

# Gunaratnam Academy's English

written by  
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for Secondary Students



Tests and Answer Keys  
included



LESSON

1

Head, Shoulders, Knees and Toes

**DIRECTIONS:** Listen to this song on [gunaratnamacademy.com](http://gunaratnamacademy.com) or [Youtube.com](http://Youtube.com) and try to sing along!

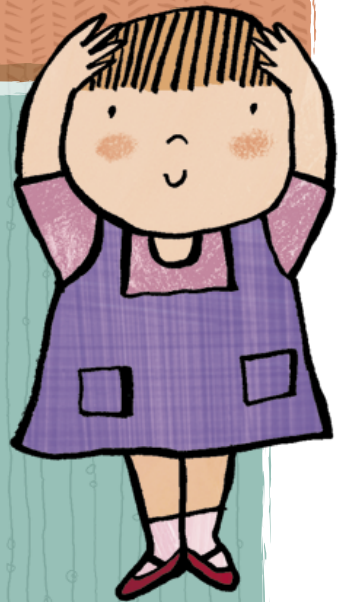
Sing a song, it's a very neat song,  
A song that tells us all about our:

Head, shoulders, knees and toes, knees and toes  
Head, shoulders, knees and toes, knees and toes,  
And eyes and ears and mouth and nose,  
Head, shoulders, knees and toes, knees and toes.

Head, shoulders, knees and toes, knees and toes  
Head, shoulders, knees and toes, knees and toes  
And eyes and ears and mouth and nose,  
Head, shoulders, knees and toes, knees and toes.

Cheeks, chin, tummy, hips, hands and elbows  
Head, shoulders, knees and toes, knees and toes.  
Head, shoulders, knees and toes, knees and toes.  
And eyes and ears and mouth and nose,  
Head, shoulders, knees and toes, knees and toes.

Eyes and ears and mouth and nose,  
Head, shoulders, knees and toes, knees and toes!

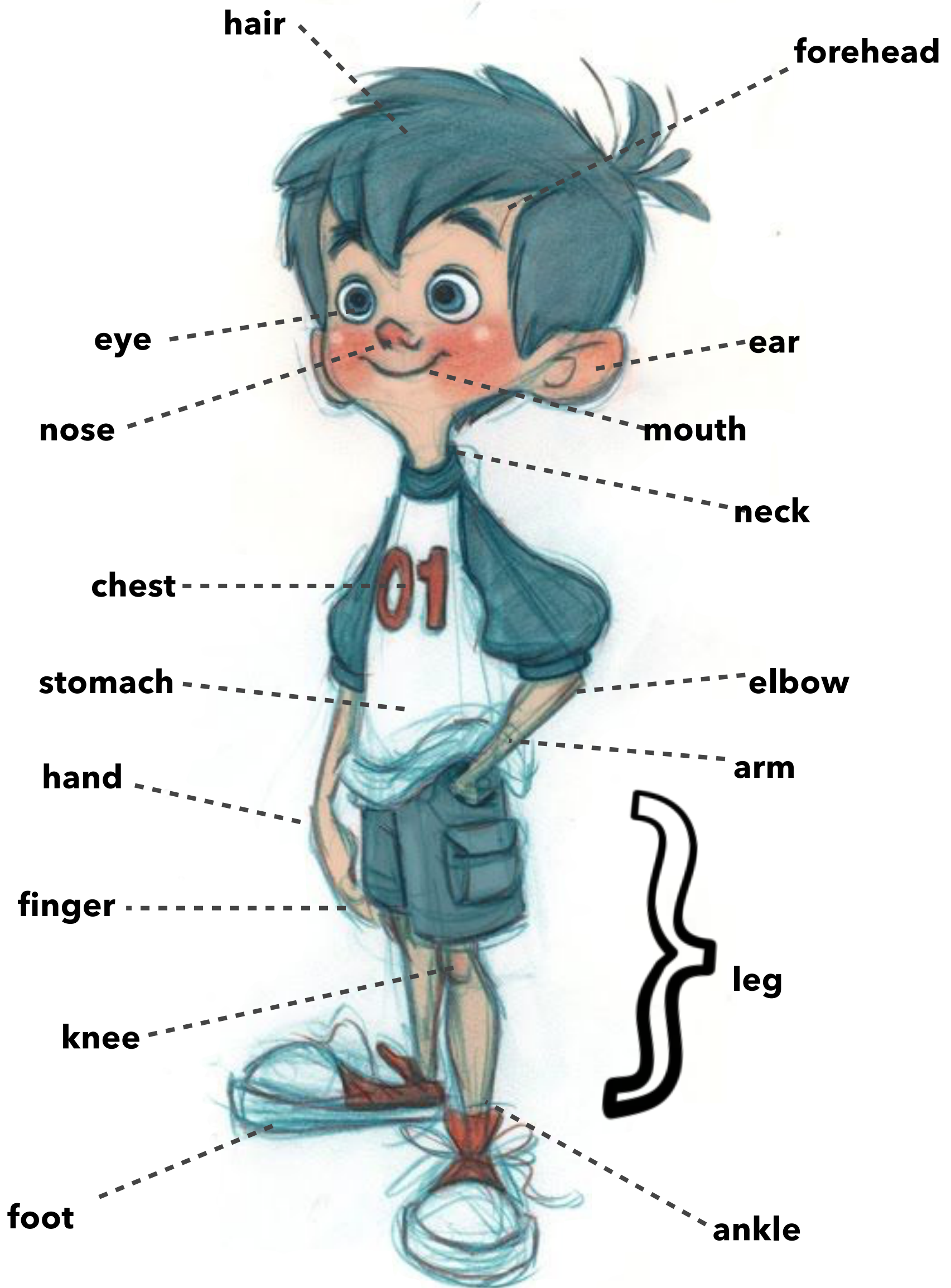


Copy each word and then say it aloud! After you finish, sing the song with your classmates!

head ..... eyes .....  
shoulders ..... ears .....  
knees ..... mouth .....  
toes ..... nose .....  
eyes ..... cheeks .....



# PARTS OF THE BODY



List the parts of the body that correspond to each function.

taste .....

smell .....

touch .....

listen .....

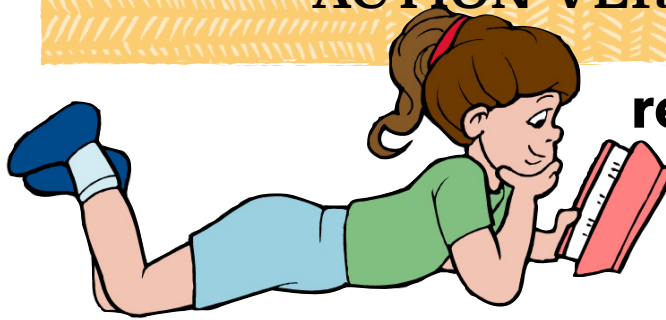
see .....



LESSON

2

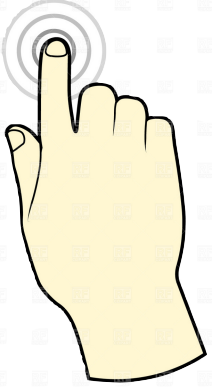
ACTION VERBS



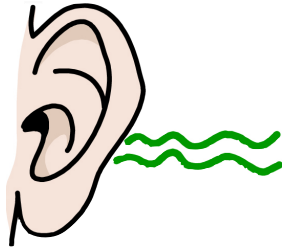
read



write



touch



hear



see



taste



smell



run



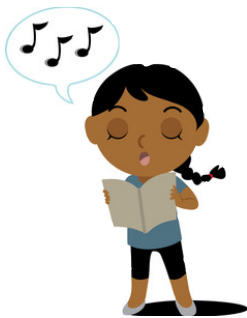
walk



bike



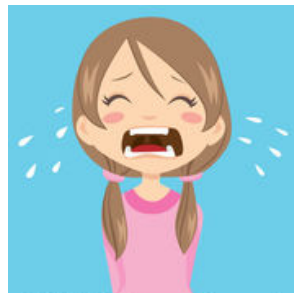
skate



sing



lie



cry



scream



## Other action verbs:

turn	sharpen	draw	drink	decide
twist	doodle	paint	sneeze	build
shout	leave	sleep	plan	create
laugh	play	skate	cough	break

**Directions:** The sentences below use action verbs. Read each sentence and then write a similar sentence of your own below each example!

1. Daisy draws a picture of a cat.

---

2. Ashwin sleeps for 9 hours every night.

---

3. Tom sneezes and coughs because he is sick.

---

4. Lily loves arts and crafts because you can draw, cut and glue.

---

5. Debbie rides her bicycle to school every day.

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**Directions:** Match each word to the action.

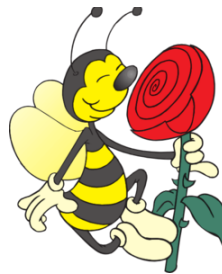
color

spill

cook

smell

comb





# LESSON 3

## Hokey Pokey

**BEFORE YOU READ:** Listen to this song on [gunaratnamacademy.com](http://gunaratnamacademy.com) OR [Youtube.com](http://Youtube.com)!

You put your right hand in  
You take your right hand out  
You put your right hand in  
And you shake it all about  
You do the hokey pokey  
And you turn yourself around  
That's what it's all about!

You put your left hand in  
You take your left hand out  
You put your left hand in  
And you shake it all about  
You do the hokey pokey  
And you turn yourself around  
That's what it's all about!

You put your right foot in  
You take your right foot out  
You put your right foot in  
And you shake it all about  
You do the hokey pokey  
And you turn yourself around  
That's what it's all about!

You put your left foot in  
You take your left foot out  
You put your left foot in  
And you shake it all about  
You do the hokey pokey  
And you turn yourself around  
That's what it's all about!

You put your whole self in  
You take your whole self out  
You put your whole self in  
And you shake it all about  
You do the hokey pokey  
And you turn yourself around  
That's what it's all about!

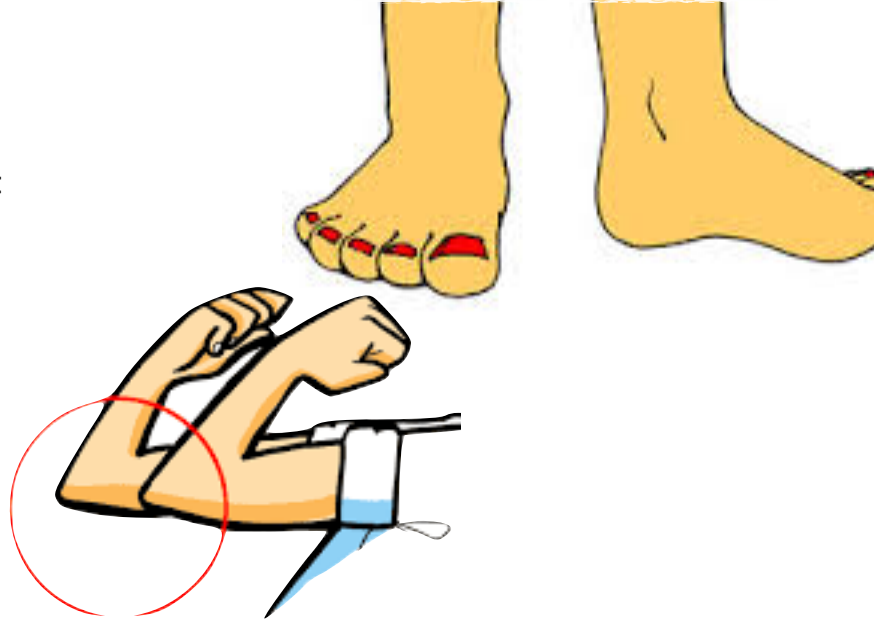


Now gather all your friends and stand in a circle! Play the song and do the Hokey Pokey.

**Activity 1: Think of other body parts you can add to the song!**

EXAMPLE: right knee

Then sing: You put your **right knee** in  
You take your **right knee** out  
You put your **right knee** in  
And you shake it all about  
You do the hokey pokey  
And you turn yourself around  
That's what it's all about!



Other body parts:

---

---

**VOCABULARY**

**in**  
**out**  
**up**  
**down**  
**turn**  
**around**

**FILL IN THE BLANK**

The words in the box to the left are taken from the song "Hokey Pokey." Learn the meaning of each word. Then, read the sentences below and fill in the blanks with the appropriate word.

- EXAMPLE:** 1. He put his pencils in his pencil case.
2. Kumar forgot to bring his book to school, so he had to turn \_\_\_\_\_.
3. The firefighter has to climb \_\_\_\_\_ the ladder.
4. Ragama fell \_\_\_\_\_ and hurt her knee.
5. Anupa looked \_\_\_\_\_ the window.
6. It was her \_\_\_\_\_ to do some studying.



## LESSON

# 4

## The Lion and the Mouse

**BEFORE YOU READ:** Listen to this story on [gunaratnamacademy.com](http://gunaratnamacademy.com) OR [Youtube.com](https://www.youtube.com)!

### VOCABULARY

tired

scrambled

trapping

apologized

pitied

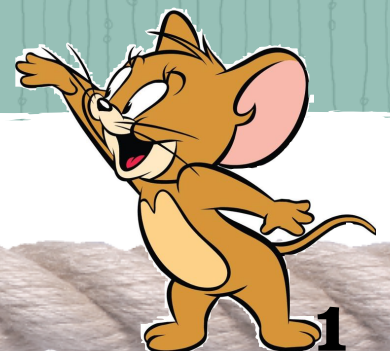
captured

struggled

gnaw

One day, a mighty lion, **tired** from hunting all morning, lay down to take a nap under a large, shady tree. Some mice that lived at the foot of the tree **scrambled** over the sleeping lion to return to their home. But just as the last mouse was crawling over him, the lion woke up. The lion lay his big paw on the little mouse, **trapping** him. The mouse was very afraid. He **apologized** to the lion for disturbing him and begged him to spare his life and let him go. The lion **pitied** the little mouse, so he lifted his paw and set the little mouse free. Sometime later, the lion was walking near the mouse's home. The lion accidentally stepped on a trap set by a hunter and net made of big ropes **captured** the lion and pulled him up into a tree. The lion **struggled** to free himself, but could not! His angry roars rumbled through the forest as he became upset and afraid. The mouse heard the lion's cries. Remembering the lion's kindness, the mouse ran to the tree and climbed up to the trap. He used his sharp little mouse teeth to **gnaw** the thick ropes and set the lion free. The lion and the mouse were friends forever after. Both of them had learned that it is good to help someone who has helped you.

**Moral of the story:** Good deeds are rewarded.



**DIRECTIONS:** Pick four words from the Vocabulary Box above. Then, fill out its definition and synonyms. Finally, form your own sentence with the word! Refer to the story if you need help.

<b>Definition</b>	<b>Synonym</b>
<b>Word</b>	
<b>Sentence</b>	

<b>Definition</b>	<b>Synonym</b>
<b>Word</b>	
<b>Sentence</b>	

<b>Definition</b>	<b>Synonym</b>
<b>Word</b>	
<b>Sentence</b>	

<b>Definition</b>	<b>Synonym</b>
<b>Word</b>	
<b>Sentence</b>	

**WRITING**

Write about a time when your good deeds were rewarded!

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## LESSON

# 5

# The Golden Egg

**BEFORE YOU READ:** Listen to this story on [gunaratnamacademy.com](http://gunaratnamacademy.com) OR Youtube!

### VOCABULARY

dedicated  
earned  
fulfill  
clucking  
squeaked  
spare  
widened  
greedy  
interior  
dismay  
wailed

Jack, a poor farmer, lived alone in his small hut. He was dedicated to his work and whatever he earned was enough to fulfill his needs. One evening, after returning from work, Jack was hungry. "What shall I cook tonight?" he thought. Just then he heard a hen clucking outside his hut. "That hen would make a great feast for me," thought Jack, and prepared to catch the hen.

With a little effort, he was able to catch the hen. As he was about to kill the hen, it squeaked, "please do not kill me, old kind man. I will help you."

Jack stopped. Though he was surprised that the hen spoke, he asked "How can you help me?"

"If you spare my life, I will lay a golden egg everyday for you."

Jack's eyes got widened in delight. Jack was surprised to hear this promise, a golden egg! That too everyday! "Why should I believe you? You might be lying," said Jack.

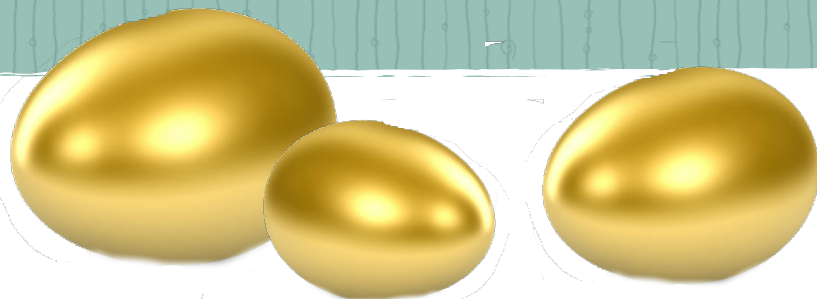
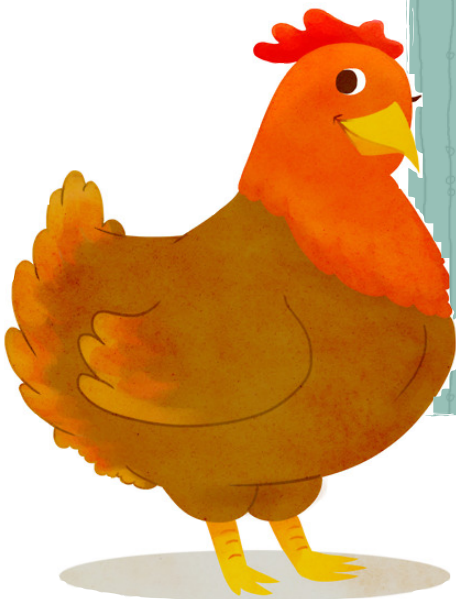
"If I do not lay a golden egg tomorrow, you can kill me."

After this promise, Jack spared the hen and waited for the next day. The next morning, Jack found a golden egg lying outside his hut, and the hen sitting beside it. "It is true. You really can lay a golden egg."

From that day onwards, the hen would lay a golden egg every day. In return Jack took good care of the hen. Very soon Jack became rich but he became greedy. He thought, if I cut open the hen's stomach, I can get out all the golden eggs at once. I do not have to wait for the hen to lay the golden eggs one by one.

That night, he brought the hen to the interior portion of his house and killed the hen. But to his dismay, he found no golden eggs, not even one.

"What have I done? My greed had made me kill the hen," he wailed, but it was too late.



**DIRECTIONS:** Please fill out the box to the left for the word "greedy." Define, write down a synonym, and a sentence using it.

<b>Definition</b>	<b>Synonym</b>
<b>Word</b> greedy	
<b>Sentence</b>	

**READING COMPREHENSION**

Please answer the questions based on the story above.

**1. How does the hen offer to help Jack?**

---

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**2. What is the promise that the hen makes?**

---

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**3. Why does Jack want to cut open the hen?**

---

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**4. What is the moral of the story?**

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# LESSON 6

## The Story of Two Builders (The Wise Man and the Foolish Man)

**BEFORE YOU READ:** Listen to this song on  
[gunaratnamacademy.com](http://gunaratnamacademy.com) OR Youtube!

The wise man built his house upon the rock  
The wise man built his house upon the rock  
The wise man built his house upon the rock  
And the rains came tumbling down.

The rains came down and the floods came up  
The rains came down and the floods came up  
The rains came down and the floods came up  
And the house on the rock stood firm.

The foolish man built his house upon the sand  
The foolish man built his house upon the sand  
The foolish man built his house upon the sand  
And the rains came tumbling down.

The rains came down and the floods came up  
The rains came down and the floods came up  
The rains came down and the floods came up  
And the house on the sand fell flat.



## READING COMPREHENSION

Read the song above, listen to it, and then answer these questions!

1. Is it better to build your house on rock or sand? Why?

-----

-----

2. What do you think happened to the foolish man?

-----

-----

## GRAMMAR

Read the words on the left column, then read the words on the right column. Draw a line between the ANTONYMS.

An ANTONYM is just a word that has the opposite meaning to another word.

Example: in → out

up

foolish

tumbling

down

came

under

wise

went

upon

rise





# LESSON

# 7

## THE BENEFITS OF STUDYING HARD

Name: \_\_\_\_\_

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

**MY  
GOALS  
FOR THIS  
YEAR**

**1.**

**2.**

**3.**

**4.**

**5.**



**ACTIONS  
I WILL TAKE  
TO ACHIEVE MY GOALS**

**1.**

**2.**

**3.**

**4.**

**5.**

# PROMISE

***I promise myself to carefully act  
on the above action plan  
starting today so that I can  
achieve my goals this year.***

*Signature:*

---

*Name:*

---



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**LESSON**

**8**

**I'm a Little Teapot**

**BEFORE YOU READ:** Listen to this poem on [gunaratnamacademy.com](http://gunaratnamacademy.com) OR Youtube!

**VOCABULARY**

Teapot

Stout

Handle

Spout

Steam

Pour

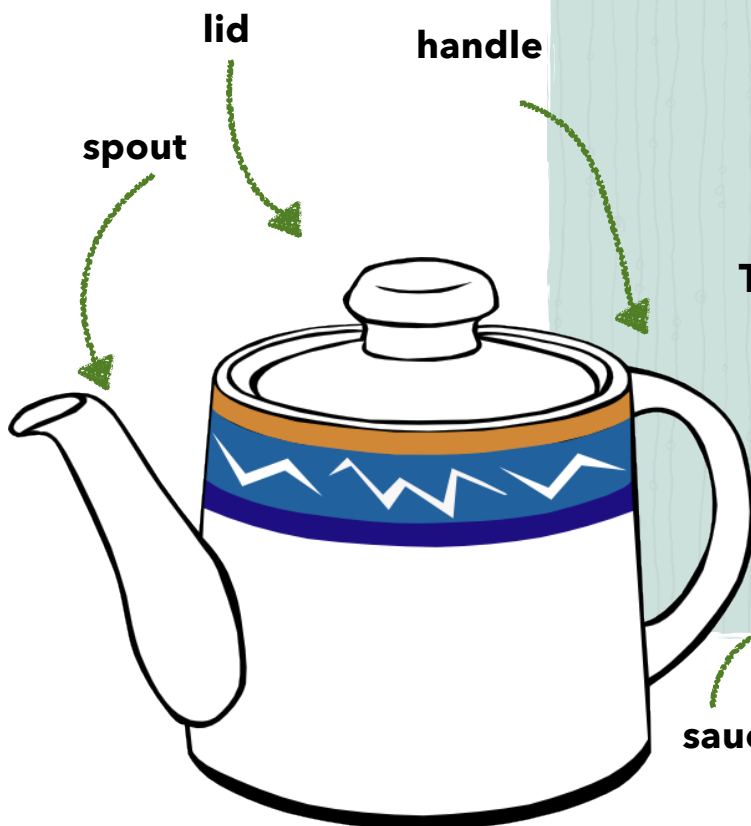
Shout

Clever

**I'm a little teapot  
Short and stout  
Here is my handle  
Here is my spout  
When I get all steamed up  
Hear me shout  
Tip me over and pour me out.**

**I'm a clever teapot  
Yes it's true  
Here let me show you what I can do  
I can change my handle and my spout  
Just tip me over and pour me out.**

**I'm a little teapot  
Short and stout  
Here is my handle  
Here is my spout  
When I get all steamed up  
Hear me shout  
Tip me over and pour me out.**



## FILL IN THE BLANK

The words in the box below are taken from the poem "I'm a Little Teapot". Learn the meaning of each word. Then, read the sentences below and fill in the blanks with the appropriate word.

Teapot

Stout

Handle

Spout

Steam

Pour

Shout

Clever

**EXAMPLE:** 1. The rain is starting to pour.

2. The pig was fat and \_\_\_\_\_.

3. A \_\_\_\_\_ has a handle and a spout.

4. Peter grabbed the pot by the \_\_\_\_\_.

5. The pittu is starting to \_\_\_\_\_.

6. Nisala is loud and likes to \_\_\_\_\_.

7. The tea comes out of the \_\_\_\_\_.

8. Tom gets good marks, he is very \_\_\_\_\_.

## READING COMPREHENSION

Answer the following questions based on the poem "I'm a Little Teapot." Then, read your answers aloud in class. Compare your answers with your classmates!

**1. What is this poem about?**

---

---

**2. Why does the teapot shout?**

---

---

**3. Do you have a teapot at home? Describe it in a few words.**

---

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# Kitchen Items

VOCABULARY



**kettle**



**teaspoon**



**tablespoon**



**kitchen knife**



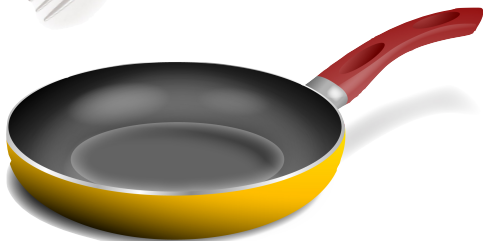
**fork**



**butter knife**



**bread knife**



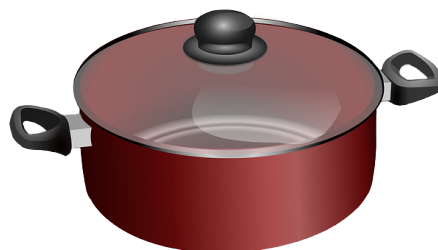
**frying pan**



**clay pots**



**sauce pan**



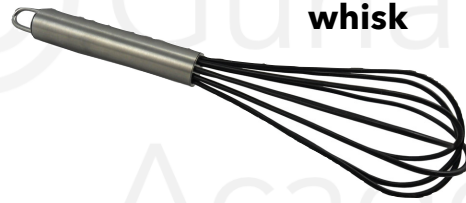
**pot**



**strainer**



**spatula**



**whisk**



**wooden spoon**



**bowl**



**plates**



**dish**



**cutlery**



**string hopper steamer**



**(bamboo) pittu steamer**



**grater**



**apron**





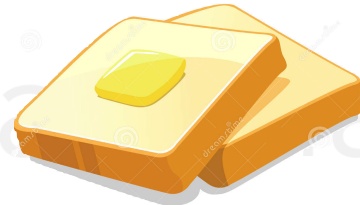
## WRITING

What kitchen item(s) do you use in the following situations?

**A. When you want to slice some bread and spread butter on it...**

1. \_\_\_\_\_

2. \_\_\_\_\_



**B. When you want to boil water to make tea...**

3. \_\_\_\_\_

**C. When you are cooking and don't want to get your clothes dirty...**

4. \_\_\_\_\_

**D. When you want to eat some soup...**

5. \_\_\_\_\_

6. \_\_\_\_\_



## GRAMMAR – VERBS

**Circle** all the ACTION verbs in this passage. ACTION verbs are verbs that express action, like running, mixing, cooking, making, and cutting. Then, **underline** the kitchen items.

Mohan wants to make pittu and fish curry for his family. First, he puts on his new apron. Then, he mixes the rice flour and salt for the pittu in a bowl. After that, he soaks the bamboo pittu steamer in water. He puts in the stopper and then piles the mixture into the steamer. While he waits, he starts the fish curry. He puts oil, onions and garlic into a pan and fries them until they are soft. He cuts the fish into pieces using a kitchen knife, and then adds the fish to the pan. He mixes it all together with a wooden spoon and serves the pittu and curry onto plates for his family to enjoy.

## LESSON

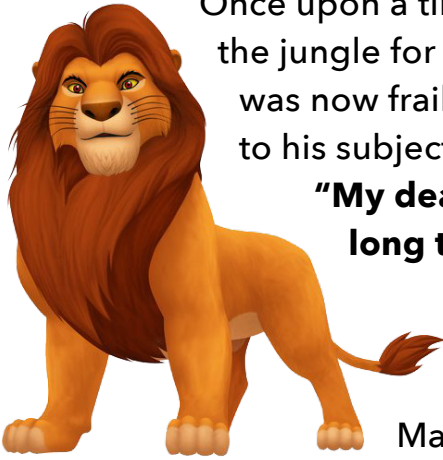
## 9

# The Fox and the Sick Lion

**BEFORE YOU READ:** Listen to this story on [gunaratnamacademy.com](http://gunaratnamacademy.com) OR Youtube!

## READING COMPREHENSION

Read the story and answer the questions that follow.



Once upon a time there lived a mighty lion. He had ruled as the king of the jungle for several years. There were secret rumors that the old lion was now frail and sick, confined to his den. He made an announcement to his subjects:

**“My dear old animals, I have served faithfully as your king for a long time. Now I’m old and looking for a successor. Anyone wishing to pay homage to me should feel free to come to my den at any time.”**

Many of the animals went in, not only to meet their old king but also hoping to impress him enough to be chosen as the next leader of the jungle. The only animal that stayed away from the mighty lion’s den was the fox. The lion, noticing his absence, sent one of his jackals to the fox. **“Please tell the fox that he should show the respect and charity due to the king of the jungle. He should visit me in my den just like the rest of the animals.”** The Jackal left the den and ran to see the Fox.

The Fox told the Jackal, **“Please offer my sincere respect to our king. Also tell him that there has been more than one occasion when I have come to see him at his abode.”**



**“Why did you not come to see him this time?”** asked the surprised Jackal.

**“My dear Jackal...when I approached the den, I observed the footprints of the other animals. The footprints all pointed inwards but there were none coming out. Since I was unable to get a satisfactory explanation for this unusual happening, I decided to forgo the visit to the Lion.”** The Jackal, impressed by the Fox’s wit, walked away.

The truth was that the lion was too old and frail to hunt for his food. Using his illness as bait, he would call the animals to his den and make them his easy prey.

**MORAL OF THE STORY: The wise learn from the misfortunes of others.**



Why did all the animals go into the lion's den?

---

---

What was the fox's reason why he wouldn't go visit the lion?

---

---

Give an example of how you learned from the misfortunes of others.

---

---

### GRAMMAR - PAST TENSE VERBS

We learned about action verbs in Lesson 2. *Examples: run, cook, play, mix*

**Past tense** means that these actions happened in the past.

The simple past tense form of many verbs ends with -ed

Example: lived**ed**, ruled**ed**, confined**ed**, stayed**ed**, pointed**ed**, etc.

BUT.... some simple past tense forms of verbs **DO NOT** end with -ed

Example: go → went  
make → made  
send → sent  
tell → told

Refer back to the story and find verbs in simple past tense that:

END WITH -ED (REGULAR)

Ex: point → pointed

DON'T END WITH -ED (IRREGULAR)

Ex: is → was

---

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**LESSON**  
**10**

**The Grasshopper and the Ants**

**BEFORE YOU READ:** Listen to this story on [gunaratnamacademy.com](http://gunaratnamacademy.com) OR Youtube!

**VOCABULARY**

- noticed
- beautiful
- storing
- chewed
- spring
- gather
- summer
- autumn
- kernels
- replied
- winter
- snug

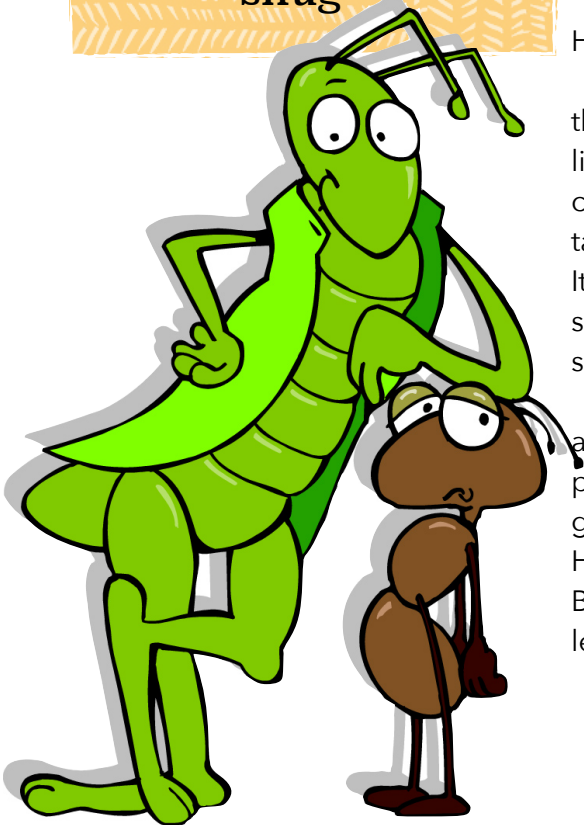
One warm spring day, a grasshopper was playing in a grassy green field when he noticed a line of ants marching along carrying some seeds. "Where are you going with that big load?" the grasshopper asked one of them. "We're taking these seeds to our nest," squeaked the ant. "But it's such a beautiful day," said the grasshopper. "Come and have fun with me." "No," said the ant. "I think you should come work with us. It's going to be a long winter with lots of snow. You'd better start storing your food now!" "Why worry about the winter? It's only spring, and there is lots of food everywhere," said the grasshopper as he chewed on a large blade of grass. All through the spring the grasshopper did nothing except eat, and sleep, and play. He became quite fat.

One day, during the summer, the grasshopper saw the long line of ants again. They were all carrying grains of wheat. "Where are you going with all that wheat?" the grasshopper asked. "We are taking it to our nest to save for winter," said one of the ants. "You should gather some wheat, too." It's going to be a long winter with lots of snow." "I have all the food that I need right now," said the grasshopper. "Why worry about winter? It's still summer!"

All summer, the grasshopper did nothing but eat, sleep and play. He became even fatter!

One day, the grasshopper noticed that leaves were falling from the trees. Autumn had come! Among the leaves he again saw the long line of ants all carrying kernels of corn. "Where are you going with that corn?" the grasshopper asked one of the ants. The ant replied, "We are taking it to our nest to save for winter. You should gather some corn, too. It's going to be a long winter with lots of snow." "That's too much work," said the grasshopper. "Winter is not here yet, and when it comes, I am sure I will be able to find some food."

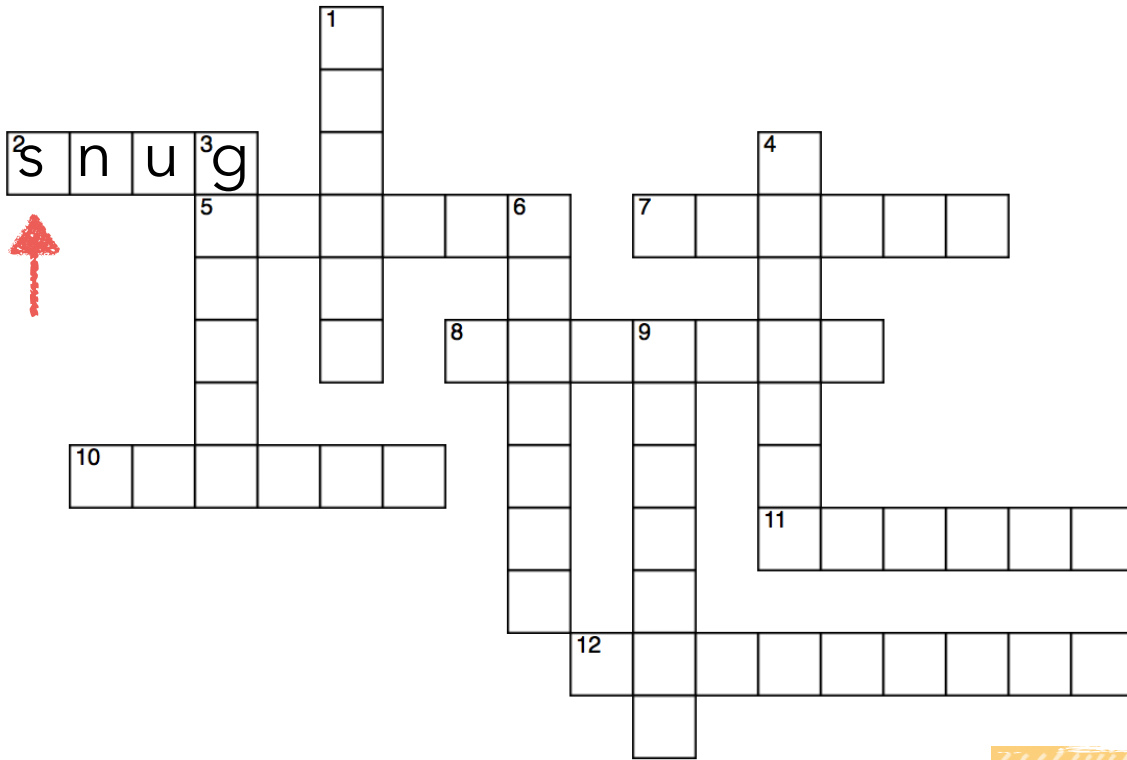
A few weeks later, winter came, and the snow began to fall. Just as the ants had predicted, the snow was very deep. This was not a problem for the ants, though. They were all snug in their nest with lots of good food to eat. The grasshopper, however, had trouble finding food. He was very hungry and very miserable all winter. By the time winter had ended, the grasshopper had learned a valuable lesson: It is important to prepare for the future.



**MORAL OF THE STORY:** Work today for what you will need tomorrow.

## VOCABULARY

The words in the vocabulary box are taken from the story above. See which word can be applied to the blank to make the sentence correct. Then place each word, according to its number, in the crossword puzzle.



Ex:

### ACROSS

- 2 The ants are warm and snug in their homes.
- 5 The season that comes after summer is \_\_\_\_\_.
- 7 Matthew \_\_\_\_\_ his food before he swallowed.
- 8 The ants are \_\_\_\_\_ their food for the winter.
- 10 The season that comes before summer is \_\_\_\_\_.
- 11 The season that comes after spring is \_\_\_\_\_.
- 12 The flowers are bright and \_\_\_\_\_.

### DOWN

- 1 The season that comes after autumn is \_\_\_\_\_.
- 3 The ants liked to \_\_\_\_\_ food for the winter.
- 4 His corn had many \_\_\_\_\_.
- 6 He \_\_\_\_\_ that the leaves started to fall in autumn.
- 9 "I like this soup," Annie \_\_\_\_\_.

## VOCABULARY

noticed  
 beautiful  
 storing  
 chewed  
 spring  
 gather  
 summer  
 autumn  
 kernels  
 replied  
 winter  
 snug



## SCIENCE : The Four Seasons

Why do we have the four seasons?

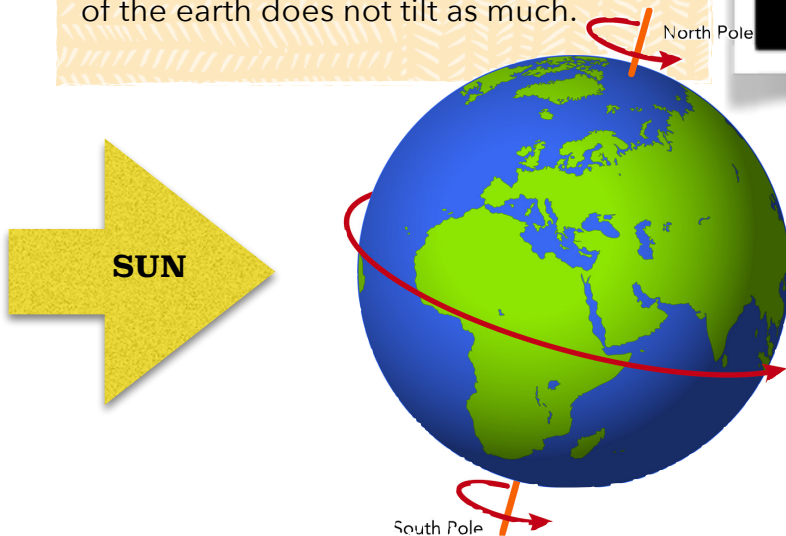
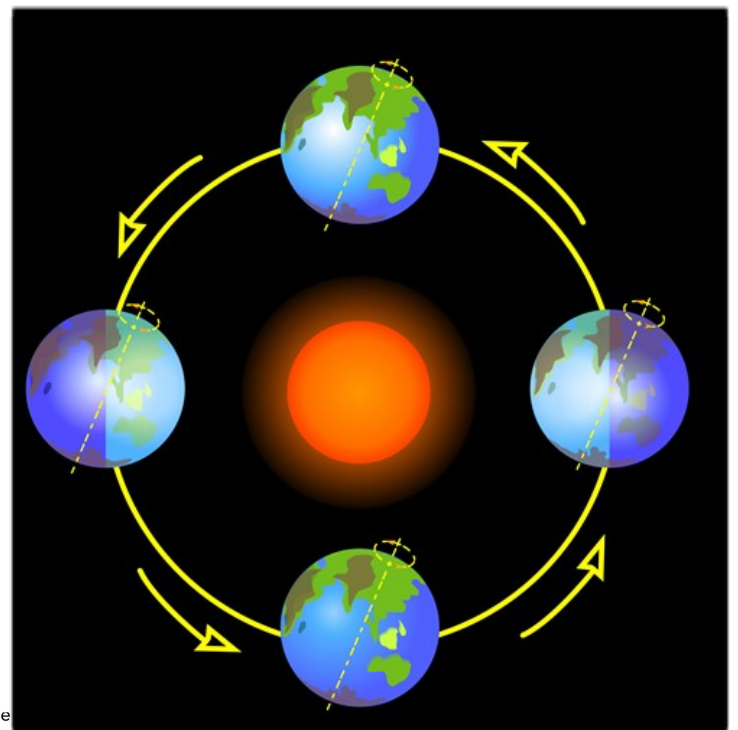


### The earth's axis is tilted.

So, when the earth begins to spin, some countries FACE the sun while other countries are AWAY from the sun.

Sri Lanka experiences **summer** when it is tilted towards the sun. As earth continues to travel around the sun, it begins to face away from the sun. Then, Sri Lanka experiences **winter**.

Countries near the equator (like Sri Lanka) have very mild seasons. They don't have snow in the winter, like in the United States. This is because the middle of the earth does not tilt as much.



What season is Sri Lanka experiencing here?

---

What is your favorite season?

# LESSON 11

## The Thieves and a Rooster



**BEFORE YOU READ:** Listen to this story on [gunaratnamacademy.com](http://gunaratnamacademy.com) OR Youtube!

### VOCABULARY

thieves

rob

wealthy

terrified

begged

awaken

alarm

One day, a team of thieves decided to rob a home they believed belonged to a wealthy farmer. But upon entering the house, they found nothing of value except for a rooster. The poor rooster was terrified and begged the thieves, "Please do not harm me! I will be great help for you. Every morning I awaken people with my crowing so that they can get to work on time. I will do that for you too!"

"Oh no you won't. You are all wrong for us. You alarm people and wake them up with your crowing sound, and when you do, it becomes impossible for us to rob houses in peace," the thief said.

**The moral of the story, the rooster realized, was that what may be good for one person need not necessarily be best for another.**

### WRITING

Find out which of the phrases in the right column would match in meaning with the words in the left column. Draw a line between the two.

- |              |   |  |
|--------------|---|--|
| 1. thieves   | → | to wake up, to not sleep                   |
| 2. awaken    |   | people who steal another person's property |
| 3. terrified |   | to surprise and warn of danger             |
| 4. alarm     |   | to steal                                   |
| 5. rob       |   | to fill with terror, to make afraid        |
| 6. begged    |   | having great wealth, rich                  |
| 7. wealthy   |   | to ask for a gift or a favor               |





## READING COMPREHENSION

Answer the following questions based on the story "The Thieves and a Rooster."

1. What is this story about?

---

---

1. What does the rooster promise to do for the thieves?

---

---

1. Why do the thieves not think the rooster's promise is a good idea?

---

---

## WHAT'S A NOUN?

A **NOUN** is a person, place or thing.

For example, this is Amy.  She is a person. Amy is a noun.



Sri Lanka is a noun. It is a place.



A lamp is also a noun. It is a thing.



# Person, place or thing?


**READ THE DIRECTIONS FIRST**

**Directions:** Look at the pictures below. They are all nouns. Are they people, places or things? Circle the answer you think is correct.


Example




1. person  
2. place  
3. thing




1. person  
2. place  
3. thing




1. person  
2. place  
3. thing




1. person  
2. place  
3. thing




1. person  
2. place  
3. thing



1. person  
2. place  
3. thing




1. person  
2. place  
3. thing



1. person  
2. place  
3. thing



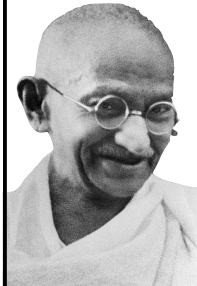
1. person  
2. place  
3. thing



1. person  
2. place  
3. thing



1. person  
2. place  
3. thing



1. person  
2. place  
3. thing

## WHAT'S A PRONOUN?

A **pronoun** is a word that replaces a noun.

Instead of saying *The boy plays outside*, you can say *He plays outside*.

The **boy** is replaced by **he**.

**READ THE  
DIRECTIONS  
FIRST**

**Directions:** Draw a line to connect the noun or group of nouns with the pronoun. The first one has been done for you!

Example

Ashwin and I

she

Priya

we

Amma and  
Appa

they

the small dog

it

LESSON  
**12****The Shepherd Boy**

There was once a young **shepherd** boy who tended his sheep at the foot of a mountain near a dark forest. It was rather lonely for him all day, so he thought upon a plan by which he could get a little **company** and some **excitement**. He **rushed** down towards the village calling out "Wolf, Wolf," and the villagers came out to meet him, and some of them stopped with him for a considerable time. This pleased the boy so much that a few days afterwards he tried the same **trick**, and again the villagers came to his help.

But shortly after this, a wolf actually did come out from the forest, and began to worry the sheep, and the boy of course cried out "Wolf, Wolf," still louder than before. But this time the villagers, who had been fooled twice before, thought the boy was again **deceiving** them, and nobody **stirred** to come to his help. So the wolf made a good meal off the boy's flock, and when the boy **complained**, the wise man of the village said:

**"A liar will not be believed,  
even when he speaks  
the truth."**





### FILL IN THE BLANK:

The words in the box below are taken from the story "The Shepherd Boy." Learn the meaning of each word. Then, read the sentences below and fill in the blanks with the appropriate word.

#### VOCABULARY

shepherd  
company  
excitement  
rushed  
wise  
deceiving  
stirred  
complained

**EXAMPLE:** 1. The shepherd takes care of sheep.

2. Anya was late, so she \_\_\_\_\_ to school.

3. The birthday party was full of \_\_\_\_\_, everyone was having a good time.

4. His grandfather is smart and very \_\_\_\_\_.

5. He is lonely and wishes for some \_\_\_\_\_.

6. Timmy likes \_\_\_\_\_ people and he also likes to steal.

7. It is early morning, so no one in the town \_\_\_\_\_.

8. "I don't like doing homework," she \_\_\_\_\_.

#### READING COMPREHENSION

Answer the following questions based on the story "The Shepherd Boy." Then, read your answers aloud in class. Compare your answers with your classmates!

1. Where does the shepherd boy tend to his sheep?

---

---

2. What is his plan?

---

---

3. Has there ever been a time you have lied?

---

---

# GRAMMAR

## Singular and Plural Nouns

A **singular noun** names one person, place or thing.

A **plural noun** names more than one person, place or thing.

Now to make a noun plural, you must add an **"s"** or **"es"** to the end of the word. These are called **regular plurals**.

**Example**

boy → boys

string hopper → string hoppers

**Directions:** Look at the pictures. Each of their names is written to their left.

Rewrite its plural form on the line below the picture using what you have just learned.

**Example**

cat



Plural form:

cats



mountain

Plural form:

boy



Plural form:

village



Plural form:

# LESSON 13

## Five Little Monkeys

**BEFORE YOU READ:** Listen to this song on [gunaratnamacademy.com](http://gunaratnamacademy.com) OR Youtube!

**Five** little monkeys jumping on the bed  
One fell off and bumped his head  
Mama called the doctor and the doctor said:  
"No more monkeys jumping on the bed!"

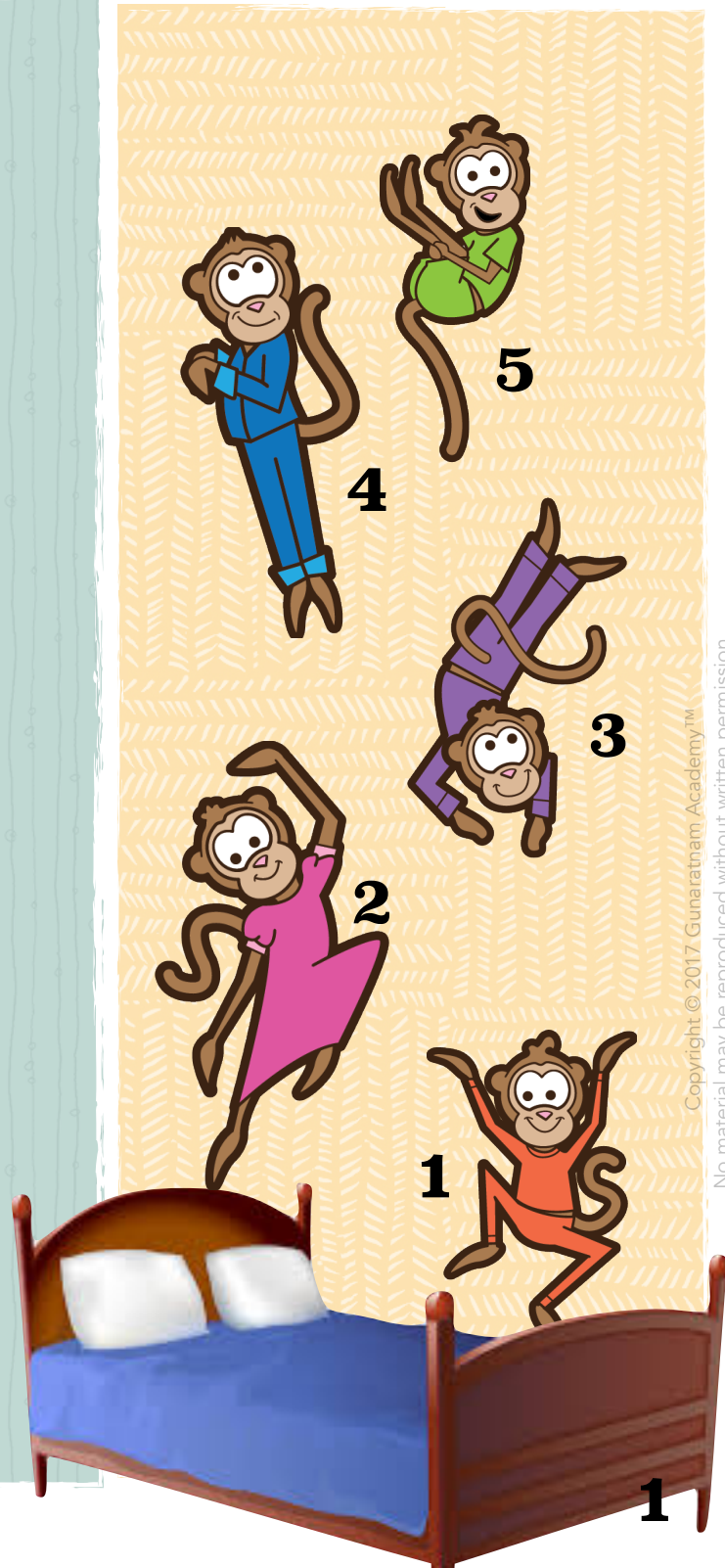
**Four** little monkeys jumping on the bed  
One fell off and bumped his head  
Mama called the doctor and the doctor said:  
"No more monkeys jumping on the bed!"

**Three** little monkeys jumping on the bed  
One fell off and bumped his head  
Mama called the doctor and the doctor said:  
"No more monkeys jumping on the bed!"

**Two** little monkeys jumping on the bed  
One fell off and bumped his head  
Mama called the doctor and the doctor said:  
"No more monkeys jumping on the bed!"

**One** little monkey jumping on the bed  
He fell off and bumped his head  
Mama called the doctor and the doctor said:  
"No more monkeys jumping on the bed!"

No little monkeys jumping on the bed  
None fell off and bumped their head  
Mama called the doctor and the doctor said:  
"Put those monkeys back in the bed!"





# Combining numbers and nouns

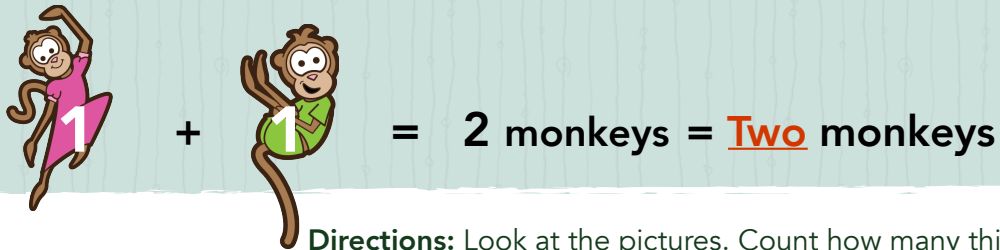
A **plural noun** names more than one person, place or thing.

When something is more than one, it can be two things, ten things, or one hundred things.

We learned that to make a noun plural, you have to **add "s" or "es"** to the end of the word.

If you want to specify HOW MANY items there are, then you simply have to **write the number before the word**. Then make the word plural (if there are more than one).

Example



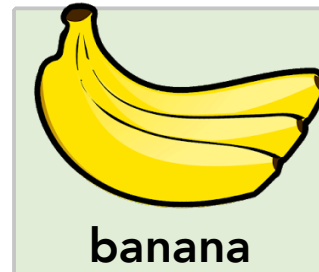
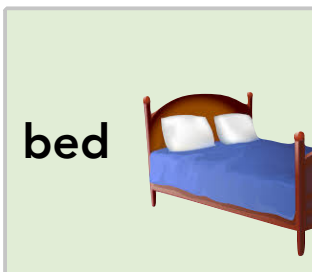
**Directions:** Look at the pictures. Count how many things are in each box.

Then, write how many items there are on the line below.

Example



two gifts



# Regular vs. Irregular plural nouns

In Lessons 11 and 12, we learned about regular plural nouns.

A **plural noun** names more than one person, place or thing.

We learned that to make a noun plural, you have to **add "s" or "es"** to the end of the word.

These apply to **regular plural nouns**.

To make some nouns plural, the whole word changes. You do NOT add "s" or "es."

These are called **irregular plural nouns**.

There are many types of irregular plurals, but these are the most common ones:

Noun type	Forming the plural	Example
Ends with -fe	Change f to v, then add s.	knife ----> knives life ----> lives wife ----> wives
Ends with -f	Change f to v, then add es.	half ----> halves wolf ----> wolves
Ends with -o	Add -es	potato ----> potatoes tomato ----> tomatoes
Ends with -us	Change -us to -i	cactus ----> cacti nucleus ----> nuclei
Ends with -is	Change -is to -es	analysis ----> analyses
Ends with -on	Change -on to -a	phenomenon ----> phenomena
ALL KINDS	Change the vowel OR Change the word OR Add a different ending	man ----> men foot ----> feet child ----> children
Unchanging	Singular and plural are the same	sheep deer fish

**Directions:** Look at the pictures. Read their names. Then, make the words plural.

**Hint:** They are all irregular plural nouns!



elf

---

---

---



calf

---

---

---

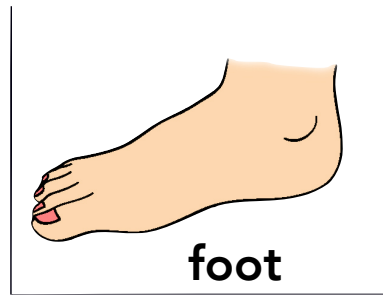


knife

---

---

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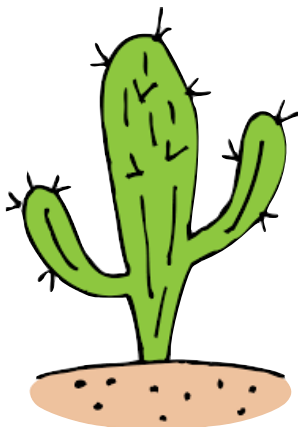


foot

---

---

---



cactus

---

---

---



child

---

---

---



# LESSON 14

## The Tortoise and the Hare

**BEFORE YOU READ:** Listen to this story on [gunaratnamacademy.com](http://gunaratnamacademy.com) OR Youtube!

There was once a hare who was so proud of how fast he was, he told everyone he met.

"Excuse me, did you know I'm the fastest hare in all the land?"

"Hello, sir. Did you know that I can outrun a lion?"

Worst of all, he always **teased** a tortoise about how slow he was. One day the tortoise had had enough.

"Even you can be beat," the tortoise said. "I bet I could beat you." The hare laughed and laughed.

"Alright," he said, "then let's have a race."

The tortoise and the hare went outside, the hare still **cackling** about the tortoise's challenge. They stood at the starting line and the race began. The hare took off, shooting ahead of the tortoise easily.

He looked back at the tortoise and shouted, "See you at the finish line, slow poke!" He ran like that for a few minutes, until he couldn't see the tortoise anymore. The hare took a deep breath. "I didn't get much sleep," he said to himself, "and I'm so far ahead, a little nap wouldn't hurt." He **hopped** off to one side and laid down to rest.

Meanwhile, the tortoise slowly kept on walking. An hour later, the hare **jerked** awake, only to see the tortoise pulling ahead. He couldn't let that happen, so he **bounded** off again. Once he was ahead he called back, "You'll never beat me!" But then, once he got ahead again, the hare decided to take another break. "I'm getting hungry," he said, and he headed off into the forest to collect a late breakfast. He took his time, sitting down to enjoy it all.

When he finally got back to the path, he **screached**, "Oh no!" The tortoise was almost to the finish line. The hare ran as fast as he could, but he just couldn't do it. The tortoise stepped over the finish line and won the race.

The hare couldn't believe he had been bested. "How did this happen?" he wondered out loud.

The tortoise smiled. He said, "**Slow and steady wins the race.**"



## VOCABULARY

teased  
cackling  
hopped  
jerked  
bounded  
screeched

Study the definitions of these words.

<b>teased</b>	to make fun of someone, to provoke
<b>cackling</b>	to laugh or make a sound in a shrill, broken manner
<b>hopped</b>	to make a short, bouncing leap
<b>jerked</b>	to move or throw in a quick, sudden motion
<b>bounded</b>	to move by leaps, to jump
<b>screeched</b>	to make a harsh, shrill, cry or sound

There are two pairs of words (from our vocabulary list) that have similar meanings.

What are they?

List the words and their definitions below:

FIRST PAIR:

Word 1: hopped **Example**

Definition: to make a short, bouncing leap

Word 2: \_\_\_\_\_

Definition: \_\_\_\_\_

SECOND PAIR:

Word 1: \_\_\_\_\_

Definition: \_\_\_\_\_

Word 2: \_\_\_\_\_

Definition: \_\_\_\_\_

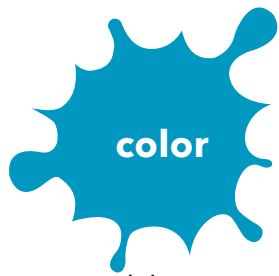
Words that have similar meanings, like the ones you found above, are called **SYNONYMS**. Words that have opposite meanings, like **fast** and **slow**, are called **ANTONYMS**.

# GRAMMAR

Let's Learn About Adjectives!

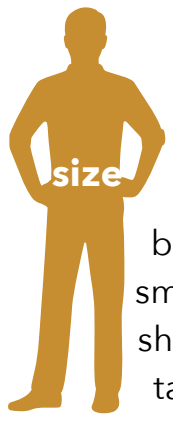
**What is an adjective?** An adjective is a word that describes a noun or pronoun.

Here are a few examples. Adjectives can describe:



**color**

- blue
- red
- yellow



**size**

- big
- small
- short
- tall



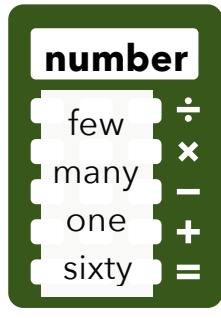
**sound**

- loud
- quiet
- faint
- pleasant



**shape**

- round
- boxy
- square
- triangular



**number**

- few
- many
- one
- sixty



**taste**

- sour
- sweet
- bitter
- salty



**weather**

- windy
- rainy
- sunny
- cloudy



**texture**

- furry
- slimy
- bumpy
- smooth



**feelings**

- happy
- sad
- angry
- confused



**time**

- fast
- slow
- early
- late



# GRAMMAR

Circle the adjective!

## Example

1. a. lamp  
b. chair  
c. desk  
d. smooth

2. a. run  
b. play  
c. jump  
d. quick

3. a. crayon  
b. marker  
c. blue  
d. pencil

4. a. windy  
b. cloud  
c. sky  
d. sun

5. a. pants  
b. shirt  
c. soft  
d. socks

6. a. computer  
b. gray  
c. keyboard  
d. wire

7. a. face  
b. smile  
c. happy  
d. cheeks

8. a. slimy  
b. reptile  
c. snake  
d. grass

9. a. party  
b. many  
c. cake  
d. hats

10. a. man  
b. big  
c. woman  
d. girl

11. a. iPod  
b. speaker  
c. loud  
d. headphones

12. a. sour  
b. lemon  
c. apple  
d. bite

13. a. small  
b. baby  
c. cry  
d. diaper

14. a. pillow  
b. quiet  
c. sleep  
d. bed

15. a. angry  
b. fight  
c. kick  
d. shout

16. a. cake  
b. candy  
c. store  
d. sweet

17. a. boxy  
b. man  
c. object  
d. box

18. a. stars  
b. few  
c. clouds  
d. sky

19. a. early  
b. school  
c. work  
d. paper

20. a. birthday  
b. candle  
c. blowing  
d. happy

21. a. curry  
b. vegetables  
c. spoon  
d. salty

22. a. eraser  
b. bow  
c. pig  
d. pink


23. a. ladder  
b. shelf  
c. tall  
d. hands

24. a. slow  
b. turtle  
c. snail  
d. sloth

# LESSON 15

## Five Green and Speckled Frogs

**BEFORE YOU READ:** Listen to this rhyme on [gunaratnamacademy.com](http://gunaratnamacademy.com) OR Youtube!



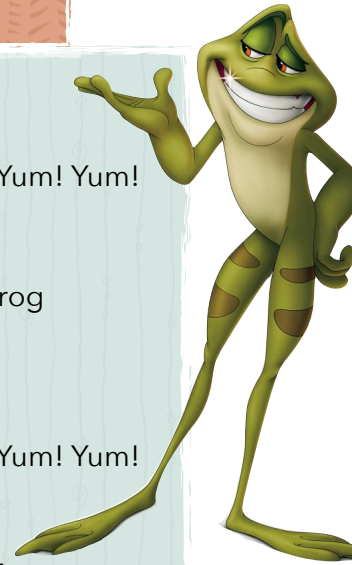
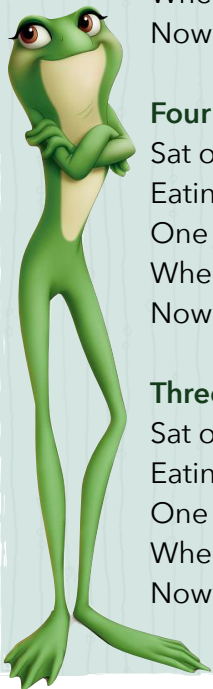
**Five** green and speckled frogs  
Sat on a speckled log  
Eating some most delicious bugs. Yum! Yum!  
One jumped into the pool  
Where it was nice and cool  
Now there are four green speckled frogs

**Four** green and speckled frogs  
Sat on a speckled log  
Eating some most delicious bugs. Yum! Yum!  
One jumped into the pool  
Where it was nice and cool  
Now there are three green speckled frogs

**Three** green and speckled frogs  
Sat on a speckled log  
Eating some most delicious bugs. Yum! Yum!  
One jumped into the pool  
Where it was nice and cool  
Now there are two green speckled frogs

**Two** green and speckled frogs  
Sat on a speckled log  
Eating some most delicious bugs. Yum! Yum!  
One jumped into the pool  
Where it was nice and cool  
Now there is one green speckled frog

**One** green and speckled frog  
Sat on a speckled log  
Eating some most delicious bugs. Yum! Yum!  
One jumped into the pool  
Where it was nice and cool  
Now there are no green speckled frogs!



**Find the adjectives in this verse taken from the rhyme above. Circle all of them, even the ones that repeat.** Hint: There are **12** total.

**Five** green and speckled frogs  
Sat on a speckled log  
Eating some most delicious bugs. Yum! Yum!  
One jumped into the pool  
Where it was nice and cool  
Now there are four green speckled frogs

## VOCABULARY

five  
green  
speckled  
some  
delicious  
nice  
cool  
four



Listed here are some of the adjectives found in the nursery rhyme "Five Green and Speckled Frogs." Use the vocabulary box to answer the questions that follow:

Which three adjectives describe quantity (how many, numbers)?

---

---

---

Which two adjectives describe the pool? (Refer back to the poem).

---

---

Which adjective is used to describe taste?

---

Which two adjectives describe the appearance of the frogs?

---

## Where do the adjectives go?

This is a commonly asked question.

An **ADJECTIVE** describes a noun.

1) Most writers place the adjective **BEFORE** the noun in a sentence.

**OR** 2) they use the structure "(Noun) is /was (adjective)."

Example for 1) --> The **green frog**.

Example for 2) --> The **frog is green**.

Sometimes, we use **more than one** adjective to describe a noun. There is usually an order to which you write the adjectives. Then, separate them with commas! This is optional.

Example: He drives a big, old, red car.



# The Adjective Order

## 1. Opinion

Example: an **interesting** book, a **pretty** house

## 2. Dimension (Size and Number)

Example: an **big** chair, a **thin** purse, **four** frogs

## 3. Age

Example: an **old** building, a **new** car

## 4. Shape

Example: a **round** ball, an **oval** face

## 5. Color

Example: a **yellow** jackfruit, a **blue** book, a **black** shirt

## 6. Origin (Country of Origin)

Example: a **Sri Lankan** boy, an **American** girl

## 7. Material/Texture

Example: a **wooden** guitar, a **silky** sari

## FUN FACT

There are two other articles that are used to describe a noun:

**A** and **the**

Examples: **a** fast dog

**the** fast dog

– The meaning of **a** is something similar to “one,” but “one” is stronger and has more emphasis.

– The article **a** turns into **an** when it is next to a word that begins with the letters a, e, i, o, u. These letters are called: **VOWELS**.

(You’ll learn more about this in Lesson 16).

Examples: **An** angry man.

**An** excited puppy.

**An** ill boy.

**An** oval face.

**An** ugly flower.

## Here are some examples:

1. A big square blue box.  
(dimension - shape - color)



2. An ugly pink plastic chair.  
(opinion - color - material/texture)



3. The four green speckled frogs.  
(dimension - color - material/texture)



4. A kind, old, Sri Lankan woman.  
(Opinion - age - Origin)

## Can you fix it?

Study the adjective order. Then look at the sentences below. The adjectives are all written in the wrong order. On the line below, correct each sentence, putting the adjectives in the right order.

1. The **blue young** bird.

---

2. A **Spanish yellow wooden** boat.

---

3. A **slimy long old** snake.

---

## Identify and Create!

You now know how to identify nouns and adjectives and how they should be placed in a sentence. For this activity, identify the noun. Then, identify the adjectives. Then, place the three adjectives in the correct order before the noun.

Use **A. an** or **the**!

### 1. textbook - interesting - large - Sri Lankan

Noun: \_\_\_\_\_

Adjectives: \_\_\_\_\_

Sentence: \_\_\_\_\_

### 1. mango - ripe - yellow - delicious

Noun: \_\_\_\_\_

Adjectives: \_\_\_\_\_

Sentence: \_\_\_\_\_

### 1. shirt - ugly - small - Canadian

Noun: \_\_\_\_\_

Adjectives: \_\_\_\_\_

Sentence: \_\_\_\_\_

### 1. knife - silver - metal - thin

Noun: \_\_\_\_\_

Adjectives: \_\_\_\_\_

Sentence: \_\_\_\_\_

### 1. tea - hot - brown - English

Noun: \_\_\_\_\_

Adjectives: \_\_\_\_\_

Sentence: \_\_\_\_\_

### 1. house - pretty - modern - small

Noun: \_\_\_\_\_

Adjectives: \_\_\_\_\_

Sentence: \_\_\_\_\_

# LESSON 16



## Mice



**BEFORE YOU READ:** Listen to this rhyme on [gunaratnamacademy.com](http://gunaratnamacademy.com) OR Youtube!

I think mice  
 Are rather nice.  
 Their tails are long.  
 Their faces small.  
 They haven't any chins at all.  
 Their ears are pink,  
 Their teeth are white,  
 They run about  
 The house at night.  
 They nibble things  
 They shouldn't touch  
 And no one seems  
 To like them much.  
 But I think mice  
 Are nice.



**We learned about adjectives last time.  
 Can you identify the adjectives in the poem?  
 Write them down here.**

Example

1. nice
- 2.
- 3.
- 4.
- 5.

**Answer some questions about the poem.**

**1. How does the poet describe the mice? List some of the words he uses.**

\_\_\_\_\_

**2. Does the poet like mice?**

\_\_\_\_\_

**3. What kinds of adjectives have you identified? (Ex: color, size, age, etc.) List them below.**

\_\_\_\_\_



Read this!

## Overview of Vowels

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

When sounding out **vowels**, your breath flows freely through the mouth.

There are 26 letters in the alphabet.  
**5** of them are vowels: **A, E, I, O,** and **U**.

The letter **Y** is sometimes considered a sixth vowel because it can sound like other vowels.

The rest of the letters in the alphabet are called **consonants**.

When a vowel sounds like its name, this is called a **long** sound. A vowel letter can also have **short** sounds. You will learn about long and short sounds in the next lessons.

SAY THIS:

**" A E I O U (and sometimes Y) "**

You will need to know vowels in order to properly use the articles: **a, an** and **the**

An **article** is a kind of adjective which is always used with and gives some information about a noun.

There are only **TWO** articles - **a** and **the** - but they are used very often in English.

a  
an

The word **a** (which becomes **an** when the next word begins with a *vowel* - a, e, i, o, u) is called the *indefinite article* because the noun that goes with it is general.

The meaning of the article **a** is similar to the number **one** (1), but **one** is stronger and gives more emphasis.

**EXAMPLE:** I have **a** book vs. I have **one** book

I have **one** book is emphasizing that he does not have two or three books. He only has one.

the

The word **the** is a definite article because it indicates a specific thing.

**EXAMPLE:** I sat on **a** chair vs. I sat on **the** chair

The second sentence talks about a specific chair, while the first sentence doesn't.

An article is **always** with a noun. Or, if there are adjectives, this will be the structure:

Article - Adjective(s) - Noun

**EXAMPLE:** The blue chair.

**Circle the correct answer.**

Example:

**1. How many kinds of articles are there in English?**

- A. 1
- B. 2
- C. 3
- D. 4

**2. An article always comes with a:**

- A. noun
- B. adjective
- C. verb
- D. adverb

**3. An article is a kind of:**

- A. noun
- B. adjective
- C. pronoun
- D. verb

**4. Which is not correct?**

- A. an apple
- B. the dog
- C. an elephant
- D. a umbrella

**5. Which is not correct?**

- A. an shirt
- B. the hat
- C. a sock
- D. a tie

**6. Which is not correct?**

- A. I see a cat.
- B. I see the cat.
- C. I see an cat.
- D. She sees a cat.

**7. How many articles are in this sentence?**

*The mouse jumped into a box.*

- A. 1
- B. 2
- C. 3
- D. 4

**8. How many articles are in this sentence?**

*I saw a monkey and an elephant at the zoo.*

- A. 1
- B. 2
- C. 3
- D. 4

**9. An is a:**

- A. indefinite article
- B. definite article
- C. both
- D. none of the above

**10. The is a:**

- A. indefinite article
- B. definite article
- C. both
- D. none of the above

**11. What is the article in this sentence?**

*Debbie plays with a doll.*

- A. Debbie
- B. plays
- C. doll
- D. a



# LESSON 17

## The Two Travelers

**BEFORE YOU READ:** Listen to this story on [gunaratnamacademy.com](http://gunaratnamacademy.com) OR Youtube!

One day, two friends, Sam and Peter, were traveling through a forest. While walking, they came upon an axe lying on the ground.

"Look here," said Sam. "I found an axe."

Spotting the prize, Peter instantly reacted. "Not I, but we have found the axe! As friends, we should share the axe."

But Sam refused. "I was the one who saw it first. So I get to keep it."

They had barely traveled a short distance when they heard the angry owner of the axe running after them. "Who dares to steal my axe? I will not spare him."

"Oh no, you're in trouble," says Sam, who had the axe.

At this, Peter, who had asked him to share the axe, said, "No way, say I, not we. If you refuse to share the axe with me, I'm certainly not going to share the danger of getting beaten by the angry man behind us."

Sam realized his mistake, and decided from that day on that he would always share with his friend Peter. They both apologized and returned the axe to its owner.



## VOCABULARY

travel

lying

found

spotting

reacted

refuse

saw

keep

heard

running

steal

decided

share

beaten

returned



**READING COMPREHENSION:**

Answer the following questions based on the story.

**1. What are the names of the two friends?**

---

---

---

**2. What does Sam find?**

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**3. Why does Sam refuse to share the axe?**

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**4. Who chases after them?**

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**5. What is Sam's mistake?**

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**What is a verb?** A verb is a word that shows action.

There are **3** types of verbs:

1. Action
2. Linking
3. Helping

Today we will focus on **action verbs**.

**ACTION VERBS**

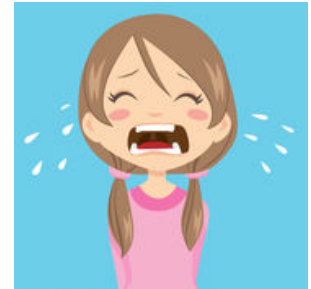
are verbs that express physical or mental action



**read**



**run**



**cry**



**travel**



**steal**



**share**



**see**



**hear**



# VOCABULARY

travel

lying

found

spotting

reacted

refuse

saw (see)

keep

heard

running

steal

decided

share

beaten

returned

Match each word to its picture!

travel



see



running



steal



share



LESSON  
**18**

**There Was a Wise Old Owl**

There was a wise old owl  
Who lived up in a tree

He sat upon a branch,  
So all the world he'd see

He looked at a snake  
He looked at a bee,

He looked at a mouse  
But he winked at me!



# REVIEW: ACTION VERBS

What is an action verb?

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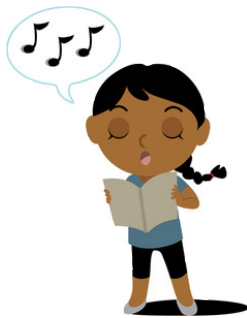
List a few action verbs you can think of.

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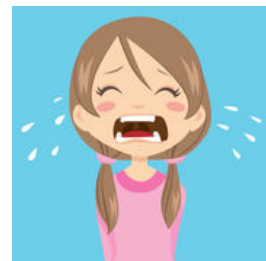
Write the name of the action verb under its picture.



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The second type of verb we'll be learning is the linking verb:

## LINKING VERBS

a verb (such as *appear, be, become, feel, grow, or seem*) that connects a subject with an adjective or noun that describes or identifies the subject

Before we learn what linking verbs really are, we must learn about subjects and predicates.

### FUN FACT

The **subject** of a complete sentence is who or what the sentence is about, and the **predicate** talks about that **subject**. EXAMPLE: *The dog ran.*

The dog is the **subject** of the sentence, because the sentence is telling something about that dog. And what is it telling? It says that the dog ran.

**Subject** = the dog

**Predicate** = ran

A linking verb is a **verb** which connects a **subject** to its **predicate** without expressing an action.

IMPORTANT: A linking verb can do TWO things: it is used to **re-identify** or **describe** its subject.

### RE-IDENTIFIES:



### DESCRIBES:



# Here is a list of linking verbs:

The most common linking verb is the verb *to be*. Other common ones relate to the five senses (*to look, to feel, to smell, to sound, and to taste*). Here is a list of common linking verbs:

- to be (In all its forms: *am, is, are, was, were, will be, was being, has been*)
- to appear
- to become
- to feel
- to look
- to seem
- to smell
- to sound
- to taste

## Example sentences:

1. His father **is** the principal.
2. This project **is** a disaster.
3. Susie **seems** thirsty.
4. This curry **smells** delicious
5. This bread **tastes** dry.



## ALERT: Linking Verbs are not Action Verbs!

*He smells the soup* is not the same as *He smells bad*.

In the first sentence, “smells” is an action verb because he is doing something to the soup.

In the second sentence, “smells” is a linking verb because it links Tony to the adjective “bad.”

LESSON  
**19**

**A Little Dog**

Read this poem to yourself, then read out loud! Then answer the questions.

There was a little dog,  
And he had a little tail,  
And he used to  
Wag, wag, wag it.  
But whenever he was sad  
Because he had been bad,  
On the ground he would  
drag, drag, drag it.



Circle 2 action verbs in this poem.



## HELPING VERBS

A **helping verb** helps the main verb show tense and possibility.

Helping verbs + main verbs = verb phrases  
the main verb is always the last word in the phrase.

**Example:** She is reading.

is = helping verb  
reading = main verb

The most common helping verbs are:

- **to be:** am, is, are, was, were, be, being, been
- **to have:** have, has, had
- **to do:** do, does, did
- **conditionals:** could, should, would, can, shall, will, may, might, must

### Approved List of Helping Verbs

to be	to have	to do	conditionals
am	have	do	could
are	has	does	should
is	had	did	would
was			can
were			shall
be			will
being			may
been			might
			must

## What's the difference?

**Linking verbs** do not show action. They connect the subject of the verb to more information about the subject.

**Helping verbs** (or auxiliary verbs) come before the main verb in a sentence. They assist the main verb, showing time and meaning.

Linking verb sentence: His father **is** the *principal*.

Helping verb sentence: She **is** *playing*.



**Playing** is an action verb.  
Helping verbs are usually paired with a verb. They also come before the main verb.



**Principal** is a noun. Linking verbs are usually paired with nouns. Linking verbs don't show action.

Helping verb sentence: Harsha **did** *do* his homework.

DID is the helping verb here.

DO is the main verb.

### Tip:

**First, locate the helping verb in each sentence. Check the chart on Page 2 to be sure!**

**Then, find the main verb. It is usually an action verb. Then, circle both!**

Circle the verb phrase in each sentence.

1. Tomorrow we will be playing cricket.

Example

2. You should have cleaned your room.

Example 2

3. Harsha did do his homework.

Example 3

4. Should you be eating that much candy?

Example 4

5. Early scientists must have wondered about the strange animals at the bottom of the ocean.

6. A car must have driven here on the beach.

7. Trincomalee, Sri Lanka would have been a hot place to visit in the summertime.

8. Have you been doing your homework?

9. That satellite rocket should have launched by now.

10. My four canaries could have flown away.

Helping verb +  
main verb =  
**Verb phrase**

Circle the helping verb in each sentence.

1. You should have been studying for your test.

Example

2. That crash must have been caused by bad driving.

3. We will not be shopping at the mall tomorrow.

4. Can you help me find my lost phone?

5. We would have been here on time if Nina hadn't slept too much.

6. My aunty and uncle will soon be visiting us for the summer.





## READING COMPREHENSION:

Answer the following questions based on the story.



1. Name four places a cat can sleep  
(according to the poem)

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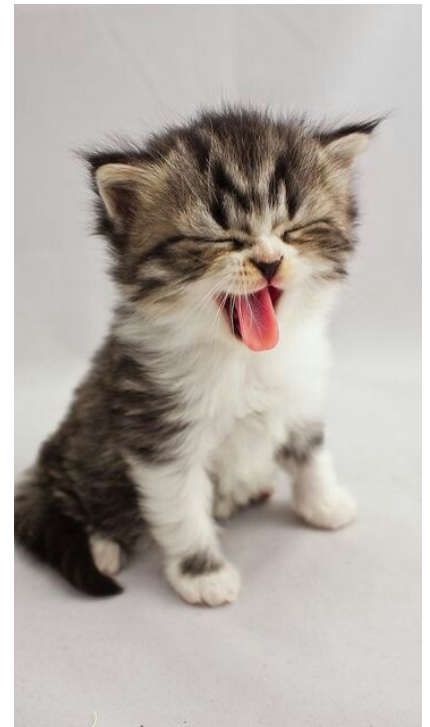
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2. What personality do the cats seem to  
have?

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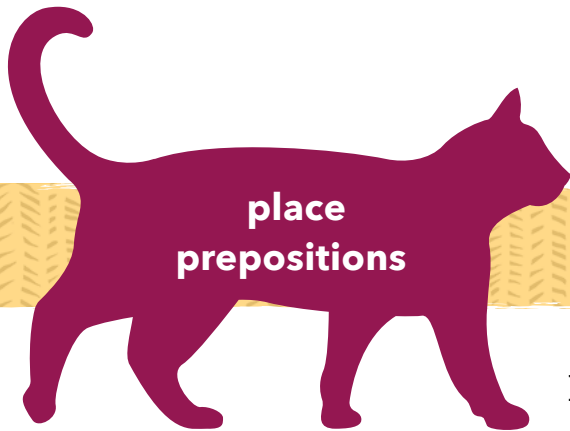
**GRAMMAR:**  
Prepositions

**What is a preposition?** A preposition is a word that indicates location.

There are **3** types of prepositions:

1. Place
2. Time
3. Direction

Today we will focus on **place prepositions.**



are used for several types of places

**Most Common: On, In, At**

Think of it in terms of a box. Is that cat **IN** the box? Is she **ON** the box?  
Is she **BESIDE** the box? Is she **UNDER** the box?



**in**



**on**



**beside**



**under**



**“In” is used for a place that has some sort of physical/virtual boundary.**

**“On” is used for a surface.**

**“At” is used for a specific plane.**

Prepositions	Nature of Places
in	examples:  in a hall  in a school  in a building  in the box  in the car  in the cupboard  in the drawer
on	examples:  on the table  on the blackboard  on the piano  on the window ledge
at	examples:  at the school  at the bus stop  at the playground

**Other place prepositions**

in front of

behind

next to

between

above

under

below

over

in \*

on \*

at\*

**DIRECTIONS:** Match the correct preposition to its picture.

**behind**



**between**



**in**



**on**



**under**



**beside**



## LESSON

## 21

# Hansel and Gretel

There once lived a poor woodcutter, his wife, and his children, Hansel and Gretel. The woodcutter and his wife couldn't take care of the children anymore, so they decided to leave them in the middle of the forest. Hansel and Gretel heard this and were very scared. They came up with a plan of dropping pebbles **across** the path their father took them. All they had to do was follow the line of pebbles back home.

Their parents were surprised to see them and decided to take them again. Hansel and Gretel decided to drop breadcrumbs this time as the pebbles were gone. But sadly for the children, animals and birds ate up all the crumbs.

They walked and walked, but couldn't find their way back home. Suddenly, they saw a strange house made up of cookies, candies, and chocolates. Just as Hansel and Gretel were eating the yummy door, a witch pounced **on** them! She locked up Hansel **in** a cage and asked Gretel to help her with the oven. She would cook them and eat them up. But just as the witch bent **over** to take the oven's temperature. Gretel pushed her from **behind** and locked the oven door.

Gretel rescued Hansel and they filled their pockets up with the witch's jewels. Finally, they managed to find their way back home, and gave the jewels to their parents. Thanks to the clever children, the family was never poor and hungry again.





are used to express the direction of something



**Some direction prepositions:**  
**into, to, through, towards, onto**

**Example sentences:**

1. They are going **into** the witch's house.
2. Hansel is going **to** her home.
3. The ugly witch was coming **towards** her.
4. They will run **through** the forest to meet their father.



**The basic preposition of a direction is "to."**

**TO:** signifies orientation toward a goal

When the goal is physical, such as a destination, "to" implies movement in the direction of the goal.

**The other two prepositions of direction are compounds formed by adding "to" to the corresponding prepositions of location.**

The preposition of location determines the meaning of the preposition of direction.

**ON + TO** = onto: signifies movement toward a surface

**IN + TO** = into: signifies movement toward the interior of a volume

("To" comes from the directional preposition "toward." They usually mean around the same thing.)



The frog jumped onto the lily pad.

The water went into the glass.



**DIRECTIONS:** Choose the preposition that best completes the sentence. Circle it.

1. The bee is coming \_\_\_\_\_ me.  
A. towards  
B. on  
C. across
2. Our teacher stands \_\_\_\_\_ of the class  
A. in front of  
B. behind  
C. in
3. There are four students at each table. \_\_\_\_\_ me is my friend Krithika.  
A. In front of  
B. Near to  
C. across
4. Rohini goes \_\_\_\_\_ the classroom.  
A. into  
B. on  
C. towards
5. Jonathan sits \_\_\_\_\_ Ashwin and Matthew.  
A. between  
B. under  
C. into

## READING COMPREHENSION:

Go back to the story and look over the bold words. They are prepositions.  
Then, answer the following questions based on the story.

Write down the five prepositions from the story:

1

2

3

4

5

1. Why did Hansel and Gretel's father leave them in the forest?

2. How did Gretel save Hansel?



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**LESSON**  
**22****Months of the Year**

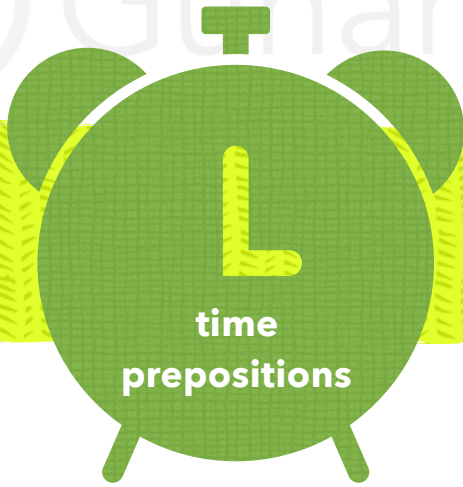
4 5 6 7 8 9 10

**DIRECTIONS:**

Read this quick poem. Then, study time prepositions  
(Page 2). Answer the questions that follow.

25 26 27 28 29 30 31

Thirty days have September  
April, June and November  
All the rest have 31,  
Except for February alone  
Which has 28 days clear  
And 29 in a leap year.



are prepositions that allow you to discuss a specific time period such as a date on the calendar, one of the days of the week, or the actual time something takes place

Time prepositions are the same words as prepositions of place, however they are used in a different way.

**at**

**in**

**on**

used to discuss clock times, holidays and festivals, and things like "night"

used for months, seasons, years, etc.

used to discuss certain days of the week, specific dates, and special days

Sentence Examples:  
Meet me **at** 3:00.

Sentence Examples:  
My birthday is **in** January

Sentence Examples:  
We're going to Colombo **on** Friday.

I can't fall asleep **at** night.

Birds migrates **in** the spring and autumn.

We always have a big party **on** Christmas Eve.

The town is well decorated **at** Christmastime.

Breakfast is eaten **in** the morning.

I was born **on** September 5th.

**DIRECTIONS: Circle the correct preposition.**

1. My grandmother was born \_\_\_\_\_ February.  
A. on  
B. in  
C. at
  
2. \_\_\_\_\_ night, I can hear the wolves howl.  
A. on  
B. in  
C. at
  
3. I don't like going to school \_\_\_\_\_ the summer.  
A. on  
B. in  
C. at
  
4. \_\_\_\_\_ Wednesday, I will be traveling to Trincomalee.  
A. on  
B. in  
C. at
  
5. I like to eat pittu \_\_\_\_\_ the morning, before school.  
A. on  
B. in  
C. at
  
6. We are running late for the meeting! Meet me \_\_\_\_\_ 6:00!  
A. on  
B. in  
C. at
  
7. Michael Jackson was born \_\_\_\_\_ August 29.  
A. on  
B. in  
C. at



**DIRECTIONS:** Is the underlined preposition a time preposition or a place preposition? Circle the correct answer.

- Academy
1. She likes to stay in the house all day.  
A. time preposition  
B. place preposition
  2. I like to go fishing in the spring.  
A. time preposition  
B. place preposition
  3. Ben wakes up at 8:00 am every morning for work.  
A. time preposition  
B. place preposition
  4. Harsha sits next to me at school.  
A. time preposition  
B. place preposition
  5. I always sit beside my mother on the train.  
A. time preposition  
B. place preposition
  6. She always drinks a cup of tea at bedtime.  
A. time preposition  
B. place preposition
  7. I was born on March 17th.  
A. time preposition  
B. place preposition
  8. He is always singing songs on the bus.  
A. time preposition  
B. place preposition

**LESSON**  
**23****Using the Apostrophe**

**DIRECTIONS:**  
Read about Neduntheevu.



Neduntheevu is an island of the Northern Province. It's also known by its Dutch name, Delft. It is an island located in the Palk Strait. The island's area is 50 km<sup>2</sup> and is roughly oval-shaped. Neduntheevu's surrounded by shallow waters and beaches that are filled with coral chunks and sand. The vegetation consists of palmyrah palms and dry shrubs. There are remains of a 1000 year old ancient temple in the island's western coast, where the ruins of a Dutch colonial fort still remain. The local people's jobs consist of selling palmyrah products and fishing.

## Reading Comprehension

1. In what province is Neduntheevu located?

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2. What is the island's area?

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3. Describe Neduntheevu. What does it look like?

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4. How do the local people on the island earn a living?

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# What's an apostrophe?

An **APOSTROPHE** is a punctuation mark that looks like this: ,

It is usually used to indicate possession or the omission of letters and numbers.

We can use an apostrophe to:

## 1. Show the omission of a letter (contraction) — positive

I am – I'm	We are – We're	There is – There's
You are – You're	Who is – Who's	They are – They're
He is – He's	Here is – Here's	
She is – She's	Let us – Let's	
It is – It's	That is – That's	

## 2. Show the omission of a letter (contraction) — negative + question

Are not – Aren't  
Is not – Isn't  
Do not – Don't  
Should not – Shouldn't

## 3. Show the omission of letters (contraction) — positive

I have – I've  
I will – I'll  
I would – I'd

## 4. Show the omission of letters (contraction) — negative + question

Will not – Won't  
Cannot – Can't

## 5. Show possession/ownership

ex: Rahal's book  
Abdul's phone  
Yaalini's dress

## 6. We don't use the apostrophe with the following possessive nouns:

Yours	His	Hers
Ours	Theirs	Its (belonging to it)

# Rewrite these sentences!

## DIRECTIONS:

Read the following sentences. Then, rewrite the entire sentence by changing underlined word/words into the correct contraction.

### Example:

Original sentence: I cannot play today.

New sentence: I can't play today.

1. Who is knocking at the door?

2. We are going to the store tomorrow.

3. " I will be there," Thurka said.

4. That pen belongs to Lahiru. (Hint: possessive)

# LESSON 24

## Possessive Pronouns

### What is a possessive pronoun?

We have learned about **pronouns** in the past lessons: they are words that can be substituted for a noun.

In the last lesson, we learned about **apostrophes** and **possessive contractions**, like Murali's bat and Yoga's bicycle. They indicate that certain things belong to someone.

A **possessive pronoun** is both of these things put together. It is simply a pronoun indicating possession. It demonstrates ownership.

*Examples: his, hers, yours, ours, mine, etc.*

**Here is a chart to help you out:**

Subject	Possessive Adjective	Possessive Pronoun
I	My	Mine
We	Our	Ours
You	Your	Yours
He	His	His
She	Her	Hers
It	Its	Its
They	Their	Theirs



## Study these:

Here's **your** hat.  The hat is **yours**.

He went to see **his** paddy field.  The paddy field was **his**.

You forgot to take **your** book.  It's **yours**.

He took **my** ball last week.  The ball is **mine**.

## Fill in the blank:

This pen belongs to her.  It's **hers**. Example

1. These spectacles belong to my father.  It's \_\_\_\_\_.

2. This land belongs to Mr. and Mrs. Mahinda.  It's \_\_\_\_\_.

3. This room belongs to me and my brother.  It's \_\_\_\_\_.

4. This shirt belongs to Nizam.  It's \_\_\_\_\_.



# Fill in the best answer

**DIRECTIONS:** Circle the best answer in the parentheses, then fill in the blank to complete the sentence.

1. This is \_\_\_\_\_ uniform, not hers. (his/him)
2. Is this \_\_\_\_\_ school tie or yours? (her/hers)
3. All of the drawings are great but \_\_\_\_\_ (he/his) is the best.
4. I like their dresses but they prefer \_\_\_\_\_ (mine/my).
5. Our umbrella is lost. Can we use \_\_\_\_\_ (yours/you)?
6. Your classroom is clean but \_\_\_\_\_ isn't (ours/our).

**LESSON**  
**25****Compound Nouns**

Read the following passage:

One day a **ladybug** was preparing her **breakfast**. She was expecting a **houseguest**, and so she pulled out her **cooking oil** and began to heat up the **frying pan** for roti. As she was flipping the roti, she heard the **doorbell** ring. The ladybug got up to answer the door, and there was her **houseguest**, Mr. Bee! **Sunshine** spilled into the room, lighting up the entire house.

"Welcome," she said to the **houseguest**. "I'm glad you dropped by for **breakfast**," she said. She went to her closet and picked out her finest **tablecloth**, which she put on the table along with a **teapot** and a vase of **sunflowers**.





## What is a compound noun?

A **compound noun** is a word for people, animals, places, things, or ideas, made up of two or more words. Sometimes we write them as one word, sometimes as two words, and sometimes with a hyphen.

**Examples:** hair + dresser = hairdresser  
 post + office = post office  
 passer + by = passerby  
 fire + fly = firefly  
 fish + tank = fish tank  
 swimming + pool = swimming pool

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Match a word in column A with a word in column B to make a new compound noun. Then, write each word next to the box.

		Example
1. railway	(            ) park	railway station
2. traffic	(            ) way	
3. book	(            ) station	
4. bus	(            ) port	
5. rush	(            ) stop	
6. air	(            ) shop	
7. children's	(            ) light	
8. high	(            ) hour	

# Fill in the blank

## DIRECTIONS:

Now use the words from the above activity and fill in the blanks to complete the sentences correctly.

1. There are so many cars on the road, it must be \_\_\_\_\_.
2. We are going to miss our plane! We have to go to the \_\_\_\_\_.
3. Lakshan waits at the \_\_\_\_\_ every day so he can go to school.
4. I have to get some textbooks for school, let's go to the \_\_\_\_\_.
5. Ruvini brings her kids to the \_\_\_\_\_ so they can play.
6. Since the smaller roads were packed, the family decided to take their car on the \_\_\_\_\_.
7. "Pay attention to the \_\_\_\_\_ when driving, they will tell you to stop or go," his dad said.
8. Saveen likes to read a book on the train before work, so he wakes up early and reads at the \_\_\_\_\_.

# Put the two smaller words together to make a compound word.

1. sun + shine = **sunshine**

Example

2. back + pack =

3. table + tennis =

4. sun + flower =

5. camp + fire =

6. address + book =

7. pepper + mint =

8. butter + fly =

9. foot + prints =

10. water + melon =

11. dinner + table =

12. well + known =

13. some + thing =

# LESSON 26

## Positive, Comparative, and Superlative

Read the following facts:

### The Pacific Ocean

- The Pacific Ocean is the largest and the deepest of all the oceans.
- covers more than 30 % of the earth's surface.
- The word "pacific" means peaceful in Latin.
- The deepest known part on the earth, the Mariana Trench is in the Pacific Ocean.
- The lowest point is called the Challenger Deep.
- It also has the Great Barrier Reef, the largest coral reef in the world.



### The Atlantic Ocean

- This is the second largest ocean in the world.
- It covers about 20% of the world's surface.
- Greenland, the world's biggest island, is located in the Atlantic Ocean.
- The Atlantic was the first ocean to be crossed by airplane and ship.





### **The Indian Ocean**

- is the third largest ocean in the world.
- is the warmest ocean
- about 40% of the world's oil comes from this ocean
- Sri Lanka borders the Indian Ocean



### **The Arctic Ocean**

- The Arctic Ocean is the smallest and the shallowest ocean.
- covered by ice in winter
- polar bears are commonly seen on Arctic ice
- the world's largest jellyfish is found in the Arctic Ocean



### **The Southern Ocean**

- This is the fourth largest ocean.
- Is also called the Antarctic Ocean.
- Emperor penguins and albatrosses live here.



## Reading Comprehension

### DIRECTIONS:

Answer the questions based on the facts above.

1. What is the first ocean crossed by ship and airplane?

2. What is the largest ocean?

3. What is the warmest ocean?

4. Where does the world's largest species of jellyfish live?

5. What is another name for the Southern Ocean?

6. What is the world's biggest island?

## Positive, Comparative and Superlative

We will talk about three different forms of adjectives:  
positive, comparative and superlative

The **positive form** is the normal form of the adjective.

The **comparative form** expresses a higher degree of some quality.

The **superlative form** expresses the highest degree.

Here are some examples:

Positive	Comparative	Superlative
big	bigger	biggest
small	smaller	smallest
tall	taller	tallest
short	shorter	shortest
long	longer	longest
clever	cleverer	cleverest
strong	stronger	strongest
beautiful	more beautiful	most beautiful
interesting	more interesting	most interesting
good	better	best

Complete the table:

	Positive	Comparitive	Superlative
Example	tall	taller	tallest
Example	deep	deeper	deepest
	low		
	warm		
	young		
	high		
	shallow		
	cold		
	slow		
	old		

Fill in the blank:

1. The Indian Ocean is \_\_\_\_\_ (large/ larger / largest).
2. The Atlantic Ocean is \_\_\_\_\_ than the Indian Ocean (large / larger/ largest)
3. The Pacific Ocean is the \_\_\_\_\_ (large/ larger / largest).



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# LESSON 27

## Graded Quantifiers (few, much, little, most, etc.)

### Read the following passage:

This passage is taken from the *English Pupil's book (Gr. 10)*

Published by: The Educational Publications Department

**Finger millet** (*Eleusine Coracana*) is a traditional grain that is popular in Sri Lanka because of its nutritional value. It is called *Kurakkan* in Sinhala and Tamil.

Vitamin B, iron and calcium are all present in abundance in finger millet. It is also rich in dietary fibre and helps in easy digestion. Therefore, it is an excellent remedy for constipation as it acts as a natural laxative. It is low in fat content but rich in carbohydrates which makes it good for people who are overweight. The digestion process of finger millet is slow and therefore helps in keeping the blood sugar at a low level. As a result, it has become a favorite food among diabetic patients. This wholesome grain is made into porridge, idli, pittu, roti, hoppers and bread in various regions. It is increasingly becoming popular as a bakery product and recently its demand has increased considerably as people have become aware of its health benefits. Organically grown finger millet is healthier and safer to eat as there are no harmful chemicals used in growing it.

In Sri Lanka, it is grown in Anuradapura, Kegalle Moneragala, Hambantota, Ratnapura, Nuwara Eliya, Ampara, Badulla and Jaffna districts. It is a hardy crop that is well adapted to arid highland areas in Africa and Asia. The crop is now grown on a larger scale in India. It grows best in an environment with medium rainfall, an annual temperature range of 11°C to 27°C and a soil of pH range of 5.0 to 8.2. It is a crop that has great potential if promoted as a healthy food.





## Reading Comprehension

1. What are the areas where finger millet is grown in Sri Lanka?

2. What are the food items that can be made with finger millet?

3. What are the benefits of finger millet?

4. What is the required temperature for finger millet?

5. What are the nutrients in finger millet?



6. What is the required type of soil for finger millet?



## Graded Quantifiers

We learned about comparative and superlative adjectives in Lesson 26.

Graded quantifiers are very similar to the words *big, bigger, and biggest*.

Instead of giving an exact quantity, like numbers, they give an approximate quantity. Here are some examples of graded quantifiers.

“a large quantity of”	“a small quantity of”
many/much, more, most	few, fewer, fewest, little, less, least

Now, the words **many** and **few** are usually paired with nouns called **COUNTABLE NOUNS**. **COUNTABLE NOUNS** are things that we can count, like pens, chairs, biscuits, roti, etc.

**Ex:** I have **many** pens.  
I only have a **few** biscuits.

The words **much** and **little** are usually paired with nouns called **UNCOUNTABLE NOUNS**.

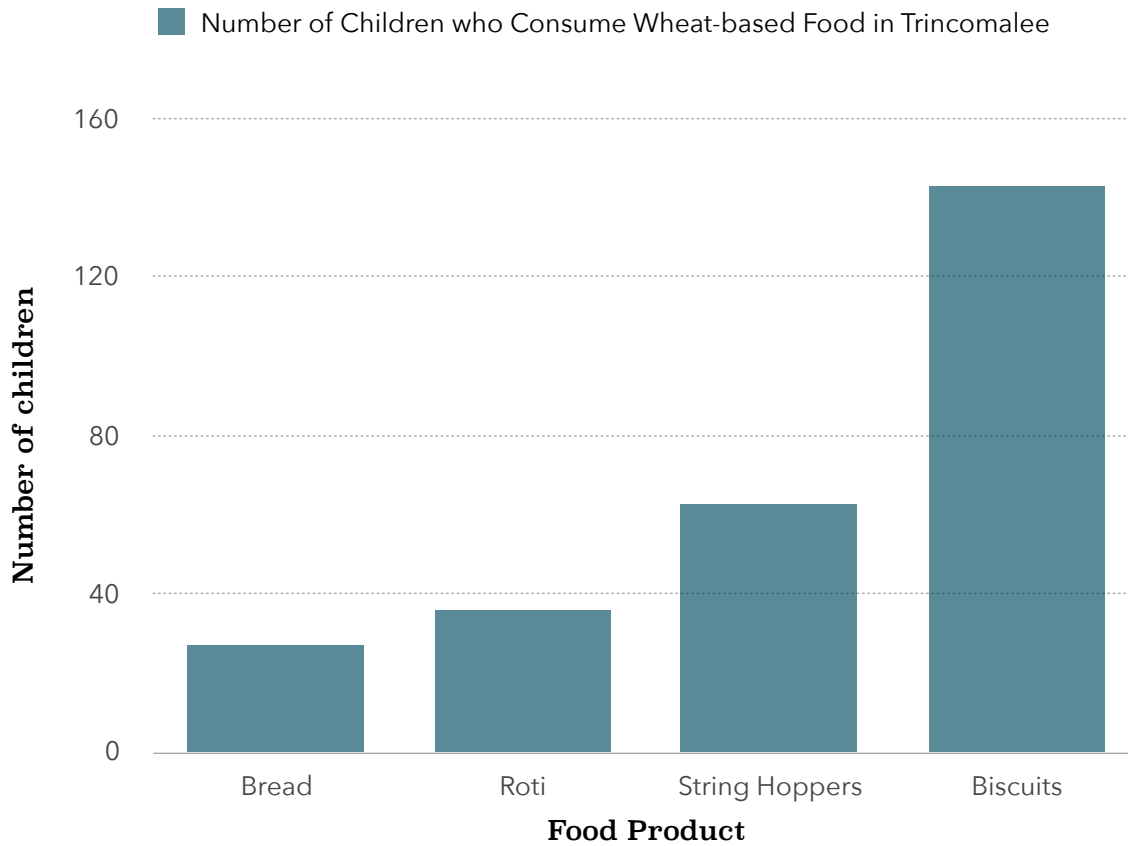
**UNCOUNTABLE NOUNS** are substances that don't have separate elements, like milk, rice, news, and time.

**Ex:** I have **little** water.  
I don't have **much** time.

\*\*\*\*The words “many” and “much” both become “more” and “most” when turned into comparative and superlative adjectives. See the chart on the next page.

quantifier	comparative	superlative
C many	} more	most
U much		
C few	} fewer	fewest
U little		

## Study the graph.



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## Answer the questions based on the graph.

1. What is the most eaten wheat-based food?

2. What is the least eaten wheat-based food?



Name: \_\_\_\_\_ Date: \_\_\_\_\_

LESSON

28

Review (Part 1)

VOCABULARY

Here is a list of some of the vocabulary you have learned from the past lessons.

tired	teased
dedicated	cackling
scrambled	apologized
teapot	speckled
beautiful	delicious
chewed	travel
summer	see
thieves	running
awaken	deceiving
alarm	pitied
share	squeaked

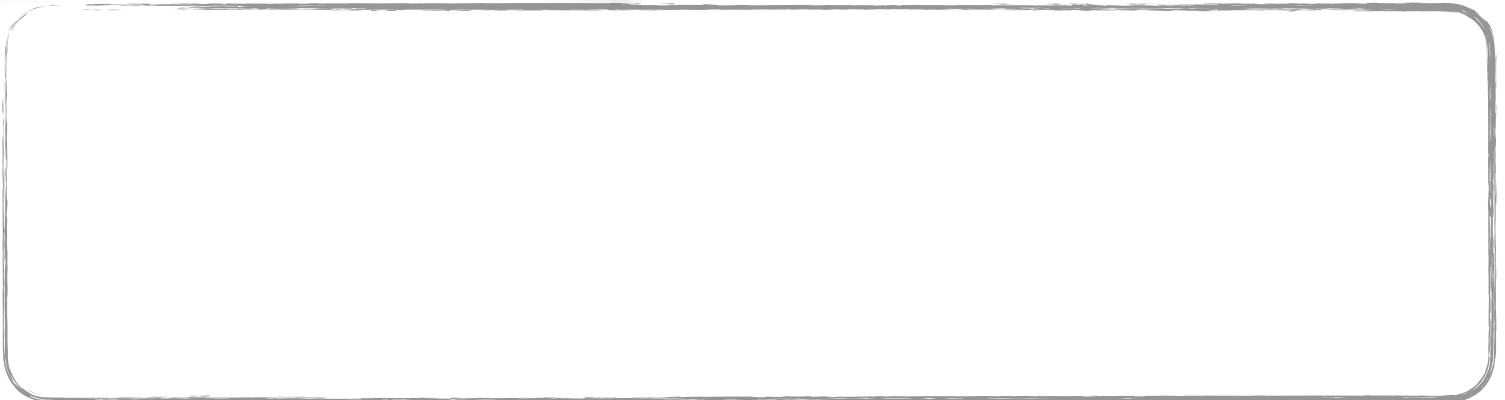
## ACTIVITY 1

**DIRECTIONS:** In the box below, write down all words in the vocabulary box on Page 1 that contain the **LONG E SOUND**.



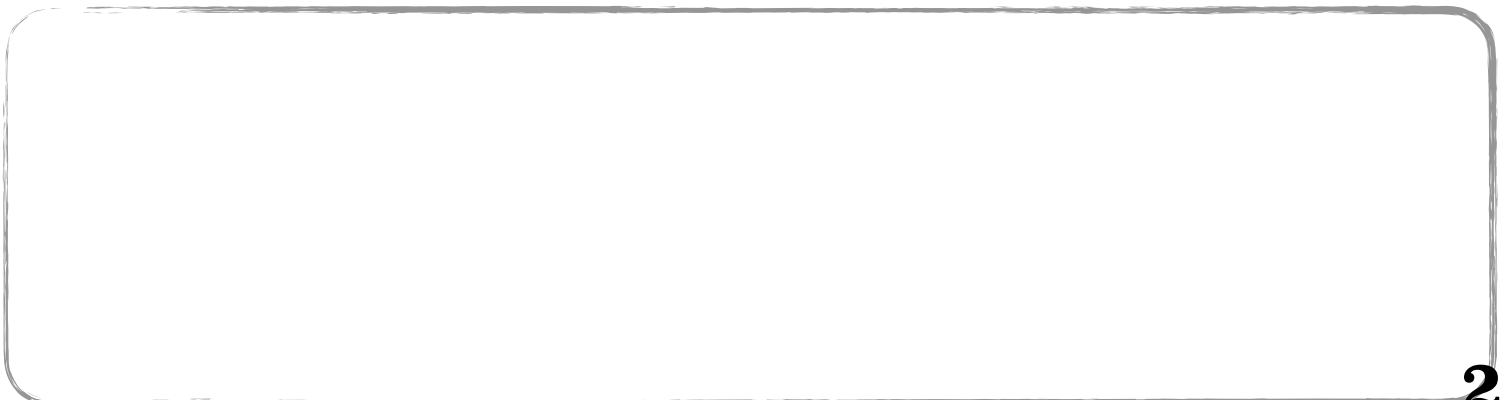
## ACTIVITY 2

**DIRECTIONS:** In the box below, write down all words from the vocabulary box on Page 1 that contain the **LONG A SOUND**.



## ACTIVITY 3

**DIRECTIONS:** In the box below, write down all words from the vocabulary box on Page 1 that contain the **consonant 'd'**



## ACTIVITY 4

**DIRECTIONS:** Look at each word below. Then, create a simple sentence using that word. Refer to your past lessons if you need help, or even a dictionary.

1. teapot

2. teased

3. share

4. summer

5. speckled

6. travel

6. apologized

6. beautiful

7. tired

8. chewed



Name: \_\_\_\_\_ Date: \_\_\_\_\_

LESSON  
**29**

**Review (Part 2)**

**GRAMMAR**

**ACTIVITY 1**

**DIRECTIONS:** What is a synonym?  
What is an antonym? Write the definitions  
below.

1. synonym

2. antonym

**ACTIVITY 2**

**DIRECTIONS:** Make these verbs past tense.  
Hint: Some are regular and some are  
irregular!

1. live

2. stay

---

---

3. go

---

---

4. make

---

---

### ACTIVITY 3

**DIRECTIONS:** Analyze these sentences. Then, identify how many nouns are in the sentence and whether they are a person, place or thing. Also identify if they are singular or plural. If there is none in one category, draw a line through it.

1. Thayalan went to the grocery store in Trincomalee to buy biscuits.

**No. of nouns:**

**Person(s):**

**Place(s):**

**Thing(s):**

**Singular Noun(s):**

**Plural Noun(s):**

2. Lily likes to eat 2 rambutans at school.

**No. of nouns:**

**Person(s):**

**Place(s):**

**Thing(s):**

**Singular Noun(s):**

**Plural Noun(s):**

3. Ashwin noticed that there were a lot of children in the restaurant.

**No. of nouns:**

**Person(s):**

**Place(s):**

**Thing(s):**

**Singular Noun(s):**

**Plural Noun(s):**

4. At school, we study about the elephants and lions that live in Africa.

**No. of nouns:**

**Person(s):**

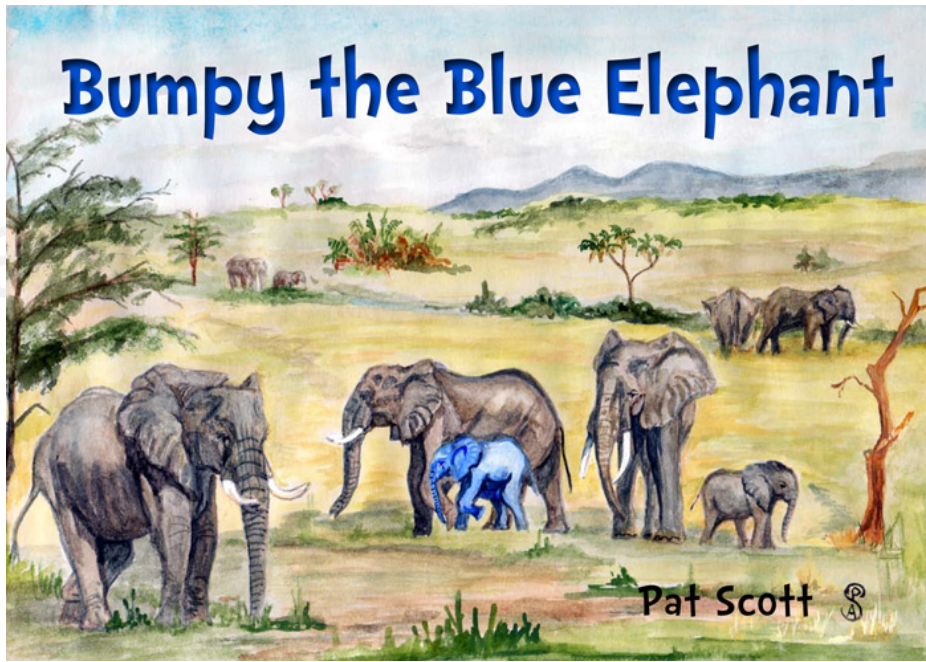
**Place(s):**

**Thing(s):**

**Singular Noun(s):**

**Plural Noun(s):**

# Bumpy the Blue Elephant



## ACTIVITY 4

**DIRECTIONS:** You are looking at the cover of this book by Pat Scott, “Bumpy the Blue Elephant.” Observe the cover and answer the questions below.

1. What color is Bumpy the elephant?

2. What is the texture of his skin?

3. How many elephants are in this picture?

4. What is the word used to describe a noun?

5. Make a sentence using the following words:  
elephant - bumpy - blue - small - African



LESSON  
**30**

**Review (Part 3)**

**GRAMMAR**

**ACTIVITY 1**

**DIRECTIONS:** What is an article? Read the questions and answer them below.

1. What is an article?

2. How many articles are there in the English language?

**ACTIVITY 2**

**DIRECTIONS:** What is a vowel? Read the questions and answer them below.

1. Name the vowels.

2. Write down a few words that contain the short 'o' sound.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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### ACTIVITY 3

**DIRECTIONS:** Read the questions and answer them below.

1. What are the three types of verbs?

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---

2. What is the difference between the verbs in these two sentences:

Sentence 1: He **smells** the soup.

Sentence 2: He **smells** bad.

<hr/> <hr/> <hr/>
-------------------

3. **Sentence:** That car crash must have been caused by bad driving.

What is the helping verb in this sentence?

<hr/> <hr/> <hr/>
-------------------

## ACTIVITY 4

**DIRECTIONS:** Read the questions and answer them below.



1. What are the three types of prepositions?



2. **Sentence:** The little puppy sits **in** the doghouse.  
What type of preposition is “in”?



3. **Sentence:** Our teacher stands **in front of** the class.  
What type of preposition is “in front of”?

3. **Sentence:** She was born **on** August 5, 2000.  
What type of preposition is “on”?

## ACTIVITY 5

**DIRECTIONS:** Read the sentences below.  
Then, rewrite the entire sentence by  
changing underlined word/words into the  
correct contraction.

1. She is knocking at the door.

---

---

2. "Let us join hands and pray," he said.

---

---

2. This book **belongs to Tom**.

---

---

## ACTIVITY 6

**DIRECTIONS:** Read the sentences below.  
Then, replace the noun with a possessive  
pronoun.

1. These books belong to me and my brother.  It's \_\_\_\_\_.

2. This sock belongs to my father.  It's \_\_\_\_\_.

3. That phone belongs to me.  It's \_\_\_\_\_.

4. This is my aunt's pen.  It's \_\_\_\_\_.



## ACTIVITY 7

### DIRECTIONS:

Write down the compound noun(s) in each sentence. Then, identify whether the adjective used is comparative or superlative.

1. My campfire is **hotter** than your campfire.

**Compound noun:**

**Comparative or superlative adjective:**

2. That sunflower is the **tallest** in the entire field.

**Compound noun:**

**Comparative or superlative adjective:**

3. Those footprints look **smaller** than an adult's footprints.

**Compound noun:**

**Comparative or superlative adjective:**

4. That was the **weirdest** butterfly I have ever seen!

**Compound noun:**

**Comparative or superlative adjective:**

## ACTIVITY 8

### DIRECTIONS:

Circle the graded quantifiers in each sentence.

1. I don't have much roti on my plate.

2. I have many plates.

# ANSWER KEY

## FOR LESSON 8

### I'm a Little Teapot

**IMPORTANT:** The answer key is **ONLY** to be used by teachers for grading purposes.

#### FILL IN THE BLANK:

1. pour
2. stout
3. teapot
4. handle
5. steam
6. shout
7. spout
8. clever

#### READING COMPREHENSION:

1. The poem is about a teapot who talks about his spout and handle. He is clever and shouts when he gets steamed up.
2. The teapot shouts when he gets steamed up, which means that the tea is ready to be poured.
3. (The students can describe their teapot in whatever way they want. Describe its color, shape, size, how new or old it is, etc.)

### Kitchen Items

#### WRITING:

1. bread knife
2. butter knife
3. kettle
4. apron
5. bowl
6. spoon

#### GRAMMAR – VERBS:

Mohan wants to make pittu and fish curry for his family. First, he puts on his new apron. Then, he mixes the rice flour and salt for the pittu in a bowl. After that, he soaks the bamboo pittu steamer in water. He puts in the stopper and then piles the mixture into the steamer. While he waits, he starts the fish curry. He puts oil, onions and garlic into a pan and fries them until they are soft. He cuts the fish into pieces using a kitchen knife, and then adds the fish to the pan. He mixes it all together with a wooden spoon and serves the pittu and curry onto plates for his family to enjoy.

# ANSWER KEY

## FOR LESSON 9

### The Fox and the Sick Lion

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

#### READING COMPREHENSION:

1. The animals go into the lion's den because they wish to pay homage the lion, who is their king. They wish to honor him as well as impress him so that they can be chosen to be the next leader of the jungle.
2. The fox refused to go into the lion's den because he observed that there were many footprints going into the cave but none coming out. He became suspicious and did not visit the lion like the others.
3. (Students must think about their own personal experiences here and how it relates to the moral of the story. Were there times when they learned something because someone else got punished, like a brother or a friend? It might help if the students are allowed to discuss their stories with their classmates.)

#### GRAMMAR – PAST TENSE VERBS

END WITH -ED (REGULAR)	DON'T END WITH -ED (IRREGULAR)
Ex: point → pointed	Ex: is → was
lived	made
ruled	went
served	sent
stayed	left
asked	ran
approached	told
confined	
pointed	
decided	
observed	
walked	
impressed	

# ANSWER KEY FOR LESSON 10

## The Grasshopper and the Ants

**IMPORTANT: The answer key is ONLY to be used by  
teachers for grading purposes.**

### CROSSWORD PUZZLE ANSWERS

#### Across:

2. snug

5. autumn

7. chewed

8. storing

10. spring

11. summer

#### Down:

1. winter

3. gather

4. kernels

6. noticed

9. replied

## The Four Seasons

**What season is Sri Lanka experiencing  
here? A: Winter**



# ANSWER KEY

## FOR LESSON 11

### Secondary Students

## Writing

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

1. thieves - people who steal another person's property
2. awaken - to wake up, to not sleep
3. terrified - to fill with terror, to make afraid
4. alarm - to surprise and warn of danger
5. rob - to steal
6. begged - to ask for a gift or favor
7. wealthy - having great wealth, rich

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## Reading Comprehension

- 1. What is this story about?** The story is about two thieves who find a rooster while robbing a house. To save his own life, the rooster begs and offers to help them, but the thieves tell him his crowing will only get them in trouble.
- 2. What does the rooster promise to do for the thieves?** The rooster promises the thieves that he will awaken them with his crowing so they can get to work on time.
- 3. Why do thieves not think the rooster's promise is a good idea?** They do not think his promise is a good idea because his crowing will not allow them to rob houses in peace. They will then get in trouble for stealing.

## Person, place or thing?

1. person	2. place	3. thing
3. thing	2. place	1. person
2. place	3. thing	1. person
3. thing	2. place	1. person

## What's a Pronoun?

- Ashwin and I** ----- **us**
- Priya** ----- **she**
- Amma and Appa** ----- **they**
- the small dog** ----- **it**

# ANSWER KEY

## LESSON 12

### SECONDARY STUDENTS

#### Fill in the Blank

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

1. The **shepherd** takes care of his sheep.
2. Anya was late, so she **rushed** to school.
3. The birthday party was full of **excitement** , everyone was having a good time.
4. His grandfather is smart and very **wise**.
5. He is lonely and wishes for some **company**.
6. Timmy likes **deceiving** people and he also likes to steal.
7. It is early morning, so no one in the town **stirred**.
8. "I don't like doing homework," she **complained**.

#### Reading Comprehension

1. The shepherd boy tends to his sheep at the foot of a mountain near the dark forest.
2. His plan was to shout "Wolf, wolf" in order to trick the villagers into coming to help him.
3. (Answers may vary)

#### Grammar (Singular and Plural Nouns)

Example: cats

1. mountain → mountains
2. boys → boys
3. village → villages

**ANSWER KEY**  
**LESSON 13**  
SECONDARY STUDENTS

**Combining Numbers and Nouns**

1. two gifts (Example)
2. two books
3. one bed
4. three bananas

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

**Make the words plural**



elves



calves



knives



feet



cacti



children

**ANSWER KEY**  
**LESSON 14**  
SECONDARY STUDENTS

**Two Pairs of Words**

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

**First Pair:**

Word 1: hopped

Definition: to make a short, bouncing leap

Word 2: bounded

Definition: to move by leaps, to jump

**Second Pair:**

Word 1: cackling

Definition: to laugh or make a sound in a shrill, broken manner

Word 2: screeched

Definition: to make a harsh, shrill, cry or sound

**GRAMMAR: Circle the adjective**

1. d
2. d
3. c
4. a
5. c
6. b
7. c
8. a
9. b
10. b
11. c
12. a

13. a
14. b
15. a
16. d
17. a
18. b
19. a
20. d
21. d
22. d
23. c
24. a



**ANSWER KEY**  
**LESSON 15**  
SECONDARY STUDENTS

**Questions**

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

**3 adjectives that describe quantity:**

1. five
2. some
3. four

**2 adjectives that describe the pool:**

1. nice
2. cool

**Adjective used to describe taste:**

1. delicious

**2 adjectives that describe the appearance of the frogs:**

1. green
2. speckled

**Can you fix it?**

1. The young blue bird.
2. The yellow Spanish wooden boat.
3. An old long slimy snake.

**Identify and create**

1. An / The interesting, large Sri Lankan textbook.
2. A/the delicious ripe yellow mango.
3. An/the ugly small Canadian shirt.
4. A/the thin silver metal knife.
5. A/The hot brown English tea.
6. A/The pretty modern small house.

**ANSWER KEY**  
**LESSON 16**  
SECONDARY STUDENTS

**Identify the adjectives in the poem.**

1. nice
2. long
3. small
4. pink
5. white

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

**Answer some questions about the poem.**

1. mice, nice, small, pink, white
2. The poet likes the mice. He describes them as nice.
3. Color, size, length

**Circle the correct answer**

1. B
2. A
3. B
4. D
5. A
6. C
7. B
8. B
9. A
10. B
11. D

# ANSWER KEY

## LESSON 17

SECONDARY STUDENTS

### Reading Comprehension

**IMPORTANT:** The answer key is **ONLY** to be used by teachers for grading purposes.

1. Sam and Peter
2. Sam finds an axe.
3. Sam says he is the first one to find the axe, so he gets to keep it.
4. The owner of the axe chases after them
5. Sam learns to share.

### Match each word to its picture.

travel

see

running

steal

share



**ANSWER KEY**  
**LESSON 18**  
SECONDARY STUDENTS

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

**REVIEW: Action Verbs**

- 1. A word that shows an action.**
- 2. Answers may vary** (run, jump, laugh, etc.)
- 3. (From left to right)**  
sing     cry  
write    cook



**ANSWER KEY**  
**LESSON 19**  
SECONDARY STUDENTS

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

**Circle two action verbs in the poem.**

1. wag
2. drag

**Circle the verb phrase in each sentence.**

1. will be playing
2. should have cleaned
3. did do
4. should...be eating
5. must have wondered
6. must have driven
7. would have been
8. have...been doing
9. should have launched
10. could have flown

**Circle the helping verb in each sentence.**

1. should
2. have
3. will
4. can
5. would
6. will

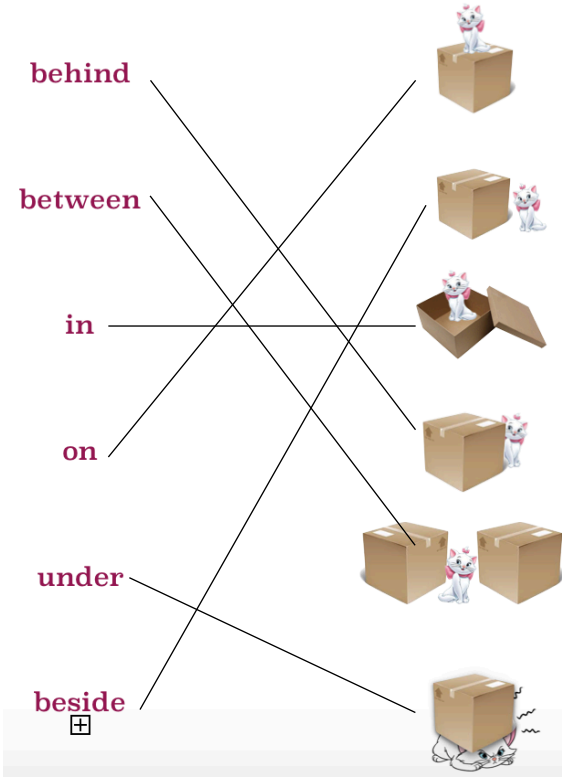
**ANSWER KEY**  
**LESSON 20**  
SECONDARY STUDENTS

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

**Reading Comprehension**

- 1. (Any 4 of these)  
table / chair / piano / window-ledge / open drawer / empty shoe / lap / box / cupboard / with frocks
- 2. They seem lazy / tired / sleepy. They don't seem to care about anything.

**Grammar**



**ANSWER KEY**  
**LESSON 21**  
SECONDARY STUDENTS

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

**Choose the best preposition.**

1. A
2. A
3. C
4. A
5. A

**Reading Comprehension**

**Write down the five prepositions from the story:**

1. across
2. on
3. in
4. over

**Why did Hansel and Gretel's father leave them in the forest?**

The father and mother could not take care of the children anymore because they were poor and hungry.

**How did Gretel save Hansel?**

Gretel pushes the witch into the oven and rescues Hansel from the cage.

**ANSWER KEY**  
**LESSON 22**  
SECONDARY STUDENTS

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

**Circle the correct preposition.**

1. B
2. C
3. B
4. A
5. B
6. C
7. A

**Time or place preposition?**

1. B
2. A
3. A
4. B
5. B
6. A
7. A
8. B



**ANSWER KEY**  
**LESSON 23**  
SECONDARY STUDENTS

**IMPORTANT:** The answer key is **ONLY** to be used by teachers for grading purposes.

**Reading Comprehension**

1. It is located in the Northern Province.
2. The island's area is 50 km<sup>2</sup>.
3. The island of Neduntheevu is oval-shaped. It is surrounded by shallow waters, beaches filled with coral chunks and sand, and palmyrah palms and shrubs.
4. The local people of the island earn a living by fishing and selling palmyrah products.

**Rewrite these sentences!**

1. Who's knocking at the door?
2. We're going to the store tomorrow.
3. "I'll be there," Thurka said.
4. That is Lahiru's pen.

**ANSWER KEY**  
**LESSON 24**  
SECONDARY STUDENTS

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

**Fill in the blank**

- |           |         |
|-----------|---------|
| 1. his    | 3. ours |
| 2. theirs | 4. his  |

**Complete the sentences**

1. yours
2. his
3. ours
4. mine
5. theirs
6. hers

**Fill in the best answer**

1. his
2. her
3. his
4. mine
5. yours
6. ours

**ANSWER KEY**  
**LESSON 25**  
SECONDARY STUDENTS

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

**Matching**

1. railway station
2. traffic light
3. book shop
4. bus stop
5. rush hour
6. airport
7. children's park
8. highway

**Fill in the blank**

1. rush hour
2. airport
3. bus stop
4. book shop
5. children's park
6. highway
7. traffic light
8. train station

**Put the two smaller words together to make a compound word**

1. sunshine
2. backpack
3. table tennis
4. sunflower
5. campfire
6. address book
7. peppermint
8. butterfly
9. footprints
10. watermelon
11. dinner table
12. well known
13. something

**ANSWER KEY**  
**LESSON 26**  
SECONDARY STUDENTS

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

**Reading Comprehension**

1. The Atlantic Ocean
2. The Pacific Ocean
3. The Indian Ocean
4. The Arctic Ocean
5. The Antarctic Ocean
6. Greenland

**Complete the table**

low / lower / lowest  
warm / warmer / warmest  
young / younger / youngest  
high / higher / highest  
shallow / shallower / shallowest  
cold / colder / coldest  
slow / slower / slowest  
old / older / oldest

**Fill in the blank**

1. large
2. larger
3. largest



**ANSWER KEY**  
**LESSON 25**  
SECONDARY STUDENTS

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

**Reading Comprehension**

1. It is grown in the Anuradapura, Kegalle Moneragala, Hambantota, Ratnapura, Nuwara Eliya, Ampara, Badulla and Jaffna districts.
2. Finger millet is made into porridge, idli, pittu, roti, hoppers and bread.
3. It is rich in dietary fibre and helps with digestion. It is also a remedy in constipation and is good for people who are overweight.
4. It grows best in a temperature range between 11°C to 27°C.
5. Finger millet has Vitamin B, iron and calcium.
6. The soil has to have a pH range of 5.0 to 8.2.

**Answer the questions based on the graph.**

1. Biscuits
2. Bread

**ANSWER KEY**  
**LESSON 28**  
SECONDARY STUDENTS

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

**Activity 1 — Long E Sound**

1. teapot
2. thieves
3. teased
4. see
5. deceiving
6. pitied
7. squeaked

**Activity 2 — Long A Sound**

1. dedicated
2. awaken
3. share

**Activity 3 — Consonant 'd'**

1. tired
2. dedicated
3. scrambled
4. chewed
5. teased
6. apologized
7. speckled
8. delicious
9. deceiving
10. pitied
11. squeaked

**Activity 4 — Sentences**

**Answers may vary.**

# ANSWER KEY

## LESSON 29

### SECONDARY STUDENTS

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

### Activity 1

**synonym:** a word or phrase that means exactly or nearly the same as another word or phrase.

**antonym:** a word or phrase that means the opposite of another word or phrase.

### Activity 2 — Past tense

1. lived
2. stayed
3. went
4. made

### Activity 3 — Nouns

1.  
No. of nouns: 4  
Person(s): Thayalan  
Place(s): store, Trincomalee  
Thing(s): biscuits  
Singular Noun(s): store  
Plural Noun(s): biscuits

2.

No. of nouns: 3  
Person(s): Lily  
Place(s): school  
Thing(s): rambutan  
Singular Noun(s): school  
Plural Noun(s): rambutans

3.

No. of nouns: 3  
Person(s): Ashwin, children  
Place(s): restaurant  
Thing(s): ——  
Singular Noun(s): restaurant  
Plural Noun(s): children

4.

No. of nouns: 4  
Person(s): we  
Place(s): school, Africa  
Thing(s): lions, elephants  
Singular Noun(s): school, Africa  
Plural Noun(s): lions, elephants, we

### Activity 4 — Adjectives

1. blue
2. bumpy
3. Nine elephants
4. adjective
5. Sentences may vary.  
**Correct order of adjectives:**  
Small - blue - African - bumpy

# ANSWER KEY

## LESSON 30

SECONDARY STUDENTS

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

### Activity 1

1. An **article** is a kind of adjective which is always used with and gives some information about a noun.
2. Two

### Activity 2

1. a, e, i, o, u and sometimes y
2. Answers may vary.

### Activity 3

1. actions verbs, linking verbs, and helping verbs
2. Sentence 1 contains an action verb (smells).  
Sentence 2 contains a linking verb (smells).
3. must

### Activity 4

1. place, direction and time
2. place preposition
3. direction preposition
4. time preposition

### Activity 5

1. **She's** knocking at the door.
2. "**Let's** join hands and pray," he said.
3. This is **Tom's** book.

### Activity 6

1. It's **ours**.
2. It's **his**.
3. It's **mine**.
4. It's **hers**.

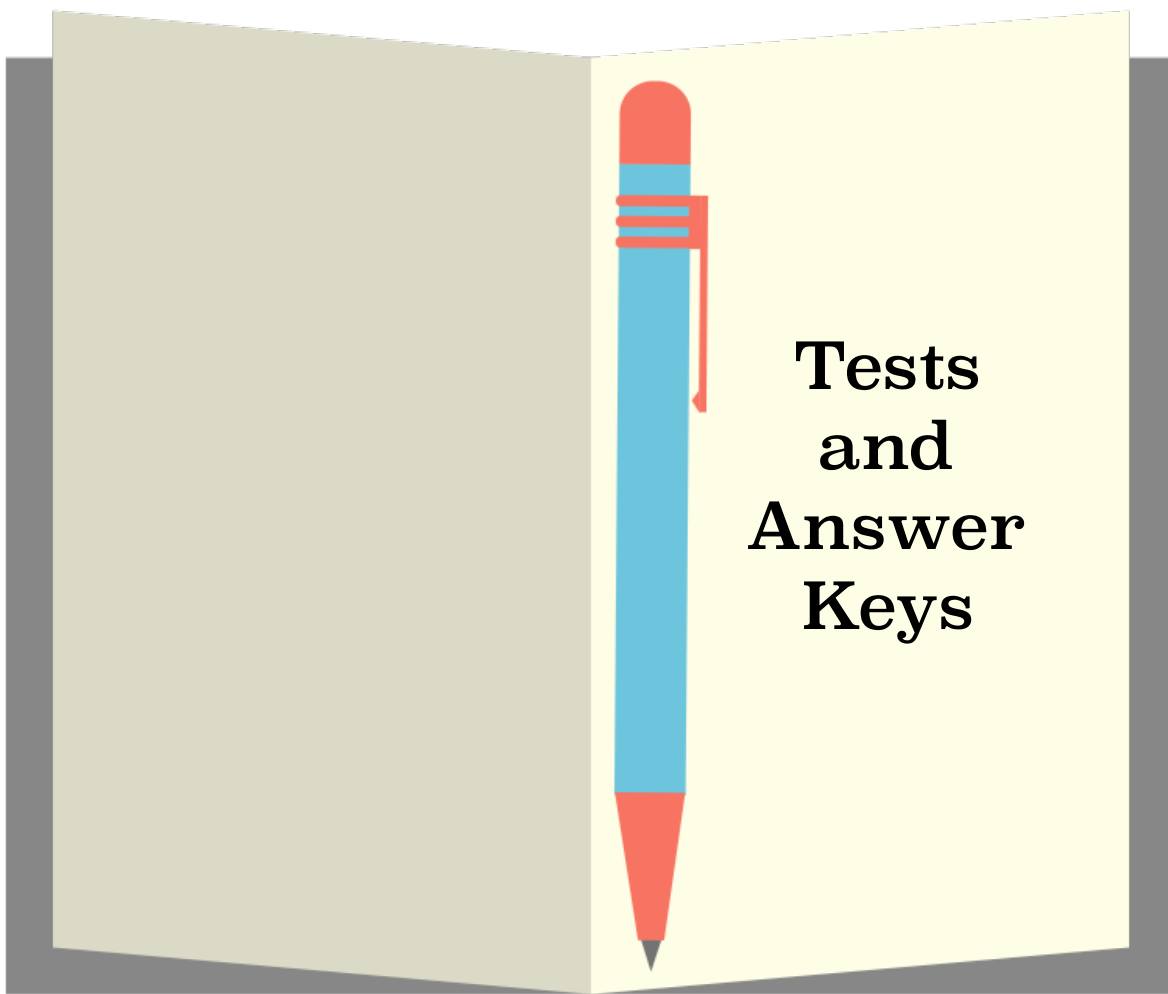
### Activity 7

1. campfire / comparative
2. sunflower / superlative
3. footprint / comparative
4. butterfly / superlative

### Activity 8

1. much
2. many





**Tests  
and  
Answer  
Keys**

# Test: Lessons 1-3

Secondary Students

NAME

DATE

CLASS

TEACHER

Academy

## Label the parts of the body!



# Name the five senses

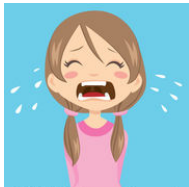
Academy



1  
2  
3  
4  
5

Handwriting practice lines for writing the names of the five senses.

## Write the name of the action below.



Handwriting practice lines for the action 'crying'.



Handwriting practice lines for the action 'reading'.



Handwriting practice lines for the action 'reading'.



Handwriting practice lines for the action 'hearing'.

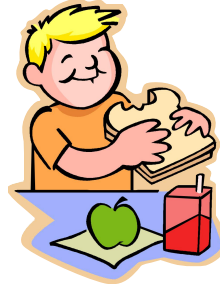


Handwriting practice lines for the action 'writing'.

# Fill in the blank with the appropriate action verb!

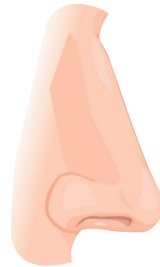
1

You \_\_\_\_\_ with your mouth!



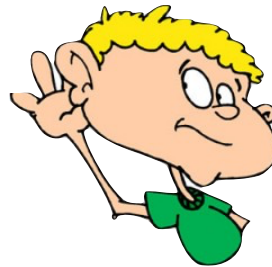
2

You \_\_\_\_\_ with your nose!



3

You \_\_\_\_\_ with your ears!



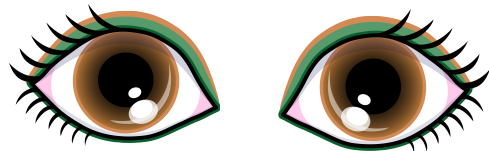
4

You \_\_\_\_\_ with your feet!



5

You \_\_\_\_\_ with you eyes!





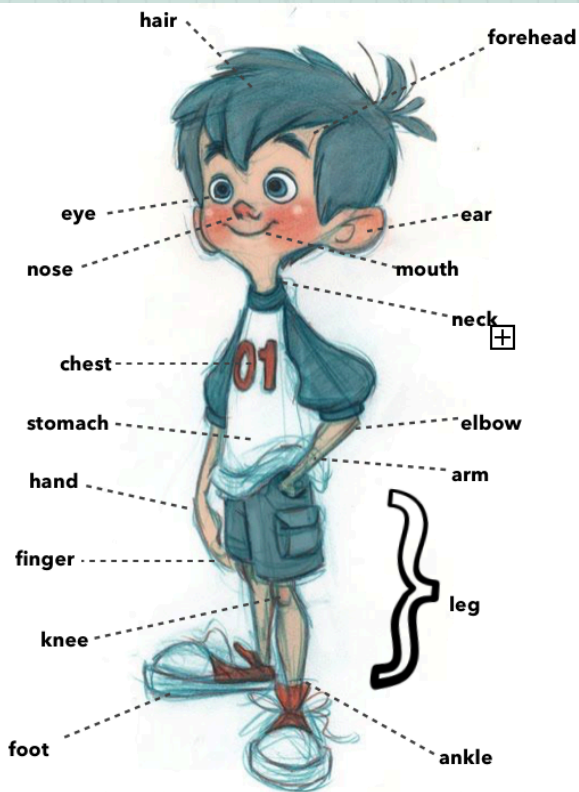
# ANSWER KEY

## TEST (8-10)

SECONDARY STUDENTS

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

### Label the parts of the body!



### Name the five senses!

1. see
2. touch
3. smell
4. taste
5. hear

### Write the name of the action below.

1. cry
2. sing
3. read
4. hear
5. draw

### Fill in the blank with the appropriate action verb!

1. eat/taste
2. smell
3. listen/hear
4. run
5. see

# Test: Lessons 4-6

Secondary Students

NAME

DATE

CLASS

TEACHER

Academy

## Define

**1** What is a definition?

---

---

---

---

---

**2** What is a synonym?

---

---

---

---

---

**3** What is an antonym?

---

---

---

---

---

Circle "t" for true or "f" for false.

4 The synonym for "tired" is "exhausted." t f

5 The definition for "capture" is "to catch." t f

6 The antonym of "greedy" is "colorful." t f

7 The antonym of "interior" is "exterior." t f

8 The synonym for "dedicated" is "committed." t f

9 The definition of "spare" is "fat." t f

10 The antonym of "up" is "down." t f



# Match the word to its definition.

trapping

to express regret for something one has done wrong

apologized

to catch an animal in a trap

gnaw

a short, high-pitched sound or cry.

squeaked

to bite or nibble at

wailed

to achieve or realize something

tumbling

to fall clumsily

fulfill

high-pitched cry of pain, grief, or anger.



**ANSWER KEY**  
**TEST (8-10)**  
SECONDARY STUDENTS

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

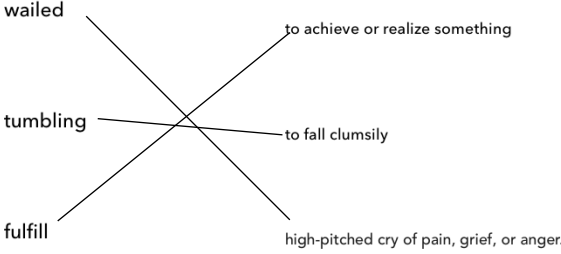
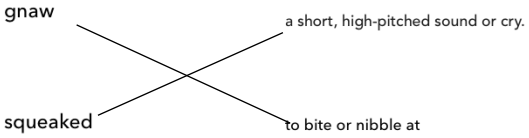
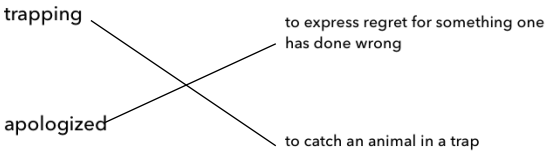
**Define**

1. A definition is the meaning of a word.
2. A synonym is a word that has the same or similar meaning to another word.
3. An antonym is a word that has an opposite meaning to another.

**Circle "t" for true and "f" for false**

4. t
5. t
6. f
7. t
8. t
9. f
10. t

**Match the word to its definition**



# Test (Lessons 8-10)

Secondary Students

NAME

DATE

CLASS

TEACHER

## SPELLING TEST

Listen to your teacher dictate each word. Then, spell to the best of your ability!

1.

\_\_\_\_\_  
.....  
\_\_\_\_\_

4.

\_\_\_\_\_  
.....  
\_\_\_\_\_

2.

\_\_\_\_\_  
.....  
\_\_\_\_\_

5.

\_\_\_\_\_  
.....  
\_\_\_\_\_

3.

\_\_\_\_\_  
.....  
\_\_\_\_\_

6.

\_\_\_\_\_  
.....  
\_\_\_\_\_

## GRAMMAR

Complete the sentences using **simple past tense**. The verb that must be changed will be in parentheses after the blank line. Read your sentence over to see if it makes sense, then move to the next one!

Yesterday my friend Kumar and I \_\_\_\_\_ (**go**) to the market to buy food. We \_\_\_\_\_ (**stay**) there for a little while and \_\_\_\_\_ (**decide**) to buy some biscuits for breakfast. After that, we \_\_\_\_\_ (**walk**) to school together. Kumar \_\_\_\_\_ (**point**) to the school bus as it drove by. As we \_\_\_\_\_ (**approach**) the school, my friends \_\_\_\_\_ (**start**) to wave at us. They \_\_\_\_\_ (**ask**) us why we didn't take the bus as usual. "It \_\_\_\_\_ (**is**) more fun to walk!" Kumar said.

# MULTIPLE CHOICE

Read the questions carefully and observe the pictures. Then, circle the letter next to the correct answer.

1. **Name this part:**

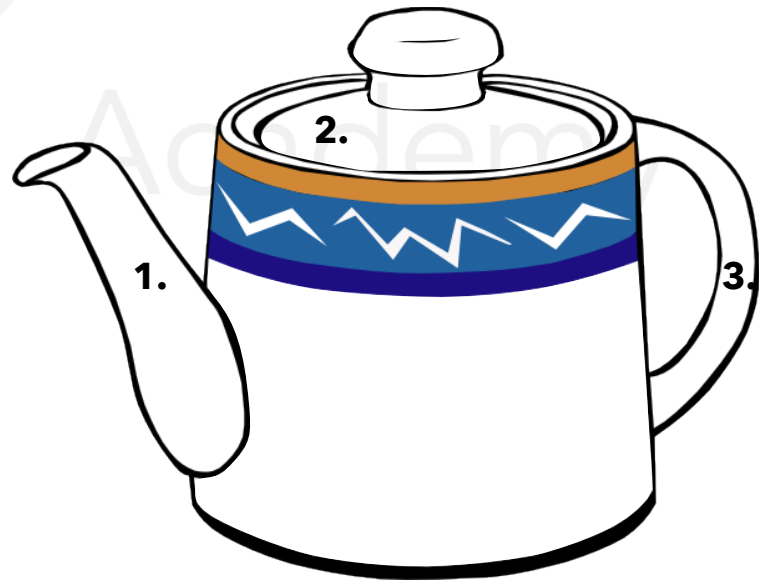
- A. top
- B. handle
- C. spout
- D. lid

2. **Name this part:**

- A. saucer
- B. base
- C. steam
- D. lid

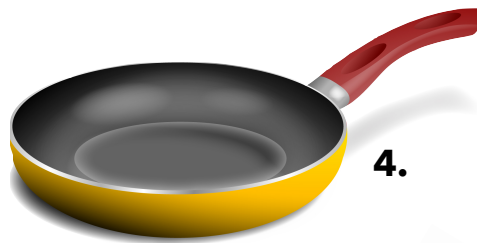
3. **Name this part:**

- A. mug
- B. handle
- C. tea
- D. pot



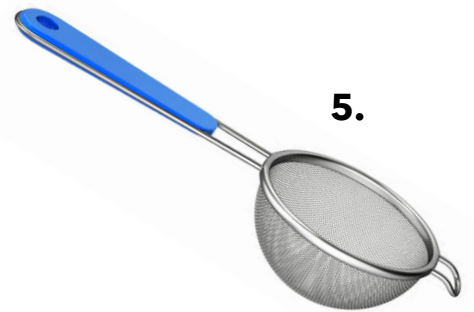
4. **Name this item:**

- A. frying pan
- B. pot
- C. sauce pan
- D. bowl



5. **Name this item:**

- A. wooden spoon
- B. strainer
- C. butter knife
- D. pittu steamer



6. **Name this item:**

- A. grater
- B. apron
- C. string hopper steamer
- D. spatula



7. **Name this item:**

- A. spatula
- B. teaspoon
- C. grater
- D. whisk



# ANSWER KEY

## TEST (8-10)

SECONDARY STUDENTS

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

### Spelling Test

**Teachers must select vocabulary from Lessons 8-10 and dictate 6 words to the class.**

### Grammar

Yesterday my friend Kumar and I **went** to the market to buy food.

We **stayed** there for a little while and **decided** to buy some biscuits for breakfast. After that, we **walked** to school together. Kumar **pointed** to the school bus as it drove by. As we **approached** the school, my friends **started** to wave at us. They **asked** us why we didn't take the bus as usual. "It **was** more fun to walk!" Kumar said.

### Multiple Choice

1. C      6. A
2. D      7. D
3. B
4. A
5. B

# Test: Lessons 11-13

Secondary Students

NAME

DATE

CLASS

TEACHER

## Vocabulary

rob	rushed
wealthy	wise
awaken	deceiving
shepherd	

**Directions:** The words from the word bank (above) are taken from "The Tortoise and the Hare" and "Five Green and Speckled Frogs." Match them to their definition.

rob	having great wealth, rich
wealthy	to steal
awaken	a person who tends to sheep
shepherd	to do something quickly
rushed	to wake up, to not sleep
wise	having experience and knowledge
deceiving	to mislead, to trick someone



# Grammar

## Person, Place or Thing?

**Directions:** Are these nouns a person, place or thing? Circle the right answer.

Example

1.



- A. person
- B. place
- C. thing



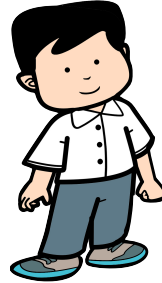
- A. person
- B. place
- C. thing



- A. person
- B. place
- C. thing



- A. person
- B. place
- C. thing



- A. person
- B. place
- C. thing



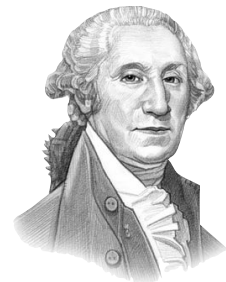
- A. person
- B. place
- C. thing



- A. person
- B. place
- C. thing



- A. person
- B. place
- C. thing



- A. person
- B. place
- C. thing

# Pronouns

**Directions:** Replace the nouns below with the correct pronouns. The pronoun options are in the word bank.

He
She
It
They

1. Anya

**Pronoun:** \_\_\_\_\_

2. Amma and Appa

**Pronoun:** \_\_\_\_\_

3. the flower

**Pronoun:** \_\_\_\_\_

4. Anirudh

**Pronoun:** \_\_\_\_\_

## Make them plural!

**Directions:** Make the words in the sentences plural by filling in the blank. The singular form of the noun will be in the parentheses.

The first set has regular plural nouns.

The second set has irregular plural nouns.

**1.** 1. There are four \_\_\_\_\_ (cat) in my house.

2. Tina's dad is very wealthy because he owns many \_\_\_\_\_ (house).

3. My \_\_\_\_\_ (horse) love to eat carrots.

4. Farmer John gathers his \_\_\_\_\_ (crop) every day.

- 2.**
1. He noticed that the \_\_\_\_\_ (goose) were flying away.
  2. When you are cooking, you should use two \_\_\_\_\_ (knife), one for meat and one for vegetables.
  3. My cow just gave birth to two \_\_\_\_\_ (calf)
  4. Anna likes to use \_\_\_\_\_ (tomato) in her curries.

# ANSWER KEY

## TEST (11-13)

### SECONDARY STUDENTS

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

## Vocabulary

rob	having great wealth, rich
wealthy	to steal
awaken	a person who tends to sheep
shepherd	to do something quickly
rushed	to wake up, to not sleep
wise	having experience and knowledge
deceiving	to mislead, to trick someone

## Grammar

### Person Place or Thing?

1. A
2. C
3. B
4. C
5. A
6. B
7. B
8. C
9. A

### Pronouns

1. She
2. They
3. It
4. He

### Make them Plural!

1. cats
2. houses
3. horses
4. crops
5. geese
6. knives
7. calves
8. tomatoes

# Test: Lessons 14-16

Secondary Students

NAME

DATE

CLASS

TEACHER

## Vocabulary

hopped  
cackling  
jerked

speckled  
delicious  
teased

**Directions:** The words from the word bank (above) are taken from "The Tortoise and the Hare" and "Five Green and Speckled Frogs." Match them to their definition.

hopped

to move or throw in a quick, sudden motion

cackling

to laugh or make a sound in a shrill, broken manner

jerked

covered or marked with a large number of small spots

teased

highly pleasant to the taste

speckled

to make a short, bouncing leap

delicious

to make fun of someone, to provoke



# Grammar

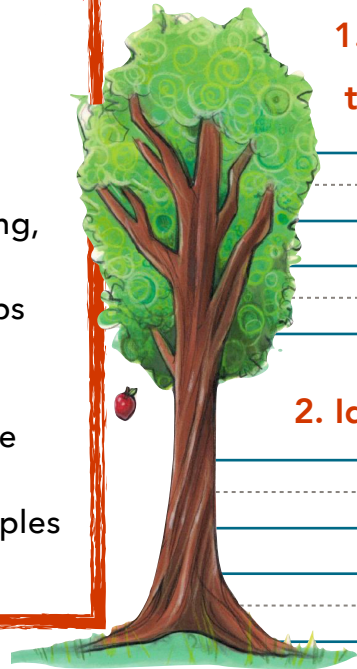
## Two Funny, Little Red Apples

Two funny, little red apples  
Fell from a tree one day,  
Both small apples rolled and rolled  
Till they got far away.

They rolled into a big, green yard,  
Right past three white dogs.  
They rolled right past a cold, blue  
lake, and over four brown logs.

They didn't stop. They kept on going,  
fast as a speeding train.  
Until they felt some small, wet drops  
Fall from the dark sky as rain.

They rolled into a pretty, new house  
Where a kind lady made them dry  
Then she put the two, clean red apples  
Into her apple pie!



**Directions:** Read the poem. Then,  
answer the questions that follow.

**1. Find two adjectives to describe  
the apples:**

---

---

---

---

---

**2. Identify two places the apples roll past.**

---

---

---

---

---

**3. They rolled into a pretty, new house  
Where a kind lady made them dry.**

**Identify one article from this part of the  
poem.**

---

---

---

**4. Until they felt some small, wet drops  
Fall from the dark sky as rain.**

**Identify one article from this part of the  
poem.**

---

---

---

**5. The adjective "four" is a/an:**

- A. color
- B. age
- C. quantity (number)
- D. opinion

**6. The adjective "pretty" is a/an:**

- A. color
- B. age
- C. quantity (number)
- D. opinion

## Adjective Order

**A.** Are these sentences in the correct order? If they aren't, fix them and write the new sentence below. If it is correct, simply write "This is correct" in the line.

1. A blue small square box.

2. An green pretty round table.

3. Two ugly American silver watches.

4. The large yellow durian fruit.

**B. Identify and Create:** Identify the noun. Then, identify the adjective. Then, place the three adjectives in the correct order before the noun.

Use **A, an** or **the**!

1. **book - interesting - small - English**

Noun: \_\_\_\_\_

Adjectives: \_\_\_\_\_

Sentence: \_\_\_\_\_

1. **blanket - wooly - square - blue**

Noun: \_\_\_\_\_

Adjectives: \_\_\_\_\_

Sentence: \_\_\_\_\_

**1. woman - short - young - Sri Lankan**

Noun: \_\_\_\_\_

Adjectives: \_\_\_\_\_

Sentence: \_\_\_\_\_

**1. pittu - soft - white**

Noun: \_\_\_\_\_

Adjectives: \_\_\_\_\_

Sentence: \_\_\_\_\_

**1. elephant - gray - wrinkly - tall**

Noun: \_\_\_\_\_

Adjectives: \_\_\_\_\_

Sentence: \_\_\_\_\_

**Articles and Vowels**

Directions: Circle the correct answer!

**1. Which is not correct?**

- A. an orange drink
- B. a biscuit
- C. the curry
- D. an water

**2. Which is not correct?**

- A. an cat
- B. the dog
- C. an elephant
- D. a tiger

**3. Which is not correct?**

- A. a ugly lion
- B. an ugly lion
- C. the ugly lion
- D. his ugly lion

# ANSWER KEY

## TEST (14-16)

### SECONDARY STUDENTS

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

## Vocabulary

hopped	to move or throw in a quick, sudden motion
cackling	to laugh or make a sound in a shrill, broken manner
jerked	covered or marked with a large number of small spots
teased	highly pleasant to the taste
speckled	to make a short, bouncing leap
delicious	to make fun of someone, to provoke

## Grammar

### Two Funny, Little Red Apples

1. two, funny, little, red, etc.
2. yard, lake
3. a
4. the
5. C. number
6. D. opinion

### Adjective Order

#### A (Correct order)

1. A small, square blue box.
2. A pretty, round, green table.
3. Two ugly, silver American watches.
4. This is correct.

### B (Identify and Create)

1. Noun: **book** Adjectives: **small, English**  
Sentence: **A/the small English book.**
2. Noun: **blanket** Adjectives: **wooly, square, blue**  
Sentence: **A/the square, blue, wooly blanket.**
3. Noun: **woman** Adjectives: **short, young, Sri Lankan**  
Sentence: **A/The short, young, Sri Lankan woman.**
4. Noun: **Pittu** Adjectives: **soft, white**  
Sentence: **The soft, white pittu.**
5. Noun: **elephant** Adjectives: **gray, wrinkly, tall**  
Sentence: **A/the tall, gray, wrinkly elephant.**

### Articles and Vowels

1. D
2. A
3. A

# Test: 17-19

Secondary Students

NAME

DATE

CLASS

TEACHER

## Define

What is a verb?

---

---

---

What are the three kinds of verbs? (List them below)

---

---

---

---

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---

---

What is the subject of a sentence?

---

---

---

What is the predicate of a sentence?

---

---

---



# Action Verbs

**DIRECTIONS:** Match each action verb to its picture.

**dance**



**jump**



**read**



**chase**



**climb**



# Linking Verbs

What are the two things linking verbs can do?

**1** \_\_\_\_\_  
\_\_\_\_\_

**2** \_\_\_\_\_  
\_\_\_\_\_

Circle the correct helping verb that will complete the sentence.

**1. His father \_\_\_\_\_ the principle.**

- a. were      b. is      c. looks      d. seems

**2. This building \_\_\_\_\_ like it is going to fall down.**

- a. were      b. is      c. looks      d. seems

**3. This mango \_\_\_\_\_ delicious.**

- a. will be      b. become      c. are      d. tastes

**4. The train \_\_\_\_\_ like it is coming closer and closer.**

- a. will be      b. sounds      c. is      d. are

**5. The sweater \_\_\_\_\_ soft.**

- a. feels      b. sounds      c. tastes      d. are

# Helping Verbs

What does a helping verb do?

---

---

---

---

---

---

---

Write the correct terms in the lines:

<hr/>		<hr/>		
<hr/>		<hr/>		
<hr/>	+	<hr/>	=	verb phrase

Circle the helping verb in each sentence:

- 1. My four turkeys could have flown far away.**
- 2. I have been writing this exam for a long time.**
- 3. She was helping her mother in the kitchen.**
- 4. Nina will soon be visiting her family in the summer.**
- 5. He should have closed the door.**

# ANSWER KEY

## TEST (17-19)

### SECONDARY STUDENTS

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

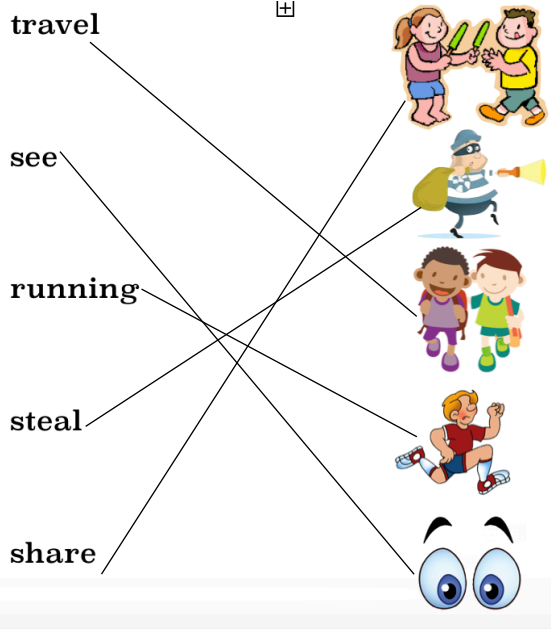
### Define

1. A verb is a word that shows action.
2. Action, linking, helping
3. The subject of a sentence is who or what the sentence is about.
4. The predicate of a sentence talks about the subject.

### Linking Verbs

1. **re-identify**
2. **describe**
3. b
4. c
5. d
6. b
7. a

### Action Verbs



### Helping Verbs

1. **Helping verbs** help the main verb show tense and possibility.
2. Helping verbs + Main verbs = verb phrase
3. could
4. should
5. was
6. will
7. might

# Test: 20-22

Secondary Students

NAME

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## Answer the questions below.

1. What is a preposition?

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2. What are the three kinds of prepositions? (List them below)

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3. Sentence: He is **on** the table.  
*What type of preposition is **on**?*

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4. Sentence: The cat is coming **towards** me. *What type of preposition is **towards**?*

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# Matching

**DIRECTIONS:** Match each preposition to its picture.

on



between



in



beside



under



# Answer the questions below

5. What does a time preposition do?

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6. What are the three main time prepositions we learned in Lesson 22?

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## Multiple Choice

**DIRECTIONS: Read each sentence. Look at the bold word. What type of preposition is it? Circle the correct answer.**

7. The bird returned to its nest **at** night.

- a. place preposition
- b. direction preposition
- c. time preposition

8. The dog was running **through** the forest.

- a. place preposition
- b. direction preposition
- c. time preposition

9. She stood **under** the umbrella because it was raining.

- a. place preposition
- b. direction preposition
- c. time preposition

10. The house is well decorated **at** Christmastime.

- a. place preposition
- b. direction preposition
- c. time preposition

11. Kumar was born **on** October 15, 1999.

- a. place preposition
- b. direction preposition
- c. time preposition

12. The cat sat **on** the windowsill and watched the storm outside.

- a. place preposition
- b. direction preposition
- c. time preposition

13. Our anniversary is **in** March.

- a. place preposition
- b. direction preposition
- c. time preposition

14. My friend sits **across** from me at school.

- a. place preposition
- b. direction preposition
- c. time preposition

## Write a sentence!

**DIRECTIONS:** Look at the preposition down below. Then, see what type of preposition it is. Make your own sentence using this preposition!

**on**

(time preposition)

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# ANSWER KEY

## TEST (20-22)

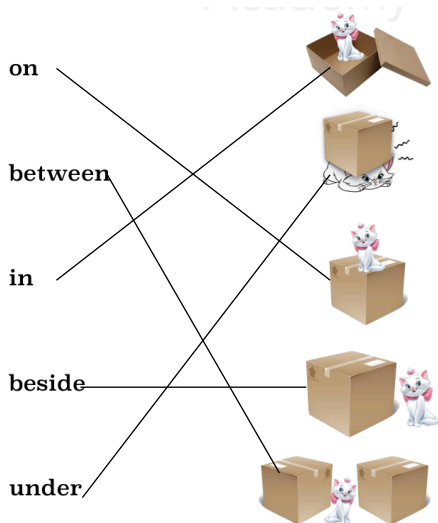
SECONDARY STUDENTS

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

**Answer the questions below.**

1. A preposition is a word that indicates location.
2. place preposition, time preposition, direction preposition
3. place preposition
4. direction preposition

### Matching



### Multiple Choice

7. c
8. b
9. a
10. c
11. c
12. a
13. c
14. b

**Answer the questions below.**

5. Time prepositions allow you to discuss a specific time period.
6. at, in, on

# Test: 23-25

Secondary Students

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## Answer the question below.

1. What is an apostrophe? Define it and then draw what it looks like.

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**DIRECTIONS:** Look at the pairs of words below. Make them contractions by using an apostrophe and write it on the lines below.

2. I am

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5. Here is

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3. Will not

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---

6. They are

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---

4. That is

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---

---

7. Should not

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---



# Rewrite these sentences!

## DIRECTIONS:

Read the following sentences. Then, rewrite the entire sentence by changing **bold** word/words into the correct contraction.

8. **She is** looking everywhere for her lost purse.

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9. **I would** study for that test if I were you.

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10. **Let us** go out to a restaurant for dinner.

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11. **I am** tired of playing outside.

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12. "Look, **there is** Michael Jackson!" he shouted as he pointed to the TV.

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# Answer the questions below.

13. What is a possessive pronoun?

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14. What is a compound noun?

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## DIRECTIONS:

Read the following sentences. Circle the possessive pronouns.  
Underline the compound nouns.

15. That screwdriver is his.

16. I like your backpack. Do you like mine?

17. We met Bob and Rose last night. This bedroom is theirs.

18. I know that baseball is yours.

19. That handbag is hers.

# ANSWER KEY

## TEST (23-25)

### SECONDARY STUDENTS

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

#### Answer the question below.

1. An **apostrophe** is a punctuation mark used to show possession or the omission of letters and numbers.

It looks like this: ’

2. I’m
3. Won’t
4. That’s
5. Here’s
6. They’re
7. Shouldn’t

#### Rewrite these sentences!

8. **She’s** looking everywhere for her lost purse.
9. **I’d** study for that test if I were you.
10. **Let’s** go out to a restaurant for dinner.
11. **I’m** tired of playing outside.
12. “Look, **there’s** Michael Jackson!” he shouted as he pointed to the TV.

#### Answer the questions below.

13. A **possessive pronoun** is a pronoun indicating possession. It demonstrates ownership.
14. A **compound noun** is a word for people, animals, places, things, or ideas, made up of two or more words.
15. Circle: **his** Underline: **screwdriver**
16. Circle: **mine** Underline: **backpack**
17. Circle: **theirs** Underline: **bedroom**
18. Circle: **yours** Underline: **baseball**
19. Circle: **hers** Underline: **handbag**

# Test: 26-27

Secondary Students

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## Read the passage.

### DIRECTIONS:

Read the passage. Circle all of the comparative words.

Harsha and Raj are twin brothers. They look similar but there are some big differences. Harsha is slightly taller than Raj. Harsha is also slimmer than Raj. Raj's hair is darker and curlier than Harsha's. Raj is more athletic, spends more time outside, and is more tanned than Harsha. The twins also have different personalities. Raj is more outgoing than Harsha, while Harsha is quieter and more reserved. Harsha is more intellectual and loves reading. He is also more artistic than Raj is. Harsha loves painting and drawing. Raj is much funnier and is definitely the clown of the family.

# Complete the table!

## DIRECTIONS:

Look at the table below. Fill in the yellow blanks for the positive (normal) form, comparative form, and superlative form!

**EXAMPLE:**

Positive	Comparative	Superlative
big	bigger 	biggest
	smaller	
	better	best
pretty		prettiest
ugly	uglier	
		weakest
beautiful	more beautiful	
	shorter	
curly		curliest



# Answer the questions

1. What are countable nouns? Give two examples.

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2. What are uncountable nouns? Give two examples.

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## Right or wrong?

### DIRECTIONS:

Read the sentences below with graded quantifiers. Are the sentences written correctly? If yes, circle "right." If no, circle "wrong."

3. I have much pens.

- a. right
- b. wrong

5. I have little water.

- a. right
- b. wrong

7. There are many chairs.

- a. right
- b. wrong

4. I don't have many time.

- a. right
- b. wrong

6. I have a few cookies.

- a. right
- b. wrong

8. There isn't much rice left.

- a. right
- b. wrong

# ANSWER KEY

## TEST (26-27)

### SECONDARY STUDENTS

**IMPORTANT: The answer key is ONLY to be used by teachers for grading purposes.**

### Read the passage.

Harsha and Raj are twin brothers. They look similar but there are some big differences. Harsha is slightly taller than Raj. Harsha is also slimmer than Raj. Raj's hair is darker and curlier than Harsha's. Raj is more athletic, spends more time outside, and is more tanned than Harsha. The twins also have different personalities. Raj is more outgoing than Harsha, while Harsha is quieter and more reserved. Harsha is more intellectual and loves reading. He is also more artistic than Raj is. Harsha loves painting and drawing. Raj is much funnier and is definitely the clown of the family.

### Answer the questions.

1. **Countable nouns** are things that we can count.

*Examples: pens, books, chairs, biscuits, marbles, etc.*

2. **Uncountable nouns** are substances that don't have separate elements.

*Examples: water, milk, rice, etc.*

### Complete the table!

Positive	Comparative	Superlative
big	bigger	biggest
small	smaller	smallest
good	better	best
pretty	prettier	prettiest
ugly	uglier	ugliest
weak	weaker	weakest
beautiful	more beautiful	most beautiful
short	shorter	shortest
curly	curlier	curliest

### Right or wrong?

3. b

4. b

5. a

6. a

7. a

8. a

*The End*