

English Workbook




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TATA TRUSTS

Foreword

This workbook has been specifically created to complement the session plan for a short-term five-day English Language Teaching (ELT) camp. The camp is designed to help children studying in Classes 5 and 6 to gain the foundational skills needed to engage with grade-level textbooks. The focus of the camp is on the four essential language skills: Listening, Speaking, Reading, and Writing.

In Madrasahs, English is a second language, which often makes the learning process slower for students with low exposure to the language. Recognizing this challenge, this workbook has been designed with a strong focus on oral language development and vocabulary enhancement. It also aims to introduce children to basic grammatical structures, enabling them to use the language with confidence.

Traditionally our schools tend to emphasise reading and writing skills, often overlooking oral language development, which is critical for second-language acquisition. The approach adopted in this workbook aligns with key second language teaching principles and the 4-block approach highlighted in NCF 2022. By emphasizing listening and speaking, alongside reading and writing, this resource ensures a well-rounded foundation for language learning.

Key activities in the workbook include:

- *Phonics and pronunciation for building familiarity with the sound system of English.*
- *Sentence structures and vocabulary to help students construct and understand meaningful phrases.*
- *Reading comprehension and writing exercises to develop interpretative and expressive skills.*

The workbook follows a carefully sequenced structure that aligns with the daily objectives and session plans of the camp. While some activities may appear to be sudden jumps, this deliberate sequencing has been done to ensure comprehensive coverage of essential language skills each day by all children who may be at different learning levels. Since this workbook will not be distributed to all children and all Madrasahs are to receive (10 to 15 sets of workbook), each learning group will be given a workbook for reference, and will do the exercises in their own copy books. Since the groupings will be heterogenous, the workbook has some exercises that can be done by children with higher learning levels..

By the end of the camp, children are expected to have acquired:

- *A basic English vocabulary.*
- *Familiarity with the sounds and structure of English.*
- *The ability to comprehend simple texts.*

To cater to the diverse needs of learners:

- *Levelled activities ensure that every child, regardless of their proficiency, can engage meaningfully and practice at their own level. Heterogenous grouping will also help to promote peer learning, which is necessary because most Madrasas have large classrooms (50 to 60) and it is not possible for a single teacher to pay individual attention to weaker students*
- *Revision exercises and simplified versions of textbook lessons are included to strengthen comprehension.*
- *Advanced exercises have been added for students who can work independently, while teachers can focus on supporting weaker learners.*
- *Each activity in the workbook is linked to oral tasks in the camp plan, ensuring continuity between oral and written exercises. Additionally, writing tasks have been designed to reinforce oral language skills.*

Recognizing that English is a non-phonetic language, this workbook incorporates both phonics-based instruction and sight words to support word recognition and spelling. Digraphs are introduced to help students understand common spelling rules, as digraphs are used in many commonly used words such as number names, names of vegetable, transport, etc. The activities emphasize interaction and collaboration, encouraging students to learn in a supportive and engaging environment.

Students often have limited exposure to English outside the classroom, and teachers may feel pressured to rush through the syllabus and complete all the lessons in the prescribed textbooks. This can result in students having insufficient time to internalize the language. To address this, it is recommended to introduce a dedicated weekly English Language Teaching (ELT) period throughout the academic year.

This workbook aims to make the English learning process more effective and meaningful. By focusing on oral language development and integrating interactive and collaborative learning strategies, the resource ensures that students gain practical language skills and build confidence in using English.

Footnote: Children are to be divided into groups and each group should be given a copy of the workbook. Students will do these exercise in their own notebooks. Students should do workbook exercises after doing the related oral activity. The camp plan has given the page numbers for each session, students can discuss among themselves and take help from one another.

Activity 3: Phonic Drill. Read and tell:

cab	leg	bit	dog	but
cat	hen	dip	cot	fun
pan	bed	fig	god	jug
bag	get	bin	job	sub
lad	red	rib	top	bus
cap	pen	pin	box	gun
jam	net	big	mom	mud
man	ten	fit	pot	hut
fat	beg	sip	fox	gum
gap	pet	hit	lot	bud

Read this:

Tim, the cat, sat on a mat.

Sam, the dog, had a big red hat.

“Let us run!” said Tim with a grin.

“Let us run!” said Sam with a spin.

Tim saw a box.

Sam saw a fox.

“Can we hop?” said Tim with a nod.

“Can we skip?” said Sam with a nod.

“This is fun” said Tim with a grin.

“Yes, yes, yes!” said Sam, with a spin.

Activity 4: Match the letter with first sound of the picture:

b

f

m

t

d

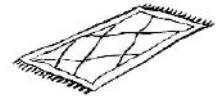
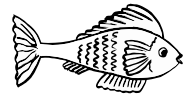
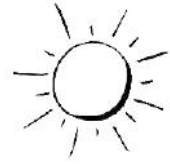
k

c

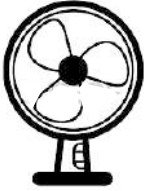
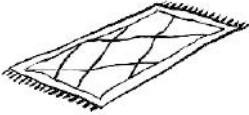
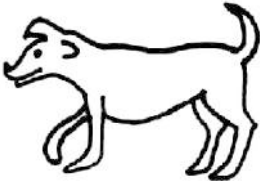
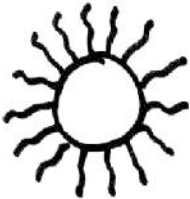
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h

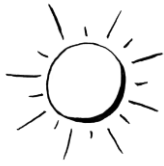
s



Activity 4: Circle the last sound of the name of the objects given in the table:

	b f n m t l
	t g d w v m
	w t c d l p
	c x o e g d
	t p m e n g
	d g p l q s
	b k q x v g

Activity 4: Write the words in your notebook:



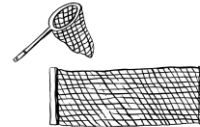
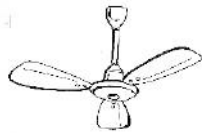
1 _____

2 _____

3 _____

4 _____

5 _____



6 _____

7 _____

8 _____

9 _____

10 _____



11 _____

12 _____

13 _____

14 _____

15 _____

pin cap gun net bus pot fan nib bat leg
bin sun cot pen log

Match the middle sounds:

cat

not

nut

let

pin

cut

hot

hat

set

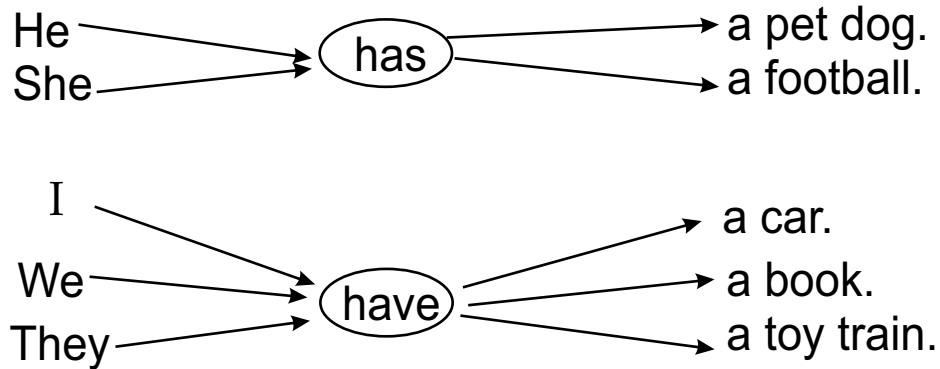
ten

den

tin

Activity 6: Sentences Structure

I am _____. He is _____.
 You are _____. She is _____. We are friends.

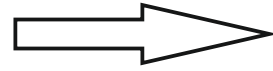


Circle the correct one:

- 1) I has / have a new dress.
- 2) He have / has a bird.
- 3) They has / have a scooter.
- 4) She has / have a car.
- 5) The cow has / have four legs.
- 6) I has / have bicycle.
- 7) I has / have an umbrella.
- 8) Mr. Sen has / have a cat.
- 9) We have / has fingers.
- 10) The room has / have two doors.
- 11) She (has/have) a book.
- 12) They (has/have) pens.
- 13) He (has/have) a cat.
- 14) I (has/have) a pencil.
- 15) We (has/have) apples.
- 16) She _____ a new doll.
- 17) They _____ Rana, Raja and Amit.
- 18) He _____ a pet dog.
- 19) I _____ a new pen.
- 20) He _____ a good student.

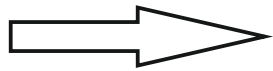
Activity 2: Vowels and Consonants:

a, e, i, o, u



Vowels

**b, c, d, f, g, h, j
k, l, m, n, p, q, r,
s, t, v, w, x, y, z**



Consonants

Use of 'a' and 'an'

Vowels	Consonants
An ant 	A cat
apple, rat, dog, elephant, man, pen, ox, umbrella, table, bag, orange, mobile, eagle, book, owl, egg, ice-cream, boat.	

Activity 3: One and many

Write the plural forms of words under appropriate columns

s	es	ies	ves

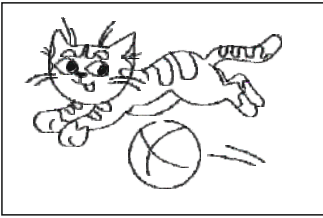
cat, dog, cry, car, table, shelf, phone, pen, chair, leaf, bag, box, class, chalk, fish, tomato, loaf, baby, finger, memory, tax, copy, glass, fox, wolf, book, calf, story, country, bus

Write the sentences in your notebook using is/are:

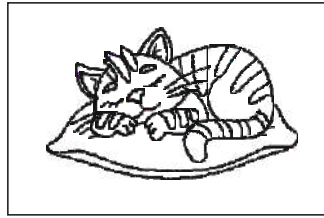
- a. In the house there is a kitchen.
- b. In the kitchen there are many things.
- c. In the kitchen there _____ on small window.
- d. There _____ one stove.
- e. There _____ many plates.
- f. There _____ some glasses.
- g. There _____ one big knife.
- h. There _____ a big copper pot.

- i. There _____ many bottles.
- j. There _____ many tins.
- k. There _____ a pressure cooker.
- l. There _____ a grinder stone.
- m. There _____ a broom.
- n. There _____ one big box.
- o. There _____ two mats.
- p. There _____ one box of matches.
- q. There _____ a steel bucket.

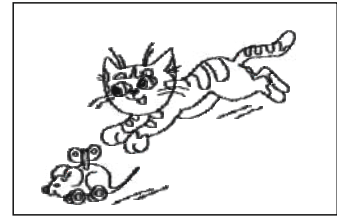
Activity 4: Days of the week



Monday



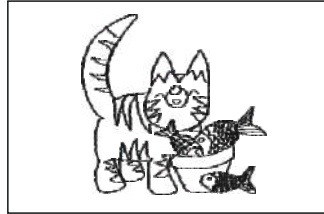
Tuesday



Wednesday



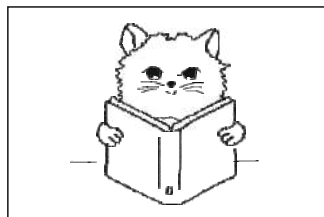
Thursday



Friday



Saturday



Sunday

Match with the above pictures and fill in the blanks:

1. The cat plays with a ball on **Monday**.
2. The cat sits in the box on _____
3. The cat loves to eat fish on _____
4. The cat makes a friend with a puppy on _____
5. The cat chases a mouse on _____
6. The cat reads a book on _____

Activity 7: Let us write what to say when we

1. meet someone



2. get a gift



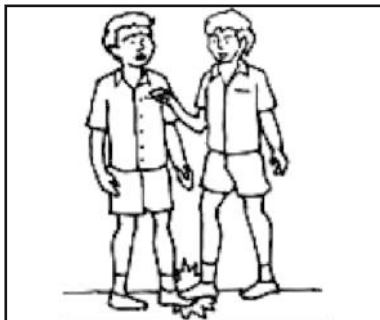
3. go to sleep at night



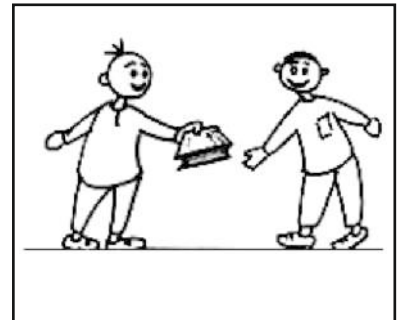
4. wake up



5. hurt someone



6. ask for help



Saying "Excuse Me"

Exercise: Practice saying “excuse me” in various scenarios—if you need to pass someone in a crowded space, if you've accidentally interrupted, or when you're trying to get someone's attention.

Say aloud:

She sells shiny shells.

Shila says she shall open the shop soon.

The cheerful chef baked a cheese cake.

Activity 8: Read the story



Sindbad the Sailor

Sindbad was a sailor who loved to travel. On his first journey, his ship stopped at an island. The sailors lit a fire, but suddenly, the island moved! It wasn't an island—it was a giant whale! Everyone jumped into the sea. Sindbad held onto a piece of wood and floated to the shore. He found a beautiful island with fruit trees and friendly people. The king of the island gave him work, and Sindbad lived there for a while. Later, a ship came, and Sindbad sailed home with treasures. Sindbad went on many more adventures, meeting strange creatures and finding riches, but he always returned home safely.

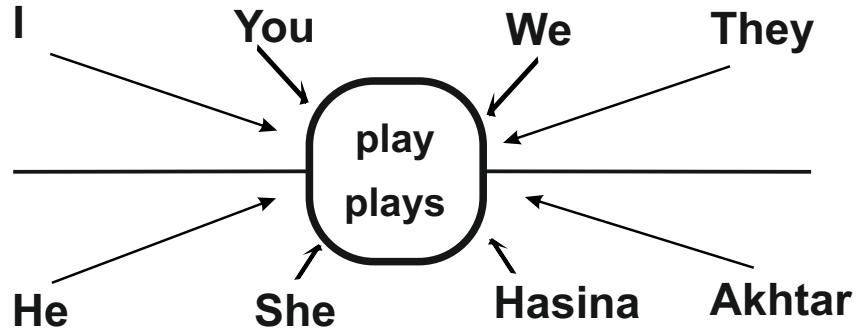
In the sentences given below, there are some adventures, some are not. Write “YES” beside the adventures and “NO” beside those that are not adventures:

1. Going to school. _____
2. Climbing a tree. _____
3. Playing cricket. _____
4. Cooking in the kitchen. _____
5. Reading books. _____
6. Riding a bicycle. _____
7. Planting a tree. _____

Rearrange the words from the smallest to the largest:

Sea, tree, ship, fruits, whale

Activity 2: Fill in with correct form of action words:



1. _____



2. _____



3. _____



4. _____



5. _____



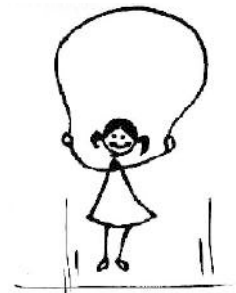
6. _____



7. _____



8. _____



9. _____



10. _____



11. _____

drink read run swim sleep jump play sing skip dance climb

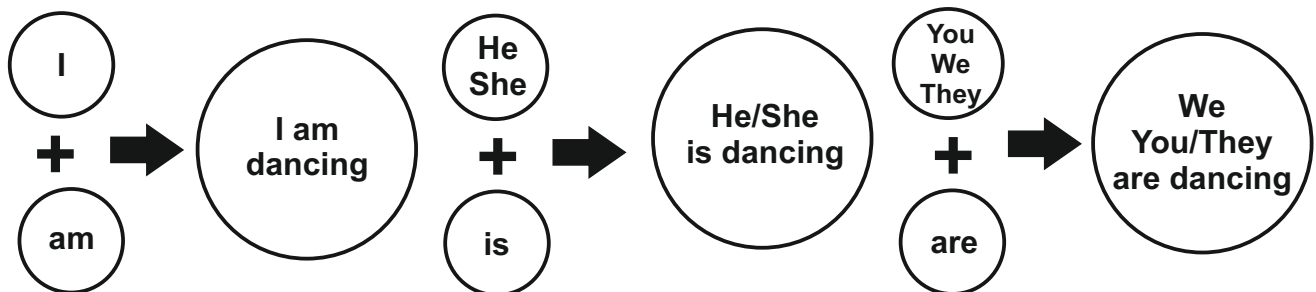
Activity 2: Fill in with correct forms of verb:

1. My father _____ (work) in a shop.
2. She _____ (speak) English.
3. The dogs _____ (play) in the morning.
4. Maria _____ (help) her mother.
5. The teacher _____ (ask) questions.
6. They _____ (watch) television.
7. John _____ (go) to school.
8. Priya _____ (sing) sweetly.

Make two groups and write to show the actions:

write draw sing stand hop eat drink dance swim cry run
skip sit walk laugh

Babies can	Babies can't

Sentences Structure:**Correct the following sentences by adding is and are:**

1. Two puppies is playing in the park.
2. A mother are serving the food.
3. A bird are eating a worm.
4. Butterflies is beautiful
5. Wooden tables is stronger than plastic tables.
6. A child are crying for a toy.

Activity 3: Put the words in the correct boxes:**Animals**

1. _____
2. _____
3. _____

Vegetables

1. _____
2. _____
3. _____

Body Parts

1. _____
2. _____
3. _____

Transport

1. _____
2. _____
3. _____

cow, apple, car, toe, fish, boat, bean, head, pig, bike, corn, ear, duck, truck, leaf, mouth, ant, van, plum, hand, rat, bus, pea, eye, hen, ship, rice, arm, dog, plane, cake, leg, cat, train, chair, nose, bat, cart, bread, foot.

Make two groups from the word below:

red	pink	orange	brown
ten	eighty	blue	five
green	one	thirty	two
seven	nine	purple	twenty
white	four	yellow	blue
forty	black		

Colours**Numbers****Fill in the blanks with names of colours**

1. My school bag is _____.
2. I am wearing a _____ dress.
3. My shoes are _____.
4. My classroom wall is _____.
5. We have a _____ door in our classroom.

Activity 3: Fill in with opposite words:

1. An elephant is big but a rat is _____.
2. The ice is cold but the tea is _____.
3. The rabbit is fast but the tortoise is _____.
4. The rock is heavy but the paper is _____.
5. He is happy but she is _____.
6. The girl is tall but the boy is _____.
7. The roof is dirty but the room is _____.
8. The road is wide but the lane is _____.
9. The book is old but the notebook is _____.
10. The glass is full but the cup is _____.

small hot slow light sad short clean narrow new empty

Opposite fun

Happy smiles
 Shine so bright,
 Sad face frowns
 In the dim light.
 Up, up, up,
 The bird flies high,
 Down, down, down,
 It swoops from the sky.
 The sun is hot
 It warms the day,

The moon is cold
 With the silver ray.
 Daytime's loud
 With chirps and song,
 Night time's quiet
 Dark, and long.
 Remember these pairs
 As you learn and play,
 Opposites make the world
 Fun every day!

Activity 5: Read the passage**The Magic Carpet**

A young prince found a magic carpet in an old shop.

“This carpet can fly,” said the shopkeeper.

The prince sat on the carpet, and it lifted into the sky! The prince flew to faraway lands. He saw deserts, mountains, and oceans. On the journey, he rescued a princess who was lost in the forest. Together, they flew back to her palace. The king was so happy; he let the prince marry the princess. They used the magic carpet to travel the world, helping people and living happily ever after.

a) Fill in the blanks and write the sentences in your notebook:

- i) “The carpet can _____”, said the shopkeeper.
- ii) The prince flew to _____ lands.
- liii) He saw _____, mountains and _____.
- iv) He let the prince _____ the princess.
- v) They used the _____ _____ to travel the world.

b) Answer the following questions:

- I) Where did the prince find the magic carpet?
- ii) What did the shopkeeper say to the prince?
- iii) What did the prince see while flying?
- iv) Where did the prince find the princess?
- v) How did the king feel when the prince came back?

Activity 6: How do you feel?

happy



sad



surprised



angry



worried

Match the followings and write the complete sentences in your notebook:

1. I feel excited 2. I feel sad 3. I feel happy 4. I am afraid 5. I am bored 6. I feel worried	before my exam. when I go to the zoo. when I cannot play with my friends. when my friends play with me. when people tease the animals. when it is dark.
---	--

Fill in the blanks:

1. She is _____ because she got a new toy.
2. He is _____ because he lost his book.
3. The boy is _____ because someone broke his pencil.
4. They are _____ because it is a holiday.
5. He is _____ because he forgot his homework.

angry, worried, sad, happy, surprised

Match the following pair:

Cold	Light
Wet	Bright
High	Warm
More	Dry
Dull	Low
Heavy	Shallow
Deep	Less

Activity 2: Digraphs

Two letters jointly making a single sound is called a “digraph”.

Read this list of words:

“ ch”	“sh”	“th”	“oo”	“ee”
chair	shop	thumb	food	see
chop	shell	think	root	beet
chin	shadow	thorn	tool	feel
chalk	ship	with	fool	sheet
chilly	shark	south	cool	feet
choose	sheet	north	boot	jeep
church	shake	bath	cook	three
chill	show	path	loot	bee
chair	shut	math	wood	heel
chalk	shine	think	good	week

Read the passage:

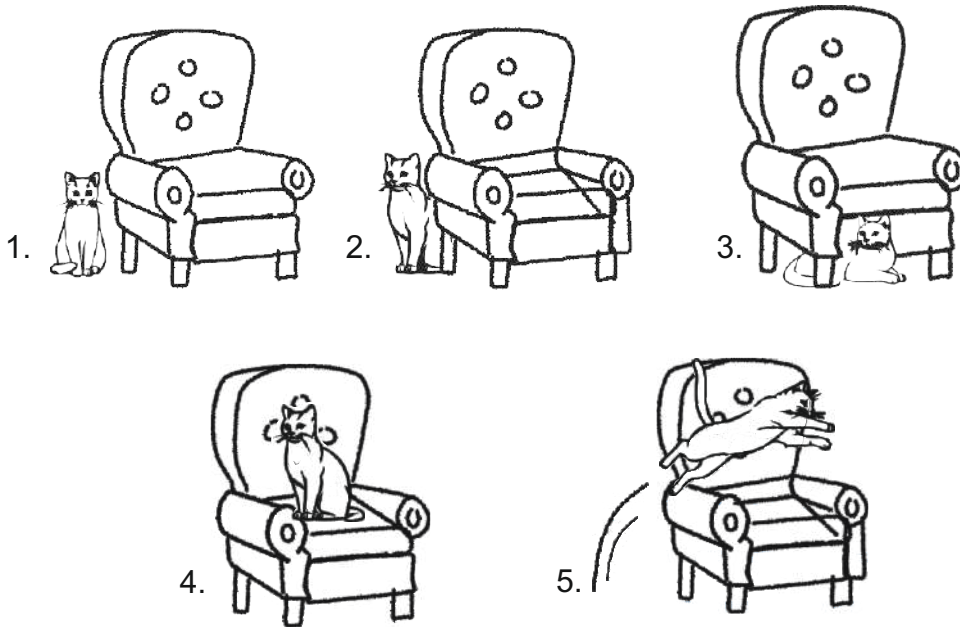
The moon was shining in the sky. It was above a tree by the street. Jim walked past a shop. There was a lamp by the window. He saw bags of chips and fresh fish on a dish. Jim sat on a green bench by a pond. A frog jumped into the pond. He took a glass of water and held it in his hand. A small band was playing music nearby. Suddenly, Jim heard a noise from a shed. He stood up and looked around. He saw a sheep. It was eating grass. Jim was feeling sleepy. He wanted to go home.

Identify the sh, ch, th, oo and ee words

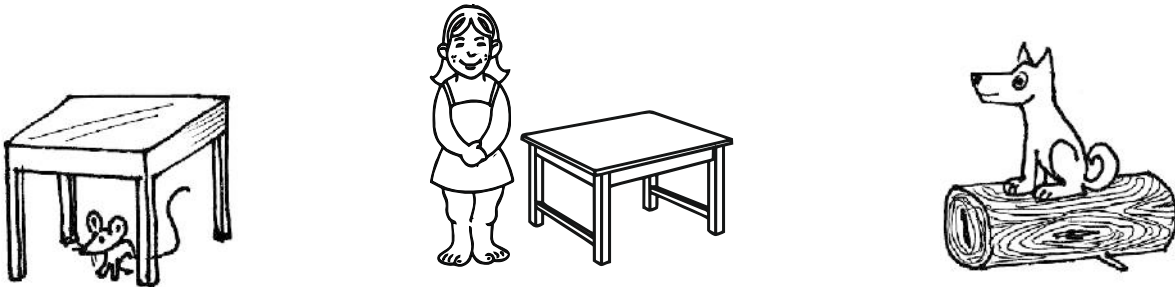
“ ch”	“sh”	“th”	“oo”	“ee”

Activity 3: Prepositions

Where is the cat? The cat is _____ the chair.



Complete the sentences using 'on', 'under', 'in' and write in your notebook:



1. The rat is under the table. 2. The girl is 3. The dog is.....



4. The book is 5. The spoon is..... 6. The glass is

table plate cup bag log

Activity 5: Read and write the answers in complete sentences in your notebook**Aladdin and the Wonderful Lamp**

Aladdin was a poor boy who lived with his mother. One day, a magician tricked him into going inside a dark cave. "Bring me the magic lamp," said the magician. Aladdin found the lamp and a lot of treasure. But when Aladdin refused to give the lamp, the magician locked him inside the cave. Aladdin rubbed the lamp, and a genie appeared. "What do you wish for?" the genie asked. Aladdin wished to go home. The genie took him home, along with the lamp and treasure. With the genie's help, Aladdin became rich and married a princess. But the magician came back to steal the lamp. Aladdin stopped him with the help of the genie and lived happily ever after.

a) Fill in the blanks:

- i) Aladin was a ___ boy who lived with his ___.
- ii) Aladin found the ___ and a lot of ___.
- iii) Aladin rubbed the ___ and a genie appeared.
- iv) But the ___ came back to steal the lamp.
- v) Aladin became ___ and married a princess

b) Answer the questions:

- i) Who was living with Aladdin?
- ii) What did Aladdin find inside the cave?
- iii) Who had locked Aladdin inside the cave?
- iv) What did Aladdin wish for?
- v) Who had helped Aladdin to be a rich man?



Activity 6: Revision and Re-inforcement**Fill in the blanks with the correct form of verbs:**

1. She _____ (go/goes) to school.
2. My brother _____ (play/plays) cricket.
3. They _____ (eat/eats) grass.
4. Rani _____ (sing/sings) beautifully.
5. We _____ (walk/walks) to the market.
6. He _____ (run/runs) very fast.
7. The children _____ (like/likes) mangoes.
8. Sita _____ (read/reads) a book.
9. The teacher _____ (teach/teaches) us.
10. I _____ (help/helps) my mother.

Fill in the blanks with am/is/are:

1. I _____ (am/is/are) reading.
2. She _____ (am/is/are) cooking.
3. They _____ (am/is/are) playing.
4. He _____ (am/is/are) writing.
5. We _____ (am/is/are) walking.
6. The children _____ (am/is/are) studying.
7. My mother _____ (am/is/are) making tea.
8. The teacher _____ (am/is/are) teaching us English.
9. Sita and Rani _____ (am/is/are) talking.
10. I _____ (am/is/are) helping my father.

Activity 6: Fill in the blanks with the correct prepositions:

1. The pencil is _____ (on/in/under) the desk.
2. The ball is _____ (under/on/behind) the chair.
3. The boy is sitting _____ (near/in/on) the door.
4. The bag is _____ (on/in/at) the table.
5. The cow is standing _____ (in/on/under) the tree.
6. The book is _____ (inside/under/on) the shelf.
7. The bucket is _____ (next to/inside/on) the well.
8. The girl is hiding _____ (behind/in/on) the curtain.
9. The bottle is _____ (on/in/near) the floor.
10. The shoes are _____ (under/on/in) the bed.

Fill in the blanks with the correct plural form of the words:

1. One book → Two _____ (book).
2. One box → Two _____ (box).
3. One lady → Two _____ (lady).
4. One child → Two _____ (child).
5. One cat → Two _____ (cat).
6. One bus → Two _____ (bus).
7. One baby → Two _____ (baby).
8. One dish → Two _____ (dish).
9. One fox → Two _____ (fox).
10. One potato → Two _____ (potato).

Add one more:

1. Ship, shop, sheet, _____
2. Chat, chop, chin, _____
3. Three, think, thump, _____
4. Meet, feel, teeth, _____
5. Root, foot, loot, _____

Activity 3: Describing words - Adjectives**Match and write the pairs in your notebook:**

shiny	table
cold	rainbow
soft	pillow
heavy	shoes
colourful	mirror
smooth	marble
thin	classroom
large	night
noisy	morning
dirty	blanket
hot	forest
dark	tea
warm	feather
quiet	knife
early	drink
light	glass
sharp	mountain

Choose and fill in the blanks with the describing words:

1. A tiny mouse live in a large house
2. Look at the _____ moon.
3. I want to wear a _____ dress.
4. My mother serves me _____ milk.
5. This is an _____ building.
6. An _____ man needs help in a busy road.
7. The man has built a house on a _____ hill.
8. The roads are _____ on a rainy day.
9. A _____ man is busy in counting money.

yellow, blind, round, old, hot, wet, rich

Activity 5: Read the passage (The Clever Monkey)

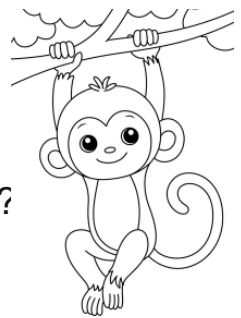
There was a monkey who lived on the bank of a river. There was a big rock in the middle of the river. It had many delicious fruit trees. The monkey jumped to the rock every day to taste the fruits. A crocodile lived on the far bank of the river with his wife. He wanted to catch the monkey and eat it. But the monkey was too fast for him. One day the crocodile's wife thought of a plan. As per the plan, the crocodile jumped to the rock and lay still on it. He thought that the monkey would think he was a rock. But the monkey was clever. He became suspicious. He knew that the crocodile was playing a trick. So he said, "O rock, today you are looking so big. And you did not greet me today. Are you angry with me?" The foolish crocodile replied "no, no my friend, you are always welcome". Then the monkey said "do you want to eat me? If you do, then open your mouth and I will jump into it". The foolish crocodile closed his eyes and opened his mouth. The monkey quickly jumped back to the river bank and told the crocodile "you may be big but you are a fool. You can never catch me."

Answer the following questions:

1. Who swam to the rock every day?
2. Why did the monkey become suspicious?
3. What did the monkey ask the crocodile to do?
4. What did the monkey tell the crocodile after reaching the bank?

Fill in the blanks:

1. The monkey was...but the crocodile was.....
2. The fruits on the rock were.....
3. The rock was



Activity 6: List down the words in appropriate columns

table desk lamp bed chair book clock door window board teacher student
pen pencil bag eraser chair sofa TV

at school	at home

water plants car fish people frog bus truck auto traffic signal duck
Signs pebbles snails street light

in the pond	on th street

ball coin table clock book plate napkin sun ludo-board wheel window
button orange blackboard

things that are round	things that have four sides

kite ruler tiles marbles pen hammer teddy-bear axe needle ball puzzle
paint-brush doll nails electric-weare skipping-rope

things to play with	things to work with

rice jacket scarf bread dress shoes banana socks hat mango apple
sandals fish salad gloves chicken

things we eat	things we wear

Read the passage:**Cricket: A Popular Game**

Cricket is a fun game played with a bat and ball. There are two teams, and each team has 11 players. One team bats and tries to score runs, while the other team bowls and fields to stop them. The team with the most runs wins! Cricket started in England a long time ago, in the 1500s. Children first played it as a simple game. Over time, adults began to play too, and it became popular. Today, people all over the world love cricket, especially in countries like India, Australia, West Indies and England. Cricket is a game of teamwork, skill, and fun!

A) Identify four letter words in the passage:

1. Cricket is a fun game played with a _____ and _____.
2. There are two teams, and each team has _____ players.
3. Cricket started in _____ a long time ago, in the _____.
4. Today, people all over the world love cricket, especially in countries like _____, _____, _____, and _____.
5. Cricket is a game of _____, _____, and _____!

B) Answer the following questions:

1. How many players play in each team?
2. Who wins in the cricket match?
3. When did cricket start?
4. Where did it start?
5. Name 3 countries play cricket.

Revision: Things that fit in a pencil box

a pin	a tablet	a mobile
a clip	an eraser	a watch
seeds	a bucket	a tumbler
a soap	a book	a sharpener
a plate	a button	a pen

Answer in one word:

1. What is the favourite food of a tiger?
2. What is the favourite food of a squirrel?
3. What is the favourite food of a monkey?
4. What is the favourite food of a snake?
5. What is the favourite food of a parrot?
6. What is the favourite food of a bear?

Fill in with appropriate words from the box:

1. The apple is _____ and _____ .
2. The tea is _____ and _____ .
3. The elephant is _____ and _____ .
4. The cake is _____ and _____ .
5. The glass is _____ and _____ .

red, juicy, soft, sweet, smooth, big, strong, hot, tasty, shiny

Circle the right word:

1. A car has (three, four) wheels.
2. A bus is (slower, faster) than a rickshaw.
3. A scooter can carry (six, two) people.
4. A cycle has (a break, no break).
5. A train has (four, many) wheels.
6. A ship is (faster, slower) than a train.

The Missing Ring

One day Mollah Nasiruddin, found a man searching for something in his garden.

I've lost my gold ring! Please help me find it". the man said

"Where did you lose it?" Nasiruddin asked.

"In my house," the man replied.

"Then why are you searching for it in your garden?" Nasiruddin asked.

"Because it's brighter out here, and I can see better." the man said.

Nasiruddin shook his head and said, "You'll never find your ring."

The man did not understand, and went on searching for his ring.

A) Fill in the blanks:

1. Mollah Nasiruddin found a man searching for something in his _____.
2. The man said, "I've lost my _____! Please help me find it."
3. Nasiruddin asked, "Where did you _____ it?"
4. The man replied, "Because it's _____ out here, and I can see better."
5. Nasiruddin shook his head and said, "You'll never _____ your ring."

B) Make a list of things you had lost last year.

Write two things:

1. Write two things that are **IN** water
2. Write two things that are **ON** the tree.
3. Write two things that are **UNDER** the ground.
4. Write two things that are **NEAR** to you.

C) Circle the wrong spellings:

pinc tabl short peelee jacket lisard climb full mother fother
buket

Choose the right word to fill in:

1. a ---- cinema hall
2. a ----- pan
3. a ----- policeman
4. a ----- road
5. a ----- dress
6. a ----- cat
7. a ----- day
8. a ----- spoon

steel sleepy noisy colourful sunny quiet kind hot pet

Fill in the blanks with a or an:

1. ----- angry dog
2. ----- kind teacher
3. ----- open box
4. ----- blue dress
5. ----- old woman
6. ----- broken glass
7. ----- orange leaf
8. ----- lazy cat

Match the action words and write in your notebook:

monkeys	delivers letters.
babies	stitches shirts.
owls	crawl on the ground.
tailor	hoot at night
postman	climb the trees.

Fill in with "has " and " have"

1. I _____ many friends.
2. She _____ a toy.
3. You _____ the door key.
4. We _____ a busy road in front of our house.
5. He _____ pencils and erasers.

Add one more

1. peel, deep, _____
2. pool, fool, _____
3. this, that, _____
4. shoe, shall, -----
5. chit, chop, -----

Write "YES" OR "NO"

- | | |
|----------------------|-------|
| 1. A duck qacks | _____ |
| 2. A cat moose | _____ |
| 3. A lion roars | _____ |
| 4. A squirrel bark | _____ |
| 5. A dog barks | _____ |
| 6. An elephant chirp | _____ |
| 7. A monkey grunts | _____ |
| 8. A bee hisses | _____ |
| 9. A snake hums | _____ |
| 10. A cow mews | _____ |

Add one more word:

Numbers

Ten twenty thirty -----

Colours

Yellow black pink _____

Cities

Kolkata Mumbai Chennai _____

Jobs

Cobbler butcher baker _____

Days

Monday Friday Thursday _____

In a dark, dark wood

There is a dark, dark house

In the dark dark house

There is a dark, dark room

In the dark, dark room

There is a dark, dark cupboard

In the dark, dark cupboard,

There is a dark, dark box

In the dark, dark box

There is a

.....

MOUSE!

