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- WOW! Social Studies
- WOW! EYES

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Dr Sujata Sahu
WOW! GRAMMAR & COMPOSITION

LESSON PLANS
Chapter 1: Alphabetical Order

Learning Objectives:
By the end of this lesson, the students will be able to:
- identify the 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 the same.
- recognize how vowels help us spell and pronounce words.
- understand the use of special letters such as y and h.

Introduction

Time: 10 minutes

1. Tell students that the aim is to present the concept of alphabetical order as a recycle unit.
2. Show the students some pictures of animals whose names start with different first letters.
   For example: baboon, leopard, and giraffe.
3. Ask a student to write the names on the board.
4. Ask all the students to sort out the names alphabetically.
5. Next, show some pictures of things whose names start with the same letter.
   For example: chair, chalk, cake, etc.
6. Ask the students to sort out the names alphabetically.

Use

Exercise 1

Time: 2 minutes

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

Introduction

Time: 5 minutes

Alphabetical order of words

Aim: To teach the alphabetical order of words where each word begins with a unique letter.
- The teaching point is a confirmation of the outcome of the activity.
- Ask the students to organize the words parrot, peacock, and pigeon alphabetically.
- If they make a mistake, ask the students to turn to Page 2 and find the remedial.

Use

Time: 3 minutes

1. Follow up with Exercise 2.
2. Ask the students to attempt it in pairs and submit the answers.
3. Discuss the answers in class.

Identification and Use

Time: 15 minutes

1. Bring a dictionary to class.
2. Ask the students to spot the words in Exercise 2 in the dictionary.
3. Let the students do this task in pairs. They should not spend more than 10 minutes on this task.
4. Monitor the task by attending to individual students.
5. Ask the students to look at the words in Exercise 3.
6. Ask them to circle the first letters of the words with a pencil.
7. Ask them to then circle the second letters with a pencil.
8. Tell the students that the first letter of these words is the same. To arrange these words in the alphabetical order, we have to look at their second letters.
9. Ask the students to complete Exercise 3.
10. Let the students attempt it in pairs and submit the answers.
11. Discuss the answers in class.

**Exercise 4**

<table>
<thead>
<tr>
<th>Time: 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask the students to attempt the task individually.</td>
</tr>
<tr>
<td>2. The students can review it with peers before submitting the answers.</td>
</tr>
<tr>
<td>3. Discuss the outcome keeping in mind the presentation above.</td>
</tr>
</tbody>
</table>

**Vowels and Consonants**

<table>
<thead>
<tr>
<th>Time: 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write these letters on the board: pzzl dctr sndwch</td>
</tr>
<tr>
<td>2. Ask the students to complete the words.</td>
</tr>
<tr>
<td>3. Explain to the students that we cannot form words with consonants alone. Hence we need to add vowels to the letters to form words.</td>
</tr>
<tr>
<td>4. Ask the students to read the examples and rules on Pages 4–5.</td>
</tr>
<tr>
<td>5. Extend the activity by asking the students to form words by adding vowels to these letters: schl brd tchr stdnt</td>
</tr>
</tbody>
</table>

**Introduction: Special letters**

<table>
<thead>
<tr>
<th>Time: 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tell the students that some vowels and consonants don’t behave in the usual manner.</td>
</tr>
<tr>
<td>2. Talk about the letter y. Write some words on the board, which can be formed with y instead of a vowel. Explain that this is because the letter y has a vowel-like sound—oi.</td>
</tr>
<tr>
<td>3. Ask the students to think of more words like the ones on Page 5 (shy, fry, ply, etc.).</td>
</tr>
<tr>
<td>©Proficiency Learning Solutions</td>
</tr>
<tr>
<td>4. Read the words beginning with h on Page 5.</td>
</tr>
<tr>
<td>5. Ask the students to notice that in these words the letter his silent.</td>
</tr>
<tr>
<td>6. Ask the students to think of more such words.</td>
</tr>
<tr>
<td>7. Follow up with Exercises 5 and 6.</td>
</tr>
<tr>
<td>8. Let the students attempt Exercise 6 in pairs.</td>
</tr>
<tr>
<td>9. Discuss the answers in class.</td>
</tr>
</tbody>
</table>

**Extension Activity**

<table>
<thead>
<tr>
<th>Time: 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Photocopy a dictionary page.</td>
</tr>
<tr>
<td>2. Distribute the page in the class.</td>
</tr>
<tr>
<td>3. Divide the students into pairs. Pick any two words from the dictionary page and ask the students to look for them and circle them.</td>
</tr>
<tr>
<td>4. The pair who finds the words first says BINGO!</td>
</tr>
</tbody>
</table>
# Chapter 2: Sentences

**Learning Objectives:**

By the end of this lesson, the students will be able to:

- form sentences by using words in the right order.
- distinguish between what is a sentence and what is not a sentence.
- use punctuation in sentences.
- identify and remedy sentence fragments.
- make different kinds of sentence and use them for communication.

## Introduction

**Time: 12 minutes**

1. Refer to the textbook and write the group of words arranged in two ways on the board.
2. Read the definition of a sentence in class.
3. Ask the students to form pairs and read the following sentences from the textbook:
   - **Statement:** I don't think it will rain.
   - **Question:** Do you think it will rain?
4. Extend the above step with two more pairs of statements and questions.
   - **Statement:** I like mangoes.
   - **Question:** Do you like mangoes?
   - **Statement:** We don't want to eat now.
   - **Question:** Do you want to eat now?

## Identification and Use

**Time: 10 minutes**

1. Ask the students to attempt Exercise 1 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. Then tell them that they need to put the verbs after the noun or phrases with nouns.
5. Let the students then sort the words independently. Allow them to review it with peers before submitting the answers.
6. Discuss the outcome keeping in mind the presentation above.

## Introduction: Comma

**Time: 5 minutes**

1. Write a sentence with a list of items on the board.
2. Ask the students to read out the sentence.
3. Clap every time they pause.
4. Tell them that a comma stands for pause in natural speech.
5. Read the definition of a comma and examples from Page 7.

## Use

**Time: 5 minutes**

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

## Follow Up

**Time: 10 minutes**

1. Read the comma rules given on Page 7.
2. Form pairs. Student 1 reads a sentence with two thoughts and Student 2 reads a sentence with a single thought.
3. Monitor the pauses taken by each student.
4. Remind the students that for each pause we need to input a comma.
5. Ask the students to work on Exercise 3 individually.
6. Discuss the answers in class.

**Introduction: Sentence fragment**

<table>
<thead>
<tr>
<th>Time: 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask the students to read the example sentences on Page 8.</td>
</tr>
<tr>
<td>2. Put forward an example of a complete sentence.</td>
</tr>
<tr>
<td>3. Read out the definition of a sentence fragment and help the students identify the difference between a fragment and a sentence.</td>
</tr>
<tr>
<td>4. Follow up with Exercise 4. Let the students attempt it individually. Tell the students that in a fragment we often skip mentioning the doer of the action, but a complete sentence must have the doer of the action (a noun or a pronoun) and a verb.</td>
</tr>
<tr>
<td>5. Remind the students that in conversations we often use fragments because the doer of the action is known to the speakers and there is little need for naming them in speech.</td>
</tr>
</tbody>
</table>

**Production**

<table>
<thead>
<tr>
<th>Time: 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recall the punctuation and syntax rules.</td>
</tr>
<tr>
<td>• Let the students attempt Exercise 5 individually and Exercise 6 in pairs.</td>
</tr>
<tr>
<td>• Allow the students to review the responses with peers before submitting their answers.</td>
</tr>
<tr>
<td>• In mixed ability classrooms, focus on the students who have struggled.</td>
</tr>
</tbody>
</table>

**Extension Activity**

<table>
<thead>
<tr>
<th>Time: 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write lists of things on the board.</td>
</tr>
<tr>
<td>2. Ask the students to form sentences using those words, commas, and other punctuation marks.</td>
</tr>
<tr>
<td>3. The student who is first to come up with a sentence shouts BINGO! Let that student step aside and not play anymore.</td>
</tr>
<tr>
<td>4. Change the list and repeat the activity for the rest of the class.</td>
</tr>
</tbody>
</table>
# Chapter 3: Plural’s and Possessive ‘s, Of

## Learning Objectives:

After the end of this lesson, you will be able to:

- talk about possession using plural and singular nouns and the apostrophe ‘
- distinguish between ‘s and s’ while writing
- distinguish between ‘s and use of phrases with of while talking about possession/belonging
- distinguish between the plural s and possessive ‘s

## Learning Scheme

1. Help learners know about possessive ‘s and s’ through examples and tasks.
2. Help learners distinguish between plural and singular subjects while using the apostrophe through examples.
3. Help learners use compound subjects (Farhan and Rahul)’s
4. Help learners learn that—When we talk about something that does not belong to a person or animal, but is part of another thing, we do not use ‘s. We usually use a phrase with of through examples and exercises
5. Introduce and assess the learners’ ability to distinguish between plural s and possessive ‘s

### Introduction

**Time: 10 minutes**

1. Show the pictures and tell learners that need to notice who has ordered what.
2. Write the names of the characters and the things they ordered.
3. Show how the ‘s has been used in singular/plural cases.
4. Ask students to read the rules and elicit more examples of similar sorts.
5. Explain the use of of for things. Elicit more examples.

### Exercise

**Time: 5 minutes**

1. Complete Exercises 1-2 with students.
2. Discuss the answers.

**Talking about possession: Additional Rules and exercises**  
**Time: 15 minutes**

1. Write the name of two students from your class on the board.
2. Ask for one of their textbooks.
3. Tell your class that what you have is: A and B's textbook (NOT A's and B's textbook). Write the same on the board.
4. Tell students that when one thing belongs to two people—the rule of use is X and Y's +noun
5. Read the rules and examples from the book.
6. Elicit similar examples from the students.
7. Tell students that When we talk about something that does not belong to a person or animal, but is part of another thing, we do not use 's. We usually use a phrase with of.
8. Elicit more examples (apart from those within the book) from the students.
9. Encourage students to complete Exercises 3-6 individually.
10. Discuss the answers.
11. Focus on the Remember Box on page 14.
12. Help students complete Exercise 7 individually.
13. Discuss the answers in class.

### Extension Activity

**Time: 15 minutes**

1. Draw this chart on a clean board.
<table>
<thead>
<tr>
<th>The uniform of the football player 1</th>
<th>The legs of the table 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The leaves of the tree 2</td>
<td>The wheels of the bicycles 6</td>
</tr>
<tr>
<td>The tree house belonging to Trek 3</td>
<td>The book belonging to Tess and Jess 7</td>
</tr>
<tr>
<td>The car belonging to Jonas 4</td>
<td>The house belonging to the Mukherjees 8</td>
</tr>
</tbody>
</table>

2. Form groups of 4-5 students depending on class size (ensuring this is a whole-class activity)
3. Take a soft ball or a shuttle cock.
4. Throw the shuttle cock in the class and say any number between 1 to 8.
5. The group that gets the shuttle cock walks up to the board and rewrites the statement against their number using ‘s if applicable. [Example: The group with number 8 writes: The Mukherjees’ house].
6. Duplicate the chart above and continue the activity.
Chapter 4: Kinds of Sentences

Learning Objectives:
By the end of this lesson, the students will be able to:
• identify sentence types: assertive, interrogative, and imperative.
• punctuate each kind of sentences.
• understand the difference between positive and negative sentences.
• transform positive sentences to negative, and vice versa.
• apply the learning while reading, writing, and communicating.

Lesson Scheme

Introduction: Different kinds of sentences
Time: 10 minutes
1. Tell the students that they are going to learn about interrogative, assertive, and imperative sentences.
2. Ask the students to read the example sentences aloud.
3. The students should be able to identify the difference in tone and pace of speech to understand how the nomenclatures pertain to both speaking and writing.
4. Alert the students to the fact that imperatives often don't have an explicit mention of the subject.
5. Extend the session by adding more example sentences for each kind and analyzing them.

Identification
Time: 5 minutes
1. Ask the students to read the sentences of Exercise 1.
2. Let them attempt the exercise on their own and then check responses with peers.
3. The students should be able to explain their choices.
4. Discuss the answers in class later.

Identification and Use
Time: 10 minutes
1. Ask the students to read the sentence stems in Exercise 2 to decide what kind of sentences they are and think about how to complete them.
2. Help the students identify each sentence type.
3. Tell them that the stems that do not have a subject are imperatives and the ones which begin with an auxiliary or a question word are questions.
4. The rest of the sentences are assertive sentences.
5. Once the identification is over, ask the students to complete the sentences.
6. Let them then proceed to complete the table on Page 14.

Introduction: Positive and negative sentences
Time: 5 minutes
1. Form pairs of students and ask them to read aloud the example sentences from Page 14 (one partner reads the positive and the other reads the negative sentence).
2. Read aloud the definition from the definition box.
3. Write a few more examples on the board.
4. Ask the students to use the indicators mentioned in the definition (no/not) to identify if the sentences are negative or positive.
6. Ask the students to form sentences with each verb type. Let them work in pairs.
<table>
<thead>
<tr>
<th>Identification and Use</th>
<th>Time: 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask the students to read the sentences in Exercise 3.</td>
<td></td>
</tr>
<tr>
<td>2. Ask them to work in pairs and complete the task.</td>
<td></td>
</tr>
<tr>
<td>3. Discuss the answers in class.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consolidation and Production</th>
<th>Time: 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use an active story from Fiction Express.</td>
<td></td>
</tr>
<tr>
<td>2. Choose a paragraph and zoom in on it.</td>
<td></td>
</tr>
<tr>
<td>3. Ask a student to read the paragraph aloud.</td>
<td></td>
</tr>
<tr>
<td>4. The students can then identify the sentence types and complete Exercise 4.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extension Activity</th>
<th>Time: 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Play sentence tennis.</td>
<td></td>
</tr>
<tr>
<td>2. Divide your class into two groups.</td>
<td></td>
</tr>
<tr>
<td>3. One group represents a sentence type (say positive) and the other group represents another sentence type (say negative).</td>
<td></td>
</tr>
<tr>
<td>4. Members of the “positive sentence” group will shout out sentences that are positive.</td>
<td></td>
</tr>
<tr>
<td>5. Members of the “negative sentence” group will transform the same sentence to negative.</td>
<td></td>
</tr>
<tr>
<td>6. After a point, the groups reverse roles and continue playing.</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 1
Alphabetical Order

1. Arrange the following words in an alphabetical order.
   a) Soup   Promise   Television   Rosary

   b) Cattle   Actor   Greenery   Justify

   c) Room   Poster   Shells   Cost

   d) Heater   Garage   Toaster   Computer

2. Arrange the words as they would appear in the dictionary.
   a) Dentist   Drunk   Door   Dusty

   b) Robot   Running   Roast   Raise

   c) Submit   Sauce   Select   Story

   d) Tumble   Tremble   Tucked   Trouble
3. Read the pair of words provided and use a dictionary to write two other words that will come between them.

a) poem ________________ pull

b) rose ________________ rumble

c) action ________________ automobile

d) border ________________ rush

4. Write three words that start with:

a) The vowels a or e

i) ___________ ii) ___________ iii) ___________

b) The vowel i

i) ___________ ii) ___________ iii) ___________

c) The vowel o

i) ___________ ii) ___________ iii) ___________

d) The vowel u

i) ___________ ii) ___________ iii) ___________
Chapter 2
Sentences

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

a) cross the school building did you?

b) in the vase arrange the flowers.

c) seen my blue pen have you?

d).went for a walk in the park my dogs.

2. Place commas in the correct places.

a) I had toast eggs and juice for breakfast.

b) I saw a tiger lion and a hippopotamus at the zoo.
c) We took a trip to Italy. We went to museums the beach and a vineyard.

d) My mum and I went to the supermarket and bought fruits vegetables and soap.

3. Read these words. Write S if it is a complete sentence and F if it is a sentence fragment.

a) I saw a shooting star.  
   ______

b) Went to bed.  
   ______

c) We wanted to go home.  
   ______

d) Rainy day today.  
   ______

4. Add a few words of your own to turn these sentence fragments into complete sentences. Some words have been provided in brackets to help you. Use articles as necessary.

a) Jumped for joy. (Girl)

b) Barked all night long. (Dog)

c) At the restaurant. (Party)

d) Slept till noon. (Father)
Chapter 3
Plural’s and Possessive’s, Of

1. Underline the correct possessive noun. Rewrite the correct sentence in the lines below.

a. The (boy’s/boys) bag got wet in the rain.

b. (Dad/Dad’s) bag was in the wardrobe.

c. The (dogs'/dog’s) owner was an old man who always took them out for walks at seven in the morning.

d. The (childrens/children’s) bus was late for school.

e. The (girl's/girls’) team was the best.

2. Choose the best answer.

a. This book is my book, and that book is...
   i. Tarun
   ii. Taruns
   iii. Tarun’s
b. We need some pens. Where are your...
   i. pen
   ii. pens
   iii. pen’s

c. My .....favourite food is masala dosa. They share one every week.
   i. sisters
   ii. sister’s
   iii. sisters’

d. Monday was their last .......... to study before their exams.
   i. days
   ii. day’s
   iii. day

e. Is that boy who has....... your friend?
   i. a house of stone
   ii. stone’s house
   iii. stones’ house

f. ..........dad is a doctor.
   i. Mariam’s and Asif’s
   ii. Mariam’s and Asif
   iii. Mariam and Asif’s

3. Join the sentences using the possessive form. Follow the example.

   a. The student has a pen. The pen is on the table.

   The student's pen is on the table.

   b. The man has a car. It is in the garage.

   c. My friends had a party. It was fun.
d. The ladies have children. They are playing in the park.

e. My sisters have friends. The friends are fun.

f. The teachers had a meeting. The meeting was held last week.
Chapter 4  
Kinds of Sentences

1. What kind of sentences are these? Tick (✓) the correct answer.

a) I loved the movie Black Panther!
   Imperative [ ] Assertive [ ] Interrogative [ ]

b) Did you put the clothes in the laundry basket?
   Imperative [ ] Assertive [ ] Interrogative [ ]

c) I need you to wash the dishes right away.
   Imperative [ ] Assertive [ ] Interrogative [ ]

d) Are you prepared for tomorrow’s test?
   Imperative [ ] Assertive [ ] Interrogative [ ]

e) Sally wanted to go to the park.
   Imperative [ ] Assertive [ ] Interrogative [ ]

f) The zoo officials asked us to leave.
   Imperative [ ] Assertive [ ] Interrogative [ ]

g) I am really looking forward to our trip!
   Imperative [ ] Assertive [ ] Interrogative [ ]
h) Do you like reading comic books?

Imperative  []  Assertive  []  Interrogative  []

i) I must buy a new computer!

Imperative  []  Assertive  []  Interrogative  []

2. Complete these sentences. Place a full stop (.) or a question mark (?) at the end.

a) Sally likes to eat _________________________________

b) Rahul is going to _________________________________

c) Where is your _________________________________

d) Can't you see _________________________________

e) Have you been _________________________________

f) My dog's name _________________________________

g) I love to _________________________________

h) Go to bed, it's _________________________________

3. Write P for positive and N for negative sentences.

a) Puja wants to go to the zoo.  ____________

b) I practise football at the park every morning.  ____________

c) I believe in being kind to all beings.  ____________

d) Anita is not a great violin player.  ____________

e) Ram does not like to cook.  ____________
f) The magician knows all your tricks.
g) The cricket match was not at all exciting.
h) You did not do what I asked you to do.
i) I am so disappointed in you.
j) I didn't see the car coming.
Chapter 1: Alphabetical Order

1. a) promise; rosary; soup; television
   b) actor; cattle; greenery; justify
   c) cost; poster; room; shells
   d) computer; garage; heater; toaster

2. a) dentist; door; drunk; dusty
   b) raise; roast; robot; running
   c) sauce; select; story; submit
   d) tremble; trouble; tucked; tumble

3. Answers may vary. Sample answers:
   a) police; pottery
   b) rot; roving
   c) aeroplane; arm
   d) boss; bramble

4. Answers may vary. Sample answers:
   a) (i) axe (ii) egg (iii) arm
   b) (i) invest (ii) increase (iii) issue
   c) (i) oxen (ii) over (iii) outside
   d) (i) use (ii) umbrella (iii) upset

Chapter 2: Sentences

1. a) Did you cross the school building?
   b) Arrange the flowers in the vase.
   c) Have you seen my blue pen?
   d) My dogs went for a walk in the park.

2. a) I had toast, eggs, and juice for breakfast.
   b) I saw a tiger, lion, and a hippopotamus at the zoo.
   c) We took a trip to Italy. We went to museums, the beach, and a vineyard.
   d) My mum and I went to the supermarket and bought fruits, vegetables, and soap.

3. a) S   b) F   c) S   d) F

4. a) The girl jumped for joy.
   b) The dog barked all night long.
   c) There was a party at the restaurant.
   d) My father slept till noon.

Answer Key: Worksheet—Chapter 3

1. Underline the correct possessive noun. Rewrite the correct sentence in the lines below.
   a. The boy’s bag got wet in the rain.
   b. Dad’s bag was in the wardrobe.
   c. The dogs’ owner was an old man who always took them out for walks at seven in the morning.
   d. The children’s bus was late for school.
   e. The girls’ team was the best.

2. Choose the best answer.
   a. iii  b. ii  c. iii  d. iii  e. i  f. iii

3. Join the sentences using the possessive form. Follow the example.
   a. The student’s pen is on the table.
   b. The man’s car is in the garage.
   c. The ladies’ children are playing in the park.
   d. My sisters’ friends are fun.
   e. The teachers’ meeting was held last week.

Chapter 4: Kinds of Sentences

1. a) Assertive  b) Interrogative
   c) Imperative  d) Interrogative
   e) Assertive  f) Assertive
g) Assertive     h) Interrogative
i) Imperative

2. Answers may vary. Sample answers:
   a) Sally likes to eat chocolate chip cookies.
   b) Rahul is going to buy groceries.
   c) Where is your car parked?
   d) Can't you see the shooting star?
   e) Have you been sleeping all day?
   f) My dog's name is Mishka.
   g) I love to swim in the sea.
   h) Go to bed, it's getting late.

3. a) P     b) P     c) P     d) N
   e) N     f) P     g) N     h) N
   i) P     j) N
ANSWER KEYS
Chapter 1: Alphabetical Order

Wow English Grammar
Answer Keys
Grade 4 Ch 1

1. a) basketball; cricket; football; hockey
   b) keyboard; mouse; printer; screen
   c) crab; dolphin; octopus; walrus
   d) jasmine; lotus; orchid; tulip
2. a) deer; dish; doll; drum
    b) school; soldier; spider; student
    c) reason; receive; recover; regular
    d) metal; method; metre; metro
    e) grocery; group; growl; growth
3. b) brush  c) nose  d) arm
4. Answers may vary. Sample answers:
   b) (i) fist (ii) fond
   c) (i) brother (ii) bucket
   d) (i) manner (ii) moon
   e) (i) nice (ii) nugget
   f) (i) snowball (ii) soak
   g) (i) appreciate (ii) arise
   h) (i) last (ii) lamb
5. Answers may vary. Sample answers:
   a) (i) half (ii) hand (iii) hen
   b) (i) nice (ii) limb (iii) kin
   c) (i) vow (ii) lot (iii) bond
   d) (i) numb (ii) must (iii) mud
6. Answers may vary. Sample answers:
   a) why  b) try  c) sky

Chapter 2: Sentences

Wow English Grammar
Answer Keys
Grade 4 Ch 1

1. a) Did the cat chase the dog?/ Did the dog chase the cat?
    b) The hungry cat followed me home.
    c) She is wearing a blue ribbon in her hair.
    d) Have you seen my brother?
    e) The sleepy baby took a nap.
2. a) My sister is good at singing, dancing, painting, and cooking.
    b) I had a sandwich, an apple, and some cookies for lunch.
    c) We visited an animal farm. We saw rabbits, horses, sheep, and ducks.
    d) I helped mother clean the carpet, wash the dishes, and take out the garbage.
    e) Mary went to the store, bought groceries, and took them to her grandmother.
3. a) No comma
    b) Those brownies were tasty, and everyone enjoyed them.
    c) Molly read the article, but she did not agree with the author.
    d) No comma
    e) Do you want juice, or should I get you a glass of water?
4. a) F  b) S
    c) F  d) S
5. Answers may vary. Sample answers:
   b) A sweet little girl waved at me.
   c) The children are sitting under the big green tree.
   d) The car is parked in front of the house.
6. Answers may vary.

Chapter 3: Plural s and Possessive′s, Of

Wow English Grammar
Answer Keys
Grade 4 Ch 3

1. Complete the sentences. One has been done for you.
   a. Harry's  b. Helen's  c. sister's  d. Lucy's  e. Cosmo's  f. David's  g. boy's  h. Bella's
2. Complete with 's or '.
   a. Chris's  b. Anne's / James's  c. girls'  d. cousin's  e. Stella's  f. Sens'  g. Jaideep's
3. Complete the sentences. Use the words in the brackets and 's.
   a. Robert and Sophie's  b. children's  c. aunt's  d. parents'  e. Marie and Tess's  f. girls'
4. Correct the sentences. Put the apostrophe in the correct place.
   a. My grandparents' house is in the country.
   b. My friends' names are Ashwini and Anamika.
   c. The children's books are at school.
   d. Those men's pictures are in the newspaper!
   e. Sushil and David's racquets are in the wardrobe.
   f. Charles's eyes are green.
   g. My name of my dog is Bono
5. Write the answers. Follow the example.
   a. No, it's Tony's.
   b. No, it's Mrs Cooper's.
c. No, it’s Raj’s.
d. No, these are our neighbours’.
e. No, that’s Anita and Shalini’s.
f. No, these are Mr Peters’s
6. Complete the questions with of or ‘s.
a. What’s the name of your street?
b. What’s your teacher’s name?
c. What colour are the walls of your room?
d. What colour’s the hair of your dad?
e. What’s the capital of France?
f. What’s your sister’s favourite music?
7. Complete the sentences using the correct form of the words in the brackets.
a. Our friend’s
b. Shalini’s
c. friends
d. Burglars
e. singer’s
f. Theirs
g. She’s
h. Faizan and Ravi’s

Chapter 4: Kinds of Sentences

Wow English Grammar
Answer Keys
Grade 4 Ch 4

1. a) (ii) b) (i) c) (ii) d) (ii) e) (ii) f) (i)

2. Answers may vary. Sample answers:
b) the park. c) bag?
d) pencil. e) mother? f) school. g) sleep. h) finish your homework.

3. a) P b) P c) N d) P e) N f) P

4. Answers may vary.