



LEARNING ENGLISH

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Varied text types to encourage reading

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Provides meanings of selected words for quick reference

ANSWERS

Quick and easy self-assessment

4

Workbook

UNIT 1

The Animal World

[A] Grammar

I. Direct and Indirect Objects

A simple sentence contains a **verb** and a **subject**.

The **leopard** runs.
(subject)(verb)

A simple sentence can also contain objects. There are two types of objects: **direct** and **indirect**.

The **giraffe** **plucked** **leaves** for the **calf**.
(subject) (verb) (direct object) (indirect object)

We find the direct object by asking 'whom' or 'what' is receiving the action.

⇒ What is getting plucked? The leaves

We find the indirect object by asking 'to whom', 'for whom', 'to what' or 'for what'.

⇒ For whom were the leaves plucked? The calf

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UNIT 4

Let Me Tell You a Story

[A] Grammar

I. Expressions Showing Possession

There are different ways to show possession (who or what something belongs to).

We use **apostrophes** to **show the possessive form of nouns**.

Ben's pencil is broken.
The babies' prams are at the back of the restaurant.

We can also use **'of'** to **show the possessive form of nouns**.

The roof **of** the house has collapsed.
The legs **of** the table are brown.

We use **possessive adjectives** and **possessive pronouns** to show possession as well.

Possessive adjectives are 'my', 'your', 'his', 'her', 'their', 'our' and 'its'. We put a **noun after a possessive adjective** to show what belongs to the person or animal.

This is **his** trophy.
The dog puts **its** bone in a hole.

Possessive pronouns are 'mine', 'yours', 'his', 'hers', 'theirs', 'ours' and 'its'.

We **do not need** to put a **noun after a possessive pronoun**.

Children made a doll's house. This doll's house is **theirs**.
I bought a pair of running shoes. These running shoes are **mine**.

Read and Learn

Mary and Betsy had a garden.
The back of the garden was covered with fruit trees.
The front of the garden was covered with flowers.
Mary's area was covered with daffodils.
Betsy's area was covered with roses.
Their garden was the talk of the town.
A naughty girl entered the garden at night.
She wanted to pluck flowers that were not hers.

The underlined words are wrong. Write the correct answers in the boxes provided.

Frederick Smith owned a ship.
In it, he sailed the oceans.

1.

At Athens, their ship docked.

2.

People, with my feet in sandals;

3.

A woman, with flowers in his hair.

4.

Then Frederick Smiths' ship sailed on.

5.

In India, the banks of the Ganges River's

[B] **V**ocabulary

1. Prefixes are letters added to the beginning of words. Some of the prefixes below tell us about the numbers of things.

Prefix	Meaning	Prefix	Meaning
uni-	one	octo-	eight
bi-	two	semi-	half
tri-	three	multi-	many
quad-	four		

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

octogenarian octopus quadruplets multiracial
bicycle unicycle unicorn semicircle

A circus

In the red and green tent

With balls at the top

In the shape of a (1) _____.

A magical circus –

There was a clown on a (2) _____.



There was even a (3) _____.



There was a tank with an (4) _____



That could sing and dance!

Everyone was at the circus –

A (5) _____ audience with Chinese,



Malays, Indians and Caucasians.

There was even an (6) _____ with a



walking stick.

Ben rode fast on his (7) _____.



The (8) _____ were late too.



Everyone ran;

No one wanted to miss the show!

4. From paragraph 3, what are the differences between Anne and the bully in the two areas below?

(a) Voice: _____

(b) Size: _____

5. Using paragraph 4, arrange the events in order. Write 1, 2, 3, 4 and 5 for the events. The first one has been done for you.

- The bully apologized to the teacher.
- The teacher stood between Anne and the bully.
- Other children pointed at the bully.
- The teacher was punched by the bully.
- 1 The bully argued with Anne.

[D] Writing

Write a composition of at least 120 words about a shocking event.

The pictures provided are to help you think about this topic. The pictures are not arranged in sequence. You should use one or more of the pictures.

Consider the following points when you plan your composition:

- What was the shocking event?
- Why was the event shocking?
- How did the person feel during the shocking event?
- What did the others around do during the shocking event?

You may use the points in any order and include other relevant points as well.



unexpected hollered reminded
demanded an explanation accused
puzzle position silence in the class