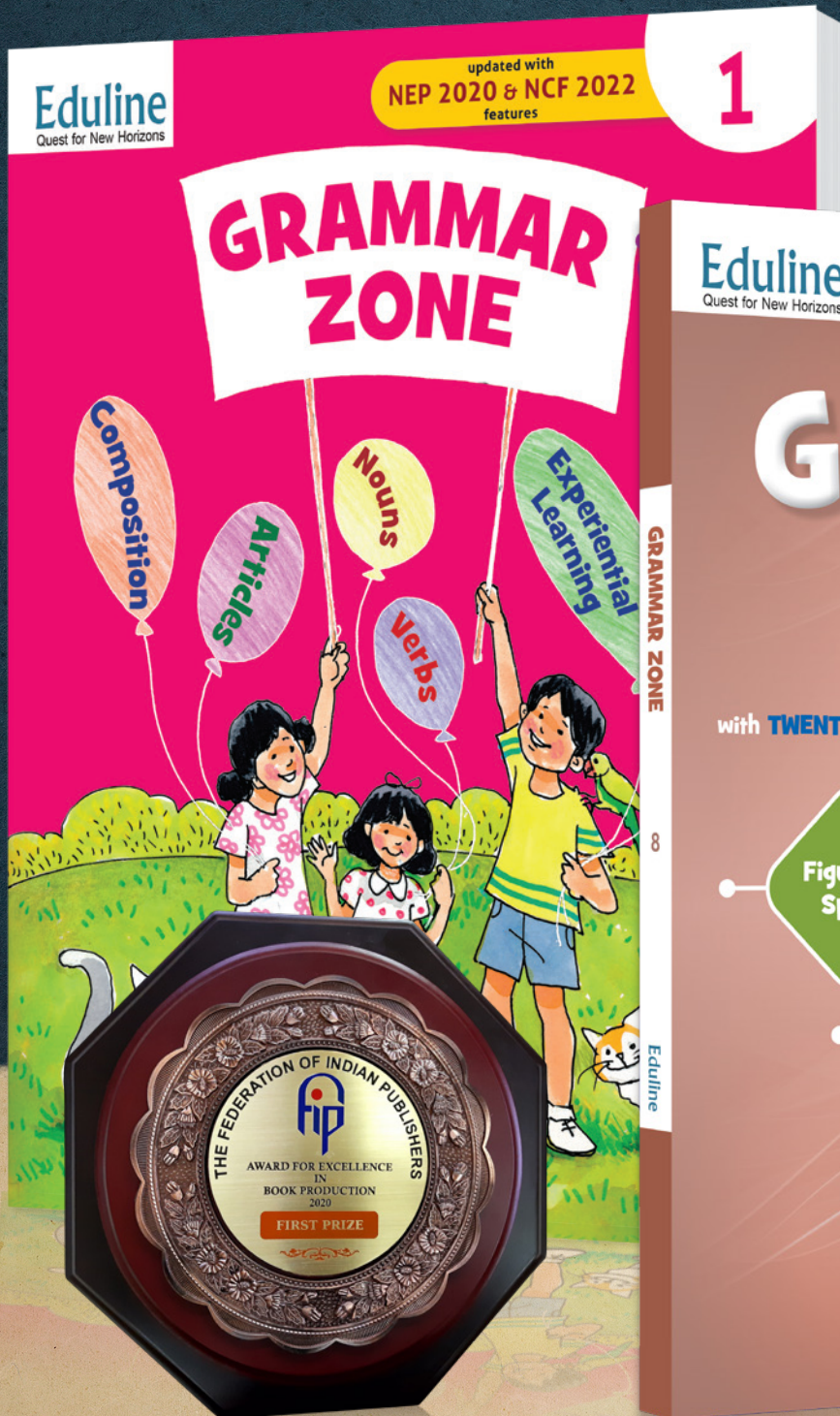




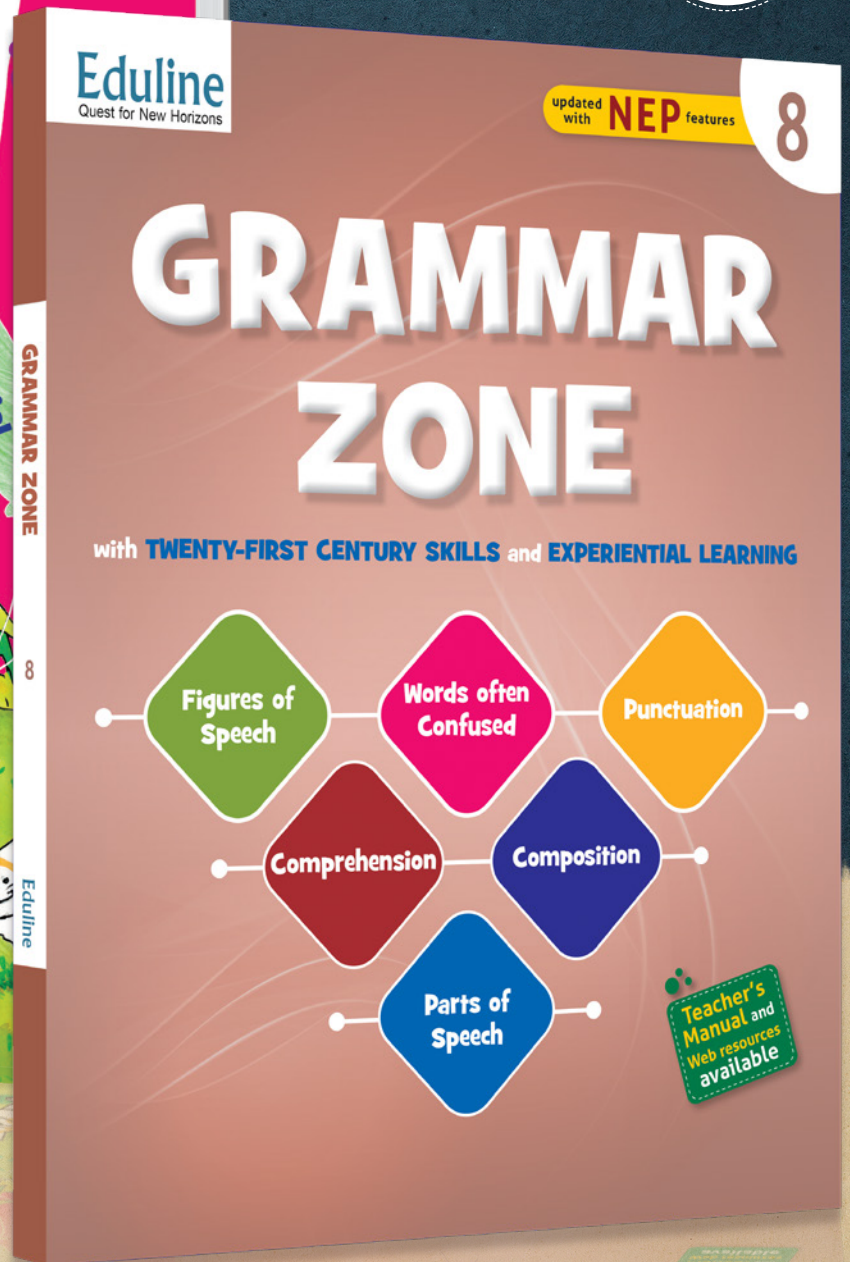
# GRAMMAR ZONE

wins the award for  
Excellence in Book Production 2020



For classes

**1-8**



with Teacher's Manual and Web Resources



## Learning Outcomes



### THE ALPHABET

After the lesson, the student can:

- ❖ identify and write the letters of the alphabet in capital and small.
- ❖ arrange words in alphabetical order of their first letters.
- ❖ distinguish between vowels and consonants.

### SENTENCES

After the lesson, the student can:

- ❖ identify a meaningful sentence and frame simple sentences.
- ❖ distinguish between a statement and a question.
- ❖ use full stops and question marks appropriately.
- ❖ frame questions and statements in writing and verbally.

### NOUNS

After the lesson, the student can:

- ❖ recognise nouns and spell familiar nouns.
- ❖ identify names of professions.
- ❖ identify the names of young ones of animals.
- ❖ recognise special names and understand that they are always capitalised.
- ❖ change one word to many words by adding s.

### VERBS

After the lesson, the student can:

- ❖ identify doing words and select appropriate verbs for pictures and sentences.
- ❖ expand your vocabulary of verbs and practise using verbs through pair work, group work, games and pictures.



## LEARNING OUTCOMES

Gives direction to the lesson by listing the main concepts

## 4 Verbs



### GET STARTED

experiential learning, 21st-century skills: communication, collaboration, information literacy, critical thinking, social skills, productivity, art and innovation

Colour the words that describe an action **red**.

Colour the words that name something **blue**.

Colour the words that can be used both to name something and to describe an action **green**.

camp	speck	classroom	cook
house	aunt	run	box
teach	car	throw	library
shoes	tiger	fetch	have
catch	flow	leaf	smile
drip	hide	cotton	start
		show	park
		shark	candy
		sand	



## PICTURE-BASED WARM-UPS

Connects to the topic of grammar that each chapter covers

### YOU KNOW THAT

An **article** is a word that we use before a noun. We use it to talk about or point out a noun. There are three articles – *a*, *an* and *the*.

*A* and *an* are the **indefinite articles**. They are used to refer to nouns in general, or when we refer to nouns for the first time.

*a cup, a pen, a bird*

We use *a* before words that begin with a consonant or a **consonant sound**.

*a banana, a monkey, a unicorn*

We use *an* before words that begin with a vowel or a **vowel sound**.

*an inkpot, an elephant, an hour*

We use *a* and *an* before singular nouns. We do not use *a* and *an* before plural nouns.

*a bat* not *a bats*    *an egg* not *an eggs*



## YOU KNOW THAT

Lists the brush up points in each lesson



**A. Circle the conjunctions in these sentences.**

1. I was tired so I took a nap.
2. He flopped down on the sofa and took off his shoes.
3. It is raining yet it is very warm.
4. We can play ludo or we can watch a movie.
5. I tried to call them but no one picked up the phone.
6. Papa washed the vegetables and boiled some water.



**B. Rewrite each sentence from Exercise A as two sentences in your notebook.**

1. I was tired. I took a nap.

**C. Fill in the blanks with conjunctions from the box.**

but nor and though so

1. There are no eggs \_\_\_\_\_ is there any bread.
2. I usually love chocolate cake \_\_\_\_\_ this one is dry and stale.
3. It got dark \_\_\_\_\_ we decided to go home.
4. The kitten curled up in my lap \_\_\_\_\_ went to sleep.
5. \_\_\_\_\_ the restaurant is very expensive, the food is not very good.

**D. Tick (✓) the correct conjunctions in the brackets.**

1. (If/Since) you need any help, please ask me.

## EXERCISES

Practice questions on each concept in different formats including dialogue, stories, MCQs, gap-filling, alternate responses and matching

## GRAMMAR WATCH

Focuses on finer points of grammar



### GRAMMAR WATCH

Sometimes, it can be confusing to decide whether we need to use *I* or *me*, *he* or *him*, *she* or *her*, *they* or *them*, *us* or *we*.

Remember, we use *I*, *he*, *she*, *we* and *they* before a verb, and *me*, *him*, *her*, *us* and *them* after a verb.

*I told you.*

but

*You told me.*

*She made a sandwich*

but

*I made her a sandwich.*

*He invited a friend.*

but

*His friend invited him.*



### GRAMMAR TIP

These pairs of prepositions can sometimes be confusing.

**AMONG** and **BETWEEN** – We use **between** to talk about two nouns or pronouns. We use **among** to talk about more than two nouns or pronouns.

*Share these sweets **between** the two of you.*

*Share these sweets **among** the three of you.*

**SINCE** and **FOR** – We use **since** to talk about a fixed or definite time in the past. We use **for** to talk about a period of time.

*I have been waiting **since** 4 o'clock. I have been waiting **for** two hours.*

**IN** and **INTO** – We use **in** to talk about the position of something. We use **into** to suggest movement.

*The papers are **in** that drawer. Put the papers **inside** that drawer.*

**THROUGH** and **ACROSS** – We use **through** to talk about entering the middle of something and crossing to the other side. We use **across** to talk about going through the middle of something but not necessarily inside it.

*We went **through** the tunnel. We walked **across** the park.*

**BESIDE** and **BESIDES** – We use **beside** to talk about next to something. We use **besides** to mean moreover.

*Can you sit **beside** me quietly while fishing?*

*I cannot sit for long, **besides** I do not like fishing.*

## WORD WATCH

Activities based on previous knowledge and observation skills



### WORD WATCH

**Borrow** and **lend** are both used when you ask questions, but they are used in different ways.

*May I **borrow** your book, please?*

*Could you please **lend** me your pencil?*

*May I **borrow** your pen?*

*Could you **lend** me your cycle for some time?*



# Vocabulary



## VOCABULARY

Focuses on language structures

### A. Circle the correct words in the brackets to complete the sentences.

1. It's very nice to ( meet / meat ) you.
2. I love the ( sent / scent ) that my mother always wears.
3. Can I ( where / wear ) your red shirt to the party?
4. Do you have a ( pair / pear ) of scissors?
5. There is ( know / no ) milk in the fridge.
6. The ( sun / son ) has come out from behind the clouds.
7. I saw a ( deer / dear ) in the forest.

### B. Match the objects with the sounds that they make.

- |            |          |
|------------|----------|
| 1. bells   | a. tick  |
| 2. engines | b. howls |
| 3. horns   | c. purr  |
| 4. wind    | d. drips |
| 5. water   | e. chime |

## WORDS OFTEN CONFUSED

Commonly confused words

## Words Often Confused



- ENSURE:** To make sure that something happens  
*Please ensure that you lock the door before you leave.*
- INSURE:** to take out an insurance policy  
*Papa is planning to insure this painting as it is quite valuable.*
- CUE:** a signal or a piece of sports equipment such as a stick used in billiards  
*The play went off well but the lead actor nearly missed his first cue.*
- QUEUE:** a line up of people or things  
*The queue was very long and the tickets were sold out by the time we reached the counter.*
- CURB:** (verb) to stop or restrain someone or something  
*The higher taxes will curb people's spending on cars and other luxury goods.*
- KERB:** (noun) the edge of a road or footpath  
*The speeding car grazed the kerb before coming to a screeching halt.*
- COMPLIMENT:** expression of praise  
*This is a beautiful painting. My compliments to the artist!*
- COMPLEMENT:** an extra feature that makes something better  
*The actor's expression is an excellent complement to the elegantly worded dialogue*
- SITE:** a specific place or location, such as a campsite, website, a site of historical importance and so on  
*We are going to inspect the building site tomorrow.*
- SIGHT:** the ability to see; something worth seeing  
*My cousins want to see all the sights of the city as they have never been here*

# Comprehension



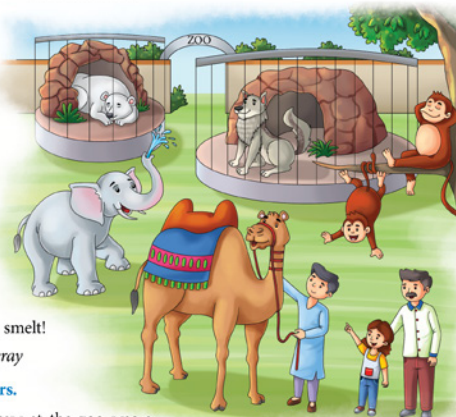
## COMPREHENSION

Contains interesting passages and poems to reinforce reading skills

### AT THE ZOO

First I saw the white bear,  
then I saw the black;  
Then I saw the camel  
with a hump upon his back;  
Then I saw the grey wolf,  
with mutton in his maw;  
Then I saw the wombat  
waddle in the straw;  
Then I saw the elephant  
a-waving of his trunk;  
Then I saw the monkeys—  
mercy, how unpleasantly they smelt!

W M Thackeray



### A. Circle the correct answers.

1. The first thing the poet saw at the zoo was a  
a. black bear.      b. grey wolf.      c. white bear.
2. On the camel's back there was a  
a. mutton.      b. straw.      c. hump.



# Composition



## 1. DESCRIPTIVE PARAGRAPH

Writing has many different styles and purposes. One of these is **descriptive writing**. Descriptive writing is used to describe a person, place or scene. It is used to create a picture in the mind of the reader. To achieve this, keep a few points in mind:

- ❖ Before you start writing about your selected topic, jot down the first things that come to mind when you think about the topic.
- ❖ Describe the sights, sounds, smells, tastes, textures, moods, atmosphere – whatever best captures the subject in your own mind. Which senses did the things you wrote, awaken?
- ❖ Carefully choose your words and phrases. For example, look at these sentences.

*The garden was nice and full of flowers.*

*The garden was a jungle of hues, colourful flowers growing wild in every direction the eye could see.*

## PUNCTUATION

Rules and conventions

## COMPOSITION

Age appropriate guided writing tasks with samples help children practice their writing skills



## Punctuation

### GET STARTED



Add punctuation marks to the sentences and take turns reading out the sentences with expression in class. Did everyone use the same punctuation marks?

Sanya: What a lovely day Let us buy balloons

Priya: I want balloons in red, blue and orange What colours do you want, Komal

Komal: I want red and green

150

## Revision Worksheet



### A. Rewrite each row of words in alphabetical order.

1. elephant leopard otter impala

2. tomato spinach orange brinjal

3. ladder lice lesson log

4. page papa piano plant

### B. Write S for statement, E for exclamatory, I for imperative or Q for interrogative.

1. What a windy day it is! \_\_\_\_\_
2. We visited my grandparents yesterday. \_\_\_\_\_
3. Why were you late for school today? \_\_\_\_\_
4. How glad I am to see you! \_\_\_\_\_
5. Please tidy up your room before dinner. \_\_\_\_\_

## Test Paper



MAXIMUM MARKS: 60

### A. Match the columns to make complete sentences.

5

- |                 |  |
|-----------------|--|
| 1. I            | a. play together every day after school.         |
| 2. Champa       | b. brought her inside and fed her.               |
| 3. Papa         | c. was a puppy when she arrived at our doorstep. |
| 4. Mummy and I  | d. found her sleeping outside our house.         |
| 5. Champa and I | e. have a dog called Champa.                     |

### B. Match the nouns to their plural forms.

5

- |            |            |
|------------|------------|
| 1. goose   | a. people  |
| 2. clothes | b. teeth   |
| 3. person  | c. lice    |
| 4. tooth   | d. clothes |
| 5. louse   | e. geese   |

## REVISION WORKSHEET AND TEST PAPER

For further practice



# 21st-CENTURY SKILLS & EXPERIENTIAL LEARNING FEATURES

Activity, projects, grammar game, grammar online, life skills, values and other teaching-learning tools to lend a practical depth to their understanding of grammar in interactive and progressive way.

## LISTENING

EXPERIENTIAL LEARNING

N. Gautam's grandmother is teaching him to bake a lemon cake. Listen to their conversation and write declarative, imperative, interrogative or exclamatory for the sentences that you hear.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



18 Listening text on page 177

## LISTENING

Involving pair work and group work to reinforce communication & collaboration

## Listening Text for the teacher



### SENTENCES

1. GRANNY: Did you remember to preheat the oven?
2. GAUTAM: Yes, Granny.
3. GRANNY: Your batter looks perfect!
4. GAUTAM: Oh, no! I mixed together all the ingredients but forgot the lemon zest!
5. GRANNY: Never mind, just add it now and whisk it for another minute.
6. GAUTAM: Ok, all done!
7. GRANNY: Have you greased the baking tin?
8. GAUTAM: Yes, it is ready to use.
9. GRANNY: Don't fill the batter all the way to the top.
10. GRANNY: Make sure you leave room for the batter to rise.

aunt and cousin.

4. The baby is tired.
5. The old lady is very affectionate.
6. My sister has gone out with her friends.
7. The foreman introduced father to the workers at the factory.
8. The angry lion roared at the lionesses.

### ARTICLES

1. Moscow, 20 October: Svetlana Logunova answered an unusual job advertisement in the local paper.
2. The job was for a cat chief.
3. The job was to look after the 70 stray cats that inhabited the town of Zelenogradsk, Russia.
4. This cat-loving town has a cat in its

## LISTENING TEXT FOR THE TEACHER

## GRAMMAR GAME

EXPERIENTIAL LEARNING

Sit in a circle. One student will say a naming word aloud. The student sitting next to her/him will say aloud a naming word that begins with the last letter of the naming word. Keep going till everyone in the circle gets a turn.

For example:

Student A: apple  
Student B: elephant  
Student C: tiger  
Student D: river

Listening text on page 92

## GRAMMAR GAME

Fun-filled experiential learning

## GRAMMAR ACTIVITY AND PROJECT

To promote creativity, innovation, critical thinking, decision-making, problem-solving, leadership, analysis and evaluation

## GRAMMAR ACTIVITY

EXPERIENTIAL LEARNING

Do this activity in class. The teacher will point at a student to begin the activity. STUDENT 1 will stand up and say three sentences about himself/herself. Then he/she will point at another student in the class. STUDENT 2 must tell the class what was said by STUDENT 1 and say three sentences about himself/herself, and point at a third student, and so on. Continue the activity till every student has had a turn.

STUDENT 1: I am Rekha. I am seven years old. I love ice cream.

STUDENT 2: That is Rekha. She is seven years old. She loves ice cream. I am Raman. I have a pet dog. I love football.

STUDENT 3: This is Raman. He has a pet dog. He loves football. I don't like football. I love swimming . . .

## GRAMMAR PROJECT

EXPERIENTIAL LEARNING

How much time do you spend on these activities every day? Keep track for a week and write your answers each day. Add up the numbers to know how many minutes/hours you spent doing that activity in a week.

Are you surprised by some of your own answers? Discuss in class.



## SPEAKING

Development of oral skills with pair work and group work



### SPEAKING

EXPERIENTIAL LEARNING

C. Work in pairs. Ask and answer questions about the picture below using **in**, **on**, **near** or **under**.

Ask questions such as:

Where is the tortoise?

Where is the hare?

What is in the monkey's hand?

Where is the FINISH sign?



## GRAMMAR ONLINE

EXPERIENTIAL LEARNING

Visit <https://sciencebob.com/category/experiments/>

To find interesting science experiments and projects that you can do at home or school. Choose any one and write a brief summary about it in 10-12 sentences. Circle the articles that you use in your paragraph.



## GRAMMAR ONLINE

To reinforce information, media and technological literacy



### LIFE SKILLS

EXPERIENTIAL LEARNING

A To-Do list helps us to remember things. Using incomplete sentences, make a To-Do list for things you must always do before going to bed.

For example:

- ♦ brush teeth
- ♦ pack school-bag



## LIFE SKILLS AND VALUES

With real-life situational contexts using the do-and-learn approach to promote social skills, emotional intelligence, responsibility and empathy



### VALUES

EXPERIENTIAL LEARNING

Sports inculcate values in us. Here are some values promoted by sports. Arrange these in alphabetical order.  
cooperation, sharing, determination, confidence, generosity

# TEACHER'S MANUAL

## 3 Nouns

### WORKSHEET

A. Fill in the blanks. Choose from the box.  
May crown Alia Sunday grocer

1. Arpit visits the

2. The king is w

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

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

5. Mom's b

B. Circle the

1. Mr R

2. Lat

3. R

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

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

### ANSWERS

#### MAIN COURSEBOOK

Adjectives	Nouns
1. small	hat
2. delicate	vase
3. blue	dress
4. spicy	food
5. beautiful	poem
6. long	letters
7. hungry	cat
8. red	scarf

- B. 1. bright, yellow  
2. packaged, frozen  
3. large, sunny  
4. tiny, fluffy  
5. easy, long  
6. excited, nervous

Good	Sad	Hot	Cold
honourable	useful	starchy	hoity
expanding	gloomy	starchy	hoity
excellent	useful	starchy	hoity

Positive	Comparative	Superlative
mean	meaner	meanest
angry	angrier	angriest
quick	quicker	quickest
famous	more famous	most famous
care	more careful	most careful
bright	brighter	brightest
safe	safely	safest
piggy	more piggy	most piggy
early	earlier	earliest
colourful	more colourful	most colourful
close	closer	closest
early	earlier	earliest
important	more important	most important

G. 1. best 2. ... 3. ... 4. its 5. ... 6. ... 7. his 8. its

EduLine  
Quest for New Horizons

1

## GRAMMAR ZONE TEACHERS' MANUAL



Web support

## KEY FEATURES INCLUDE

- Additional Worksheets
- Answers
  - Worksheets
  - Main Coursebook
  - Vocabulary
  - Revision Worksheet
  - Comprehension
  - Composition



*Grammar Zone* brings forth a concrete understanding of the fundamental concepts of grammar through comprehensive learning tools.

### Key Features

Grammar Activity

Grammar Project

Life Skills

Values

Grammar Game

Grammar Online

Vocabulary

Comprehension

Composition



An interactive and well-graded series for classes 1-8

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