

Teaching  
Guide

2

# The GRAMMAR TREE

**BASIC ENGLISH GRAMMAR AND COMPOSITION**

SECOND EDITION



**OXFORD**  
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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. Naming Words	<ul style="list-style-type: none"> <li>Naming common nouns</li> </ul>
2. Nouns	<ul style="list-style-type: none"> <li>Identifying common nouns in sentences</li> <li>Learn to spell</li> </ul>
3. Nouns: Common and Proper	<ul style="list-style-type: none"> <li>Identifying common and proper nouns in sentences</li> <li>Learn to spell</li> </ul>
4. Nouns: Number	<ul style="list-style-type: none"> <li>Forming plural nouns with -s and -es and identifying them in sentences</li> </ul>
5. Nouns: Gender	<ul style="list-style-type: none"> <li>Identifying words that denote gender</li> <li>Learn to spell</li> </ul>
6. Who or What am I?	<ul style="list-style-type: none"> <li>Vocabulary building: common nouns</li> </ul>
7. Adjectives	<ul style="list-style-type: none"> <li>Adjective-noun association</li> <li>Identifying adjectives in a sentence</li> <li>Learn to spell</li> </ul>
8. Verbs	<ul style="list-style-type: none"> <li>Identifying verbs in sentences: simple present and simple past tense</li> </ul>
9. Verbs: Present and Past Tenses	<ul style="list-style-type: none"> <li>Changing simple present to simple past by adding -d or -ed</li> </ul>
10. Verbs: <i>Am, Is, Are, Was, Were</i>	<ul style="list-style-type: none"> <li>Introduction to auxiliary verbs</li> </ul>
11. Toby's Tail	<ul style="list-style-type: none"> <li>Reading comprehension</li> <li>Grammar practice: proper nouns, adjectives, verbs, and adverbs</li> </ul>
12. A Tale—Not a Tail	<ul style="list-style-type: none"> <li>Reading comprehension</li> <li>Grammar practice: proper nouns, common nouns, verbs, adjectives, sentences</li> </ul>
13. Capital Letters and Punctuation	<ul style="list-style-type: none"> <li>Proper nouns: names of people and places</li> <li>Using full stop and the question mark</li> <li>Learn to spell</li> </ul>



Unit	Grammar Topic
14. Months of the Year	<ul style="list-style-type: none"> <li>Learning the names of the twelve months—proper nouns</li> </ul>
15. The Apostrophe	<ul style="list-style-type: none"> <li>Using the apostrophe in the correct place</li> </ul>
16. Verbs: The -ing Form	<ul style="list-style-type: none"> <li>adding <i>-ing</i> to verbs to form the continuous tense</li> </ul>
17. Helping Verbs: <i>Am, Is, Are, Was, Were</i>	<ul style="list-style-type: none"> <li>Forming and identifying in a sentence present and past continuous tense using auxiliary verbs</li> </ul>
18. Verbs: A Mixed Bag	<ul style="list-style-type: none"> <li>Using 'be' verbs</li> <li>Using 'has'/'have'</li> </ul>
19. A, An, The	<ul style="list-style-type: none"> <li>Using articles correctly</li> <li>Learn to spell</li> </ul>
20. Adverbs	<ul style="list-style-type: none"> <li>Using adverbs in context</li> </ul>
21. Jumbled Words	<ul style="list-style-type: none"> <li>Recognising common nouns</li> </ul>
22. Alphabetical Order	<ul style="list-style-type: none"> <li>Learning the alphabetical order</li> </ul>
23. Naughty Bobby	<ul style="list-style-type: none"> <li>Learning new words—vocabulary building</li> </ul>
24. Opposites	<ul style="list-style-type: none"> <li>Opposites of adjectives</li> </ul>
25. Verbs: Some Past Tense Forms	<ul style="list-style-type: none"> <li>Forming past tense of irregular verbs</li> </ul>
26. Pronouns	<ul style="list-style-type: none"> <li>Identifying and using pronouns</li> </ul>
27. Prepositions	<ul style="list-style-type: none"> <li>Using common prepositions</li> <li>Learn to spell</li> </ul>
28. Joining Words: Conjunctions	<ul style="list-style-type: none"> <li>Using 'and' and 'but' in sentences</li> </ul>
29. The Playground	<ul style="list-style-type: none"> <li>Reading Comprehension</li> <li>Grammar practice: wordsearch-nouns; verbs</li> <li>Composition</li> </ul>
30. The King of the Jungle	<ul style="list-style-type: none"> <li>Reading comprehension</li> <li>Grammar and vocabulary practice: proper nouns, opposites, word meanings</li> </ul>
31. On the Beach	<ul style="list-style-type: none"> <li>Reading and picture comprehension</li> <li>Grammar practice: jumbled letters—common nouns; verbs</li> <li>Composition</li> </ul>
32. The Friendly Crow	<ul style="list-style-type: none"> <li>Reading comprehension</li> <li>Grammar practice: common nouns, verbs</li> <li>Composition</li> </ul>

Unit	Grammar Topic
33. Zonko Again	<ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Grammar practice: proper &amp; common nouns, adjectives, adverbs, opposites</li> </ul>
34. Rinky's Room	<ul style="list-style-type: none"> <li>• Reading and picture comprehension</li> </ul>
35. Bobby's Room— What a Mess!	<ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Composition</li> </ul>
36. All About Me	<ul style="list-style-type: none"> <li>• Reading practice</li> <li>• Composition</li> </ul>
37. Composition	<ul style="list-style-type: none"> <li>• Short compositions on given topics</li> </ul>



## 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: COMMON NOUN AND PROPER NOUN

1. Divide the writing board into three columns.
2. Label the left column as 'Common nouns' and the right column as 'Proper nouns'. Label the middle column as 'Nouns'.
3. Now elicit examples of nouns from the students and write these in the column 'Nouns'.

Use the following prompts:

- Name the objects you see in the class (e.g. table, chalk)
  - Name animals, birds (e.g. cat, pigeon)
  - Name people you meet every day (e.g. milkman, teacher, van driver)
  - Tell the names of your family (e.g. Sara, Rehan)
4. Divide the class into two groups, group A and group B.
  5. Ask a student from group A to identify a common noun from the column 'noun'. Write the common noun in its column and give a point for a correct response. Then ask a student from group B to identify a proper noun from the column 'noun'. Write the common noun in its column and give a point for a correct response. Explain the difference between common and proper nouns through examples.
  6. Play the game till the middle column is empty.

### ACTIVITY 2: NOUNS: GENDER

1. Prepare a list of masculine nouns (father, king, brother, bull, groom, lion, and prince).
2. Cut strips of writing paper. Then write one masculine noun on each strip. Fold them.
3. Use a card sheet to make a card box.
4. Shuffle the folded strips and put them into the box.
5. Tell the students that they will pass the gender box and pick a strip. They will read the strip and say aloud the feminine noun for the masculine on the strip. Keep aside the used strip. Pass the box to the next student and continue the game until all the strips are used.

### ACTIVITY 3: ADJECTIVES

1. Cut card sheets into small cards.
2. On the cards write names or paste pictures (optional) of people, animals and things that are familiar to the students.
3. Randomly ask the students to describe the noun using one to two adjectives.
4. Use all the cards to elicit adjectives. Involve the class in using a variety of words to describe the nouns.

### ACTIVITY 4: VERBS 1

1. Cut chart paper into small cards.
2. Think about five verbs (-ing form) e.g. eating, sleeping, etc.
3. Find relevant pictures and paste them onto the card.
4. Show the card to the class and ask 'What is the boy doing?' They should answer 'He is sleeping.'
5. Then ask them to say 'The boy is sleeping.'
6. Repeat this with all the cards. Introduce more vocabulary about verbs through this activity and continue practicing until students remember and understand the verbs and purpose of using 'ing'.

### ACTIVITY 5: VERBS 2

1. Write 'Yesterday I .....' on the top corner of the board.
2. Elicit simple verb forms from the students and list them on the board. Show on the board how to change the present tense into the past tense. (e.g. eat-ate, book-booked)
3. Tell the students that they will now make sentences about what they did yesterday. Show them how to use 'Yesterday I...' with a past tense verb in a sentence. e.g. 'Yesterday I ate an apple.'
4. Divide the class into two groups, group A and group B.
5. Ask a student from group A to make a sentence in the past tense. Give a point for a correct response. Then ask a student from group B to make a sentence using the past tense.
6. Play the game until all students have made ten sentences altogether.

### ACTIVITY 6: CAPITAL LETTERS AND PUNCTUATION

1. Take some/a sheet of chart paper. Cut it into small strips.
2. Write simple sentences and question statements on each strip. Each strip should have a different sentence or a question.  
The sentence should start with a small letter and end without a full stop.  
E.g. 'the house was big and brown'  
The question statement should start with a small letter and end without a question mark.  
e.g. 'what is your name'
3. Divide the class into groups (4–7 students in each group).
4. Give equal number of strips to each group.
5. Ask them to correct the sentences by adding a capital letter at the beginning of the sentence and a full stop or question mark at the end.

## ACTIVITY 7: VERBS: THE -ING FORM

1. Ask students to look at the picture of a playground in the textbook on page 88.
2. Discuss what each person is doing. Take 5-10 minutes for the discussion.
3. Then ask the students what each person is doing in the park. Students should make a list.  
e.g. sliding, jumping, laughing.
4. Ask the students to use one verb from their list in a sentence.

## ACTIVITY 8: A, AN, THE

1. Cut a piece of blank paper into small strips.
2. Write the names of objects and animals that start with vowels, or consonants e.g., tree, orange, table, rabbit, ant, teacher, student, etc.) on the strips. Explain the rules of usage of articles.
3. Take three card boxes and label 'a' on box 1, 'an' on box 2 and 'the' on box 3.
4. Give a strip to each student.
5. Ask students to read out their strips and put these in box1, box 2 or box 3 appropriately.

### Model the game to the students:

Ask a student to read the strip e.g. 'ball'. Then ask 'Is it a ball, an ball, or the ball?' On eliciting correct response request them to put their strips in the correct box. Teacher should briefly elaborate the use of the definite article 'the' as well and quote a few examples.

## ACTIVITY 9: ADVERBS

1. Ask students to give examples of sentences where present continuous tense is used. Write them on the board.
2. Pick a sentence e.g. 'The boy is eating a sandwich'. Ask 'How is the boy eating the sandwich?'  
Accept answers like 'hungrily, happily, etc.'
3. Guide the students in imagining 'how' the action is taking place. (You can generate a list of (-ly) words to guide the students.) For example: softly, slowly, quickly, and loudly.
4. Divide the class into two groups, group A and group B.
5. Ask a student from group A to make a sentence using an 'ly' word. Give a point for a correct response. Then ask a student from group B to make a sentence in the same manner.
6. Play the game until all students have made ten sentences altogether.

## ACTIVITY 10: PREPOSITIONS

1. List the prepositions (on, above, behind, in, and under) on the board.
2. Tell the students that you will give instructions and they will have to follow exactly.
3. Give the following instructions:
  - a. Put your hand on the table
  - b. Put your hand above the table
  - c. Put your hand behind your back
  - d. Put your hand under the desk
  - e. Put your hand in the bag

You can demonstrate the activity to guide the students.

Use more examples to practice the use of prepositions with students.



# 5 Key to Exercises Book 2

*(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: NAMING WORDS (Page 1)**

(left to right) aeroplane, stars, bicycle, television, sheep, hippopotamus, computer, book, monkey, lorry, leg, chicken

## **CHAPTER 2: NOUNS (Page 2)**

1. rose; flower
2. boy; sandwich; plate
3. sun
4. moon; stars; night
5. pizza; glass; milk
6. monkey; branch; tail
7. children; cartoons; television
8. stories; witches; wizards
9. doctor; medicine
10. swing; arm

## **CHAPTER 3: NOUNS: COMMON AND PROPER (Pages 3–7)**

### **Exercise A**

*No answer key is required.*

### **Exercise B**

2. room; books
3. Rabbits; burrows
4. girl; piano
5. bird; nest
6. boat; lake
7. kite; tail
8. day; picnic
9. rice; lunch
10. children; story

11. dentist; teeth
12. cobbler; shoe
13. lady; sofa
14. pixie; toadstool
15. door; man

### Exercise C

*No answer key is required.*

### Exercise D

1. book, shelf–common
2. birthday–common; February–proper
3. town–common; Hamelin–proper; rat–common
4. Peter–proper; wall–common
5. birds, branch–common
6. Kiran–proper; dog, bath–common
7. Rafay, Lahore, Friday–proper
8. Eiffel Tower, Paris–proper
9. Umar–proper; rabbit–common; Bobo–proper
10. Asia–proper; continent–common

### Exercise E

1. Name of any boy/girl
2. Wednesday
3. Name of any boy/girl
4. cat/puppy/dog
5. Name of any place–town, city or country
6. Name of any author
7. teeth, morning
8. hands
9. honey
10. Names of any four animals, like horses, cows, goats, dogs, cats, hens, etc.

## CHAPTER 4: NOUNS: NUMBER (Pages 8–11)

### Exercise A

ruler; lions; pictures; tree; owls; doves; eraser; hills; computer; mountains; trays; duck; table; chairs; flutes; swan; crayon; hens; apples

### Exercise B

2. crown
3. wall
4. shoes
5. buns
6. mango; oranges
7. dog; rabbits
8. bag; table

9. animals
10. roses

### Exercise C

bushes; glasses; branches; foxes; dishes; watches; boxes; brushes; bunches

### Exercise D

1. girls
2. boxes; books
3. cups
4. sandwiches; apples
5. rabbits; noses
6. kisses
7. sweets
8. dishes
9. pairs; shoes
10. gardens
11. sheep
12. apples; branches

## CHAPTER 5: NOUNS: GENDER (Pages 12–14)

### Exercise A

Male Words: bull; boys; tiger; drake; nephew; son; wizard; peacock

Female Words: mother; sister; girl; cow; duck; hen; doe; witch

### Exercise B

2. lioness–lion
3. aunt–uncle
4. mare–horse
5. woman–man; niece–nephew
6. boys–girls
7. bulls–cows
8. landlord–landlady; man–woman
9. tigress–tiger; doe–deer
10. mother–father

## CHAPTER 6: WHO OR WHAT AM I? (Page 15)

1. potato
2. aeroplane
3. jacket
4. mug
5. peacock
6. doctor
7. stove
8. uncle



9. broom
10. cap
11. cucumber
12. towel

## CHAPTER 7: ADJECTIVES (Pages 16–21)

### Exercise A

1. heavy
2. ripe
3. golden
4. naughty
5. brave
6. cunning
7. green
8. tiny
9. soft
10. curly
11. fast
12. strong

### Exercise B

(*any suitable noun*): person/man/woman/girl/boy/animal; flower; mango/fruit; girl; shirt; room; child/table; day

### Exercise C

sharp knife; little baby; bright sun; heavy box; ripe fruit; high wall; creamy cheese; soft pillow; enormous dinosaur

### Exercise D

*No answer key is required.*

### Exercise E

(*any suitable adjective*)

1. old; small
2. empty
3. heavy
4. ripe; juicy
5. new
6. big; white
7. huge
8. dirty
9. good/charming
10. dark

## Exercise F

1. ugly; enormous
2. old; dry
3. little; happy
4. cold; some; stale
5. wide
6. sad
7. new; hot
8. funny
9. wide; big
10. magic; huge
11. greedy; cruel
12. easy
13. blue; clear
14. shiny; sharp
15. fat; lazy

## Exercise G

2. silver–key
3. lean, hungry–wolf
4. ugly–frog
5. thirsty–Tom; cool–water
6. sweet–jelly; creamy–custard
7. large–field; high–hedge

## CHAPTER 8: VERBS (Pages 23–25)

### Exercise A

2. sat
3. frightened
4. sang
5. played
6. told
7. did
8. combed
9. ate; drank
10. brushed; washed
11. rang; ran
12. lost; cried
13. rode
14. watched; read
15. made

### Exercise B

1. packed
2. wear
3. cried
4. ran
5. hit
6. turned
7. rang
8. rowed
9. jumped
10. lifted
11. loves
12. cut

### Exercise C

rose; brushed; bathed; wore; combed went; cut; put; sat; ate; waited; arrived

## CHAPTER 9: VERBS: PRESENT AND PAST TENSES (Pages 26–31)

### Exercise A

helped; hunted; feared; walked; mixed; turned; jumped; picked; chewed; guessed; filled; pulled; talked; fixed; tested

### Exercise B

1. batted
2. gripped
3. fitted
4. knitted
5. clapped
6. dripped
7. pinned
8. fanned
9. hopped
10. grinned; dropped

### Exercise C

described; closed; tied; lived; smiled; believed; liked; saved; danced; grazed; used

### Exercise D

talked; moved; flowed; dared; dived; joined; chased; cared; rowed; tasted; stayed

### Exercise E

2. baked
3. liked
4. missed
5. painted
6. poured

7. married
8. asked
9. cried
10. fried
11. roared
12. combed
13. guarded
14. cared
15. shared

## CHAPTER 10: VERBS: AM, IS, ARE, WAS, WERE (Pages 32–34)

### Exercise A

1. goes; go
2. was
3. wanted
4. are
5. are
6. likes
7. love
8. know; is
9. play
10. rains
11. become
12. was

### Exercise B

1. is
2. is
3. am
4. are
5. are/were
6. are
7. am
8. was; was
9. is
10. are
11. is/was; is/was
12. was
13. am
14. Are/Were
15. was

## CHAPTER 11: TOBY'S TAIL (Pages 35–36)

### Exercise A

1. Toby Tadpole asked his mom where he had come from, because he did not look like his dad or mom. He wanted to know if he would always be so ugly.
2. Mummy Froggie told Toby that he would soon be a lovely frog and would jump about from rock to rock. If Toby was a little patient, he would be as handsome as Daddy Froggie. He should have no doubt about that.
3. One sunny morning, Toby's tail was gone. His fat little snout shook with joy and he declared happily that he had grown up at last.

### Exercise B

(any one) Toby Tadpole; Mummy Froggie; Daddy Froggie

### Exercise C

(any three) ugly; lovely; handsome; sunny; fat; little

### Exercise D

(simple past and simple present only) ask; say; asked; said

### Exercise E

No answer key is required.

## CHAPTER 12: A TALE—NOT A TAIL (Pages 37–39)

### Exercise A

1. A tale is a story.
2. Jimmy did not like to read or to spell.
3. Jimmy liked somebody to read to him. He liked listening to the stories that his mother told him.
4. Jimmy wrote to the Brownie because he wanted the Brownie to give him a very long tale—a tale that would go on and on. He spelt the word 'tale' wrongly.
5. When Jimmy woke up next morning, he found something very long and furry around his legs. He stood up and found that it was a fine, long tail.
6. Jimmy wrote to the Brownie again. This time he wanted the Brownie to take away his 'tail' and give him a long 'tale' instead.
7. Jimmy is now the best at spelling in his class now, because he has understood that spelling a word wrong may lead to something one would not like at all, like waking up with a tail one morning.

### Exercise B

Jimmy

### Exercise C

Any three for example: tale; story; tail; monkey; dog; horse

### Exercise D

Any three for example: is; look; went; liked; told; said; goes

### Exercise E

Any two for example: one; long; next; some; right; brown; furry; fine; poor; cross; happy

### Exercise F

No answer key is required.

## CHAPTER 13: CAPITAL LETTERS AND PUNCTUATION (Pages 40–42)

### Exercise A

1. Raza and Zara are our friends.
2. Dua's mother took her to the doctor.
3. Little Jack Horner sat in a corner.
4. Her sister's name is Humera Pasha and she lives in London.
5. Anum has been to Islamabad to see the Faisal Mosque.
6. I am reading a book by Enid Blyton.
7. Mina likes to read fairy tales.
8. Cinderella ran down the stairs of the palace.
9. Aunt Beena called out to Nadia to stop.
10. Gul and Sana play chess every Sunday.

### Exercise B

1. Where is Aleem going?
2. Is Waqas going to Kashmir this year?
3. Please tell me the time.
4. Can you please tell me the time?
5. Gigi and Bobo went to see Zonko because he was ill.
6. Is this your book?
7. Bobby and Tony are students of the National Academy.
8. Will you go with Lubna and Rana to play tennis?
9. Mother goes for a walk every evening.

## CHAPTER 14: MONTHS OF THE YEAR (Page 43)

1. February
2. July
3. November
4. March
5. September
6. January

## CHAPTER 15: THE APOSTROPHE (Pages 45–47)

Bozo's bone; Mira's book; Tom's boat; Jafar's pen; Faraz's bicycle

### Exercise A

1. The queen's crown
2. Rana's pencil
3. The puppy's ears
4. Mother's slippers
5. The bird's nest

### Exercise B

1. lady's
2. horse's

3. rabbit's
4. miser's
5. crow's

### Exercise C

1. The little lamb wandered into the lion's den.
2. *No change because 'chair' is non-living.*
3. The girl's dress was made of the finest silk.
4. John has borrowed Jeff's bicycle.
5. *No change because 'toy truck' is non-living*
6. Mr Usman's car is an old one.
7. My father's watch was stolen.
8. Raza's shirt is on the bed.
9. *No change because 'book' is non-living*
10. Ann's pony was called Merry.

## CHAPTER 16: VERBS: THE -ING FORM (Pages 48–49)

### Exercise A

dreaming; playing; holding; teaching; feeling; singing; drinking; owning; reaching

### Exercise B

loving; coming; sharing; daring; dancing; biting; hating; hoping; giving

### Exercise C

knitting; sipping; rotting; robbing; letting; knotting; fitting; pinning; gripping; cutting; getting; fanning

## CHAPTER 17: HELPING VERBS: AM, IS, ARE, WAS, WERE (Pages 50–53)

### Exercise A

2. was staying
3. were playing
4. am waiting
5. are taking
6. were walking
7. are writing
8. is filling
9. is playing
10. was telling
11. is crying
12. is taking

### Exercise B

2. put
3. sleeps
4. were enjoying
5. am feeling

6. baked
7. are going
8. were buying
9. belongs
10. am reading
11. entered
12. is eating

### Exercise C

2. sat
3. lent; was reading
4. was sleeping; came
5. went; fetched
6. was dancing; struck
7. were bathing; were enjoying
8. is running
9. open; read
10. sang
11. are talking
12. were playing; fell
13. learned; sang
14. is swimming
15. is doing; is feeling

## CHAPTER 18: VERBS: A MIXED BAG (Pages 54–56)

### Exercise A

1. have; has
2. have; has
3. has; have; have; have
4. Have
5. has
6. has
7. have
8. has
9. have; has
10. have; have
11. has
12. have
13. has; has
14. have
15. has; have



## Exercise B

1. are; am
2. Are
3. were
4. are; is
5. is
6. am; is
7. was; is
8. are; is
9. was
10. were; was
11. am
12. Are
13. is; am
14. were
15. am

## CHAPTER 19: A, AN, THE (Pages 57–59)

### Exercise A

1. A
2. the
3. an
4. an
5. An
6. a; an; a
7. an
8. a; a
9. an; a
10. an
11. A; a
12. an

### Exercise B

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

10. the; a; an; a; a
11. an; the
12. a; a; the

## CHAPTER 20: ADVERBS (Pages 60–62)

### Exercise A

1. brightly
2. here
3. hard
4. there
5. sweetly
6. high
7. loudly
8. tomorrow
9. neatly
10. bravely
11. hungrily
12. yesterday

### Exercise B

1. away
2. carefully
3. brightly
4. down
5. sadly
6. merrily
7. bitterly
8. politely
9. Always
10. now
11. happily
12. quickly

## CHAPTER 21: JUMBLED WORDS (Page 63)

### Exercise A

POTATO; MOBILE; TELEPHONE; BICYCLE; WHALE; PEACOCK; UMBRELLA;  
TELEVISION; BREAD

### Exercise B

PENCIL; TEACHER; BOOK; FRIEND; DOCTOR; SISTER

## CHAPTER 22: ALPHABETICAL ORDER (Page 65)

Names in red: Amna; Faraz; Haris; Sajal; Zain

Names in blue: Carol; Dua; Ken; Mina; Yasir

## CHAPTER 23: NAUGHTY BOBBY (Page 66)

old; boy; doctor; morning; school; sick; get; slowly; was walking; bag; naughty; biscuits; chocolate; teacher; face; go

## CHAPTER 24: OPPOSITES (Pages 67–68)

1. empty
2. weak
3. beautiful
4. evil/bad; sad
5. tame
6. thin
7. clear
8. day
9. easy
10. new
11. early
12. low
13. soft
14. bad
15. out

## CHAPTER 25: SOME PAST TENSE FORMS (Pages 69–70)

1. told
2. fought
3. bent
4. said; told
5. ate
6. slept; got
7. met
8. bought
9. kept
10. sold
11. sent
12. tore
13. went
14. fed; went
15. lent; forgot

## CHAPTER 26: PRONOUNS (Pages 71–73)

### Exercise A

1. him
2. she
3. us

4. They
5. us
6. him
7. I
8. he
9. You; us
10. We; you; us

### **Exercise B**

1. she
2. we
3. it; it
4. they
5. us
6. them
7. them
8. he; her
9. he
10. He
11. he
12. them; they; it

### **CHAPTER 27: PREPOSITIONS (Pages 74–75)**

1. under
2. over
3. at
4. into
5. across
6. between
7. in
8. on
9. across
10. above
11. after
12. through
13. through
14. behind
15. on; above

## CHAPTER 28: JOINING WORDS: CONJUNCTIONS (Pages 76–79)

### Exercise A

*[Depending on the receptivity of the class, it can be pointed out that in some cases a pronoun, used in the second sentence in place of a noun used in the first sentence, may be dropped when joining the two sentences.]*

1. Jim picked up the glass of milk and (he) drank it.
2. The goose laid an egg and it was made of gold.
3. Bobo tasted the soup and it was very hot.
4. Reema's mother gave her some money and she put it in her purse.
5. Faraz took his football and (he) went out to play.
6. Zain began to read the story and (he) read it right to the end.
7. Read the poem carefully and you will find the word.
8. Zara sat down at the piano and (she) played a pretty tune.
9. Saima wore white and Saira was also in white.
10. The man sat down on a bench and (he) fell asleep.

### Exercise B

1. Aimen did the sum carefully, but the answer was wrong.
2. Umar dropped the glass, but it did not break.
3. Kamran called out to the taxi, but it did not stop.
4. Hafeez ate two pastries, but (he) was still hungry.
5. The dog ran after the rabbit, but (he) could not catch it.
6. The giant was very friendly, but the children ran away when they saw him.
7. Kiran went to visit Aimen, but she was not at home.
8. Bunty pressed the bell, but it was not working.
9. Parvez tried to get the box from the top shelf, but (he) could not reach it.
10. Sunny has a pet dog, but (he) does not look after it.

### Exercise C

1. Open the door and come in.
2. He tried to open the gate, but it was stuck.
3. The Pied Piper picked up his pipe and (he) began to play a tune.
4. William blew into the whistle, but there was no sound.
5. Grandmother put on her spectacles and (she) began to read.
6. Faisal's mother told him to eat the vegetables, but he refused to do so.
7. Taimoor's father tried to teach him to swim, but Taimoor was frightened.
8. Susan wanted a glass of water, but (she) did not drink it.
9. Wasim wanted to buy a ruler, but the shop did not have any.
10. The girl picked up the kitten and (she) put it back in its basket.
11. The old lady was very angry and (she) scolded the children.
12. You may sit in the library, but do not make any noise.

## CHAPTER 29: THE PLAYGROUND (Pages 80–82)

### Exercise A

1. The children take a ride in a little toy car.
2. The children play catch ball with the ball or they play football with it by kicking it around. [*It may be explained to the children that 'catch' is the name of a game in which the player to whom the ball is thrown has to catch it before it falls to the ground.*]
3. There is no need to feel bad when the bell rings, because they (the children) can play the same games again the next day and enjoy themselves.

### Exercise B

slip–sip/lip; away–way; slide–lid/side; catch–cat; pass–ass

### Exercise C

swing; slide; ride; catch; skip; jump

### Exercise D

*No answer key is required.*

## CHAPTER 30: THE KING OF THE JUNGLE (Pages 84–87)

### Exercise A

1. The forest was very beautiful. The lion loved the way the grass felt and the green moss around.
2. They saw different animals gathered together. They were having a meeting.
3. The monster has been described as the fierce enemy, a terrible beast that has taken over the forest. He has the body of an elephant, eight legs as long as tree trunks, and eight eyes as big as dinner plates. It grabs any animal it sees with his big legs and chomps on it.
4. As the monster was asleep, the lion signaled the Woodman to hit the tree as hard as he could. Then the Woodman struck the tree again and it fall on the monster.

**Exercise B** Dorothy, Toto

**Exercise C** bright, ugly, coward/fearful

### Exercise D

1. b
2. a
3. c
4. a
5. a
6. a
7. a
8. a

**Exercise E** Students will write their own responses

## CHAPTER 31: ON THE BEACH (Pages 88–91)

### Exercise A

*No answer key is required.*

### Exercise B

*No answer key is required.*

### Exercise C

(any three) rug; beach ball; beach umbrella; sandwiches; cola; some cold drink; mugs; toy bucket and spade

### Exercise D

2. sea
3. seashell
4. sun
5. starfish
6. spade
7. ship
8. sand

### Exercise E

1. PAIL
2. RUG
3. WAVES
4. CRAB
5. LIGHTHOUSE
6. BOAT

### Exercise F

2. flying
3. sailing
4. shining
5. wading
6. swimming
7. laughing
8. playing

### Exercise G

No answer key is required.

## CHAPTER 32: THE FRIENDLY CROW (Pages 92–93)

### Exercise A

1. Cookie says that the crow is a pest.
2. The crow sits at the window in the hope of picking up some food, like some bread, biscuits or anything that would be good to eat.
3. It is clear that the child likes the crow, for it gives the crow titbits and never drives it away by saying 'shoo!'

### Exercise B

(any four) crow; tree; nest; pest; window; food; bread; biscuits

### Exercise C

(any three) lives; hates; says; sits; think; likes; give

## Exercise D

*No answer key is required.*

### CHAPTER 33: ZONKO AGAIN (Pages 94–96)

#### Exercise A

1. ...he was fat. Bobo Rabbit and Fifi Froggie called him 'Fatty' and he did not like that. They also said that if he ate so much he would burst one day.
2. ... were meant to be large ... Bobo and Fifi, because ... a handsome young elephant and should be proud of himself.
3. First, Joe left lots of potatoes in Zonko's tub for he loved potatoes. Then when Zonko did not touch them, Joe left bunches of bananas and a tub full of fruits.
4. ... scrambled to his feet and waddled as fast as he could to his tub. He picked up a huge bunch of bananas and began to eat in a hurry. He ate and ate till he could eat no more.
5. Zonko was not a brave elephant, because a needle was enough to scare him.

#### Exercise B

*(any four)* Zonko; Nolly; Ellie; Bobo Rabbit; Fifi Froggie; Joe

#### Exercise C

*(any four)* elephant; father; head; mother; matter; day

#### Exercise D

*(any two)* fat; silly; handsome; young; nasty

#### Exercise E

*(any one)* sadly; low

#### Exercise F

well; high; happy; thin; short; cried/wept

### CHAPTER 34: RINKY'S ROOM (Page 97)

1. Rinky keeps her storybooks on a shelf.
2. Rinky keeps her schoolbooks on the table.
3. Rinky makes her own bed.

### CHAPTER 35: BOBBY'S ROOM—WHAT A MESS! (Pages 98–99)

#### Exercise A

1. Bobby's toys are usually found on the floor.
2. Bobby's mother makes his bed.
3. Bobby leaves the empty packets of chips on the floor.
4. Bobby throws his things on his bed and makes it untidy.

#### Exercise B

*No answer key is required.*

### CHAPTER 36: ALL ABOUT ME (Page 100)

*No answer key is required for any of the exercises of this chapter.*

### CHAPTER 37: COMPOSITION (Page 101)

*No answer key is required for any of the exercises of this chapter.*





# 6 Key to End of the Year Tests

## TEST 1

### Exercise A

1. dentist–common; Thursday–proper
2. The Frere Hall, Karachi, Altit Fort, Hunza–proper
3. Zain–proper; shop, street, butter–common
4. kitten, ball, wool–common
5. Cinderella–proper; fire, party, palace–common

### Exercise B

1. big; large
2. happy; new
3. sweet; fresh; creamy
4. poor; hungry
5. little; shiny; round

### Exercise C

**Adjectives:** deep; wealthy; heavy; thin; shiny; sharp; angry; pretty

**Nouns:** cupboard; piano; brother; horse; book; cottage; train; girl

### Exercise D

1. chased–past
2. folds, puts–present
3. makes–present
4. waited–past
5. switched–past

### Exercise E

**One:** gardener; bed; field; week; bag

**Many:** seedlings; cows; days; books; pencils

### Exercise F

1. was
2. am
3. is
4. am
5. is

## Exercise G

aunt; cow; tigress

## Exercise H

son; king; lion

## TEST 2

### Exercise A

1. helped
2. waited
3. fed
4. slept
5. chased

### Exercise B

1. Bobo gave Zonko a carrot and some bananas.
2. Is Faraz going out to play cricket?
3. How old are you?
4. Rohail and Rizwan are cousins.
5. The capital of Pakistan is Islamabad.

### Exercise C

Proper Nouns: Joe; Green Park; Sanam; Umar; Zonko; Joe; Nollie; Ellie; Zonko

Common Nouns: keeper; park; animals; day; baby elephant; parents; calf; bananas; grove

### Exercise D

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

### Exercise E

1. yesterday; today
2. carefully
3. loudly; immediately
4. fast
5. hard

*[The children have not been told as yet that 'not' is an adverb.]*

### Exercise F

1. writing; does; have; have; Are
2. knitting
3. is coming
4. were
5. has; am

## Exercise G

below; high; fat/thick; short; less; bad/evil; small; full

## Exercise H

1. Arham said he was going out. He would meet Faraz and Sabir at the park. They were going to play football.
2. Grandma picked up a book. She read out a very interesting story to Zara and Fizza. They loved the story. Fizza begged her to read out another one.
3. Bobby and Aleem went out to play badminton. Aleem fell and hurt his knee. He began to cry. They thought they should go home so that some ointment could be put on Aleem's knee.

## Exercise I

1. Annie was ill and (she) had to go to a doctor.
2. We wanted to go out and play, but it was raining
3. I shall get into the bus and (I shall) go to school.
4. The dog looks fierce, but (it) is quite friendly.
5. Pick up the pencil and put it back in the box.

## Exercise J

1. on; at
2. under
3. through
4. in
5. into

## Exercise K

No answer key is required.



# 7 Worksheets

## Note to the Teacher:

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

## NOUNS

### Worksheet 1

Name: .....

Class: .....

Date: .....

**Underline the nouns in the following sentences.**

1. Ghous is going to the market.
2. The chef made onion soup for the old lady.
3. Maira and Alisha will attend their friend's wedding.
4. The author attended the book launch.
5. Please tell me Rimsha did not go to the theatre alone!
6. The stars are twinkling beautifully in the night sky.
7. Will you be my friend?
8. The lion was hungry.
9. The lamb and the dog became friends.
10. If you want, I could get your sister from school.
11. Rahila went to the mall yesterday.
12. My parents are both doctors.
13. The kittens played in the sunny garden.
14. Jack wants to become a pirate when he grows up.
15. Are you going to eat that slice of cake?

# NOUNS: COMMON AND PROPER

## Worksheet 2

Name: .....

Class: .....

Date: .....

**A. Pick out the nouns from the following sentences and write them in the blanks. Say whether they are proper or common.**

1. The football went flying into the net. ....
2. The teacher set us some homework. ....
3. Tom loves to get wet in the rain. ....
4. We decorated our classroom with balloons and streamers. ....
5. Nana and I will go to the market this morning. ....
6. The animals on the farm were always fed well. ....
7. The telephone is ringing. ....
8. I ate a pizza and drank a glass of juice. ....
9. We get water from a tap. ....
10. The doctor gave me some medicine. ....

**B. Pick out the nouns from the following sentences and state whether they are proper or common.**

1. My mother took Nina to the shop.  
.....
2. The Eiffel Tower is in Paris.  
.....
3. Rashid goes to a school called Verdant Valley.  
.....
4. The baby was asleep in its cot.  
.....
5. The Chenab flows through our city.  
.....
6. The garden is full of beautiful flowers.  
.....
7. Rina loves roses but Sana likes lilies.  
.....
8. I have a pet rabbit called Popo.  
.....
9. Rana took his shirt out of the cupboard.  
.....
10. Anila is a big girl and can look after her little brother.  
.....

## NOUNS: NUMBER

# Worksheet 3

Name: .....

Class: .....

Date: .....

Fill in the blanks with the correct forms of the noun given in the brackets:

1. There is a ..... (book) on the table.
2. There are ten ..... (pencil) in the box.
3. My elder brother has a new ..... (computer).
4. I have two ..... (sister).
5. Ali is the older of the two ..... (brother).
6. The ..... (wall) of her room are painted blue.
7. Three of the ..... (door) of the room have been painted white, but the fourth has been painted blue.
8. The new ..... (car), which Mary's father has bought, is red in colour.
9. Porter and Preston are riding their ..... (bike).
10. All the ..... (room) have three windows.
11. How many ..... (book) do you have in your bag?
12. Two ..... (guard) rushed to the gate immediately.
13. The ..... (tree) were covered with flowers.
14. There is only one ..... (sun) but many ..... (star) in the sky.
15. A group of ..... (dancer) form a troupe.
16. There is an ..... (apple) on the table.
17. Every ..... (patient) must go to the hospital to see the doctor.
18. My mother has many ..... (photograph) of me as a baby.
19. My sister shares her ..... (toy) with me.
20. Sadia has two ..... (pet)—a tortoise and a mouse.

**NOUNS: GENDER**

**Worksheet 4**

Name: .....

Class: .....

Date: .....

Given below are some nouns. Write down which are male and which are female and the opposite gender of each.

- 1. peahen ..... .....
- 2. king ..... .....
- 3. lady ..... .....
- 4. uncle ..... .....
- 5. bull ..... .....
- 6. grandfather ..... .....
- 7. mother ..... .....
- 8. mare ..... .....
- 9. sister ..... .....
- 10. tiger ..... .....
- 11. ram ..... .....
- 12. witch ..... .....
- 13. nephew ..... .....
- 14. hen ..... .....
- 15. son ..... .....
- 16. aunt ..... .....
- 17. stepfather ..... .....
- 18. granddaughter ..... .....
- 19. lord ..... .....
- 20. lioness ..... .....

## ADJECTIVES

### Worksheet 5

Name: .....

Class: .....

Date: .....

**Underline the adjectives in the following sentences.**

1. Dark clouds filled the sky.
2. The flowers are beautiful.
3. Neha is wearing a red dress.
4. Is it a blue shirt that you are wearing?
5. The little rabbit hopped away.
6. I am sad.
7. Tom is happy because he has a new bag.
8. Put the big kettle on the stove so that we can all have hot tea.
9. Tom and Jerry cartoons are funny.
10. The table and chairs are new.
11. The little black duckling was ugly.
12. Tina wore brown shoes to school every day.
13. The lion opened his mouth in a huge yawn.
14. There is a large playground in front of the school.
15. Raza picked up the big jug and poured out the lemonade.
16. The fairy waved her magic wand and a large pumpkin appeared.
17. The giant was greedy and lazy.
18. We had a wonderful time at the fair.
19. The sums are easy.
20. The water of the lake was cool and clear.



## VERBS

# Worksheet 6

Name: .....

Class: .....

Date: .....

Fill in the blanks with suitable verbs.

1. The monkeys were ..... from the tree.
2. Will you ..... to the party?
3. Arham and Sarah want to ..... cake.
4. Mary ..... at the joke.
5. The lamb ..... loudly.
6. Abdullah ..... across the English Channel.
7. My friend can ..... a car.
8. The policeman ..... the thief.
9. The actor ..... really well.
10. I ..... the book fairly quickly.
11. Do you want to ..... a movie?
12. Mrs Woolfe ..... a letter.
13. Won't you ..... a song?
14. My sister ..... the ballet.
15. The puppy ..... into my bed.

## VERBS: PRESENT AND PAST TENSES

### Worksheet 7

Name: .....

Class: .....

Date: .....

#### A. Fill in the blanks with *is* or *are*.

1. Mala ..... happy but her friends ..... not.
2. Faisal and Aleem ..... brothers.
3. This mango ..... sweet, but those apples ..... sour.
4. The carpet ..... a thick one.
5. The chocolates ..... simply delicious.
6. Those insects ..... just houseflies.
7. The mango ..... my favourite fruit.
8. My father ..... in Sukkur, and we ..... here on a visit.
9. Bobo ..... ready to cut the cake. His friends ..... waiting to clap.
10. These flowers ..... beautiful.

#### B. Fill in the blanks with *was* or *were*.

1. The children ..... spending their vacation at the farm.
2. Their Aunt Anna ..... looking after them.
3. They saw the ducks which ..... waddling about.
4. One duck ..... swimming in the pond.
5. The little lambs ..... playing round their mother.
6. The children thought the lambs ..... cute.
7. A cow ..... grazing in the field.
8. The maids ..... getting ready to milk the cows.
9. There ..... many empty pails in the shed.
10. Anain ..... eager to milk a cow, but Aleem and Faisal ..... afraid to go near one.

## HELPING VERBS

# Worksheet 8

Name: .....

Class: .....

Date: .....

Fill in the each blank correctly with *am, is, are, was* or *were*.

1. It ..... really hot today.
2. My father ..... a lawyer.
3. Ashhar and Rahim ..... friends even now.
4. Tahir ..... sick yesterday.
5. Hawaii ..... in the Pacific Ocean.
6. Our friends ..... coming over this evening.
7. Shahzeb ..... a doctor before he became a singer.
8. I ..... very fond of my parents.
9. Tim ..... writing a letter to Javed now.
10. The two sisters ..... cleaning their room this morning.



**MONTHS OF THE YEAR**

**Worksheet 10**

Name: .....

Class: .....

Date: .....

Thirty days hath September,  
April, June and November;  
February has twenty-eight alone  
All the rest have thirty-one  
Except in Leap Year, that's the time  
When February's days are twenty-nine

Read the given nursery rhyme and answer the following questions.

1. How many days does November have?

.....

2. Which are the other months that have thirty days?

.....

3. Which are the months that have thirty-one days?

.....

4. What is special about the month of February?

.....

5. What happens to February's days during a Leap Year?

.....

# THE APOSTROPHE

## Worksheet 11

Name: .....

Class: .....

Date: .....

Rewrite the following sentences using an apostrophe in the correct place.

1. My parents parents are my grandparents.

.....

2. Do you think this CD is Parveens?

.....

3. These keys belong to the classrooms on this corridor.

.....

4. The teachers tripped over the childrens bags in the corridor.

.....

5. My mothers cousin sisters daughter is getting married.

.....

6. Anjums dog has a rubber bone to chew.

.....

7. Ayan and Faisal are going to attend Neelams party.

.....

8. The lions roar could be heard in the village.

.....

9. Did Javed take out Alizas car?

.....

10. The babys crib is all set up.

.....

## THE -ING VERBS

# Worksheet 12

Name: .....

Class: .....

Date: .....

Fill in the blanks with the correct *-ing* form of the verb given in brackets.

1. The villagers are ..... under a tree. (sleep)
2. The boys were ..... in the lake. (swim)
3. I am ..... a letter. (write)
4. My mother is ..... the cake. (bake)
5. Mina is ..... the clothes out to dry. (hang)
6. Sana was ..... a glass of juice. (drink)
7. Gul is ..... a lovely song. (sing)
8. My father is ..... a photograph of us all. (take)
9. My aunt was ..... hot cocoa for us. (make)
10. Rana is ..... us all to play. (call)
11. We are ..... a book. (read)
12. She was ..... with a doll. (play)
13. My uncle was ..... a blue shirt. (wear)
14. My friends and I are ..... football. (play)
15. Jack was ..... loudly. (talk)
16. I was ..... near the door. (stand)
17. We are ..... to speak Japanese. (learn)
18. My friends are ..... over today. (come)
19. He was ..... very fast. (run)
20. The man was ..... very fast. (speak)

## ARTICLES

# Worksheet 13

Name: .....

Class: .....

Date: .....

Fill in the blanks using *a, an, or the*.

1. .... sun rises in the east.
2. .... apple a day keeps the doctor away.
3. .... mangoes are not ripe yet.
4. Jack and Jill went up the hill to fetch ..... pail of water.
5. Laila and Arfa go to ..... same school.
6. The little girl was surprised to know that she was actually ..... princess.
7. Her parents sent her to ..... boarding school.
8. Could you bring me ..... glass of water?
9. She is ..... very kind lady and helps everyone.
10. Sally's grandmother knitted her ..... warm red woollen scarf.
11. Sally loved ..... scarf that her grandmother had knitted for her.
12. Saniya's father is ..... very learned man.
13. .... boy who is wearing the red shirt is my best friend.
14. Asia is ..... largest continent in the world.
15. .... adjective describes a noun.
16. .... sun rises in ..... east.
17. We asked ..... driver of the bus to drive carefully.
18. .... lake opposite the temple is full of fish.
19. There is ..... toy shop nearby.
20. .... bookshop near our house closes by eight o'clock.



# ADVERBS

## Worksheet 14

Name: .....

Class: .....

Date: .....

**Underline the adverbs in the following sentences. Try and point out the verbs they tell you something about.**

1. Read quietly in the library. verb— .....
2. She arrived here first, so she got the best seat. verb—.....
3. I telephoned you yesterday. verb— .....
4. I live here. verb— .....
5. Her father had scolded her, and she was crying loudly. verb— .....
6. Aslam fell down. verb— .....
7. The boys are waiting outside. verb— .....
8. Noorulain can drive. verb— .....
9. He will never finish the job. verb— .....
10. Jane rarely speaks to me. verb— .....
11. Sidra hardly did anything to help her mother. verb— .....
12. We often write to each other. verb— .....
13. We always go to school by bus. verb— .....
14. Sharon never forgets her books. verb— .....
15. Does he ever come to play chess? verb—.....
16. Cheetahs can run fast. verb— .....
17. She arrived today. verb— .....
18. The witch held on to her pointed hat tightly in the wind. verb—.....
19. The movie started late. verb— .....
20. He usually studies at home. verb—.....

# JUMBLED WORDS

## Worksheet 15

Name: .....

Class: .....

Date: .....

Aruba's brother was playing with her word puzzles and has mixed them up completely. Read the given clues and help him reassemble the puzzle before Aruba comes home.

- |  |         |       |
|--|---------|-------|
| 1. A king wears this on his head:            | RNCOW   | ..... |
| 2. Mother carries money in this:             | RESUP   | ..... |
| 3. I carry water in this:                    | TOBLET  | ..... |
| 4. This animal likes cheese:                 | UEMOS   | ..... |
| 5. We write on the blackboard with this:     | HALCK   | ..... |
| 6. We eat from this:                         | LAPET   | ..... |
| 7. This animal has a long neck:              | FEGFIAR | ..... |
| 8. We sit on this:                           | CHENB   | ..... |
| 9. This wax object gives us light:           | NALECD  | ..... |
| 10. This is the national flower of Pakistan: | AEJSIMN | ..... |

# ALPHABETICAL ORDER

## Worksheet 16

Name: .....

Class: .....

Date: .....

Sasha Underwood is lost and can only find her way back by reading the map in correct alphabetical order. Help her by arranging the given places in their correct alphabetical order on the map.

Red Street	Queen's Mansion	Bedford Hill	Thunder View Point
Gray Beach	Crystal Caves	Santa's Shack	Lockwood Valley
Harrow Village	Owl Coves	Fairy Forest	Jolly's Tea Shop
Plum Plateau	New Market	Underwood House	

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

## SOME PAST TENSE FORMS

# Worksheet 17

Name: .....

Class: .....

Date: .....

Write the correct past tense form of the verbs given in brackets to fill in the blanks.

1. Many people ..... (come) to the meeting last week.
2. The dog ..... (dig) a hole in the ground to hide the bone.
3. The small boat ..... (sink) midstream in the violent storm.
4. It was very cold, and we all ..... (wear) heavy woollen jackets.
5. The crow ..... (steal) the piece of cheese and flew away.
6. We ..... (find) Manzoor waiting for us when we came home.
7. Spain ..... (win) the match against Italy easily.
8. Sana ..... (fall) down the stairs and ..... (break) her arm.
9. We were ..... (teach) how to paint with watercolours last year.
10. The spider ..... (spin) a web to catch flies.
11. We all ..... (stand) up when the National Anthem was sung.
12. When the boy ..... (grow) up, he became a famous writer.
13. Tom ..... (write) his mother a letter every week.
14. The lake ..... (freeze) in the bitter cold and we could skate on it.
15. The little boy ..... (sit) patiently where his mother had put him.
16. The train ..... (blow) its whistle and started moving out of the station.
17. Jim ..... (get) many gifts on his birthday.
18. Have you ..... (learn) any poem by heart?
19. The food ..... (smell) and tasted delicious.

# PRONOUNS

## Worksheet 18

Name: .....

Class: .....

Date: .....

### A. Replace the underlined words in each sentence with *he, she* or *it*.

1. The girl listened to music while eating her lunch. The girl enjoyed both.

The girl listened to music while eating her lunch. .... enjoyed both.

2. The boy played games after dinner. The boy does this every evening.

The boy played games after dinner. .... does this every evening.

3. The cat climbed onto the kitchen table. Then the cat drank the milk kept in the saucer.

The cat climbed onto the kitchen table. Then ..... drank the milk kept in the saucer.

4. My brother is in high school. My brother is part of the basketball team.

My brother is in high school. .... is part of the basketball team.

5. The shopping centre was filled with hundreds of people. The shopping centre was so crowded that I couldn't buy anything.

The shopping centre was filled with hundreds of people. .... was so crowded that I couldn't buy anything.

### B. Use pronouns to rewrite the sentences given below.

1. Stephen's father asked Stephen to keep quiet.

.....

2. The woman could not open the door to the house. The woman had forgotten where the woman had kept the keys.

.....

3. Susan went to Andy's house because Susan had not met Andy.

.....

4. Andy lost his notebook when Andy went to visit Susan.

.....

5. The farmer built a shed. The shed was large and airy.

.....

6. Mary had put her purse on the table, but the purse was not there when Mary looked for the purse a little later.

.....

7. Megan's grandfather gave Megan a gold coin which Megan really liked.

.....

8. Peter went to see his mother when Peter's mother was in hospital.

.....

9. The dog loved to sleep after the dog had its meal.

.....

10. Sara made a sandwich and then Sara ate the sandwich.

.....

**C. Replace the words in the brackets with the appropriate pronouns.**

1. (Joe, Scott, and Bob) ..... went to the park together.

2. (My Aunt Jane) ..... likes to watch movies on television.

3. (Nick and I) ..... like to play cricket.

4. (The neighbour's car) ..... is white in colour.

5. (Jenny and Fatima) ..... wore heavy coats because it was very cold.

# PREPOSITIONS

## Worksheet 19

Name: .....

Class: .....

Date: .....

**A. Complete the sentence by choosing the correct preposition from the list given below.**

on	outside	inside	behind	under	to	into	near
----	---------	--------	--------	-------	----	------	------

1. The sofa and the carpet are ..... the floor.
2. The river flowed ..... the bridge.
3. Our house is ..... the school and ..... the temple.
4. He jumped ..... the swimming pool.
5. The dog fell ..... the river.
6. As soon as the clock struck four, the excited children ran out of the house to play..... the garden.
7. My friends were playing just ..... my house.
8. The child was sleeping ..... the cot.
9. Paras wanted to go ..... the airport to receive her uncle.
10. It is dangerous to stand ..... a tree during a thunderstorm.

**B. Choose the appropriate preposition from the list given below and fill in the blanks. You may use a preposition more than once.**

on	beside	behind	in front of	below	under	by	above
----	--------	--------	-------------	-------	-------	----	-------

1. There is a cup ..... the table.
2. Susan sat ..... Lily at the cinema.
3. He put his arms ..... his back.
4. Flying high ..... the ground, the eagle could easily spot its prey.
5. I left my umbrella ..... the car.
6. You can sleep in the room ..... mine.
7. Neil stood ..... the door and rang the bell.
8. A small stream runs ..... that bridge.
9. The children went for a Sunday afternoon picnic ..... the stream.
10. Mrs Hashmi usually puts her key ..... the doormat.

# CONJUNCTIONS: JOINING WORDS

## Worksheet 20

Name: .....

Class: .....

Date: .....

Join the pair of sentences with the conjunctions *and* or *but*.

1. Harris was upset. Harris was angry.

.....

2. He is tired. He has to work.

.....

3. Mashal walked to the door. She opened it.

.....

4. The doorbell rang. There was nobody outside.

.....

5. He likes to read books. He likes to paint pictures.

.....

6. He is very intelligent. He made a few silly mistakes.

.....

7. My father is a doctor. He treats many patients.

.....

8. It is strange. It is true.

.....

9. I wanted to buy some chocolates. I did not have enough money.

.....

10. Karim bought a ticket. He got on the bus.

.....

11. David was on time. There was nobody in the class.

.....



12. All of us like their music. We do not like these songs.

.....

13. It was dark. It started to rain.

.....

14. Arham can play the guitar. He can sing.

.....

15. I enjoy reading. I don't enjoy cooking.

.....

16. John can read. He can draw.

.....

17. Ben is tall. His brother is short.

.....

18. This is a useful rule. It is difficult to remember.

.....

19. They lost the match. They are very sad.

.....

20. He ran as fast as he could. He lost the race.

.....

# OPPOSITES

## Worksheet 21

Name: .....

Class: .....

Date: .....

### A. Fill in the blanks with the opposites of the words given within brackets.

1. .... Samreen lost her keys last week. (Careful)
2. I never ..... my mother. (obey)
3. It is ..... to walk in the forest. (safe)
4. It is ..... that he was a prince. (false)
5. I was very ..... that I had won the match. (sad)
6. This is the right answer; that answer is ..... . (right)
7. The question was very ..... . (difficult)
8. My room is always very ..... . (clean)
9. She was strict, but she was not ..... . (kind)
10. It rained yesterday, so the floor is ..... . (dry)

### B. Write the opposites of the following words.

1. hard .....
2. left .....
3. old .....
4. fast .....
5. open .....
6. tall .....
7. hot .....
8. day .....
9. dark .....
10. loud .....

# PICTURE COMPOSITION 1

## Worksheet 22

Name: .....

Class: .....

Date: .....

Look at the following picture and answer the questions.



1. Fill in the blanks with common nouns.

a. Two ..... are feeding two .....

b. There are two eggs in the .....

2. Rewrite the following sentences, changing the forms of the underlined nouns to show many.

a. There are five fruit on the tree.

.....

b. The boys are holding carrot.

.....



## PICTURE COMPOSITION 2

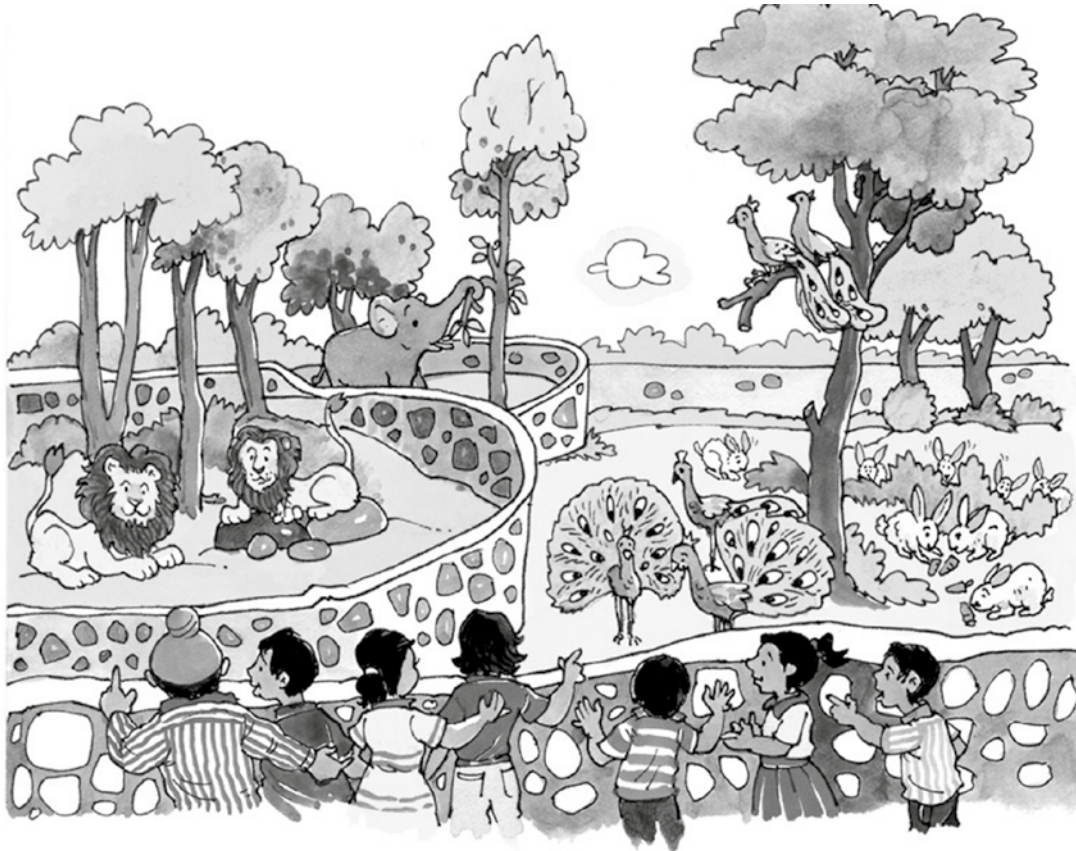
### Worksheet 23

Name: .....

Class: .....

Date: .....

Look at the following picture and answer the questions



1. Fill in the blanks with *a* or *an*.

- Behind the lions is ..... elephant.
- Two peacocks are sitting on ..... tree branch.

2. Fill in the blanks with the opposites of the underlined words.

- The elephant is big and the rabbits are .....
- The peacocks are near the wall but the elephant is ..... from it.





# 8 Key to Worksheets

## NOUNS

1. Ghous is going to the market.
2. The chef made onion soup for the old lady.
3. Maira and Alisha will attend their friend's wedding.
4. The author attended the book launch.
5. Please tell me Rimsha did not go to the theatre alone!
6. The stars are twinkling beautifully in the night sky.
7. Will you be my friend?
8. The lion was hungry.
9. The lamb and the dog became friends.
10. If you want, I could get your sister from school.
11. Rahila went to the mall yesterday.
12. My parents are both doctors.
13. The kittens played in the sunny garden.
14. Jack wants to become a pirate when he grows up.
15. Are you going to eat that slice of cake?

## NOUNS: COMMON AND PROPER

- A.
1. football; net—common
  2. teacher; homework—common
  3. Tom—proper; rain—common
  4. classroom; balloons; streamers—common
  5. Nana—proper; market—common
  6. animals; farm—common
  7. telephone—common
  8. pizza; glass; juice—common
  9. water; tap—common
  10. doctor; medicine—common
- B.
1. mother; shop—common  
Nina—proper
  2. Eiffel Tower; Paris—proper
  3. Rashid; Verdant Valley—proper school—common
  4. baby; cot—common

5. Chenab–proper  
city–common
6. garden; flowers–common
7. Rina; Sana–proper  
roses; lilies–common
8. rabbit–common  
Popo–proper
9. Rana–proper  
shirt; cupboard–common
10. Anila–proper  
girl; brother–common

### **NOUNS: NUMBER**

1. book
2. pencils
3. computer
4. sisters
5. brothers
6. walls
7. doors
8. car
9. bikes
10. rooms
11. books
12. guards
13. trees
14. sun; stars
15. dancers.
16. apple
17. patient
18. photographs
19. toys/toy
20. pets

### **NOUNS: GENDER**

1. Female; peacock
2. male; queen
3. female; gentleman/lord
4. male; aunt
5. male; cow
6. male; grandmother
7. female; father



8. female; horse
9. female; brother
10. male; tigress
11. male; ewe
12. female; wizard
13. male; niece
14. female; cock
15. male; daughter
16. female; uncle
17. male; stepmother
18. female; grandson
19. male; lady
20. female; lion

## ADJECTIVES

1. Dark clouds filled the sky.
2. The flowers are beautiful.
3. Neha is wearing a red dress.
4. Is it a blue shirt that you are wearing?
5. The little rabbit hopped away.
6. I am sad.
7. Tom is happy because he has a new bag.
8. Put the big kettle on the stove so that we can all have hot tea.
9. Tom and Jerry cartoons are funny.
10. The table and chairs are new.
11. The little black duckling was ugly.
12. Tina wore brown shoes to school every day.
13. The lion opened his mouth in a huge yawn.
14. There is a large playground in front of the school.
15. Raza picked up the big jug and poured out the lemonade.
16. The fairy waved her magic wand and a large pumpkin appeared.
17. The giant was greedy and lazy.
18. We had a wonderful time at the fair.
19. The sums are easy.
20. The water of the lake was cool and clear.

## VERBS

1. swinging/hanging
2. go
3. eat
4. laughed/smiled
5. bleated

6. swum
7. drive
8. arrested/caught
9. performed/acted
10. read
11. watch
12. wrote
13. sing
14. dances
15. crawled

## VERBS: PRESENT AND PAST TENSES

A. 1. is; are

2. are
3. is; are
4. is
5. are
6. are
7. is
8. is; are
9. is; are
10. are

B. 1. were

2. was
3. were
4. was
5. were
6. were
7. was
8. were
9. were
10. was; were

## HELPING VERBS

1. is
2. is
3. are
4. was
5. is
6. are
7. was
8. am

9. is
10. were

## CAPITAL LETTERS AND PUNCTUATION

My name is Amir and I love to play cricket. I have a bat and two cricket balls. I also have three wooden wickets. My sister loves to play with me. She is really good with the bat. She will make a great batswoman with proper training. I can bat as well as bowl, but my real strength lies in fielding. I am training to be a wicketkeeper. I have quick reflexes and a keen eye. These are both necessary qualities for a wicketkeeper. My coach says that with practice I will be good enough to play for Pakistan. I am looking forward to the day I get to play for my country.

## MONTHS OF THE YEAR

1. Thirty
2. September, April, June
3. January, March, May, July, August, October, December
4. The month of February has only twenty-eight days.
5. During a Leap Year, February has twenty-nine days.

## THE APOSTROPHE

1. My parents' parents are my grandparents.
2. Do you think this CD is Parveen's?
3. These keys belong to the classrooms on this corridor.
4. The teachers tripped over the children's bags in the corridor.
5. My mother's cousin sister's daughter is getting married.
6. Anjum's dog has a rubber bone to chew.
7. Ayan and Faisal are going to attend Neelam's party.
8. The lion's roar could be heard in the village.
9. Did Javed take out Aliza's car?
10. The baby's crib is all set up.

## THE —ING VERB

1. sleeping
2. swimming
3. writing
4. baking
5. hanging
6. drinking
7. singing
8. taking
9. making
10. calling
11. reading
12. playing
13. wearing
14. playing

15. talking
16. standing
17. learning
18. coming
19. running
20. speaking

## ARTICLES

1. The
2. An
3. The
4. a
5. the
6. a
7. a
8. a
9. a
10. a
11. the
12. a
13. The
14. the
15. An
16. The; the
17. the
18. The
19. a
20. The

## ADVERBS

- |   |                  |
|---|------------------|
| 1. Read quietly in the library.                                   | verb— Read       |
| 2. She arrived here <u>first</u> , so she got the best seat.      | verb— arrived    |
| 3. I telephoned you <u>yesterday</u> .                            | verb— telephoned |
| 4. I live <u>here</u> .   | verb— live       |
| 5. Her father had scolded her, and she was crying <u>loudly</u> . | verb— crying     |
| 6. Aslam fell <u>down</u> .                                       | verb— fell       |
| 7. The boys are waiting <u>outside</u> .                          | verb— waiting    |
| 8. Noorulain <u>can</u> drive.                                    | verb— drive      |
| 9. He will <u>never</u> finish the job.                           | verb— finish     |
| 10. Jane <u>rarely</u> speaks to me.                              | verb— speaks     |
| 11. Sue <u>hardly</u> did anything to help her mother.            | verb— did        |
| 12. We <u>often</u> write to each other.                          | verb— write      |

- |  |               |
|--|---------------|
| 13. We <u>always</u> go to school by bus.                            | verb— go      |
| 14. Sharon <u>never</u> forgets her books.                           | verb— forgets |
| 15. Does he <u>ever</u> come to play chess?                          | verb— come    |
| 16. Cheetahs can run <u>fast</u> .                                   | verb— run     |
| 17. She arrived <u>today</u> .                                       | verb— arrived |
| 18. The witch held on to her pointed hat <u>tightly</u> in the wind. | verb— held on |
| 19. The movie started <u>late</u> .                                  | verb— started |
| 20. He <u>usually</u> studies at home.                               | verb— studies |

## JUMBLED WORDS

1. CROWN
2. PURSE
3. BOTTLE
4. MOUSE
5. CHALK
6. PLATE
7. GIRAFFE
8. BENCH
9. CANDLE
10. JASMINE

## ALPHABETICAL ORDER

1. Bedford Hill	2. Crystal Caves	3. Fairy Forest
4. Gray Beach	5. Harrow Village	6. Jolly's Tea Shop
7. Lockwood Valley	8. New Market	9. Owl Coves
10. Plum Plateau	11. Queen's Mansion	12. Red Street
13. Santa's Shack	14. Thunder View Point	15. Underwood House

## SOME PAST TENSE FORMS

1. came
2. dug
3. sank
4. wore
5. stole
6. found
7. won
8. fell; broke
9. taught
10. spun
11. stood

12. grew
13. wrote
14. froze
15. sat
16. blew
17. got
18. learnt
19. smelled

## PRONOUNS

- A. 1. She  
2. He  
3. it  
4. He  
5. It
- B. 1. Stephen's father asked **him** to keep quiet.  
2. The woman could not open the door to the house. She had forgotten where **she** had kept the keys.  
3. Susan went to Andy's house because **she** had not met **him**.  
4. Andy lost his notebook when **he** went to visit Susan.  
5. The farmer built a shed. **It** was large and airy.  
6. Mary had put her purse on the table, but the purse was not there when **she** looked for **it** a little later.  
7. Megan's grandfather gave her a gold coin which **she** really liked.  
8. Peter went to see his mother when **she** was in hospital.  
9. The dog loved to sleep after **it** had its meal.  
10. Sara made a sandwich and then **she** ate **it**.
- C. 1. They  
2. She  
3. We  
4. It  
5. They

## PREPOSITIONS

- A. 1. on  
2. under  
3. near; behind  
4. into  
5. into  
6. inside  
7. outside  
8. in  
9. to  
10. under

- B. 1. on  
2. beside  
3. behind  
4. above  
5. by  
6. in front of  
7. at  
8. below  
9. by  
10. under

### JOINING WORDS: CONJUNCTIONS

1. Harris was upset and angry.
2. He is tired but has to work.
3. Mashal walked to the door and opened it.
4. The doorbell rang but there was nobody outside.
5. He likes to read books and paint pictures.
6. He is very intelligent but made a few silly mistakes.
7. My father is a doctor and treats many patients.
8. It is strange but true.
9. I wanted to buy some chocolates but I did not have enough money.
10. Karim bought a ticket and he got on the bus.
11. David was on time but there was nobody in the class.
12. All of us like their music but we do not like these songs.
13. It was dark and it started to rain.
14. Arham can play the guitar and sing.
15. I enjoy reading but I don't enjoy cooking.
16. John can read and draw.
17. Ben is tall but his brother is short.
18. This is a useful rule but it is difficult to remember.
19. They lost the match and they are very sad.
20. He ran as fast as he could but lost the race.

### OPPOSITES

- A. 1. Careless  
2. disobey  
3. unsafe  
4. true  
5. happy  
6. wrong  
7. easy  
8. dirty

9. unkind
  10. wet
- B.
1. soft
  2. right
  3. new
  4. slow
  5. close
  6. short
  7. cold
  8. night
  9. light
  10. quiet/soft

### PICTURE COMPOSITION 1

1. a. boys; rabbits  
b. nest
2. a. There are five fruits on the tree.  
b. The boys are holding carrots.
3. a. on  
b. under
4. a. beautiful  
b. bright
5. *Answer not required.*

### PICTURE COMPOSITION 2

1. a. an  
b. the
2. a. small  
b. far
3. a. The children looked happy.  
b. The elephant held a branch with its trunk.  
c. Lubna pointed at the lions.  
d. The peacock danced beautifully.
4. *Answer not required.*





## 9 Key to Checkpoints

### CHECKPOINT 1

- A. Nouns: Sara, cat, Snowball, fur, snow, home, school, water bowl, brother, Moiz, string, friends, doorway, legs
- B. Teachers to pick out objects from the classroom and describe them to students without using the name of the object itself. For example, a teacher may describe a desk by saying, 'I spy, with my little eye, something that is brown.' The spy may use any of the object's qualities to describe the object. Good adjectives to use can describe the object's:

Colour, Height, Texture, Material, Weight, Geometric Features, A Rhyming Word.

Players may ask for extra hints if unable to guess the answer on the first try. The first one to guess the object gets to be the next spy. Instruct students to note down all the adjectives they hear on a separate piece of paper alongside the activity.

### CHECKPOINT 2

- A. 1. buy  
2. chickens  
3. cut  
4. shoes  
5. bought  
6. woke  
7. rich  
8. sewing  
9. danced  
10. sewing  
11. laughing  
12. were

### CHECKPOINT 3

- A. 1. is  
2. travelled  
3. king, queen  
4. watches  
5. June  
6. a, an, a, the  
7. has

- B. 1. Computer  
2. Angrily  
3. Pens  
4. Hammer  
5. Daily  
6. Bravely  
7. Badly

Adverbs: Angrily, Daily, Bravely, Badly

#### CHECKPOINT 4

- A. 1. Adil quickly handed over the boxes to their owners and ran out of the room.  
2. Humeira's hair was long and silky and flowed to below her knees.  
3. Abdullah and his mother were very worried about his grades.  
4. But is a conjunction.  
5. Asad was playing the guitar when I entered his room last night.  
6. Razia placed the glass on the table after she took her medicine.
- B. Alphabetical order: Angry, Because, Hungrily, Outside, Paper  
1. Outside: Preposition  
2. Paper: Noun  
3. Because: Conjunction  
4. Angry: Adjective  
5. Hungrily: Adverb
- C. 1. Javeria waited until 3 p.m. to get her form signed.  
2. Hassan has a wedding party to go to tomorrow night.  
3. Have you been able to get in touch with her yet?  
4. Farah wanted to go to the amusement park yesterday but dad was busy.  
5. It was raining very heavily yesterday and we could not go to the meeting.

#### CHECKPOINT 5

- A. 1. Adjectives  
2. Adverb  
3. Pronoun  
4. Conjunction  
5. Proper Nouns  
6. Gender Nouns  
7. Prepositions
- B. 1. c.  
2. d.  
3. a.  
4. b.



# 10 Delayed Post-tests

## Note for the teacher:

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

## DELAYED POST-TEST 1

### Instructions to the students:

Read the questions carefully and answer them. (10 Marks)

#### A. Circle all the nouns in the passage below and underline the adjectives. (5 Marks)

Sara has a pet cat called Snowball. His fur is thick and soft, and white like snow. Sara brushes him every day when she comes home from school. She feeds him and fills his small water bowl herself. Sara also has a little brother named Moiz. She and Moiz play with Snowball with his favourite red string. Snowball loves his little friends and waits for them to come home from school. He sits in the wide doorway and rubs himself against their legs when they come home. He meows loudly to show that he is happy that they are home. Sara and Moiz love fluffy Snowball and he loves them, too.

#### B. Fill in the blanks with the right answer from the brackets. (5 Marks)

- Pakistan \_\_\_\_\_ (was, were, is, am) a big country.
- Last year, Fareed \_\_\_\_\_ (travelled, travelling, travel) around the world on foot.
- The \_\_\_\_\_ (king, horse, mother) told the \_\_\_\_\_ (father, queen, mare) to gift the old couple a bag full of gold coins.
- The broken \_\_\_\_\_ (watch, watches, watchs) were sold to the junk seller.
- He \_\_\_\_\_ (have, has, is) signed up for the after-school football club.

## DELAYED POST-TEST 2

**Instructions to the students: Read the questions carefully and answer them. (10 Marks)**

**A. All of the sentences below have something wrong with them. Can you pick out the mistakes and fix them? (3 Marks)**

- i. Adil quickly handed over the box to their owners and ran out of the room.
- ii. Asad plays the guitar when I entered his room last night.
- iii. Razia placed the glass out the table after she took her medicine.

**B. Arrange the following words into alphabetical order and identify their part of speech. (4 Marks)**

- i. Outside
- ii. Paper
- iii. Because
- iv. Angry

**C. Can you detect what the underlined words in the following statements are called? (3 Marks)**

- a. 'How are the weavers doing on making my new clothes?' asked the Emperor.
  - i. Pronoun
  - ii. Conjunction
  - iii. Noun
  - iv. Adverb
- b. The shoemaker and his wife set out tiny clothes for the little elves and the elves were very excited when they saw them.
  - i. Apostrophe
  - ii. Preposition
  - iii. Gender Noun
- c. The little boy heard a loud noise outside his room and quickly hid under his bed.
  - i. Adverb
  - ii. Common Noun
  - iii. Pronoun
  - iv. Prepositions