

Preface

Prime English is a series of books designed to cater to the need for learning English as a language of communication and academic needs. It is a comprehensive course for developing the language skills in learners of English.

The books in this series adopt a combination of multiple approaches such as structural, functional, skill-based and whole language approach to teach English. The teaching methodologies are carefully chosen keeping in mind the requirement of the learners in Indian schools.

Each chapter in these books is structured thematically around the four main language skills, Listening, Speaking, Reading and Writing, and knowledge sections such as vocabulary, grammar and phonics. All the sections are integrated and the learner is led from one to the other seamlessly.

The **Reading Junction** is an ensemble of various text types such as stories, plays, poems and infographics. The carefully chosen texts introduce the learner to good literature and draw their attention to the use of language. The questions at the end of each reading text test the factual, inferential and extrapolative comprehension of the learner in a graded manner.

The **Listening and Speaking Junction** includes functional and creative tasks that help the learner develop their listening and speaking skills. Adequate help is provided to help the learner do the activities. The listening texts are given at the end of each book. The teacher can read those out and let the learner do the prescribed tasks. This will help the teacher carry out the listening activities without depending on the teacher manual or any other electronic aids.

The **Writing Junction** includes functional and creative writing exercises that help the learner develop their writing skills while keeping them engaged. The exercises in this section integrate other teaching points of the chapter so that the learner can apply all their learning in the final writing exercise.

The **Grammar Junction** teaches grammar rules in context and help the learner understand the structure of the English language. The grammar teaching in each book as well as in the series is built upon a well-thought-out and graded grammar syllabus. It will help the learner acquire grammar in a systematic way.

The **Vocabulary Junction** helps the learner acquire new words and their usages and build their vocabulary. The teaching of vocabulary is also graded and follows a well-designed syllabus.

The **Phonics Junction** familiarises the learner with the sounds of the letters and letter clusters. It also helps the learner acquire a good understanding of the sounds and sound patterns of the language.

This series is further supported by:

- a Teacher Manual that offers pedagogical support in the form of activities, classroom strategies, listening inputs, answer keys and question bank
- digital content that integrates the lessons via TeachNext, Next Education's award-winning digital learning solution
- NextCurriculum App that helps the user access the books, the teacher manual and all other digital content on a mobile device. The user can also access the digital content by scanning the QR code given in each chapter and learn at their convenience anywhere, anytime.

Key features

Various text types

- Stories
- Poems
- Plays
- Infographics
- Graphic texts

Integrated supplementary activities

- Multiple Intelligences-based projects
- Life Skills-based activities

Meaningful and enjoyable learning

- Real-life contexts
- Puzzles
- Colourful artwork
- Model answers

Well-organised instructional design

- Language in context
- Graded exercises

Icons used in the series



Colouring



HOTS



Discussion



Adult help



Remember



DIY



Listening



Teacher Tip



Note



Recap



Projects



Speaking

The Prime English series is an attempt at helping the student community become successful language learners and better thinkers who will effectively use English for both communicative and academic purposes.

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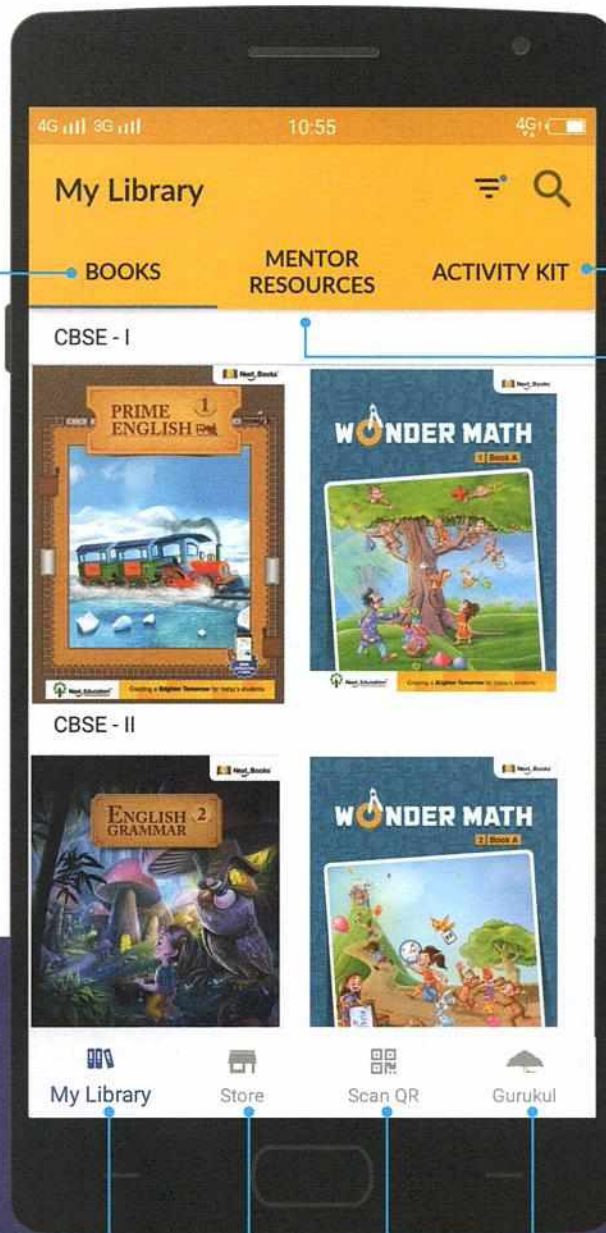


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Theme	Chapter	Reading	Listening and Speaking	Vocabulary	Phonics	Grammar	Writing
Community	Stone Soup	Factual	Expressing likes	Word-building	Diphthong sound - /eɪ/	Nouns – proper and common	Identifying subject and predicate
	Useless Things	Factual	Describing a problem	Synonyms and antonyms	Vowel sound - /i:/	Nouns – singular and plural	Using plural nouns to complete a picture description
School is Fun	Learning Together	Factual	Expressing opinions	Names of different types of stories	Diphthong sound - /ou/	Subject and object pronouns	Rewriting a paragraph using pronouns
	Sing a Math Rhyme	Factual	Reciting a poem	Homophones	Diphthong sound - /aɪ/	Simple Present Tense	Describing daily routine using simple present tense
Magic	The Elves and the Shoemaker	Factual	Role-play	<ul style="list-style-type: none"> Countable and uncountable nouns Plural nouns treated as singular nouns 	Diphthong sound - /ɔɪ/	Linking Verbs	Creating a story map
	The Little Elf	Factual	Describe an imaginary situation	Compound words	Vowel sound - /a:/ followed by silent /r/	Adverbs of place	Using picture clues to write a story

Theme	Chapter	Reading	Listening and Speaking	Vocabulary	Phonics	Grammar	Writing
Family and Friends	Four Friends	Factual	<ul style="list-style-type: none"> Listening to identify names of animals Describing an animal 	Movement words	Vowel Sound - /u:/	Future - <i>will</i> and <i>going to</i>	Using <i>will</i> and <i>going to</i> to complete a conversation
	Over in the Meadow	Factual	<ul style="list-style-type: none"> Listening to a poem for specific information Reciting a poem 	Animal and their young	Vowel Sounds - /ʊ/ and /oʊ/	Past Tense - regular and irregular forms	Using past tense to complete a passage
Nature	Garden Treasures	Factual	Asking questions using wh-words	<ul style="list-style-type: none"> Suffixes: <i>-ed</i>, <i>-ing</i>, <i>-ful</i>, <i>-ly</i> and <i>-ter</i> Prefix: <i>re-</i> 	Vowel sound - /ɔ:/	Articles - <i>a</i> , <i>an</i> and <i>the</i>	Writing the different stages in the life cycle of a butterfly
	Who Loves the Trees Best?	Factual	Talking about things one does in their favourite season	Homonyms	Silent <i>r</i>	Adjective - Degrees of Comparison	Picture composition
My Country	Storytellers	Factual	<ul style="list-style-type: none"> Listening to instructions and making a puppet Introducing a puppet 	Material nouns	Diphthong sound - /eə/	Prepositions	Writing a story
	My Little India	Factual	<ul style="list-style-type: none"> Listening to descriptions for specific information Describing a festival 	Names of different languages spoken in India	Diphthong sound - /iə/	Conjunctions	Using conjunctions to complete a paragraph

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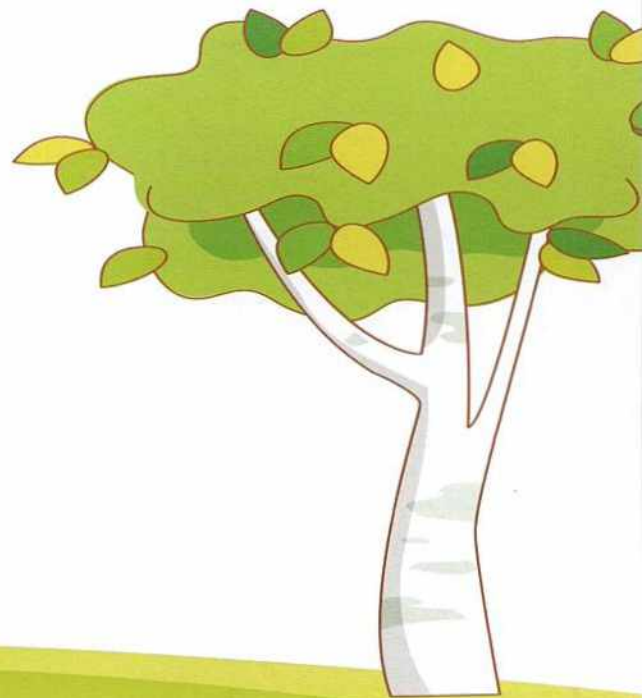


Life Skills-based activities

Term	Theme	Activity	Life Skills
1	Family and Friends	Pets are Our Friends	Self awareness, Critical thinking, Decision making, Empathy
2	My Country	Environmental Awareness	Self awareness, Critical thinking, Decision making

Multiple Intelligences-based activity

Term	Theme	Activity	Multiple Intelligences
1	Family and Friends	Animal Zoo	Bodily-kinesthetic, Visual-spatial, Naturalistic, Verbal-linguistic
2	Magic	Let Us Learn a Trick	Visual-spatial, Logical-mathematical, Bodily-kinesthetic





Get Set

Circle the things that are used to make vegetable soups.



carrot



mushrooms



cotton rolls



soap



onions



pepper



peas



hand mirror



beans



salt



silver foil



butter





Reading Junction

Let us read a story about three travellers who find nothing to eat and come up with an idea to arrange for some food.

A long time ago, the farmers in a village had a poor **harvest**. There was very little food to eat, and so no one shared their food with others. One day, three travellers came to the village. They were tired and hungry. They wanted something to eat.

They knocked at a door. A man came out and told them loudly that there was no food in the house. They knocked at another door. A woman opened the door and said, 'I am sorry. There is nothing to eat in the entire village.'

The travellers were sad. But they made a plan to arrange for some food.

The first traveller pulled out a huge pot from their cart. The second traveller filled it with water and lit a fire under it. The third traveller took a stone out of his bag and dropped it in the pot.



harvest: crops



By now, most of the villagers had come to watch what the three travellers were doing. The travellers stirred the water and took some of it in a spoon to taste.

'The stone soup tastes good. It would be nice if we had some carrots,' said the first traveller.

A villager went and came back with some carrots. He poured those into the pot. 'Wonderful! It is tastier now. I once had a stone soup with salt and spices. It was very tasty,' said the second traveller.

Another villager added some salt and spices to the soup. This went on for some time.

One after another, the villagers added potatoes, onions, cabbages, mushrooms, and so on. Soon, there was enough soup for the entire village.

Everybody enjoyed the soup. It was the tastiest soup they ever had! They thanked the travellers.





Get Going

Fill in the blanks.

1. The farmers in the village had a poor _____.
2. The third traveller took a _____ out of his bag.
3. There was _____ soup for the entire village.
4. It was the _____ soup they ever had.

Let us find the answers from the story.

1. Why were the travellers knocking at the doors in the village?
2. Why did the villagers refuse to give them any food?



Listening and Speaking Junction

Aman and Veda are talking about their likes and dislikes.



I like to cook. What do you like to do Veda?



I like to read.

Similarly, we all love doing certain things.

All of us have our own likes and dislikes.



Work in pairs. Listen to what your friend enjoys doing and tell your class about it.





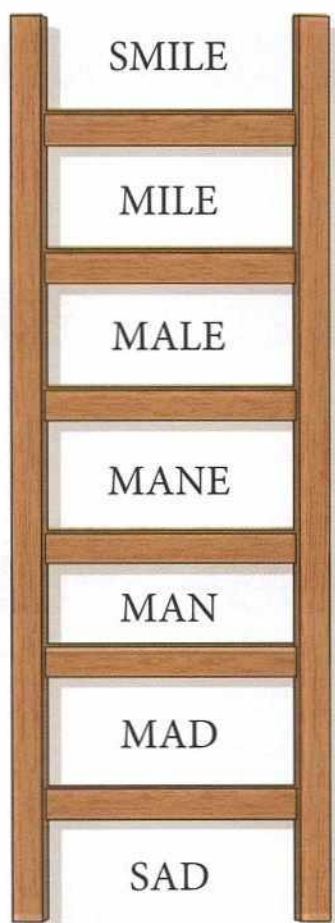
Vocabulary Junction

The kids in the village are playing with words.

First, they take two words and then build more words by adding letters to those.

Word 1: R A Y S Word 2: O N E
P R A Y S T O N E
S P R A Y S S T O N E

After this, they build a word ladder by adding, replacing or removing letters from a word.



Add or replace a letter in each step of the word ladder to climb up. Use the clues.

Add a letter: Add the first letter of the alphabet to the word below to make a new word.

Add a letter: Veda was singing a sweet _____

This rises in the East.



Replace the last letter with a vowel:
To be without any friends

Replace a letter:
Opposite of short

Replace a vowel:
A male child.



Phonics Junction

Read what Akhil says to Veda.



Hi, my name is Akhil. I love to play.








In the words **name** and **play**, the letters **a_e** and **ay** have the same long **a** sound.

Now, read the words **angel** and **rain**. The letters **a** and **ai** also have the same long **a** sound.

The letters **a_e**, **ay**, **a** and **ai** in these words make the same long **a** sound.

Let us look at some more words with this sound.

 gate	 snake	 chain	 train	 tray	 pay
 grapes	 face	 drain	 pail	 day	 bray



All these words have different spellings but the same long a sound. Let us read some more words that have this sound.

a	a_e	ai	ay
angel	fame	wait	today
alien	cake	plain	ray
nation	plane	paint	say
able	game	chain	way
acorn	shape	aid	clay
basic	race	aim	gay
basin	lake	tail	Sunday
patient	page	afraid	may

Look at these pictures. Rearrange the jumbled letters to form words. Read the words aloud.

 alsi → _____	 yha → _____	 etpa → _____
 ekca → _____	 nitpa → _____	 nari → _____



Grammar Junction

Read these sentences.

Aman and **Veda** came to the **village**.

Aman, **Veda** and **village** are nouns.



Recap

Nouns are names of people, animals, places or things. Nouns can be singular or plural. Nouns can be masculine or feminine.

There are different kinds of nouns. A noun that names a **particular person, animal, place or thing** is called a **proper noun**. **Aman and Veda** are proper nouns.

The first letter of a **proper noun** is always a capital letter. We begin a proper noun with a capital letter even if it is in the middle or at the end of a sentence.

A noun that does not name a particular **thing, person, place, or animal** is called a **common noun**. Common nouns name general things.

Example:

On **Monday**, we went to the zoo. We saw an **elephant** there.

↓
Proper Noun

↓
Common Noun


Here are some more examples:

Proper Noun	Common Noun	Proper Noun	Common Noun
Emily	elephant	Ganga	river
Binny	bird	Goa	state
Torty	tortoise	Asia	continent



1. Write C in the box if the word is a common noun and P if it is a proper noun.

- (a) April (b) Africa (c) bus
 (d) country (e) Maharashtra (f) dog

2.  Look at the words in the table below. Fill in the blanks with related common nouns or proper nouns. One is done for you.

Common noun	Proper noun
city	<i>Mumbai</i>
	India
monument	
	Pacific Ocean
friend	
	Wednesday
	Diwali
sportsperson	
story	
	Earth
restaurant	



Writing Junction

Read these sentences.

Three travellers came to the village.

A villager went home and came back with some carrots.

A sentence is a group of words that gives a complete idea.

A sentence has two parts – a naming part and a telling part. The naming part has a naming word. It says whom or what the sentence is about.

Veda filled it with water.

↓ ↓
naming telling
part part

A woman opened the door.

↓ ↓
naming telling
part part

There can be more than one naming word in a naming part.

Example:

Aman and **Veda** are hungry.

The telling part tells us different things about the naming part.

Examples:

Aman **is hungry**.

Veda **likes to sing**.

1. Read these sentences. Circle the naming part and underline the telling part in each sentence.
 - (a) Binny walks to school.
 - (b) Sheela drinks milk at night.
 - (c) The books are under the table.
 - (d) Hari likes to play football.
 - (e) My mother baked a cake on my birthday.

2. Look at the picture given below. Match the naming part to the correct telling part.



(a) The man

(b) One street lamp

(c) The dog

(d) The children

(e) The pigeons

is near the slide.

is sitting on a bench.

are on the grass

are playing on the slide

is sitting near the man



Get Set

Think of what you would do in the following situations. Write your responses in the blank spaces.

1. If your school has no teachers for a day.

2. If the football that you are playing with, does not bounce.

3. If the milk that you drink, suddenly becomes solid.

4. If the bed that you are sleeping in, does not have a mattress.

5. If the pool that you are swimming in, suddenly becomes dry.





Reading Junction

Candy that isn't sweet,
A bus without a seat
A beach without its sand,
An airplane that can't land
A fish without its **scales**,
Monkeys without their tails
A teacher without a class,
A window without glass
A pencil without lead,
Sheets without a bed
A pen that doesn't mark,
A lamp that leaves rooms dark
Hives without bees,
Forests with no trees
A book without words,
A nest without birds



scales: small thin plates on the skin
hives: places where bees live
prop: an object actors use while acting
mystery: something which is difficult to understand

Sights that can't be seen,
A king without a queen
A garden without seeds,
Jewellery without beads
An actor without a **prop**,
A street with nowhere to stop
A **mystery** without a clue,
Me without you.

– Anonymous





Get Going

Let us find the answers from the poem.

1. Match the words in column A with the words in column B. One is done for you.

A	B
mystery	class
teacher	birds
queen	clue
beach	king
nest	bed
sheets	sand

2. Complete the sentences with the correct options from the box.

swing from branches keeps out direct sunlight write
help solve the mystery by people to sit in

- (a) A monkey uses its tail to _____.
- (b) Seats in a bus are used _____.
- (c) The glass of a window _____.
- (d) Lead in a pencil is used to _____.
- (e) A clue in a mystery is used to _____.





Speaking Junction

Lulu is a student of Grade 2. She speaks about one of her problems in the class. Read what she has to say.



I asked mummy to buy me a candy. The candy was not sweet. I am very sad.

Do you think Lulu is facing a serious problem? Give reasons for your response.

Speak to the class about a problem that you faced. It could be anything that made you sad or worried. Your friends will decide whether it was a serious problem or not.



Vocabulary Junction

Look at the given line from the poem.

A lamp that leaves rooms **dark**

A lamp gives light in a dark room. The word **light** is the opposite of the word **dark**. Opposites are also called **antonyms**. The words **light** and **dark** are **antonyms**.



dark



light

Now read this line from the poem.

Forests with no trees



A forest is a large area covered with trees. A forest is also called a jungle.

Words that have similar meaning are called **synonyms**. Weep and cry are **synonyms**.



weep















cry

Synonyms	
weep	cry
big	huge
small	tiny
sick	ill
award	prize
scared	frightened
happy	joyful
pull	tug
leap	jump
stones	pebbles

Antonyms	
big	small
up	down
easy	difficult
dirty	clean
high	low
right	wrong
fast	slow
old	young/new
awake	asleep
hot	cold



1. Use the picture clues to write the antonyms of the given words.

- | | | | | |
|-----|---|-------|---|-------|
| (a) |  | hot |  | _____ |
| (b) |  | new |  | _____ |
| (c) |  | awake |  | _____ |
| (d) |  | young |  | _____ |
| (e) |  | fast |  | _____ |
| (f) |  | big |  | _____ |

2. Use the picture clues to write the synonyms of the given words.



leap _____



happy _____

(c)



scared _____

(d)



ill _____

(e)



award _____

(f)



pull _____



Phonics Junction

Read these lines from the poem.

Candy that isn't **sweet**,
A bus without a **seat**

The letters **ee** in the word **sweet** and the letters **ea** in the word **seat** are pronounced in the same way.

Now read these words.

reach *field* *he*

In these words, the letters **ea**, **ie** and **e** are also pronounced in the same way as **ee** and **ea**. They have different spellings, but they have the same vowel sound.



Recap

There are five vowels in the English alphabet. They are **a**, **e**, **i**, **o** and **u**.



ee	ea	ie	e	ey
queen	reach	field	he	key
tree	beach	chief	we	donkey
see	leaf	mischief	she	monkey
bee	creature	belief	me	money
free	peach	relief	even	honey
need	tea	movie	female	chimney
seek	beak	brief	legal	gooey
leek	team	piece	evil	hockey
cheek	dream	hygiene	be	valley
feet	cream	diesel	even	joey

Complete the words with ee, ea, ie, or ey.



mon _____



donk _____



p _____



vall _____



b _____ ch



f _____ ld



qu _____ n



l _____ f



Listen to a few words. Write the correct spellings in your notebook. Read the words aloud.



Grammar Junction

Read these lines from the poem.

A **king** without a **queen**

A **garden** without **seeds**

The word **seeds** is the plural of the word seed. **King, queen** and **garden** are singular nouns.

We have already learned about singular and plural nouns.

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

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

We add **-s** to form the plural of most nouns.

Examples:

Singular Noun	Plural Noun
toy	toys
flower	flowers

Singular Noun	Plural Noun
eye	eyes
lamp	lamps

Some plural nouns are formed by adding **-es**. If a noun ends in **s, ss, sh, ch, z** or **x**, we add **-es** to make it plural.

Let us look at some examples.

Examples:

Singular Noun	Plural Noun
dress	dresses
toothbrush	toothbrushes

Singular Noun	Plural Noun
fox	foxes
beach	beaches



If a noun ends in **y** and there is a consonant before the **y**, we change the **y** to an **i**, and then add **-es**. If there is a vowel before the **y**, we only add **-s**.

Examples:

Singular Noun	Plural Noun
lady	ladies

Singular Noun	Plural Noun
donkey	donkeys

For most words that end in **o**, we add **-s**. To some words, we add **-es**.

Examples:

Singular Noun	Plural Noun
piano	pianos

Singular Noun	Plural Noun
potato	potatoes

For some words that end in **f**, **s** is added at the end.

For some other words that end in **f** or **fe**, **ves** is added.

For a few words, both the forms are correct.

Examples:

Singular Noun	Plural Noun
giraffe	giraffes
gulf	gulfs
knife	knives
thief	thieves

Singular Noun	Plural Noun
roof	roofs
cliff	cliffs
wife	wives
hoof	hooves

Singular Noun	Plural Noun
dwarf	dwarfs or dwarves

Singular Noun	Plural Noun
scarf	scarfs or scarves



1. Complete the table with the correct plural nouns.

Nouns that end in ch, sh, ss, x		Nouns that end in y		Nouns that end in o	
Singular	Plural	Singular	Plural	Singular	Plural
church	_____	toy	_____	zoo	_____
brush	_____	army	_____	valcano	_____
dress	_____	party	_____	hero	_____
box	_____	city	_____	photo	_____
fox	_____	monkey	_____	echo	_____

2. Change the singular words given in brackets to plurals and complete these sentences.

(a) Ma bought two _____ of bread yesterday. (*loaf*)

(b) My mom reads _____ to me before I go to sleep.
(*story*)

(c) I had mashed _____ for dinner. (*potato*)

(d) We rode _____ at the beach. (*pony*)

(e) Rhea gifted Sam a box full of _____. (*toy*)

(f) We took many _____ at the party. (*photo*)

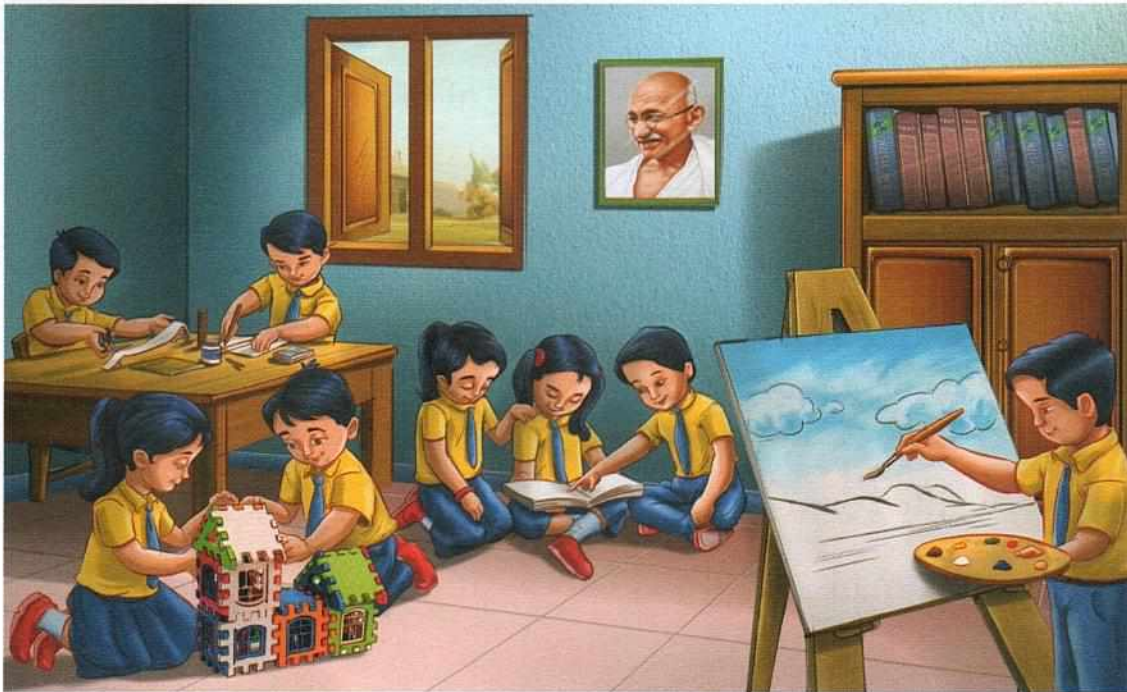




Writing Junction

Fill in the blanks with the correct plural nouns. Take help from the picture below.

- (a) Ashok is painting _____
_____.
- (b) Nina and Mohan are playing with _____
_____.
- (c) There are many _____
_____ in the shelf.
- (d) Ashok has seven _____
_____ on his palette.
- (e) There are five _____ and three
_____ in the room.





Get Set

How would you feel if you could not read or write? Would you miss reading stories? Would you miss school?



Reading Junction

Let us read a story about Rama who learns to read and write.

The bell rang—ting

It was **recess**. The children ran out of the classroom.

recess: lunch break



Gia and Hussain had their lunch. Then, they ran to the playground and started playing with a flying disc.

The disc flew and fell near a wall. They both ran to pick it up. Near the wall, they saw a little girl. She was **grazing** her goat.

The girl smiled and waved at Gia. Gia, **in turn**, smiled at her.

‘Do you know her?’ Hussain asked.

Gia said, ‘Yes, she is Rama. Her father is the security guard of our apartment.’

‘Hi Rama, what are you doing here?’ asked Gia.

Rama replied, ‘Didi, I love to come here every day. I want to go to school too. I want to read books like you.’

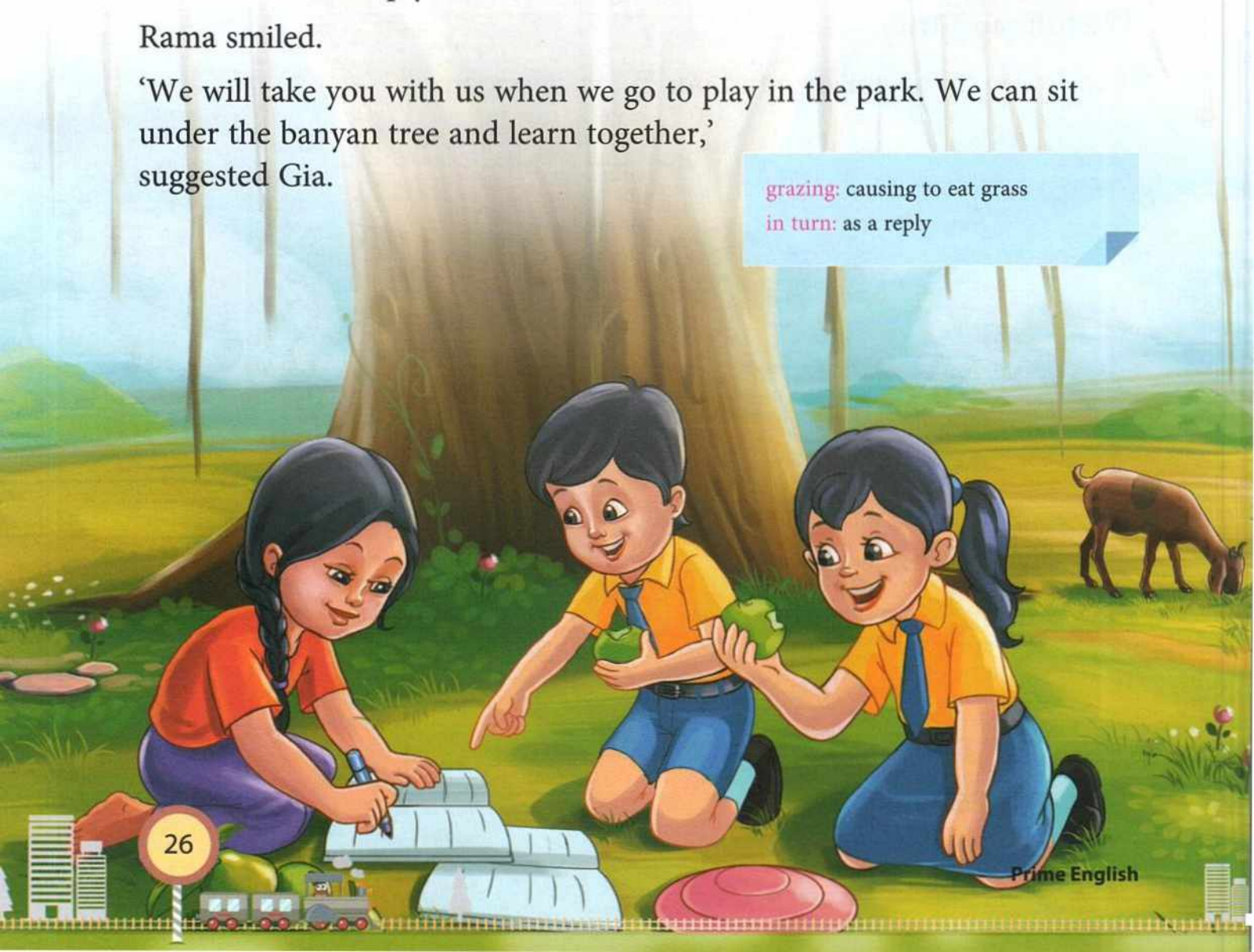
‘Rama, we will help you read and write.’ Gia said.

Rama smiled.

‘We will take you with us when we go to play in the park. We can sit under the banyan tree and learn together,’ suggested Gia.

grazing: causing to eat grass

in turn: as a reply



Soon, the bell rang again. Gia and Hussain ran back to their classroom. Keeping her promise, Gia taught Rama to read. On some days, Hussain would help too. He taught Rama to write.

Rama would bring ripe guavas and share them with Gia and Hussain. The children enjoyed the guavas before going home.

Soon, Rama learned to read. The three of them would together read adventure stories and fairy tales. She also learned to solve maths problems. They also solved number games together.

Learning together is fun indeed!



Get Going

Let us find the answers from the story.

1. Who said this and to whom?
 - (a) “Yes, she is Rama. Her father is the security guard of our apartment.”
 - (b) “*Didi*, I love to come here every day. I want to go to school too. I want to read books like you.”
 - (c) “Do you know her?”
2. Read these sentences. Write **T** for true and **F** for false.
 - (a) Rama and Hussain were playing with a flying disc.
 - (b) Rama wanted to go to school.
 - (c) Gia’s father is a security guard.
 - (d) Gia and Rama met at the park to study.





Speaking Junction

Gia and Hussain taught Rama to read. Do you think they also learned something from Rama?

Discuss with your friend.



Vocabulary Junction

Read the sentence from the story.

‘The three of them would together read **adventure stories** and **fairy tales**.’

Adventure stories and **fairy tales** are two different kinds of stories.

Let us read about a few types of stories.

Examples:

Story	Meaning
fairy tale	stories about fairies, fairylands and magic
adventure story	stories about events with a lot of danger and action
fables	short stories that teach us good behaviour

Write the type of each story in the space provided.

- The Adventures of Tintin _____

- Snow White and the Seven Dwarfs _____



3. The Jungle Book _____

4. The Fox and the Stork _____

5. Cinderella _____



Phonics Junction

Read these sentences from the story.

Near the wall, they saw a little girl. She was grazing her **goat**.

'Do you **know** her?' Hussain asked.

Rama replied, '*Didi*, I love to come here every day. I want to **go** to the school too.'

Gia and Hussain shared the guavas before going **home**.

In the words **goat**, **know**, **go** and **home** the letters **oa**, **ow**, **o** and **o_e** make the same sound. They sound like **o**.

Let us read these words aloud.

o	oa	ow	o_e
ago	boat	snow	robe
no	toad	bow	stone
also	coal	throw	nose



Look at the pictures and label them. Then read the words aloud.























Help Rama reach school by colouring all the words with the same o sound.

	coal	soap	top	pat	dot	call
wish	back	bowl	toad	this	shop	path
got	rock	cost	show	for	back	pop
plug	pick	know	goat	off	cot	frog
stop	swim	toast	sick	with	grab	hop
then	coach	grow	log	mow	coal	so
click	glow	mop	flop	coat	sock	float
rack	boat	crow	goal	slow	throw	





Grammar Junction

Read these sentences from the story.

They both ran to pick **it** up. Near the wall, they saw a little girl. **She** was grazing **her** goat.

The word **they** has been used here to avoid using Gia and Hussain again. Similarly, the words **it**, **she** and **her** are used to avoid repetition of the same nouns. Words that are used in place of nouns are called **pronouns**.

- Underline the pronouns and circle the nouns they talk about. One is done for you.
 - This is a good story. Let us read it.
 - Yes, I found Rama. She is outside the school gate. We should help her.
 - Hussain says he will teach Rama how to write.
 - Gia gave a book to Raj. He thanked her.
 - Hussain invited Swathi. She came to the party.
- Circle the pronouns. Write S in the box if the pronoun is singular or P if it is plural.
 - Tinku wanted to play with them.
 - Daisy was trapped. Monty helped her.
 - Monty's friend ate with us.
 - Akash came to meet me yesterday.
 - I liked the movie. I watched it last week.





Writing Junction

Read this paragraph on Rama and her friends.

This is Rama. Rama has two friends, Gia and Hussain. Gia and Hussain help Rama read books. Gia loves painting. Gia paints lovely pictures. Hussain likes to read adventure stories. Hussain has a lot of books. Hussain gives Rama Hussain's books to read. Rama, Gia and Hussain have a lot of fun together.

Now look at the words in orange. Replace them with pronouns from the help box and fill in the blanks.

she

they

her

he

his

This is Rama. _____ has two friends, Gia and Hussain.
_____ help _____ read books. Gia loves painting.
_____ paints lovely pictures. Hussain likes to read adventure stories. _____ has a lot of books. _____ gives Rama _____ books to read. _____ have a lot of fun together.





Get Set



Gia and Hussain go to school together.
They get ready on time to catch the school bus.
What do you do to reach school on time?



Reading Junction

Gia has written a poem. Let us read it.

Add some in
Take some away
Do some math every day.

Count ahead
Count backward
Count in nines
Use a number line.

Build with shapes
Learn more or less
Tell the time
Sing a math rhyme!





Get Going

Let us find the answers from the poem.

1. Read the sentences. Write T for true and F for false.

(a) We should never do maths.

(b) We count ahead and sideways.

(c) We use letters to do maths.

(d) We build with shapes.

(e) Knowing maths helps us tell the time.



Speaking Junction

Which subject would you like to write a poem on?

Write four lines on your favourite subject and recite it in class. Use expressions with the recitation.



Vocabulary Junction

Read these lines from the poem.

Add **some** in

Take some away

Do some math every day.

The word **some** in the second line sounds the same as **sum**.



Some – It means a little amount of something.


Sum – It means a total amount of something.

Just like the words **some** and **sum**, there are words that **sound the same**, but have **different spellings** and **meanings**. Such words are called **homophones**.

1. Choose the correct word for each picture from the given pair of words. One is done for you.

	sale	_____ <i>sail</i> _____
	sail	
	one	_____
	won	
	son	_____
	sun	
	bye	_____
	buy	
	flower	_____
	flour	
	hare	_____
	hair	



2.  Listen to the incomplete sentences. Choose the correct word to complete each sentence.

- (a) waist/waste (b) hare/hair (c) right/write
(d) brake/break (e) sum/some



Phonics Junction

Read these lines from the poem.

Build with shapes
Learn more or less
Tell the **time**
Sing a math **rhyme!**

In the words **time** and **rhyme**, the letters **i_e** and **y** make the same long **i** sound. But, they are written differently.

The letters **ie**, **i** and **igh** make the same sound too.

Let us look at a few such words.

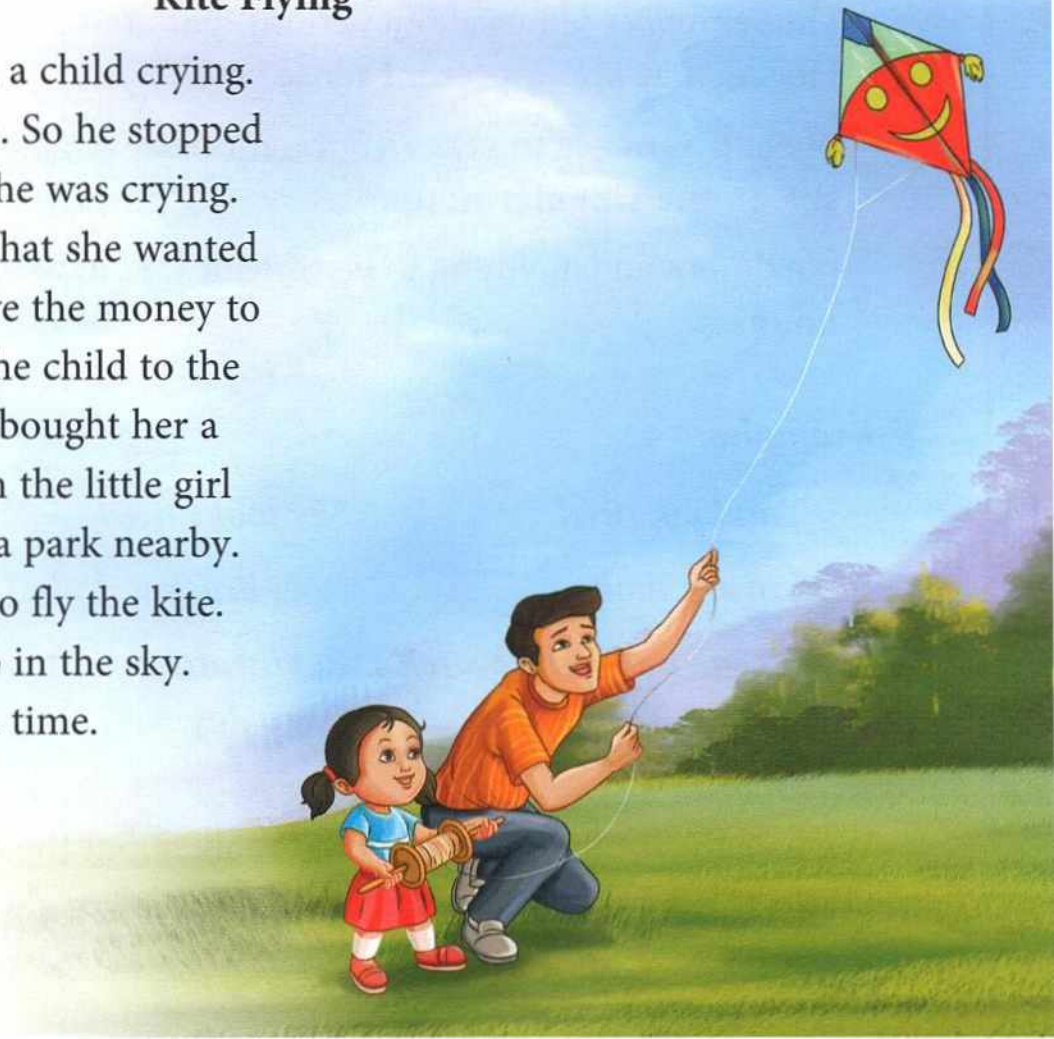
i_e	ie	i	igh	y
kite	tie	mind	light	sky
time	pie	mild	bright	my
wide	lie	child	sigh	cry
file	fried	kind	night	why
rise	cried	grind	high	try
shine	tried	bind	fight	fry



Read the given story. Underline the words that have the long 'i' sound.

Kite Flying

One day, Anup found a child crying. Anup was a kind man. So he stopped to ask the child why she was crying. The little girl replied that she wanted a kite, but did not have the money to buy one. Anup took the child to the nearest kite shop and bought her a kite. He felt nice when the little girl smiled. They went to a park nearby. Anup taught the girl to fly the kite. The kite went high up in the sky. They had a wonderful time.



Grammar Junction

Read these lines from the poem.

Add some in

Take some away

Do some math every day.



The words in **red** are all **verbs**.

The sentences tell us about actions that are happening in the present. Hence, they are in **present tense**.

We add **-s** or **-es** to verbs in present tense when we use them with **he, she, it** or a **singular noun**.

We do not add anything to verbs with **I, you, we, they** or **plural nouns**.

Examples:

*You **look** tired.*

*She **looks** tired.*

*I **brush** daily.*

*Ravi **brushes** daily.*

*Meena and Usha **watch** cartoons every day.*

*Ravi **watches** cartoons every day.*

We usually use the present tense to talk about the things we do daily, things that happen every day or things that are always true.

Examples:

- *I **get** up at 6 in the morning.*
- *I **brush** my teeth.*
- *Ravi and Mina **love** gardens.*
- *We **like** to read storybooks.*
- *They **play** tennis every evening.*
- *Ravi **gets** up at 6 in the morning.*
- *Ravi **brushes** his teeth.*
- *Ravi **loves** gardens.*
- *Ravi **likes** to read storybooks.*
- *Ravi **plays** tennis every evening.*

1. Choose the correct verb to complete each sentence.

(a) Ravi (*love/loves*) chocolates.



- (b) Pooja (*dances/dance*) well.
- (c) Pranita (*sing/sings*) sweetly.
- (d) The butterfly (*flutter/flutter*) beautifully.
- (e) Chameleons (*change/changes*) their colour.
- (f) The sun (*give/gives*) heat and light.
- (g) We (*know/knows*) the answers to all the questions.

2. Complete these sentences with the correct form of the verb given in the brackets.

- (a) She never _____ up early. (*wake*)
- (b) My father _____ delicious biryani. (*cook*)
- (c) My brother and I _____ pop music. (*like*)
- (d) A tailor _____ clothes. (*stitch*)
- (e) My little sister _____ whenever she is hungry. (*cry*)



Writing Junction

Take a look at what Nita does every day. Describe her routine using -s or -es with the verbs. One is done for you.



Nita wakes up at 7 a.m.















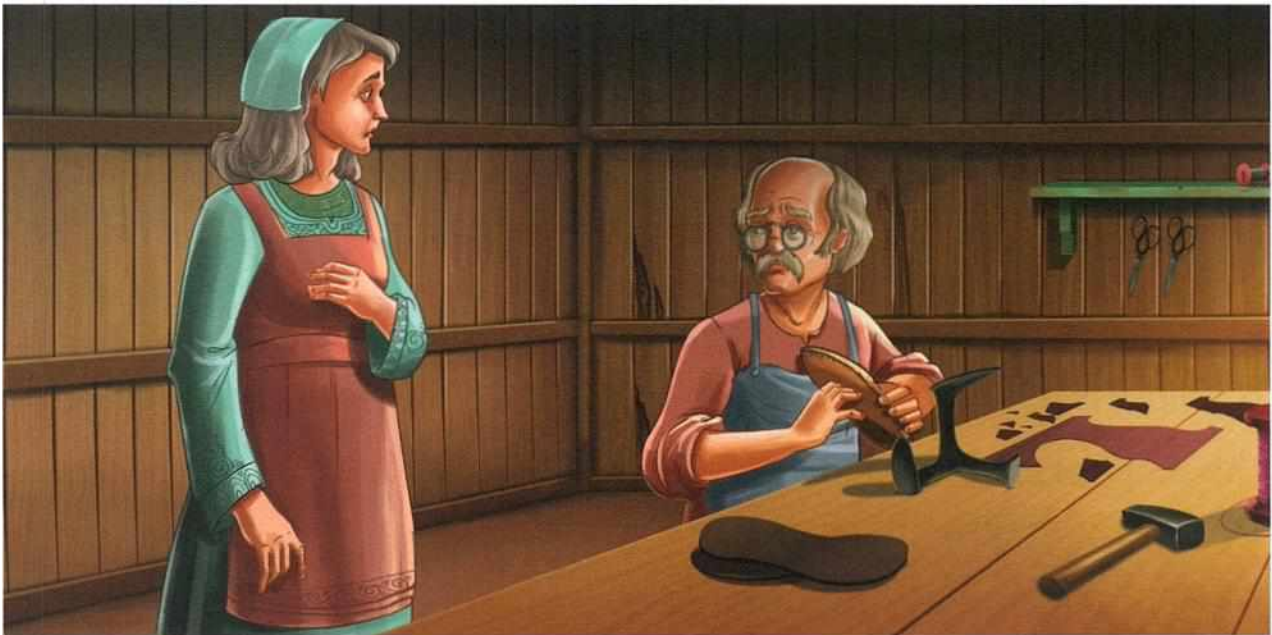
Get Set

Do you have a friend who is kind to you? Were you ever kind to someone? Talk about it.



Reading Junction

Let us read a story about a poor shoemaker whose life changed with a little magic.



One evening, a shoemaker sat at his workbench cutting leather to make shoes. Snip! snap! went his pair of scissors. After sometime, he felt tired. 'I am tired. I will **sew** them tomorrow,' he thought.

sew: use needle and thread to stitch something



‘What is for dinner tonight?’ he asked his wife. There was no bread, the cupboard was empty. The shoemaker and his wife went to bed hungry. The next morning, the shoemaker woke up and went to his workbench. There was a big surprise. On his bench was a pair of beautiful shoes!

‘Who made them?’ **wondered** the shoemaker. ‘The stitches are so beautiful and tiny! Who could make shoes like these?’ asked his wife.

Who do you think made the shoes?



He sold the shoes for a very good price. He had enough money to buy food and leather to make more shoes.

The shoemaker and his wife had warm soup with bread for supper. After dinner, he went to his workbench. Snip! snap! went his scissors. Soon he was tired.

‘I am so tired,’ he said, ‘I will stitch these in the morning.’

In the morning, he got a bigger surprise. On his bench were four pairs of shoes!

‘The stitches are so beautiful and tiny! Who could make shoes like these?’ asked his wife. People queued outside the shoemaker’s house to buy the beautiful shoes. Soon, they were all sold! The shoemaker went to the market and bought leather of different colours. He cut the leather and went to sleep. The next morning, six pairs of coloured shoes sat on the bench.

The shoemaker’s wife said, ‘We have to find out who is doing this. Let us hide in our workshop tonight.’

When the clock struck 12, two tiny elves in torn clothes climbed in through the window. They were the size of the shoemaker’s little finger.

Do you know what elves look like? Draw an elf in your notebook and colour it.



wondered: thought with a feeling of surprise



They sat on the workbench and worked all night. They made eight pairs of lovely shoes using brown, green and red leather. Then they left. The shoemaker and his wife came out of their hiding place.



The wife said, 'I have never seen **elves** in my life! Their clothes are so thin and **worn out**. I will stitch new clothes for them.' She sewed tiny tights, coats and tiny boots for the elves.

The next night, they hid again to watch the elves. The elves were **delighted** to find new clothes and shoes. They put them on and danced around in joy. They never returned to the shoemaker's house again. The shoemaker started making shoes on his own after that day. Every night, before he slept, he **whispered** a thank you to the elves.



elves: small magical creatures

worn out: no longer usable

delighted: feeling or showing great pleasure

whispered: spoke very softly

Why do you think the elves never returned?





Get Going

Let us find the answers from the story.

1. Number these events in the order in which they happened in the story.

- (a) When the clock struck 12, two tiny elves climbed in through the window.
- (b) The shoemaker's wife stitched two new sets of clothes and boots for the elves.
- (c) The shoemaker felt tired.
- (d) The elves were delighted to see the new clothes.
- (e) He went to the market and bought leather of different colours.
- (f) The next morning, the shoemaker woke up and went to his workbench.

2. Answer these questions.

- (a) Why was the shoemaker surprised?
- (b) How did the shoemaker and his wife thank the elves?



Speaking Junction

Read this sentence from the story.

Every night, before he slept, he whispered a **thank you** to the elves.



We say **thank you** when someone helps us or gives us something.

We say **sorry** to someone when we hurt them or misbehave with them.

We say **please** when we want something from someone or when we ask for permission to do something.

In groups of three, role play a situation when the shoemaker meets the elves after he discovers what they've done for him. Use the words you've just learned.



After this exercise, ask the children to swap roles and repeat the activity.



Vocabulary Junction

Read this sentence from the story.

She sewed tiny **tights**, **coats** and tiny **boots** for the elves.

Tights, **coats** and **boots** are **countable nouns**. Countable nouns are people, animals or things that **can be counted**. Countable nouns can be singular or plural. We use **a** or **an** with countable nouns when they are singular.

Now, read this sentence from the story.

The shoemaker and his wife had warm **soup** with **bread** for supper.

Soup and **bread** are nouns that **cannot be counted**. These are called **uncountable nouns**. We do not use **a** or **an** with uncountable nouns. We measure **uncountable** nouns by **containers** or **quantity**.

Examples:

a bunch of leaves, a mug of water, a bowl of soup, a pinch of salt, a teaspoon of sugar, a bag of sugar, a jug of orange juice, a glass or carton of milk, a slice of cake.





Work in pairs. Make a list of things that you want to buy. Now, act like you are going to a shop and read out the list to the shopkeeper.

Now, read these sentences from the story.

One evening, a shoemaker sat at his workbench cutting leather to make shoes. Snip! snap went his **pair of scissors**.

Look at the words in red.

Pair of scissors is a singular noun. It is one in number. Some singular nouns occur in the plural form.

Examples:

Scissors, trousers, glasses, shoes, earrings, gloves, dice, boots, shorts, etc.

When we talk about these items, we add the words **a pair of** before them. We count them in pairs.

Examples:

The brown one is my favourite pair of trousers.

I cannot find my pair of sunglasses.

I have only two pairs of shorts.

My sister bought a beautiful pair of earrings yesterday.

1. Read these sentences. Underline the plural nouns treated as singular.

- (a) Rita doesn't wear this pair of shorts because it doesn't fit her anymore.
- (b) We need a pair of dice and some counters to play this game.
- (c) Rohan got a new pair of trousers and a pair of socks.
- (d) My mother always wears a pair of golden earrings.



2. Complete these sentences using a pair of.

(a) _____
can be used to protect one's eyes from the sun.

(b) _____
is used by some people for reading.

(c) _____
is worn on the feet.

(d) _____
is used to look at things which are far away.



Phonics Junction

Read this sentence from the story.

They put them on and danced around in **joy**.

The word **joy** has the sound **oy** in it.

Now, read the word **boil**. It also has the sound **oy**. But it is written differently.

Let us read these words aloud.

oi	oy
oil	boy
soil	toy
join	joy
foil	coy
coin	enjoy
noise	annoy



boil



joy




1. Fill in the blanks with words having oi or oy to complete the sentences. Read the words aloud.

(a) The _____ is playing with his _____.

(b) Please _____ an egg for me.

(c) Draw the diagram using a pencil with a sharp _____

(d) You need good _____ to grow a plant.

2.  The elf is about to perform a magic trick. Listen to the words that come out of the elf's magic pot. Write down the words with the oy sound in your notebook.



Grammar Junction

Read these sentences from the story.

I **am** tired.

Soon, he **was** tired.

The stitches **are** so beautiful and tiny!

They **had** warm soup with bread that night.

We **have** to find out who is doing this.

They **were** the size of the shoemaker's little finger.

Was, were, am, are, have and **had** are all action words or verbs.

These verbs link the **naming part** and the **telling part** of sentences. Other verbs like these are **is** and **has**.

These words can also be used to ask questions.



Examples:

The shoemaker's wife **is** a kind lady.

The shoemaker **has** a bigger shop now.

Let us look at some more examples:

Is Raju's mother a lawyer?

I **am** seven years old.

Are the children in school?

I **was** in Shimla last summer.

They **were** at the market at 8 o'clock.

I **have** a new pencil.

Sunil **had** high fever last night.



Explain the agreement of verbs with nouns and pronouns. Tell the children that the pronoun 'you' always takes **are** or **were** and 'I' takes **am** or **have**.

	Present Tense	Past Tense
Singular	is, am has	was had
Plural	are have	were had

The pronoun **I** always takes **am**, **was**, **have** or **had**.

The pronoun **you** always takes **are**, **were**, **have** or **had**.

- Circle the correct option to complete these sentences.
 - What (*is/are*) the carpenters doing at your house?
 - Mother bought two pairs of jeans because they (*was/were*) very good.
 - (*Are/Is*) you carrying an umbrella?
 - If you (*was/were*) given a chance to meet a sportsperson, who would you like to meet?
 - I (*am/is*) reading a book.



2. Tick (✓) the correct option to show if the sentence is in present tense or past tense.

- (a) The test is difficult. (*present/past*)
- (b) This is my favourite toy. (*present/past*)
- (c) Mohan was not at school yesterday. (*present/past*)
- (d) The girls were unwell last week. (*present/past*)
- (e) Sheena has a blue dress that I like. (*present/past*)



Writing Junction

Do you know the name of this story?

The name of the story is 'The Elves and the Shoemaker.' The name of a story or a poem is called its **title**.

Now, read this sentence from the story.

The **shoemaker and his wife** had warm soup with bread for supper.
After **dinner**, he went to his **workbench**.

↓
When

↓
Where

The place or time in which an event or story takes place in a text is called its **setting**.

Now, what do you think the **shoemaker and his wife** are called?

The people or animals in a poem or story are called **characters**.
We may like some characters and dislike others.

In 'The Elves and the Shoemaker', we read about four characters:

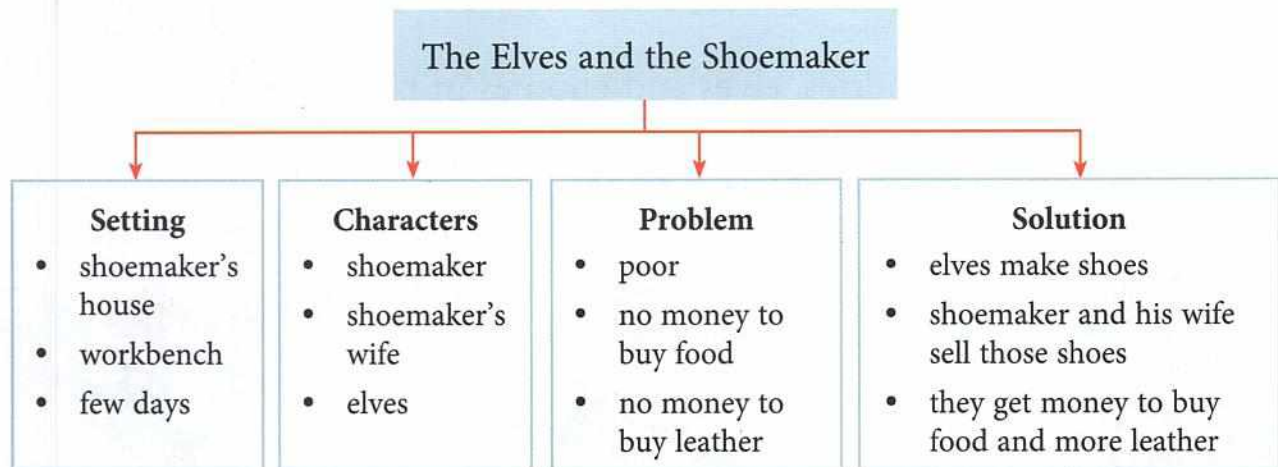
- the shoemaker
- the shoemaker's wife
- two elves



The shoemaker and his wife were very poor. They did not have enough money to buy food. This is the **problem** in the story.

The elves made beautiful shoes for them. The poor shoemaker and his wife sold those shoes and earned enough money to buy food and leather for more shoes. This is the **solution** or ending of the story.

Let us make a story map for the story 'The Elves and the Shoemaker.'



Now, choose a story you like and create a story map like this.





Get Set

Have you read about fairies, elves and gnomes in fairy tales?

Which of these magical characters would you like to meet?



gnome



giant



elf



fairy



witch



pixie





Reading Junction

Have you ever seen an elf? What do you think they look like? Let us read a poem about a girl who meets an elf in her garden.

I met a little Elf-man, once,
Down where the sunflowers blow.
I asked him why he was so small,
And why he didn't grow.

He slightly **frowned**, and with his dark eyes
Looked me through and through.
'I'm quite as big for me,' said he,
'As you are big for you.'

– John Kendrick Bangs



frowned: brought eyebrows together to show anger or worry





Get Going

Let us find the answers from the poem.

1. Fill in the blanks.
 - (a) I met a little _____.
 - (b) I asked him why he was so _____.
 - (c) He slightly _____, and with his dark eyes
 - (d) 'I'm quite as _____ for me,' said he.
2. Answer the following questions.
 - (a) Where did the little girl meet the Elf-man?
 - (b) Find the rhyming word pairs from the poem and write them in your notebook. Add another word that rhymes with each pair.



Speaking Junction

I am giving you all my
magical powers for a day.
Use the powers carefully.



We all love to watch people perform tricks and magic. Tell your partner what magic tricks you would like to perform if you were given magical powers for a day. Why?

Examples:

I will cook food with my magical powers so that my mother gets some rest.



I will make a doll for my sister with my magical powers.

I will clean all the garbage near my house with my magical powers.



Vocabulary Junction

Read this line from the poem.

Down where the **sunflowers** blow

The word **sunflowers** is made up of two words, **sun** and **flowers**.

Let us look at some more words that are made up of two words.

keyboard = key + board

firefly = fire + fly

scarecrow = scare + crow

1. Match the words in column A with the words in column B to form new words. Fill in the blanks with the new words.


A
wheel
door
bath
moon
bath
home

B
room
tub
chair
work
bell
light

(a) Ronny has a lot of _____ to complete today.



- (b) Rita, can you please see who is ringing the _____?
- (c) We got a new _____ fitted in our _____
- (d) The patient is sitting in a _____
- (e) Leave the curtains open to let the _____ in.

2.  Listen to the sentences. Identify the words that are made up of two different words and note them down in your notebook.



Phonics Junction

Read these lines from the poem.

He slightly frowned, and with his **dark** eyes

In the word **dark**, the vowel **a** makes a different sound.

When the vowel **a** is followed by **r**, the **r** is silent.

Let us read more such words.

car	are	far
farm	bark	alarm
cards	charge	cart
army	garden	garlic
yarn	hard	harm
jar	chart	park
part	remark	start
harp	barn	star


1. Unscramble the letters to make words that have the vowel sound as in the word car. Then, read the words aloud.

(a) krab- _____

(b) parh- _____

(c) yran- _____

(d) nbar- _____

2.  Listen to the words. Identify the words where a is followed by r and note them down in your notebook.



Grammar Junction

Read these lines from the poem.

I met a little Elf-man, once,
Down where the sunflowers blow.

Here, **down** tells us about the place of action – where the girl met the elf-man.

The word **down** tells us where the action took place. Words that tell us about the place of an action are called **adverbs of place**.

Some examples of words that describe the place of action are:

here, downstairs, upstairs, inside, outside, around, near and anywhere



1. Circle the adverb of place in each sentence.

- (a) Rumi is going downstairs.
- (b) Neha looked around but she could not find her doll.
- (c) Deep was waiting upstairs.
- (d) The boys wanted to play inside.
- (e) She took the child outside.

2. Fill in the blanks using suitable adverbs of place from the box.

outside up anywhere around down everywhere here there

- (a) The children want to go _____.
- (b) We could not find you _____.
- (c) The villagers were standing all _____.
- (d) Mani climbed _____ the tree.
- (e) I looked for it _____.
- (f) Keep the pen _____.
- (g) The books are _____.



Writing Junction

Beginning – Middle – End

Every story has a beginning, a middle and an end.

Here is what happened in the beginning, middle and end of the story 'The Elves and the Shoemaker.'



Title: The Elves and the Shoemaker

BEGINNING



Once upon a time, there was a shoemaker who lived with his wife. They made shoes and sold them for a living. They were very poor. Sometimes, they had no money to buy dinner. They would go to bed hungry.

MIDDLE



One morning, they woke up and found a beautiful pair of shoes on the workbench. They sold it and got a good price. They bought food and leather for more shoes. Then onwards, every day they found nice shoes made for them by someone. But they didn't know who it was. One night, they stayed up to see who was making the shoes. They saw two tiny elves making those.

END



The shoemaker and his wife were grateful to the elves. To thank the elves, the shoemaker's wife made clothes for them as their clothes were all torn and worn out. The elves were very happy to see the new clothes. From that day, the shoemaker and his wife never saw the elves again. They started making shoes again and earned enough money by selling those.

Now, look at the following pictures and write the beginning, middle and end of a story. Remember to give a title to your story.

Title

BEGINNING



MIDDLE



END





Get Set

Why do we need friends? How many friends do you have?



Reading Junction

Four friends – Monty the mouse, Daisy the deer, Kuku the crow and Tinku the tortoise – live in a jungle. One day, a hunter lays a trap. Read the story to find out what happens to the four friends.

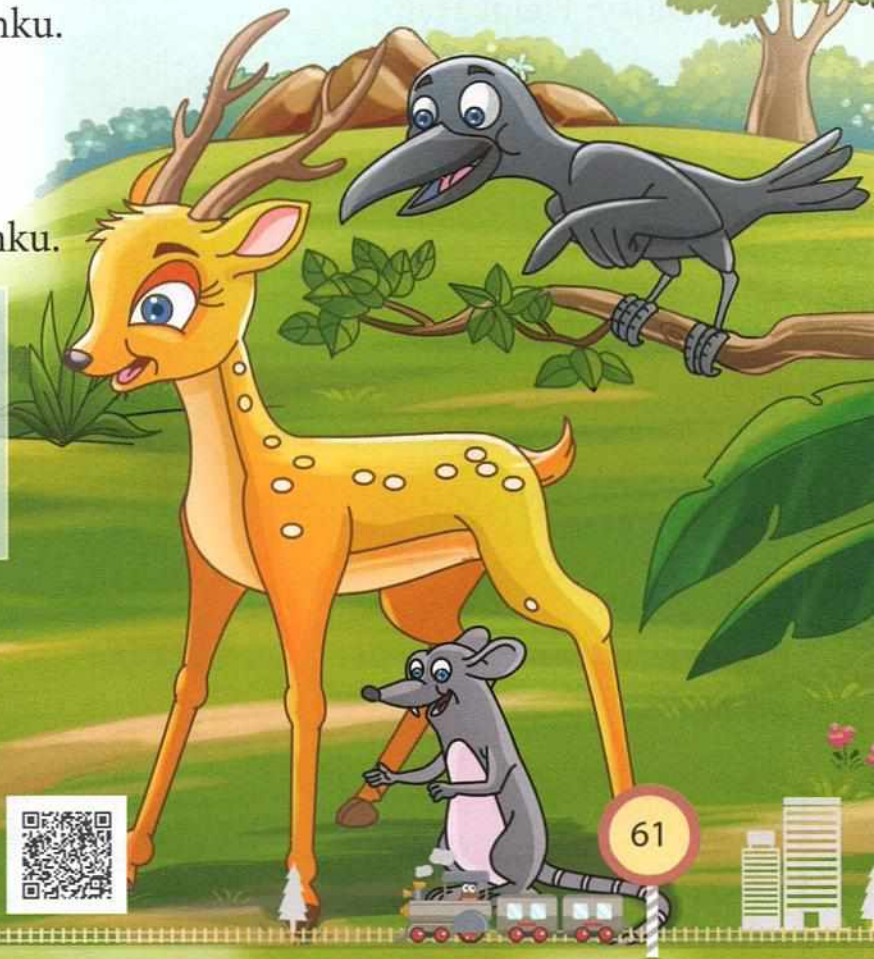
In a faraway jungle live three friends – Monty the mouse, Daisy the deer and Kuku the crow. They live in a meadow of tulips near a beautiful, blue lake. They always play together. One day, they meet a tortoise.

Tinku: Hello, everybody! I'm Tinku.
Can I be your friend?

Kuku: Sure!

Daisy and Monty together: We would love to be your friend, Tinku.

The four of them become very good friends. One day, Monty, Kuku and Tinku are waiting for Daisy by the lake.



Kuku: When will we play?

Monty: Let us wait for Daisy.

Kuku: She should have come by now.

Tinku: I am **worried**. I hope she is safe!

Monty: We must look for her.

Tinku: Kuku, you should fly over the jungle and look for Daisy.

Kuku: I will go right away.



What do you think happened to Daisy?



worried: being concerned about someone or something

trap: a device to catch animals

Kuku flies over the jungle calling out to Daisy.

Daisy: Help! Help!

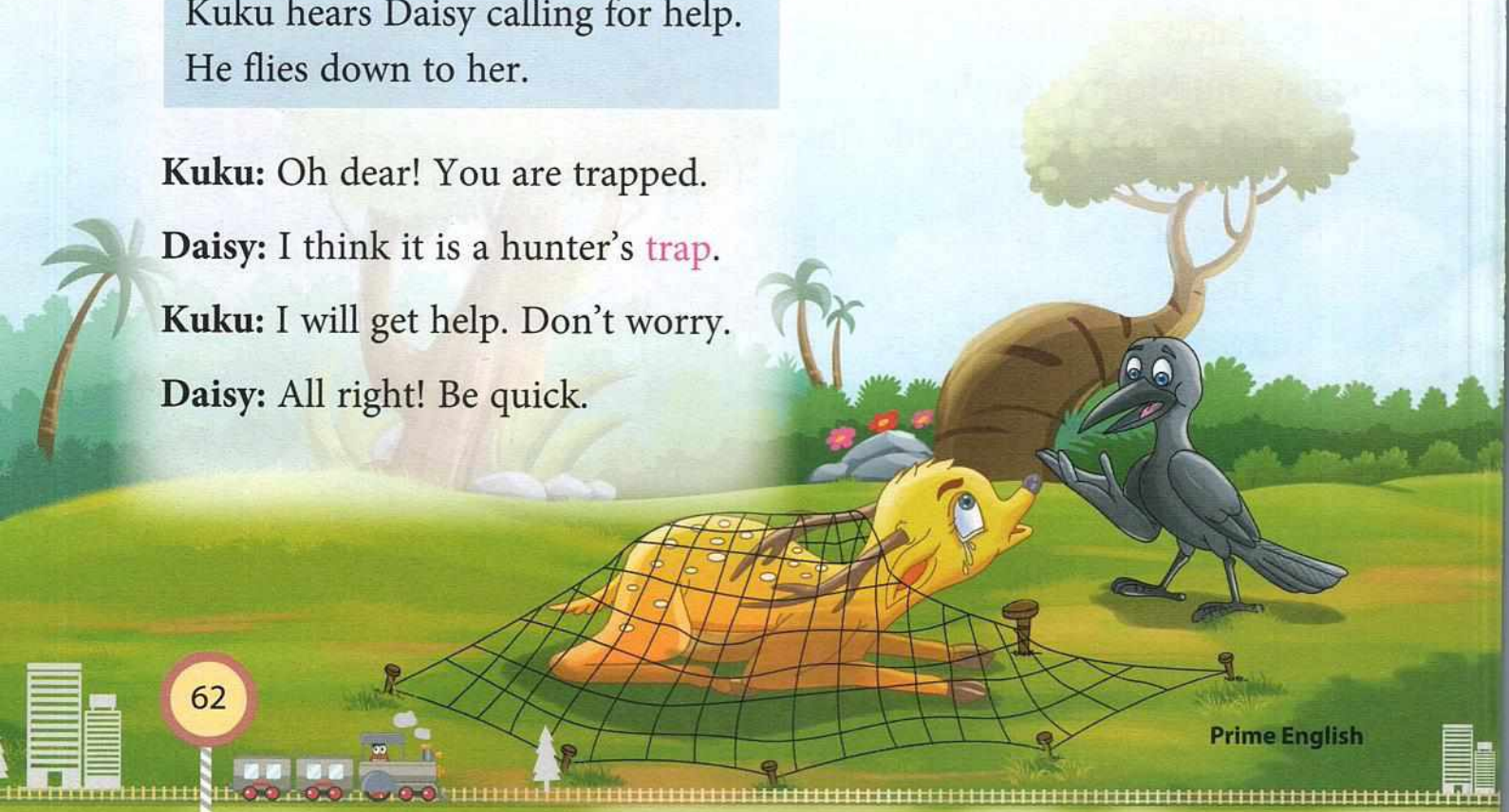
Kuku hears Daisy calling for help.
He flies down to her.

Kuku: Oh dear! You are trapped.

Daisy: I think it is a hunter's **trap**.

Kuku: I will get help. Don't worry.

Daisy: All right! Be quick.



Kuku flies back to his other friends.

Tinku: Did you find Daisy?

Kuku: Yes, I found her. She is trapped in a hunter's net a few miles from here. We should help her out.

Tinku: Monty, can you use your teeth to cut the net?

Monty: Yes, I can.

Kuku: Come on, hurry up and sit on my back. I will take you there.

Kuku carries Monty on his back and **soars** away. They reach the place where Daisy is lying trapped.

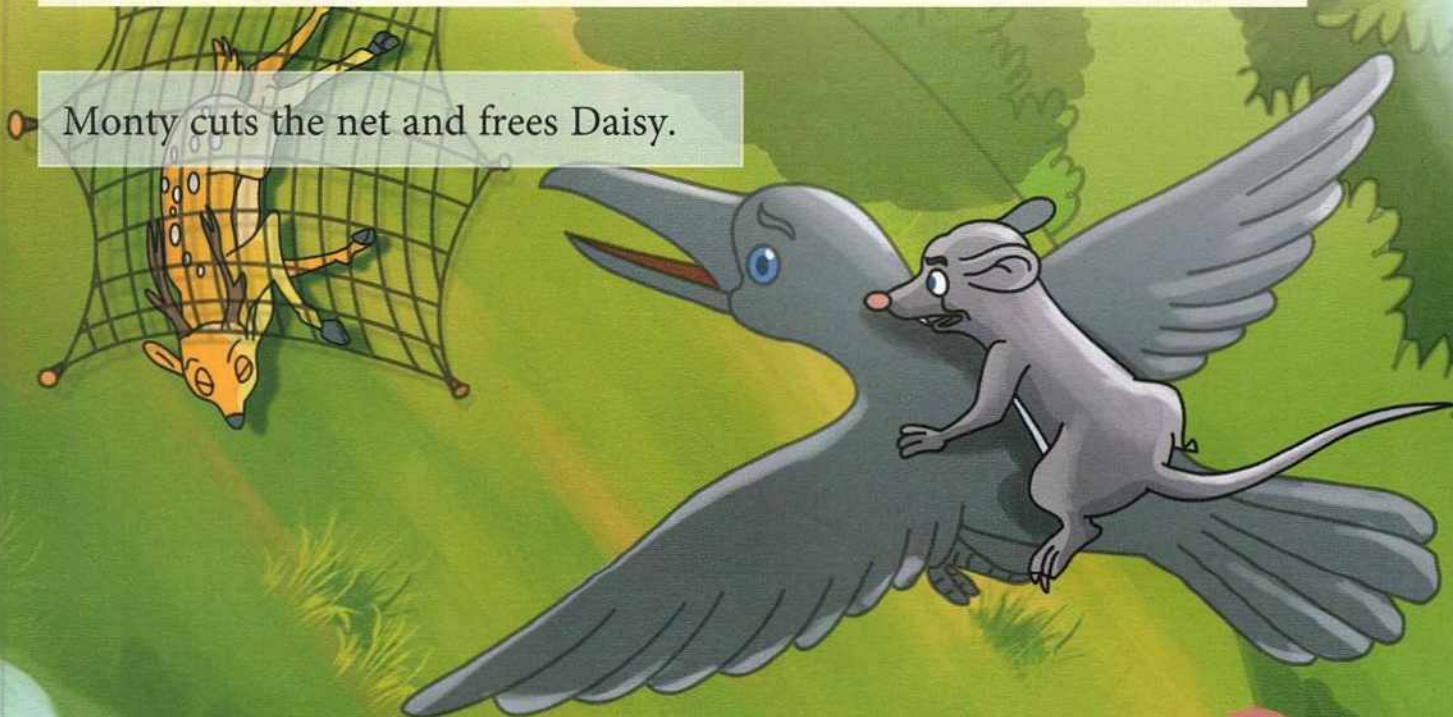
Daisy: Oh! I am so glad you are here.

soars: flies with wings spread

Do you think Daisy will be saved? What do you think will happen next?



Monty cuts the net and frees Daisy.



Daisy: Thank you so much, Monty.

By the time Daisy is rescued, Tinku reaches the spot.

Kuku: Run! Everybody run! The hunter is here.

Monty: Look! The hunter has caught Tinku. He has put him in a bag.

Kuku: Oh no! We should help him.

Daisy: I have a plan. I am going to lie down a good distance away where the hunter can see me. Kuku can sit on me. The hunter will think that I am dead. He will come towards me. At that moment, Monty can cut the bag and save Tinku.

Monty: That is a good plan. Let us do it.

Do you think it is a good plan?



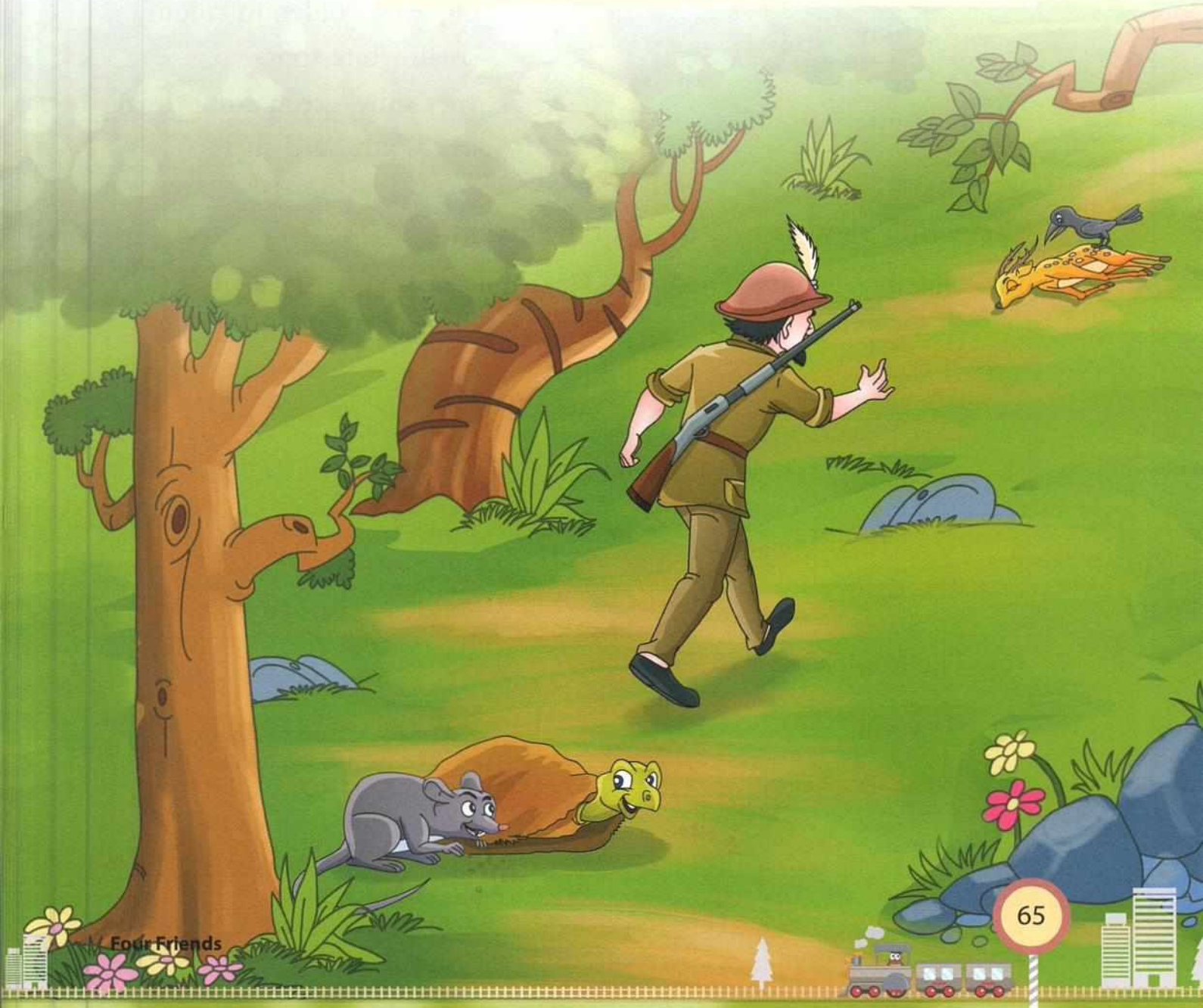
The hunter sees Daisy lying on the ground and Kuku sitting on her. He puts the bag down and walks towards Daisy.

Monty quickly cuts the bag open. Tinku and Monty hide behind the bushes. Meanwhile, as the hunter nears Daisy, she darts away.

The four friends **escape** and live together happily.

escape: get away

What lesson do you think the hunter learned at the end of the day?





Get Going

Let us find answers from the story.

1. Match the names of the animals in column A with their descriptions in column B.

A
Tinku
Daisy
Kuku
Monty

B
black, big eyes, can fly
tiny, grey, sharp teeth
big eyes, golden in colour, small white spots
very slow, green and brown in colour, hard shell

2. Choose the right answer to fill in the blanks.

(a) One day, Monty, Tinku and Kuku met near a _____.

- i) sea ii) river
iii) lake iv) pond

(b) A _____ trapped Daisy in a net.

- i) shooter ii) hunter
iii) fighter iv) robber

(c) The hunter trapped Tinku in a _____.

- i) sack ii) box
iii) bag iv) net





Listening and Speaking Junction

Listen to your teacher carefully and write the names of the animals.

- (a) _____ (b) _____
(c) _____ (d) _____
(e) _____ (f) _____
(g) _____ (h) _____

Now, from the list choose an animal you like and speak about it.

You could speak about

- where the animal lives
- what it likes to eat
- how it moves



Vocabulary Junction

Read this sentence from the story.

Kuku carries Monty on his back and **soars** away.



The word **soars** tells us about the way Kuku flew in the sky after Monty sat on his back.

Just like humans walk, different animals move differently.

There are **different words** that describe **how animals move**.



Examples:

Animal	Movement
elephants	stomp
hens	strut
penguins	wobble
snakes	slither
frogs	jump
rabbits	hop
ducks	waddle
bees	hover
ants	march
monkeys	swing

1. Use the movement words given in the box and complete the sentences.

stomp swing slither hop waddle hover

- (a) Sometimes ducks _____ in a circle.
- (b) Strong back legs help the kangaroo _____ a long way.
- (c) Snakes _____ in the grass.
- (d) Bees _____ over flowers.



2. Fill in the blanks with the correct movement words. Remember to add -ing at the end of words to write correct sentences.

- (a) The penguins were _____ in the ice.
- (b) I saw some rabbits _____ in the fields.
- (c) The ducks were lazily _____ on the riverbank.
- (d) She got scared when she saw a snake _____ near the bushes.



Phonics Junction

Read these sentences from the story.

They live in a meadow of **tulips** near a beautiful, blue lake.

Kuku: Yes, I found her. She is trapped in a hunter's net a **few** miles from here. We should help her out.

Tinku: Monty, can you **use** your teeth to cut on the net and cut it?

Look at the words **tulips**, **few** and **use**. The letters **u**, **u_e** and **ew** have the same long **u** sound.

The letters **ue** in **due** also have the same long **u** sound.

Let us look at a few more words that have the same sound. Read them aloud.

u-e	ew	ue	u
tube	few	hue	unique
cute	new	due	future
fume	dew	cue	uniform
tune	mew	queue	pupil




1. Now, read these sentences aloud and underline the words that have the same sound as in the word 'you'.

(a) My sister brought home a very cute puppy.

(b) There was a long queue in front of the movie hall.

(c) The work is due today.

(d) I hope you won't repeat this behaviour.

2.  Listen to your teacher. Note down the words with the long 'u' sound as in the word you.



Grammar Junction

Read these sentences.

Daisy: I have a plan. I am **going to** lie down a good distance away where the hunter can see me. Kuku can sit on me. The hunter will think that I am dead. He **will** come towards me.



Look at the words in **red**. They are both used to talk about something that is going to happen.

We use **will** and **going to** when:

- we talk about things that are going to happen

For example:

*She is **going to** sing for us.*

*We **will** come back from the school in the afternoon.*



- we talk about plans

For example:

*Rohan **will** visit his cousin's house on the weekend.*


*I am **going to** colour the bird blue.*

Let us look at a few more examples.

Going to	Will
I am going to buy a new pencil box.	Bill will join swimming classes this summer.
Rohan is going to have pasta for dinner.	I will get a glass of water for you.
He is going to paint a picture now.	She will help me with my homework.
They are going to plant a tree.	My mother will take us on a vacation next week.

1. Fill in the blanks with will / going to to complete the sentences.

- We are _____ visit the zoo on the weekend.
- Neha _____ easily win this game.
- He is _____ colour this flower red.
- Are you _____ take a shower now?
- I _____ write a letter to my grandmother.

2.  Listen to the sentences. Correct the sentences where will or going to is used incorrectly.





Writing Junction

Look at the conversation between Mona and Abdul. Fill in the blanks with will or going to to complete the conversation.



Hi Abdul! Are you _____
_____ gift Riya?

Yes. I _____
make a birthday card for her.



What _____
you draw on the card?

I am _____
draw a bird on the card.



What are you _____
colour the bird with?

I _____ colour the
bird with blue and red crayons.



She is _____ love the card!

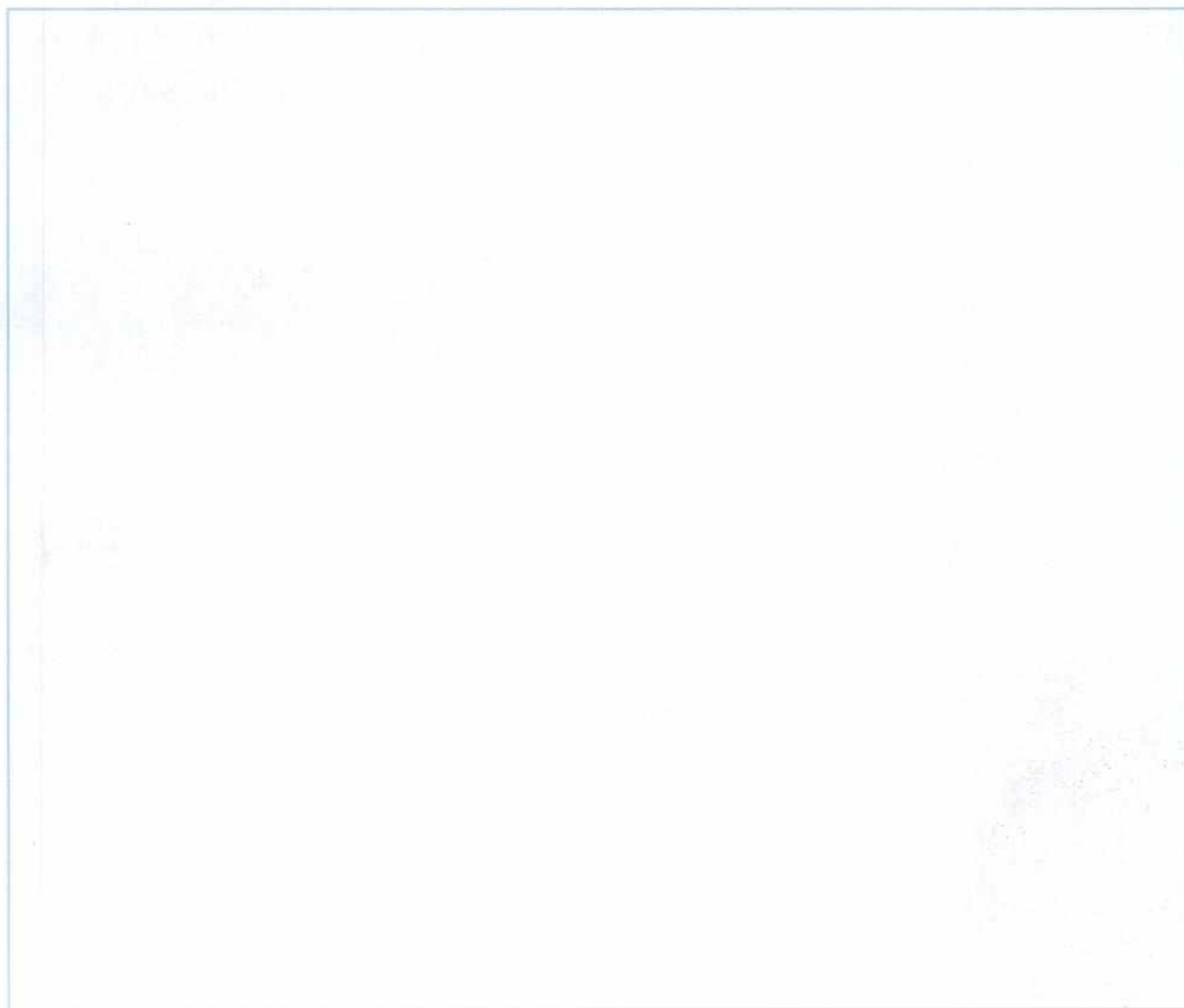




Get Set

Draw any one of the following in the space below:

1. A frog and a baby frog
2. A fish and a baby fish
3. A bird and a baby bird





Reading Junction

A meadow is a grassy place near a river. Many animals live in and around meadows. Let us read a poem about a meadow and the animals who live there.



Over in the meadow,
In the sand, in the sun,
Lived an old mother **toad**
And her little toadie one.
“Wink!” said the mother;
“I wink,” said the one;
So she winked and she blinked
In the sand, in the sun.

Over in the meadow,
Where the **stream** runs blue,
Lived an old mother fish
and her little fish two.
“Swim!” said the mother;
“We swim,” said the two;
So they swam and they
leaped
Where the stream runs blue.



Circle the rhyming words in the poem.



Over in the meadow,
In a hole in a tree,
Lived a mother bluebird
And her little birdies three.
“Sing!” said the mother;
“We sing,” said the three;
So they sang and were glad
In the hole in the tree.

toad: a small, brownish-green animal, similar to a frog
stream: a small river

– Olive. A. Wadsworth





Get Going

Let us find the answers from the poem.

1. Tick (✓) the animals you read about in the poem.

- | | | | | | |
|--------------|--------------------------|----------|--------------------------|-------------|--------------------------|
| (a) frog | <input type="checkbox"/> | (b) toad | <input type="checkbox"/> | (c) cow | <input type="checkbox"/> |
| (d) fish | <input type="checkbox"/> | (e) pig | <input type="checkbox"/> | (f) robin | <input type="checkbox"/> |
| (g) bluebird | <input type="checkbox"/> | (h) dog | <input type="checkbox"/> | (i) sparrow | <input type="checkbox"/> |

2. Complete the lines from the poem.

(a) “*Wink!*” said the _____; “I _____” said the one.

(b) _____ said the mother; “*We swim,*” said the _____.

(c) “*Sing!*” said the mother; _____



Listening and Speaking Junction

Listen to the poem and fill in the blanks.

Over in the meadow,

In a snug _____

Lived a mother _____

And her little _____ five

“_____!” said the mother;

“_____!” said the five

So they buzzed and they hummed

In the snug beehive



Now, take turns with your friend and recite one stanza each. Don't forget to act it out!




Vocabulary Junction

Let us learn the names of animals and their young.

bear	cub
cat	kitten
cow	calf
deer	fawn
dog	pup or puppy
duck	duckling

frog	tadpole
goat	kid
horse	foal
kangaroo	joey
pig	piglet

1.  Look at these animal young. Can you guess what they are saying? Say it aloud and fill in the blanks.

(a)



I am a calf. My mother gives you milk. My mother is a

_____.

(b)



I am a duckling. My mother gives you eggs. My mother is a

_____.



(c)



I am a puppy. My father helps protect your house. My father is a

_____.

(d)



I am a foal. You ride on my father.

My father is a

_____.

(e)



I am a kitten. My mother keeps your house free of rats. My mother is a

_____.



Phonics Junction

Read these lines from the poem.

Over in the meadows
where the stream runs **blue**
lived an old mother fish
and her little fish **two**

In the words, **blue** and **two**, the letters **ue** and **o** make the **oo** sound.

In the words, **book**, **could** and **put**, the letters **oo**, **ou** and **u** also make the **oo** sound. But they are different from the **oo** sound in **blue** and **two**.



Read the words aloud and circle the words that have the long oo sound.

blue

book

two

put

1. Look at these words and sort them into two columns in a table. In one column, write the words that make the short oo sound as in book. In the other column, write the words that make the long oo sound as in blue.

food

glue

took

rude

grew

foot

should


fool

pull

rule

would

stood

2.  Listen to the sentences. Note down the sentences where the words with the long oo and the short oo sounds have been pronounced incorrectly. Now, pronounce them correctly.



Grammar Junction

Read this line from the poem.

So she wink**ed** and she blink**ed**

Wink**ed** and blink**ed** are action words or verbs that show completed actions. They are in the **past tense**.

Verbs end with **-d**, **-ed** or **-ied**, when we talk about actions that are complete.

Words ending with **e** takes a **-d** in its past form

close - closed

hope - hoped



Words ending in vowel + y take -ed in its past form	play - played enjoy - enjoyed
Words ending in consonant + y take -ied in its past form	carry - carried study - studied

Some verbs change completely and become new words in the past form.

Examples:

Present Tense	Past Tense	Present Tense	Past Tense
swim	swam	sing	sang
buy	bought	feel	felt
break	broke	keep	kept
lose	lost	throw	threw
meet	met	make	made
speak	spoke	fall	fell
tell	told	go	went

1. Read the sentences. Underline the verbs in the past tense.

- Ankush laughed loudly at the joke.
- Faizal studied hard for the exam.
- Sam bought football yesterday.
- Siddhi watched a movie with her parents in the theatre.
- Salman went to Mumbai yesterday.



2. Add -d, -ed or -ied to the verbs given in brackets to complete these sentences.

(a) The children _____ (*finish*) their homework on time.

(b) I _____ (*help*) my mother in the kitchen.

(c) My grandfather _____ (*visit*) the zoo.

(d) Sonia _____ (*cry*) loudly.

(e) Rama _____ (*watch*) a movie.

(f) Swathi _____ (*correct*) her mistakes.

(g) Gaurav _____ (*try*) hard to climb the wall.



Writing Junction

The following paragraph is about what Monal did on Sunday. Help her complete the passage by filling in the blanks with verbs in the past tense. You can take help from the words given in brackets.

I _____ (wake) up in the morning at 9:00 a.m. I _____ (eat) sandwiches for breakfast. My mother _____ (bake) a chocolate cake for all of us. We _____ (have) that too. After breakfast, I _____ (read) a storybook for an hour and then _____ (help) my father with gardening. In the evening, I _____ (go) out to play with my friends. We _____ (play) football.





Get Set

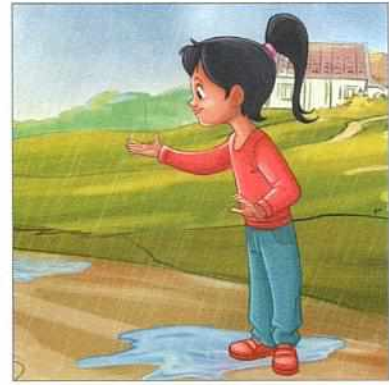
Look at these pictures. Have you done any of these? Tick (✓) the things that you have done.



planted a sapling



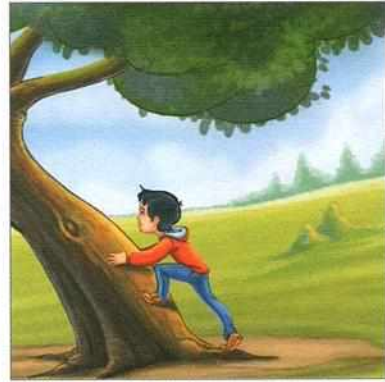
played on a tree swing



caught a raindrop



thrown garbage in the park



climbed a tree

Look at the above pictures once again. Is there anything in these pictures that you must never do? If so, why?





Reading Junction

One day, while playing in a garden, Ravi sees something amazing. What is it? Let us read to find out.

It is a bright summer morning. Ravi, a seven-year-old boy, is playing with his friends in a garden. The garden is full of trees and flowering plants. After playing for some time, Ravi gets tired and decides to rest.

Ravi sits under a mango tree. Suddenly, a ripe mango falls from the tree. He washes the mango with the garden sprinkler and eats it. 'Wow! The mango is sweet and delicious,' he **exclaims**. Soon, he hears someone talking. Ravi looks around the garden. He is surprised and terrified to see two chameleons talking to each other.



Do you wash fruits before eating them?



exclaims: says something in surprise



Banjo, I think something is happening to me.

What is it, Max?



Something is wrong with me. I was grey on Monday and yellow yesterday. Today, I am brown. I am worried. I don't know what is wrong with me.



No, Max, you are green today.



Oh no! What shall I do now?



Ha! Ha! There is nothing wrong with you. We chameleons can change the colour of our skin.



You mean I can change colour?



Yes! We can change our body colour. Nature has made us that way. We change our body colour to **convey** our moods.

Ravi is **astonished** to hear their conversation. He comes to know a new and **fascinating** fact about chameleons.

Do you know other amazing facts about a bird, an animal or an insect?



Soon, he sees a **swarm** of butterflies flying over a flower bed. Ravi is excited and rushes to watch them. He kneels down to look at them closely as they rest upon the flowers.



Oh! These butterflies are so beautiful. They have such bright and colourful wings!

Ravi **realises** that nature is beautiful and amazing. He decides never to harm any plant or animal.

convey: give information about something or someone

astonished: surprised

fascinating: interesting

swarm: a large group of insects, like butterflies, moving together

realise: to understand clearly





Get Going

Let us find answers from the story.

Read these sentences and tick (✓) the correct options.

- (a) Ravi and his friends are playing in a garden on a
- | | | | |
|---------------------|--------------------------|---------------------|--------------------------|
| i) spring morning. | <input type="checkbox"/> | ii) summer morning. | <input type="checkbox"/> |
| iii) rainy morning. | <input type="checkbox"/> | iv) winter morning. | <input type="checkbox"/> |
- (b) When Ravi gets tired, he
- | | | | |
|------------------------|--------------------------|--------------------------|--------------------------|
| i) rests on a bench. | <input type="checkbox"/> | ii) sits under a tree. | <input type="checkbox"/> |
| iii) plays on a swing. | <input type="checkbox"/> | iv) sleeps under a tree. | <input type="checkbox"/> |
- (c) Ravi hears two
- | | |
|--------------------------|--------------------------|
| i) dogs barking. | <input type="checkbox"/> |
| ii) birds chirping. | <input type="checkbox"/> |
| iii) chameleons talking. | <input type="checkbox"/> |
| iv) monkeys talking. | <input type="checkbox"/> |
- (d) The little chameleon is worried because
- | | |
|-------------------------------------|--------------------------|
| i) his eyes are changing colour. | <input type="checkbox"/> |
| ii) the tree is changing colour. | <input type="checkbox"/> |
| iii) his body is changing colour. | <input type="checkbox"/> |
| iv) the leaves are changing colour. | <input type="checkbox"/> |
- (e) Ravi runs after the
- | | | | |
|-----------------|--------------------------|------------|--------------------------|
| i) butterflies. | <input type="checkbox"/> | ii) birds. | <input type="checkbox"/> |
| iii) rabbits. | <input type="checkbox"/> | iv) bees. | <input type="checkbox"/> |





Speaking Junction

Read this sentence from the story.

What is it, Max?

The word, **what**, is called a **question word**. It is mainly used to ask questions. A few other words that are also used to ask questions are **who**, **when**, **whose**, **why**, **which** and **how**.

Fill in the blocks with question words. Use each question word only once. One is done for you.

W	H	O	are your best friends?	
				is the playground?
				is your birthday?
			are you always late?	
			many toys do you have?	
				school do you go to?
				book is this?

Now, get into pairs and make your own questions starting with each of these question words. Ask these questions to know more about your friend.





Vocabulary Junction

Read these sentences from the story.

Ravi, a seven-year old boy, is *playing* with his friends in a garden.

He kneels down to look at them *closely* as they rest upon the flowers.

The word **playing** contains the suffix **-ing**. The word **closely** contains the suffix **-ly**.

A **suffix** is a letter or group of letters that is added at the end of a word to change its meaning.

1. Underline the words if the letters in red are suffixes.

(a) silly (b) badly (c) rising (d) walked

(e) red (f) finding (g) slowly

2. Complete these sentences by adding the suffixes in the box to the given words. Use each suffix only once. One is done for you.

(a) cheer -ing -ful -ed

i) It rained after a long summer. Everyone was cheerful.

ii) It was raining hard during the match. Yet everyone was

_____.

iii) Ramya wanted to play with paper boats. So, when it started to rain, she _____ up and went out to play.

(b) walk -ed -ing

i) I like _____ on the beach.



ii) They _____ at a great speed all day long to reach the place in time.

(c) **happy** -ly -ier

i) The baby looked _____ after he drank his milk.

ii) Nona and her friends danced _____.

Now, read this sentence from the story.

The garden was **refreshing**.

In this sentence, the word, **refreshing**, can be divided into three parts:
re + fresh + ing

re- is a **prefix**. A **prefix** is a letter or group of letters added before a word to change its meaning of the word. The **prefix**, **re-**, means **again**.

Examples:

re + fresh = refresh

Refresh means to give new strength or energy or make something fresh again.

re + build = rebuild

Rebuild means to build again.

re + open = reopen

Reopen means to open again.

re + fill = refill

Refill means to fill again.

1. Add the prefix re- to these words to form new words. Write their meanings too. One is done for you.

(a) write – rewrite (to write again)

(b) frame (c) gain (d) make (e) name

(f) grow (g) fuel (h) use (i) arrange

2. Fill in the blanks by adding the prefix re- to the words given in the box. Remember to use the past tense forms of the verbs where necessary.

do

open

name

arrange

(a) Sania _____ the pots in her balcony.

(b) The school _____ after the summer holidays.

(c) Betty _____ her pup, George.

(d) The teacher asked me to _____ my homework.



Phonics Junction

Read this sentence from the story.

It is a bright summer **morning**.

The letter in orange has the long o sound. Let us look at some more letter combinations with the same sound.


or	a	aw	ore	oar	ar
horn	fall	paw	more	oar	warm
born	wall	caw	shore	boar	war
corn	tall	draw	ore	board	warn



or	a	aw	ore	oar	ar
order	walk	jaw	pore	soar	towards
morning	water	crawl	bore	coarse	warden

1. Underline the words in the sentences that contain the long **o** sound. Then, read the sentences aloud.

- I have ordered some more books and have been waiting since morning for them to arrive.
- Ria is taller than her sister.
- There is a picture of a wild boar on one of the walls of the hall.
- She fell on the coarse cement road.
- The baby crawled all morning.

2.  Listen to the sentences. Note down all the words with the long **o** sound in your notebook.



Grammar Junction

Look at the following sentences from the story.

Ravi sits under **a** mango tree.

Suddenly, a ripe mango falls from **the** tree.

A, an and the are **articles**. Articles are used before nouns.

- We use **an** before a noun that starts with a **vowel sound**.
Example: an eraser
- We use **a** before a noun that starts with a **consonant sound**.
Example: a pencil, a sharpener



- When an adjective is used to describe a noun, an article is placed before the adjective.

Example: *an interesting book, a long pencil*

We know that **a** and **an** mean one but we do not say *a sun* or *a moon*.
If a noun is **only one of a kind**, we use **the**.

Example:

The sun rises in the east.

The moon looks like a white plate.

1. Fill in the blanks with the correct articles.

- (a) _____ glass (b) _____ shirt
(c) _____ owl (d) _____ earth
(e) _____ ice cream (f) _____ egg
(g) _____ Taj Mahal

2. Complete these sentences with a, an or the.

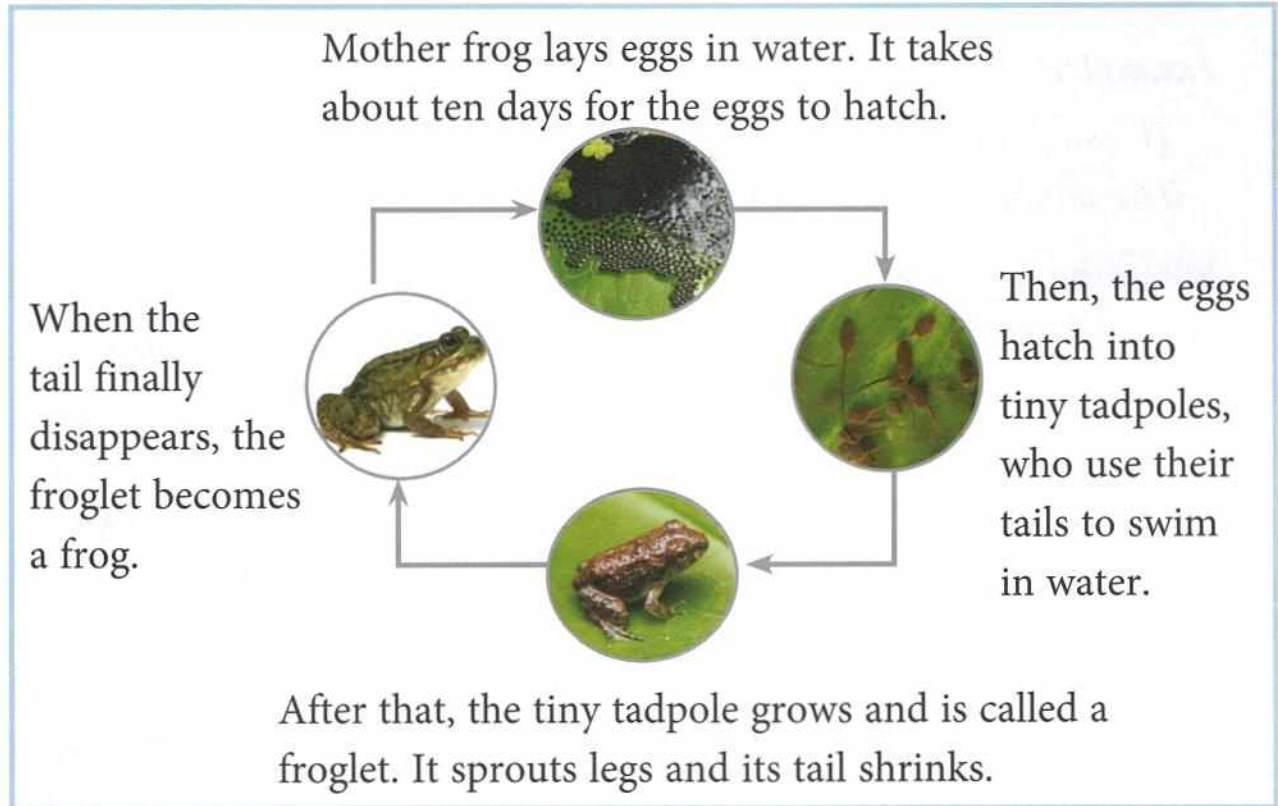
- (a) He carried _____ puppy in _____ basket.
(b) Raj is carrying _____ umbrella.
(c) They are playing in _____ park.
(d) She has _____ hour to finish the exam.
(e) Can we go to watch _____ movie?
(f) _____ Ganges is the longest river in India.
(g) Mr Reddy has _____ huge dog.
(h) _____ sun is shining brightly in _____ sky.



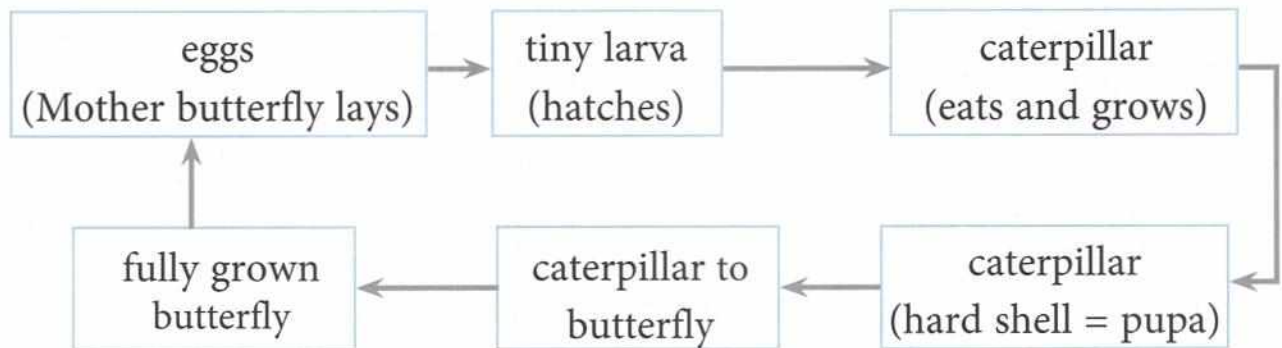


Writing Junction

Max and Banjo's friend is Sam, a frog. He lives in a small pond in the garden. They all play together. But he was not a frog always. Let us read the step by step process of his transformation from a tadpole to a frog.



Now, it is your turn. Look at the hints given below and write how a caterpillar changes into a butterfly.





Get Set

Discuss the changes that you observe in your surroundings during the seasons given below. You can talk about the weather, trees, food and clothes.

spring

summer

autumn

winter



Reading Junction

Who loves the trees best?

“I,” said the Spring;

“Their leaves so beautiful
To them I bring.”

Who loves the trees best?

“I,” Summer said;
“I give them blossoms,
White, yellow, red.”

Who loves the trees best?

“I,” said the **Fall**;
“I give **luscious** fruits,
And bright **tints** to all.”

Who loves the trees best?

“I love them best,”
Harsh Winter answered;
“I give them rest.”

– Alice May Douglas

Fall: another name for the autumn season
luscious: sweet and juicy
tints: shades or mixture of colours





Get Going

Let us find the answers from the poem.

1. Find words from the poem that rhyme with these words.

(a) spring: _____

(b) said: _____

(c) fall: _____

(d) best: _____

2. Answer the following questions.

(a) What does the poet mean by 'blossoms'?

(b) What does winter give the trees?

(c) Here are pictures of a tree. Paint and show how it would look in each season.

i) spring



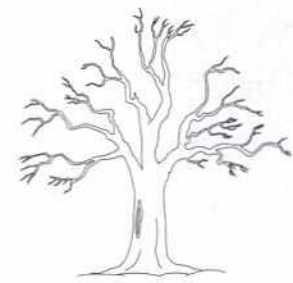
ii) autumn



iii) summer



iv) winter





Speaking Junction

Let us read the conversation between Jeetu and Nona.



Nona, winter will soon be here. It will be so much fun. We will go for picnics and drink hot chocolate.

Jeetu, I don't like winter. I love the rainy season. We can play in the rain and make paper boats.



They are talking about their favourite seasons. Now, get into pairs and tell your partner about your favourite season.

Discuss and share things that you like to do in your favourite season.



Vocabulary Junction

Read these lines from the poem.

Who loves the trees best?

'I,' said the **Fall**;

'I give luscious fruits,

And bright tints to all.'

The word **Fall** here means the autumn season.

Fall can also mean the action of falling down.

Both words have the same spelling and sound but different meanings.



Let us look at some more pairs of words like this.

bank	1.	a place where people keep money
	2.	the two sides of a river
pen	1.	a writing instrument that uses ink
	2.	a small fenced area to keep farm animals
right	1.	correct
	2.	direction
letter	1.	a written symbol of an alphabet, e.g. A is the first letter of the English alphabet.
	2.	a written or printed message to someone
bark	1.	the outer covering of a tree
	2.	the cry of a dog

1. Read these sentences. Look at the table above to find the meaning of each underlined word. Tick (✓) the correct meaning. One is done for you.

- (a) The dog barked at the stranger. 1. 2.
- (b) A river has two banks. 1. 2.
- (c) The pig is in the pen. 1. 2.
- (d) Turn right. 1. 2.
- (e) Raj writes a letter to his grandmother every month. 1. 2.



2. Complete the sentence pairs with a single word from the box.

park fall pen right

- (a) i) The teacher always uses a red _____.
- ii) The pig _____ is in the corner of the farm.
- (b) i) Shoaib did the _____ thing by telling the teacher about the accident.
- ii) The Botanical Garden is on the _____ side of the road.
- (c) i) My elder brother will come home in the _____.
- ii) Wear your skates properly or you might _____ down.
- (d) i) The _____ was crowded with people this evening.
- ii) Please _____ your car in the basement.



Phonics Junction

Read these lines from the poem.

Harsh **Winter** answered;


'I give them rest.'



Read the word **winter** aloud. The letter **r** at the end is never pronounced. Words that end with **er**, **ir**, **ur**, **ear** and **or** have a silent **r**. Such words always end in the vowel sound of the letter before **r**.

Let us look at a few examples.

er	ir	ur	ear	or
mother	stir	favour	year	doctor
cover	fir	fur	ear	tailor
power	sir	hour	near	actor
gander	air	your	pear	nor

1. Make sentences with any ten of the words given in the table. Read the sentences aloud.
2.  Listen to the words. Make a table as shown above and sort the words in the correct columns.



Grammar Junction

Look at these lines from the poem.

“I give **luscious** fruits,
And **bright** tints to all.”

The words **bright** and **luscious** are adjectives.

Now read these sentences.

*The sun looks like a **bright** yellow ball of fire.*

*The sun is **brighter** than the moon.*

*The sun is the **brightest** star.*

Remember!

Adjectives are words that tell us more about a noun.



In the above sentences, the adjective **bright** is being used to compare the sun with the moon and the stars.

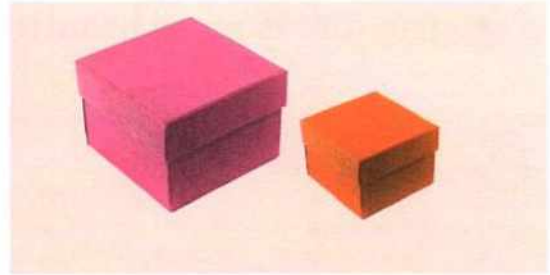
We can use adjectives to compare two things.

We add **-er** or **-ier** at the end of adjectives to compare people, places, animals or things.

Examples:

- small + er = smaller

The orange box is **smaller** than the pink box.

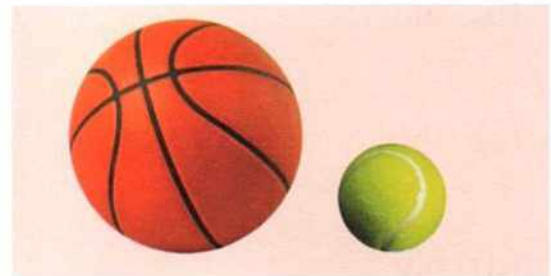


- tall + er = taller

Mohan is **taller** than Raghu.

- big + er = bigger

The basketball is **bigger** than the tennis ball.



- healthy - y + ier = healthier

Fresh food is **healthier** than fast food.



Some adjectives are longer than others.

Examples:

interesting, beautiful, amazing, enjoyable, expensive, intelligent

We don't add **-er** after these words. We use the word **more** before them.

Examples:

- The rose is **more beautiful** than the hibiscus.



Explain rules of spelling:

If a noun ends in a consonant, we add -er.

If a noun ends in a consonant with a vowel before it, we double the consonant and add -er.

If a noun ends in y, we drop the y and add -ier.

*Also, explain the use of the word, **than**, while comparing two things.*

1. Look at the adjectives below. Write their form that are used to compare two nouns.

(a) thick _____

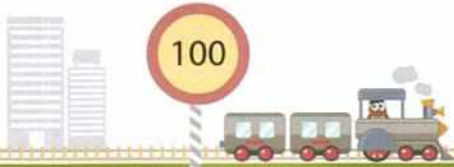
(b) old _____

(c) thin _____

(d) big _____

(e) happy _____

(f) angry _____



2. Write two sentences for each pair of pictures. Use the words in the boxes as clues. One is done for you.

(a)



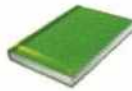
big

small

The watermelon is bigger than the orange.

The orange is smaller than the watermelon.

(b)



thick

thin

(c)



strong

weak

Saleem

George





Writing Junction

We have learnt that a story has characters, a setting, a problem and a solution. The problem is usually introduced in the beginning, described in the middle and solved at the end.

Answer the following questions and write a story based on the picture given below.



1. What is the story about?
2. Who are the characters in the story?
3. When and where does the story take place?
4. How will the story begin?
5. What happens in the middle?
6. How will the story end?

Use your answers to the above questions to write the story. Remember to give your story a title.





Get Set

Have you ever seen a puppet? What does it look like?



Reading Junction



Listen to our story, children, listen to our story! We are puppets. Puppeteers use us to tell stories of **ancient** India's **glory**.

ancient: very old

glory: honour, fame

terracotta: reddish-brown clay

String Puppets



We are string puppets. In ancient times, we were made of **terracotta**. These days, we are made of wood, metal or cloth. We are tied to strings or threads that help us move. We tell stories of kings and queens, and old folk tales. We are called *kathputli* in Rajasthan and *andhei* in Odisha.



Shadow Puppets

We are shadow puppets. We are made of **leather**. You will find us in different shapes. We stand against light to form shadows. Have you seen us **perform**? We look lively. We are found in Odisha, Kerala, Andhra Pradesh, Karnataka, Maharashtra and Tamil Nadu.



Glove Puppets



We are glove puppets. We are made of paper or cloth. We do not have legs. You can wear us like gloves and use your fingers to move us. You will find us in Uttar Pradesh, Odisha, West Bengal and Kerala.

leather: a material made from the skin of animals
perform: to do something in front of an audience

Rod Puppets



We are rod puppets. We are made of wood. Sticks or rods are fixed to us. These help us move. We are also called stick puppets. We are found in West Bengal and Odisha.

People all over the world love to watch puppet shows. You can also try to make your own puppets. It will be great fun!



Get Going

Let us find the answers from the text.

1. Read these sentences. Write **T** for true and **F** for false.

(a) Rod puppets are figures cut out from leather.

(b) Glove puppets have legs.

(c) String puppets are called *kathputli*.

(d) Shadow puppets are figures made of wood.

2. Copy this table in your notebook and complete it. One is done for you.

Puppets	String	Shadow	Glove	Rod
Material	terracotta, cloth, wood, metal			
Movement	strings			
State	Rajasthan, Odisha			



Listening and Speaking Junction

We read about different types of puppets in the text, Storytellers.

Now, let us make a sock puppet.

Listen carefully and make the puppet.

Now that you have created a sock puppet, give it a name. Then, introduce your puppet to the class.



You can talk about:

- the puppet's age
- the puppet's friends
- the puppet's hobbies
- the puppet's favourite food



Conduct the listening activity first, followed by the speaking activity.



Vocabulary Junction

You learned that string puppets are made of terracotta, wood, metal or cloth, shadow puppets are made of **leather**, and glove puppets are made of **paper** or **cloth**. You also learned that rod puppets or stick puppets are made of **wood**.

Leather, wood, paper, terracotta and **cloth** are all **materials**. We use these materials to make several objects.

Examples:

furniture – wood

bedsheet – cloth

pot – terracotta

belt – leather

newspaper – paper

1. Circle the odd one out in each set.

(a) purse, bench, pencil, cricket bat

(b) magazine, bottle, books, envelope

(c) cup, notebook, pot, vase

(d) frock, curtain, coin, shirt

2. (a) Circle the names of the objects that are made of wood.

chair

table

mirror

eraser

door



(b) Circle the names of the objects that are made of paper.

book curtain water bottle greetingcard calendar

(c) Circle the names of the objects that are made of terracotta.

door saucer pot napkin vase

(d) Circle the names of the objects that are made of cloth.

bag jar towel spoon apron

(e) Circle the names of the objects that are made of leather.

purse bulb shoe cup belt



Phonics Junction

Read this sentence from the text.

You can **wear** us like gloves and use your fingers to move us.


The letters in orange in the word **wear**. Let us look at some more words that are pronounced in the same way.

air	care	rear
fair	bare	bear
chair	dare	pear
pair	scare	wear
hair	flare	tear
flair	rare	swear



1. Unscramble these letters to form meaningful words with the help of the given clues. Write them in the space provided.

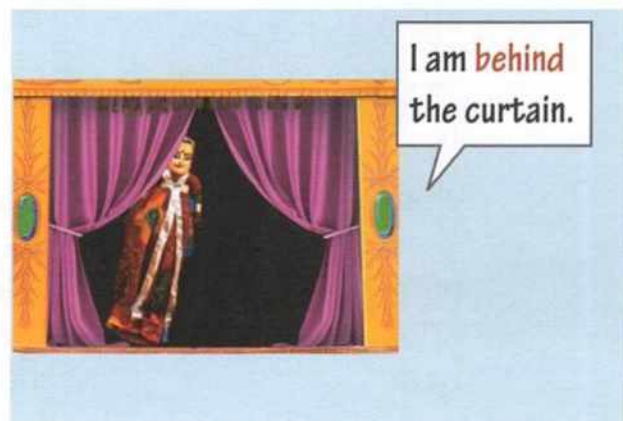
aebr	an animal that is big and furry	
raip	a set of two things used together	
ciahr	something to sit on	
resha	to give a part of something that you have to others	
rssait	used to go from one floor to another in a building	

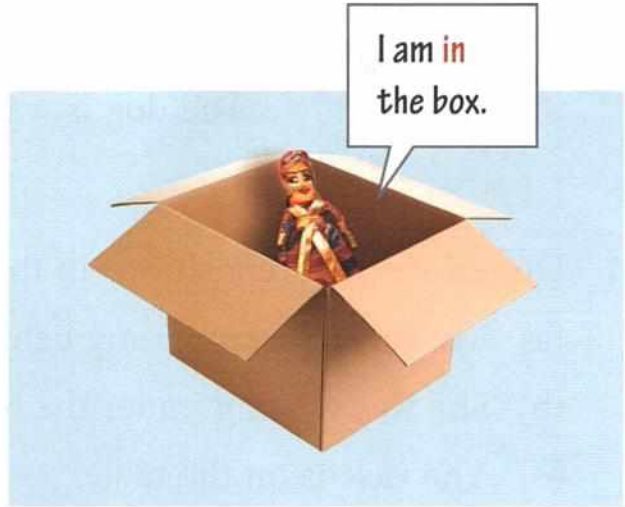
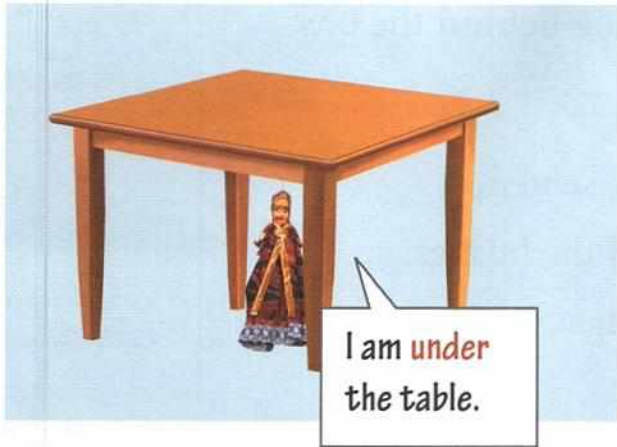
2.  Listen to your teacher. Make three columns for the different spellings of words that are pronounced like air. Sort the words in the correct columns.



Grammar Junction

The puppets decide to have some fun. They start playing hide-and-seek.





The words **behind**, **under** and **in** show positions. **Above**, **among** and **below** are a few other words that show different positions. A word that tells us about the position of a noun is called a **preposition**.


Examples:

Rahul

Write your name **above** the line.

19-01-2019

Write the date **below** the line.



Rahul is sitting **among** his friends.





The dog is walking **behind** the boy.

1. Underline the prepositions in these sentences.

- (a) My friends were hiding behind the bushes.
- (b) She was waiting under the bridge.
- (c) The vase is on the table.
- (d) Do you have any money in your purse?
- (e) The little girl stood between her parents.

2. Fill in the blanks with the correct words from the box.

above

under

among

behind

- (a) The cat is hiding _____ the bed.
- (b) Rohan usually hangs his school bag _____ the door.
- (c) The sun disappeared _____ the horizon.
- (d) He is the brightest _____ all the children.



Writing Junction

A puppeteer had several string puppets and rod puppets. One night, when he was asleep, his puppets came to life. What do you think happened next? What did they say to each other? Do you think the puppeteer ever found out the secret? Write a short story about the puppets. Don't forget to give your story a title.



Before starting this section, have a discussion on how the children would feel if inanimate things start behaving or talking like living beings. Also discuss the different parts of a story - character, setting, title and plot.





Get Set

1. What is your mother tongue? Do you know any other language? What are they?
2. Discuss with your friends and make a list of the languages they speak. How do you feel when you hear a foreign language?



Reading Junction

Let us read about the languages of our country.

My class is a little India,
 With friends from everywhere.
 They speak in different languages
 That sound funny to my ear.
 So many languages,
 From places far and near.
 Hindi, Telugu and Marathi,
 Yet the same smile they share.
 They sing in different languages,
 They sing beautiful songs,



In Punjabi, Tamil and Malayalam,
But together they dance along.
My class is a little India,
With friends from everywhere.
When I speak in my language
It sounds funny to their ears.



Get Going

Let us find the answers from the poem.

1. Choose the correct options to fill in the blanks.

(a) My class is a _____ India.

i) huge

ii) small

iii) little

iv) tiny

(b) The different languages sound _____ to my ears.

i) nice

ii) funny

iii) loud

iv) sweet

(c) The friends in my class share the same _____.

i) stories

ii) smile

iii) food

iv) song

(d) The friends in my class _____ in different languages.

i) sing

ii) dance

iii) fight

iv) shout



2. List the words from the poem that rhyme with these words.

(a) care _____

(b) dear _____

(c) wrong _____



Listening and Speaking Junction

Your teacher will read out the descriptions of different festivals. Listen to the descriptions carefully and complete the table.

Name of the festival	Things we do on the day of the festival	Food we eat during the festival
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Now, talk about a festival that you celebrate at home. Talk about how you celebrate the festival, the things you do and the food you eat on that day.



Vocabulary Junction

In the poem 'My Little India', the poet says that his or her classroom is a little India because the children in the class speak different languages.



Read the poem again and tick (✓) the languages mentioned in it. Circle the languages you have heard or read about.

Hindi <input type="checkbox"/>	Urdu <input type="checkbox"/>	Bengali <input type="checkbox"/>	Kannada <input type="checkbox"/>
Oriya <input type="checkbox"/>	Telugu <input type="checkbox"/>	Assamese <input type="checkbox"/>	Marathi <input type="checkbox"/>
Tamil <input type="checkbox"/>	Konkani <input type="checkbox"/>	Punjabi <input type="checkbox"/>	Tulu <input type="checkbox"/>
Nepali <input type="checkbox"/>	Gujarati <input type="checkbox"/>	Manipuri <input type="checkbox"/>	Malayalam <input type="checkbox"/>
Kashmiri <input type="checkbox"/>	Sindhi <input type="checkbox"/>	Bhojpuri <input type="checkbox"/>	Rajasthani <input type="checkbox"/>



Phonics Junction

Read these lines from the poem.

They speak in different languages
 That sound funny to my **ear**.
 So many languages,
 From places far and **near**


The words **ear** and **near** have the same sound for the letters **ea**. Let us look at a few more words that have the same sound but different spellings.

ea	ee	e_e
clear	cheer	here
near	deer	sphere
beard	steer	severe

1. Read the given words aloud and underline the part with the ea sound as in ear. Then, find the words in the word maze.

fear	sheer	dear	deer	year
steer	sincere	cheer	sphere	clear
ear	hear	career	appear	near

C	L	E	S	R	N	C	L	E	A
R	A	S	T	P	E	H	A	T	P
F	D	E	E	R	A	E	F	C	P
E	E	H	E	A	R	E	G	L	E
A	A	G	R	T	E	R	C	E	A
R	R	B	T	E	A	Y	A	A	R
S	P	H	E	R	E	E	R	R	S
A	H	E	A	T	S	A	E	W	E
R	S	I	N	C	E	R	E	H	A
E	T	R	S	H	E	E	R	E	R

2.  Listen to your teacher. Make three columns for the different spellings of words that have the ea sound. Sort the words in the correct columns.





Grammar Junction

Read these lines from the poem.

They sing beautiful songs,
In Punjabi, Tamil **and** Malayalam,
But together they dance along.

These lines show that the learners in the class sing songs in different languages. Even so, they dance together. The word **but** is used to join two opposite ideas in a sentence.

Example:

Rimi wrote a letter. She did not post it.

*Rimi wrote a letter, **but** she did not post it.*

And is used to join two sentences that have similar ideas. **And** is also used to join the last item in a list.

Examples:

Rimi bought a pen. Rimi bought a pencil.

*Rimi bought a pen **and** a pencil.*

Or, *Rimi bought a pen, a pencil **and** a notebook.*

And and **but** can also talk about one action after another.

Examples:

*I slipped **and** fell down.*

*I ran **but** couldn't catch the school bus.*

Or is used while talking about different choices.

Example:

*Should I eat an apple **or** an orange?*



Because is used to show the cause of an action.

Example:

Irfan does not study well. He is lazy.

*Irfan does not study well **because** he is lazy.*

So is used to show the result of something.

Example:

The wound did not heal. I went to see a doctor.

*The wound did not heal, **so** I went to see a doctor.*

Yet is used to show a difference. It means **but at the same time**.

Example:

*The weather was cold, **yet** bright and sunny.*

1. Join the sentences using **and**.
 - (a) Sudha went to the shop. Sudha bought a chocolate.
 - (b) The boy closed the door. The boy went to sleep.
2. Join the sentences using **but**.
 - (a) An elephant has big ears. An elephant has small eyes.
 - (b) The peacock has a beautiful tail. The peahen has no tail.
3. Join the sentences using **or**.
 - (a) Do you want milk? Do you want fruit juice?
 - (b) Will you come on Monday? Will you come on Tuesday?
4. Join the sentences using **because**.
 - (a) Manish cannot speak German. It is a very difficult language.
 - (b) I missed the bus. I was late.



5. Fill in the blanks using and, or, but, so or because.

- (a) My friend can sing _____ she cannot paint.
- (b) I like fish _____ chips.
- (c) Will you meet us today _____ tomorrow?
- (d) Minal wanted to be a singer, _____ she joined singing classes.
- (e) I stayed at home _____ it snowed.



Writing Junction

Now that you have learned about the usage of and, but, or, because, so and yet, fill in the blanks with suitable words.

Polar bears live in the Arctic. Arctic is the land of ice _____ snow. They have a layer of fat under their skin to survive in the snow. It is called blubber. They also have a thick fur that keeps them warm. Many people call polar bears 'noses with legs' _____ they have an excellent sense of smell. They like to eat various kinds of fish, _____ seals are their favourite. Young polar bears are tiny _____ very clever. They are smart _____ they follow Mama bear _____ stay away from danger.





Projects

Project 1

Life Skills

Here are different ways in which we can take care of our pets.

Food/Water

- Give it food on time every day.
- Give it plenty of water too!



Home

- Make the pet a neat place that has enough space for it to move.

Healthcare

- Take your pet for regular health check-ups.



Love Your Pet

- Show it love!

Play/Exercise

- Give it play time and fresh air.



Imagine that you have a pet. Write three ways in which you would take care of your pet.



1. _____
2. _____
3. _____

Multiple Intelligences

Animal Zoo

- Collect leaves and twigs of various shapes and sizes. Use them to make animal shapes like the ones given in the pictures below.
- Paste them on a chart paper.
- Name the animals and write five lines describing each of them.
- Give a name to your collection.



Project 2

Life Skills

Look at these pictures. Which child is doing the right thing? Tick (✓) the picture.



All of us like to play in clean and beautiful parks. Staying or playing in a dirty place makes us sick. Therefore, it is necessary to take care of parks and other public places and keep them clean.

How will you keep parks and other public places clean? Tick (✓) the correct actions and cross (✗) the incorrect ones.

- Do not spit anywhere
- Throw waste in a dustbin
- Kill ants and other insects
- Do not damage plants and other things
- Do not stand on the benches
- Pluck flowers for your friends and family
- Do not write anywhere



Multiple Intelligences

Let us learn a trick.

An optical illusion makes two pictures appear as one.

Materials required:

- white cardboard
- pencils and colouring pens
- a pair of scissors
- glue/sticking tape

Instructions:

Cut out two similar shapes from a white cardboard. Here, we have used a square piece. Draw whatever you want on either side, but the two drawings should be related. In this drawing, there are fish on one side and a fish tank on the other.

Use glue or sticking tape to stick a pencil between the two pictures.

Hold the pencil straight between your palms so that the picture is on the top. Roll the pencil using your palms to make the pictures spin. It will appear as if the fish are in the tank.

Try creating this illusion with different but related pictures, like a monkey and a tree, a plate and food items and so on.



Listening Texts

Chapter 2: Useless Things

Phonics Junction

dream, even, hockey, free, creature, diesel

Chapter 4: Sing a Math Rhyme

Vocabulary Junction

1. Ravi did not _____ time.
2. She braids her _____.
3. I did not _____ that letter.
4. We need a _____ to relax.
5. I want to have _____ milk.

Chapter 5: The Elves and the Shoemaker

Phonics Junction

toy, red, oil, cat, royal, enjoy, ball, point

Chapter 6: The Little Elf

Vocabulary Junction

1. Shyam, Nitin, Shahrukh and Ronith go to the park to play basketball.
2. We need a new bookcase for the new books.
3. Dad bought a tiny notebook for my birthday.
4. I forgot to buy toothpaste yesterday.

Phonics Junction

far, short, hard, barn, bark, fork

Chapter 7: Four Friends

Listening Junction

rabbit, elephant, cow, dog, monkey, deer, cat, rat

Phonics Junction

cute, queue, due, new, you, tune

Grammar Junction

1. Sheetal will going to join a dance class.
2. It is go to be hot.
3. Raghu will go to study in the morning.
4. I will is going travel with Seema.

Chapter 8: Over in the Meadow

Listening and Speaking Junction

Over in the meadow,
In a snug beehive
Lived a mother honey bee
And her little bees five
“Buzz!” said the mother;
“We buzz!” said the five
So they buzzed and they hummed
In the snug beehive

Phonics Junction

1. The sky is blue.
2. I need to have some food.
3. This is a rule.
4. Did you hurt your foot?
5. I have two bananas.



'blue', 'food', 'rule' and 'two' should be pronounced with short oo sound while 'foot' should be pronounced with the long oo sound.

Chapter 9: Garden Treasures

Phonics Junction

1. I am bored.
2. I need some water.
3. I was born on September 13.
4. The baby will start crawling soon.
5. I went to buy some corn.

