REVISED EDITION

WOW!
GRAMMAR & COMPOSITION

LESSON PLANS

Eupheus Learning 100 YEARS
Chapter 1: Alphabetical Order

Learning Objectives:
After this lesson, learners shall be able to:
• know how to identify alphabetical order of letters as well as words
• use the skill to start working with a dictionary
• sort words out whose first three letters are similar
• learn how vowels help us spell and pronounce words
• learn about special letters like y and h

Introduction: to present the concept of alphabetical order as a recycle unit  Time 10 minutes
• Show students pictures of animals with different first-letter names. (baboon, leopard, and giraffe)
• Ask a student to record their names on the blackboard.
• Ss sort out the names alphabetically
• Show students pictures of things with different names, but with the same first letter. (chair, chalk, cake, etc.)
• Ss sort out the names alphabetically
• Zoom in on the pictures and definition on page 1.

Use: Ex 1  Time: 2 minutes
1. Ask students to attempt the task individually.
2. Ss can review it with peers before submitting answers.
3. Discuss the outcome keeping in mind the presentation activity above.

Introduction: Alphabetical order of Words  Time: 5 minutes
Aim: to teach the alphabetical order of words where each word begins with the same letter
• The teaching point is a confirmation of the outcome of the introductory activity.
• Ask students to organize the words parrot, peacock, and pigeon alphabetically.
• If they make a mistake, ask Ss to turn to page 2 and find their own remedial.

Use Time: 3 minutes
1. Follow up with Exercise 2
2. Ss attempt it in pairs and submit the results.
3. Discuss the answers in class.

Identification and Use  Time: 15 minutes
1. Bring a dictionary to class
2. Ask Ss to spot the words in Ex 2 in the dictionary.
3. Ss are to do this task in pairs.
4. Ss are to spend 10 minutes on this task.
5. Monitor the task by attending to individual Ss.
6. Ask students to silently read the words in Ex 3 (page 3)
7. Ask them to circle the first letter with a pencil
8. Ask them to then circle the second letter with a pencil
9. Tell students that: The first letter of these words is the same. To arrange these words in the alphabetical order, we look at their second letters: u e a o. (time: 10 minutes)
10. Follow up with Exercise 3
11. Ss attempt it in pairs and submit the results.
12. Discuss the answers in class.

**Exercise 4  Time: 5 mins**

1. Ask students to attempt the task individually.
2. Ss can review it with peers before sorting the completed words alphabetically
3. Discuss the outcome keeping in mind the presentation activity above.

**Vowels and Consonants: Introduction  5 minutes**

1. Play the concept animation on vowels and consonants from Class 3.
2. Write these forms on the board: pzzl • dctr • sndwch
3. Ask Ss to complete the words.
4. Tell Ss that 'These letters are **consonants**. We cannot form words with **consonants** alone.'
5. Ss read the examples and rules on pages 4-5.
6. Extend the activity with:
   Rle schl brd tchr stdnt
7. Remind Ss that on whatsapp and other IM platforms we delete the vowels while communicating.
8. Tell Ss that the most essential letters in a word are the consonants.

**Introduction: Special Letters  Time: 10 minutes**

1. Tell Ss some vowels and consonants don't behave in the usual manner.
2. Write the words which can be formed with **y** instead of a vowel. (this is because **y** has a vowel-like sound—**oi**)
3. Ask Ss to think of more words like the ones on page 5. (shy, fry, ply, etc.)
4. Read the words beginning with **h** on page 5.
5. Ask Ss to notice that the letter **h** is silent.
6. Ss extend this by thinking of more such words.
7. Follow up with Ex 5 and 6.
8. Ss attempt Ex 6 in pairs.
9. Discuss the answers in class.

**Extension Activity  Time: 10 minutes**

1. Photocopy a dictionary page.
2. Distribute the page in the class.
3. Ask Ss to look up any two words in the dictionary and circle them.
4. The pair of Ss who get the pair of words first say BINGO!
Chapter 2: Sentences

Total Time: 45 minutes

Learning Objectives:
After this lesson, learners shall be able to:
• know about forming sentences by using words in the right order
• distinguish between what is a sentence and what is not a sentence
• make different kinds of sentence and use them for communication

Introduction (Time: 12 minutes)

Aim: Teaching to notice meaningful syntax in sentences.

Write the following on the board.

a) purple grapes are The.
b) The strawberry is very small.
c) The watermelon has seeds.
d) sweet The is apple.

• Ask students if these make sense.
• They must underline the ones which make sense.
• Share the correct answers with the class.
• Then ask them if they can re-structure the ones which do not make sense.

Demonstrate using chalk diagrams to show how the words move around to make sense.

You can tell them, at this stage, that in each word the verb (in these cases is, are and has) follows the noun.

Remember: this presentation is not about what sentences are. This presentation is about how sentences need to make complete meaning.

Ask students to circle the capital letter in each sentence. Draw their attention to how the sentences begin with a capital letter.

Identification and Use (time: 10 minutes)

1. Ask students to attempt the task individually.
2. Ask them to first identify the doing words in each jumbled sentence.
3. Help them identify the subject-noun in each sentence.
4. In sentences c and d there are more than one verb; in sentence e the subject is a noun phrase

My favourite colour.

5. Then tell them that they need to put the verbs after the noun or phrases with nouns.
6. Let Ss then sort the words independently.
7. Ss can review it with peers before submitting answers.
8. Discuss the outcome keeping in mind the presentation activity above.

Introduction: Presenting sentence types (time: 5 minutes)

1. Write a question, a negative and an affirmative sentence on the board.
2. Tell students all three are sentences.
3. Read aloud the definition from page 7.

Use (time: 5 minutes)

1. Ask students to attempt the task individually.
2. Ss can review it with peers before submitting answers.
3. Discuss the outcome keeping in mind the presentation activity above.
**Follow Up**  (time: 10 minutes)

Read the punctuation rules about sentences on page 8.

**Use** (time: 3 minutes)

1. Ask students to attempt the task individually.
2. Ss can review it with peers before submitting answers.
3. Discuss the outcome keeping in mind the presentation activity above.

**Production**  (time: 10 minutes)

- Play the concept animation.
- Recall the punctuation and syntax rules.
- In mixed ability classrooms, focus on students who have struggled.
- Ask students to attempt the task individually.
- Ss can review it with peers before submitting their texts.

**Extension Activity**  (Time: 10 minutes)

1. Set up a small proof reading activity in groups.
2. Use the text below.
   
   ONCE upon a time a bit of paper blew into gobby’s garden? gobby was a pixie, and He ran to pick up the paper, for he didn’t like rubbish in his Garden

3. Discuss the outcomes keeping in mind the punctuation rules taught above
Chapter 3: Yes and No Questions

Learning Outcomes:
By the end of this chapter, students shall learn about
- Forming questions with “Is this...?”
- Forming questions with “Is/Are/Can/Have/Has/Do”
- Responding to questions described above
- Providing short replies

Introduction (time: 5 minutes)
1. Show classroom items to Ss.
2. Say sentences like ‘This is a chalk'; ‘These are pencils'; etc.
3. Then pick up more items and ask “Are these ...” or “Is this...”
4. Elicit responses as ‘yes' or ‘no.'
5. Ask Ss to read the examples and explanations on page 10.
6. Ss can produce their own pair of sentences linked to their context.

Identification and Use Time 10 mins
1. Confirm the learning by writing the questions: Is this a biscuit? Or Is this an orange? , etc.
2. Elicit the statement forms of these questions.
3. Show Ss how is/are/am/was/were shift and go before the noun or pronoun to form questions.
4. Circle the nouns and pronouns to point out that the position of is/am/are can only be before these nouns and pronouns.
5. Ss attempt Ex 1 by working in pairs.
6. Remind Ss to replace the full stop with a ? mark.
7. Discuss answers in class.

Introduction: Questions with auxiliaries (helping verbs) Time: 10 minutes
1. Ss read the definitions and examples of yes/no questions on page 11.
2. Replace these questions by asking authentic questions to students.
3. Also form questions with do/does.
4. Ask Ss to turn the questions to statements.
5. Ask Ss if they can spot verbs like be, can, has, have or had.
6. Elicit a negative response.
7. Remind them the rule: For statements without be, can, have, has or had, we use do or does to make questions.

Use: Time: 10 minutes
1. Ss work individually to solve Ex 2 on page 12.
2. Before recording their response ask them to identify the verbs—can, have, and is.
3. Allow Ss 1 minute to record their responses.
4. Discuss the answers using the iBook interactive tool.
5. Ss work in pairs while attempting Ex 3 on pages 12-13.
6. Ask Ss to begin recording their response by placing the verbs do, does, have, has, is, am, are, etc at the beginning of their answers.
7. They can then place the noun/pronoun.
8. The above instructions are expected to help them get the question syntaxes right.
9. Discuss answers in the classroom.

<table>
<thead>
<tr>
<th>Introduction: Short Questions</th>
<th>Time 10 mins</th>
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</thead>
<tbody>
<tr>
<td>2. Ss can form pairs to ask and answer these questions.</td>
<td></td>
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<tr>
<td>3. Follow up with Ex 4 where Ss provide authentic responses.</td>
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<tr>
<td>4. Monitor for accuracy and fluency.</td>
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</table>

<table>
<thead>
<tr>
<th>Production</th>
<th>Time 10 mins</th>
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</thead>
<tbody>
<tr>
<td>1. Play the concept animation.</td>
<td></td>
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<tr>
<td>2. Students study the table on page 14—in pairs.</td>
<td></td>
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<tr>
<td>3. They are reminded of forming questions by using the Is/Am/Are/Can/Has/Have/Do/Does/Was/Would+noun/pronoun+main verb+rest of the sentence form.</td>
<td></td>
</tr>
<tr>
<td>4. Write the above form on the board.</td>
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<tr>
<td>5. Encourage Ss to respond with short answers.</td>
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<tr>
<td>6. Monitor for accuracy and fluency—provide feedback</td>
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</tbody>
</table>

**Extension Activity**

1. As the chapter has several comprehensive tasks where students learn in a participatory and constructivist manner we needn’t have an extension activity. However, attempting the listening and speaking worksheet will increase communicative felicity.
Chapter 4: Question Words

Learning Objectives
After studying this chapter students will be able to:

• Know the function of question words like **who**, **what**, **where**, **which**, **when**, **how** and **why**
• Be able to ask questions using these words and also elicit answers.

**Introduction**
(Time 10 minutes)

1. Point to a child and ask ‘Who is this?’
2. Point to a book and ask ‘What is this?’
3. Elicit answers.
4. Then, write these lines on the board:
   - This is a book.
   - That is …. (name a student in your class.)
5. Ask learners to read the definitions and examples on page 15 (till Exercise 1).
6. Then elicit the questions for the statements you have written.
7. Allow productive errors and peer reviews.
8. Re-read the definitions or zoom in on them in the ebook.

**Identification and Use**
(time: 10 minutes)

1. Write QULAS on the board:
   QU=Question Word
   LA= little action words like (is, are, do, did, was, were, have, have, had)
   S=Subject of the question (could be a noun or a pronoun)
2. Then write:
   Who=Question Word
   is= Little Action Word
   your favourite teacher=subject of the question.
3. Ask students to attempt the Ex 1 on pages 15-16 individually.
4. Ss can review it with peers before submitting answers.
5. Discuss the outcome keeping in mind the Introduction activity above.
6. As remedial, use the ebook highlighter tool to highlight the nouns in each sentence and say/write: people = who; things= what)
7. Ask Ss who scored less than full marks to re-attempt with peer help.
8. Ask students to attempt the task individually.
9. Ss can review it with peers before submitting answers.
10. Discuss the outcome keeping in mind the Introduction activity above.
11. Form mixed ability pairs for Exercise 3.
12. Allow productive errors
13. Feedback the Ss post-activity
14. Ensure answers are authentic

**Which, where, and when**

**Introduction**
(10 minutes)

1. Choose 2 students and take one of their books
2. Ask them to come near the board and stand in front of the class.
3. Show them the books.
4. Ask “Which book is yours?”
5. SS are to respond by saying ‘This one is mine.”
6. Form groups of three and they can take turns to repeat what you have demonstrated (with one student playing the role of a teacher.)
7. Read out the definition on page 16.
8. The Ss read more examples.

**Use (time: 5 minutes)**

1. Ask students to attempt Exercise 4 individually.
2. Before beginning the task they look at the pictures for one minute.
3. Ss can review it with peers before submitting answers.
4. Discuss the outcome keeping in mind the Introduction activity above.

**Identification: Questions with where**  
(10 minutes)

1. Ask students to look around in the classroom
2. Frame questions with where about position of things in the class and elicit answers.
3. Zoom in on the definition and examples in the ebook (page 18)
4. Write on the board \[ \text{PLACE} = \text{WHERE (QUESTION WORD)} \]
5. Ask students to frame questions with where
6. Allow productive errors

**Use (time: 5 minutes)**

1. Ask students to attempt Ex 5 in pairs.
2. They can look at the picture for 1 minute before attempting the question.
3. Remind students to use position words they have already learned. If need be, write some of the position words on the board.
4. Ss can review it with peers before submitting answers.
5. Discuss the outcome keeping in mind the Introduction activity above.

**Introduction: Questions with when**  
(10 minutes)

- If possible bring a calendar and a table clock
- Frame questions with when about time and date.
- Zoom in on the definition and examples in the ebook (page 18)
- Write on the board \[ \text{Time and Date} = \text{WHERE (QUESTION WORD)} \]
- Ask students to frame questions with where
- Allow productive errors

**Use**  
(10 minutes)

1. The key to framing right questions for this task is to get the verb in the question right.
2. In case students struggle while attempting Ex 6 on their own supply the answers and teach them how to frame the questions.
   a. Repeat the mnemonic QULAS and say that often a main doing word comes after the S (subject of the question.)
   b. When=Question word
   c. does=Little action word
   d. Tina=subject of the question
   e. +
   f. study= main action/doing word
   g. (Action words are also doing words)
3. Solve the first example. Point out that after go (main/proper doing word) the rest of the information ‘to the fair’ appears. Then can copy this from the answer.

4. Point out that did is used with the simple form of the doing word—go.

5. Ask students to attempt the task in pairs.

6. Point out that the answer should not appear in the question. Cross out—last evening, on 7June, tonight, and ‘every Sunday’ using the pencil tool in the ebook.

7. Ask students to attempt the Ex 7 individually.

8. Ss can review it with peers before submitting answers.

9. Discuss the outcome keeping in mind the Introduction activity above.

### Introduction: How and Why

<table>
<thead>
<tr>
<th>Time: 10 minutes</th>
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<tbody>
<tr>
<td>1. Ask students questions with how and why</td>
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<tr>
<td>2. Zoom in on the definition and examples in the ebook (page 19)</td>
</tr>
<tr>
<td>3. Ask students to frame questions with how and why</td>
</tr>
<tr>
<td>4. Allow productive errors.</td>
</tr>
<tr>
<td>5. Ask students to revisit the examples in case they have made too many errors.</td>
</tr>
</tbody>
</table>

### Use (time: 15 minutes)

| 1. Before beginning the task tell students that the task will involve why, what, when, which, and how. |
| 2. Ask students to attempt Ex 8 individually. |
| 3. Ss can review it with peers before submitting answers. |
| 4. Discuss the answers and responses. |
| 10. Ask students to attempt Ex9 individually. |
| 11. Tell Ss they need to recap the rules (which=choice; how= way we do something; why =reason, etc.) |
| 12. Solve the first question. (accept when as an answer apart from how) |
| 13. Ss can review it with peers before submitting answers. |
| 14. Discuss the answers and responses. |
| 15. Ask Ss to study the answers before they attempt the question. |
| 16. Underline the key information in each question, using the ebook highlight tool (name is Anika, stay in India, eight years old, is my favourite teacher, is in May) |
| 17. Tell them that the first step is to identify the question word |
| 18. The next step is recall and use of the mnemonic QULAS |
| 19. Allow peer review |
| 20. Discuss responses and answers. Connect them to QULAS. |

### Production

<table>
<thead>
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<th>Time: 10 minutes</th>
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<tbody>
<tr>
<td>1. Form mixed-ability pairs.</td>
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<tr>
<td>2. Elicit authentic answers to the questions.</td>
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<tr>
<td>3. Reverse the roles to ensure two set of responses.</td>
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</tbody>
</table>

### Extension (Time: 20 minutes)

| 1. Tell students that they are preparing information on a topic for the school diary, history, environment, computers or even English |
| 2. Students in groups or pairs brainstorm a list of six to eight frequently asked questions on the subject. They use the question forms taught here. They avoid yes/no questions. |
| 3. The whole class pool their questions and discuss them. |
| 4. Students prepare the answers in the next lesson. |
REVISED EDITION

GRAMMAR & COMPOSITION

WORKSHEETS
Chapter 1

Alphabetical Order

1. Arrange the following words in the alphabetical order.

<table>
<thead>
<tr>
<th>a) book</th>
<th>pencil</th>
<th>cup</th>
<th>scale</th>
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<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>b) corn</th>
<th>broccoli</th>
<th>onion</th>
<th>mushroom</th>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>c) pigeon</th>
<th>peacock</th>
<th>parrot</th>
<th>pheasant</th>
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</table>

<table>
<thead>
<tr>
<th>d) blackbuck</th>
<th>baboon</th>
<th>buffalo</th>
<th>bear</th>
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</table>
2. Read the pair of words provided and use a dictionary to write two other words that will come between them.

a) bowl  _______  _______  butterfly

b) rain  _______  _______  rent

c) mango  _______  _______  melon

d) nest  _______  _______  notebook
Chapter 2
Sentences

1. Rearrange the following words to form meaningful sentences. Add a capital letter wherever needed.

a) friends David I and are

b) student Piya a good is

c) belongs Max The to laptop

d) mangoes I eat like to

e) watching movie She a is

f) to going Jack's are house We
2. Look at the pictures given below. Write as many sentences as you can to describe them.

![Picture of children playing]

________________________

________________________

________________________

________________________

________________________

________________________

________________________

________________________
Chapter 3
Yes or No Questions

1. Rearrange these words to form questions.

a) The school is close to the park.

b) You were late last night.

c) She will travel to Paris next week.

d) You can drive the car.

e) They are going to call me.

f) Sam is an American citizen.
2. Fill in the blanks with the correct question words. Choose from the ones given below.

<table>
<thead>
<tr>
<th>Am</th>
<th>Is</th>
<th>Are</th>
<th>Do</th>
<th>Does</th>
</tr>
</thead>
</table>

a) ____ I invited?  
b) ____ that chair broken?

c) ____ the puppy like milk?  
d) ____ we waiting for Jane?

e) ____ you live with your sister?  
f) ____ they need any help?

g) ____ the children hungry?  
h) ____ this allowed?

3. Write a suitable question for the answers given below.

a) ___________________________  Yes, I am.

b) ___________________________  No, we are not.

c) ___________________________  Yes, she is.

d) ___________________________  No, he is not.

e) ___________________________  Yes, he will.

f) ___________________________  No, you can't.

4. Match the questions with the answers. Write the number in the space.

a) ____ Do they have a green car?  i) Yes, he can.

b) ____ Is father in the garden?  ii) Yes, they are.

c) ____ Are the dogs trained?  iii) Yes, she does.
d) ___ Can the boy swim?    iv) Yes, you are.

e) ___ Am I your friend?    v) Yes, they do.

f) ___ Does Mini eat bananas?    vi) No, he is not.

5. Complete the answers of these questions.

a) Have you got a brother?    Yes, ____________.

b) Does she speak English?    No, ____________.

c) May I get a glass of water?    Yes, ____________.

d) Is it your bag?    No, ____________.

e) Can he fly a kite?    Yes, ____________.

f) Are they from India?    No, ____________.

g) Do you read storybooks?    Yes, ____________.

h) Will I get an answer?    Yes, ____________.
Chapter 4
Question Words

1. Tick the correct answers for the questions.

a) What are you looking for?  
   My keys/My mother

b) How many chapters have you revised?  
   Six chapters/English

c) Why are you going to the doctor?  
   My hand hurts/Dr Chopra

d) When does the match start?  
   At 4’o clock/In the stadium

e) Where do you live?  
   In New Delhi/A box

f) Who teaches you French?  
   Mr Nickson/Twice a week

2. Complete the questions with the correct question words. Use the answers as clues.

a) _________ pen do you want?  
   The blue one.

b) _________ will you go home?  
   At 6:30.

c) _________ is she going?  
   To watch a movie.

d) _________ are you upset?  
   I did not write my test well.
e) _________ are you writing to?  My friend Johnny.

f) _________ is that square thing?  It's a speaker.

3. Tick the correct question words.

a) When/Who is Jack's birthday?

b) What/Who is picking you from school today?

c) Which/When does the shop open?

d) Where/What is my red shirt, Mum?

e) How many/How sides are there in a triangle?

f) What/Why is your mother's name?

g) What/How is your favourite colour?

h) Which/Why is the teacher upset with you?

4. Write questions for these answers.

a) __________________________  I am feeling much better.

b) __________________________  I am going to the gym.

c) __________________________  English, of course.

d) __________________________  They are our neighbours.

e) __________________________  The brown dog is mine.
5. Form questions and match them with the best answers. Mark them with the same number. One has been done for you.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Answers</th>
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</thead>
<tbody>
<tr>
<td>a) What</td>
<td>d) <strong>do dolphins live?</strong></td>
<td>_____ At 9 pm.</td>
</tr>
<tr>
<td>b) Who</td>
<td>_____ are you laughing?</td>
<td>_____ I want have rice and daal.</td>
</tr>
<tr>
<td>c) When</td>
<td>_____ days are there in a week?</td>
<td>_____ I like both.</td>
</tr>
<tr>
<td>d) Where</td>
<td>_____ do you want to eat?</td>
<td>d) <strong>In the ocean.</strong></td>
</tr>
<tr>
<td>e) How many</td>
<td>_____ do you play chess with?</td>
<td>_____ Seven days.</td>
</tr>
<tr>
<td>f) How old</td>
<td>_____ do you have dinner?</td>
<td>_____ It is 7 years old.</td>
</tr>
<tr>
<td>g) Why</td>
<td>_____ bag do you like?</td>
<td>_____ Because it's funny.</td>
</tr>
<tr>
<td>h) Which</td>
<td>_____ is your dog?</td>
<td>_____ With my father.</td>
</tr>
</tbody>
</table>
Chapter 1: Alphabetical Order

1. a) book; cup; pencil; scale
   b) broccoli; corn; mushroom; onion
   c) parrot; peacock; pheasant; pigeon
   d) baboon; bear; blackbuck; buffalo

2. Answers may vary.

Chapter 2: Sentences

1. a) David and I are friends.
   b) Piya is a good student.
   c) The laptop belongs to Max.
   d) I like to eat mangoes.
   e) She is watching a movie.
   f) We are going to Jack’s house.

2. Answers may vary.

Chapter 3: Yes or No Questions

1. a) Is the school close to the park?
   b) Were you late last night?
   c) Will she travel to Paris next week?
   d) Can you drive the car?
   e) Are they going to call me?
   f) Is Sam an American citizen?

2. a) Am   b) Is   c) Does
    d) Are   e) Do   f) Do
    g) Are   h) Is

3. Answers may vary.

4. a) (v)   b) (vi)   c) (ii)
    d) (i)   e) (iv)   f) (iii)

5. a) Yes, I have.
    b) No, she does not.
    c) Yes, you may.
    d) No, it is not.
    e) Yes, he can.
    f) No, they are not.
    g) Yes, I do.
    h) Yes, you will.

Chapter 4: Question Words

1. a) My keys   b) Six chapters
    c) My hand hurts   d) At 4’o clock
    e) In New Delhi   f) Mr Nickson

2. a) Which   b) When
    c) Where   d) Why
    e) Who   f) What

3. a) When   b) Who   c) When
    d) Where   e) How many   f) What
    g) What   h) Why

4. a) How are you feeling?
    b) Where are you going?
    c) Which is your favourite subject?
    d) Who are they?
    e) Which dog is yours?

5. a) What do you want to eat? I want have rice and daal.
    b) Who do you play chess with? With my father.
    c) When do you have dinner? At 9 pm.
    d) How many days are there in a week? Seven days.
    e) How old is your dog? It is 7 years old.
    f) Why are you laughing? Because it’s funny.
    g) Which bag do you like? I like both.
WOW! Grammar & Composition

Answer Keys
Chapter 1: Alphabetical Order

Wow English Grammar
Answer Keys
Grade 3 Ch 1

1. a) a c j t z     b) b f l p s
   c) a g h q y     d) b e n r w
   e) d f k v x
2. b; h; m; p
   bell; hill; man; pencil
3. b) aunt; girl; uncle; wife
   c) beak; bird; boat; bull
   d) hat; hen; house; hut
   e) bat; cat; dog; rat
4. b) n     c) a
   d) d     e) e
   f) d/f     g) a
   h) s     i) i
   j) o     k) n

Alphabetical order:
cupboard; donkey; face; morning; picture;
prince; shoe; soda; table; umbrella; window

5. b) banana     c) cherry
   d) lemon     e) mango
   f) orange     g) pear
   h) strawberry     i) tomato
   j) watermelon
6. Answers may vary. Sample answers:
m: mango;     l: lion;
d: dog;     b: boy
7. clown: a person who performs to make people laugh
   island: a piece of land that is surrounded by water
   kitten: a baby cat library: a room in a house or school
   used for storing books picnic: eating a meal outside
   scarf: a piece of cloth that you wear around
   your neck trousers: kind of pants
8. a) v a n     b) t u b
   c) w e t     d) l o c k
   e) m o u s e     f) b i r d

Chapter 2: Sentences

Wow English Grammar
Answer Keys
Grade 3 Ch 3

1. c)
2. a) Mum made a sandwich for me.
   b) Susan bought a dress from the shop.
   c) Nina loves to read books.
   d) Ravi enjoys watching television.
   e) My favourite colour is yellow.

3. a) (?) Q     b) (.) S
   c) (?) Q     d) (.) S
   e) (?) Q     f) (.) S
4. a) I have a new bike.
   b) Where do you live?
   c) Sara’s team won the game.
   d) I will turn eight in September.
   e) Do you like chocolate ice cream?
5. Answers may vary. Sample answers:
The man is playing the guitar.
The woman is drinking juice.
They are sitting on a purple mat.

Chapter 3: Yes or No Questions

Wow English Grammar
Answer Keys
Grade 3 Ch 3

1. b) Are we going for a picnic today?
   c) Will Grandma visit us on Thursday?
   d) Is Diwali in October this year?
   e) Was Monty scared to go on the roller coaster?
   f) Were the children happy to see their parents?

2. b) Have     c) Can
   d) Are     e) Is
   f) Have
3. b) Have you got a computer?
   c) Are there lizards in your classroom?
   d) Do you get up early?
   e) Has your teacher got a computer?
   f) Is there an orange in your basket?
4. Answers may vary. Sample answers:
a) Yes, I can.     b) Yes, I have.
   c) Yes, there are.     d) Yes, I do.
   e) Yes, she has.     f) No, there isn’t.
5. Answers may vary. Sample answers:
   • Does your brother ride a bicycle?
   • Have you been to the zoo?
   • Do your parents swim?
   • Is she your favourite teacher?
   • Would you like to watch a movie?
Chapter 4: Question Words

Wow English Grammar
Answer Keys
Grade 3 Ch 4

1. b) what  c) who
d) what  e) who
f) who  g) what

2. b) What is your Mum's name?
c) Who is your best friend?
d) What do you eat for breakfast?
e) What have you got in your bag?
f) Who do you travel to school with?

5. Answers may vary. Sample answers:
a) Mrs Bose  b) Diana
c) Radhika  d) cereal
e) notebook  f) Mum

4. Jayant; John; Tina; Ivy; Sunny

6. a) When did you go to the fair?
b) When is Reema's birthday?
c) When are you leaving for the airport?
d) When does Sam take his son to the park?

7. a) (iv)  b) (v)
c) (i)  d) (ii)
e) (iii)

8. a) Why  b) How
c) When  d) Why
e) When  f) How many
g) Where  h) Why

9. a) When/Where/How  b) How many
c) When  d) What  e) Where f) Who
g) Which  h) How
i) Why

10. a) What is your name?
b) Where do you stay?
c) How old are you?
d) Who is your favourite teacher?
e) When is your birthday?