

Teaching
Guide

1

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. Names of Things	Common nouns—naming familiar, everyday objects
2. Names of Some More Things	Common nouns—naming everyday objects
3. Every Morning ...	Common nouns—naming objects used every morning
4. My Toys and Games	Common nouns—naming different toys and games
5. Names of Living Things: Animals and Birds	Common nouns— naming commonly found living things
6. Some More Names: Animals and Birds	Common nouns—naming some more animals and birds
7. Names of Living and Non-living Things	Common nouns—naming people, animals, and things
8. Naming Words-1	Identifying common nouns in sentences
9. Naming Words-2	Identifying common nouns that go together
10. A Scene	Identifying common nouns in a given picture
11. Describing Words-1	<ul style="list-style-type: none"> • Filling blanks with given adjectives: inferring from pictures • Learn to Spell
12. Describing Words-2	<ul style="list-style-type: none"> • Matching adjectives with nouns • Learn to Spell
13. Describing Words-3	<ul style="list-style-type: none"> • Filling blanks with adjectives • Identifying adjectives in sentences
14. Capital Letters and Small Letters	Writing proper nouns correctly
15. Full Stops	<ul style="list-style-type: none"> • Forming sentences with capital letters and full stops • Learn to spell
16. 'A' and 'An'	<ul style="list-style-type: none"> • Identifying vowels and consonants and using articles a and an • Learn to spell

Unit	Grammar Topic
17. Alphabetical Order	Understanding the order in which the letters of the alphabet are arranged
18. At the Park	Identifying common nouns in the given picture
19. Who Am I?	Recognising common nouns from given clues
20. One, Two, Three ... Many	Number—singular and forming plural by adding -s
21. Shopping	Picture comprehension based on common nouns
22. Doing Words	<ul style="list-style-type: none"> Identifying everyday verbs: simple present tense Learn to spell
23. What Are They Doing?	<ul style="list-style-type: none"> Picture comprehension—verbs: simple present and present continuous tense Learn to spell
24. Naming Words and Special Names	Common and proper nouns
25. Lazy Bobo	Reading comprehension focusing on nouns, adjectives, and verbs
26. Where are They?	<ul style="list-style-type: none"> Identifying and using prepositions in sentences Learn to spell
27. Words Ending in <i>-ly</i>	<ul style="list-style-type: none"> Using adverbs in context Learn to spell
28. Questions	<ul style="list-style-type: none"> Identifying question marks and differentiating them from full stops Using questions in context
29. The Fox and the Crow	Referential comprehension focusing on common nouns and adjectives
30. Fun With Sentences–1	Basic sentence structure—subject and predicate
31. Fun With Sentences–2	Syntax and use of full stops and question marks
32. Old King Cole	Referential comprehension focusing on nouns, verbs, and adjectives
33. Joining Word: ‘And’	Conjunction—use of <i>and</i> in sentences
34. Joining Word: ‘Because’	Conjunction—use of <i>because</i> in sentences
35. ‘He’, ‘She’, and ‘They’	Using he, she, and they to replace nouns in sentences
36. Days of the Week	Learning about the days of the week
37. Sounds That Animals Make	<ul style="list-style-type: none"> Identifying onomatopoeia Learn to spell
38. A Picnic	<ul style="list-style-type: none"> Reading practice, referential comprehension Learn to spell

Unit	Grammar Topic
39. Sentences: A Mixed Bag	Syntax: sentence construction—use of capital letter, full stop, and question mark
40. My Fun Train	Writing sentences
41. Magic Wishes	Sentence construction
42. Zonko	<ul style="list-style-type: none"> • Referential comprehension • Grammar practice: nouns, verbs, and adjectives
43. Mimi’s Garden	<ul style="list-style-type: none"> • Referential comprehension • Grammar practice: proper nouns
44. Bobby’s Birthday Party	<ul style="list-style-type: none"> • Referential comprehension • Composition
45. Ayan’s School Bag	Composition
46. My Pet	<ul style="list-style-type: none"> • Composition • Learn to spell
47. Ooga	<ul style="list-style-type: none"> • Referential comprehension • Grammar practice: proper nouns
48. By the River	<ul style="list-style-type: none"> • Composition • Grammar practice: nouns and verbs
49. Bedtime	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: NAMING THINGS

1. Divide the class into groups. Each group will have 4–7 students. For each group, bring picture cards of different objects (at least 4 objects for each group). Select objects that students observe in the classroom (chalk, duster, pencil, etc.)
2. Show each picture to the class and ask the students ‘What is this?’ They should answer ‘This is a table.’
3. Give a set of pictures to each group.
4. Ask them to stick the picture cards on the objects in the class.

ACTIVITY 2: NAMING BIRDS AND ANIMALS

1. Ask students to tell you the names of 5–6 animals and birds. On a paper write 2–3 characteristics of each animal and/or bird.
2. Tell the students that you will say the characteristics of an animal or a bird and they will have to listen and identify the names of that animal/bird.
3. Say aloud the characteristics of the first animal or bird.
4. Then ask ‘Who is it?’ Then ask ‘Is it an animal or a bird?’
5. Repeat it with names of all the animals and birds.

ACTIVITY 3: DESCRIBING WORDS

1. Think about 5–6 objects (that the students can easily describe e.g. tree, sun, ice cream, etc.)
2. On the writing board, make a web. Write the names of objects in the circles on the web. Leave the other circles blank.
3. Ask the students to use describing words for the object in the web.
4. Guide them to complete the web by asking questions, ‘What does it look like?’, ‘What is its colour?’, ‘What is its size?’, and ‘What does it taste like?’
5. Repeat the game with other objects.

ACTIVITY 4: CAPITAL LETTERS AND SMALL LETTERS

1. Take a chart paper. Cut it into small strips.
2. Write simple sentences on each strip. Each strip should have a different sentence. The sentence should start with a small letter and end without a full stop. E.g. ‘tania eats an apple’

3. Divide the class into groups. Each group will have 4–7 students.
4. Give an 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 at the end.

ACTIVITY 5: 'A' AND 'AN'

1. Cut a blank paper into small strips.
2. Write the names of objects and animals that start with vowels and consonants (e.g. tree, orange, table, rabbit, ant, etc.) on the strips. On each strip write the name of one object.
3. Take two card boxes and label 'A' on box 1 and 'An' on box 2.
4. Give a strip to each student.
5. Ask students to read out their strips and put these in box 1 or box 2 appropriately.

Model the game to the students:

Ask a student to read the strip e.g. 'ball'. Then ask 'Is it a ball or an ball?' On eliciting correct response show them to put their strips in the correct box.

ACTIVITY 6: ALPHABETICAL ORDER

1. Ask students to think about all the things that they can see in a garden.
2. Elicit their responses and write them randomly on the writing board. (e.g. swing, ball, children, pond, birds)
3. Then tell the class that they will now arrange these things/words in alphabetical order.
4. Elicit from students which word will come first. You may have to model the initial words for alphabetic sequence.

ACTIVITY 7: DOING WORDS

1. Ask students to look at the picture of the park in the book on page 23.
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. eating, jumping, laughing.
4. Ask the students to read their lists aloud.

ACTIVITY 8: WORDS ENDING IN -LY

1. Write a list of adjectives on the board. Show on the board how to add -ly to make new words. (e.g. slow (-ly) = slowly)
2. Ask the students to add -ly to make new words.
3. Students will make new words and say them aloud.
4. Now ask them to act out 'slowly' in the class. E.g. Ask students to walk in the class slowly.
5. Repeat the game with different words.

ACTIVITY 9: SENTENCES

1. Cut a chart paper into small cards.
2. Prepare noun and verb cards.
Noun Cards: Write name of a person, animal, or an object.
Verb Cards: Write verbs (words indicating actions) on the cards.
3. Divide students in groups. Each group will have 4–7 students.
4. Give each group a set of noun and a set of verb cards.

5. Ask the group to pick any one noun and any one verb card.
6. They will read the cards aloud in their respective groups.
7. Ask them to use the noun and verb to make a sentence. (Sadia reads a book)
8. Play the game until all the cards are used.
9. Monitor the groups and guide the students to make correct sentences.

ACTIVITY 10: 'HE', 'SHE', AND 'THEY'

1. Take a chart paper. Trace an outline of a star on it. Trace three similar stars.
2. Label the stars as 'he', 'she', and 'they'.
3. Divide the class in groups. Each group will have 4-7 students.
4. Each group to be given on chart paper with three stars.
5. Ask students to fill the charts with proper names for the respective pronoun.
6. Cut the stars and display them on the class board.



5 Key to Exercises Book 1

(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: NAMES OF THINGS (Page 1)

cap; book; cup; boat; apple; tree; flower; fish; egg; bat

CHAPTER 2: NAMES OF SOME MORE THINGS (Page 2)

cake; frog; bell; shoe; chair; bed; balloon; doll; table

CHAPTER 3: EVERY MORNING ... (Page 3)

brush, soap, shampoo, comb, toothbrush, towel, toothpaste

CHAPTER 4: MY TOYS AND GAMES (Page 4)

teddy bear; doll; chess; skipping rope; bat; ball; car

CHAPTER 5: NAMES OF LIVING THINGS: ANIMALS AND BIRDS (Page 5)

No answer key is required.

CHAPTER 6: SOME MORE NAMES: ANIMALS AND BIRDS (Page 6)

horse, lion, camel, parrot, monkey, mouse, fox, giraffe

CHAPTER 7: NAMES OF LIVING AND NON-LIVING THINGS (Page 7)

People: baby; boy; man; girl

Things: toy; rug; bus; pond

Animals: cat; dog; frog; cow

CHAPTER 8: NAMING WORDS–1 (Page 8)

Exercise A

pond; fish; frog; leaf; boy; fishing rod; girl; basket

Exercise B

They will sit by the pond and the boy will catch fish with his fishing rod.

They will put the fish in the basket.

CHAPTER 9: NAMING WORDS–2 (Page 9)

cup–saucer; shirt–shorts; cow–milk; pencil–paper; hen–egg; bat–ball

CHAPTER 10: A SCENE (Page 10)

apple; boat; cows; tree; girl; boy; fishing rod; fence; banana; grass; river; bird; clouds; book; teddy; doll; ball; basket

CHAPTER 11: DESCRIBING WORDS–1 (Page 12)

1. huge
2. thick
3. sharp
4. high
5. low
6. tiny
7. bushy

CHAPTER 12: DESCRIBING WORDS–2 (Page 13)

red–apple; moon–round; needle–sharp; pretty–dress; blunt–pencil; mouse–tiny; sum–easy; line–straight; neck–long

CHAPTER 13: DESCRIBING WORDS–3 (Page 14)

Exercise A

1. golden
2. hungry
3. hot
4. pretty
5. new
6. naughty
7. sour; ripe

Exercise B

1. wet
2. warm; cold
3. happy; new
4. silver
5. tidy

CHAPTER 14: CAPITAL LETTERS AND SMALL LETTERS (Page 15)

No answer key is required.

CHAPTER 15: FULL STOPS (Page 16)

1. Tina put the flowers in the vase.
2. My brother gave me an apple.
3. Zakir loves to play football.
4. Saima drank a glass of milk.
5. Fish swim in the pond.

6. The cow eats grass.
7. Rayan climbed a tree.
8. I write with a pencil.

CHAPTER 16: 'A' AND 'AN' (Pages 17–19)

Exercise A

a; e; i; o; u

Exercise B

- I
1. eye
 2. onion
 3. orange
 4. apple
 5. umbrella
 6. ice
- II
1. mango
 2. boat
 3. flower
 4. horse
 5. tree
 6. bag

Exercise C

bat; cat; dog; hat; ball; car; pin; bed; pillow; pencil; chair; shoe; basket; giraffe

Exercise D

1. a
2. an
3. a
4. an
5. an
6. a
7. an
8. a
9. a
10. an
11. an
12. a
13. a
14. an
15. an
16. a
17. an
18. an

19. an
20. a
21. a

Exercise E

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

CHAPTER 17: ALPHABETICAL ORDER (Pages 20–22)

Exercise A

BFSVZ; ELMRW; BKPSTX; ACGHP; DIJNOQ; AEFMRZ

Exercise B

BLNOP; AEIQZ; BCLNO; CHMTU; DFJKY; CHLNU

Exercise C

1. bird; cat; lion; monkey; rabbit
2. blue; green; purple; red; yellow
3. apple; cherry; grape; orange; pear
4. bag; eraser; pencil; ruler; tiffin

CHAPTER 18: AT THE PARK (Page 23)

ball; seesaw; tree; swing; jungle gym; dog; hoop; bird; skipping rope; book; slide

CHAPTER 19: WHO AM I? (Page 24)

1. baker
2. television
3. book
4. dentist
5. bed
6. shoe
7. dog
8. cow

CHAPTER 20: ONE, TWO, THREE ... MANY (Page 25)

three cats; one sofa; two chairs; two tables; two dolls; five toy cars; one umbrella;
two pencils; six books; three balls; one kite; three balloons; one curtain

CHAPTER 21: SHOPPING (Page 28–29)

eggs; butter; cheese; jam; apples; bananas; fish; carrots; onions; potatoes; chocolates

CHAPTER 22: DOING WORDS (Page 30–31)

sing; dance; push; skip; sleep; read; sit; wash; swim; throw

CHAPTER 23: WHAT ARE THEY DOING? (Pages 32–34)

Exercise A

1. Saba is eating an apple.
2. Talha is planting a rose bush.
3. Rehan is fishing in the pond.
4. Saad is painting a picture.
5. Mr Ali is washing his car.

Exercise B

1. giving
2. drinking
3. writing
4. jumping
5. working
6. selling
7. opening
8. running

Exercise C

eating; cooking; swimming; flying; climbing

CHAPTER 24: NAMING WORDS AND SPECIAL NAMES (Pages 35–37)

Exercise A

1. Ron; Errol
2. Zoya; Jill
3. Chinky
4. Arham
5. Amir
6. Mary; Neha
7. Danny; Bobby; Zonko
8. Mina
9. Hamid; Bozo
10. Malik

Exercise B

Naming Words: dog; giraffe; leaves; tree; hens; book; birthday; door; frog; friend; elephant; music; games; sums; piano; dogs

Special Names: Dennis; Ruff; Gigi; Raza; Hashim; Karim; Jawaid; Aruba; Anita; Fifi; Zonko; Sana; Arham; Beena; Bozo; Rusty

CHAPTER 25: LAZY BOBO (Pages 38–39)

Exercise A

1. rabbit
2. lettuce; carrots; beans
3. friends; sleep again

Exercise B

(*any five*) rabbit; friends; farmer; field; lettuce; carrots; beans; eye; food; tummy; sleep

Exercise C

Bobo

Exercise D

lazy

Exercise E

(*any five*) played; laughed; sang; hopped; ate; picked; was sleeping; yawned; opened; saw; nibbled; sighed; filled; burped; thanked; did; went

CHAPTER 26: WHERE ARE THEY? (Pages 40–41)

1. over
2. behind
3. on
4. in
5. through
6. above
7. across
8. under
9. near
10. into

CHAPTER 27: WORDS ENDING IN -LY (Pages 42–43)

1. brightly
2. hungrily
3. carefully
4. neatly
5. happily
6. merrily
7. slowly
8. soundly
9. easily
10. gently

CHAPTER 28: QUESTIONS (Pages 44–45)

Exercise A

No answer key required.

Exercise B

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

Exercise C

1. What colour is the crow?
2. What are you eating?
3. What are you doing?
4. What is your brother doing?

CHAPTER 29: THE FOX AND THE CROW (Pages 46–47)

Exercise A

Naming words: tail; animal; feathers; bird; branch; tree; branch; piece; cheese; beak

Describing words: bushy; clever; black; silly

Exercise C

branch; beak; cheese; clever; sing; sing; cheese; Mr Fox; ran

Exercise D

1. Mr Crow was sitting on the branch of a tree.
2. Mr Fox wanted the piece of cheese that Mr Crow had in his beak.
3. Mr Fox had a bushy tail.

CHAPTER 30: FUN WITH SENTENCES–1 (Pages 50–51)

Exercise A

2. My dog Bruno loves bones.
3. Mother washed my socks this morning.
4. Arshad broke his new toy.

Exercise B

1. (i)
2. (f)
3. (j)
4. (h)

5. (b)
6. (a)
7. (c)
8. (e)
9. (g)
10. (d)

Exercise C

1. The lion has a thick mane.
2. The rose is a lovely flower.
3. Rehan kicked the football across the field.
4. Wild animals live in the jungle.
5. We wear warm clothes in winter.
6. The giraffe ate the juicy leaves from the high branches.
7. The dog wagged its tail.
8. The mango is a sweet fruit.
9. Romana is watching cartoons on television.
10. We go to school in the morning.

CHAPTER 31: FUN WITH SENTENCES–2 (Pages 52–53)

1. Faraz loves to play tennis.
2. It is cold in winter.
3. The kite is flying high up in the sky.
4. The sky is blue.
5. Tom played cricket with his friends.
6. I love to go to school.
7. Are you going out to play?
8. Ann likes eggs for breakfast.
9. I have a bath every morning.
10. Faraz has a pet dog called Dusty.
11. Do you have a brother?
12. Pretty flowers grow in our garden.
13. That cat is very fat.
14. The little cottage had a red door./The cottage had a little red door.
15. I have finished doing all the sums.

CHAPTER 32 OLD KING COLE (Pages 54–55)

Exercise A

1. ... his three fiddlers.
2. ... his pipe (and his) bowl.
3. ... very fine fiddle.

Exercise B

(any three) soul, pipe, bowl, fiddlers, fiddle, men

Exercise C

King Cole

Exercise D

(any two) old, merry, three, fine, rare

Exercise E

(any one) called, had, went, compare

CHAPTER 33: JOINING WORD: 'AND' (Pages 56–57)

(If the class is receptive, the teacher should explain to the class that in some cases, the subject of the verb in the first part of the sentence, need not be repeated in the second part. That subject has been put in brackets.)

1. The teacher gave Nina a book and she read it.
2. Zoya cleaned the room and (she) made the bed.
3. Adil asked a question and the teacher gave him an answer.
4. Faraz went to the market and (he) bought some vegetables.
5. The kitten lapped up the milk and (she) went to sleep.
6. Polly put the kettle on and we all had tea.
7. The sun was shining brightly and the children went out to play.
8. The duck waddled to the pond and (she) flopped into the water.
9. Sana looked for her doll and (she) found it in the cupboard.
10. We went to the mall and (we) looked at the shops.
11. Tom and Ann went to the park and (they) played with a ball.
12. The sky is full of dark clouds and it is raining.

CHAPTER 34: JOINING WORD: 'BECAUSE' (Page 58)

No answer key is required.

CHAPTER 35: 'HE', 'SHE', AND 'THEY' (Pages 59–60)

1. Sana loves watching cartoons and she loves to play.
2. Tony went to sleep as he was very tired.
3. Faraz and Noman went to the club because they wanted to play tennis.
4. Mansoor ran to the shed because he wanted to hide there.
5. Ayan was lost and he could not find his way home.
6. I gave Ramsha a book and she lost it.
7. Dua came first in the race and she won a prize.
8. Nina and Nadeem were getting ready as they were going on a picnic.
9. Tom looked after his horses well as he loved them.
10. Heidi saw a mountain stream and she ran towards it.
11. Ali opened his book and he began to read it.
12. Mother scolded Arham because he had been very naughty.

CHAPTER 36: DAYS OF THE WEEK (Pages 61–62)

Exercise A

Monday; Wednesday; Thursday; Saturday

Exercise B

Tuesday; Friday; Thursday; Saturday

Exercise C

No answer key is required.

CHAPTER 37: SOUNDS THAT ANIMALS MAKE (Page 63)

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

CHAPTER 38: A PICNIC (Pages 64–65)

Exercise A

1. picnic; the river
2. fishing rod; river
3. sandwiches; cakes. (There were) cookies; red apples; juicy pears
4. Mimi Bear

Exercise B

Mimi Bear; Bobo Rabbit; Gigi Giraffe

Exercise C

(any three) mat; grass; basket; goodies; food; picnic; river; things; fishing rod; day; sky; birds; trees; bank; plates; spoons; napkins; feast; sandwiches; cakes; cookies; apples; pears; tea; flask; cup; tea; meal; stories; tales; home; everything

Exercise D

(any three) yummy; good; lovely; blue; green; splendid; red; ripe; juicy; hot; exciting

Exercise E

(Simple infinitives like 'to eat', 'to end', 'to go' and different forms of the verb 'to be' like 'is', 'was', 'were' have not been included in the list; other verb forms that have not been introduced or explained as yet have been put in brackets.)

(any three) is laying; is fishing; is holding; cried; (had packed); took; (were chirping); laid; sat; had; ate; (could eat); poured; rested; told; tell; (had heard); packed; do; walked

CHAPTER 39: SENTENCES: A MIXED BAG (Pages 69–71)

Exercise A

1. Put your books on the table.
2. Who are you?
3. Arshad is taller than Amir.
4. Is Fluffy your pet cat?
5. Nix was a little water goblin.
6. The little dog ran to Tom.
7. You must look before you cross the road.

Exercise B

1. The lion roared loudly.
2. Have you lost your pencil?
3. Umar loves to play football.
4. Give the box of chocolates to Faraz.

5. The elephant has a long trunk.
6. I go to school by bus.
7. Can you climb a tree?

Exercise C

- 1–(f) 2–(a) 3–(e) 4–(g) 5–(b) 6–(c) 7–(d)
1. Reema enjoys eggs for breakfast.
 2. Please help me to do my sums.
 3. A ripe pear is a sweet fruit.
 4. Zain kicked the ball over the net.
 5. Jill wakes up early in the morning.
 6. The rabbit is a small, white, and furry animal.
 7. The monkey ate the nuts we gave him.

CHAPTER 40: MY FUN TRAIN (Pages 72–73)

My Family: 1, 4, 6

My School: 2, 7, 9

My Friends: 3, 5, 8

CHAPTER 41: MAGIC WISHES (Pages 74–75)

No answer key is required.

CHAPTER 42: ZONKO (Pages 76–78)

Exercise A

elephant; Nolly; Ellie; park; greedy; banana; fruit; trees; berries; prickly; green; ill; vet; horrid; careful

Exercise B

1. ... eat
2. ... picking berries from a prickly bush and putting them in his mouth.
3. ... lot of a prickly bush with its green berries; ... went down to his tummy; ... ill.
4. ... The vet came and made him swallow a bucket full of nasty medicine. He soon got better.

Exercise C

(any two) elephant; father; mother; friends; bush; vet; doctor; animals; park; forest; food; bunch; bananas; place; trees; feast; fruit; branches; berries; bush; mouth; face; tummy; pain; bucket; medicine; taste; water; promise

Exercise D

(any two) greedy; little; prickly; cute; fat; baby; huge; favourite; best; sweet; high; prickly; sour; naughty; green; nasty; horrid; bitter

Exercise E

(Simple infinitives like 'to eat', 'to end', 'to go' and different forms of the verb 'to be' like 'is', 'was', 'were' have not been included in the list; other verb forms that have not been introduced or explained as yet have been put in brackets.)
(any two) ate; made; looks; lived; loved; (would eat); found; (would take); grew; (would have); picked; gave; met; (could stop); (had pulled); put; hurt; went; said; (did ... go); came; (could look); cry; felt; got; promised; looked; think; kept

CHAPTER 43: MIMI'S GARDEN (Pages 79–81)

Exercise A

green; red; yellow; pink; white

Exercise B

carrots; lettuce; potatoes; peas

Exercise C

carrots and lettuce the most

Exercise D

roses, lilies, and carnations in Mimi's garden

Exercise E

1–F 2–T 3–F 4–T

Exercise F

Mimi Bear; Bobo Rabbit

CHAPTER 44: BOBBY'S BIRTHDAY PARTY (Pages 82–83)

Exercise A

six years; six; cake; colourful balloons; streamers; presents; magic

Exercise B

No answer key is required.

CHAPTER 45: AYAN'S SCHOOL BAG (Page 84)

No answer key is required.

CHAPTER 46: MY PET (Page 85)

No answer key is required.

CHAPTER 47: OOGA (Pages 86–87)

Exercise A

... blinked a lot these days; ... his step on the branch and nearly topple off the tree.

Exercise B

... he thought he would look silly in them.

Exercise C

The wonderful surprise that Ooga got when he flew to Gobble's tree was to find that Gobble was wearing glasses too.

Exercise D

1–(c) 2–(a) 3–(e) 4–(b) 5–(d)

Exercise E

(any two) Mama Owl; Ooga; Doctor Eyewise; Gobble; Nobbly; Abby

CHAPTER 48: BY THE RIVER (Pages 88–89)

No answer key is required.

CHAPTER 49: BEDTIME (Pages 90–91)

No answer key is required.



6 Key to End of the Year Tests

TEST 1

Exercise A

woman; car; boy; cap; bag; footpath; house; cat; gate; lamp post, bird (trees; wall; fence; window; door)

Exercise B

1. leaf; tree
2. boy; stick
3. house; hill
4. bear; coat
5. hen; egg

Exercise C

Naming Words:

1. bicycle; seat
2. girl; dress
3. kitten; ball
4. boy; stool
5. dog; friend
6. farmer; sheep
7. fox; grapes
8. hair; comb
9. boys; field
10. water; pail

Describing Words:

1. new; shining
2. tall; pink
3. little, red
4. small; low
5. pet; best
6. fat; lost
7. greedy; juicy
8. lovely; silver
9. naughty; muddy
10. cool; iron

Exercise D

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

Exercise E

1. The teacher told the children a story.
2. She opened the cupboard and took out the spoons.
3. They came back home and sat down to dinner.
4. The sleepy bird ruffled up its feathers.
5. I love fairy stories.
6. They came home when it was time for tea.
7. We must always tell the truth.
8. We had a good dinner and went to sleep.
9. The leaves of the tree rustled in the wind.
10. I think it will rain today.

Exercise F

1. give
2. chased
3. swims
4. packs
5. loves
6. picked
7. lives
8. feeds
9. play
10. sings

TEST 2

Exercise A

1. in
2. under
3. across
4. on
5. near

Exercise B

1. proudly
2. carefully
3. angrily

Exercise C

1. Neha picked up the packet and (she) put it in the dustbin.
2. Nina was very ill and (she) was taken to the hospital.
3. Arshad caught a bus and (he) went to school.

Exercise D

1. Rashid said that he would play tennis that day.
2. Rida laughed because she was happy.
3. Rashid and Arham are good friends and they share their books and toys.

Exercise E

1. Did you give Anita some sweets?
2. Is Tom wearing his new blue suit?
3. Zoya read the book and loved it.

Exercise F

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

Exercise G

1. Cinderella wore glass slippers on her feet.
2. Ripe apples hung from the tree.
3. Tom likes listening to music.

Exercise H

Motivate and guide students to do it themselves.



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.

NAMING WORDS

Worksheet 1

Name:

Class:

Date:

A. Pick out the naming word/s from each of the following sentences and write the word/s in the space provided below each sentence.

1. The hen laid an egg.

2. I brush my teeth in the morning.

3. The bird flew away.

4. The sky is blue.

5. I am eating an apple.

6. Pour the milk into a cup.

7. The boy fell into the pond.

8. The water is cold.

9. I caught a big fish.

10. Cut the potato with a knife.

B. These are some of the things that we use every day. Write the name of each under its picture.

1.



.....

2.



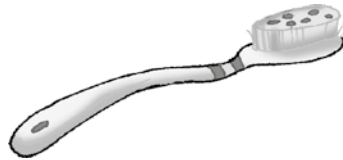
.....

3.



.....

4.



.....

5.



.....

6.



.....

DESCRIBING WORDS

Worksheet 2

Name:

Class:

Date:

A. Pick out the correct describing words from the box and complete the following sentences.

delicious	huge	sharp	bright	muddy
new	big	bushy	friendly	sweet

1. This is a _____ knife.
2. My dog has a _____ tail.
3. Your shoes are _____ .
4. The elephant has _____ ears.
5. Salma is a _____ girl.
6. I have a _____ school bag.
7. This is a _____ lake.
8. She sang a _____ song.
9. Mother made _____ custard.
10. The sun is _____ .

B. Pick out the describing words. What does the word describe?

1. This is a high stool.
Describing word: _____
It describes: _____
2. My grandfather is old.
Describing word: _____
It describes: _____
3. Shahid's father has bought a new house.
Describing word: _____
It describes: _____
4. Mother was tired in the evening.
Describing word: _____
It describes: _____
5. There was a loud noise.
Describing word: _____
It describes: _____

6. The flowers have a sweet smell.

Describing word: _____

It describes: _____

7. Ammar's handwriting is neat.

Describing word: _____

It describes: _____

8. She cut the rope with a sharp knife.

Describing word: _____

It describes: _____

9. I am wearing a clean dress.

Describing word: _____

It describes: _____

10. Leave your muddy shoes outside.

Describing word: _____

It describes: _____

CAPITAL AND SMALL LETTERS

Worksheet 3

Name:

Class:

Date:

A. Rewrite the jumbled sentences correctly, using capital letters and full stops, where necessary.

1. put the candies/bina/in her pocket

2. ran to catch/rida and farhan/the bus

3. cooking dinner/has finished/mother

4. on the sofa/fell asleep/danish

5. for a ride/took me/in his car/my uncle

6. loves to ride/kamran/his bicycle

7. to hammad/a storybook/i gave

8. was sleeping/the cat/under the table

9. her teeth/and brushed /joy woke up

10. is a beautiful flower/the rose

B. Rewrite the sentences correctly, using capital letters and full stops, where necessary.

1. rehan is playing chess with salman

2. the sun is a giant star

3. the capital of new zealand is wellington

4. david is playing the piano

5. the children are playing in the park

FULL STOP, QUESTION MARK, AND CAPITAL LETTER

Worksheet 4

Name:

Class:

Date:

A. Rewrite the sentences correctly. Remember to begin each sentence with a capital letter and put a full stop, or a question mark at the end as needed.

1. cows give us milk

2. Arham is playing with his toy car

3. what is your friend's name

4. which day of the week comes after Friday

5. rana can run faster than Arham

6. my uncle lives in Jhelum

7. is your father a doctor

8. amir plays football and Sohail plays cricket

9. who broke the window

10. the dog ran after the chickens

B. Rewrite the jumbled sentences correctly. Remember to begin each sentence with a capital letter and put a full stop or a question mark at the end as needed.

1. going home/are you

2. and/come/sit here

3. every Sunday/his car/father washes

4. absent today/ is Sana

5. an extra pencil/do you have

6. your shoe laces/tie up

7. many friends/in school/do you have

8. is wet/my shirt/from the rain

9. come back/mother/when will

10. lost my eraser/I have

'A' AND 'AN'

Worksheet 5

Name:

Class:

Date:

A. Rewrite the following sentences using a or an correctly.

1. Samra ate an apple and a orange.

2. There is an book on the table.

3. Please give me an egg and an banana.

4. An lizard ate a insect.

5. I saw a elephant and a tiger at the zoo.

6. Hina ate an egg and Asad ate an bowl of cereal.

7. There was a pencil box and an eraser on the table.

8. I have an coin and a handkerchief in my pocket.

9. Mother cut a onion and a tomato.

10. Father wore a coat and an tie.

B. Fill in the blanks with *a* and *an*.

1. game

2. ox

3. room

4. aunt

5. gift

6. colour

7. evening

8. watch

9. arm

10. uncle

ALPHABETICAL ORDER

Worksheet 6

Name:

Class:

Date:

King Lion has called a meeting of all the animals in the jungle and wants them to stand in the alphabetical order of their names. Given below is a list of all the animals attending the meeting. Help them to stand in their allotted positions by arranging their names in the correct alphabetical order.

wolf	rabbit	donkey	tiger	deer	mouse
elephant	monkey	crocodile	snake	horse	bear

KING LION

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

ONE, TWO, THREE ... MANY

Worksheet 7

Name:

Class:

Date:

Read the given story and underline the words that indicate numbers.

A long time ago, there was a famous kingdom. It was ruled by two people—Queen Althea and her brother, King Adam. It was a beautiful place and the people were very happy to live there but for one problem. It was under attack by the giants.

One day, as the king and the queen were sitting and discussing this problem, a fairy suddenly appeared in their midst. She had a pair of delicate wings and two wands in her right hand. She was greeted with two pairs of surprised eyes. She turned to the startled siblings and said, 'Hello my dears, I am your fairy godmother. I will help you fight the giants.' With these words, she gave them one wand each and told them to aim the wands together at the giants' feet and recite a spell, the next time they attacked.

The next day, four giants came in a carriage drawn by nine horses and started fighting the guards. The king and the queen aimed the wands at the giants' feet and spoke the spell. And what do you think happened? The giants grew four feet, with twenty toes on each foot! Not being used to so many feet and toes, they tripped over their own feet and ran away in fright. The entire kingdom burst into happy songs and celebrated their victory.

DOING WORDS

Worksheet 8

Name:

Class:

Date:

A. Here are a few jumbled doing words. Write them correctly.

1. dnrik _____
2. paly _____
3. selep _____
4. torhw _____
5. siwm _____
6. sepak _____
7. calen _____
8. witre _____
9. jmup _____
10. wlak _____

B. Circle the doing words.

1. teacher/swim/fresh
2. blue/play/umbrella
3. call/morning/bright
4. small/sing/vegetable
5. easy/hard/wear

C. Circle the words that are NOT doing words.

1. dive/pond/swim
2. sun/run/sit
3. eat/throw/big
4. wash/trunk/cry
5. clean/speak/desk

NAMING WORDS AND SPECIAL NAMES

Worksheet 9

Name:

Class:

Date:

Read the given clues and guess the naming word. Some of these can be given special names. Give them a special name of your choice and compare them with special names given by your friends.

1. I have long ears and a bushy tail. I hop and run about.

Naming word: _____

Special name: _____

2. I like to drink milk. When I call you, I make a noise which sounds like 'meow'.

Naming word: _____

Special name: _____

3. You write with me. You sharpen me when I am blunt.

Naming word: _____

4. I guard your house when you sleep. I bark when I see someone come in.

Naming word: _____

Special name: _____

5. You make calls with me. I fit in your bag. You can take me anywhere.

Naming word: _____

6. I am round in shape. You can play cricket or tennis with me.

Naming word: _____

7. I give you milk. I eat grass.

Naming word: _____

Special name: _____

WHERE ARE THEY?

Worksheet 10

Name:

Class:

Date:

Choose the correct words from the box and fill in the blanks. You may use a word more than once.

in	on	into	above	behind	under	across	over
----	----	------	-------	--------	-------	--------	------

1. Bob poured some tea _____ my cup.
2. My toy car is _____ the table.
3. My slippers are _____ the bed.
4. The thief jumped _____ the wall and ran away.
5. Rana can swim _____ the lake.
6. Our ball has fallen _____ the well.
7. The photo is hanging on the wall _____ the fridge.
8. Who is hiding _____ the curtain?
9. Are there apples _____ the fridge?
10. Keep the bicycle _____ the garage.

-ly WORDS

Worksheet 11

Name:

Class:

Date:

Fill in the blanks with appropriate *-ly* words.

1. Anum laughed _____ . (excited)
2. Don't shut the door so _____ . (loud)
3. Rehan cried _____ while watching the movie. (silent)
4. Come _____ or the teacher will leave. (quick)
5. The rabbit _____ saved itself from the lion. (clever)
6. The evil wizard laughed _____ . (cruel)
7. The crow _____ opened its beak and dropped the cheese. (foolish)
8. 'I broke the lamp,' Bushra said _____ . (honest)
9. My grandfather speaks _____ (slow)
10. Haris and Javeria sang _____ well. (equal)

QUESTIONS

Worksheet 12

Name:

Class:

Date:

You have been given some answers. Write down the questions for the answers given below. An example is given to help you.

I go to bed at nine o' clock. (Answer)

When do you go to bed? (Question)

1. Answer: This is a dustbin.

2. Answer: My brother's name is Asif.

3. Answer: Yes, I like ice cream.

4. Answer: My house is in Prince Street.

5. Answer: Ali has gone out to play.

6. Answer: Mr Noman is our English teacher.

7. Answer: My favourite colour is red.

8. Answer: The dog is out in the garden.

9. Answer: My name is Feroz.

10. Answer: My sister is eight years old.

11. Answer: The baby is crying because she is hungry.

12. Answer: That lady is my aunt.

13. Answer: Yes, I have finished my breakfast.

14. Answer: I am going to the park.

15. Answer: No, I do not have an extra pencil.

JOINING WORDS

Worksheet 13

Name:

Class:

Date:

Where will you put the joining word? Rewrite the sentences, placing the joining words in the right places.

1. Rafia washed her hands she sat down to eat her lunch. (and)

2. Arish picked up the telephone he talked to his friend. (and)

3. Father took an umbrella it was raining. (because)

4. Akmal went to the shop he wanted to buy pencils. (because)

5. Beena was happy she clapped her hands. (and)

6. The dog started barking there was a cow in the garden.(because)

7. Salman kept his shoes outside they were very muddy. (because)

8. The cat came to the saucer she began to lap up the milk. (and)

9. Mother and Father went out they locked the door. (and)

10. My sister is crying she cannot find her doll. (because)

HE, SHE, AND THEY

Worksheet 14

Name:

Class:

Date:

Replace the underlined words with *he, she, or they*.

1. Sara is my sister. Sara dances really well.

2. Fiza and Ben will come to my house today. Fiza and Ben will stay for lunch.

3. Anum is walking her dog. Anum and her dog are walking towards the park.

4. Malik plays basketball. Malik is the captain of the team.

5. Maheen loves to teach. Maheen is a good teacher.

6. Sameer will participate in the debate competition. Sameer is the best debater in the school.

7. Shehnaz and Maira are best friends. Shehnaz and Maira grew up together.

8. Sarah was ill. Sarah went to the doctor.

9. Faraz bought a pen. Faraz gave it to Rehan.

10. Hammad likes to read. Hammad bought four new books for his birthday.

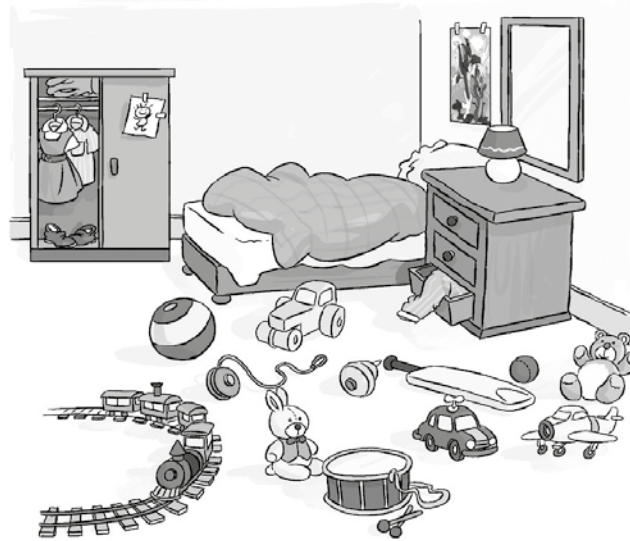
PICTURE COMPREHENSION

Worksheet 15

Name:

Class:

Date:



1. Write the names of any two toys you can see in the picture.

2. Name one object in the picture that can fly.

3. The train has one engine and _____ carriages.

- a. two b. one c. four

4. Name two things from the room that has wheels.

5. Does your room look like this? Write five sentences about the things in your room.

PICTURE COMPOSITION

Worksheet 16

Name:

Class:

Date:



1. In the picture, we can see a _____ .
a. game b. birthday party c. class
2. A _____ is cutting the cake.
3. How many gifts can you see in the picture? How many balloons are there?

4. Look at the picture. Find and name three things you can eat.

5. Describe the cake you see in the picture, in your own words.



8 Key to Worksheets

NAMING WORDS

- A. 1. hen; egg
2. teeth
3. bird
4. sky
5. apple
6. milk; cup
7. boy; pond
8. water
9. fish
10. potato; knife
- B. 1. socks
2. soap
3. shoes
4. brush
5. book
6. bag

DESCRIBING WORDS

- A. 1. sharp
2. bushy
3. muddy
4. big
5. friendly
6. new
7. huge
8. sweet
9. delicious
10. bright
- B. 1. Describing word: high
It describes: stool
2. Describing word: old
It describes: grandfather

3. Describing word: new
It describes: house
4. Describing word: tired
It describes: mother
5. Describing word: loud
It describes: noise
6. Describing word: sweet
It describes: smell
7. Describing word: neat
It describes: handwriting
8. Describing word: sharp
It describes: knife
9. Describing word: clean
It describes: dress
10. Describing word: muddy
It describes: shoes

CAPITAL AND SMALL LETTERS

- A.
1. Bina put the candies in her pocket.
 2. Rida and Farhan ran to catch the bus.
 3. Mother has finished cooking dinner.
 4. Danish fell asleep on the sofa.
 5. My uncle took me for a ride in his car.
 6. Kamran loves to ride his bicycle.
 7. I gave a storybook to Hammad.
 8. The cat was sleeping under the table.
 9. Joy woke up and brushed her teeth.
 10. The rose is a beautiful flower.
- B.
1. Rehan is playing chess with Salman.
 2. The sun is a giant star.
 3. The capital of New Zealand is Wellington.
 4. David is playing the piano.
 5. The children are playing in the park.

FULL STOP, QUESTION MARK, AND CAPITAL LETTER

- A.
1. Cows give us milk.
 2. Arham is playing with his toy car.
 3. What is your friend's name?
 4. Which day of the week comes after Friday?
 5. Rana can run faster than Arham.
 6. My uncle lives in Jhelum.
 7. Is your father a doctor?
 8. Amir plays football and Sohail plays cricket.
 9. Who broke the window?
 10. The dog ran after the chickens.

- B. 1. Are you going home?
2. Come and sit here.
3. Father washes his car every Sunday.
4. Is Sana absent today?
5. Do you have an extra pencil?
6. Tie up your shoe laces.
7. Do you have many friends in school?
8. My shirt is wet from the rain.
9. When will mother come back?
10. I have lost my eraser.

A, AND, AN

- A. 1. Samra ate an apple and an orange.
2. There is a book on the table.
3. Please give me an egg and a banana.
4. A lizard ate an insect.
5. I saw an elephant and a tiger at the zoo.
6. Hina ate an egg and Asad ate a bowl of cereal.
7. There was a pencil box and an eraser on the table.
8. I have a coin and a handkerchief in my pocket.
9. Mother cut an onion and a tomato.
10. Father wore a coat and a tie.
- B. 1. a game
2. an ox
3. a room
4. an aunt
5. a gift
6. a colour
7. an evening
8. a watch
9. an arm
10. an uncle

ALPHABETICAL ORDER

1. bear
2. crocodile
3. deer
4. donkey
5. elephant
6. horse
7. monkey
8. mouse
9. rabbit
10. snake
11. tiger
12. wolf

ONE, TWO, THREE ... MANY

A long time ago, there was a famous kingdom. It was ruled by two people—Queen Althea and her brother, King Adam. It was a beautiful place and the people were very happy to live there but for one problem. It was under attack by the giants.

One day, as the king and the queen were sitting and discussing this problem, a fairy suddenly appeared in their midst. She had a pair of delicate wings and two wands in her right hand. She was greeted with two pairs of surprised eyes. She turned to the startled siblings and said, 'Hello my dears, I am your fairy godmother. I will help you fight the giants.' With these words, she gave them one wand each and told them to aim the wands together at the giants' feet and recite a spell, the next time they attacked.

The next day, four giants came in a carriage drawn by nine horses and started fighting the guards. The king and the queen aimed the wands at the giants' feet and spoke the spell. And what do you think happened? The giants grew four feet, with twenty toes on each foot! Not being used to so many feet and toes, they tripped over their own feet and ran away in fright. The entire kingdom burst into happy songs and celebrated their victory.

DOING WORDS

- A. 1. drink
2. play
3. sleep
4. throw
5. swim
6. speak
7. clean
8. write
9. jump
10. walk
- B. 1. swim
2. play
3. call
4. sing
5. wear
- C. 1. pond
2. sun
3. big
4. trunk
5. desk

NAMING WORDS AND SPECIAL NAMES

1. Naming word: rabbit
Special name: *Answers may vary.*
2. Naming word: cat
Special name: *Answers may vary.*
3. Naming word: pencil
4. Naming word: dog
Special name: *Answers may vary.*

5. Naming word: mobile phone
 6. Naming word: ball
 7. Naming word: cow
- Special name: *Answers may vary.*

WHERE ARE THEY?

1. into
2. on
3. under
4. over
5. across
6. in
7. above
8. behind
9. in
10. behind/in

-LY WORDS

1. excitedly
2. loudly
3. silently
4. quickly
5. cleverly
6. cruelly
7. foolishly
8. honestly
9. slowly
10. equally

QUESTIONS

1. What is this?
2. What is your brother's name?
3. Do you like ice cream?
4. Where is your house?
5. Where is Ali?
6. Who is your English teacher?
7. What is your favourite colour?
8. Where is the dog?
9. What is your name?
10. How old is your sister?
11. Why is the baby crying?
12. Who is that lady?
13. Have you finished your breakfast?
14. Where are you going?
15. Do you have an extra pencil?

JOINING WORDS

1. Rafia washed her hands and she sat down to eat her lunch.
2. Arish picked up the telephone and he talked to his friend.
3. Father took an umbrella because it was raining.
4. Akmal went to the shop because he wanted to buy pencils.
5. Beena was happy and she clapped her hands.
6. The dog started barking because there was a cow in the garden.
7. Salman kept his shoes outside because they were very muddy.
8. The cat came to the saucer and she began to lap up the milk.
9. Mother and Father went out and they locked the door.
10. My sister is crying because she cannot find her doll.

HE, SHE, AND THEY

1. She
2. They
3. They
4. He
5. She
6. He
7. They
8. She
9. He
10. He

PICTURE COMPREHENSION

1. toy train, toy drum, toy car, ball, yoyo, top, bat, and ball, etc.
2. aeroplane
3. c. four
4. toy car; toy train; toy roller, toy aeroplane
5. *Answer not required.*

PICTURE COMPREHENSION

1. b. birthday party
2. girl
3. There are five gifts in the picture. There are four balloons.
4. cake, chips, bread, meatballs
5. *Answer not required.*



9 Key to Checkpoints

CHECKPOINT 1

- A. 1. Asad; mother
2. Asad; shoes; socks
3. Asad; cat; milk; saucer
4. Asad; soap; shampoo; shower
5. Asad; hair; towel; comb
6. Asad; cars; lunchtime
- B. 1. Soap
2. Shampoo
3. Towel
4. Comb

CHECKPOINT 2

- A. 1. winter
2. happy
3. excited
4. heavy
5. huge
6. green
7. strong
8. scary
9. large
10. wide
11. fun
- B. 1. Bag, Cheap, Fun, Lemons, Shop, Tea
2. Big, Lion, Roar, Scary, Stripes, Tiger
3. Black, Book, End, Exciting, Wand, Wizard
4. Aeroplane, Car, Helicopter, Motorbike, Truck, Van
- C. Cheap; Scary; Exciting

CHECKPOINT 3

A. The teacher to call out an action preceded by the words 'Simon says' and a few actions without saying the words 'Simon says.' For example, the teacher can begin the game by saying, 'Simon says, touch your nose with your right hand,' followed immediately by 'Stand on one foot.' Students to only follow instructions if they are preceded by the words 'Simon says.' Students who either perform the wrong action or follow an action that is not preceded by Simon says are eliminated. You may slowly increase the speed the commands are called out at, or you may try and trick your students

by calling out one action and performing another. For example, you may ask them to touch their left elbow while you raise your right hand to the sky. Any student who imitates the action you performed instead of the one you called out is eliminated. Continue the activity until one student remains.

Arrange for a small prize to be given to the winning student at the end of the game.

This activity not only checks your students' listening abilities but also their understanding of doing words as well as cementing their knowledge of body parts.

B. Encourage students to complete this task on their own.

- C. 1. behind
2. above
3. on
4. beside

- D. 1. Did you have an egg and a glass of milk for breakfast?
2. My little brother has a building block set he loves playing with.
3. Were you the one who asked me for a pencil?
4. Fiza asked her mother to get her a pack of chips from the grocery store.

CHECKPOINT 4

- A. 1. Mr. Shakeel happily gave Ahmad his expensive pen.
2. The big red fox quickly jumped over the log.
3. Saad cried loudly when Asna took away his tasty cake.
4. Aameena wanted to pass the test easily.
happily; quickly; loudly; easily

- B. 1. I wanted my cats to exercise because they had gotten very fat.
2. Azra changed into a blue shalwar kameez and blue shoes and went to her grandmother's house.
3. Babur and Saba went to the market and bought some butter, a dozen eggs, six carrots, and a box of chocolates.
4. Dania had to go to the doctor because she has a cold.

- C. 1. Thursday
2. Monday
3. They
4. weekend; because; he

D.

Duck	Quack
Cow	Moo
Chicken	Cluck
Dog	Bow-wow

Note: Please see next page for the poem, 'Old Macdonald Had a Farm.'

The teacher will read out the classic poem 'Old Macdonald Had a Farm' in the class. The poem is given below.

Old Macdonald Had a Farm

Old Macdonald had a farm, E-I-E-I-O
And on that farm he had some ducks, E-I-E-I-O
 With a quack quack here
 And a quack quack there
 Here a quack, there a quack
 Everywhere a quack quack
Old Macdonald had a farm, E-I-E-I-O
Old Macdonald had a farm, E-I-E-I-O
And on that farm he had a cow, E-I-E-I-O
 With a moo moo here
 And a moo moo there
 Here a moo, there a moo
 Everywhere a moo moo
Old Macdonald had a farm, E-I-E-I-O
Old Macdonald had a farm, E-I-E-I-O
And on that farm he had some chickens, E-I-E-I-O
 With a cluck cluck here
 And a cluck cluck there
 Here a cluck, there a cluck
 Everywhere a cluck cluck
Old Macdonald had a farm, E-I-E-I-O
Old Macdonald had a farm, E-I-E-I-O
And on that farm he had a dog, E-I-E-I-O
 With a bow wow here
 And a bow wow there
 Here a bow, there a wow
 Everywhere a bow wow
Old Macdonald had a farm, E-I-E-I-O
Old Macdonald had a farm, E-I-E-I-O
And on that farm he had a horse, E-I-E-I-O
 With a neigh neigh here
 And a neigh neigh there
 Here a neigh, there a neigh
 Everywhere a neigh neigh
Old Macdonald had a farm, E-I-E-I-O

CHECKPOINT 5

- A. Teachers will divide the classroom into groups of two. If there are an odd number of students in any classroom, one group may have three students. Give each group a different topic to discuss, or alternate topics between different groups. Topics should be age-appropriate and capable of holding students' interests. A sample topic is 'My Favorite Pastime.' Teachers will go around the class and listen to the conversations, taking notes of students' sentence structure and communication skills. At the end of the activity, dedicate some time to discuss major problem areas you notice in multiple groups.
- B. 1. Soft, brown, round, merry, pretty, quiet, harmless, little;
2. Acorn, tree, berry, fur, eye, grass, field mouse, den, winter, weather, roots, fruits, farmer, treasure, nut, grain, pain, hole, mosses, oak, shadow, meadow, corn, house, mouse;
3. Tumbles, sheds, moving, pass, sleeping, lie, comes, peeping, see, nibbling, go, stacks, falls, find, eat, steal, stacked, make, spring, play, keep, harm
4. a. Nuts
b. -ly word
c. The little field mouse sleeps in a dark den all through the cold winter months.



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.

A. Read these sentences about Asad's life after he comes back home from school. Can you find all the naming words hidden in them? (3 Marks)

1. Asad uses soap and shampoo and takes a shower.

2. Asad dries his hair with a towel and brushes it with a comb.

3. Asad brushes his teeth with a toothbrush and toothpaste.

B. Which of these naming words are things you use in the bathroom? Make a list of them below. (3 Marks)

1. _____

2. _____

3. _____

DELAYED POST-TEST 2

A. Choose the right word from the box to fill in the missing blanks. One has been done for you. (4 Marks)

excited	winter	happy	fun	large
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We went to Hunza with our father for the vacations this year. All of us were very and about the trip. The bags we packed were very! Then we went to the train station. It was

B. Write a short passage about yourself, your family, and where you live. (5 Marks)

C. Can you detect all the special names in the passage you've written? (2 Marks)

D. Join the sentences given below using 'and' and 'because'. (3 Marks)

1. Azra changed into a blue shalwar kameez and blue shoes. She went to her grandmother's house.

2. Babur and Saba went to the market. They bought some butter, a dozen eggs, six carrots, and a box of chocolates.

3. Dania had to go to the doctor. She has a cold.
