

SRM



Wizz

ENGLISH

GRAMMAR WORKBOOK

CLASS

5



Based on SNC 2020



Aligned with SNC 2020

PREFACE

Wizz Workbook Series has been designed by a team of professional authors and educators having more than two decades of teaching experience to their credit. It is aligned with the Single National Curriculum, 2020 and aims to sharpen the holistic development of children through learner-centered approach. The series:

- ★ Guides students in a very simple way on how to solve the cognitive tasks by creating a comfortable zone.
- ★ Encourages students to practice concepts with maximum practice space.
- ★ Involves students in interactive exercises and activities.
- ★ Helps students create a natural space for thinking through well-planned activities.

WHY WIZZ WORKBOOK SERIES?

Wizz Workbook Series is the best choice for students because it is:

- ★ Backed by practical experience and critical analysis of over 25 years.
- ★ Developed, designed and printed with the latest and modern techniques.
- ★ Available at economical prices keeping in view the post Covid-19 economic crisis.
- ★ inclusive of well-planned activities and systematically developed exercises.
- ★ Helpful for students to develop the 21st century life skills for a brighter future.

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Countable, Uncountable and Collective Nouns

Countable Nouns:

Countable nouns refer to people and things that we can count.
For example: a boy, a girl, a flag, a chair, and an umbrella etc.



Uncountable Nouns:

Uncountable nouns refer to things that we cannot count.
For example: ink, ice, milk, music, fog etc. They cannot be preceded by 'a', 'an' 'numbers'.

Collective Nouns:

Collective nouns are the names for a collection or a number of people or things. Words like group, herd, class are the example of collective nouns.



1.1 Grammar Activity

Use the following uncountable nouns in sentences:

health, air, joy, darkness, juice

- i) _____
- ii) _____
- iii) _____
- iv) _____
- v) _____

1.2 Grammar Activity

Fill in the blanks with the uncountable nouns using the following word bank.

juice, greed, butter, health, darkness

- i) Give me some _____.
- ii) _____ is good for health.
- iii) _____ is wealth.
- iv) I am scared of _____.
- v) _____ is a curse.

1.3 Grammar Activity

From the list of the words given below, identify the countable and uncountable nouns:

teachers, kick, fragrance, carriage, wealth, mango, milk, frost, building, breeze, book, sand.

Countable Nouns

- i) _____
- ii) _____
- iii) _____
- iv) _____
- v) _____
- vi) _____

Uncountable Nouns

- i) _____
- ii) _____
- iii) _____
- iv) _____
- v) _____
- vi) _____

1.4 Grammar Activity

Fill in the blanks with collective nouns chosen from the list below.

ships	cows	thieves	fish	keys
sheep	tools	cards	stairs	clothes
flowers	books	witches	snakes	

- i) A bunch of _____.
- ii) A flight of _____.
- iii) A suit of _____.
- iv) A gang of _____.
- v) A set of _____.
- vi) A coven of _____.
- vii) A bouquet of _____.
- viii) A herd of _____.
- ix) A school of _____.
- x) A fleet of _____.
- xi) A flock of _____.
- xii) A pack of _____.
- xiii) A pile of _____.
- xiv) A nest of _____.

1.5 Grammar Activity

Pick nouns and state whether they are countable, uncountable or collective.

- i) My mother bought a bunch of bananas and 1 kg of sugar from the market.
- ii) The gang of thieves broke into a bank and robbed it.
- iii) They ran away with lot of stolen money.
- iv) She was looking at an album of old photographs.
- v) The team that I support won the match.
- vi) The lady had a bunch of keys and a little bottle of perfume in her pocket.
- vii) A band of musicians was sitting on the stage.



1.6 Grammar Activity

Fill in the blanks with collective nouns chosen from the list below.

rope	pack	chest	crew	coven	pile
herd	litter	nest	troupe	library	troop

- i) Kamran chose the smallest puppy of the _____ as his pet.
- ii) The only furniture that the room had was a bed and a _____ of drawers.
- iii) Somebody had stolen the valuable _____ of pearls.
- iv) The _____ of the sinking ship managed to save all the passengers.
- v) The _____ of witches met at mid night in the woods.
- vi) The _____ of actor were rehearsing a new play.
- vii) When they cut down the tree, they found a _____ of snakes in it.
- viii) The magician showed us many tricks with a _____ cards.
- ix) We saw a _____ of elephants crossing the river.
- x) The _____ of soldiers crossed the bridge at night.
- xi) Our school _____ has many interesting books.
- xii) The teacher told the student to carry the _____ of books to the room next door.



Gender Nouns

Gender Nouns:

Gender nouns are naming words. Living things are either male or female.

Masculine Gender Nouns:

Nouns that name the male gender are called masculine gender nouns.

For example: waiter, steward, lion, tom-cat, etc.



Feminine Gender Nouns:

Nouns that name the female gender are called feminine gender nouns.

For example: waitress, stewardess, lioness etc.

Common Gender Nouns:

There are some nouns that may be used for a male or a female. Such a noun is called the common gender noun.

For example: dentist, friend, child, enemy, etc.



3.1 Grammar Activity

Replace the underlined nouns with the Feminine Gender Nouns.

- i) The shepherd took the sheep out to graze.

- ii) The hero killed the giant after a long cruel battle.

- iii) The manager ordered the waiter to serve coffee.

- vi) The prince was learning the skills of warfare.

v) The dog chased the stag.

vi) The wizard dressed like a monk.

vii) The duke was sleeping soundly.

viii) The buck was drinking water from the river.

ix) I saw a beautiful lion in the zoo.

x) My headmaster has a colt in his village.

xi) Be careful of that ram.

xii) The tiger was playing with the cubs.

3.2 Grammar Activity

In the squares, write M, F or C for masculine, feminine or common gender nouns respectively. Then use each one in a sentence.

i) teacher

ii) emperor

iii) bird

iv) steward

v) chairman

3.3 Grammar Activity

Replace the underlined nouns with common gender nouns. The first one has been done for you.

The steward and stewardess were ready for the flight to leave.
The flight attendants were ready to leave.

i) We took parentless boy and girl to the orphanage.

ii) Posts for a man and woman dentists are lying vacant in this hospital.

iii) Male and female doctors were attending the earthquake victims.

iv) A salesman and saleswoman are promoting their products among the college boys and girls.

3.4 Grammar Activity

Select the correct nouns and complete the table.

heir, spinster, heifer, earl, stallion, chairperson, children,
abbess, professor, manager, seamstress, baker

Masculine	Feminine	Common

3.5 Grammar Activity

Complete the given table.

Masculine	Feminine
bachelor	empress
drake	
tutor	
	duchess
waiter	
master	
fox	poetess
buck	

3.6 Grammar Activity

In the following sentences, circle the common gender nouns.

- i) My friend is a writer.
- ii) The teacher was talking to the students.
- iii) The bus was full of children.
- iv) The judge asked the lawyer some questions.
- v) A crow was cawing outside my window.
- vi) There was no driver inside the car.
- vii) There was a goldfish in the bowl.
- viii) A person who lies cannot be trusted.



3.7 Grammar Activity

Identify the gender nouns given below.

bull	masculine gender	person	
emperor		lion	
baby		singer	
uncle		friend	
doctor		lady	
goose		dancer	
musician		student	
cricketer		hero	
astronaut		peacock	
mare		waiter	
wizard		poet	

Demonstratives and Interrogatives

Demonstratives are used to refer to a person or an object.

This, That These and Those are called **Demonstratives**.

For Examples:

- i) This is my book.
- ii) That is your pen.
- iii) These are my pencils
- iv) Those are your books.

Note

This and **These** are used to point at things which are nearer to one.

That and **Those** are used to point at things **farther away**.

Interrogatives are used for asking questions such as: who, what, which, whom, whose.

For Examples:

- i) Who is Amin talking to?
- ii) What is the matter?
- iii) Which of these books is your?
- iv) Whom do you want to see?
- v) Whose pen is this?

5.1 Grammar Activity

Choose the right interrogatives to fill in the blanks. (Which, What, Who, Where, Whom, Whose)

- i) _____ was shouting for help?
- ii) _____ does this road lead to?
- iii) _____ should I ask to guide me?
- iv) _____ pen have you brought home?
- v) _____ is the best book on the shelf?

5.2 Grammar Activity

Choose the correct **Demonstratives** to fill the blanks. The example has been given to assist you.

For Examples: I can tell that you worked very hard. (that/these)

- i) Will all _____ people attend the ceremony. (that/these)
- ii) I can tell _____ he is upset. (those/that)

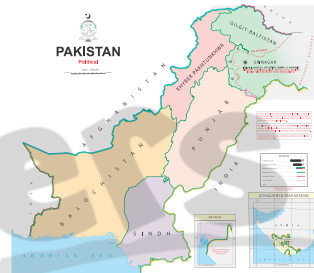
- iii) _____ day is my last in the school. (these/this)
- iv) I know _____ you are upset. (these/that)
- v) We should bring _____ flowers to home. (those/that)
- vi) Do you know _____ rules? (that/these)
- vii) I can tell _____ is the last chance I will get. (these/this)
- viii) _____ shops are having a sale on Saturday. (those/that)
- ix) _____ is my favourite restaurant to eat at. (this/those)
- x) Do you know _____ rules? (that/these)
- xi) We will take _____ chairs inside the living room. (those/that)
- xii) _____ animals are very hungry. (this/those)
- xiii) _____ people are happy with the performance. (those/that)



5.3 Grammar Activity

Add interrogatives to complete each sentence.

- i) _____ is the president of Pakistan?
- ii) _____ are these keys?
- iii) _____ shall we write?
- iv) To _____ did you write?
- v) _____ birthday is it today?
- vi) _____ is the number of the door?
- vii) _____ bag is yours?
- viii) To _____ did she send the fax?
- ix) _____ one of your brothers is the doctor?
- xi) _____ has left the keys on the table?
- xii) _____ will happen if you push button?
- xiii) _____ of your sisters live in London?



London

5.4 Grammar Activity

The following exercise will help you gain a greater understanding of how demonstratives work. Choose the best answer to complete each sentence.

- i) _____ was such an interesting experience
 (a) That (b) These (c) Those (d) Such
- ii) Are _____ your shoes?
 (a) that (b) them (c) those (d) these
- iii) _____ book on the table is mine.
 (a) That (b) Those (c) Such (d) This
- iv) There is no end to _____.
 (a) such (b) those (c) these (d) it

5.5 Grammar Activity

Identify the underline words in the following sentence as demonstratives or interrogatives. The first one has been done for you.

- i) Who is that in the clown costume? Interrogative
- ii) Which of the stories did you write? _____
- iii) This is an interesting picture by Monet. _____
- iv) That is a statue of Quaid-e-Azam. _____
- v) Compare these apples with those over there. _____
- vi) What are you doing with those papers? _____
- vii) Which of the coat will you take to school? _____
- viii) This is a visit I will remember. _____
- ix) Who is the best pupil in the class? _____
- x) What is that in the distance? _____
- xi) Whom did the teacher help? _____
- xii) That is the tallest building in town. _____
- xiii) This is the vase which the Ali has made. _____

5.6 Grammar Activity

Using the correct interrogatives, rewrite the following sentences as questions. The first one has been done for you.

i) That is Amir's car.

Whose car is that?

ii) This black bike is faster.

iii) Yasir is the owner of this shop.

iv) Maria is baking a cake for her sister.

v) He has sent the letter to Haris.

vi) Rubina is my best friend.

vii) I am reading a book about elephants.

viii) Mother is knitting a sweater for the kitten.

ix) Affan is hosting a party.

x) I will take blue coat to school.

Verbs

Verb:

Verbs are action words. This means they are used to show what someone or something is doing. Form means a shape or a particular way in which something exists or appears. Verbs have five forms.

▶ The **base form** is the version of the verb without any endings.

It is used to create other forms of verbs e.g. *walk, go*.

▶ The base form used with **third person singular** or name of singular person is formed by adding -s or -es e.g. *a walk, goes*.

▶ The **present participle** form is created by adding **-ing** to the base form.
e.g. *walking, going*.

▶ The **simple past** form refers to actions or events in the past. It indicates the completed nature of an action. In regular verbs, it ends with **-d** or **-ed** e.g. *walked, went*.

▶ The **past participle** form also indicates a completed action and is used with an auxiliary verb to express the perfect aspect e.g. *walked, gone*.

Here is a table to help you remember irregular verbs..

Base Form	Third Person Singular	Present Participle	Simple Past	Past Participle
be	is	being	was	been
begin	begins	beginning	began	begun
break	breaks	breaking	broke	broken
buy	buys	buying	bought	bought
catch	catches	catching	caught	caught
come	comes	coming	came	come
do	does	doing	did	done
drink	drinks	drinking	drank	drunk
eat	eats	eating	ate	eaten
fall	falls	falling	fell	fallen
fly	flies	flying	flew	flown
get	gets	getting	got	gotten
give	gives	giving	gave	given

go	goes	going	went	gone
have	has	having	had	had
keep	keeps	keeping	kept	kept
know	knows	knowing	knew	known
lay	lays	laying	laid	laid
lie	lies	lying	lay	lain
leave	leaves	leaving	left	left
make	makes	making	made	made
run	runs	running	ran	run
say	says	saying	said	said
see	sees	seeing	saw	seen
sit	sits	sitting	sat	sat
sleep	sleeps	sleeping	slept	slept
speak	speaks	speaking	spoke	spoken
take	takes	taking	took	taken
teach	teaches	teaching	taught	taught
tell	tells	telling	told	told
think	thinks	thinking	thought	thought
weep	weeps	weeping	wept	wept
write	writes	writing	wrote	written

7.1 Grammar Activity

Circle the correct form of the verb.

- i) He _____ when he learned of his father's death.
a) weep **b)** weeping **c)** wept **d)** weeps
- ii) Chocolate is _____ from cocoa seeds.
a) makes **b)** made **c)** making **d)** make
- iii) Female turtles _____ their eggs in the sand.
a) lay **b)** laid **c)** lays **d)** laying

- iv) My mother _____ bedtime stories every night.
 a) told b) tells c) telling d) tell
- v) Amna _____ a new dress yesterday.
 a) buy b) bought c) buys d) buying
- vi) Nawal _____ her mother a red rose on her birthday.
 a) give b) given c) gave d) giving
- vii) My cat _____ in its little bed daily.
 a) slept b) sleeping c) sleep d) sleeps
- viii) I _____ too much food last night.
 a) eat b) eaten c) ate d) eats
- ix) My dog has _____ a lot of water after playing.
 a) drunk b) drink c) drinks d) drank
- x) The wild goose _____ away every year.
 a) fly b) flying c) flies d) flown

7.2 Grammar Activity

Rewrite the following sentences. Change the underlined verb to the form as directed in brackets.

- i) A turkey comes through the bushes. (past)

- ii) Two cats go into the barn. (past, using "had")

- iii) The rabbits go into their hutch. (past)

- iv) The monkeys scampered around their cage. (present)

- v) Deer ran past the oak tree. (present)

7.3 Grammar Activity

Change the following into past tense.

i) The teacher tells the students to complete their work quickly.

ii) Abdullah plays basketball with his friends.

iii) It blows wild in August.

iv) It rains heavily in July and August.

v) Jenny's performance enchants everyone.

vi) Shakespeare's tragic plays are very popular.

vii) The poor florist lives from hand to mouth.

viii) I have a precious jewel in my ring.

7.4 Grammar Activity

Read each sentence carefully. Underline the mistakes and then write the sentences correctly.

i) I gone to school daily.

ii) The hunter will shot the seagull.

iii) Saba had took out the things with Sara's permission.

iv) The girl did not played cricket.

v) She rushes towards bus but hit against the pole.

vi) He help the blind man to cross the road.

vii) Tauseef want to be a lawyer.

7.5 Grammar Activity

Fill in the blanks with the correct forms of the verbs.

i) The lady you met just now _____ (is/are) my mother's best friend.

ii) Anyone who _____ (wants/want) to win this prize must attend school every day.

iii) There _____ (is/are) no furniture in this room.

iv) Does your dog _____ (bites/bite)?

v) The news of the imminent earthquake _____ (is/are) spreading fast.

vi) Either Izhar or you _____ (has/have) broken this jug.

vii) Two hundred rupees _____ (is/are) a lot of money.

viii) Zeeshan, along with his brother, _____ (goes/go) daily to the gymnasium.

ix) My aunt or my uncle _____ (is/are) expected to attend the ceremony.

x) There _____ (was/were) a famous musician at the concert.

7.6 Grammar Activity

Rewrite the following sentences, correcting the forms of the verbs wherever necessary.

i) This group of students are going on an excursion.

ii) Everyone blame Sohail whenever the class are punished.

iii) Ronnie like reading mystery stories, I likes travelogues.

iv) My friends has decided to go Kashmir this winter.

v) My brother and the tall boy Muneeb is playing drums.

vi) As the show starts there was a pin-drop silence.

vi) Though this dish look tempting, you must not eats it.

vii) Mathematics are a difficult subject.

viii) The people is celebrating their country's victory in the world cup.

ix) The children was laughing at the antics of the clown.

x) Where has all my friends gone? When am they coming back?

Descriptive Writing

Descriptive Writing A:

Descriptive writing is when an author uses words to 'paint a picture'. This means that he describes an object, character or place so well that it seems as though the reader is seeing it for himself.

9.1 Grammar Activity

Remember that one way to make a noun's description more vivid is by using adjectives. Can you add some to these phrases to make them more interesting?

- i) A dog _____
- ii) The mountain _____
- iii) A building _____
- iv) A mansion _____
- v) The market _____
- vi) The cake _____
- vii) The book _____
- viii) The garden _____
- ix) A store _____
- x) A dress _____
- xi) The clock _____
- xii) The tree _____
- xiii) A friend _____

Descriptive Writing B:

9.2 Grammar Activity

Other than adjectives, verbs are also used to describe things, especially scenes. Look at these words, can you determine which words they may replace?

marched	prefer	sprinted	glimpsed	favourite
hurried	splendid	yelled	whispered	examined
travelled	cherish	raced	remarked	pleasant
noticed	grands	hiked	jogged	sped
questioned	answered	delightful	strolled	appreciate
marvelous	claimed	observed	rushed	

instead of ran

instead of saw

instead of said

instead of good

instead of liked

instead of walked



Topic and Concluding Sentences:

Every piece of writing has a **topic sentence** (opening line) and a **concluding sentence** (closing line). **The supporting sentences** or details after topic sentence help to develop the main idea.

9.4 Grammar Activity

Now you have everything you need to write a good description. Can you describe an enchanted forest where gnomes like Nimble, fairies and elves live? Remember what you've learnt about paragraphs. Your writing should have at least five paragraphs, including the opening and concluding paragraphs.



Prepositions

Preposition:

Preposition is a word that is placed before a noun or pronoun to show its relation with other words in the sentence. e.g.,

- i. He sprinkled some salt **on** the soup.
- ii. The splash sound **of** the stream made me happy.
- iii. The nurse looked **after** the patients very well.

Some Prepositions:

of	in	on	by
at	to	upon	for
into	up	across	with
from	off	beside	after
under	down	during	near
about	above	inside	over
behind	before	beyond	through

11.1 Grammar Activity

Fill in the blanks with appropriate prepositions.

- i) The politician assured the public _____ his loyalty.
- ii) The snowstorm resulted _____ great devastation.
- iii) The art teacher taught the students how _____ mix poster colours.
- iv) Jamila hid herself _____ a tree trunk while playing 'hide and seek'.
- v) It is well said, "Look _____ you leap."
- vi) Many birds were chirping _____ the tree.
- vii) On our way to the top, we came _____ a spring.



11.2 Grammar Activity

Here are some well known proverbs; complete them with prepositions.

- i) Necessity is the mother _____ invention.
- ii) A bad workman blames _____ his tools.
- iii) A bird _____ hand is better than two _____ the bush.
- iv) Jack _____ all trades is king _____ none.

11.3 Grammar Activity

Underline the prepositions in the following sentences.

- i) He was so weak that he could not get up from his bed.
- ii) Dua ran all the way to school. She was late for her music class.
- iii) We saw him going towards the station.
- iv) Sikander came to my house with his brother.
- v) In summer, the lake dries up.
- vi) She took a chair into the garden and sat on it.
- vii) The train went through the tunnel in a few minutes.
- viii) The child sat down beside his mother and put his arms around her.
- ix) The train arrived on time.
- x) Sabir stood behind Jameel in the queue.



11.4 Grammar Activity

Fill in the blanks with appropriate prepositions.

- i) You should never look directly _____ the sun.
- ii) Mother cut the vegetables _____ a knife.

- iii) The thief hid _____ a thick bush.
- iv) A notice was put up _____ the notice board.
- v) He fell down _____ the bus and twisted his ankle.
- vi) The last person to go out _____ the room should close the door.
- vii) Dew does not fall _____ the sky.
- viii) There is a room _____ the stairs.
- ix) Asra could not see her friend _____ the crowd.
- x) You must come to school _____ time for the film show.

11.5 Grammar Activity

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

- i) I saw a goldfish swimming _____ the bowl. (in, on)
- ii) We looked _____ the stars twinkling _____ the night sky. (at, to ; in, on)
- iii) She put the dishes _____ the table, one in front _____ each guest. (above, on ; at of)
- iv) We saw him going _____ the station. (near, towards)
- v) Air is essential _____ life. (to, for)
- vi) The dog had collar _____ a name tag _____ its neck. (to, with ; from, around)
- vii) He was lying _____ the ground, groaning _____ pain. (from, on ; on, with)
- viii) The postman pushed the letters _____ the door. (through, under)
- ix) He is coming _____ London _____ attend the marriage ceremony of his sister.
(to, over ; from, to)
- x) He made a lot of fuss _____ the invitation cards, but forgot _____ invite his closest friend. (on, over ; for, to)

Categories of Preposition:

Most prepositions have multiple usages and meanings. Generally speaking, prepositions can be divided into eight categories: time, place, direction or movement, agency, instrument or device, reason or purpose, connection, and origin. The following table highlights the most common prepositions and their categories.

CATEGORY	PREPOSITIONS
time	at, in, on, for, during, since, by, until, before, after, to, past
place	at, in, on, by/near/close to, next to/ beside, between, behind, in front of, above/over, below/under
direction or movement	to, from over, under, along, around, across, through, into, out of, toward(s), away from, onto, off, up, down
reason or purpose	for, through, because of, on account of, from

11.6 Grammar Activity

Make two sentences, each with the above four categories of prepositions.

Publishers
E-Sample

Model Verbs

Auxiliary Verbs:

There are some verbs which are added to the main verbs. Such verbs are called the **auxiliary verbs** or **model verbs**.

(a) Examples of primary auxiliaries: do, have, be

i) Do you come here often?

ii) Have you seen this movie?

(b) Examples of model auxiliaries: can, must, may

'Can', 'Could'

The auxiliary 'can' is usually used to show ability to do something.

Could is the past tense of can. But in daily language, it is considered more polite than the former as it shows familiarity.

"Can" is also used in the following ways.

- i) The camel can go for days without water.
- ii) Can you lend me your dictionary for some days?
- iii) Could you help me in solving these sums,
- iv) You could do that job. You know it.

Miss Nida?

'May', 'Might'

May is used to show possibility, probability or for taking permission.

May is considered more polite than can. It is mostly used formally, especially by people rendering some services, for instance, a waiter or a servant says, "May I help you, Sir?".

Might is used to give suggestion, show dissatisfaction or for making a formal request.

For example: "I might see you tomorrow."

'Should', 'Would'

Should is used to describe obligation or to give advice, whereas, **would** is the past tense of will. Keep in mind that 'would like' is used for offering something and 'would love' for accepting some offer.

Example:

- i) We should keep our surroundings clean. ii) Aslam: Would you like to have a cup of coffee?
iii) Nida: Yes, would love it.

13.1 Grammar Activity

Fill in the blanks with "can" or "could".

- i) Mother said to Asad, "I _____ bring the grocery before going to the office."
ii) If you hurry you _____ catch the train.
iii) _____ you show me the way to the museum?
iv) I _____ not lend you my car unless you tell me what's it for?
v) _____ you please teach me how to drive the car?



13.2 Grammar Activity

Fill in the blanks with either "can", "could", "may", "might", "can't", "couldn't".

- i) John whispered, "_____ we try to hide?"
ii) I think we really _____ be safer if we split up.
iii) Sadaf asked, "What _____ be there at midnight?"
iv) I _____ earn millions if he had approved my sample.
v) Of course, he _____ make his way by working hard for a better living.

13.3 Grammar Activity

Fill in the blanks with "may", "might", "can", "could".

- i) _____ you please pass me the book over there?
ii) When he was young he _____ dance all night long.
iii) _____ you speak Chinese?
iv) She _____ drive, but she takes the bus to go to work.
v) You _____ at least come with us and meet our new neighbour, don't you think?



Punctuation

Punctuation:

There are four kinds of punctuations in the English language as per four kinds of sentences.

- i) Imperative-gives a command (.)
- ii) Declarative-makes a statement (.)
- iii) Interrogative-asks a question (?)
- iv) Exclamatory-expresses strong feeling (!)

15.1 Grammar Activity

Directions: Read each sentence, and add the correct punctuation mark. Then, label it as imperative, declarative, interrogative or exclamatory.

Example A: You did an excellent job

Answer: You did an excellent job. Declarative

- i) How was your day in school _____
- ii) Do your assignment in class on time _____
- iii) I'm so excited, I passed the test _____
- iv) Walking up that mountain is dangerous _____
- v) Who is the most popular singer _____
- vi) You need to get on with the program _____
- vii) He is the leader of the group _____
- viii) What is your favourite magazine _____
- ix) Congratulation on your achievement _____
- x) Can you cancel the concert _____
- xi) May you succeed. Ameen _____
- xii) No _____

15.2 Grammar Activity

Punctuate the following passage, and write it below.

Ahmad is one of the most laid-back people i know he is tall and slim with black hair and he always wears a t-shirt and black jeans his jeans have holes in them and his baseball boots are scruffy too he usually sits at the back of the class and he often seems to be asleep however when the exam results are given out he always gets an "A" I don't think he is as lazy as he appears to be

15.3 Grammar Activity

Read each sentence and write the correct punctuation mark.

Example A: Go home directly after school.
Answer: (.)

- i) I am so excited to see family on Eid _____
- ii) What day of the week is your favourite _____
- iii) You need to do your homework right after dinner _____
- iv) Please take out the trash when you get home _____
- v) My favourite team won the game _____
- vi) What did you want to eat for lunch _____
- vii) I had a great time at your party _____
- viii) Do you know what time is it _____
- ix) How do we get to the amusement park _____

Usage of other punctuations.

- ▶ **Comma** (,) is used to separate nouns and objects to show a pause.
- ▶ **Hyphen** (-) is used to connect the parts of a compound word, numbers and compound objective with fraction (e.g half-quarter such as ice-cream, fifty-six, quarter-million one-third etc.
- ▶ **Inverted comma** (" ") is used in direct speech eg. Johan "I may be late."

Punctuation Worksheet

Read each sentence. Choose the correct punctuation and rewrite the sentence.

.	!	?	,	'	"	-
---	---	---	---	---	---	---

- i) She says I am a little nervous

ii) Do you work from home he asked

iii) He said I am happy

iv) She says I eat an apple a day

v) The teacher asked where do you live

vi) You will need one third of a pound of flour

vii) I have got one hundred twenty two of these stickers to sell

viii) That is a half baked cake I have ever eaten

ix) He is going with his brother in law

x) What a beautiful country it is

xi) Such a beautiful flower

Creative Writing - A Narrative

The plot of each story is given to you, more or less fully, in the outlines provided. An outline is only a skeleton; it is your job to clothe the skeleton with flesh and breathe life into it. You must try to make it interesting.

HINTS

- i) You must have a clear idea of the plot of the story in your mind before you begin to write.
- ii) Be careful to connect the points given in the outline naturally, so that the whole will read well as a connected piece of good composition.
- iii) You must use your imagination in filling the details.
- iv) Where possible, introduce dialogue or conversation.
- v) If you are asked to give a heading or title to the story, you may choose the main character, object, or incident of the story.

Activity

Story

A miser loses a purse containing ten thousand rupees. He becomes frantic and distressed. He goes to the town crier to make an announcement. He offers a reward of one thousand rupees for its return. The town crier announces the reward publicly. A few days later, a poor farmer finds the purse. The farmer returns the purse honestly to the miser. The miser opens it and finds ten thousand one hundred rupees. He accuses the farmer of keeping the reward for himself. He refuses to pay any reward. They argue and a quarrel breaks out. The farmer appeals to the judge. The judge listens to both sides. He asks to examine the purse. The purse is only large enough to hold ten thousand rupees. Therefore, it could not be the miser's purse. The judge declares the purse belongs to the farmer. The miser, due to his greed, ends up with nothing.



Direction: Read the story carefully, find the mistakes in narration and rewrite it after correction. Also suggest a suitable title for it.

Activity

Write a story using the given information.



Once A Liar, Always A Liar

- lived a - shepherd boy - village - used to take sheep
- and goats of the villager - meadow to - All the villagers
- satisfied - him as he attended the animals carefully.

One day, when the animals - grazing. He - of making fun - villagers - He - to the top of the mountain - cried, wolf, wolf! The villagers - sticks and rushed to the - to save - and When the boy - them, he - to laugh. After some days, he - same prank. The villagers again - help him but - no wolf, - were angry - and decided not - him future. One day, finally a wolf - there. The boy cried many - for - but there was - some animals an also the boy.

Moral Once a _____, always a _____.

Direction: Read the story carefully, find the mistakes in narration and rewrite it after correction. Also suggest a suitable title and moral for it.

Story

A slave in ancient Carthage has a cruel master. The slave runs away into the desert. He sleeps that night in a cave. He is awakened by a terrible roar. He sees a lion coming into the cave. He is terrified, but the lion is quite gentle. The lion holds up a wounded paw. The slave takes out a big thorn. The lion is grateful and wags his tail. The slave and the lion live together as friends. At last, the slave becomes homesick and goes back to Carthage. He is caught by his master. He is condemned by the judge to be thrown to a lion. Thousands go to the amphitheatre to see the man fight the lion. The same lion rushes to attack him but instead licks his feet. The governor sends for the slave. He hears his story. He frees the slave and gives him the lion.



Direction: Read the story carefully, find the mistakes in narration and rewrite it below after correction. Also suggest a suitable title for it.

Story - The Dove and the Bee

Once, a bee was drinking water from a lake. Suddenly, a huge wave came and took the bee. It began to flow along with the water current. The bee was about to drown.

A dove was sitting on the branch of a tree and saw all that. She plucked a leaf and threw it near the bee. The bee climbed onto it. It dried its wings and flew away. It thanked the dove, and they became good friends.

After some days, a hunter came there. He aimed at the dove sitting on the branch of a tree. When the bee saw that, it decided to help the dove. The bee stung the hunter's hand, and he missed his aim. The dove flew away, and thus, the bee saved its life.



Moral: Do good and have good.

Activity

The Ant and the Cricket

Direction: Read the story carefully, find the mistakes in narration and rewrite it below after correction. Also suggest a suitable title for it.

Once upon a time, there lives a cricket and an ant in the forest. When the spring season come, the cricket become very happy and enjoy it, not thinking about the winter. Meanwhile, the ant is busy collecting food. Time passed, and winter set in. There is no food for the cricket, and it become difficult to survive. The cricket think of the ant living nearby and go to the ant to ask for some food. The ant ask, "What were you doing in the summer?"

The cricket says, "I do nothing. I sing and enjoy."

The ant, surprise, says, "Now go and dance, for we ants neither lend nor borrow."

Moral: No pain, no gain.



Activity

ESSAY

A Useful Machine



Machines are useful for us. They are modern inventions of science. Different machines have made our lives easier. Machines not only save our time and money but also help us in every field of life. At home, we use different machines like washing machines, air conditioners, ovens, phones, refrigerators, computers, and so forth.

A computer is one of the greatest inventions of the 20th century. Computers have played an amazing role in our world. They are useful in schools, colleges, banks, and offices. They are also used for making movies and communication.

A computer is like a big dictionary that has a huge storage device where we can save large amounts of data, such as information, videos, pictures, games, and much more. We can also use it for big or small mathematical calculations very accurately. It is used to forecast information about the weather, print books and newspapers, diagnose diseases, etc.

By using the internet on a computer, we can search vast amounts of data. We can save a lot of time and effort by shopping online, paying bills, etc., through the computer. The invention of the computer has made many of our dreams come true. No doubt, it is a great and beautiful gift of science to mankind.

Activity

Write an essay on the given topic, "Independence Day".

Word Bank: blessing of Allah, came into being, English Calendar, Islamic 27th of Ramadan, reminds, blood of Muslims, subcontinent, religion, different ways, celebrating, flag raising, ceremony, tribute, preparation buntings, National Anthem, National songs, speeches, duties.

A Memorable Visit

Write an essay

Directions:

Introduction:

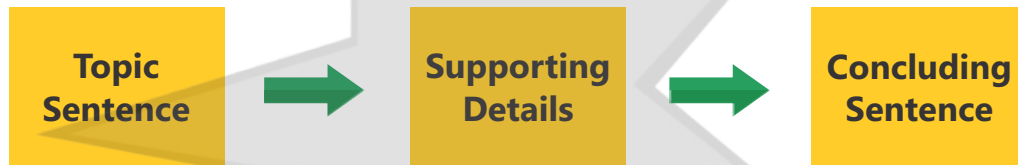
- i) Add quotation / proverb.
- ii) Importance of going out.
- iii) Different trips / visits you had.



Creative Writing

Topic and concluding sentences.

Every writing has a **topic sentences** (opening line) and a **concluding sentences** (closing line). The **supporting sentence** or details after topic sentence help to develop the main idea. These sentences give specific details related to topic sentence. Finally, the concluding sentence often restates or summarizes the main idea of the topic sentence.



Activity

Write an essay on the given topic, "A visit to A Haunted House".

Directions:

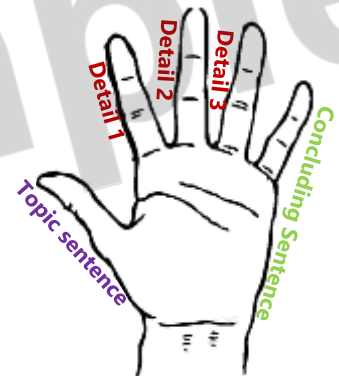
- Find a haunted house.
- Show your excitement and thrill.
- Explore the creepy mansion.
- Share your experience using word bank.

Word Bank: Creepy old mansion, doors creak, shadows, move, weird sounds, screams, abandoned rooms with old furniture and cobwebs, cold, stops, strange smell, exciting, thrilling, unforgettable.

Activity

Write the main idea and supporting details for each in a paragraph using five finger technique.

Main Idea	Supporting details
Importance of Water	- Essential for life - Its usage in our environment - Now to write in points stop water from wastage



Sequence Connectors:

(Note). To ensure the understanding of readers, writers need to clearly connect related thoughts and properly signal when one is shifting to another. Some of commonly used connectors are **moreover, further, in addition, next, afterwards, first, secondly etc.**

Activity

How do you make a pizza?

Directions:

- i) Use connectors like:
first of all secondly, thirdly, then afterwards, finally.
- ii) Mention the ingredients
- iii) State the procedure to make pizza
- iv) Tell about your experience.

Publishers
E-Sample

Activity

Write a letter to the manager of electronic appliances, complaining about a fault in the product you bought from them.

Word Bank: purchased, refrigerator, desired freezer, fridge, properly, indicate, replacement, warranty card, purchase slip, attached, faithfully

Directions:

- i) Start with details: name, address
- ii) Mention the product and purchase date
- iii) Start the issue with product
- iv) Request a resolution: repair or replace
- v) Attach proof of purchase

Activity

Write a Letter to the incharge of a Quiz Programme for permission to participate.

Word Bank: regular viewer, entertaining, appreciate knowledge, whole family, selection anticipation, faithfully

Directions:

- i) Request to guide the students
- ii) Ask permission for participation
- iii) Show your interest
- iv) State the purpose and benefits of participation.