8. phrase; phrase
9. phrase; clause (subject: *he*; predicate: *had lost all the tickets for the Test Match*)
10. phrase; phrase
11. phrase
12. phrase; phrase
13. clause (subject: *who*; predicate: *played the role of Hamlet*)
14. phrase
15. clause (subject: *men*; predicate: *fell asleep*)

CHAPTER 9: KINDS OF PHRASES (PAGES 41–45)

Exercise A

1. displayed in the glass case (qualifies 'books')
2. singing so sweetly (qualifies 'bird')
3. camping in the middle of the town (qualifies 'circus')
4. lying in the sun (qualifies 'crocodile')
5. built of marble (qualifies 'palace')
6. wild and free (qualifies 'horses')
7. carrying passengers from one village to another (qualifies 'bus')
8. tired after the (day's) work (qualifies 'men')
9. blowing from the north (qualifies 'wind')
10. devastated by the fire (qualifies 'city')
11. carved of ivory (qualifies 'box'); set with precious stones (qualifies 'box')

12. full of people (subjective complement – describes ‘market’); dressed in richly coloured clothes (qualifies ‘people’)
13. dealing with mathematical problems (qualifies ‘books’)
14. hanging on the wall (qualifies ‘painting’)
15. studying in different schools (qualifies ‘Boys’)

Exercise B

1. with great care (manner)
2. in a room of the hospital (place)
3. on the wind-swept beach (place)
4. in a hurry (manner)
5. as fast as the wind (manner)
6. at the top of his voice (manner); because of the loud music (reason)
7. in the hall (place); in order to listen to the speaker (reason)
8. in a month’s time (time)
9. all over the place (place); after the picnic (time); in the dustbin (place)
10. their hearts out (manner)
11. in the morning (time)
12. all round the building (place); to protect the minister (reason)
13. on Thursday (time); if possible (condition)
14. in the same basket (place)
15. twice a month (frequency)

Exercise C

1. Getting up early in the morning (subject of ‘is’); a good habit (subjective complement)
2. the stale, half-burnt pieces of toast (object of ‘eat’)
3. the names of people (object of ‘cannot remember’); their faces (object of ‘can remember’)
4. beautifully wrapped gifts (object of ‘were given’)
5. the soft and large bed (object of preposition ‘on’). [*Note: (i) ‘on the soft and large bed’ is an adverb phrase of place; (ii) ‘the soft and large’ is an adjective phrase that qualifies ‘bed’.*]
6. travelling to far and distant places (object of ‘love’)
7. The meeting of the committee (subject of ‘will be held’)
8. working on a holiday (object of ‘Does...like’)
9. to take your lunch box [object of ‘Do (not) forget’]
10. Asking questions (subject of ‘is’)
11. The teachings of Socrates (subject of ‘have been recorded’); his pupil Plato (object of the preposition ‘by’)
12. his little plot of land (object of ‘ploughed’); a good harvest (object of the preposition ‘for’)
13. The plays of Shakespeare (subject of the verb ‘have been admired’); people of different countries and ages (object of the preposition ‘by’)
14. The battalion of soldiers (subject of the verb ‘was going’)
15. listening to ghost stories (object of the verb ‘Do... like’); a dark and windy night (object of the preposition ‘on’). [*Note: ‘on a dark and windy night’ is an adverb phrase of time.*]

CHAPTER 10: KINDS OF SENTENCES & CLAUSES (Pages 46–54)

Exercise A

1. who conquered many countries – qualifies *Alexander*
2. which was formerly a palace – qualifies *building*
3. that a rat had made in the floor – qualifies *hole*
4. which sank in the storm – qualifies *ships*
5. which was high up in the mountains – qualifies *cave*
6. that had gathered to watch the race – qualifies *crowd*
7. that won the first prize – qualifies *film*
8. who were great and famous – qualifies *writers*
9. who is sitting all alone on the last bench – qualifies *boy*
10. who always speaks ill of others – qualifies *man*

Exercise B

1. When his father Philip II of Macedon died (*time*)
2. as fast as he could (*manner*)
3. where nobody would be able to find it (*place*)
4. after the bride entered the room (*time*)
5. when you are in need (*time*)
6. as they had nowhere else to go (*reason*)
7. because it is very difficult (*reason*)
8. If you want to get well (*condition*)
9. that the roofs of many houses were blown away (*result*)
10. When he comes (*time*)

Exercise C

1. What the people saw that night: subject of *frightened*
2. that he had not been up to any mischief at all: object of *told*
3. that the sun went round the earth: object of *believed*; that the earth went round the sun: object of *proved*
4. what he had observed: object of *recorded*
5. All that Mother had cooked: subject of *had been eaten (up)*
6. how useful things can be made out of discarded objects like empty bottles and tins: direct object of *told*
7. what they really want: object of *know*
8. whoever is proved to be guilty: object of *punish*
9. Whatever their teacher told them in the class: subject of *was noted (down)*
10. The story narrated by Yousuf: subject of *described*; how a good Muslim had helped a man in distress: object of *described*

Exercise D

1. We told him – main clause; (him – indirect object of *told*); what we had heard yesterday – sub noun clause, object of *told*
2. If you want to get into a good college – sub adverb clause of condition; you must do well in your final examination – main clause

3. Although he was severely wounded – sub adverb clause of concession; the soldier did not leave his post – main clause
4. After the bell rang – sub adverb clause of time; the pupils returned to their classrooms – main clause
5. The people ... are very friendly – main clause; who live next door – sub adj clause, qualifies *people*
6. Let us go – coordinate clause; see the place – coordinate clause (joined to the first by *and*); where the battle took place – sub adj clause, qualifies *place*
7. Why has Joseph not come home – main clause; though he knows (his sister is ill) – sub adv clause of concession; his sister is ill – sub noun clause (object of 'knows')
8. Please do not disturb him – main clause; when he is doing his homework – sub adv clause of time
9. All great religious teachers have told us – main clause (us: indirect obj of *told*); that we must be truthful – sub noun clause, direct object of *told*
10. The play ... was liked by all – main clause; which we staged – sub adj clause, qualifies *play*
11. Everybody was happy – main clause; because everybody had received a gift – sub adv clause of reason
12. He ate his dinner – main clause; as fast as he could – sub adv clause of manner; for he had a train to catch – sub adv clause of reason
13. Can you tell me – main clause (me: indirect obj of *tell*); when this shop usually opens – sub noun clause, direct object of *tell*
14. The letter ... is missing – main clause; that I had kept on the table – sub adj clause, qualifies *letter*
15. Please come – main clause; as soon as you can – sub adv clause of time

CHAPTER 11: CONJUNCTIONS (Pages 56–58)

1. Anum was crying because she had lost her pen.
2. This room is small, but very bright and airy.
3. Though Hani was angry, she kept quiet.
4. Naved is not only young but also foolish./Not only is Naved young, but he is also foolish.
5. When the sun rose, the clouds disappeared.
6. Please drink your tea for it is getting cold.
7. You must finish this work before you can go home.
8. Saad, as well as his brother, is a good footballer.
9. June had hardly left the house before she remembered that she had left the keys on the table./Hardly had June left the house before she remembered that she had left the keys on the table.
10. Think carefully before you make up your mind.
11. If you want to wait in the library, you must keep quiet.
12. After the show was over, the crowd went home.
13. As it was a beautiful day, we decided to go on a picnic.
14. We waited till the bus came.
15. Badar can stay, or he can go home.
16. Do not kill that snake because it is harmless.
17. Hardly had his head touched the pillow before he fell asleep./His head had hardly touched the pillow before he fell asleep.
18. The jungle is not only dense, but also full of wild animals./Not only is the jungle dense, but it is also full of wild animals.
19. Gold and silver are precious metals.

20. As soon as the thief saw the police coming, he ran away.
21. Scarcely had Kinza reached the station when the train started./Kinza had scarcely reached the station when the train started.
22. Though a musician may be great, he has to practise hard.
23. One should not waste water for it is precious.
24. No sooner had Reema sat down to have her dinner than the bell rang again.
25. The tiger came near the baby, but turned and went away.
26. Dania went for a walk every morning in order to keep fit.
27. Since all the members are present, we can start the meeting.
28. Though the question seems difficult, the answer is simple.
29. Please call the doctor immediately, for the patient is feeling unwell.
30. As soon as the bell rang, the children rushed out of the classroom.

CHAPTER 12: PREPOSITIONS (Pages 59–63)

Exercise A

1. in
2. under; into
3. to; with
4. to; through/from; of
5. at; towards
6. into; with
7. in front of
8. of; with; throughout
9. on; on/beside
10. on; into
11. at the top of; to
12. In spite of; on; with
13. for
14. over; after
15. over; of
16. from; with
17. through; in; from; in
18. for
19. for; to
20. among

Exercise B

1. Who am I speaking to?
2. The people I am dealing with now are honest and sincere.
3. Which shop did you buy this watch from?
4. Can you find me a good music teacher?
5. Rafay promised that he would write his mother a letter every week.
6. The key you all are looking for is in that drawer.
7. Where has Azra bought all this furniture from?

8. The pupils have always shown that teacher the greatest respect.
9. The chair I am sitting on is made of teak.
10. The town Sohail comes from is in Sindh.
11. The messenger brought the king some good news.
12. Rohaan sent his father a letter, asking for some more pocket money.
13. Come here, and I shall show you something interesting.
14. The police showed all the people of the locality the photograph of the missing girl.
15. The company Susan works for has shifted its office from Karachi to Islamabad.

CHAPTER 13: LOST AND FOUND (Pages 64–67)

Exercise A

1. Mr Harris was riding a bicycle through Holland with his wife sitting behind him. He told her to sit tight as they were going over roads which were stony and the bicycle was jumping a good deal. She thought he had told her to jump off, and so she jumped off the bicycle.
2. Mrs Harris sat down and cried because she thought that Harris had deliberately left her behind. She was in Holland, a foreign country, far from her home in England, and she had no money. Moreover, she did not know Dutch, the language spoken in Holland. So, she felt completely lost and did not know what to do.
3. People could not grasp what Mrs Harris was trying to tell them because she spoke in English as she knew no Dutch. The people, on the other hand, knew no English.
4. Mrs Harris knew no Dutch. So, she tried to explain, in sign language, to a policeman what had happened. The policeman thought that some man had stolen her bicycle. So, when the police found a boy riding a lady's bicycle some miles away, they brought him to her in a cart. However, as Mrs Harris wanted neither the boy nor his bicycle, they let him go.
5. Without Mrs Harris at the back, the bicycle had become lighter, and so, Harris could now go faster without any extra effort. He thought that he had become a stronger cyclist. He rode with great enjoyment, thinking that the fresh country air of Holland had made him strong and was doing him a lot of good.
6. Harris was not able to tell the police exactly where he had lost his wife. He could only tell them the name of the village where he and his wife had had lunch and that they had set out from the village together.
7. With the help of a hotelkeeper, who knew a little English, the police could understand what had happened. In the evening, Mrs Harris was brought to her husband in a covered wagon, together with a bill of expenses. Mrs Harris thought that her husband had deliberately left her behind and so put her to considerable trouble. Not only did she not have any money, she could not ask anybody for help also, for she did not know any Dutch and could not make herself understood. She also had to make a very uncomfortable journey in a covered wagon. So, she was furious.

Exercise B

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

Exercise C

1. was riding – transitive; object: *bicycle*
2. sat, cried – intransitive
3. gave – transitive; direct object: *a piece of paper*; indirect object: *him*
4. would show – transitive; direct object: *how fast he could go*; indirect object: *her*
5. was – intransitive

Exercise D

1. Two coordinate clauses, joined by the conjunction **but**: (i) *He asked several people*, (ii) *nobody could understand anything*
2. *where he had lost her* – subordinate noun clause, object of the verb *did* (not) *know* in the main clause – *He did not know*
3. Two coordinate clauses, joined by the conjunction **and**: (i) *She had no money*, (ii) *she knew no Dutch*
4. *They realised* – main clause; *she had lost something* – subordinate noun clause, object of the verb *realised* in the main clause
5. *who spoke a little English* – subordinate adjective clause, qualifies the noun *hotelkeeper*; *the police understood what he wanted* – main clause; *what he wanted* – subordinate noun clause object of the verb *understood* in the main clause

Exercise E

1. stony = stone + *-y*
2. careless = care + *-less*
3. graceful = grace + *-ful*
4. disappear = *dis-* + appear
5. merrily = merry + *-ly*
6. stronger = strong + *-er*
7. living = live + *-ing*

Exercise F

Students will write their own answers.

CHAPTER 14: VERBS OF INCOMPLETE PREDICATION (Pages 68–73)

[This is a topic that most students find a little difficult to understand. It is important, therefore, to clarify (a) the difference between an **object** and a **complement**, especially with reference to a transitive verb that has **two objects**, **direct** and **indirect**. The two objects must refer to persons or things that are different (i) from the subject, and (ii) from each other. (b) A **complement** is a word or group of words that is needed by the verb to complete what it says either about the subject or the object. A complement must not be confused, therefore, with an object, direct or indirect. (c) A transitive verb takes an objective complement, and an intransitive verb, which has no object, takes a subjective complement. (d) A complement can be a noun, an adjective, an adverb, a phrase, and so on. What is important to remember is that a complement simply helps the verb to complete what it says about the subject or the object.]

1. *was* – intransitive (incomplete predication); *dry and cool* – subjective complement
2. *made* – transitive (incomplete predication); *object* – Brutus; a consul of Rome – objective complement
3. *were* – intransitive (incomplete predication); *tired* – subjective complement
4. *gave* – transitive; *me* – indirect object; (a) *storybook* – direct object
5. *found* – transitive (incomplete predication); *him* – object; *sitting under a tree* – objective complement
6. *will help* – transitive; *you* – object (to keep fit – is an infinitive that expresses *purpose* and is said to qualify the verb it follows – ‘help’)
7. *wants* – transitive; object – *to become a pilot*
8. *reported* – transitive; object – *the accident*
9. *made* – transitive (incomplete predication); object – (the) *Emperor*; *very proud* – objective complement

10. *regard* – transitive (incomplete predication); object – *Jinnah; as the Father of their nation* – objective complement
11. *exhausted* – transitive; object – *him*
12. *gave* – transitive (incomplete predication); indirect object – *him*; direct object – *medicine*
13. *felt* – intransitive (incomplete predication); *very happy* – subjective complement
14. *has been* – intransitive (incomplete predication); *a true friend* – subjective complement
15. *looks* – intransitive (incomplete predication); *very bright* – subjective complement
16. *was looked (after)* – intransitive
17. *call* – transitive (incomplete predication); object – *Einstein; a genius* – objective complement
18. *appeared* – intransitive (incomplete predication); *to be very far away* – subjective complement
19. *thought* – transitive (incomplete predication); object – *he was a fool* [*he was a fool: was* – intransitive (incomplete predication); *a fool* – subjective complement]
20. *smelt* – intransitive (incomplete predication); *delicious* – subjective complement
21. *told* – transitive; indirect object – *us*; direct object – *a pack of lies*
22. *is* – intransitive (incomplete predication); *full of stars* – subjective complement
23. *brings* – transitive; indirect object – *us*; direct object – *sleep and rest*
24. *filled* – transitive (incomplete predication); object – *him*; *with despair* – objective complement
25. *flock* – intransitive

CHAPTER 15: ACTIVE AND PASSIVE VOICE (Pages 74–80)

Exercise A

1. passive
2. The sentence is complex; the principal clause ‘Do you know’ is in the active voice, and so the sentence as a whole is ‘active’, but the sub noun clause – ‘how cheese is made’ – which is the object of the verb ‘Do...know’, is in the passive voice.
3. active
4. passive
5. passive
6. passive
7. active
8. passive
9. passive
10. compound sentence – both the coordinate clauses are in the active voice
11. passive
12. passive
13. active
14. passive
15. active

Exercise B

1. Badar has cooked all the dishes.
2. Let the windows be closed immediately.
3. Whatever you tell us shall be done. [*The students must be warned that though it might be grammatically possible to change a sentence in the active voice into the passive, the passive sentence might not be*

idiomatic, that is, might not sound natural. In this case, neither 'Whatever you tell us shall be done by us' nor 'We shall do whatever is told us by you' sound natural.]

4. Somebody cleans these rooms everyday.
5. No information regarding this matter has been received by us.
6. People say that honesty is the best policy.
7. Every year, this holy site is visited by thousands of pilgrims.
8. The enemy surrounded the fort.
9. A beautiful carpet covered the whole floor.
10. The land was ploughed and seeds sown by the farmers.
11. More than a thousand goals have been scored by Pele.
12. Somebody should give him this message as soon as possible.
13. This room is going to be decorated with flowers by us.
14. The address of Jeff's house could not be remembered by John.
15. The children were entertained by the magician with his tricks.

CHAPTER 16: CONTRACTIONS (Pages 82–87)

Exercise A

1. We'll
2. didn't
3. mustn't
4. wouldn't
5. They've
6. needn't; I'm
7. would've
8. hadn't
9. It's; they'll
10. Can't we listen ...

Exercise B

1. Shan't I look ...
2. Where's; Won't he come
3. Now's
4. Ghani's; can't
5. won't; sun's; there's
6. Why isn't Tom going... ; shouldn't
7. Who's
8. There's; it's
9. we'll; Don't
10. Time's; mustn't

Exercise C

1. 'Where is the doctor? *It is* an emergency!' said Sabih. 'Why, *what* has happened?' asked the Nurse. 'My brother has been badly hurt in an accident.'
2. 'It is very hot today, *is it not?*' 'I really *cannot* tell, for I *have* been sitting in this air-conditioned room all day.' 'Are you *not* lucky!'

3. 'Where is your brother, Sabih? Will he *not* play in today's match?' 'No, he is injured – *he* is in hospital.' 'Why, *what* has happened? I have *not* heard anything about an accident.' 'He has been knocked down by a car – it happened last night.'
4. 'You *should not* have spoken to him like that.' 'But *am* I *not* right in telling him the truth?' 'Truth is *not* always pleasant. You *must not* forget that.' 'Let us not talk about it anymore.'
5. 'You are all young. Now is the time to look for adventure.' 'We have got school tomorrow,' said Kasim drily. 'Who would have thought that you were so faint-hearted.' 'Kasim is right, you know. Ma will throw a fit if she hears what you are telling us.'

CHAPTER 17: QUESTIONS (PAGES 88–94)

Exercise A

1. Has Sarim bought a pen?
2. May I leave the room?
3. Can I go to sleep now?/Can I not go to sleep now?/Can't I go to sleep now?
4. Haven't you finished painting the picture yet?
5. Do buses run regularly from this place to the station?
6. Did Geti come to the show tonight?
7. Is Shan ill?
8. Are they going to play cricket today?
9. Must I be polite to everybody?
10. Did it rain last night?

Exercise B

1. He lives all alone in the house, doesn't he?
2. Taha is an honest man, isn't he?
3. He didn't sleep all night, did he?
4. Let us go and watch a play, shall we?
5. Shakespeare wrote many plays, didn't he?
6. Sana is a good dancer, isn't she?
7. They are good friends, aren't they?
8. It rained all night, didn't it?
9. John plays the violin, doesn't he?
10. You will do what is right, won't you?

Exercise C

1. What will he do?
2. Who rang him up?
3. What did the policeman ask him?
4. Where does the old man live?
5. Whose car is parked right in front of our house?
6. What did Rameen have for lunch?
7. How long has his father been ill?
8. Who/Whom did he marry?
9. Who does this pen belong to?
10. Which is the most expensive item in the shop?

CHAPTER 18 IDIOMS (Pages 95–98)

1. at the drop of a hat
2. let the cat out of the bag
3. in black and white
4. a lame duck
5. take after
6. make both ends meet
7. (as) fit as a fiddle
8. a stiff upper lip
9. in the limelight
10. looked upon

CHAPTER 19: BOATING (Pages 99–102)

Exercise A

1–(b) 2–(c) 3–(b) 4–(c) 5–(c) 6–(a) 7–(b) 8–(c) 9–(c) 10–(b) 11–(a) 12–(c)

Exercise B

1. The Mole wanted to pack the lunch basket because he wanted to enjoy everything. Just when he had finished packing the basket and had it tightly strapped, he found that a plate had been left out on the grass. After he did the job again, the Rat pointed out that a fork had not been packed. Last of all they discovered that the mustard pot had not been put in because the Rat had been sitting on it. Somehow the packing was finished without much loss of temper.
2. The Mole wanted to row the boat, but the Rat did not want him to, for rowing a boat is not as easy as it looks, and one has to learn how to handle the sculls without overturning the boat. Since, the Mole had never rowed before, the Rat wanted him to take a few lessons before he could be allowed to handle the oars.
3. The Rat had refused to let the Mole row. The Mole was quiet for a little while and then he jumped up and grabbed the sculls so suddenly that the Rat fell backwards off his seat with his legs in the air. The Mole took his place and seized the oars with great confidence.
4. The Mole flung the oars back and made a great dig at the water. He missed the surface and lost his balance, his legs flew up backwards and he fell on top of the Rat. He was very frightened and made a grab at the side of the boat, and the very next moment the boat turned over with a splash and he found himself struggling in the water.
5. Laughing at the sight of the Mole struggling in the water, the Rat caught him by the scruff of his neck. He then got hold of the two sculls and pushed them under the Mole's arms to help him float. Swimming behind, he pushed the helpless Mole to the shore, pulled him out of the water, and set him down on the bank. This is how he rescued the Mole.
6. While the Mole trotted up and down the bank to get warm and dry, the Rat dived into the water, recovered the boat and turned it over. He then dived in again to rescue the lunch basket and as soon as he found it, he struggled back to the bank with it.

Exercise C

The Rat was a water rat. Such an animal lives in a hole near a lake or a river, and is constantly in and out of water. The Rat was, therefore, not afraid of getting wet. When the Mole thanked him, he dismissed what he had done by casually remarking that a little wetness did not bother him as he was used to it.

Exercise D

1. *When he had got the basket packed again* – subordinate adv clause of time
2. *who was full of lunch and pride* – subordinate adj clause, qualifies Mole
3. *wet and ashamed* – adj phrase, qualifies 'Mole'
4. *(that) a fork had been left out* – subordinate noun clause, object of the verb 'pointed out'
5. *with a smile* – adv. phrase of manner

Exercise E

1. but
2. to; in
3. from/off; and

Exercise F

1. **Packing** – gerund; subject of 'was' (object of *packing* – 'basket')
2. **lying**:-*ing* adj, qualifies 'plate'
3. **alarmed**:- *ed* adj, qualifies 'he'

Exercise G

1. Somebody discovered the mustard pot.
2. The helpless animal was propelled to the shore by him.
3. He was told by the Rat to trot up and down.

Exercise H

swim – swim, swims, swam, swimming, swum

rub – rub, rubs, rubbed (past tense), rubbing, rubbed (past participle)

Exercise I

Students will write their own answers.

CHAPTER 20: A MAD TEA PARTY (Pages 103–106)

Exercise A

1. The March Hare and the Hatter, with a Dormouse in between them, were sitting round the table. Alice thought that the Dormouse must have been feeling uncomfortable, for though it was fast asleep, the other two were treating it as a cushion, resting their elbows on it, and talking to each other over it.
2. Alice was angry with the March Hare for he had asked Alice to have some lemonade though there was none on the table. When Alice angrily told the March Hare that it had not been very polite of him to offer her some lemonade when none was available, he said that it had not been very polite of Alice to sit down at the table without being invited.
3. The personal remark that the Hatter had made was that Alice needed to have her hair cut.
4. To prove to Alice that 'I say what I mean' and 'I mean what I say' are not the same thing, the Mad Hatter said that 'I see what I eat' and 'I eat what I see' are not the same. To this the March Hare added that 'I like what I get' is not the same as 'I get what I like'. The Dormouse, which seemed to be talking in his sleep, said that similarly 'I breathe when I sleep' is not the same as 'I sleep when I breathe'.
5. Quite clearly, the riddle why a raven is like a writing desk had no answer.

Exercise B

1-(c) 2-(b) 3-(b) 4-(c) 5-(b) 6-(b) 7-(c)

Exercise C

Students will write their own answers.

Exercise D

1. at
2. of
3. to
4. in
5. for

Exercise E

1. While they sat silently, Alice thought over all that they had said.
2. The room was a large one, but the children were huddled together in one corner.
3. Though Alice was angry, she was polite.
4. As he was very curious, he stared at her for a long time.
5. It was very uncomfortable for the Dormouse, because they were resting their elbows on him.

Exercise F

Students will write their own answers.

Note: Chapters 21-24 do not require answer keys. Encourage students to write their own responses.

CHAPTER 25: BIRTWICK PARK (Pages 126–131)

Exercise A

1. Darkie had to say goodbye to his master in May. He went to Squire Gordon's park in the village of Birtwick afterwards.
2. Birtwick Park was entered from a large iron gate where the first lodge was located. There was a road between trees, a gate, and another lodge before reaching the house and the gardens. The park had many horses and carriages.
3. A loose box was a common stall that had a little rack for hay and a small manger for corn. The horse in this box could move around loosely that was why it was called a loose box.
4. The first horse Darkie met was Merrylegs. He told him that he was very handsome and well-liked by the mistress, ladies, and the caretakers. He sometimes took the mistress out and carried the ladies around.
5. Ginger was a horse that had a bad habit of biting and snapping whoever approached her.
6. Ginger was removed from the loose box because she bit the caretaker's arm and it started bleeding.
7. Merrylegs thought that Birtwick Park was the best place for a horse because the caretakers were very nice and they treated the horses right.
8. Encourage students to give their opinions with reasons.
9. Encourage students to give their opinions with reasons.

Exercise B

1. (d)
2. (c)
3. (f)

4. (e)
5. (g)
6. (b)
7. (h)
8. (a)

Exercise C

1. –some SUFFIX
2. –taker SUFFIX
3. –ly SUFFIX
4. –ing- SUFFIX

Exercise D

1. grooming
2. carriage
3. rook, snapped
4. pleasant
5. pony, pleasant
6. rook/orchard

Exercise E

Harmony – peace

Affectionately – lovingly

Lodge – an accommodation where someone can stay a night at

Oats – cereal grain

Trotted – to run briskly

Ill-tempered – irritable

Drafty – cold because of cool air

Apprehensive – anxious or scared

Exercise F

1. Transitive, object (coat),
2. Transitive, object (harness)
3. Transitive, object (head caretaker)
4. Intransitive, complement (scared)
5. Transitive, objects (apples and carrots)
6. Intransitive, complement (friendly)
7. Transitive, object (Darkie)

Exercise G

1. The master's house was left by Darkie to begin a new adventure.
2. The horses were brought some hay and oats by the head caretaker.
3. The young ladies were taken around the grounds by Merrylegs.
4. Everyone who tried to approach Ginger was snapped and bit by her.
5. I was bought from my master by Squire Gordon and taken to Birtwick Park.

CHAPTER 26: THE JESTER AND THE KING (Pages 132–136)

Exercise A

1. Matenko could not get a job, for the only ones he could get were those of sweeping floors, digging ditches or collecting potatoes, and his health was so bad that he could not do any of them.
2. Just as Matenko had planned, one evening Wanda chopped an onion so that tears ran down her wrinkled cheeks. She then went to see the Queen and, sobbing all the time, told her that Matenko was dead. The Queen naturally felt very sorry for her, an old woman, and so, she gave her a purse full of gold coins to pay for the funeral and to buy some food for herself. Still crying, Wanda came back home.
3. The next day, Matenko chopped an onion so that tears ran down his cheek, and then went to see the King. He sobbed and told the King that Wanda was dead. The King felt sorry for him and gave him a purse full of gold coins before sending him home.
4. Matenko knew that the King and the Queen would come to their cottage to make sure who was dead – Matenko or Wanda. He prepared for this visit by lighting two funeral candles and putting them on the sideboard. He put the two purses with all the gold coins in them beside the candles. Then he told Wanda to lie down on the floor and cross her arms over her chest. He told her to pretend to be dead and lie still. He then covered her with a white sheet. After that he also lay down beside her, covered himself with a white sheet, and crossed his arms over his chest and pretended to be dead. They lay like this and waited for the King and the Queen.
5. A quarrel broke out between the King and the Queen when they saw the dead bodies of Matenko and Wanda because the Queen was sure that Matenko had died first, while the King was certain that it was Wanda who had died before Matenko.
6. In the middle of the quarrel between the King and the Queen, Matenko jumped up from under his white sheet, and said that Wanda had died first, but he was dead before her. In this way he pleased both the King and the Queen, for what he said meant that both were right and none was wrong.
7. The King and Queen realised what Matenko was up to, and they both laughed. They were not really angry with the old couple because they were only too glad to find them both alive.
8. The King and the Queen felt ashamed for they realised that it was because of them that the old couple were starving and had to play this trick on them. They promised to send money to Matenko and Wanda whenever they needed it.

Exercise B

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

Exercise C

1. adj phrase, qualifies *jester*
2. adv phrase of time
3. coordinate clauses joined by the conjunction and
4. subadv clause of time; adj phrase qualifies *people*
5. sub noun clause object of the verb *asked*

Exercise D

1. Matenko was called by the King to his chamber.
2. The King asked Matenko to retire.
3. He was given a purse of gold by the King. / A purse of gold was given (to) him by the King.
4. An onion was chopped by Matenko the next morning.
5. A clever trick can be played by even an old jester.

Exercise E

1. at
2. for
3. In; to
4. from
5. under

Exercise F

1. Though Matenko looked for work, he could not get any.
2. Wanda went to the palace for she wanted to see the Queen.
3. When Matenko and Wanda said that they were starving, the King and Queen felt ashamed.
4. Since they had no money, they could not buy any food.
5. They opened the door because they wanted to go out.

Exercise G

1. The King and Queen were kind people, weren't they?
2. Let us go their cottage, shall we?
3. Matenko was an intelligent jester, wasn't he?

Exercise H

Students will write their own responses.

CHAPTER 27: RAGGEDY ANN AND THE WASHING (Pages 137–141)

Exercise A

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

Exercise B

1. Rageddy Ann ended up in the washing when Marcella ran out of the room in a hurry and tossed her, whereupon she landed in the clothes hamper.
2. When Dinah was washing the dirty clothes, she did not see Rageddy Ann and began stirring the doll and the clothes with a broom handle.
3. Marcella was shocked and sad when she saw Raggedy.
4. Dinah fixed Raggedy Ann by pinning her to the clothes line to dry and rolling out and patting her until she was normal again.
5. Marcella went to her room and told the other dolls everything that happened and that she was sorry for being harsh when she was dressing them.
6. The purpose of boiling clothes is to loosen the dirt and allow it to drop out.

Exercise C

1. bewildered
2. humour
3. ridiculous
4. cross
5. downhearted

Exercise D

1. Hamper–transitive verb
2. Raggedy Ann–transitive verb
3. tears–transitive verb
4. Clothes line–transitive verb
5. Marcella’s hand–transitive verb
6. Doll–transitive verb

Exercise E

1. out
2. into
3. around
4. on
5. up

Exercise F

1. ‘What is the trouble, Dear?’ Mamma asked.
2. ‘Just see how Raggedy Ann takes it! She does not seem to be unhappy!’
3. ‘Perhaps she had climbed out of bed backwards!’ Raggedy Ann thought.
4. ‘Let me hang Miss Raggedy on the line and you will not know her when she comes off!’ said Dinah.
5. ‘It is all my fault, Mamma!’ she cried.

Exercise G

Students will write their own responses.



6

Key to End of the Year Assessments

TEST 1

Exercise A

1. non-fiction: *non-* + fiction
2. driver: drive + *-(e)r*; crowded: crowd + *-ed*
3. senseless: sense + *-less*
4. carriers: carry + *-er*
5. dreadful: dread + *-ful*

Exercise B

1. yourself
2. themselves
3. myself
4. himself
5. themselves

Exercise C

1. absolute;/complete; so
2. very; regularly/often/frequently
3. Which
4. some; worse
5. How
6. therefore
7. very; all; some
8. Why; so; How
9. Why; not; continuously
10. very; very

Exercise D

1. Spreading: gerund, subject of the verb 'is'; object – *rumours*
2. gliding, hissing: *-ing* adjectives, qualifies 'snakes'
3. ferrying: *-ing* adjective, qualifies 'launch'; object – *passengers*
4. Reporting: gerund, subject of the verb 'is'; object – *news*
5. listening: gerund, object of the verb 'likes'

Exercise E

No	Subject	Predicate
1	Who	has cooked this dish
2	We	went to Hunza during our vacation
3	Walking	is good for health
4	(All her) jewellery	was stolen by a thief
5	you	Have ... been watching the match on television

Exercise F

1. The boys were fighting in the street.
2. My brother and I are good swimmers.
3. If you are ill, you must go and see a doctor.
4. A sports person has to keep fit.
5. We are eager to play in the match tomorrow.

Exercise G

1. is eating: transitive; object – *dinner*
2. wrote: transitive; direct object – *letter*; indirect object – *me*
3. is sleeping: intransitive
4. has painted: transitive; object – *picture*
5. made: transitive; direct object – *dress*; indirect object – *king*

Exercise H

1. Rohma will have reached Islamabad by Saturday.
2. Ghani has waited patiently for his sister to return.
3. The men made a lot of noise.
4. Our teacher had explained the poem to us.
5. Moosa will be going to his new school.

Exercise I

1. Ten – quantitative adj (cardinal); small – qualitative adj; quietly – adv of manner
2. new – qualitative adj; tomorrow – adv of time
3. everywhere – adv of place; missing – qualitative adj
4. big – qualitative adj; fiercely – adv of manner; away – adv of place
5. bright – qualitative adj; overhead – adv of place; joyfully – adv of manner

TEST 2

Exercise A

1. adj. phrase, qualifying the noun 'boy'
2. with much enjoyment – adv. phrase of manner
3. adv. phrase (place)
4. noun phrase, object of 'gave'
5. adv. phrase of time

Exercise B

1. Simple sentence: verb – *stared*; subject – *man*
2. Complex sentence: (a) *The dog ... suddenly saw a cat* – main clause; (b) *which was chasing its own tail* – subordinate adj clause, qualifies ‘dog’
3. Simple sentence: verb – *set off*; subject – *dog*
4. Complex sentence: (a) *(you)... please paint the door also* – main clause; (b) *When you have finished painting this fence* – subordinate adv. clause (time)
5. Compound sentence: (a) *This train will go to Rawalpindi* – coordinate clause; (b) *the train ... will go to Lahore* – coordinate clause; *and* – conjunction
6. Complex sentence: (a) *Mrs Harris thought* – main clause; *he had asked her to jump off* – sub. noun clause, object of ‘thought’
7. Complex sentence: (a) *He did not know* – main clause; (b) *where he had lost her* – sub. noun clause, object of ‘did (not) know’

[*The teacher might point out some of the important phrases in the sentences, and of what kind each is:*

1. *hanging in the corner of the shop* (adj. phrase qualifies shirt)
2. *its own tail* (noun phrase, object of ‘was chasing’)
3. *With a joyful bark* (adv. phrase of manner)
4. *painting this fence* (noun phrase, object of ‘finished’)
5. *standing at the other platform* (adj. phrase, qualifies ‘train’)]

Exercise C

(*The sentences can be joined in more than one way.*)

1. Though the boy worked hard, he received no wages. (‘but’ may also be used)
2. Sohail had no friends in England, for he had lived in Pakistan all his life./Since Sohail had lived in Pakistan all his life, he had no friends in England.
3. The man was very tired, but he went on walking. (‘though’ may also be used)
4. You had better be careful, because if they catch you, you will be in trouble. (‘for’ may also be used)
5. If you want to be safe, you must run away.
6. She did not want either the boy or his bicycle./She wanted neither the boy, nor his bicycle.
7. When he saw him disappear into a wood, she sat down and cried.

Exercise D

1. in, on
2. of
3. on, in
4. in, in front of, at, Behind, in, with
5. across, over, over
6. with
7. for

Exercise E

1. **Writing**: gerund: subject of the verb *needs*; object – (a good) essay; **planning**: gerund: object of the verb *needs*
2. **flowing**: *-ing* adjective, qualifies ‘river’; **blessing**: gerund, complement of the verb ‘was’
3. **living**: *-ing* adjective, qualifies ‘People’

4. **carrying:** *-ing* adjective, qualifies *ship*; object – (many)passengers; **striking:** gerund, object of the preposition ‘after’; object – (an) *iceberg*
5. **flying:** *-ing* adjective, qualifies ‘objects’
6. **sitting:** *-ing* adjective, qualifies ‘wife’
7. **alarmed:** *-ed* adjective, qualifies ‘we’
8. **living:** *-ing* adjective, qualifies ‘soul’
9. **covered:** *-ed* adjective, qualifies ‘wagon’
10. **lost:** *-ed* adjective, qualifies ‘wife’

TEST 3

Exercise A

1. One day, he was washed out of the burrow by a summer flood.
2. Her bicycle had been stolen (by some man).
3. The boat was recovered by the Rat.
4. The wisdom of the tiny girl astounded the teacher.
5. The entire story had been told to me by Badar. / I had been told the entire story by Badar (better alternative).
6. The mongoose may bite the child.
7. She was taken to the nearest village by them.
8. He was asked by the police to write down what he had lost. / The police asked him to write down what had been lost by him. / He was asked by the police to write down what had been lost by him.
9. He said nothing at all.
10. Have all the questions been answered by you?
11. A deep breath was taken by Miss Honey.
12. A fly in his stew was found by a man dining at the hotel.
13. The house was burnt down by a fire.
14. All the notices should be read carefully.
15. Smoke filled the room.

Exercise B

1. When was the Taj Mahal built?
2. How is tea prepared?
3. Who is coming to dinner?
4. Are you feeling tired now?
5. Why isn't Pasha studying?
6. What is your sister's name?
7. Why was the football match cancelled?
8. Why doesn't the clock work?
9. When is the train supposed to arrive?
10. How much money do you want to spend?

Exercise C

1. Who
2. How
3. When/Why
4. Why
5. Which
6. What
7. How
8. whom
9. Why
10. When

Exercise D

1. Why did they switch on the lights?
2. Who has stolen the money?
3. Where will the first test match be played?
4. Whose books are these?
5. Whom/Who did she meet this morning?
6. When did he come back home last night?
7. What did she give him on his birthday?
8. Which song did he like?
9. How did he go home?
10. How many of his friends did he invite to the party?

Exercise E

1. *laden with food*: adj phrase, qualifies 'table'
2. *with great curiosity*: adv phrase (manner), qualifies 'had been looking'
3. *at one corner of the table*: adv phrase of place, qualifies 'were crowded'
4. *The villager's children*: noun phrase subject of the verb 'go'
5. *far away from the city*: adj phrase, qualifies 'cottage'

Exercise F

1. Compound: two coordinate clauses joined by 'but': (i) *Solving puzzles is Henry's hobby*, (ii) *the puzzles must be difficult*
2. Complex: (i) *If the puzzles are not difficult* – sub adv clause of condition; (ii) main clause – *Henry will not waste any time on them at all*
3. Complex; *We all told him* – main clause; *Do not go into the forest at night* – sub noun clause, object of the verb 'told'
4. Simple (*Lying ill in bed for a month* is a noun phrase, subject of the verb 'made'.)
5. Compound-complex: two coordinate clauses joined by 'and': (i) *What the weatherman had predicted proved to be correct*; (ii) *a storm raged throughout the night*; *What the weather man had predicted* – sub noun clause, subject of the verb 'proved'

Exercise G

1. We decided to go out for a walk because the weather was fine./As the weather was fine, we decided to go out for a walk.
2. Though the boy was very young, he was made the monitor of the class.
3. Harris could sleep neither at night nor during the day.
4. The men had hardly come home before the siren blew to summon them back to their posts. (Note: 'no sooner ... than' or 'scarcely ... when' may also be used. The construction: 'Hardly had the men come home before the siren blew to summon them back to their posts' is also correct and preferred by some as being more dramatic.)
5. John does not have a brother or sister./John has no brother or sister.

Exercise H

1. Alice thought, 'As it is asleep, it does not mind.'
2. 'There is not any lemonade,' said the March Hare.
3. 'I am glad they have begun asking riddles,' said Alice.
4. 'I am starving,' I said. 'I have not eaten since moving.'
5. 'That is all, anyway, is it not?' said William.



7 Worksheets

Note to Teachers:

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.

ADJECTIVES: INTERROGATIVE AND EMPHASISING

Worksheet 1

Name:

Class:

Date:

Underline the adjectives in the following sentences and say of what kind each is.

1. Which animal is known as 'the ship of the desert'?

.....

2. Suleman behaved like a complete fool.

.....

3. What punishment did the judge give the thief?

.....

4. For me, listening to music is pure bliss.

.....

5. Which game do you like to play the most?

.....

6. What you have said is utter nonsense.

.....

7. I think there has been a slight misunderstanding.

.....

8. The policeman asked, 'Whose house was burgled?'

.....

ADVERBS: DEGREE, FREQUENCY, NEGATION, AND INTERROGATIVE

Worksheet 2

Name:

Class:

Date:

State what kind each of the underlined adverbs is.

1. I have often told you not to speak so loudly.

.....

2. How do you open this locker?

.....

3. Jeff came home quite late last night.

.....

4. When did you return from Lahore?

.....

5. John will certainly forget tomorrow what he has told you today.

.....

6. Wherever we went, we found people praising him highly.

.....

7. Junaid drives very rashly, but Shahzeb is cautious.

.....

8. We shall certainly meet your parents if we visit Lahore again.

.....

TRANSITIVE AND INTRANSITIVE VERBS

Worksheet 3

Name:

Class:

Date:

In the following sentences, state whether the underlined verbs are transitive or intransitive in the blanks given. Also, circle the objects of the transitive verbs.

- 1. We usually walk back home from school.
- 2. He put the pencil box in the drawer.
- 3. I could not lift the heavy suitcase alone.
- 4. She entered the room on tiptoe.
- 5. He seemed puzzled by my question.
- 6. Aasia impressed everyone with her singing.
- 7. Everybody was annoyed with his behaviour.
- 8. Rehman has bought a new cricket bat.
- 9. Saqib showed me his stamp collection.
- 10. I took my friend home with me.

Worksheet 4

Name:

Class:

Date:

Add a prefix or suffix to each of the underlined words so that the sentences make sense.

1. 'Your father has agreed to take us all out next Saturday,' Mother told us happy.

.....

2. It is quite unlike that the Prime Minister will agree to be the chief guest at our event.

.....

3. You need to frost the refrigerator, for the freezer is completely iced over.

.....

4. We are still hope that we will reach the airport in time for the flight.

.....

5. The expression on his face told me that he was still in a lot of comfort.

.....

6. I always believe what she says because she has never been truthful.

.....

7. The people were angry, for they understood what the leader said.

.....

8. Some believe that breaking a mirror is auspicious but I think it is a superstition.

.....

9. Everybody is puzzled as the reason why the minister resigned is known.

.....

10. The operation was success and the patient was saved.

.....

REFLEXIVE PRONOUNS

Worksheet 5

Name:

Class:

Date:

Fill in the blanks with appropriate *reflexive forms* of the pronouns given in brackets.

1. Rayyan cannot deny what he (he) said two days ago.
2. 'You cannot blame anybody but (you) for what has happened to you, Reema,' said Samia.
3. Ramiz insisted on washing all his clothes (he).
4. The villagers decided to arm (they) and fight the dacoits.
5. Rana has built this model aeroplane all by (he).
6. Mother always keeps the smallest piece of cake for (she).
7. Maha stitched..... (she) a new shalwar kameez for her brother's wedding.
8. The reaper was working and singing in the field all by (she).
9. The snake bit the man, but it was the snake (it) that died.
10. The Captain asked everybody to leave, but he (he) stayed back on the sinking ship.
11. 'Be careful and look after (you),' our uncle told us.
12. We (we) saw to it that the work was finished in time.
13. Rohma made (she) a glass of iced lemonade.
14. As their nurse was away, the children sang (they) to sleep.
15. The tiger hid (it) in a ravine and waited for nightfall.

PARTICIPLES AND GERUNDS

Worksheet 6

Name:

Class:

Date:

In the following sentences, indicate whether the italicised words are used as gerunds or as participles.

- 1. The *frozen* fish was difficult to cook.
- 2. *Running* is good for health.
- 3. *Barking* dogs seldom bite.
- 4. The baby's *crying* woke me up.
- 5. *Staring* at the items on the sales rack, Jill could not make a quick decision.
- 6. I like *swimming*.
- 7. The car, *damaged* by the hailstorm, was taken to the body shop.
- 8. I know that *writing* a book is not easy.
- 9. The woman *wearing* the blue sweater is Jack's mother.
- 10. *Learning* to use a compass is very important.
- 11. It was a very *interesting* book.
- 12. A miser hates *spending* his money.
- 13. In a *surprising* turn of events, he was arrested for fraud.
- 14. *Walking* on the grass is forbidden.
- 15. It is dangerous to get down from a *moving* vehicle.
- 16. *Seeing* is believing.
- 17. The *reigning* world champion is meeting the challenger tomorrow in a title match.
- 18. *Learning* to play the piano has been my childhood dream.
- 19. I read a *horrifying* story today.
- 20. *Baking* cakes can be quite tricky.

SENTENCES, PHRASES, AND CLAUSES

Worksheet 7

Name:

Class:

Date:

Say which of the underlined groups of words are phrases and which clauses.

1. Rehan ate a hearty meal, but Saniya drank only a glass of water.

.....

2. There was a crowd of people at the airport waiting to welcome the victorious team.

.....

3. Where did you see this wonderful sight?

.....

4. There is a bowl with a goldfish on the table.

.....

5. You must listen to this story which has been written by my brother.

.....

6. You must learn how to drive or you have to depend on a driver.

.....

7. This wooden table must be quite old.

.....

8. If you do not listen to me, you will be in trouble.

.....

9. Julius Caesar was one of the greatest Roman generals.

.....

10. Mother showed me a letter which was written by her grandfather.

.....

Worksheet 8

Name:

Class:

Date:

What kind of phrase is each group of underlined words?

1. He told us many stories of Africa.

.....

2. Have you seen an animal with such intelligence?

.....

3. The room, full of valuable books, was always kept locked.

.....

4. The man in the black shirt was standing under a tree.

.....

5. She always wakes up early in the morning.

.....

6. Spreading rumours is a very bad habit.

.....

7. A throne of gold and precious stones was made for Shah Jahan.

.....

8. Even a man of great courage and patience cannot bear such hardship.

.....

9. Abdullah does not like listening to stories about fairies and goblins.

.....

10. Stories that have a sad ending do not interest me.

.....

11. The next morning, they saw that the giant was awake.

.....

12. Catching fish with bare hands requires a lot of practice.

.....

KINDS OF SENTENCES AND CLAUSES

Worksheet 9

Name:

Class:

Date:

A. Say of what kind each underlined clause is.

1. The girls who are taking part in the play must come early.
2. That he is telling the truth is not to be doubted.
3. You must stop writing when the bell rings.
4. When the time comes, I shall tell him what I think of him.
5. The night on which the robbery took place was dark and lonely.

B. State what kind of sentence each of the following is—simple, complex or compound.

1. This poem, written by William Wordsworth, describes some daffodils seen by him one day.
2. London is the capital of England and Paris is the capital of France.
3. Ramiz, who is my friend, is a very good swimmer.
4. Some people like tea, some prefer coffee.
5. You should lie down because you look very ill.
6. Have you ever seen a black rose?
7. This house, where a famous man once lived, has now been turned into a museum.
8. Listen to this music which was composed by the great Mozart.
9. If you walk along this street, you will see many shops that sell only old books and magazines.
10. The spider invited the fly into her parlour.

CONJUNCTIONS

Worksheet 10

Name:

Class:

Date:

A. Pick out the conjunctions from the following passage.

Rustum finally reached the bank of the river. No sooner had he got off from his horse than he saw Sohrab. Neither the father nor the son knew who the other really was. Sohrab had hardly taken his sword out before Rustum charged at him. Sohrab could either surrender or attack Rustum, his own father. Rustum wanted Sohrab to become over-confident and careless by allowing him to win in the beginning, but Sohrab realised what Rustum's intention was. Though he knew that Rustum was a great warrior, he decided that to kill Rustum as soon as possible was the best way to end the fight.

B. Fill in the blanks with suitable conjunctions.

1. The shopkeeper told the customer to buy the book put it back.
2. The trees in the park bore fruit flowers.
3. Everyone in our family loves cares for books.
4. is our new teacher very cheerful very kind.
5. he is really in pain he is very good at pretending.
6. was the Emperor foolish cruel.
7. the students the teachers were interested in the magic show.
8. had Maria raised an alarm the policeman came to her rescue.
9. had I fallen asleep the alarm sounded.
10. I have travelled in buses trains over long distances.

PREPOSITIONS

Worksheet 11

Name:

Class:

Date:

Fill in the blanks with appropriate prepositions from those given in brackets

1. He sleeps a hard bed. (on/above)
2. Umer is fond good food. (of/about)
3. Has Sidra come back Lahore? (in/from)
4. Go and see who is knocking the door. (in/on)
5. While Newton was sitting (above/under) an apple tree, an apple fell
..... (on/down) his head.
6. The boy looked (on/at) the blackboard, but he could not read what was writ-
ten (on/under) it.
7. Razia was born (at/into) a very cultured family.
8. When you leave a room, please switch (of/off) the lights.
9. What is this story? (on/about)
10. There is a big field just our school. (beside/below)
11. I am taller he is. (above/than)
12. Once, there was a war Germany and England. (by/between)
13. Suleman dived the swimming pool. (in/into)
14. I had an argument my friend. (with/on)
15. The dog ran the cat. (of/after)
16. The thief was hiding the door. (behind/after)
17. Can you jump this wall? (over/below)
18. If you look this telescope, you can see the rings of Saturn. (through/into)
19. Shall we place this table next (by/to) the television?
20. Nobody listened (after/to) the advice given (by/ from) him.

VERBS OF INCOMPLETE PREDICATION

Worksheet 12

Name:

Class:

Date:

State whether the underlined verbs are transitive or intransitive. Point out the objects of the transitive verbs and the complements (subjective or objective) of the verbs of incomplete predication. Remember that a transitive verb may have two objects.

1. Ramiz gave his sister a watch on her birthday.

.....

2. The police found the thief hiding in the old building.

.....

3. The trees will shed their leaves.

.....

4. The clown at the circus had made us laugh.

.....

5. The success of his novel has filled him with pride.

.....

6. The book contains many interesting stories.

.....

7. White clouds filled the autumn sky.

.....

8. The water of the lake looked blue.

.....

9. The hunter killed the wild boar with a spear.

.....

10. You should make him a member of the quiz team.

.....

11. The magician's tricks left us dumbfounded.

.....

12. A good judge treats all men as equals.

.....

ACTIVE AND PASSIVE VOICE

Worksheet 13

Name:

Class:

Date:

A. Change the following into passive voice.

1. The monkey scared Annie.

.....

2. We were flying kites in the park.

.....

3. The students are writing essays.

.....

4. The workers were digging a well.

.....

5. Malik has made a beautiful card.

.....

6. Jabeen had completed the task by then.

.....

B. Change the following into active voice.

1. Shuja was being chased by dogs.

.....

2. The chart has been made by Raza.

.....

3. The car had been driven by Mazhar.

.....

4. The ring was found by the sweeper.

.....

5. The thieves were arrested last week.

.....

6. The arrangements are made by Noman.

.....

Worksheet 14

Name:

Class:

Date:

A. Replace the italicised words with appropriate contractions.

- 1. You *have not* given us complete information. _____
- 2. The workman said that he *had not* been paid for his work.
- 3. I *would not* dream of putting you to so much trouble.
- 4. '*It is* quite late and I am going to bed,' said Raana's mother.
- 5. I tried to call you but *could not* get through.

B. A few of the sentences below contain wrong contractions. Spot the errors and write the correct contractions in the spaces provided.

- 1. If I were in your place, I would'nt have stayed out so late.
- 2. They hadn't been informed of the special classes by anyone.
- 3. It is'nt certain whether they are going to take part in the play.
- 4. One shudn't go swimming immediately after a meal.
- 5. The doctors tried hard but the man couldn't be saved.
- 6. Dogs should'nt be kept indoors all the time.
- 7. The baby elephant found it's own tail fascinating.
- 8. The police haven't been able to trace the missing jewels.
- 9. Iv'e tried very hard, but I ca'nt open this can.
- 10. If you come so late, there won't be anything left for you to eat.

QUESTIONS

Worksheet 15

Name:

Class:

Date:

A. Add question tags to the following:

- 1. You will come to the party,
- 2. I can't keep lazing around,
- 3. They should know how to do this themselves,
- 4. Let's play a game,
- 5. You aren't hiding anything,

B. Make questions for the following statements using the words in brackets.

- 1. She ate an omelette for breakfast. (What)
.....
- 2. He will meet his cousins in the afternoon. (When)
.....
- 3. The farmer goes to his fields early in the morning. (Where)
.....
- 4. She solved the question by multiplying the given numbers. (How)
.....
- 5. He had kept his glasses on the table. (Where)
.....

IDIOMS

Worksheet 16

Name:

Class:

Date:

A. Choose the correct option to complete the following idioms.

1. As gentle as a
a. lamb b. fish c. swan
2. Smell a
a. horse b. dog c. rat
3. A lone
a. cat b. mouse c. wolf
4. Stubborn as a
a. dog b. mule c. ox
5. Put the cart before the
a. donkey b. unicorn c. horse

B. Match the idioms with their meanings.

1. Smell a rat	a. to be suspicious of something
2. Get (someone's) goat	b. to wait
3. Cry wolf	c. a very long time
4. Donkey's years	d. to annoy
5. Hold your horses	e. raise a false alarm

Worksheet 17

Name:

Class:

Date:



1. What do you see in the picture?
2. Where do you think are the children playing?
3. What must have happened right after this moment?
4. How would you react if you were one of those children?
5. How would you react if you were the man standing at the window?

Worksheet 18

Name:

Class:

Date:



1. What do you think this is?
2. Provide a caption for this picture.
3. What effect do you think this can have on our environment?
4. At home and in school, what are some of the things that you do to protect our environment?
5. What are some of the alternatives to plastic bags?



8 Key to Worksheets

ADJECTIVES: INTERROGATIVE AND EMPHASISING

1. Which – interrogative adjective
2. complete – emphasising adjective
3. What – interrogative adjective
4. pure – emphasising adjective
5. Which – interrogative adjective
6. utter – emphasising adjective
7. slight – emphasising adjective
8. Whose – interrogative adjective

ADVERBS: DEGREE, FREQUENCY, NEGATION, AND INTERROGATIVE

1. adverb of frequency; adverb of degree
2. interrogative adverb
3. adverb of degree
4. interrogative adverb
5. adverb of degree
6. adverb of degree
7. adverb of degree
8. adverb of degree; adverb of frequency

TRANSITIVE AND INTRANSITIVE VERBS

1. intransitive
2. transitive; object – *pencil box*
3. transitive; object – *suitcase*
4. transitive; object – *room*
5. intransitive
6. transitive; object – *everyone*
7. intransitive
8. transitive; object – *cricket bat*
9. transitive; object – *me, stamp collection*
10. transitive; object – *friend*

PREFIXES AND SUFFIXES

1. happily
2. unlikely
3. defrost
4. hopeful
5. discomfort
6. untruthful
7. misunderstood
8. inauspicious
9. unknown
10. successful

REFLEXIVE PRONOUNS

1. himself
2. yourself
3. himself
4. themselves
5. himself
6. herself
7. herself
8. herself
9. itself
10. himself
11. yourselves
12. ourselves
13. herself
14. themselves
15. itself

PARTICIPLES AND GERUNDS

1. participle
2. gerund
3. participle
4. gerund
5. participle
6. gerund
7. participle
8. gerund
9. participle
10. gerund
11. participle
12. gerund
13. participle

14. gerund
15. participle
16. gerund
17. participle
18. gerund
19. participle
20. gerund

SENTENCES, PHRASES, AND CLAUSES

1. clause
2. clause; phrase
3. phrase
4. phrase
5. clause
6. clause; clause
7. phrase
8. clause
9. phrase
10. clause

KINDS OF PHRASES

1. noun phrase
2. adjective phrase
3. adjective phrase
4. adjective phrase
5. adverb phrase
6. noun phrase
7. adjective phrase
8. adjective phrase
9. noun phrase
10. adjective phrase
11. adverb phrase
12. adverb phrase

KINDS OF SENTENCES AND CLAUSES

- A. 1. adjective clause
2. noun clause
3. adverb clause
4. noun clause
5. adjective clause
- B. 1. complex
2. compound
3. complex
4. compound

5. complex
6. simple
7. complex
8. complex
9. complex
10. simple

CONJUNCTIONS

- A. 1. no sooner ... than
2. neither ... nor
3. hardly ... before
4. either ... or
5. but
6. Though
- B. 1. either ... or
2. neither ... nor
3. both ... and
4. Not only ... but also
5. Either ... or
6. Not only ... but also/Neither ... nor
7. Neither ... nor/Both ... and
8. No sooner ... than
9. Hardly ... when/No sooner ... than
10. both ... and

PREPOSITIONS

1. on
2. of
3. from
4. on
5. under, on
6. at, on
7. into
8. off
9. about
10. beside
11. than
12. between
13. into
14. with
15. after
16. behind
17. over

18. through
19. to
20. to, by

VERBS OF INCOMPLETE PREDICATION

1. gave – transitive; indirect object – sister; direct object – *watch*; objective complement – on her birthday
2. found – transitive; object – *thief*; objective complement – hiding in the old building
3. will shed – transitive; object – *leaves*
4. had made – transitive; object – *us*; objective complement – laugh
5. has filled – transitive; object – *him*; objective complement – with pride
6. contains – transitive verb; object – *stories*
7. filled – transitive verb; object – *sky*
8. looked – intransitive verb; subjective complement – blue
9. killed – transitive verb; object – *boar*; objective complement – with a spear
10. should make – transitive verb; object – him; objective complement – a member of the quiz team
11. left – transitive verb; object – *us*; objective complement – dumbfounded
12. treats – transitive verb; object – *all men*; objective complement – as equals

ACTIVE AND PASSIVE VOICE

- A.
1. Annie was scared by the monkey.
 2. Kites were being flown by us in the park.
 3. Essays are being written by the students.
 4. A well was being dug by the workers.
 5. A beautiful card has been made by Malik.
 6. The task had been completed by Jabeen by then.
- B.
1. Dogs were chasing Shuja.
 2. Raza has made the chart.
 3. Mazhar had driven the car.
 4. The sweeper found the ring.
 5. The police arrested the thieves last week.
 6. Noman makes the arrangements.

CONTRACTIONS

- A.
1. haven't
 2. hadn't
 3. wouldn't
 4. It's
 5. couldn't
- B.
1. wouldn't
 2. no error
 3. isn't
 4. shouldn't
 5. no error

6. shouldn't
7. its
8. no error
9. I've; can't
10. no error

QUESTIONS

- A. 1. won't you?
2. can I?
3. shouldn't they?
4. shall we?
5. are you?
- B. 1. What did she eat for breakfast?
2. When will he meet his cousins?
3. Where does the farmer go early in the morning?
4. How did she solve the question?
5. Where had he kept his glasses?

IDIOMS

- A. 1. a
2. c
3. c
4. b
5. c
- B. 1. a
2. d
3. e
4. c
5. b

PICTURE COMPREHENSION 1

Encourage students to think creatively and formulate their own answers.

PICTURE COMPREHENSION 2

Encourage students to think creatively and formulate their own answers.



9 Key to Checkpoints

CHECKPOINT 1

- A.1. Which: Interrogative adjective
2. very: Emphasising adjective
3. a lot of: Emphasising adjective
4. narrow: Qualitative adjective
5. this: Interrogative adjective
6. dangerous: Qualitative adjective
- B. 1. hardly: Adverb of Degree
2. How: Interrogative Adverb
3. weekly: Adverb of Frequency
4. sometimes: Adverb of Frequency
5. incredibly: Adverb of Degree
6. tearfully: Adverb of Degree
- C. 1. Taha asked Mrs Haris to lend him some salt for his mother.
2. I will be buying some butter, sugar, eggs, and flour to bake the cookies.
3. 'Are you coming to the school fair this year?' asked Warisha.
4. She has an appointment with Dr Mehreen at S K Hospital tomorrow.
5. He neatly packed his towel, shirt, shorts, and tennis racket into his gym bag.

CHECKPOINT 2

- A.1. Gerund
2. Gerund
3. Participle
4. Gerund
- B. 1. I asked her to meet me as quickly as possible. Adverb Phrase; Main Clause
2. If I need to call you, I will let you know. Adverb Phrase; Main Clause
3. Whenever it starts getting colder, she always falls sick. Adjective Phrase; Main Clause
4. Even though I was counting sheep, I could not fall asleep. Adverb Phrase; Main Clause.
- C.1. himself
2. itself
3. themselves
4. yourself
5. himself

CHECKPOINT 3

- A.1. The post office was asked by Talha to deliver the package to his friend as soon as possible.
2. His teacher told him that he had to work hard or he would fail the test.
3. The bad news was delivered to her father by Wania in the morning.
4. An appointment was scheduled by Anas for the evening, but he could not make it.
- B.1. Verb: is. Verb of incomplete predication. 'A very good writer' is the complement of the verb 'is'.
2. Verb: will send. Transitive verb.
3. Verb: falls. Intransitive verb.
4. Verb: was roaring. Intransitive verb.
- C.1. She was happy as long as her demands were being met.
2. As soon as he woke up, he had to go out.
3. Neither Aamna nor Salma knew the answer.
4. No sooner had Meher finished the meeting than she was called for another one.

CHECKPOINT 4

- A.1. Hasn't Asad brought you the documents?
2. It's his birthday today and so he's celebrating with his friends.
3. "Won't you come to my party this weekend?" asked Sumera.
4. "Aren't I in the final list of candidates?" asked Hasan.
- B.1. Kill two birds with one stone—Solve two problems in one go
2. Break a leg—To wish someone luck
3. Build castles in the air—To create impractical ideas
4. Two peas in a pod—To be very similar to someone else
- C.1. Help—Helpful/Helpless
2. Active—Activity
3. Beauty—Beautiful
4. Structure—Structural

CHECKPOINT 5

- A.1. colony
2. little
3. the
4. careful
5. over
6. presently
7. his
8. and
9. puzzled
10. seized



10 Additional Assessment: Delayed Post-test

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.

1. **Pick out the adverbs from the sentences below and indicate their type.** 3 Marks
 1. Because of the heavy rains, there was hardly any visibility on the highway.
 2. This sauce is delicious! How did you make it?
 3. I sometimes drink lemonade with my lunch on hot days.
2. **Punctuate the following sentences using full stops, question marks, quotation marks, commas, and capital letters.** 3 Marks
 1. I will be buying some butter brown sugar eggs and flour to bake the cookies
 2. are you coming to the school fair this year asked Warisha
 3. she has an appointment with dr mehreen at s k hospital tomorrow
3. **Fill in the blanks with the appropriate reflexive pronouns. One has been done for you.** 4 Marks
 1. He has been studying by _____ for the past five hours.
 2. The dog easily defended _____ from the cats.
 3. Mother asked my friends to help _____ to the food on the table.
 4. Rabia, did you make this card _____?

DELAYED POST-TEST 2

Instructions to the students: Read the questions carefully and answer them.

A. Change the following sentences from active to passive and passive to active voice. 3 Marks

1. Talha asked the post office to deliver the package to his friend as soon as possible.
2. Wania delivered the bad news to her father in the morning.
3. Anas had scheduled an appointment for the evening but could not make it.

B. Join the sentences below with the conjunctions given in the brackets. 2 Marks

1. She was happy. Her demands were being met. (as long as)
2. He woke up. He had to go out. (as soon as)

C. Write an essay on the following topic: (5 Marks)

If My Favourite Cartoon Character Came to Life

OR

If My Favourite Fiction Character Came to Life

