Chapter 1: The Sentence

Total Time: 75 minutes

Learning Objectives
By the end of this lesson, the students will be able to:
• identify sentences.
• organize sentences.
• understand the essential elements of a sentence: subject, verb, etc.
• identify and punctuate different kinds of sentences.
• use the knowledge of sentence formation and sentence types while communicating.

Lesson Scheme
Introduction: What is a sentence?

Time: 10 minutes

1. Tell the students that they are going to learn how sentences are formed.
2. Ask the students to read the example sentences and the definition aloud.
3. As they read the definition, mark out the key words (subject and verb) by using the highlighter tool in the ebook.
4. Ask the students to talk about the three punctuation marks (full stop, question mark, and exclamation mark) and the kinds of sentences they come at the end of.
5. Tell the students that exclamation marks are used to express surprise.
6. Write the three punctuation marks on the board and let the students come up with an example sentence for each.
7. Play the animation on sentences from WOW! Grammar 2.

Identification

Time: 5 minutes

1. Ask the students to read the sentence stems before attempting Exercise 1.
2. Tell the students that the sentences which begin with an auxiliary or a question word are questions.
3. Let the students attempt the exercise on their own and then check the responses with peers.
4. Discuss the answers in class.

Production and Consolidation Time 10 minutes

1. Ask the students to attempt Exercise 2 on their own and then check the responses with peers.
2. Discuss the answers in class.
3. Tell the students that when they talk about themselves they cannot use questions.
4. Exercise 3 is a proofreading exercise.
5. Time the exercise to make it fun and interesting.

Introduction: Types of sentences

Time: 15 minutes

1. Form pairs and ask the students to read aloud the example sentences on Pages 2 and 3. Each partner takes two types of sentences.
2. Read out the definitions from Pages 2 and 3.
4. Ask the students to duplicate the table in their notebooks, adding an extra column to the right for example sentences of their own.
5. Ask the students to add example sentences of their own for each category of sentences.

Identification and Use

Time: 10 minutes

1. Ask the students to read the sentences in Exercise 4.
2. Let them work in pairs and complete the task.
3. Discuss the answers in class.
4. Tell the students that we use what and how to form both exclamatory and interrogative sentences.
5. Follow up with Exercises 5 and 6.
Consolidation and Production  
Time: 15 minutes

1. Let the students work in pairs to complete Exercise 7.
2. Encourage them to identify the nouns and pronouns first as subjects, and then identify the verbs.
3. Remind them that they can form both questions and exclamatory sentences with what.
4. Remind the students about using punctuations as well.
5. Each student should read out two sentences.
6. Let the students attempt Exercise 8 individually.

Examples:

• In Picture c), a doctor is seen instructing a patient. So, option c) can be an imperative sentence.
• Picture f) shows a train. Trains remind us of timetables. So, we can form either a declarative or an interrogative sentence for option f).

Extension Activity  
Time 10 minutes

1. Distribute sentence parts written on cardboards to the students.
2. Ask the students to mingle and form sentence chains.
3. Each student reads out the words from the card they have.
4. Write the sentence each student chain forms on the board.
5. Ask any student from the chain to supply the end punctuation.
Chapter 2: Subject and Predicate  

Learning Objectives

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

• analyse sentences as subject and predicate.
• understand the function of a sentence subject as: who or what the sentence is about.
• understand that sentence subjects do the work of a noun, a pronoun, or a phrase that does the work of noun in a sentence.
• understand the function and structure of a sentence predicate as: what the subject does or is, and that a predicate always begins with a verb.
• identify subjects and predicates in imperatives.
• use this knowledge to structure sentences.
• use this knowledge in written communication.

Lesson Scheme

Introduction

Time: 10 minutes

1. Form pairs. Student 1 can be called the Subject and Student 2 can be called the Predicate.
2. Student 1 says a subject and Student 2 says a predicate. Together they form a sentence.
3. Repeat the activity for a second round.
4. This activity will help the students experientially understand what a subject and a predicate is.
5. Follow up with Exercises 1 and 2.
6. Let the students work in pairs. In each case, encourage the students to identify the subjects and the verbs.
7. Discuss the answers in class.

Introduction: Subject and Predicate in Imperatives

Time: 10 minutes

1. Ask the students to read the examples and explanation given on Page 8 about the subject of imperative sentences.
2. Form pairs.
3. One student says an imperative sentence to the other.
4. The other student then writes the subject of the sentence.

Identification and Use

Time: 10 minutes

1. Ask the students to work in pairs to complete Exercise 3.
2. Tell the students to look at the verbs in the sentences and decide on the subject.
3. Where a sentence does not need a subject, the students should write the opening word of the sentence in capitals.
4. Discuss the answers in class.
5. While attempting Exercise 4, the students need to first draw a table in their notebooks. The right column of the table should say Subject and the left one should say Predicate.
6. Ask the students to write down all the predicates in left column of the table.
7. The students can then write the subjects on the right-hand column.
8. They can then match the columns and identify the complete sentences with greater ease.

Extension Activity

Time: 10 minutes

1. Write down a host of subjects on the board.
2. Ask the students to add predicates and make complete sentences.
3. Remind the students to identify the verbs in each sentence and ensure subject–verb concord.
Chapter 3: Nouns

Total Time: 120 minutes

Learning Objectives
By the end of this lesson, the students will be able to:
• identify different kinds of nouns.
• understand the difference between the different functions of the nouns (concrete, abstract, collective, common, and proper)
• identify nouns as countable and uncountable
• use determiners (a/an/some/any) with nouns.

Lesson Scheme

Introduction and Identification: Different Kinds of Nouns
Time: 25 minutes

1. Tell the students that they are going to learn about common and proper nouns.
2. Ask the students to read the examples and definition aloud.
3. Let them work in pairs to complete Exercise 1.
4. Discuss the responses in class.
5. Next, tell the students that they are going to learn about abstract nouns.
6. Ask the students to close their textbooks.
7. Write these words on the board: truth, wisdom, love, and youth.
8. Ask the students what is common to these words. Ask them if they can touch, see, or hear these words. If needed, write a set of concrete nouns on the board and ask the students to differentiate between the first and the second set of nouns.
10. Ask the students to come up with their own examples of abstract nouns.
11. Follow up with Exercises 2 and 3.
12. Ask the students to close their textbooks again.
13. Write these expressions on the board:
   • I saw a troop of monkeys on our roof.
   • Mum saw a flock of birds on the mango tree.
14. Ask the students to identify the nouns.
15. Students are going to miss out a troop of and a flock of.
16. Tell the students that these expressions tell us that there were more than one monkey on the roof and more than one bird on the tree.
17. Explain that the expressions a troop of…/a flock of… help us talk about plural things as a unit.
18. Ask the students to open their textbooks and focus on the definition and examples given on Pages 11–12.
19. Play the first animation for this chapter.
20. Follow up with the identification tasks in Exercises 4 and 5.
21. Let the students attempt the tasks in pairs.
22. Discuss the answers in class.

Consolidation
Time: 15 minutes

1. Review the definitions before the students attempt Exercise 6.
2. Let the students work on this individually and check responses with peers before submitting the responses.
3. Discuss the answers in class.

Introduction: Countable and Uncountable Nouns
Time: 10 minutes

1. Ask the students about the things they enjoy drinking and eating.
2. Write the responses on the board.
3. Ask the students to work in pairs and read the paragraph on Page 13.
4. Ask the students to read the definition of countable and uncountable nouns from Page 13.
5. Let the students identify the food nouns you had written on the board as countable or uncountable.
5. Follow up with Exercise 7.
6. Discuss the answers in class.

**Introduction and Use: a/an/some/any**

*Time: 20 minutes*

1. Bring some objects to class: an orange, a glass of water, a few pieces of chalk, a bottle of ink, etc.
2. Ask the students questions like:
   - Who wants an orange?
   - Who wants to drink some water?
   - Who wants to write on the board with a chalk?
   - Is there any ink in the inkpot?
3. Write the students' responses on the board in this way:
   - Some water = Sneha, Animesh, Saikat,...
   - An orange = Ravi, Keya...
4. Ask the students to use the words *some*, *any*, and *a/an* in sentences of their own.
5. Allow them to volunteer and say their sentences. Ignore the mistakes at this point.
6. Ask the students to read the definitions and examples from Pages 14–15.
7. Now, ask them to revisit their sentences, check for mistakes, and correct them. (You might want to write the wrong sentences they had produced on the board.)
8. Explain to the students that *some* refers to part of a whole, while *any* refers to the whole.

**Identification and Use**

*Time: 10 minutes*

1. Before attempting Exercises 9 and 10, ask the students to read the sentences carefully.
2. Let them attempt the tasks in pairs.
3. Discuss the answers in class.

**Introduction: Units of Quantity for Uncountable Nouns**

*Time: 10 minutes*

1. Ask the students to read the examples and look at the pictures on Page 16.
2. Encourage them to come up with similar examples of their own.
3. Write the leading nouns on the board to elicit more examples. For example: chicken, potato, sugar, etc.
4. Follow up with Exercise 11.

**Consolidation and Production**

*Time: 10 minutes*

1. Ask the students to look at the nouns in Exercise 12 for a few minutes.
2. Let the students work in pairs to complete the task. Form mixed ability pairs.
3. Discuss the responses in class.
4. Provide remedial feedback.
5. Play the second animation for this chapter on Countable and Uncountable nouns.

**Extension Activity**

*Time: 20 minutes*

1. Divide the students in groups of three.
2. Each group will represent two buyers and one seller.
3. The buyers will ask questions like:
   - Can I have a packet of milk?
   - Can I buy a pound of chicken?
   - Do you have any juice?
4. The seller will answer in *yes/no*. He/She can solicit business by asking questions too. For example: “Do you want some butter?”
5. The students interchange roles and keep playing, until all three students of a group have played the buyer and the seller.

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Chapter 4: Nouns: Singular and Plural

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

• identify countable nouns as singular or plural.
• form plurals by adding -s, -es, -ies, or -ves to noun endings.
• understand how irregular plurals of commonly used nouns are formed.

Lesson Scheme
Introduction: Singular and Plural Nouns

Time: 25 minutes
1. Tell the students they are going to learn about singular and plural nouns.
2. Ask them to read the definitions and examples aloud.
3. Ask the students to close their textbooks. Before talking about the formation of plurals, write examples of plurals forms from each category on the board.
4. Ask the students to guess the singular forms for each plural noun.
5. Write the singular forms on the board.
6. Encourage the students to come up to the board and try and explain the change in spelling.
7. Ask the students to read the rules of plural formation from Pages 18 and 19.
8. If the students were unable to explain the changes in spelling earlier, they can attempt to explain once again.
9. Also, ask the students to supply two more examples from each category.

Identification and Use

Time 15 minutes
1. Revise the definitions before the students attempt the exercises.
2. Let them work on Exercise 1 in pairs, and Exercise 2 individually.
3. Allow them to check with peers before submitting their responses.
4. Discuss the answers in class.

Consolidation and Production

Time: 10 minutes
1. Ask the students to take a few minutes to look at the underlined nouns in Exercise 3.
2. Allow them to turn back to Pages 18–19 for a quick review of rules. (Allow no more than 3 minutes for this.)
3. Let the students record their responses in pairs.
4. Discuss the responses in class and provide remedial feedback.
5. Ask the students to spend about 3 minutes reading the sentences in Exercise 4.
6. Ask the students to circle the plural nouns and write the singular forms on top of the plurals.
7. Students should then change all verbs, including auxiliaries, to singular forms.
8. Let the students work in pairs to record their complete responses.
9. Discuss the responses in class and provide remedial feedback.

10. Alert! Sentence d) on Page 21 is a red herring. Cucumber is an uncountable noun.
11. Play the concept animation for this chapter.

Extension Activity

Time: 20 minutes
1. Make a list of nouns pertaining to clothing on the board.
2. The list could include items such as shirt, skirt, ring, dress, necklace, hat, tie, shoe, sunglasses, etc.
3. Divide the students in pairs.
4. The partners will ask and answer questions. Student 1 can ask Student 2: How many pairs of hats do you have?
5. Student 2 will respond and ask another question using the plural form of a different noun.
6. Monitor the students' responses and provide feedback.
Chapter 1
The Sentence

1. Read the beginnings. Choose appropriate endings and form complete sentences. Use punctuation marks as required.

<table>
<thead>
<tr>
<th>a photographer</th>
<th>sugar in your coffee</th>
<th>3000 rupees</th>
</tr>
</thead>
<tbody>
<tr>
<td>on a picnic</td>
<td>every Sunday</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a) Do you want __________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) I bought this bookshelf for _____________________________</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>c) My neighbour is ______________________________________</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>d) My mother goes to church ________________________________</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>e) We are planning to go __________________________________</td>
</tr>
</tbody>
</table>

2. Read this paragraph. Circle the words that should begin with a capital letter. Add full stops where necessary.

At the urging of Squire Trelawney, Dr Livesey, and others, a boy named Jim Hawkins records his story about Treasure Island he omits the island’s exact location, as a portion of its treasure still remains buried there jim begins the story by recounting his first meeting with a ragged but imposing old seaman who

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shows up at the Admiral Benbow, the inn Jim’s father owns the old sailor throws down a few gold coins and moves in, staying at the inn for far longer than his payment covers he hires Jim to stay on the lookout for a one-legged sailor whom he apparently fears he terrorizes the others in the inn with his coarse sailor’s songs and heavy drinking

3. Change these assertive sentences into interrogative sentences.

a) My sister loves white water rafting.

b) Sophie is cute puppy.

c) Sumit is working on a new project.

d) My mom called to say she has landed.

e) Superman fights for the Justice League.

4. Place a full stop, question mark, or exclamation mark at the end of these sentences.

a) Haven’t you played long enough
b) Are you not entertained
c) Can’t you buy more clothes
d) You are such a bright boy
e) The circus clowns were very scary
f) She speaks French fluently
Chapter 2
Subject and Predicate

1. State whether the underlined parts are subjects or predicates. Write S for subject and P for predicate.

a) The red balloon is mine. ________
b) I will be going to Italy this summer. ________
c) Jim attends classes every day. ________
d) Billy is training for the boxing championship. ________
e) Spring is in the air. ________
f) I helped a blind man cross the road today. ________
g) Treasure Island is a classic tale of adventure. ________
h) The grizzly bear attacked Mr Ron. ________
i) Shiela is no longer allowed to play video games. ________
j) Gia is a fantastic swimmer. ________
2. The subjects and the predicates do not match each other in the sentences given. Rewrite the sentences matching the subjects with suitable predicates.

a) The Pacific Ocean a ballet dancer.
b) Suzy is love going to the park.
c) Rohan is brewing over the desert.
d) Mishka and Sophie is very deep.
e) There is a storm a fantastic athlete.
Chapter 3
Nouns

1. Underline the *proper nouns*.

a) The island of Okinawa has a lot of history.

b) Monsoons in Goa start in the month of June.

c) Lara is a character in Dr Zhivago.

d) William Blake is a brilliant poet and artist.

e) Mount Fuji is an active volcano.

2. Circle the *abstract nouns*.

honesty           tiger                bravery                 courage

capital              rage                artist                     box

city                   smoke            mountain                  truth

3 Use the correct *collective nouns* for these items.

a) A __________________________ of bees.

b) A __________________________ of drawers.
c) A _____________________ of bread.

d) A _____________________ of elephants.

e) A _____________________ of fish.

f) An _____________________ of soldiers.

g) A _____________________ of monkeys.

h) A _____________________ of sheep.

i) A _____________________ of cows.

4. Sort the nouns given below into the correct columns.

<table>
<thead>
<tr>
<th>sugar</th>
<th>book</th>
<th>bird</th>
<th>rice</th>
</tr>
</thead>
<tbody>
<tr>
<td>pen</td>
<td>milk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>milk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>egg</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COUNTABLE</th>
<th>UNCOUNTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>sugar</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COUNTABLE</th>
<th>UNCOUNTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>pen</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COUNTABLE</th>
<th>UNCOUNTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>milk</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COUNTABLE</th>
<th>UNCOUNTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COUNTABLE</th>
<th>UNCOUNTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>bird</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COUNTABLE</th>
<th>UNCOUNTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>rice</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COUNTABLE</th>
<th>UNCOUNTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>egg</td>
<td></td>
</tr>
</tbody>
</table>

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5. Tick (✓) the correct option.

a) Can you give me some apple/apples?

b) Could you pass the salts/salt?

c) Could I have more rice/rices?

d) I have some eggs/egg in the basket.

e) I want your help/helps.

f) There are a few grape/grapes left in the bowl.

g) Let Susan get me some peas/pea.

h) I will have some coffees/coffee please.
Chapter 4
Nouns: Singular and Plural

1. Write the plural forms of the following words.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>sheep</td>
<td></td>
</tr>
<tr>
<td>boat</td>
<td></td>
</tr>
<tr>
<td>deer</td>
<td></td>
</tr>
<tr>
<td>house</td>
<td></td>
</tr>
<tr>
<td>roof</td>
<td></td>
</tr>
<tr>
<td>knife</td>
<td></td>
</tr>
<tr>
<td>river</td>
<td></td>
</tr>
</tbody>
</table>

2. Fill in the blanks with the singular or plural forms of the nouns in brackets.

a) My mother lost all her _________________. (needle)

b) Sophie is one of my _________________. (dog)

c) My neighbour has a pet _________________. (cat)
d) May I have more __________________ in my cocoa? (marshmallow)

e) The Party has 25 __________________. (member)

3. Rewrite the following sentences by changing the underlined singular nouns to their plural forms. Make other necessary changes as well.

a) The chef is baking a cake.

b) The grape is sour.

c) The citizen went to cast his vote.

d) I love reading a good adventure novel.
Chapter 1: The Sentence
1. a) Do you want sugar in your coffee?
   b) I bought this bookshelf for 3000 rupees.
   c) My neighbour is a photographer.
   d) My mother goes to church every Sunday.
   e) We are planning to go on a picnic.
2. At the urging of Squire Trelawney, Dr Livesey, and others, a boy named Jim Hawkins records his story about Treasure Island. He omits the island’s exact location, as a portion of its treasure still remains buried there. Jim begins the story by recounting his first meeting with a ragged but imposing old seaman who shows up at the Admiral Benbow, the inn Jim’s father owns. The old sailor throws down a few gold coins and moves in, staying at the inn for far longer than his payment covers. He hires Jim to stay on the lookout for a one-legged sailor whom he apparently fears. He terrorizes the others in the inn with his coarse sailor’s songs and heavy drinking.
3. a) Does my sister love white water rafting?
   b) Is Sophie a cute puppy?
   c) Is Sumit working on a new project?
   d) Did my mom call to say she has landed?
   e) Does Superman fight for the Justice League?
4. a) ? b) ? c) ?
   d) ! e) . f) .

Chapter 2: Subject and Predicate
1. a) P b) S c) S
   d) P e) S f) S
   g) P h) P i) S
   j) P
2. a) The Pacific Ocean is very deep.
   b) Suzy is a ballet dancer.
   c) Rohan is a fantastic athlete.
   d) Mishka and Sophie love going to the park.
   e) There is a storm brewing over the desert.

Chapter 3: Nouns
1. a) Okinawa b) Goa; June.
   c) Lara; Dr Zhivago d) William Blake
   e) Mount Fuji
2. honesty; rage; bravery; courage; truth
3. a) swarm b) chest c) loaf
   d) herd e) school f) army
   g) troop h) flock i) herd
4. Countable: pen; book; egg; bird
   Uncountable: sugar; milk; rice
5. a) apples b) salt c) rice
   d) eggs e) help f) grapes
   g) peas h) coffee

Chapter 4: Nouns: Singular and Plural
1. sheep; boats; deer; houses; roofs; knives; rivers
2. a) needles b) dogs
   c) cat d) marshmallows
   e) members
3. a) The chef is baking cakes.
   b) The grapes are sour.
   c) The citizens went to cast their votes.
   d) I love reading good adventure novels.
ANSWER KEYS
Chapter 1: The Sentence

1. a) the capital of India.
   b) eight arms.
   c) surrounded by water.
   d) a student of Class 5?
   e) study for the Maths test?
   f) out of the bank.

2. Answers may vary.

3. John woke up late on a cold January morning. He sprang out of the bed and hurriedly got ready for school. It wasn’t his lucky day. The school bus left just as he reached the bus stop. Dad dropped him to school on the way to work. He entered his classroom. The teacher scolded him for being late. As he walked to his seat, the teacher asked everyone to take out their books. John realized he forgot his book at the bus stop in a hurry. Just then the alarm clock rang and John woke up from his dream.

4. a) .
   b) !
   c) ?
   d) .
   e) .
   f) !
   g) ?
   h) .
   i) .

5. a) (iii)
   b) (ii)
   c) (i)
   d) (ii)

6. a) In
   b) A
   c) A
   d) E
   e) In
   f) I
   g) E
   h) I

7. Answers may vary. Sample answers:
   He cooked a delicious meal.
   She brought flowers for her mother.
   Have you seen my cat?
   What a delicious meal!
   What have you brought?

8. Answers may vary. Sample answers:
   a) This is the school library.
   b) That is my teddy bear!
   c) Is this going to hurt?
   d) We really enjoyed our recess today!
   e) The costume is looking great!
   f) The train will arrive on time.

Chapter 2: Subject and Predicate

1. a) S
   b) P
   c) S
   d) P
   e) S
   f) S

2. a) Subject: My family
   Predicate: went for a picnic yesterday.
   b) Subject: My cousin Johnny
   Predicate: took his guitar.
   c) Subject: We
   Predicate: sang our favourite songs.
   d) Subject: Father
   Predicate: bought everyone ice cream on the way back.

3. Answers may vary. Sample answers:
   a) The plane
   b) -
   c) My father
   d) The beach
   e) The baby
   f) –
   g) We
   h) The poet
   i) The driver
   j) -

4. a) The sun is setting over the horizon.
   b) Dinosaurs lived millions of years ago.
   c) Emma is the best swimmer of the class.
   d) January is the coldest month of the year.
   e) The snowman began to melt as the sun came out.
   f) Paris is the capital of France.

Chapter 3: Nouns

1. Answers may vary. Sample answers:
   b) Tokyo
c) month
d) Harry Potter

2. patience; honesty; courage; laughter; beauty; childhood; kindness

3. a) confidence
   b) truth
   c) respect
   d) fear
   e) anger

4. a) bunch
   b) loaf
   c) flock
   d) herd
   e) class
   f) swarm
   g) bouquet
   h) chest

5. a) team
   b) bunch
   c) flock
   d) army
   e) gang

6. a) (iii)
   b) (iii)
   c) (ii)

7. Countable: pen; doll; cloud; tree; bird
   Uncountable: rice; salt; butter; oil; music

8. a) an
   b) a
   c) some
d) some
e) some
f) some
g) some
h) a

9. a) music
   b) apple
c) tea
10. a) some   b) any   c) any   d) some; any
11. a) cups   b) slices   c) jars   d) boxes   e) kilogram
12. Answers may vary. Sample answers:
   c) 2 kilograms of potato   d) 5 litres of oil   e) 2 litres of juice   f) 100 grams of salt   g) 4 kilograms of flour   h) 15 grams of flour   i) 5 cups of tea   j) 2 boxes of cheese   k) 2 tubs of butter   l) 20 grams of pepper   m) 5 packets of biscuits   n) 2 loaves of bread

Chapter 4: Nouns: Singular and Plural

1. a) foxes   b) buffalo   c) branches   d) pen   e) copies   f) hobby   g) roofs   h) thieves   i) hero   j) wolves   k) children   l) sixes   m) tooth   n) deer
2. a) sheep   b) knife   c) families   d) scarves   e) cat   f) cherries
3. b) The girl arranged the glasses on the tray.   c) The aroma of the fresh loaves of bread filled the room.   d) We learnt about some new countries in class today.   e) The washerwomen were washing the clothes.
4. a) The mouse was running all over the empty house.   b) We could hear the wolf howling in the forest.   c) The old man told the child some horror stories.   d) David wanted a cucumber in his sandwich, while his sister wanted a tomato.
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