

# LEARNING ENGLISH

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## COMPREHENSION

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# 2

Workbook

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# LEARNING ENGLISH



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# PREFACE

The main objective of **Learning English Workbook 2** is to help strengthen and enrich a student's grasp of the English language.

## Table of Contents

This shows clearly the key objectives and focus of each exercise and where online activities are tagged, making it easier to identify specific aspects of language learning.

## Practice Exercises

The exercises are designed to enable learning in the four main areas of Grammar, Vocabulary, Comprehension and Writing.

## Glossary

The meanings of selected words from each exercise are found here to build vocabulary and improve comprehension.

## Answers

The answers can be used as an independent booklet. The answer key contains answers to questions on Grammar, Vocabulary Comprehension and model answers for Writing. There are also suggested answers for open-ended exercises.

## Tear-out Format

This means the lessons and exercises can be easily removed and presented as homework or class work or quizzes. The glossary and answer pages can be removed and filed away for future reference.

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## Additional Reproducible Activities

Reproducible worksheets on selected topics are available here. These are useful as quick assessments of a child's understanding of the work taught.

## Lesson Plans

Ideas and suggestions on how to present each lesson to enhance learning are provided here. These are useful resources for both classroom and home learning.












## READ TO ME

Audio files are available for selected passages to encourage reading. Listen, follow and read along to improve your reading skills.








**The Editorial Team**



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# UNIT 1

## Let's Dress Up!

### [A] Grammar

#### Adjectives and Comparison of Adjectives (1)

**Adjectives** tell us **more about nouns**.

#### Read and Learn

1. What a beautiful hat!
2. Peter is as tall as Jack.
3. The magician wears a long cloak.
4. My mother wears a short dress to the party.
5. I wear a loose T-shirt and baggy trousers when I sleep.

We use adjectives to compare people, animals, places or things. We add '-er' or '-ier' to **compare two people, animals, places or things**. Sometimes, we can also add 'more' to the adjectives. We add '-est' or '-iest' to **compare more than two people, animals, places or things**. Sometimes, we can also add 'most' to the adjectives.

Adjective	Comparative Form	Superlative Form
big	bigger	biggest
cheap	cheaper	cheapest
pretty	prettier	prettiest
comfortable	more comfortable	most comfortable

#### Read and Learn

1. There are two necklaces. I prefer the longer necklace.
2. These are the most expensive shoes in the shop.
3. This yellow T-shirt is nicer than the white T-shirt.
4. The blue trousers are smaller than the black trousers.
5. This is the ugliest tie I have ever seen.



For some adjectives, we change the whole word when we compare people, animals, places or things.

### Read and Learn

1. The clothes from this shop are bad.
2. The clothes from that shop are worse.
3. The clothes from the shop down the street are the worst.

Fill in each blank with the correct form of the adjective in the brackets.

1. This dress is \_\_\_\_\_ (good) than the other one.
2. These shoes are too \_\_\_\_\_ (loose). I need a smaller pair.
3. The black shoes are as \_\_\_\_\_ (expensive) as the brown shoes.
4. This T-shirt is too small. I need a \_\_\_\_\_ (big) size.
5. This pair of trousers is \_\_\_\_\_ (comfortable) than the other pair.
6. The buttons on this shirt are \_\_\_\_\_ (small) than the buttons on the other shirt.
7. The jacket is \_\_\_\_\_ (thick) than the sweater.
8. I buy the \_\_\_\_\_ (thick) pair of gloves in the shop.

### [B] Vocabulary

I. Name the pictures using the words in the box.

bib  
scarf

T-shirt  
tie

bow  
jacket

shirt  
trousers

1.



2.



3.



4.



5.



6.



7.



8.



## II. Circle the correct word in the brackets.

1. Miss Hanes wears a (sweater / blouse) in her office as it is rather cold.
2. Father looks smart with his (tie / scarf).
3. Mrs Lee wears a/an (bib / apron) when she cooks.
4. Go and change into your (pyjamas / uniform). It is bedtime.
5. Sushila wraps a (scarf / sari) around her neck.
6. The workers wear (helmets / caps) for safety.
7. He wears (shoes / boots) because the road is rough and muddy.
8. John jogs in his (shorts / trunks).



## [C] omprehension



Listen, follow and read along.

**Read the story. Then answer the questions that follow.**

Cinderella, her dress nearly in rags, was crying quietly in a corner of her house. A fairy suddenly appeared.

"Why are you crying, dear?" she asked.

"I want to go to the prince's ball like my stepsisters but I do not have a proper dress to wear," replied Cinderella.

The fairy waved her magic wand, and all at once, Cinderella's dress was changed into a beautiful gown. On her feet were two glass slippers. Cinderella clapped her hands in delight. She felt like a princess.

The fairy waved her wand at a bicycle outside Cinderella's house. There was a puff of smoke and a carriage appeared. "Now off you go," the fairy told Cinderella. "But you must return by midnight."

"I promise!" said Cinderella.

1. Write the word that tells you Cinderella's dress was torn and tattered.

2. Circle the two things that the fairy gave Cinderella. Then, write the names of the things on the lines provided.



3. How did Cinderella go to the prince's ball?

---

---

4. Cinderella had experienced two different feelings in the story. What did she do when she felt that way?

Feelings	What Cinderella did
(a) Sad	
(b) Happy	

5. What did Cinderella promise the fairy?

### [D] Writing

Look at the picture below. Write five sentences to describe the outfit. You may use the words in the box.



buttons  
sleeves

collar  
colour

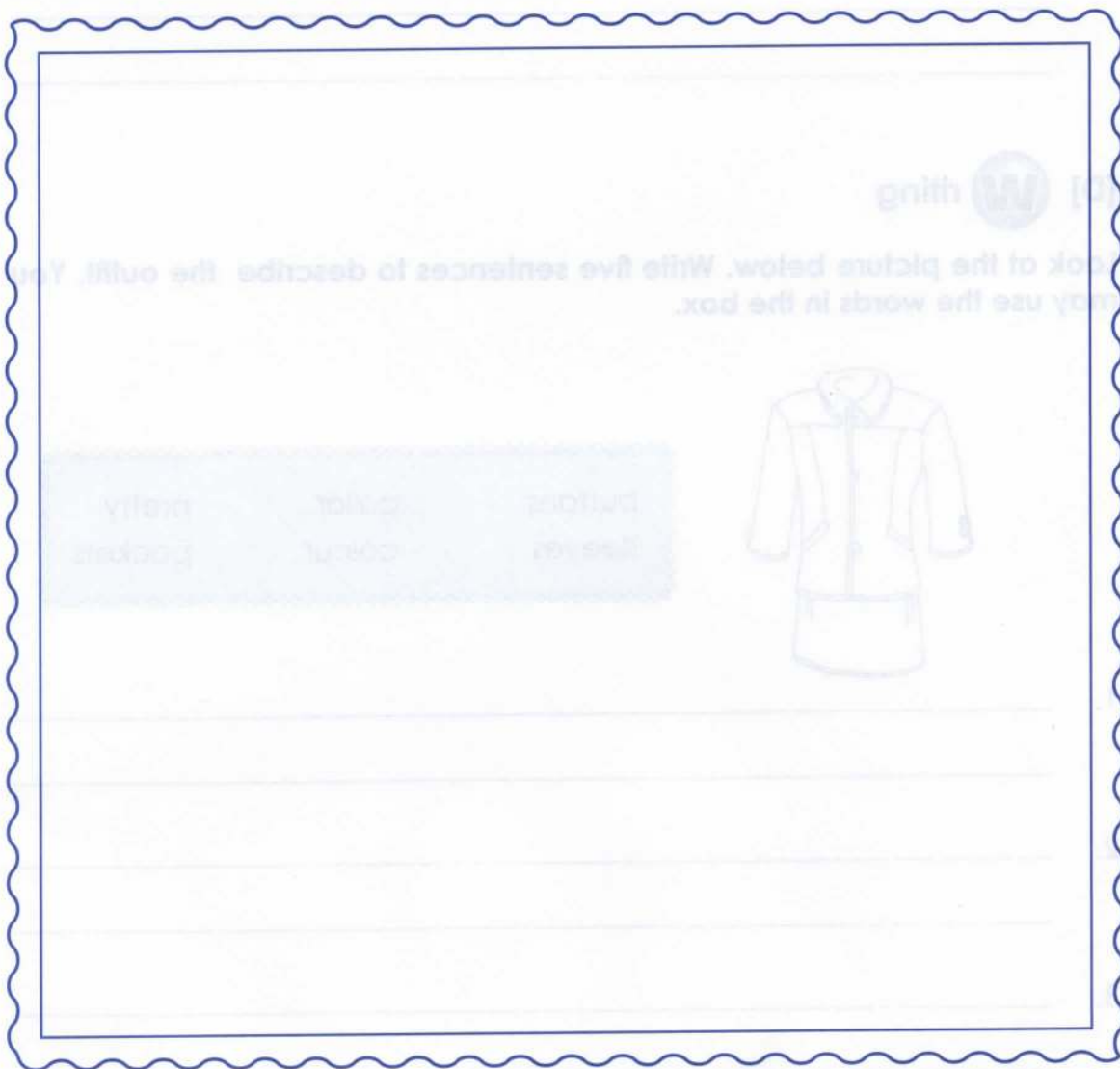
pretty  
pockets

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



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

★ Draw a picture of your favourite outfit here.




What should they wear? Try this exercise!  
Go to **My SAP Education App** or [www.sapgrp.com](http://www.sapgrp.com)

## UNIT 2

# My Greatest Dreams

### [A] Grammar

#### I. 'Has' and 'Have' (1)

'Has' and 'have' are **verbs**. They are used to show **possession**. They can also be used when you perform an **action** or **experience** something.

I/You/We/They + have  
He/She/It + has

#### Read and Learn

1. She has a magic wand.
2. It has a short tail.
3. I have a dimple on my left cheek.
4. They have new bicycles.

#### Fill in each blank with 'has' or 'have'.

1. He \_\_\_\_\_ a dream.
2. He \_\_\_\_\_ a sword.
3. They \_\_\_\_\_ long tails.
4. Look at the bigger dragon! It \_\_\_\_\_ very sharp teeth!







5. Mary pretends to be a doctor. She \_\_\_\_\_ a stethoscope around her neck.
6. She \_\_\_\_\_ a white coat.
7. I pretend to be a nurse. I \_\_\_\_\_ two bottles of medicine.
8. The teddy bear is hurt. It \_\_\_\_\_ a bandage on its head.

## II. The Simple Future Tense

The **simple future tense** expresses a **future** action. 'Shall' is used with 'I' and 'we'. 'Will' is used with 'I', 'we', 'he', 'she', 'it', 'you' and 'they'.

I We	shall
I We He She You It They The cat Susan John John and Susan The bicycle	will

## Read and Learn

1. I shall be a pilot when I grow up.
2. We shall pretend to be the king and queen.
3. I will grant you three wishes.
4. You will fly in a ship to Neverland to meet Peter Pan.
5. He will be a wizard.
6. They will live in that castle.
7. She will play in a rock band.
8. The children will act in a play.

### Fill in each blank with 'will' or 'shall'.

1. We \_\_\_\_\_ wear our fairy costumes.
2. She \_\_\_\_\_ make a magic potion.
3. I \_\_\_\_\_ be a doctor when I grow up.
4. He \_\_\_\_\_ win the art competition.
5. They \_\_\_\_\_ buy a dog.
6. You \_\_\_\_\_ be the first in the race.
7. We \_\_\_\_\_ go to the party.
8. He \_\_\_\_\_ play the violin.

### III. Connectors 'And', 'When' and 'Because'

We use '**and**' to join **similar ideas**.

We use '**when**' to talk about the **time, day or date things happen**.

We use '**because**' to talk about the **reason for things**.

## Read and Learn

1. Jill has a magic wand and a fairy costume.
2. Sue wants to be a pianist when she grows up.
3. Annie hopes to celebrate her birthday at a fast food restaurant when she turns eight next month.
4. When my brother grows up, he wants to be a scientist.
5. Peter trains hard because he wants to be a good swimmer.



Fill in each blank with 'and', 'when' or 'because'.

1. The students study hard \_\_\_\_\_ they want to do well in the examinations.
2. \_\_\_\_\_ I grow up, I shall be an architect.
3. Joe \_\_\_\_\_ his brother want to win the video game competition.
4. Peter learns how to cook \_\_\_\_\_ he wants to be a chef.
5. The farmer will build a bigger stable \_\_\_\_\_ he has just bought three new horses.
6. I want to make snowballs \_\_\_\_\_ have a snowball fight with my friends.
7. I hope my mother will buy me many presents \_\_\_\_\_ she comes back from Australia next Tuesday.
8. The poor children want food \_\_\_\_\_ they are hungry.

## [B] Vocabulary

1. Draw a line to connect each word to the correct picture.

1. police officer •

(a)



(b)



2. tailor •

3. artist •

(c)



(d)



4. fisherman •

5. doctor •

(e)



(f)



6. carpenter •

**II. Where do these people work? Fill in each box with the correct word or words.**

police station	market	restaurant	ship	office
fire station	theatre	hospital	school	laboratory

**Occupation**

**Workplace**

1. sailor →
2. nurse →
3. detective →
4. greengrocer →
5. cook →
6. fire fighter →
7. teacher →
8. clerk →
9. actor →
10. scientist →



## [C] omprehension



Listen, follow and read along.

**Read the passage. Then answer the questions that follow.**

Mr Brown is a police officer. He works at Sunway Police Station. It is in a housing estate. Mr Brown wears a dark blue uniform. He patrols the streets diligently to keep it safe. In the mornings, he walks around the block. In the afternoons, he cycles slowly along the streets making sure that students cross the roads safely on their way home from school. Sometimes, he drives around the neighbourhood late at night to make sure everyone is safe.

People in the neighbourhood often come to see him when they have problems. Once, Mr Brown found a young boy's lost cat and returned it to him. The children enjoy talking to Mr Brown when they see him.

Henry, Mr Brown's son, is proud of his father. He is helping the people. He, too, wants to be a policeman when he grows up.

1. What is Mr Brown's occupation?

---

---

2. How many different ways does Mr Brown patrol the neighbourhood?

---

---

3. Which of the following is true about Mr Brown's occupation? Tick (✓) the correct answers.

- ☐ Mr Brown keeps the people safe.
- ☐ Mr Brown never works at night.
- ☐ Children are afraid of Mr Brown.
- ☐ Mr Brown wears a uniform to work.

4. Which word in the passage means to work hard?

5. Why does Henry want to be a policeman when he grows up?

---

---

### [D] **W**riting

The following sentences are not in order. Rewrite them so that they are in the correct order.

- She eats very little of such food.
- She knows that to be healthy, she must eat good and healthy food.
- Fish, vegetables and fruit are some examples of healthy food.
- She also knows that too much oily food is not good.
- Miss Shane wishes to have a healthy body.

#### Eating Healthy Food

1. 

---

---

2. 

---

---

3. 

---

---



4.

Which word in the passage means to work hard?

5.

Why does Henry want to be a policeman when he grows up?

★Cut out a picture of your favourite fruit and paste it here.



Do you know the answers to these riddles?  
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### [A] Grammar

#### 1. Modals 'Can' and 'Cannot' (1)

We use '**can**' to talk about **what someone is able to do**.

We use '**cannot**' or '**can't**' to talk about **what someone is unable to do**.

'Can't' is the short form for 'cannot'.

#### Read and Learn

1. We can use the computer to send emails.
2. The children like the clown because he can tell jokes.
3. He cannot bake the cake because he does not have the recipe.
4. This letter is in Japanese. We can't understand what it says.

#### Fill in each blank with 'can' or 'cannot'.

1. You \_\_\_\_\_ use this recipe to cook fried noodles. It is simple and easy to follow.
2. Karen \_\_\_\_\_ buy this book. She does not have enough money.
3. I \_\_\_\_\_ solve this riddle. Please tell me the answer.
4. Anna \_\_\_\_\_ write well. She will win the story writing competition.
5. My brother is too young so he \_\_\_\_\_ write the letters of the alphabet.
6. Becky \_\_\_\_\_ write nice poems. I like to read the poems she writes.

## II. Adjectives

**Adjectives** tell us **more about nouns**. We can talk about the **size, age, temperature, shape, colour and origin of a noun**. We also use adjectives to talk about **what someone thinks of a noun** (an opinion).

The sentence structure can be:

**noun + verb 'to be' + adjective**

### Read and Learn

1. Mrs Brown told her students a funny story.
2. This riddle is difficult. I cannot solve it.
3. This is a Chinese story. It is about the legend of Chang Er.
4. This story is interesting.
5. I write a short list of things to buy from the new supermarket.

### Fill in each blank with a suitable adjective of your own.

1. This \_\_\_\_\_ story tells us about a myth from India.
2. David writes a \_\_\_\_\_ joke and makes everyone laugh.
3. There are many \_\_\_\_\_ stories in this book.
4. My brother writes a \_\_\_\_\_ list of what he has to do in the afternoon.
5. Jacob left a \_\_\_\_\_ note to tell his mother that her friend had called earlier.
6. This \_\_\_\_\_ banner stretches from one end of the room to the other.
7. Those stories are \_\_\_\_\_. The children are afraid to read them.
8. Your handwriting is \_\_\_\_\_. I cannot read what you have written.



## [B] Vocabulary

Fill in each blank with a suitable word from the box.

riddle  
comics

recipe  
email

report  
jokes

poster  
list

1. This \_\_\_\_\_ shows me the ingredients I need to make a pancake.
2. My sister sends an \_\_\_\_\_ to her friend once a week.
3. Tom writes a \_\_\_\_\_ of things he wants for Christmas.
4. Can you solve this \_\_\_\_\_?
5. My brother likes to read \_\_\_\_\_ because there are many colourful pictures.
6. The community centre puts up a \_\_\_\_\_ of its new yoga class.
7. Mark likes to tell \_\_\_\_\_ to make everyone laugh.
8. The children read about natural disasters and write a \_\_\_\_\_ on them.

## [C] Comprehension



Listen, follow and read along.

Read the passage. Then answer the questions that follow.

School ends at six o'clock every day. Jill takes just five minutes to walk home.

When she reaches home, she takes a shower immediately. She uses soap to clean her body and shampoo to wash her hair. When she is all washed up, Jill wipes herself dry with a clean towel. She puts on clean clothes and gets ready to take her dinner. She helps her mother to set the table. When everything is ready, she will wash her hands before she eats.

Jill has good habits. It is important to keep ourselves clean. We should wash our hands before and after every meal. We should brush our teeth and take our baths regularly. We should keep our fingernails short and clean.

Being clean is also one way of staying healthy.

1. Does Jill live far from the school? How do you know?

---

---

2. Which time of the day does Jill go home from school? Circle the correct answer.

evening      dawn      noon

3. Arrange the following events in the order they appear in the passage. Write 1, 2 and 3 in the boxes provided.

Jill has her dinner.       Jill takes a bath.       Jill washes her hands.

4. Which word in the passage tells us that brushing our teeth should be done every day?

5. From the passage, name two ways we can stay clean.

---

## [D] Writing

Write a story about 'A Picnic' using the pictures. You may use the helping words in the box. Your story should be about 80 words. Begin your story with the sentence given.



fantastic  
delighted  
sandwiches  
spread out  
packing  
enjoyed

### A Picnic

It was a beautiful day for a picnic...  
(Continue the story on a separate piece of paper.)



### [A] Grammar

#### I. Plural Nouns (1)

We use **singular nouns** to talk about **one person, animal, thing or place**.

We use **plural nouns** to talk about **more than one person, animal, thing or place**. There are two types of plural nouns: **regular** and **irregular**.

To show regular plural nouns, we

- add **'-s'** at the end of most nouns

Singular	Plural	Singular	Plural
cook	cooks	king	kings
dragon	dragons	queen	queens

- add **'-es'** at the end of most nouns ending in **'-s'**, **'-ss'**, **'-sh'**, **'-ch'** or **'-x'**

Singular	Plural	Singular	Plural
branch	branches	princess	princesses
fox	foxes	witch	witches

- add **'-es'** for nouns ending in **'-o'**

Singular	Plural	Singular	Plural
hero	heroes	potato	potatoes

- change **'-y'** to **'-ies'** for some nouns ending in **'-y'**

Singular	Plural	Singular	Plural
city	cities	family	families
fairy	fairies	lady	ladies

- add **'-s'** at the end of some nouns ending in **'-y'**

Singular	Plural	Singular	Plural
chimney	chimneys	monkey	monkeys
day	days	runway	runways



- change '-f' or '-fe' to '-ves' for some nouns ending in '-f' or '-fe'

Singular	Plural	Singular	Plural
elf	elves	knife	knives
leaf	leaves	wolf	wolves

- may add '-s' at the end of some nouns ending in '-f'

Singular	Plural	Singular	Plural
hoof	hoofs or hooves	scarf	scarfs or scarves

To show irregular plural nouns, we

- change** the **spelling** of some nouns

Singular	Plural	Singular	Plural
child	children	person	people
goose	geese	tooth	teeth
mouse	mice	woman	women

- do not have to change** the **spelling** of some nouns

Singular	Plural	Singular	Plural
deer	deer	sheep	sheep

Here are some clues to tell us if we are talking about a singular or plural noun.

To show a singular noun:

a king  
one apple  
an umbrella  
the lady rides

To show a plural noun:

two wolves  
many boys  
several children  
all the fairies  
some of the princesses  
the ladies ride

## Read and Learn

1. Snow White lived with seven dwarfs.
2. The hunters chased the lions.
3. Owls were sitting on the branches of the trees.
4. The princes are the heroes of the stories.
5. The fairies save the princesses.

## Fill in each blank with the correct form of the noun in the brackets.

1. All the \_\_\_\_\_ (knight) killed the two fierce \_\_\_\_\_ (dragon).
2. Many \_\_\_\_\_ (person) went to the palace to try to win the princess's hand in marriage.
3. A man played a strange tune and all the \_\_\_\_\_ (mouse) followed him out of the town.
4. Jack stole three golden \_\_\_\_\_ (goose) from the giant.
5. The ogre was killed by the two brave \_\_\_\_\_ (prince).
6. The naughty \_\_\_\_\_ (elf) like to steal food from the villagers.
7. The \_\_\_\_\_ (lady) play the harps for the king.
8. The poor farmer sells \_\_\_\_\_ (tomato) and \_\_\_\_\_ (potato) at the market.

## II. The Simple Past Tense (1)

We can use the **simple past tense** to **talk about past actions**. We can use words like 'last night', 'last week' or 'yesterday' in the sentences.

To form the simple past tense, we

- add '**-d**' at the end of some verbs

Simple Present Tense	Simple Past Tense
celebrate	celebrated
close	closed
dance	danced



- add '**-ed**' at the end of some verbs

Simple Present Tense	Simple Past Tense
beg	begged
clap	clapped
play	played

- change '**-y**' to '**-ied**' for some verbs ending in '**-y**'

Simple Present Tense	Simple Past Tense
carry	carried
cry	cried

### Read and Learn

1. The princes played with a ball in the garden.
2. The magic tree started to grow taller and taller.
3. The witch lifted the baby out of the cot.
4. The king and queen danced to the music.
5. The old lady cried when her husband died.
6. The prince tried to stop the wicked witch from casting a spell.

### Fill in each blank with the simple past tense of the verb in the brackets.

1. The wicked witch \_\_\_\_\_ (lock) the princess in the tower.
2. The prince \_\_\_\_\_ (save) the princess.
3. The queen \_\_\_\_\_ (pat) the dog that was sitting on her lap.
4. Jack \_\_\_\_\_ (hurry) up the beanstalk.
5. An old lady \_\_\_\_\_ (knock) on the castle door in the middle of the night.
6. The beast \_\_\_\_\_ (grab) the princess's arm.



7. The dragon \_\_\_\_\_ (breathe) out fire and \_\_\_\_\_ (frighten) the people.
8. The witch \_\_\_\_\_ (cry) out in fear when the children \_\_\_\_\_ (push) her into the dungeon.

### III. Adverbs of Manner (1)

**Adverbs of manner** tell us **how** something is done.

#### Read and Learn

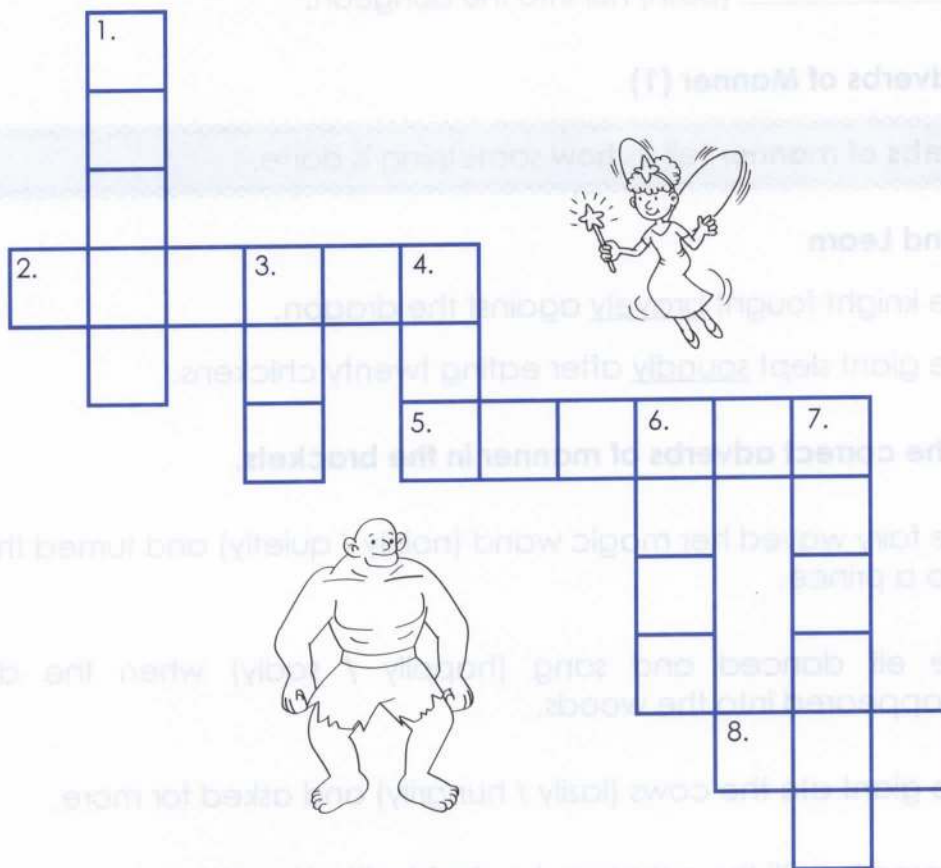
1. The knight fought bravely against the dragon.
2. The giant slept soundly after eating twenty chickens.

#### Circle the correct adverbs of manner in the brackets.

1. The fairy waved her magic wand (noisily / quietly) and turned the frog into a prince.
2. The elf danced and sang (happily / sadly) when the dragon disappeared into the woods.
3. The giant ate the cows (lazily / hungrily) and asked for more.
4. "Come here!" the emperor shouted (softly / loudly) at his servant.
5. The witch stomped (quietly / angrily) into the forest when her spell on the princess failed to work.
6. "Why are you sad?" the fairy godmother asked the little boy (kindly / cruelly).
7. The gnome walked (fiercely / slowly) away from the sleeping bear.
8. "Oh, how I wish I had a friend," cried the little butterfly (sadly / happily).

# **[B]** **V**ocabulary

Look at the crossword puzzle below. Then fill in the boxes with the help of the clues.



## Across

2. The fairy gave her a \_\_\_\_\_ of magic water.



5. The spaceship is \_\_\_\_\_ in the sky.



8. "Magic \_\_\_\_\_, write!" he commanded.



## Down

1. The witch flies on her magic \_\_\_\_\_.



3. Alice followed the rabbit to a \_\_\_\_\_ party.



4. An \_\_\_\_\_ is like a fairy.



6. The fish told the fishermen to throw their nets \_\_\_\_\_ the sea.



7. The king gave the prince a \_\_\_\_\_ crown.



## [C] Comprehension



Listen, follow and read along.

**Read the passage. Then answer the questions that follow.**

Gordon and Wendy were picking seashells on the beach. They found some that were round and some with jagged edges. A few had spikes all over them. There was even one that was shaped like a mini horn.

"Look, Gordon. There is something in the water!" said Wendy, pointing to a big shadow behind some rocks.

5

"It looks like a big fish. Let's go nearer," said Gordon.

They walked towards the rocks. Suddenly, Gordon stopped.

"There is a face and a tail! It's a mermaid!" Gordon whispered excitedly.

"She is hurt. Look at her tail," said Wendy.

10

"She needs help. You stay here while I run up to call Father," Gordon told Wendy.



"Dad! Dad! There's a mermaid behind the..."

"Gordon! Gordon!" somebody was calling him.

Gordon opened his eyes. Wendy was shaking him by the shoulder.

15

"You were shouting in your sleep, Gordon," Wendy said. She stared at him with an amused look on her face. He had a funny look on his face when he was shouting. Gordon realised that he was in the house! It was not real after all! It was only a dream!

1. According to the passage, how many different types of seashells did the children find?

---

---

2. Which of the following is not true about what the children saw in the water? Put a cross (✗) in the boxes.

☐

A mermaid's arms

☐

A mermaid's face

☐

A shadow on a rock

☐

A shadow behind some rocks

3. What did Gordon want his father to do?

---

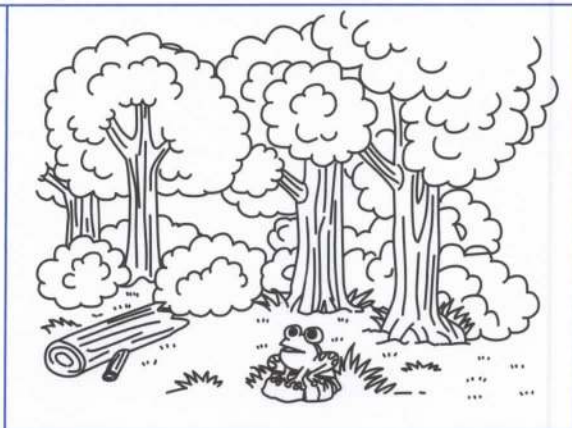
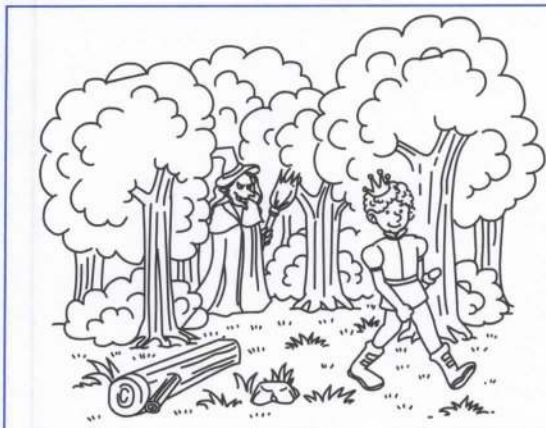
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4. Which word tells you that Wendy felt that Gordon was funny?

5. Do you think Gordon and Wendy saw a real mermaid? Why do you think so?

[D] **W**riting

Write a story about 'A Magic Spell' using the pictures. You may use the helping words in the box. Your story should be about 80 words. Begin your story with the sentence given.



cackle  
shocked

smoke  
evil

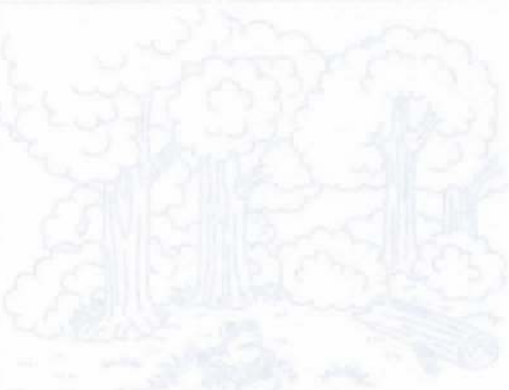
croak  
small


cruel  
terrified

### A Magic Spell

Prince Alfred was taking a walk through the forest...  
(Continue the story on a separate piece of paper.)

★ Use your imagination! Draw a fairytale creature you would like to meet.







## [A] Grammar

### I. The Simple Past Tense (2)

To form the **simple past tense** of some **irregular verbs**, we **change the spelling** of the verbs instead of adding '-d' or '-ed' to them. Some irregular verbs **remain the same** for the simple present tense and the simple past tense.

Simple Present Tense	Simple Past Tense
is/am	was
are	were
do/does	did
break	broke
come	came
find	found
go	went
sell	sold
bring	brought
fly	flew
leave	left
sleep	slept
arise	arose
cling	clung
feed	fed
speak	spoke
become	became
dig	dug

Simple Present Tense	Simple Past Tense
sit	sat
swim	swam
cost	cost
hurt	hurt
put	put
cut	cut
let	let
read	read

### Read and Learn

1. My family and I went to the beach.
2. We saw many aeroplanes taking off from the airport.
3. Jill bought many souvenirs from Bangkok.
4. We swam at the beach.
5. The aeroplane flew above the clouds.

### Fill in each blank with the simple past tense of the verb in the brackets.

1. Joseph \_\_\_\_\_ (lose) his passport when he was in Malaysia.
2. Peter \_\_\_\_\_ (take) many pictures when he was in America.
3. We \_\_\_\_\_ (feed) the animals at the Children's Zoo.
4. I \_\_\_\_\_ (sit) on a roller coaster at the theme park.
5. We \_\_\_\_\_ (see) Snow White when we \_\_\_\_\_ (go) to Disneyland.
6. The children \_\_\_\_\_ (dig) the sand and \_\_\_\_\_ (build) sandcastles at the beach.
7. The people in Japan \_\_\_\_\_ (speak) Japanese to me. I \_\_\_\_\_ (do) not understand them.



8. When I was overseas, I \_\_\_\_\_ (find) a shop that \_\_\_\_\_ (sell) paper umbrellas.

## II. Compound Words

A **compound word** is formed when **two words are joined to make a new word**.

sea + side = seaside

sun + glasses = sunglasses

### Read and Learn

1. My friends and I like to go to the seaside.
2. I wear my sunglasses when it is hot.
3. We are leaving for the airport this evening.
4. The fish are swimming among the seaweed.
5. Joe makes a snowball and throws it at his sister.

**Complete each sentence with a compound word. The first part of the compound word is given.**

1. John likes to walk bare\_\_\_\_\_ on the sand.
2. We buy a box of pop\_\_\_\_\_ and a drink before we watch the movie.
3. There is a beautiful water\_\_\_\_\_ at Jurong Bird Park.
4. We sit on a motor\_\_\_\_\_ to get to the island.
5. You must wear the correct foot\_\_\_\_\_ when you go hiking.
6. Every snow\_\_\_\_\_ has a different pattern.
7. We woke up early to watch the sun\_\_\_\_\_ at the beach.
8. I sent a post\_\_\_\_\_ to my best friend in Singapore when I was travelling in China.
9. The scuba divers see many colourful fish and coral under\_\_\_\_\_.
10. I need my pass\_\_\_\_\_ when I travel overseas.



## [B] Vocabulary

Fill in each blank with a suitable word from the box.

enclosure  
luggage

competition  
museum

fair  
waves

seashells  
runway

1. Sam and I look for \_\_\_\_\_ along the seashore.
2. The tourists carry their \_\_\_\_\_ to the hotel.
3. I want to watch the aeroplanes take off on the \_\_\_\_\_.
4. There are many beautiful paintings at the \_\_\_\_\_.
5. The Smith family likes to watch the monkeys in their \_\_\_\_\_ at the zoo.
6. I want to join the sandcastle building \_\_\_\_\_ at the beach tomorrow.
7. There are huge \_\_\_\_\_ in the sea.
8. There is a toy \_\_\_\_\_ at the community centre tomorrow.

## [C] Comprehension



Listen, follow and read along.

Read the passage. Then answer the questions that follow.

During the June holidays, Freddy's teacher, Mr Lance, took him and his classmates to Jurong Bird Park. They went there by bus. Freddy's mother had packed a lunchbox with sandwiches and muffins for him. She also prepared some orange juice.

At the bird park, Freddy and his friends saw many different types of birds. They also took a ride on the tram and visited the waterfall. Then they went to watch the bird show. The birds performed tricks. Some of them could even talk! Before leaving, Mr Lance took the students to the flamingo enclosure. Freddy liked the flamingos very much. He wanted to stay there longer but Mr Lance said that they had to leave.

10

When they left the bird park, it was already three in the afternoon. Mr Lance knew his students had enjoyed themselves.

"We will have a competition. Write a composition on your trip to the bird park. The student who writes the best composition will get one free ticket to the bird park!" Mr Lance told his class. Freddy and his friends cheered loudly. It would be nice to get the free ticket and visit the bird park again.

1. How did Freddy and his classmates go to the bird park?

---

---

2. Did Sam buy his lunch at the bird park? How do you know?

---

---

3. Arrange the following events in the order they appear in the passage. Write 1, 2 and 3 in the boxes provided.

☐

The students visited the flamingo enclosure.

☐

The students went to the waterfall.

☐

The students watched a bird show.

4. What does 'there' refer to?  
Circle the correct answer.

The flamingos

The flamingo enclosure

The bird show

5. Do you think Freddy will take part in the competition? Why do you think so? Support your answer with information from the passage.

---

---



# [D] Writing

Write a story about 'A Trip to the Theme Park' using the pictures. You may use the helping words in the box. Your story should be about 80 words. Begin your story with the given words.



exciting  
tickets

hamburgers  
roller coaster

scared  
cafe

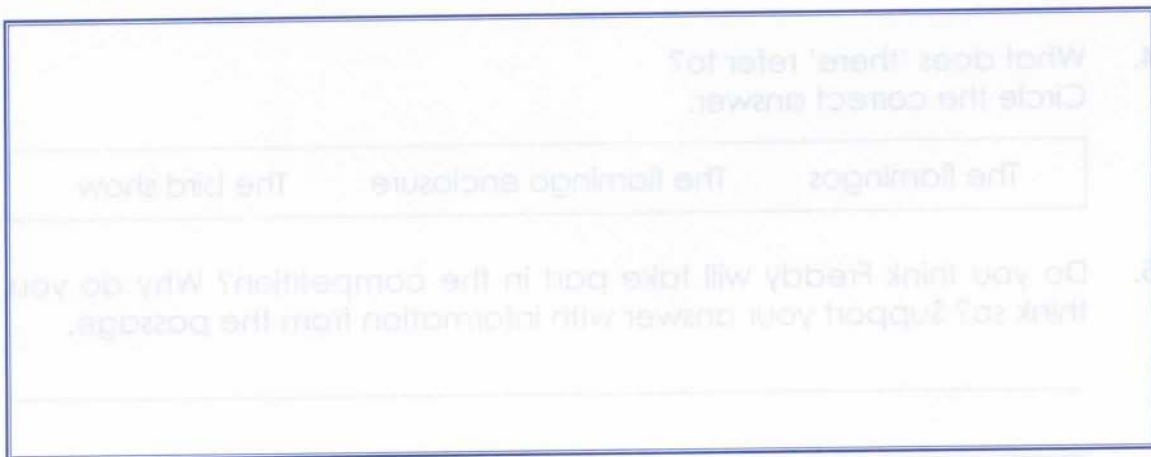
queued  
meal

## A Trip to the Theme Park

It was a Saturday morning and ...

(Continue the story on a separate piece of paper.)

★ Paste a photo of yourself taken at a theme park or a place of interest.



I was at \_\_\_\_\_!



## Being Helpful

### [A] Grammar

#### I. Subject and Object Pronouns

**Pronouns** are words that **take the place of nouns**.

**Subject pronouns** are the ones that **do the action**.

**Object pronouns** are the ones that **receive the action**.

<b>Subject Pronouns</b>	I	you	he	she	it	we	they
<b>Object Pronouns</b>	me	you	him	her	it	us	them

#### Read and Learn

- They will water the plants.
- The rabbits are hungry. I will feed them.
- She has many flowers in the garden. She waters them every day.
- We did not know how to do the sum. The teacher helped us.
- Ken's school bag is very heavy. I will help him carry it.

#### (a) Underline the correct pronouns.

- I will help (he / you / us). I will carry the heavy bags.
- Ann and (me / I / them) feed the stray cats at the void deck twice a day.
- The plate is dirty. I will wash (them / it / her).
- Ben gave some sweets to my brother and (I / me / she).

#### (b) Fill in each blank with the correct pronoun.

Last weekend, Jasmine and her father delivered food to the needy in their neighbourhood. Jasmine was excited. (1) \_\_\_\_\_ liked to help the poor.

At the first house, (2) \_\_\_\_\_ gave a bag of rice and a tin of biscuits to an elderly man. (3) \_\_\_\_\_ was grateful for the food. He thanked (4) \_\_\_\_\_. At the second house, Jasmine and her father gave rice, biscuits and canned food to a lady and her daughter.

"(5) \_\_\_\_\_ are very kind," said the young girl. "(6) \_\_\_\_\_ have only been eating bread for the past two days. Thank you for the food."

After visiting the families, Jasmine and her father had lunch at a food centre.

"(7) \_\_\_\_\_ will pack some of my old clothes for that young girl. I want to help (8) \_\_\_\_\_ too," said Jasmine.

Jasmine's father praised her for being so generous.

## II. The Simple Past Tense (3)

We use the **simple past tense** to talk about an action that **happened in the past**.

### Read and Learn

1. Alice cleaned and mopped the floor for her mother.
2. A passerby chased the thief and caught him.
3. Betty boiled some water because she wanted to make a cup of tea for her father.
4. I gave up my seat to an elderly man on the crowded bus.
5. Tom carried the injured bird to his house and dressed its wound.

**Fill in each blank with the simple past tense of the verb in the brackets.**

1. Mrs Tan \_\_\_\_\_ (work) hard so that she could support her family.
2. I \_\_\_\_\_ (run) after the ball and \_\_\_\_\_ (give) it back to the young boy.



3. Andrew \_\_\_\_\_ (lend) his classmate two dollars as she \_\_\_\_\_ (do) not bring any money to school.
4. My aunt \_\_\_\_\_ (decorate) the house and \_\_\_\_\_ (cook) the food for my birthday party.
5. Jane \_\_\_\_\_ (fall) and \_\_\_\_\_ (hurt) her knee.
6. The life guard \_\_\_\_\_ (jump) into the sea and \_\_\_\_\_ (swim) towards the lady who was shouting for help.
7. Sam \_\_\_\_\_ (climb) the tree and \_\_\_\_\_ (rescue) the cat.
8. My neighbour \_\_\_\_\_ (cook) some food and \_\_\_\_\_ (bring) it to our house when my mother \_\_\_\_\_ (be) sick.

### III. Modals 'Should' and 'Should Not'

We use '**should**' to **tell someone what to do**.

We use '**should not**' to **tell someone what not to do**.

#### Read and Learn

1. I should do the household chores on weekends.
2. We should donate our old books and toys to the poor.
3. You should not let her carry the heavy boxes on her own.
4. That boy should not make fun of those who are not as clever as he is.

#### Fill in each blank with 'should' or 'should not'.

1. You \_\_\_\_\_ give up your seat to the elderly man.
2. We \_\_\_\_\_ help our friends when they are in trouble.
3. Ann \_\_\_\_\_ kick the stray cat.
4. Passers-by \_\_\_\_\_ call for help when they witness an accident.
5. We \_\_\_\_\_ tidy up our own rooms and keep them clean.
6. Terry \_\_\_\_\_ throw away his old books. He \_\_\_\_\_ donate them to the poor.



# **[B] Vocabulary**

Look at the pictures. Then fill in each blank with a suitable verb from the box.

carry  
bring

write  
help

lend  
send

rest  
cook

1. Lily will \_\_\_\_\_ her grandmother  
walk up the stairs.



2. She will \_\_\_\_\_ the heavy basket  
for Mrs Ward.



3. Jill will \_\_\_\_\_ food for her old  
neighbour for the next two weeks.



4. I shall \_\_\_\_\_ an email to my  
pen pal.



5. Your T-shirt is wet. I shall \_\_\_\_\_  
you mine.



6. Don't worry. She will \_\_\_\_\_  
for your children when they return.



7. \_\_\_\_\_ here for a while.  
I shall wake you up later.



8. Please \_\_\_\_\_ to your aunt in Australia.  
She will be happy to receive your letter.



# **[C] Comprehension**



Listen, follow and read along.

**Read the chart and the passage. Then answer the questions that follow.**

It was a Sunday and Mr Lee had just left for his business trip. He would only be back on Tuesday morning. Mrs Lee was visiting her father who was unwell. Their three children were given a list of things to do.

Lilian	cook breakfast, lunch, dinner
Yvonne	clean the flat in the morning, clear the laundry in the afternoon
James	prepare a get-well card for grandfather, water the plants, feed the fish, take the dog for a walk

1. How many days would Mr Lee be away on his business trip?

---



---

2. Why was Mrs Lee away from home?

---



---

3. Write the names of the children who probably did the following.

(a) folded the clothes

mopped the floor

---

(b) went to the park with the dog

decorated a card

---

(c) steamed a fish

boiled soup

---

4. What pets did the Lee family have?

5. Read the sentences below. Tick (✓) the sentences that are correct.

☐

Yvonne was probably a good cook.

☐

Yvonne had no task to do at night.

☐

James would have to spend time out of the house.

### [D] Writing

Write a story about 'A Lost Wallet' using the pictures. You may use the helping words in the box. Your story should be about 80 words. Begin your story with the given words.



happy  
purse

worried  
searched

lost  
honest

praised  
found

### A Lost Wallet

There was a sale at the shopping mall...

(Continue the story on a separate piece of paper.)



## How Do You Feel Today?

### [A] Grammar

#### Interrogatives (1)

We use **interrogatives** to **ask questions**. They are usually placed at the beginning of the questions.

'Where' is used to ask about places.

'Who' is used to ask about people.

'When' is used to ask about time.

'What' is used to ask about things.

'How' is used to ask about the way something is done.

#### Read and Learn

1. Where is the football match? It is in the school field.
2. Who is crying? Sarah is crying.
3. When is the party? It is tomorrow.
4. What is she doing? She is singing a song.
5. How do you feel? I have a sore throat.

#### Fill in each blank with 'where', 'who', 'when', 'what' or 'how'.

1. \_\_\_\_\_ is whistling?  
James is whistling.
2. \_\_\_\_\_ is Jim?  
He is in his room taking a nap.
3. \_\_\_\_\_ made her angry?  
The loud noise from the television made her angry.
4. \_\_\_\_\_ did you buy your pet dog?  
I bought it yesterday.
5. \_\_\_\_\_ did you spend your weekend?  
I went for an outing with my cousins.

6. \_\_\_\_\_ did you recover from chicken pox?  
I recovered from chicken pox last week.
7. \_\_\_\_\_ slammed the door?  
Mrs Andrews slammed the door.
8. \_\_\_\_\_ are you going tomorrow?  
I am going to the beach.

## [B] **V**ocabulary

Fill in the boxes with the missing letters of another word that is similar in meaning to the underlined word(s). The first letter of each word is given to you.

- I was very happy with the presents that I received on my birthday.  
d
- Jim was scared of his neighbour because she looked very fierce.  
f
- The twins were very sad because their pet dog had died.  
m
- My mother was worried when I did not come home at the usual time.  
a
- The man was thankful that someone had found his wallet.  
g
- The cyclist was shocked when a young boy suddenly dashed towards him.  
s
- We felt very tired after running up the hill.  
e
- He was certain that he had found the answer to the riddle.  
c

## [C] omprehension



Listen, follow and read along.

**Read the passage. Then answer the questions that follow.**

Mavis and Lily are in a gift shop. They are there to buy a gift for Miss Collins because Teachers' Day is coming. There is a variety of things to choose from.

"Shall we get that for Miss Collins?" asks Lily, pointing to a beautiful jewellery box. Miss Collins can keep her jewellery in the box. 5

"It's too expensive. We only have seven dollars," says Mavis.

After looking at many other things, the two friends decide to buy a little white vase. It costs four dollars.

"Let's buy a red rose to go with the vase," Lily suggests.

"That's a good idea," Mavis nods her head happily. The two girls 10 pay for the vase at the cashier. They will get the flower from the florist tomorrow.

1. Who is Miss Collins?

---

---

2. Which word in the passage is similar in meaning to 'many different types'?

---

3. What do Mavis and Lily decide to buy for Miss Collins in the end?

---

---



4. Arrange the following events in the order they appear in the passage. Write 1, 2 and 3 in the boxes provided.

They see a musical box.

They go to the florist.

They decide to buy a vase.

5. (a) Why does Lily want to buy the jewellery box for Miss Collins?

---



---

- (b) Why does Mavis decide not to buy the jewellery box for Miss Collins?

---



---

## [D] Writing

Write a story about 'Helping an Elderly Lady' using the pictures. You may use the helping words in the box. Your story should be about 80 words. Begin your story with the given words.



notice  
help

carries  
unsure

careful  
things

worried  
cross

waiting  
thankful

### Helping an Elderly Lady

It was after school...

(Continue the story on a separate piece of paper.)

## UNIT 8

# A Long, Long Time Ago

### [A] Grammar

#### I. 'Was' and 'Were'

'Was' is used with a **singular subject**.

'Were' is used with a **plural subject**.

#### Read and Learn

1. The roadside stall was near my house.
2. Trishaws were found all over Singapore in the past.
3. Roadside stalls were more common than shopping centres in the past.
4. Electricity was expensive in the past. Oil lamps were used instead.

#### Fill in each blank with 'was' or 'were'.

1. My grandparents' house \_\_\_\_\_ made of wood.
2. When my mother was a young girl, her clothes \_\_\_\_\_ sewn by my grandmother.
3. Television sets \_\_\_\_\_ big and bulky in the past.
4. There \_\_\_\_\_ a big field here in the past. Now, there is a tall office building.
5. Many drinks \_\_\_\_\_ sold in glass bottles instead of plastic ones.
6. Food \_\_\_\_\_ put in tiffin carriers instead of polystyrene boxes.
7. My father \_\_\_\_\_ only given twenty cents a day when he was a student.



8. There \_\_\_\_\_ no electric sewing machine in the past. The sewing machines \_\_\_\_\_ operated by pressing a pedal below them with your feet.

## II. The Simple Past Tense (4)

We use the **simple past tense** to talk about **actions that we did in the past**. The negative of the simple past tense is formed in the following way:

**did not/didn't + verb (base form)**

### Read and Learn

1. My grandparents had charcoal stoves.
2. We often caught fish in the monsoon drains.
3. We didn't take a bus. We walked to school.
4. My father played with marbles when he was young.
5. My grandparents lived in a small room. They shared the room with five other people.

### Fill in each blank with the simple past tense of the verb in the brackets.

1. My parents \_\_\_\_\_ (make) their own toys.
2. We \_\_\_\_\_ (study) under an oil lamp at night.
3. People \_\_\_\_\_ (sell) food by the roadside.
4. My grandmother \_\_\_\_\_ (keep) all her money in a shoebox under her bed.
5. A bowl of noodles \_\_\_\_\_ (cost) fifty cents in the past.
6. The children \_\_\_\_\_ (spend) their time playing Five Stones and hopscotch.
7. Houses \_\_\_\_\_ (do) not have taps. People \_\_\_\_\_ (get) their water from a main tap outside their houses.
8. Those who \_\_\_\_\_ (do) not have a television set often \_\_\_\_\_ (listen) to the radio.



### III. Prepositions of Place

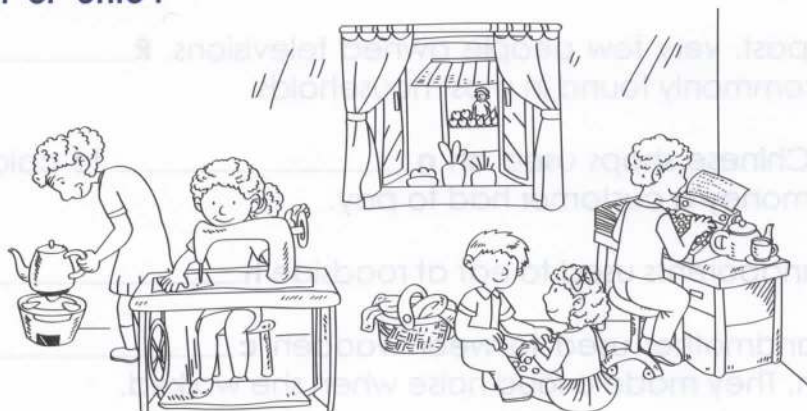
We use **prepositions of place** to talk about **where someone or something is**. We also use them to talk about **where something happens**.

#### Read and Learn



1. John is between Tom and Peter.
2. Tom is beside John.
3. A man is sitting under a tree.
4. The girl is standing in front of the boys.
5. The girl is holding a doll behind her back.
6. A boy on a bicycle is riding across the field.
7. His dog is in the bicycle basket.
8. The frog is jumping onto the lily pad.

Fill in each blank with 'between', 'under', 'in front of', 'behind', 'across', 'beside', 'in' or 'onto'.



1. The old lady puts the kettle \_\_\_\_\_ the charcoal stove.
2. The sewing machine is \_\_\_\_\_ the lady.
3. The lady steps on a pedal \_\_\_\_\_ the sewing machine.
4. There are some clothes \_\_\_\_\_ the laundry basket.
5. There is a stack of papers \_\_\_\_\_ the typewriter.
6. The teapot is \_\_\_\_\_ the typewriter and the cup.
7. The children are sitting \_\_\_\_\_ the man who is typing a letter.
8. There is a stall \_\_\_\_\_ the road.

## **[B]** **vocabulary**

**Fill in each blank with a suitable word. The first letter of the word is given.**

1. My uncle used to cycle a **t**\_\_\_\_\_ when he was younger. He worked around Chinatown.
2. My great-grandfather was a **r**\_\_\_\_\_ puller. He was a strong man.
3. Most people used **k**\_\_\_\_\_ lamps as there was no electricity.
4. My aunt earned a living as a **s**\_\_\_\_\_. She sewed clothes for people.
5. In the past, very few people owned televisions. **R**\_\_\_\_\_ were commonly found in most households.
6. Some Chinese shops used an **a**\_\_\_\_\_ to calculate how much money a customer had to pay.
7. My grandparents used to eat at roadside **h**\_\_\_\_\_ stalls.
8. My grandmother used to wear wooden **c**\_\_\_\_\_ in the kitchen. They made a loud noise when she walked.





Listen, follow and read along.

**Read the passage. Then answer the questions that follow.**

Joanne was spending the day at her grandmother's house. It was pouring and she was unable to do what she usually did. To cheer her up, her grandmother told her that she could rummage through the things in the attic. That did not seem like much fun compared to an afternoon running about in the field, but it was better than doing nothing. 5

Once she was in the attic, Joanne walked straight to a mahogany chest at the corner. It was covered with dust, but Joanne thought it looked like a treasure chest. Joanne's arms strained against the weight, but she managed to lift the lid. She was disappointed to see a stack of clothes but when she dug further in, she found several velvet pouches. Joanne 10 emptied the things in the pouches on the floor. A bright green frog came tumbling out, together with a few coloured tops and several pieces of colourful plastic dinosaurs.

Joanne raced downstairs to ask her grandmother what the things were. Her grandmother told her that they were her old toys. She taught Joanne 15 how to play with them. They spent the rest of the afternoon hitting each other's plastic dinosaurs and competing to see whose coloured top would spin longer. Joanne did not even realise that the rain had stopped.

1. Write what Joanne would do in her grandmother's house on a ...

(a) sunny day

\_\_\_\_\_

(b) rainy day

\_\_\_\_\_

2. Which of the following is true? Put a tick (✓) in the boxes.

☐

Joanne found the box heavy.

☐

The chest was in the centre of the room.

☐

Joanne saw pouches once she opened the chest.

☐

The chest had not been cleaned for a long time.



3. What was the first thing Joanne saw in the pouches?

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4. Which word in the passage means 'moved quickly'?

5. Do you think Joanne enjoyed playing with her grandmother? Use the information from the passage to support your answer.

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### [D] Writing

Write a story about 'Using an Old Sewing Machine' using the pictures. You may use the helping words in the box. Your story should be about 80 words.



pedal  
squeaky

curious  
traditional

eager  
tiring

cloth  
careful

ached  
pleased

(Write the story on a separate piece of paper.)

## Can You Hear That?

### [A] Grammar

#### 1. Adverbs of Manner (2)

Adverbs tell us more about verbs (actions).

**Adverbs of manner** tell us **how things are done**. They usually **end with '-ly'**.

loudly    quickly    slowly    nicely

Sometimes, we change the '-y' at the end of the adjective to '-ily' to form an adverb of manner.

angry → angrily    noisy → noisily    clumsy → clumsily

#### Read and Learn

- The birds chirped sweetly.
- The dog barked fiercely.
- The girl cried pitifully.
- The boys talked softly.
- The door creaked noisily.
- The balloons burst loudly.

#### Fill in each blank with the correct form of the word in the brackets.

- The birds crowed \_\_\_\_\_ (noisy).
- The children talked \_\_\_\_\_ (polite) to their teacher.
- The man shouted \_\_\_\_\_ (angry) at the stranger.
- The aeroplane zoomed \_\_\_\_\_ (loud) above me.
- The goats bleated \_\_\_\_\_ (soft).
- The rooster crowed \_\_\_\_\_ (proud) at dawn.

7. The waves crashed \_\_\_\_\_ (strong) onto the shore at high tide.
8. The owls hoot \_\_\_\_\_ (eerie) in the dark forest.

## II. Modals 'Can' and 'Cannot' (2)

We use '**can**' to talk about what **people, animals or things are able to do**.

We use '**cannot**' to talk about what **people, animals or things are not able to do**. 'Can't' is the short form of 'cannot'.

### Read and Learn

1. A bee can buzz.
2. A horse can neigh.
3. A dog can't mew.
4. A frog cannot growl.
5. My baby brother cannot talk.

### Fill in each blank with 'can' or 'cannot'.

1. Elephants \_\_\_\_\_ trumpet.
2. The deaf \_\_\_\_\_ hear.
3. A lion \_\_\_\_\_ roar.
4. Annie \_\_\_\_\_ speak both Mandarin and English. She speaks in Mandarin to her parents and in English to her friends.
5. Earthworms \_\_\_\_\_ chirp.
6. A cow \_\_\_\_\_ moo.
7. Ducks \_\_\_\_\_ quack and geese \_\_\_\_\_ honk.
8. Cows \_\_\_\_\_ buzz, but bees \_\_\_\_\_.



## [B] Vocabulary

Fill in each blank with a suitable word from the box.

screeched	honk	chatter	groaned
thud	neighed	swished	crashed
squawked	growled	whimpered	

1. We heard a gaggle of geese \_\_\_\_\_ loudly in the middle of the night.
2. The nonstop \_\_\_\_\_ of the monkeys filled the entire forest.
3. The lion \_\_\_\_\_ fiercely at its prey.
4. An injured dog \_\_\_\_\_ pitifully in the alley.
5. Alex \_\_\_\_\_ in pain when he fell and hurt his knee.
6. The plates \_\_\_\_\_ to the floor and broke into pieces.
7. The horse \_\_\_\_\_ in fright when it saw the wolf.
8. The bird \_\_\_\_\_ loudly before flying off.
9. The fish \_\_\_\_\_ its tail in the air and disappeared in the water suddenly.
10. The car \_\_\_\_\_ to a stop at the traffic lights but it was too late. There was a loud \_\_\_\_\_ as it hit the pedestrian.

## [C] Comprehension



Listen, follow and read along.

**Read the telephone conversation between John and Simon. Then answer the questions that follow.**

John : Simon, I saw something terrible happen when I was on my way home from school this afternoon.

Simon : Tell me. I want to hear about it.

John : As usual, at Mulberry Street, I walked up the overhead bridge to go to the other side of the road. Suddenly, I heard a loud bang. 5

Simon : What was it?

John : I saw an accident involving two cars. There was a dent on one of the cars. I also saw a student standing quite close to the two cars. She looked pale and frightened.

Simon : What caused the accident to happen? Was the girl hurt? 10

John : I heard the driver of one car scolding her for running across the road. He told her to use the overhead bridge in future. I think this driver was trying to avoid hitting her. While he was doing this, he hit the other car.

Simon : It is indeed dangerous to run across the road. We should always cross at the traffic lights or use the overhead bridge. Luckily the girl was not injured. 15

1. Where was John going when he saw the accident?

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2. Complete the table to show which of his senses John used to describe the accident.

Senses	Information from the passage
(a) Sense of _____	Loud bang
(b) Sense of _____	Dent on one of the cars

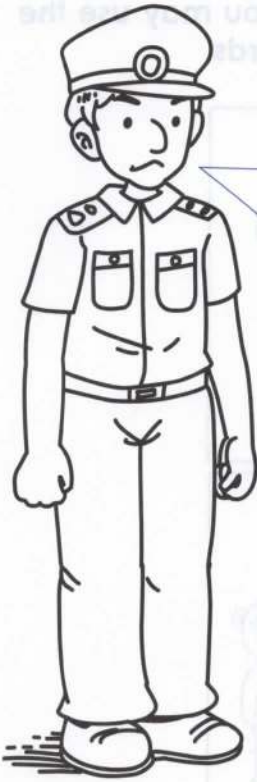
3. Which word in the passage shows that the girl looked frightened?

4. Who was to be blamed for the accident? Support your answer with information from the passage.

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5. Using the information from the passage, complete what the police officer might be telling the girl about road safety.



When you cross the road, you must

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# [D] Writing

Write a story about 'Putting Up a Skit' using the pictures. You may use the helping words in the box. Your story should be about 80 words.



trumpet  
growl  
hoot  
watched  
stuffy

mew  
squawk  
costumes  
pretend  
enjoyable

bark  
neigh  
performance  
noisy  
realistic

(Write the story on a separate piece of paper.)

## [A] Grammar

### I. Commands

We use **commands** to **tell someone what to do**. It **starts with a verb**. The verb is in the **base form**. It can end with an exclamation mark (!).

### Read and Learn

1. Clean the pigsty!
2. Stay in the kennel!
3. Round up the sheep!
4. Do not go near the den!
5. Do not step on the grass!

Look at each picture and complete the command with the help of the words.

1. hive



Stay \_\_\_\_\_

2. kennel



Go \_\_\_\_\_

3. eggs



Leave \_\_\_\_\_



4. bridge



Use \_\_\_\_\_

5. group



Do not \_\_\_\_\_

6. leaves



Do not \_\_\_\_\_

## II. Interrogatives (2)

We use **interrogatives** 'where', 'who', 'whose', 'what' and 'which' to **ask questions**.

'**Where**' is used to ask about **a place**.

'**Who**' is used to ask about **a person or people**.

'**Whose**' is used to ask about **possession**.

'**What**' is used to ask about **a thing or an action**.

'**Which**' is used to ask **someone to make a choice**. It is also used to ask about **a thing among a group of things**.

We put a **question mark (?)** at the end of a question.

### Read and Learn

1. Where are the eagles? They are in the eyrie.
2. Who cleans the coop every day? The farmer cleans the coop every day.
3. Whose beehive is this? It is the beekeeper's beehive.
4. What lives on this tree? A stick insect lives on this tree.
5. Which cave belongs to the brown bear? The cave at the end of the forest belongs to the brown bear.



## Complete the question for each of the following answers.

- \_\_\_\_\_ kennel is this?  
It is Rover's kennel.
- \_\_\_\_\_ of the animals lives in the river?  
The crocodile lives in the river.
- Where \_\_\_\_\_?  
The squirrel is in a hole in the tree.
- What \_\_\_\_\_?  
James saw a bear in the cave.
- What \_\_\_\_\_?  
I saw a hawk in the jungle.
- Who \_\_\_\_\_?  
Marie stepped on the ant's nest.
- Where \_\_\_\_\_?  
The alligator is in the water.
- What \_\_\_\_\_?  
A chameleon is on the leaf.

### III. Possessive Nouns

We use **possessive nouns** to show **possession**. To form a **possessive noun**, we add an apostrophe and an 's' (-'s) or an apostrophe (-')

When the noun is **singular**, we form the **possessive noun** by using -'s.

John's puppy  
the **cat's** basket  
the **walrus's** home

When the noun is **plural**, we form the **possessive noun**

- by using -' if the plural noun **ends with -s**

the **monkeys'** home  
the **hamsters'** cage

- by using -'s if the plural noun **does not end with -s**

the **children's** clothes  
the **oxen's** food  
the **sheep's** home

## Read and Learn

1. The beaver's home is near the river.
2. The squirrel's home is in a hole in the tree.
3. The platypus's home is a burrow near the river bank.
4. The dogs' kennels are in the garden.
5. The rabbits' homes are called burrows.
6. The sheep's home is called a pen.

## Put the apostrophe (') in the correct places. Then rewrite the sentences.

1. The foxes den is in the middle of the forest.

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2. The rabbits hutch is in the garden.

---

3. The bears cave is in the forest.

---

4. The monkeys homes are in the trees.

---

5. The deers home is in the grassland.

---

6. The fishs home is in the water.

---

7. The birds nest is in the tree.

---

8. The walruss home is in the Arctic.

---

## [B] Vocabulary

### I. Fill in each blank with a suitable word from the box.

cave  
hive

eyrie  
cocoon

tree  
den

bank  
hutch

1. The eagle returned to its \_\_\_\_\_ at the end of the day.
2. I kept my rabbit in a \_\_\_\_\_.
3. Do not go near the \_\_\_\_\_ because you might be stung by the bees.
4. The caterpillar stays in a \_\_\_\_\_ before it becomes a butterfly.
5. A bear lives in this \_\_\_\_\_. Do not enter it.
6. The hole in the ground is the entrance to the fox's \_\_\_\_\_.
7. There is a grey squirrel living in a hole in the \_\_\_\_\_.
8. The otter came out from its hole along the river \_\_\_\_\_ to look for food.

### II. Fill in each blank with a suitable adjective from the box.

cool  
brown

thick  
tall

tiny  
soft

long  
dark

warm

1. The rabbit's hole is covered with a \_\_\_\_\_ pile of leaves so that the entrance cannot be seen easily.
2. There are many \_\_\_\_\_ twigs near the squirrel's hole.
3. The ground near the badger's home is \_\_\_\_\_. It is easy to burrow a hole.
4. The bear's cave is \_\_\_\_\_. I can hardly see anything inside.
5. The eagle usually lives at the top of \_\_\_\_\_ trees.
6. There are many insects living among the \_\_\_\_\_ grass in the jungle. It is hard to spot them.



7. The earthworm crawls through a \_\_\_\_\_ hole in the ground. It is hard to find the hole.
8. An animal's burrow is \_\_\_\_\_ on hot days and \_\_\_\_\_ on cold days. It is the best place to live in.

## [C] omprehension



Listen, follow and read along.

**Read the story. Then answer the questions that follow.**

A woodcutter was walking home through the forest. He had gone there to cut wood as winter was coming. Suddenly, he heard a little cry coming from beneath a tree. He went near and saw a baby bear. It was shivering with cold.

"Poor little bear, you must have lost your way," said the woodcutter. 5

The woodcutter brought it home. He kept it warm and gave it food.

On the third day, the bear was much better. The woodcutter opened the door of his hut. The bear bounced off happily into the forest.

The long winter came. There was snow everywhere. Soon, there was no more firewood to keep the woodcutter warm. One night, he heard a sound outside his hut. He opened the door. To his surprise, he saw a pile of wood on the ground. He looked up and saw a big bear going off into the forest. Beside the bear was the baby bear he had rescued. 10

"Thank you, little bear," the woodcutter said gratefully as he watched the mother bear and its baby walking away. 15

1. What did the woodcutter think happened to the bear?

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2. Complete the table to show what was wrong with the bear and how the woodcutter helped it.

What was wrong with the bear	How the woodcutter helped it
(a) Shivering	
(b)	The woodcutter gave it food.

3. Which word tells you that the bear was strong enough to move about properly?

4. Arrange the following events in the order they appear in the passage. Write 1, 2 and 3 in the boxes provided.

The woodcutter gave the bear food.

The bear was shivering.

A pile of wood was outside the woodcutter's door.

5. Circle the phrase that best describes what happened in the passage.

Save the animals      Bears are nice      Winter is cold  
One good turn deserves another

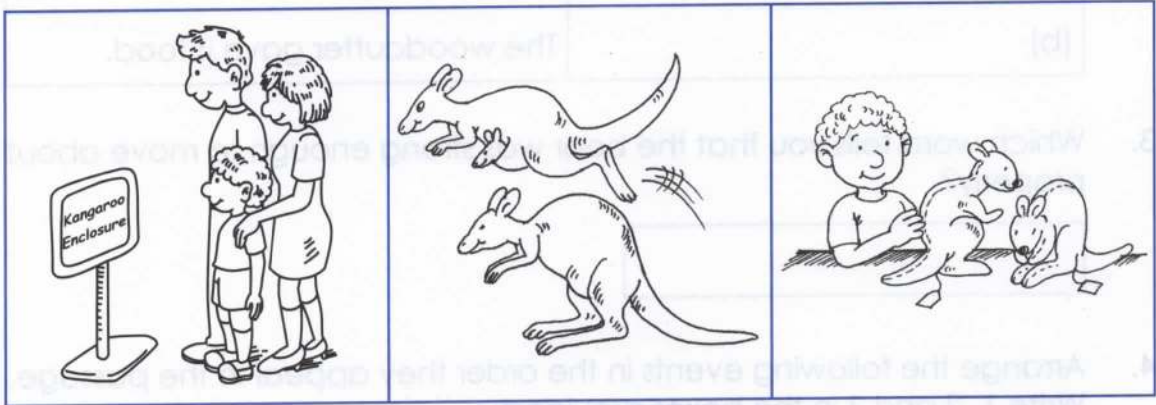


Match the animals to their homes.

Go to **My SAPeducation App** or [www.sapgrp.com](http://www.sapgrp.com)

# [D] Writing

Write a story about 'The Kangaroos' using the pictures. You may use the helping words from the box. Your story should be about 80 words.



hop  
Australia

pouches  
hind legs

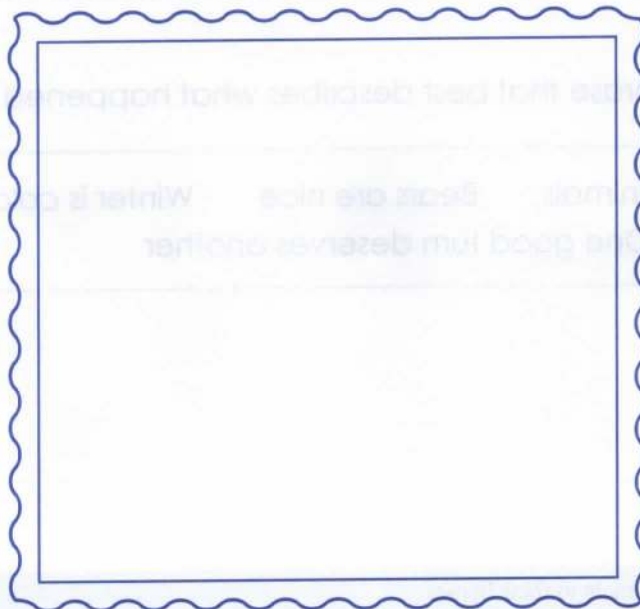
covered  
souvenir

home  
feed

brown fur  
up close

(Write the story on a separate piece of paper.)

★ Paste your favourite animal sticker here.





### [A] Grammar

#### I. Possessive Adjectives

We use **possessive adjectives** to show **possession**. We put a noun after the possessive adjective.

#### Read and Learn

1. My hair is brown.
2. His knees are black with dirt.
3. Jenny likes her new red dress.
4. Our yellow school bags are as bright as the sun.
5. The marathon takes place at night. The runners have bright lights on their shoes.

#### Underline the correct answers.

1. There is a brown stain on (my / our / his) shirt because I accidentally spilt coffee on it this morning.
2. Chameleons cannot be easily seen when they are among the trees because (her / our / their) bodies turn green like the leaves.
3. John wears a pair of brown shorts. (His / Her / Their) shorts are like the trunk of a tree.
4. My mother's lipstick makes (his / their / her) lips look as red as cherries.
5. (Their / Our / Her) teeth are white because we brush them every day.
6. The dogs have brown fur and white patches above (my / their / her) eyes.
7. (My / His / Her) palms are red because I have a rash.
8. Marie paints (their / my / her) room pink because it is her favourite colour.

## II. Demonstrative Adjectives

We use **'this'** to talk about **one thing that is near the speaker.**

We use **'that'** to talk about **one thing that is far from the speaker.**

We use **'these'** to talk about **more than one thing that is near the speaker.**

We use **'those'** to talk about **more than one thing that is far from the speaker.**

We put a noun **after** the demonstrative adjective.

### Read and Learn

1. I am holding a white flower. This flower is a daisy.
2. Look at that green and orange butterfly over there!
3. "My mother bought me these shoes," said Linda as she danced about happily in her new shoes.
4. I can give those yellow scarfs in the cupboard upstairs to charity.

### Fill in each blank with 'this', 'that', 'these' or 'those'.

1. "\_\_\_\_\_ red apple is very juicy," said Mary as she bit into it.
2. "I want \_\_\_\_\_ blue teddy bear over there!" shouted the young girl.
3. Where are \_\_\_\_\_ marbles that I played with yesterday?
4. "You will feel better after you take \_\_\_\_\_ medicine," said my mother as she gave me a spoonful of orange medicine.
5. \_\_\_\_\_ black ants at my feet are looking for food.
6. "Do you see \_\_\_\_\_ rainbow?" May asked Jim as she pointed up at the sky.

7. Hurry! Catch \_\_\_\_\_ men in the green shirts! They are almost out of sight!
8. Mrs Tan held three lollipops. "Do you want \_\_\_\_\_ lollipops?" she asked her children.

## [B] **V**ocabulary

Fill in each blank with a suitable word from the box.

orange  
pink

yellow  
purple

red  
white

blue  
green

1. I like the bright \_\_\_\_\_ sunflowers.
2. The ladybird is \_\_\_\_\_ with black spots.
3. There are whales in the deep \_\_\_\_\_ sea.
4. You can mix red and white to get \_\_\_\_\_.
5. The \_\_\_\_\_ leaves turn brown in autumn.
6. I like the sweet \_\_\_\_\_ carrots.
7. There are many pots of \_\_\_\_\_ bougainvillea plants along the expressway.
8. I like to look at the \_\_\_\_\_ clouds in the sky and imagine that there are dinosaurs above me.



Practise identifying colours around you.  
Go to **My SAP Education App** or [www.sapgrp.com](http://www.sapgrp.com)





Listen, follow and read along.

**Read the passage. Then answer the questions that follow.**

Mr Jacobs is taking his family to a big shopping centre. The Jacobs family will move to their new apartment on Orchid Street during the June holidays. The apartment is much bigger than their present one. They need to buy some electrical items for their new home.

First, they go to a shop that sells ovens, toasters, refrigerators, washing machines and other electrical items. Mrs Jacobs chooses a refrigerator that is green, her favourite colour. Just before they leave, they see a fruit juicer. Mr Jacobs decides to buy it so that everyone can have fruit juice for breakfast.

After that, they take the lift to a music shop on the second floor. Mr Jacobs takes a look at the violins. He buys a small violin for his seven-year-old son, who will start his music lessons at a music school next month.

1. Where does Mr Jacobs take his family?

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2. Find the information in the passage.

**The Jacobs family is moving to a new home.**

(a) When?

(b) Where?

(c) Why?

(a) 

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(b) 

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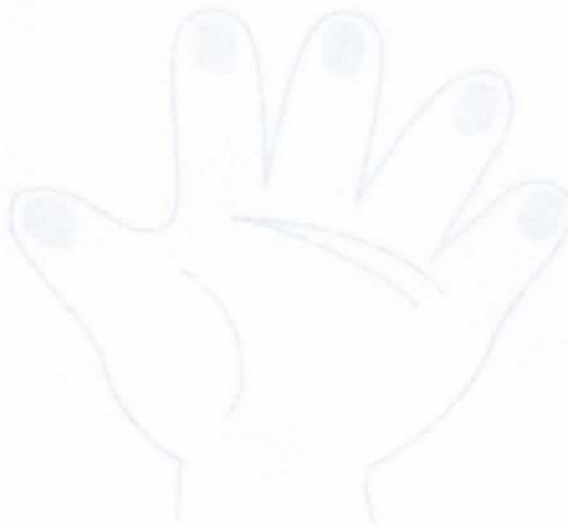
(c) \_\_\_\_\_

3. Which of the following will not be found in the shop selling electrical items? Circle the correct answer.

rice	cooker	ovens	beds	fans
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4. Which time of the day do you think Mr Jacobs will use the fruit juicer?

5. Why does Mr Jacobs buy a violin?



# [D] Writing

Write a story about 'An Art Class' using the pictures. You may use the helping words in the box. Your story should be about 80 words.



painted  
patient

palette  
dry

colourful  
lesson

favourite  
paintbrush

proud  
picture

(Write the story on a separate piece of paper.)

★Put your fingerprints on the hand below using paint.





## Growing Plants

### [A] Grammar

#### I. Plural Nouns (2)

**Singular nouns** tell us about **one person, animal, thing or place**.

**Plural nouns** tell us about **more than one person, animal, thing or place**.

To form **plural nouns**, we

- add **'-s'** to the end of most nouns

stem → **stems**

petal → **petals**

- add **'-es'** at the end of some nouns ending in **'-s', '-ss', '-sh', '-ch', '-x' or '-o'**

branch → **branches**

bush → **bushes**

mango → **mangoes**

box → **boxes**

- change **'-f' or '-fe'** to **'-ves'** for some nouns ending in **'-f' or '-fe'**

leaf → **leaves**

knife → **knives**

#### Read and Learn

1. There are many branches on the trees.
2. The leaves have holes in them.
3. The colourful petals on the flowers attract some insects.
4. I like to grow potatoes in my garden.
5. There are several packets of fertilizers and two boxes of seeds in the garden.

**Fill in each blank with the plural form of the noun in the brackets.**

1. There are many small \_\_\_\_\_ (leaf) in this tree.
2. I want to eat those ripe \_\_\_\_\_ (mango).

3. The \_\_\_\_\_ (flower) on this plant are red and beautiful.
4. There are two \_\_\_\_\_ (bench) in the garden.
5. My mother plucks three \_\_\_\_\_ (rose) from the garden.
6. There are many \_\_\_\_\_ (bee) near the hive.
7. The \_\_\_\_\_ (root) of this tree are above the ground.
8. These thin brown \_\_\_\_\_ (stem) on the plant have many \_\_\_\_\_ (thorn).
9. I like those yellow \_\_\_\_\_ (sunflower) and purple \_\_\_\_\_ (orchid).
10. My father grows juicy \_\_\_\_\_ (tomato) in the garden.

## II. The Present Continuous Tense

The **present continuous tense** shows that an action **is happening at this moment** or **will happen soon**.

### Read and Learn

1. He is learning how to rake the soil.
2. The gardener is watering the plants.
3. John and Peter are shooing the birds away from the plants.
4. The children are helping to remove the weeds.
5. I am planting some seeds.
6. You are not taking good care of the plants.
7. My brother is not sowing the seeds.
8. Thomas is trimming the bushes while Jim is digging a hole with a spade.

**Fill in each blank with the present continuous tense of the verb in the brackets.**

1. Jack \_\_\_\_\_ (dig) the soil to plant some seeds.
2. Look out! The apples \_\_\_\_\_ (drop) from the tree.



3. I \_\_\_\_\_ not \_\_\_\_\_ (add) fertilizer to the soil.
4. The earthworm \_\_\_\_\_ (crawl) into the hole in the ground.
5. I \_\_\_\_\_ (catch) butterflies with this net.
6. The gardener \_\_\_\_\_ (cut) the grass.
7. We \_\_\_\_\_ (pull) out the weeds while they \_\_\_\_\_ (pluck) the oranges from the trees.
8. Sam \_\_\_\_\_ (clear) the dead leaves while his sisters \_\_\_\_\_ (water) the plants.

### III. 'Has' and 'Have' (2)

**'Has' and 'have' are verbs.** We use them to talk about **what someone owns** or **what someone gets**.

#### Read and Learn

1. He has a mango tree in his garden.
2. She has beautiful roses.
3. I have a potted plant in my garden.
4. Wow! You have such a big turnip!
5. We have some seeds here. Let's plant them later in the afternoon.
6. The puppy is running around in the garden. It has a bone in its mouth.

#### Fill in each blank with 'has' or 'have'.

1. The fern is big. It \_\_\_\_\_ leaves that look like feathers.
2. He \_\_\_\_\_ a cut on his finger. He was pricked by the rose plant.
3. We \_\_\_\_\_ a round stone table in our lovely garden.
4. I \_\_\_\_\_ a chilli plant in my garden.
5. You \_\_\_\_\_ some water lilies in the pond.
6. She \_\_\_\_\_ some fertilizers. She will add them to the plants so that they can grow better.



#### IV. Quantifiers

'Many' and 'some' are **quantifiers**. We use them to talk about the **quantity or amount of something**.

'Many' is used with **countable nouns**.

There are **many** watermelons in the garden.  
There are **many** packets of fertilizer in the box.  
How **many** roses are there on the plant?  
There are too **many** insects on the plant. I cannot get rid of them.  
There are not **many** birds near the fruit tree.

'Some' can be used with both **countable and uncountable nouns**.

This plant needs **some** water.  
I added **some** seeds to the soil.  
Would you like **some** potatoes?  
May I have **some** chillies from your garden?

#### Read and Learn

1. Ken bought many packets of seeds.
2. She ate many cherries from the tree.
3. How many tomatoes did you get from the plant?
4. How many packets of soil are needed for the garden?
5. There were so many types of fertilizers in the nursery that I did not know which one to buy.
6. Not many people are able to grow roses well.
7. You add some fertilizer to the plant.
8. Do you want some new pots for your garden?
9. I would like to grow some vegetable plants in my garden.
10. We plucked some weeds from the grass and swept away some dead leaves.

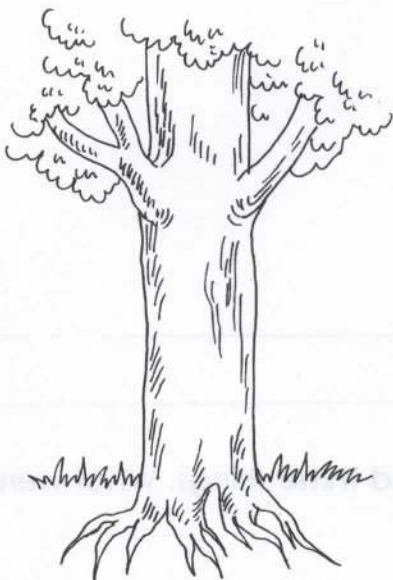
Fill in each blank with 'many' or 'some'.

1. Please pour \_\_\_\_\_ water into the soil.
2. There are too \_\_\_\_\_ seeds in this pot.
3. Only \_\_\_\_\_ of the roses have withered.
4. There are not \_\_\_\_\_ apples on the tree.
5. There were so \_\_\_\_\_ insects feeding on the plant that I could see a lot of holes on the leaves.
6. Would you like \_\_\_\_\_ chillies from my chilli plant?

### [B] Vocabulary

Draw lines to indicate the four parts of the rubber tree and the bamboo plant.

Rubber Tree



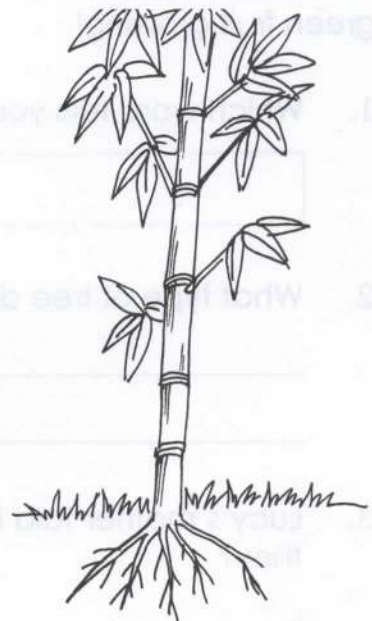
trunk

branch

leaves

roots

Bamboo Plant



## [C] Comprehension



Listen, follow and read along.

**Read the passage. Then answer the questions that follow.**

Lucy came home from school. After gobbling down her lunch, she went into the garden. She wanted to see if the tree she had planted was bearing fruit. But no, there were no mangoes on the tree. Lucy was disappointed.

"The tree needs sunshine and takes time to grow, Lucy," said her mother. "You have to water and add fertilizer to the soil too."

On hearing this, Lucy patiently watered the tree every evening. She also added fertilizer to the soil regularly. Before long, the tree was growing tall and strong. Lucy was hopeful. One day, she excitedly cried out, "I can see mangoes now! We can eat them when they turn yellow! They will be much bigger then!"

Lucy's mother looked at the tree. Among the leaves, there were little green fruit growing!

1. Which word tells you that Lucy ate quickly?

2. What type of tree did Lucy plant?

---

---

3. Lucy's mother told her that the tree needed three things. What were they?

i. 

---

ii. 

---

iii. 

---



4. The passage shows the different feelings that Lucy experienced. Complete the table to show why she felt that way.

Feelings	Why she felt that way
(a) Disappointed	
(b) Hopeful	
(b) Excited	

5. Which of the following will change as a mango grows? Circle the correct answers.

colour of the mango

size of the mango

smoothness of the mango skin



# [D] Writing

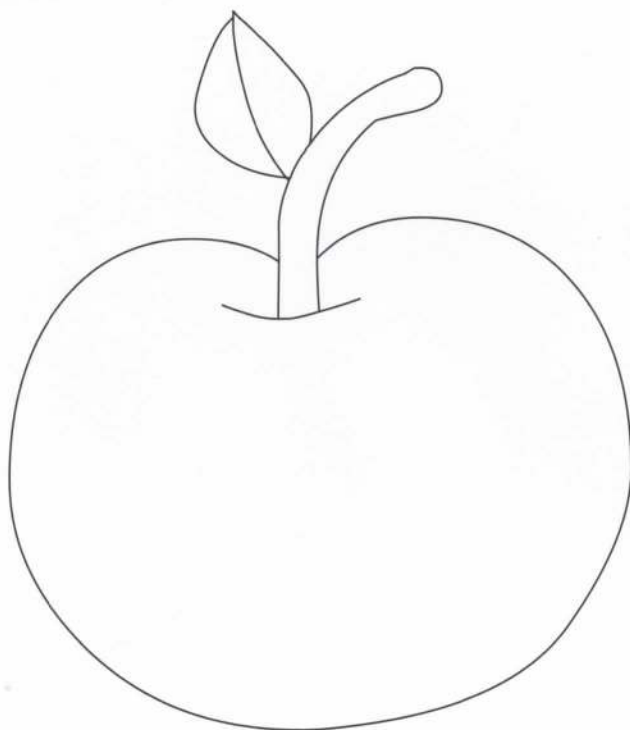
Write a story about 'Going to the Market' using the pictures. You may use the helping words in the box. Your story should be about 80 words.



market   vegetables   chose   vegetables   seafood  
carrots   spinach   price   crowded   heavy

(Write the story on a separate piece of paper.)

★ Colour the apple.



**[A] Grammar****Reflexive Pronouns**

**Reflexive pronouns** are used to show that **the same person does an action and receives the effect of the action**. They **refer to the subjects** of the sentences.

**Read and Learn**

1. I drew a picture of myself during Art lesson.
2. She cut herself accidentally.
3. The football player hurt himself during the match.
4. The twins made a birthday cake for themselves.
5. We baked ourselves an apple pie.

**Fill in each blank with 'himself', 'herself', 'myself', 'themselves' or 'ourselves'.**

1. I fell and hurt \_\_\_\_\_ while I was playing basketball.
2. Tim made a kite for \_\_\_\_\_.
3. We hung the photographs of \_\_\_\_\_ on the wall.
4. Janet bought \_\_\_\_\_ a new tennis racket.
5. They injured \_\_\_\_\_ during the hockey game.
6. We stretched \_\_\_\_\_ during the warm-up exercises.
7. I accidentally hit \_\_\_\_\_ with the softball bat during practice.
8. The children used scrap materials to make dolls for \_\_\_\_\_.



# [B] Vocabulary

Look at the pictures. Fill in each blank with a suitable word from the box.

stamps  
piano

music  
rears

singing  
hobby

coins  
postcards

plants  
games

1. Her hobby is \_\_\_\_\_.



2. He has many \_\_\_\_\_ in his album.



3. Marilyn's mother enjoys listening to \_\_\_\_\_.



4. My grandfather collects \_\_\_\_\_ from different countries.



5. Miss Smith has little pots of cactus \_\_\_\_\_.



6. She tells me her \_\_\_\_\_ is reading.



7. He \_\_\_\_\_ goldfish as a hobby.



8. Lucy keeps \_\_\_\_\_ from all over the world.



9. Lily loves to play computer \_\_\_\_\_.



10. Miss Wills is playing the \_\_\_\_\_.  
She is a music teacher.



## [C] omprehension



Listen, follow and read along.

Read the letter. Then answer the questions that follow.

8 Sandy Road  
Singapore 437324  
12 June 2016

Dear Kim,

How are you spending your holidays?

I stayed with my aunt last week. She lives in a seaside bungalow at Pebble Beach. I had a wonderful time swimming, building sandcastles and collecting seashells with my cousins. My collection is quite large now. I have some unique shells. I now put the seashells on the shelf in my room. They are really beautiful.

Would you like to come to my house this Sunday? I want to show you my seashells. I know you like seashells too. Bring some of your seashells. We could exchange seashells!

I look forward to seeing you.

Your friend,  
Jill

1. Why are Kim and Jill not in school?

---

---

2. Which word means 'one of its kind'?

3. What three things did Jill do at the beach?

i. 

---

ii. 

---

iii. 

---

4. Which of the following is not a reason for Jill to write a letter to Kim?  
Cross (✕) the answer.

☐

Jill wanted to tell Kim about how she spent her holiday.

☐

Jill wanted to invite Kim to her house.

☐

Jill wanted to exchange seashells with Kim.

☐

Jill wanted to invite Kim to the beach.

5. What is the name of the place that Kim has to go to if she wants to visit Jill on Sunday?

---

---

### [D] Writing

Write a story about 'My Hobby' using the pictures. You may use the helping words in the box. Your story should be about 80 words.



hobby  
goalkeeper

football  
score

field  
fast

exciting  
dribble

daily  
runs

(Write the story on a separate piece of paper.)



### [A] Grammar

#### 1. 'How Many' and 'How Much'

We use '**how many**' and '**how much**' to ask about the **quantity or amount of something**. We use '**how many**' for **countable nouns** and '**how much**' for **uncountable nouns**.

#### Read and Learn

1. How many slices of ham are there in the packet?
2. How many chicken nuggets are there in one box?
3. How many tins of canned soup do you want?
4. How much is the bottle of milk?
5. How much oil is there in one bottle?
6. How much flour do you need to bake a cake?

#### Fill in each blank with 'how many' or 'how much'.

1. \_\_\_\_\_ oranges did you buy?  
I bought ten oranges.
2. \_\_\_\_\_ tins of tomato soup are there on the shelf?  
There are three dozen tins of tomato soup on the shelf.
3. \_\_\_\_\_ is this loaf of raisin bread?  
It is two dollars.
4. \_\_\_\_\_ water is there in the jug?  
There is a lot of water in the jug.
5. \_\_\_\_\_ sweets are there in a packet?  
There are fifteen sweets in a packet.
6. \_\_\_\_\_ syrup should I put in the drink?  
You should put only a little syrup.

## II. Words Expressing the Amount or Quantity of Food

Words like 'loaf', 'slice' and 'carton' are used to express the amount or quantity of food. Some of these words are containers.

carton      tin      box      bowl      jar

We can use some of these words with both **countable and uncountable nouns**.

I bought a **box** of salt.  
I bought a **box** of biscuits.

### Read and Learn

1. Do you want a slice of pizza?
2. There is a loaf of bread on the table.
3. My brother drank the whole carton of milk.
4. Can you buy me a plate of rice?
5. I want to drink a bowl of soup.
6. There are two glasses of apple juice in the refrigerator.
7. How many slices of cake do you want?
8. There is a jar of peanut butter on the shelf.
9. Please pour me a cup of coffee.
10. I want to buy a tub of cream.

**Fill in each blank with 'slice', 'loaf', 'carton', 'plate', 'glass', 'cup', 'bowl', 'piece', 'jar' or 'tub'. Use each word once only.**

1. My mother bought a \_\_\_\_\_ of ice cream from the supermarket.
2. May I have a \_\_\_\_\_ of strawberry cake?
3. James bought a \_\_\_\_\_ of milk from the shop.
4. This \_\_\_\_\_ of spaghetti is delicious.
5. The \_\_\_\_\_ of blueberry jam is almost empty.
6. This \_\_\_\_\_ of soup is mine.

7. This \_\_\_\_\_ of bread is stale.
8. Peter drank a \_\_\_\_\_ of tea in the morning.
9. Would you like a \_\_\_\_\_ of orange juice?
10. I broke off a small \_\_\_\_\_ of the pastry and put it into my mouth.

## [B] Vocabulary

- I. Look at the pictures. Then fill in each blank with a suitable word from the box.

cheese  
noodles

vegetables  
milk

fish  
jam

soup  
flour

1. Mrs Lee fries a \_\_\_\_\_ for dinner.



2. Jane has bread, butter and \_\_\_\_\_ for breakfast.



3. Jim pours some \_\_\_\_\_ into his bowl of cereal.



4. Strawberry \_\_\_\_\_ is very sweet.



5. Jason does not like to eat \_\_\_\_\_.  
He prefers to eat meat.





6. My grandmother boils some chicken \_\_\_\_\_ for me.



7. Miss Brown uses some \_\_\_\_\_ to make pancakes for breakfast.



8. Susan cooks some \_\_\_\_\_ for herself.



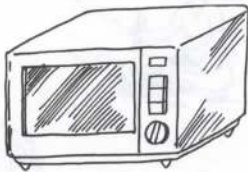
## II. Name the following electrical appliances.

toaster

refrigerator

microwave oven

1.




2.




3.




## [C] Comprehension



Listen, follow and read along.

**Read the passage. Then answer the questions that follow.**

Mrs Jones and Mrs Lane were neighbours and good friends. Every year on her birthday, Mrs Lane would invite the Jones family out for dinner with her own family. They would have a scrumptious dinner at a restaurant or at Mrs Lane's home. This year, however, Mrs Lane was too busy and upset to celebrate her birthday. Her father had fallen sick and was in hospital. Mrs Lane spent most of her time in the hospital with her father. Her father had always been in good health. His illness had come as a shock.

When Mrs Jones heard about it, she decided to plan something for Mrs Lane. She told her daughters about it.

"It's a good idea, Mother. I'll bring back a roast duck and some curry chicken after work," said Wendy.

"Good. I'll prepare a steamed fish, fry a plate of noodles and some vegetables," said Mrs Jones.

"And I'll bake a chocolate cake," added Susan.

Mrs Lane would have a birthday celebration after all.

15

1. Which word in the passage means 'delicious'?

2. Mrs Lane was 'upset' and 'busy'. Give reasons for each of these.

Feelings	Reasons
(a) Upset	
(b) Busy	

3. Who were Wendy and Susan?

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4. Some of the food at the birthday celebration would be homecooked and some would be bought.

Write the correct food in the boxes below.

Homecooked

Bought

(a)

(b)

5. Who was responsible for Mrs Lane's birthday celebration? Use information from the passage to explain your answer.

[D] **W**riting

Write a story about 'Cooking a Meal' using the pictures. You may use the helping words in the box. Your story should be about 80 words.



hungry  
water

meat  
stir

vegetables  
delicious

pot  
simple

stove  
careful

(Write the story on a separate piece of paper.)



### [A] Grammar

#### I. 'I Can' and 'We Can'

We use '**I can**' or '**we can**' to talk about **things that we are able to do**. We put a verb after the modal 'can'. The verb must be in the base form.

**I can** sew.

**We can** build a treehouse.

#### Read and Learn

1. I can make a birthday card.
2. I can write a story.
3. We can paint pictures.
4. We can sew clothes for our dolls.

Look at the pictures. Then fill in each blank with 'I can' or 'we can'.

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



2. \_\_\_\_\_ play the piano.



3. \_\_\_\_\_ build a model ship.



4. \_\_\_\_\_ build a house.



5. \_\_\_\_\_ make photo frames.



6. \_\_\_\_\_ blow a balloon.



7. \_\_\_\_\_ build a sandcastle.



8. \_\_\_\_\_ fold paper aeroplanes.



## II. 'I'm Going To ...' and 'We're Going To ...'

**I + am + going to**

**We + are + going to**

We use '**going to**' to talk about **things that we plan to do**.

We put a verb after 'going to'. The verb must be in the base form.

**I am going to** collect some leaves.

**We are going to** make a model car.

We can use short forms in the sentences.

**I'm going to** collect some leaves.

**We're going to** make a model car.

## Read and Learn

1. I am going to make a pop-up card.
2. I'm going to draw a picture.
3. We are going to make a kite.
4. We're going to use these scrap materials for art and craft.

Look at the pictures. Then fill in each blank with 'I'm going to' or 'we're going to'.

1. \_\_\_\_\_ make a playhouse.



2. \_\_\_\_\_ make a necklace.



3. \_\_\_\_\_ fix the train track.



4. \_\_\_\_\_ cut out a paper doll.



5. \_\_\_\_\_ make kites.



6. \_\_\_\_\_ paint some pictures.



7. \_\_\_\_\_ make some paper hats.



8. \_\_\_\_\_ make a model spaceship.





## [B] Vocabulary

Fill in the blanks with suitable words from the box.

newspaper

stapler

glue

palette

glitter

scrap

bottles

paper

ribbon

scissors

ice cream sticks

1. I need some \_\_\_\_\_ to stick the coloured paper together.
2. Use a \_\_\_\_\_ to make a tail at the bottom of the kite.
3. My friends and I use \_\_\_\_\_ materials to make some greetings cards.
4. Put some \_\_\_\_\_ on the table before painting.
5. Use a \_\_\_\_\_ to join the pieces of paper together.
6. We can make a robot with empty \_\_\_\_\_.
7. Jackson made a house out of some \_\_\_\_\_.
8. Squeeze some paint onto the \_\_\_\_\_ before you start painting.
9. Jordan used some coloured \_\_\_\_\_ to decorate his lantern.
10. Cut out a diamond shape with a pair of \_\_\_\_\_ and put \_\_\_\_\_ on it.

## [C] Comprehension



Listen, follow and read along.

Read the passage. Then answer the questions that follow.

Origami is the traditional Japanese art of paper folding. Although paper was created a long time ago, it was only when it was introduced into Japan did origami become an art like what it is today.

In the beginning, origami was only used on special occasions. Paper was hard to come by. It was also expensive. The noshi was folded to accompany gifts especially on formal occasions. Depending on whether it was for a festival, a wedding or a birthday, different styles of noshi were used.

In the 1800s, the type of origami that we are familiar with was more commonly folded. The paper crane, which is one of the first items many people have learnt to fold, was written in many origami books. It even became an international symbol of peace. Today, the paper crane is often folded as a way of wishing children good fortune.

Nowadays, a wide variety of objects can be folded. These range from simple animals to more complicated boxes. Many people fold boxes and place gifts for their friends in them. Although some items seem complicated, origami consists of only a few basic folds. Once these folds are mastered, it is possible to combine them in a variety of ways to make interesting items.

The different types of paper used in origami affect how the object turns out at the end. For example, when making a box, it will turn out nicer if a piece of paper with a more elaborate design is used compared to a piece of plain paper. Sometimes, the thickness of the paper is also important. Some items like containers should be made with stiffer paper if the finished items are to be used.

1. Complete the sentence with 'invented' and 'originated'.

Paper was \_\_\_\_\_ a long time ago but origami \_\_\_\_\_ in Japan.

2. Why was origami not commonly used in the past?

\_\_\_\_\_  
\_\_\_\_\_

3. What two meanings did the paper crane have?

i. \_\_\_\_\_

ii. \_\_\_\_\_



4. Arrange the following events in the order they appear in the passage. Write 1, 2 and 3 in the boxes provided.

The paper crane was widely folded.

Origami boxes are folded to hold gifts.

The noshi was given with gifts.

5. Jane folds an origami box. Peter folds one as well. If they fold the same type of box, name two ways their boxes can look different. Use the information from the passage.

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## [D] Writing

You just made a robot from scrap materials during Art lesson in school. You tell your cousin about it and your cousin wants to make one too. Write an email to your cousin, explaining how the robot was made.

To:

Subject:

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## Let's Play!

### [A] Grammar

#### I. 'Like(s)' and 'Don't/Doesn't Like'

'Like' is a verb. It tells us what someone **enjoys**.

I **like** playing badminton.

I **like** swimming.

I **like** playing golf.

We can also use 'like' in sentences with '**not**' (negative) to express what someone **does not enjoy**.

I/We/They + do not/don't like

He/She + **does not/doesn't like**

#### Read and Learn

1. I like playing snooker.
2. We like playing basketball.
3. They like playing hide-and-seek.
4. He likes running.
5. She likes ice-skating.
6. I don't like jogging.
7. We do not like playing volleyball.
8. They do not like surfing.
9. He does not like swimming.
10. She doesn't like playing golf.

**(a) Fill in each blank with 'like' or 'likes'.**

1. Alice \_\_\_\_\_ playing chess.
2. We \_\_\_\_\_ doing the high jump.
3. She does not \_\_\_\_\_ long-distance running.
4. I \_\_\_\_\_ playing softball.

**(b) Look at the pictures. Write sentences using 'like', 'likes', 'do not like' or 'does not like' with the help of the words.**

1. football




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2. rock climbing




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---

3. cycling




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---

---

---

---

---

4. high jump




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## II. The Simple Past Tense (5)

We use the **simple past tense** to talk about **past actions**.

To form the simple past tense, we usually add '**-d**' or '**-ed**' at the end of the verb.

cycle → **cycled**

jump → **jumped**

Sometimes, we change the '**-y**' at the end of the verb to '**-ied**'.

carry → **carried**

try → **tried**

For some **irregular verbs**, we **change the spelling** of the verbs to form the simple past tense.

become → **became**

catch → **caught**

bind → **bound**

run → **ran**

blow → **blew**

go → **went**

Some verbs **remain the same** in the simple past tense form.

cost

read

hurt

set

slit

### Read and Learn

1. John and Mary jogged in the park last Friday evening.
2. They carried three big balls to the swimming pool.
3. Christina ran very fast during the race.
4. Jack hurt his knee while skipping.



Fill in each blank with the simple past tense of the verb in the brackets.

1. The golfer \_\_\_\_\_ (hit) the ball with his golf club.
2. Tom \_\_\_\_\_ (slide) onto the sand during the long jump.
3. Jason \_\_\_\_\_ (kick) the ball to the other end of the field.
4. Ken \_\_\_\_\_ (swim) to the finishing line before the rest of the participants.
5. I \_\_\_\_\_ (throw) the discus as far as I could.
6. The goalkeeper \_\_\_\_\_ (catch) the ball with his hands before it went into the goal.
7. The basketball player \_\_\_\_\_ (dribble) the ball and \_\_\_\_\_ (overtake) his opponent.
8. Ben \_\_\_\_\_ (run) a short distance and \_\_\_\_\_ (jump) over a hurdle without knocking it over.

### III. The Past Continuous Tense

We use the **past continuous tense** for **actions that were happening at some time in the past**.

We form the past continuous tense in this way:

**was/were + verb (-ing form)**

John **was playing** badminton at three o'clock yesterday afternoon.

The negative of the past continuous tense is formed this way:

**was/were + not + verb (-ing form)**

John **was not playing** badminton at three o'clock yesterday afternoon.

We can also ask questions in the past continuous tense.

**Were you playing** basketball yesterday evening?

## Read and Learn

1. The children were playing basketball at recess time yesterday.
2. Tom was running in a marathon yesterday morning.
3. I was playing hopscotch last Saturday evening.
4. You were playing hockey last Monday afternoon.
5. Alex was not bowling yesterday afternoon.
6. Was Peter playing chess yesterday morning?
7. Were the team members practising for the match at six o'clock yesterday evening?

**Fill in each blank with the past continuous tense of the verb in the brackets.**

1. Timothy \_\_\_\_\_ (play) leapfrog with Susan at seven o'clock yesterday morning.
2. I \_\_\_\_\_ (swim) yesterday evening.
3. The softball players \_\_\_\_\_ (train) for the game last night.
4. The new tennis players \_\_\_\_\_ (pick) up tennis balls the whole afternoon. They did not get a chance to play.
5. Ken \_\_\_\_\_ (hit) the balls with the golf club the whole morning.
6. The netball players \_\_\_\_\_ (practise) for the game at the end of the week.
7. Tammy and I \_\_\_\_\_ (play) Five Stones the whole afternoon.
8. \_\_\_\_\_ Jim \_\_\_\_\_ (skate) at the rink last night?



## IV. Adjectives and Comparison of Adjectives (2)

We use **adjectives to describe nouns**.

We add **'-er'** or **'-ier'** at the end of an adjective to **compare two people, animals, places or things**.

tall → **taller**  
lovely → **lovelier**

We can also add **'more'** to the adjectives.

exciting → **more exciting**

We usually put **'than'** after the adjectives.

This player is **taller than** the other one.  
This game is **more exciting than** the other game.

We add **'-est'** or **'-iest'** to **compare more than two people, animals, places or things**.

tall → **tallest**  
lovely → **loveliest**

We can also add **'most'** to the adjectives.

exciting → **most exciting**

We usually put **'the'** before the adjectives.

Jim is **the tallest** player in the team.  
Yesterday's basketball game was **the most exciting** game I have ever watched.

There are some adjectives that **spell differently** when they are in their comparison forms.

good → better → best  
bad → worse → worst  
many → more → most  
little → less → least



## Read and Learn

1. The squash court is smaller than the badminton court.
2. The basketball players are taller than the football players.
3. The fastest runner will win the race.
4. The netball match is earlier than I thought. It has already started.
5. Sue is the best softball player.
6. I think tennis is the most difficult game to play.

## Fill in each blank with the correct form of the adjective in the brackets.

1. Annie is the \_\_\_\_\_ (young) person in the badminton team.
2. Most basketball players are \_\_\_\_\_ (tall) than I am.
3. I need a \_\_\_\_\_ (short) badminton racket. This one is too long.
4. Cycling is one of the \_\_\_\_\_ (interesting) sports I have tried. I like it very much.
5. Hide-and-seek is the \_\_\_\_\_ (exciting) game I have played.
6. You must be a \_\_\_\_\_ (good) tennis player to join the school team. You must practise harder so that you can be the \_\_\_\_\_ (good) tennis player in the school.
7. The \_\_\_\_\_ (big) of the three pools is used for the swimming competition. The water is the \_\_\_\_\_ (deep) of all the pools.
8. The \_\_\_\_\_ (fat) person in the team was actually the \_\_\_\_\_ (fast) runner.

## [B] Vocabulary

### I. Fill in each blank with a suitable word from the box.

opponent  
dribble

shuttlecock  
bat

scored  
hopscotch

bowling  
skipping

1. You must hit the \_\_\_\_\_ over the net with your badminton racket.
2. I forgot to bring my \_\_\_\_\_ rope so Daphne lent me hers.
3. I enjoy playing basketball because I can \_\_\_\_\_ the ball across the court.
4. We use chalks to draw some squares on the ground before we can play \_\_\_\_\_.
5. Please use the table tennis \_\_\_\_\_ to hit the ball.
6. I played with a strong \_\_\_\_\_ during the badminton match. I lost to him.
7. The football player \_\_\_\_\_ a goal just before the match ended.
8. I do not enjoy \_\_\_\_\_. I am not good at knocking down the pins.

### II. Fill in each blank with a suitable word.

Ken and Andrew liked to take part in races. Ken was always the fastest runner. Whenever he ran, he would come in (1) \_\_\_\_\_. Andrew was always just behind him. He usually came in (2) \_\_\_\_\_. Once, Ken and Andrew took part in a two-hundred-metre race. They competed against some of the fastest runners in the school. Ken came in (3) \_\_\_\_\_ in the end as there were two other runners in front

of him. He was almost (4) \_\_\_\_\_ but he managed to run past one of the runners just before he reached the finishing line. Andrew was the (5) \_\_\_\_\_. He was the slowest runner. Andrew was very disappointed. He decided to train harder so that he would not be the (6) \_\_\_\_\_ next time.

## [C] omprehension



Listen, follow and read along.

**Read the passage. Then answer the questions that follow.**

East Side Primary School held a sports festival during the school holidays. Although it was a Saturday, many students turned up. It was the first time a sports festival had been held and the students were curious about how it would turn out.

The entire car park was converted into a go-kart track. There were 5 inflatable walls that marked out the track. Instructors from a local go-kart company were on hand to teach the students go-kart safety rules and how to drive the go-kart. It was one of the most popular stations at the festival.

Other than go-karting, the students were also able to play the usual sports. A basketball match took place between the students and 10 the teachers. A netball game took place between the parents and the teachers afterwards. A large crowd had gathered to watch the matches. Many students could not decide whether to support their parents or their teachers.

There was also a talk for all the students and parents on the benefits of 15 exercising. Each student was given an exercise card which they could use to keep track of how often they exercised. A goody bag was also given to everyone who attended the sports festival. Each goody bag contained a cap, a bottle of water and a voucher for lessons on sports activities at the community centre.

20



1. Which word tells you how the students felt about having a sports festival in the school?

2. How do you know that preparations were made to prevent the drivers from getting hurt if the go-kart crashed?

---

---

3. Which group of people took part in more than one type of match?

---

---

4. Complete the table to explain why the following events happened.

Events	Explanation
(a) Students were taught go-kart safety rules.	
(b) An exercise card was given to the students.	
(b) A voucher was given in each goody bag.	

5. Which of the following do you think is the main purpose of the sports festival? Tick(✓) the correct answer.

☐

Allow the students to compete with the teachers

☐

Allow the parents to get to know the teachers better

☐

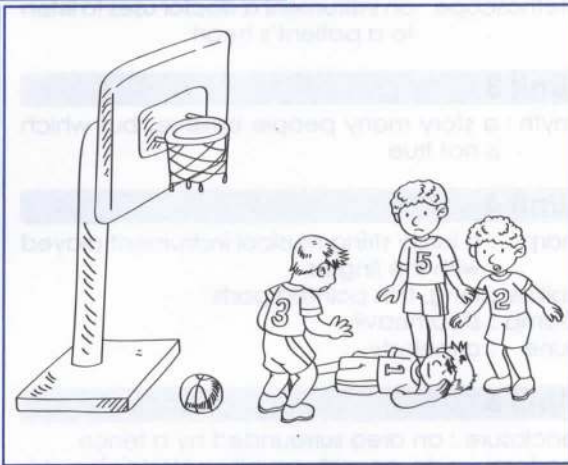
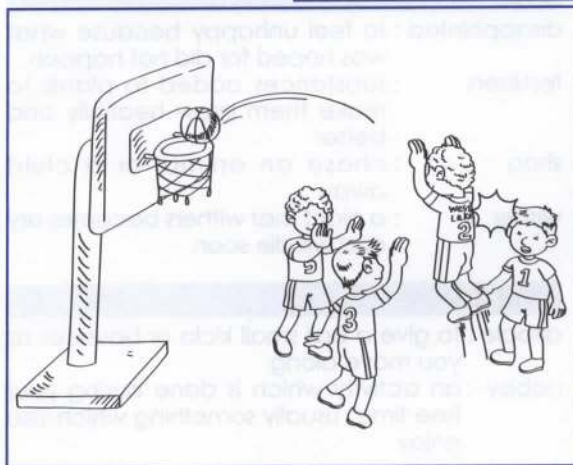
Encourage the students to exercise and play sports

☐

Encourage parents to spend more time with the students

# [D] Writing

Write a story about 'A Basketball Match' using the pictures. You may use the helping words in the box. Your story should be about 80 words.



basketball match

at the edge of their seats

opponent

stretcher

solemn

spectators

cheering

scored

concussion

close match

whistle

shocked

dribbled

collided

excitement

(Write the story on a separate piece of paper.)



# GLOSSARY



## Unit 1

- baggy: loose  
 bib : a piece of cloth which is worn around the neck to prevent one's clothes from being stained with food or drink, usually worn on babies  
 puff : a small and sudden movement of smoke or air

## Unit 2

- bandage : a cloth tied around a wound or an injury  
 grant : to give someone something he wants  
 patrol : to go around a place to check that there is no trouble going on  
 stethoscope : an instrument a doctor uses to listen to a patient's heart

## Unit 3

- myth : a story many people believe, but which is not true

## Unit 4

- harp : a large string musical instrument played with the fingers  
 spikes : long, thin pointed parts  
 stomp : step heavily  
 tune : a melody

## Unit 5

- enclosure : an area surrounded by a fence  
 perform : do an act, usually entertaining, for others to watch  
 souvenir : something that reminds us of a place or an occasion

## Unit 6

- dress : treat a wound

## Unit 7

- slam : shut a door with a loud noise

## Unit 8

- bulky : big and difficult to carry  
 pouch : a small bag for keeping things  
 rummage : search by moving things in a careless way

## Unit 9

- whimper : make low crying sounds  
 zoom : go somewhere very quickly

## Unit 10

- beneath : below something or at a lower position than something  
 command : order  
 pile : things that are put one on top of another  
 shivering : shaking with cold

## Unit 11

- marathon : a long race

## Unit 12

- disappointed : to feel unhappy because what was hoped for did not happen  
 fertilizers : substances added to plants to make them grow healthily and better  
 shoo : chase an animal or a child away  
 wither : a plant that withers becomes dry and will die soon

## Unit 13

- dribble : to give a ball small kicks or bounces as you move along  
 hobby : an activity which is done during your free time, usually something which you enjoy

## Unit 14

- carton : a small box that contains food or a drink

## Unit 15

- complicated : many parts or details  
 decorate : make something look better by adding things to it  
 playhouse : a small structure similar to a little house for children to play in

## Unit 16

- concussion : small damage to the brain caused by a hit on the head  
 hurdle : something an athlete jumps over in a race



# Answers to LEARNING ENGLISH

**2**  
Workbook

## UNIT 1

- [A] 1. better  
2. loose  
3. expensive  
4. bigger  
5. more comfortable  
6. smaller  
7. thicker  
8. thickest

- [B] I. 1. jacket 5. bib  
2. shirt 6. T-shirt  
3. scarf 7. bow  
4. tie 8. trousers  
II. 1. sweater 5. scarf  
2. tie 6. helmets  
3. apron 7. boots  
4. pyjamas 8. shorts

- [C] 1.  Gown  
2.  Glass slippers

3. She went in a carriage.  
4. (a) She cried quietly.  
(b) She clapped her hands.  
5. She promised to return home by midnight.

- [D] (Suggested answer)  
1. The blouse is yellow.  
2. It has a collar.  
3. The blouse also has many buttons and two pockets.  
4. There are two buttons on each of the sleeves as well.  
5. The skirt is short and it is the same colour as the blouse.

## UNIT 2

- [A] I. 1. has 5. has  
2. has 6. has  
3. have 7. have  
4. has 8. has  
II. 1. shall / will 5. will  
2. will 6. will  
3. shall / will 7. shall / will  
4. will 8. will  
III. 1. because 5. because  
2. When 6. and  
3. and 7. when  
4. because 8. because  
[B] I. 1. b 4. a  
2. d 5. f  
3. c 6. e  
II. 1. ship 6. fire station  
2. hospital 7. school  
3. police station 8. office  
4. market 9. theatre  
5. restaurant 10. laboratory

- [C] 1. He is a police officer.  
2. He patrols the neighbourhood in three ways.  
3. Mr Brown keeps the people safe.  
Mr Brown wears a uniform to work.  
4. diligently  
5. He wants to help people like his father does.  
[D] 1. Miss Shane wishes to have a healthy body.  
2. She knows that to be healthy, she must eat good and healthy food.  
3. Fish, vegetables and fruit are some examples of healthy food.  
4. She also knows that too much oily food is not good.  
5. She eats very little of such food.

## UNIT 3

- [A] I. 1. can 4. can  
2. cannot 5. cannot  
3. cannot 6. can  
II. (Suggested answers)  
1. short 5. short  
2. funny 6. beautiful  
3. interesting 7. scary  
4. long 8. untidy  
[B] 1. recipe 5. comics  
2. email 6. poster  
3. list 7. jokes  
4. riddle 8. report  
[C] 1. No, she does not. She only takes five minutes to walk home.  
2. evening  
3. 3, 1, 2  
4. regularly  
5. We should use soap to clean our body. We should use shampoo to clean our hair. We should put on clean clothes. We should wash our hands before and after every meal. We should bathe regularly. We should keep our fingernails short and clean. (Any two)

- [D] (Suggested answer)  
It was a beautiful day for a picnic. Mrs Walt took her children, Ann and Bob, for a picnic at the nearby park. The children were delighted. Mrs Walt made the children's favourite ham and tuna sandwiches. Ann helped her. Bob helped to pack the drinks. He put them in a cooler to keep them cold. He also took the picnic mat.  
They walked to the park. Before long, Mrs Walt found a spot on the grass. She spread out the mat. Ann took out the sandwiches while Bob took out the drinks. After sitting down comfortably, everyone enjoyed the sandwiches and drinks. They were delicious. After eating, Mrs Walt let Ann and Bob play in the park for a while before going home. They had a fantastic time. They asked their mother to take them for a picnic again next Saturday.



## UNIT 4

- [A] I. 1. knights, dragons  
2. people  
3. mice  
4. geese  
5. princes  
6. elves  
7. ladies  
8. tomatoes, potatoes
- II. 1. locked  
2. saved  
3. patted  
4. hurried  
5. knocked  
6. grabbed  
7. breathed, frightened  
8. cried, pushed
- III. 1. quietly 5. angrily  
2. happily 6. kindly  
3. hungrily 7. slowly  
4. loudly 8. sadly
- [B] **Across**  
2. bottle  
5. flying  
8. pen  
**Down**  
1. broom  
3. tea  
4. elf  
6. into  
7. golden
- [C] 1. They found four different types.  
2. A mermaid's arms  
A shadow on a rock  
3. He wanted his father to help the mermaid.  
4. amused  
5. No, they did not. Gordon had a dream.
- [D] (Suggested answer)  
Prince Alfred was taking a walk through the forest. He wanted to pluck some flowers for his mother, the queen. There were some beautiful colourful flowers in the forest. He did not notice the witch nearby.  
Suddenly, Prince Alfred heard a cackle. He jumped up in fright. He turned around and was shocked to see an evil looking witch staring at him. She waved her hands and there was smoke all around Prince Alfred. He wanted to shout for help but no sound came out of his mouth.  
The smoke surrounded Prince Alfred. He started coughing but instead of a cough, he started to croak. "What's happening to me?" he croaked loudly. He was terrified. He looked around him. All the trees looked very tall. Suddenly, the witch stood in front of him. She looked like a giant. Laughing cruelly, she told him that he would remain a frog until he found a princess who wanted to marry him. After saying that, she disappeared in a puff of smoke.

## UNIT 5

- [A] I. 1. lost 5. saw, went  
2. took 6. dug, built  
3. fed 7. spoke, did  
4. sat 8. found, sold
- II. 1. barefoot 6. snowflake  
2. popcorn 7. sunrise  
3. waterfall 8. postcard  
4. motorboat 9. underwater  
5. footwear 10. passport
- [B] 1. seashells 5. enclosure  
2. luggage 6. competition  
3. runway 7. waves  
4. museum 8. fair
- [C] 1. They went there by bus.  
2. No, he did not. His mother had packed a lunchbox for him.  
3. 3, 1, 2  
4. The flamingo enclosure  
5. Yes, he will. He liked the bird park and he could win a ticket to the bird park. (Accept other reasonable answers.)
- [D] (Suggested answer)  
It was a Saturday morning and Joshua and Ann were very excited. Their parents had promised to take them to the theme park.  
When they arrived, their parents bought the tickets. The place was very crowded as it was a weekend. There were long queues for the rides. Joshua and Ann wanted to sit on the roller coaster. They queued for half an hour before they got in. It was an exciting ride! The roller coaster crept up slowly and zoomed down so quickly that the children thought they were going to fall off. Their hearts were in their mouths when the roller coaster turned upside down.  
Joshua and Ann had their lunch at a café. They ate hot dogs and hamburgers. They gobbled down their food because they wanted to go on more rides. After their meal, they went on a water ride. They were drenched!  
Joshua and Ann had a great time. Their parents agreed to take them there again at the end of the year.

## UNIT 6

- [A] I. (a) 1. you 3. it  
2. I 4. me  
(b) 1. She 5. You  
2. they 6. We  
3. He 7. I  
4. them 8. her
- II. 1. worked  
2. ran, gave  
3. lent, did  
4. decorated, cooked  
5. fell, hurt  
6. jumped, swam  
7. climbed, rescued  
8. cooked, brought, was



- III. 1. should 4. should  
2. should 5. should  
3. should not 6. should not, should
- [B] 1. help 5. lend  
2. carry 6. cook  
3. bring 7. Rest  
4. send 8. write
- [C] 1. He would be away for two days.  
2. She was visiting her father who was unwell.  
3. (a) Yvonne  
(b) James  
(c) Lilian  
4. They had fish and a dog.  
5. Yvonne had no task to do at night.  
James would have to spend time out of the house.

- [D] (Suggested answer)  
There was a sale at the shopping mall. Mrs Tan wanted to buy a blouse from one of the shops.  
At the cashier, Mrs Tan opened her handbag to get her purse. She was shocked when she could not find it. She poured everything out of her handbag to search for her purse. It was nowhere to be found. She had lost her purse! Mrs Tan was very worried. She had a lot of money in her purse and her identification card was in it as well.  
Just then, a boy came up to Mrs Tan. He was holding a brown leather wallet in his hand. He asked Mrs Tan if she had lost her wallet. Mrs Tan was very happy. The boy had found her wallet! She checked her wallet and found all her money inside. She praised the boy for being honest.  
Mrs Tan wanted to reward the boy but he did not want any reward. He told her that he was glad he had found her wallet.

#### UNIT 7

- [A] 1. Who 5. How  
2. Where 6. When  
3. What 7. Who  
4. When 8. Where
- [B] 1. delighted 5. grateful  
2. frightened 6. stunned  
3. miserable 7. exhausted  
4. anxious 8. confident
- [C] 1. She is Mavis' and Lily's teacher.  
2. variety  
3. They decide to buy her a small white vase and a red rose.  
4. 1, 3, 2  
5. (a) Miss Collins can keep her jewellery in the jewellery box.  
(b) Mavis and Lily do not have enough money to buy the jewellery box.
- [D] (Suggested answer)  
It was after school. James and Sarah were walking home. They were about to cross the road when they noticed an elderly lady.

The elderly lady was standing at the zebra crossing. She looked left and right but she seemed unsure about whether to cross the road. She put one foot onto the road, but she quickly stepped back. There were too many cars zooming past. The lady looked worried. It was difficult to cross the busy road.

"May we help you across the road?" James asked the lady. The lady smiled and nodded. Sarah and James checked that the cars had stopped at the zebra crossing. Using the walking stick, the lady walked slowly across the road. Sarah and James held onto her so she would not fall.

They reached the other side safely. The lady was thankful to them for their help. She praised them for being kind and caring.

#### UNIT 8

- [A] I. 1. was 5. were  
2. were 6. was  
3. were 7. was  
4. was 8. was, were
- II. 1. made 5. cost  
2. studied 6. spent  
3. sold 7. did, got  
4. kept 8. did, listened
- III. 1. onto 5. beside  
2. in front of 6. between  
3. under 7. behind  
4. in 8. across
- [B] 1. trishaw 5. Radios  
2. rickshaw 6. abacus  
3. kerosene 7. hawk  
4. seamstress 8. clogs
- [C] 1. (a) Joanne would be running about in the field.  
(b) Joanne rummaged through the things in the attic and played games with her grandmother.  
2. Joanne found the box heavy.  
The chest had not been cleaned for a long time.  
3. She saw a bright green frog.  
4. raced  
5. Yes, she did. She did not know that the rain had stopped.
- [D] (Suggested answer)  
Sandra was at her grandmother's house. Her grandmother had an old sewing machine. Sandra was curious about how it worked. She decided to ask her grandmother to show her how to use it.  
Sandra's grandmother smiled fondly at her. "Would you like to sew a dress for your doll? I've some leftover cloth from a blouse that I sewed the other day." Sandra was very excited. She could not wait to start.  
Sandra's grandmother taught her how to put the thread through the needle. Sandra was careful not to prick her finger on the needle. She showed her how to position the cloth under the needle. Then, she taught Sandra

how to step on the pedal and pull the cloth gently as she sewed. The pedal made a squeaky sound. After a while, Sandra's feet ached but she continued sewing.

Finally, the dress was done. It fitted her doll perfectly. Sandra was delighted. She found sewing tiring but she was very pleased with the dress. She did not mind sewing more clothes for her dolls next time.

## UNIT 9

- [A] I. 1. noisily 5. softly  
2. politely 6. proudly  
3. angrily 7. strongly  
4. loudly 8. eerily
- II. 1. can 5. cannot  
2. cannot 6. can  
3. can 7. can, can  
4. can 8. cannot, can
- [B] 1. honk 6. crashed  
2. chatter 7. neighd  
3. growled 8. squawked  
4. whimpered 9. swished  
5. groaned 10. screeched, thud
- [C] 1. He was on his way home from school.  
2. (a) hearing  
(b) sight  
3. pale  
4. The girl was to be blamed for the accident. She ran across the road and the driver of one car hit another car so as to avoid hitting her.  
5. cross at the traffic lights or use the overhead bridge
- [D] (Suggested answer)  
The students in Primary 2C just learnt about animal sounds in their English lessons. Their teacher decided to put up a skit about animals and the sounds they make.  
All the students were very excited. After selecting seven students, the teacher gave each of them a costume. The students put on the costumes and practised making the sounds. After a short rehearsal, the students performed for their friends. One of them was an elephant. He had to trumpet. Another student was a bird. He squawked very loudly. He also flapped his wings and pretended to fly. Another was a cat that mewed softly and another student hooted like an owl. One of the students barked fiercely like a dog and another neighd like a horse.  
The classroom was very noisy. It sounded like a zoo. All the performers sounded very realistic. Everyone clapped for them.  
After the performance, the students took a bow. They had an enjoyable time performing even though being in the costumes were very stuffy. Most of them were dripping with sweat when they took off their costumes.

## UNIT 10

- [A] I. (Suggested answers)  
1. Stay away from the hive!  
2. Go into your kennel!  
3. Leave the eggs in the nest!  
4. Use the bridge to cross the river!  
5. Do not leave the group!  
6. Do not step on the leaves!
- II. 1. Whose  
2. Which  
3. is the squirrel  
4. did James see in the cave  
5. did you see in the jungle  
6. stepped on the ant's nest  
7. is the alligator  
8. is on the leaf
- III. 1. foxes' 5. deer's  
2. rabbit's / rabbits' 6. fish's  
3. bear's / bears' 7. bird's / birds'  
4. monkeys' 8. walrus's
- [B] I. 1. eyrie 5. cave  
2. hutch 6. den  
3. hive 7. tree  
4. cocoon 8. bank
- II. 1. thick 5. tall  
2. brown 6. long  
3. soft 7. tiny  
4. dark 8. cool, warm
- [C] 1. The bear had lost its way.  
2. (a) The woodcutter kept it warm.  
(b) Hungry  
3. bounced  
4. 2, 1, 3  
5. One good turn deserves another
- [D] (Suggested answer)  
Last December, David went to Australia with his parents. They went to a wildlife park. David liked the kangaroo the most.  
There were many kangaroos in the enclosure. They were covered with brown fur. Visitors could go up close and touch the kangaroos. At first, David was afraid. He watched the kangaroos hopping about. Some of them had joeys in their pouches. They hopped very high and fast. The kangaroos looked big and strong. David stayed out of their way.  
After a while, David noticed some children feeding the smaller kangaroos. He immediately asked his parents to buy him some kangaroo food. David walked over slowly and quietly to the smaller kangaroos. He put some of the food in his hand and held it out to the kangaroos. One of them hopped over and licked the food from his hand. It was ticklish. David giggled. The kangaroos were cute. He was not afraid any more.  
Before David went home, he stopped at the gift shop to buy some souvenirs. He bought a toy kangaroo. David had a great time at the wildlife park.



## UNIT 11

- [A] I. 1. my 5. Our  
2. their 6. their  
3. His 7. My  
4. her 8. her
- II. 1. This 5. These  
2. that 6. that  
3. those 7. those  
4. this 8. these
- [B] 1. yellow 5. green  
2. red 6. orange  
3. blue 7. purple  
4. pink 8. white
- [C] 1. He takes his family to a big shopping centre.  
2. (a) They are moving in June.  
(b) They are moving to Orchid Street.  
(c) The new apartment is bigger than their present house.  
3. beds  
4. He will use the fruit juicer in the morning.  
5. His son is starting violin lessons next month.

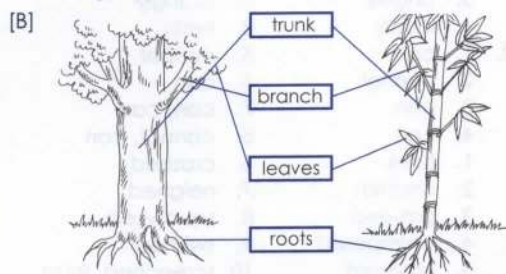
[D] (Suggested answer)  
Last Sunday, Ann attended her first art lesson. She enjoyed drawing and painting so she asked her mother to let her attend art lessons.  
The teacher showed Ann and the other students a beautiful picture of flowers and trees in a park. He taught them how to draw the picture. Ann followed what the teacher said. She drew many different types of flowers in her picture. She drew tall and short trees. When she was done, she painted her picture. She squeezed some paint onto a palette. Then she used her paintbrush to paint the picture. She made the flowers very colourful. She painted red, yellow, orange and pink flowers. They were her favourite colours. She painted the trees dark green and light green. She had to be very patient because she waited a long time for the paint to dry.  
Ann showed her mother her art piece when she went home. Her mother praised her for drawing such a beautiful picture. She hung Ann's painting on the living room wall. Ann could not wait for her next art lesson.

## UNIT 12

- [A] I. 1. leaves  
2. mangoes  
3. flowers  
4. benches  
5. roses  
6. bees  
7. roots  
8. stems, thorns  
9. sunflowers, orchids  
10. tomatoes

- II. 1. is digging  
2. are dropping  
3. am ... adding  
4. is crawling  
5. am catching  
6. is cutting  
7. are pulling, are plucking  
8. is clearing, are watering

- III. 1. has 4. have  
2. has 5. have  
3. have 6. has
- IV. 1. some 4. many  
2. many 5. many  
3. some 6. some



- [C] 1. gobbling  
2. She planted a mango tree.  
3. i. Sunshine  
ii. Water  
iii. Fertilizer  
4. (a) There were no mangoes on the tree.  
(b) The tree was tall and strong.  
(c) There were mangoes on the tree.  
5. colour of the mango; size of the mango

[D] (Suggested answer)  
Ally went to the market with her mother last Sunday morning. Her mother wanted to buy some seafood and vegetables from the market.  
The market was very crowded and the floor was wet and slippery. Ally held her mother's hand tightly and followed her to the vegetable stall. There were many vegetables there. Ally's mother bought some carrots and spinach because Ally liked to eat them. The vegetable seller weighed the vegetables and told Ally's mother how much the vegetables were. They were very cheap. Her mother also bought some potatoes and tomatoes.  
Next, they went to the stall selling seafood. There were prawns, fish and squid at the stall. They were placed on a bed of ice. Ally's mother chose a fresh fish and some prawns. They were very expensive.  
It was time to return home. Ally helped her mother to carry some of the things. The bags were very heavy. Ally could not wait for her mother to cook the food.



**UNIT 13**

- [A] 1. myself 5. themselves  
2. himself 6. ourselves  
3. ourselves 7. myself  
4. herself 8. themselves
- [B] 1. singing 6. hobby  
2. stamps 7. rears  
3. music 8. postcards  
4. coins 9. games  
5. plants 10. piano
- [C] 1. They are having their holidays.  
2. unique  
3. i. Swam  
ii. Built sandcastles  
iii. Collected seashells  
4. Jill wanted to invite Kim to the beach.  
5. She has to go to Sandy Road.

**[D] (Suggested Answer)**

John's hobby is playing football. He has been playing football since he was five years old. He enjoys the sport very much. He finds it very exciting.

John plays football daily with his neighbours. They wear the football jerseys of their favourite football teams. They also wear football boots. They meet at the football field in the late afternoon. They will play a match every day. Both boys and girls play together. Everyone wants John on their team because he is a good player. He can score many goals.

John can dribble the ball very well. He runs very fast and he kicks the ball very hard into the goal. The goalkeeper cannot stop the ball. The ball hits the back of the net. John's teammates will hug him whenever he scores a goal.

Football is an exciting game. John enjoys playing with his friends. It does not matter who wins because everyone has a lot of fun. On weekends, John spends a longer time playing football.

**UNIT 14**

- [A] I. 1. How many 4. How much  
2. How many 5. How many  
3. How much 6. How much
- II. 1. tub 6. bowl  
2. slice 7. loaf  
3. carton 8. cup  
4. plate 9. glass  
5. jar 10. piece
- [B] I. 1. fish 5. vegetables  
2. cheese 6. soup  
3. milk 7. flour  
4. jam 8. noodles
- II. 1. microwave oven  
2. refrigerator  
3. toaster

- [C] 1. scrumptious  
2. (a) Her father who had always been in good health was sick and in hospital.  
(b) She spent most of her time with her father in the hospital.  
3. They were Mrs Jones's daughters.  
4. (a) steamed fish, noodles, vegetables, chocolate cake  
(b) roast duck, curry chicken  
5. Mrs Jones was responsible for Mrs Lane's birthday celebration. She planned the celebration.

**[D] (Suggested answer)**

"I'll be back in a few hours," Mrs Gill said to Jason before she left the house. Jason said goodbye to his mother.

A short while later, Jason felt hungry. He searched the kitchen cabinets but there were no biscuits. He noticed the packet of instant noodles and decided to make some noodles for himself. He had watched his mother do it many times. It was simple.

First, Jason filled a pot with some water. Then, he put the pot on the stove and turned on the fire. He made sure that he did not go too near the fire. He poured the seasoning for the noodles into the water. When the water was boiling, he added some vegetables and meat. He then put the noodles in. He stirred the food with a fork. There was a nice smell coming from the pot of noodles.

When the noodles were cooked, Jason turned off the flame. He poured the food carefully into a bowl. Luckily, none of the hot soup splattered on him. When the food was cool, Jason tucked in. It was delicious. He was proud that he had made himself a bowl of noodles.

**UNIT 15**

- [A] I. 1. I can 5. We can  
2. We can 6. I can  
3. I can 7. I can  
4. I can 8. We can
- II. 1. I'm going to  
2. I'm going to  
3. We're going to  
4. I'm going to  
5. We're going to  
6. We're going to  
7. We're going to  
8. I'm going to
- [B] 1. glue 6. bottles  
2. ribbon 7. ice cream sticks  
3. scrap 8. palette  
4. newspaper 9. paper  
5. stapler 10. scissors, glitter
- [C] 1. invented, originated  
2. It was difficult to get paper and paper was also expensive.  
3. i. It was an international symbol of peace.  
ii. It was a way to wish children good fortune.

4. 2, 3, 1
5. They can use paper with different designs and paper of different thickness.

[D] (Suggested answer)

To: Jack

Subject: Instructions to Make a Robot

Hi Jack,

I'm writing to give you more details about my Art lesson in school yesterday.

My classmates and I brought empty plastic bottles and cardboard boxes to school. We also brought some paint. The teacher told us to uncap the plastic bottles. She said that we would use the bottle caps for eyes. The next thing we did was to paint the cardboard boxes that we had brought. Each of us painted two boxes. We glued them together to form the robot's body. Then, we joined some toilet rolls to make the arms and legs. Our robots looked very colourful. Some of my friends wrapped the cardboard boxes with aluminium foil instead of painting them. The last thing we did was to stick on the eyes. We drew in the nose and mouth with markers. Some of my friends had serious looking robots and some had robots with smiley faces.

When we were done, we displayed our robots at the back of the classroom. Our teacher said that she would choose the three best robots for display in the display shelves at the entrance of the school. I hope mine will be chosen!

Would you like to come to my house to make a robot this weekend? I have some scrap materials at home. You can bring your own scrap materials to make your robot as colourful as you want.

Let me know if you will be free.

Your cousin,

Simon

## UNIT 16

- [A] I. (a) 1. likes 3. like  
2. like 4. like
- (b) (Suggested answers)
1. They like playing football.
  2. She likes rock climbing.
  3. He does not like cycling.
  4. I do not like the high jump.
- II. 1. hit 5. threw  
2. slid 6. caught  
3. kicked 7. dribbled, overtook  
4. swam 8. ran, jumped
- III. 1. was playing  
2. was swimming  
3. were training  
4. were picking  
5. was hitting  
6. were practising  
7. were playing  
8. Was ... skating

- IV. 1. youngest  
2. taller  
3. shorter  
4. most interesting  
5. most exciting  
6. good, best  
7. biggest, deepest  
8. fattest, fastest

- [B] I. 1. shuttlecock 5. bat  
2. skipping 6. opponent  
3. dribble 7. scored  
4. hopscotch 8. bowling
- II. 1. first 4. fourth  
2. second 5. last  
3. third 6. last

- [C] 1. curious  
2. Inflatable walls were used to mark out the track.  
3. The teachers took part in more than one type of match.  
4. (a) They would know how to drive the go-kart safely.  
(b) The students could keep track of how often they exercised.  
(c) Everyone was encouraged to learn a sport at the community centre.  
5. Encourage the students to exercise and play sports

[D] (Suggested answer)

The basketball teams from West Lake and Spring View were having a basketball match. All the supporters arrived early at the indoor sports hall. They waved pompoms and cheered for their team. There was great excitement in the air.

Once the referee blew the whistle, the match started. The players were equally matched. Players from each team took turns to score. The spectators were at the edge of their seats. No one could take their eyes off the ball. Sam, a player from West Lake, dribbled the ball towards the hoop. He was about to shoot when one of the opponents tried to snatch the ball. The two players collided. Sam was hit harder and he fell onto the ground clutching his head in pain.

The referee blew the whistle and rushed over. He was worried that Sam would suffer from a concussion. He immediately stopped the match and called for an ambulance. When the ambulance arrived, the paramedics carried Sam away in a stretcher. The hall was quiet. Everyone was in a solemn mood. The other players decided to postpone the match till another day when Sam had recovered.