

# Prime English



Name: \_\_\_\_\_

Class: \_\_\_\_\_ Section: \_\_\_\_\_





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# 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

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### 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

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**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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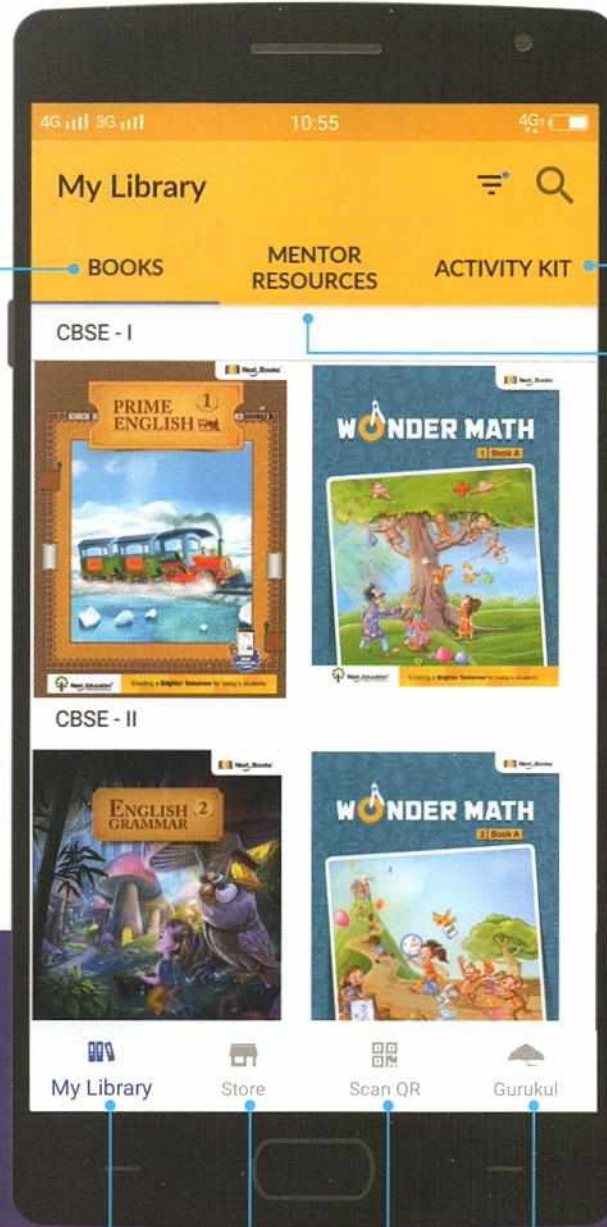


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Theme	Chapter	Reading	Listening and Speaking	Vocabulary	Phonics	Grammar	Writing
Friendship	The Attic	Factual and inferential comprehension	<ul style="list-style-type: none"> <li>Listening for specific information</li> <li>Describing how your friend is unique</li> </ul>	Using the suffixes <b>-en</b> and <b>-able</b> to form verbs from adjectives and vice versa	Gemination	Regular and irregular plurals	Writing a paragraph using concept map
	My Little Ted	Factual and inferential comprehension	Talking from a pet's perspective	Homophones	Different sounds of <b>ea</b>	Degrees of comparison	Creating word webs
Fantasy	Alice and the White Rabbit	Factual and inferential comprehension	<ul style="list-style-type: none"> <li>Listening for specific information</li> <li>Talking about an imaginary situation</li> </ul>	Telling the time	Consonant variants /f/ and /dʒ/	Conjunctions	Writing a paragraph using word web
	My Magic Wand	Factual and inferential comprehension	Describing a magic show	Usage of the verbs <b>say, tell, speak</b> and <b>talk</b>	Consonant variant /z/	Articles	Writing a paragraph using conjunctions
Adventure	Gulliver's Travels	Factual and inferential comprehension	Asking or giving directions using a map	<ul style="list-style-type: none"> <li>Prefixes <b>dis-</b>, <b>un-</b>, <b>mis-</b>, <b>in-</b>, <b>ir-</b>, <b>il-</b> and <b>im-</b></li> <li>suffixes <b>-er</b>, <b>-or</b> and <b>-ian</b></li> </ul>	Silent <b>l, t, u</b>	Possessive adjectives and possessive pronouns	Writing a paragraph and labelling its parts
	The Ant Explorer	Factual and inferential comprehension	Speaking about a travel destination and stating reasons for choice	Words describing feelings	Silent <b>b, p, d, r</b>	Prepositions of movement	Writing a paragraph on favourite adventure sport

Theme	Chapter	Reading	Listening and Speaking	Vocabulary	Phonics	Grammar	Writing
Nature	Nona and the Rain	Factual and inferential comprehension	Talking about nature	Collective nouns	Silent <b>h, k, w</b>	Simple tense	Writing a paragraph using simple tense
	Little Raindrops	Factual and inferential comprehension	Framing sentences about things you wonder about	Homonyms	/ʰ/	Continuous tense	Writing a paragraph using continuous tense
Animals	Tortoises and Turtles	Factual and inferential comprehension	Talking about differences between commonly confused animals	Sea animals	Different sounds of <b>o</b>	Subject-verb agreement	Writing a paragraph
	The Habitat Song	Factual and inferential comprehension	<ul style="list-style-type: none"> <li>Listening for specific information</li> <li>Speaking about favourite animal</li> </ul>	Synonyms and antonyms	/əʊ/	Punctuation	Completing a conversation by punctuating it
Food	The Roasted Beans	Factual and inferential comprehension	<ul style="list-style-type: none"> <li>Listening instructions</li> <li>Talking about favourite food</li> </ul>	Order of adjectives	Different sounds of <b>oo</b>	Types of sentences	Writing a descriptive paragraph using adjectives
	Christmas Cookies	Factual and inferential comprehension	Asking about eating habits	Onomatopoeic words	Different sounds of <b>ou</b>	Adverbs of time	Writing a story using story map



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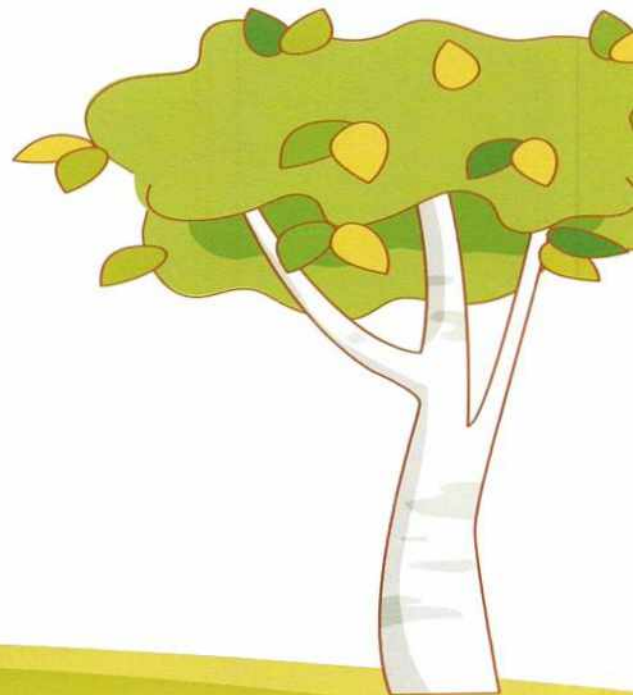


## Life Skills-based activities

Term	Theme	Activity	Life Skills
1.	Animals	Adopting an animal	Self awareness, Critical thinking, Decision making, Effective Communication, Empathy
2.	Fantasy	Importance of hard work	Self-awareness, Critical thinking, Decision-making

## Multiple Intelligences-based activity

Term	Theme	Activity	Multiple Intelligences
1.	Food	Know What You Eat	Visual-spatial, Logical-mathematical, Interpersonal, Verbal-linguistic
2.	Animals	Shadow Puppets	Bodily-Kinesthetic, Visual-spatial, Logical-mathematical, Verbal-linguistic









## Get Set

Discuss in pairs.



1. Name the rooms shown in the pictures above.
2. What are the differences between these rooms?



## Reading Junction

Let us read how Afzal and his friends play on a rainy day.

Rain, rain, rain! How it rained!

The great drops ran down the glass in streams. Mohan, Afzal and little Noorie watched it

for a long time. 'Oh dear!' they said at last, 'Do you think it will ever stop raining? We want to go out and play!'

How do you feel when it rains and you cannot go out to play?



**attic:** space or room inside the roof of a building







Mohan had an idea! ‘Why don’t we go up to the **attic** and play?’ he asked.

The other two thought it was a wonderful plan! Off the three friends went, running up the wooden stairs with their **noisy feet**. They found three old brooms, and began to play ‘Soldier’ – Mohan first, then Noorie, with Afzal last of all. The attic wasn’t very large; but the children made space to play.

While they were playing, Afzal’s mother was baking her special cookies for them downstairs. Her secret was that she dipped the **dough** in sugar syrup to **sweeten** it. She could hear them as they marched along. She could even hear Afzal’s command (‘About turn!’) every time they reached one end of the room.

By and by, they were tired of playing ‘Soldier’. They pulled down some old dresses and hats that were hanging on a peg, put them on, and acted like grown-ups. Then, out of an old box, they dragged a scrapbook full of pictures, and sat down to look them over.

What did the children do after they got tired of playing ‘Soldier’?



**noisy feet:** feet making a lot of noise  
**dough:** thick mixture of flour and water used to bake biscuits, cake and bread  
**sweeten:** to make something sweet







In the meantime, Lata arrived. Lata was Afzal's friend. She was wrapped in a yellow raincoat and was wearing matching **galoshes**. She had brought a basket, with two of her extremely lovable kittens in it.

'Afzal and his friends are in the attic,' said Afzal's mother.

So Lata ran up to find them. She did find them; but what do you think they were up to? All of them were fast asleep!

What do you think Lata does when she sees they are asleep?



**galoshes:** waterproof shoes, mostly worn over usual shoes







## Get Going

A. Let us find the answers from the story.

Complete these sentences.

1. The children did not go out to play because \_\_\_\_\_.
2. The first game they decided to play was \_\_\_\_\_.
3. While they were playing, Afzal's mother was \_\_\_\_\_.
4. Lata was wearing \_\_\_\_\_.
5. When Lata went to the attic, she saw \_\_\_\_\_.



B. Let us read between the lines.

1. How do you think the children used the brooms while playing 'Soldier'?
2. Why do you think Afzal frequently used the command 'About turn'?



## Listening and Speaking Junction

Read this conversation between Noorie and her cousin Sana.



Sana, have you ever wondered how different we are from each other?

How?



You like playing tennis but I like playing chess.

But we are also similar in some ways. We both like singing and painting. Both of us like to read books too.



Yes, you are right!



Like Noorie and Sana, all of us are similar in some ways and different in others.



Now, listen to four children talk about what makes them different from others. Match the speaker to her/his unique condition.

Speaker 1	Someone who is more active than usual
Speaker 2	Someone who gets tired very easily and has difficulty paying attention even for a short span of time
Speaker 3	Someone who has difficulties in learning
Speaker 4	Someone who cannot see properly

Now that you've listened to how unique each person is, find out how your friend or someone that you know is unique. Talk about it in class.



## Vocabulary Junction

Read this sentence from the story.

Her secret was that she dipped the dough in sugar syrup to **sweeten** it.

The word **sweeten** is formed by adding the letters **-en** at the end of the word **sweet**.

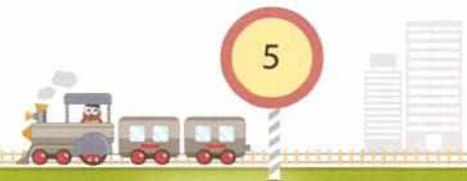
A group of letters that is added at the end of a word is called a **suffix**.

**Sweet** is an adjective, but **sweeten** is a verb. The letters **-en** are added to some adjectives to form verbs.

### Examples:

*Fasten your seat belts.*

*Shorten your answers.*



Now, read another sentence from the story.

She had brought a basket, with two of her extremely **lovable** kittens in it.

**-able** is added to the verb **love** to form the adjective **lovable**.

**Examples:**

*These biscuits are **available** in the supermarket.*

*We had an **enjoyable** evening.*

1. Change the following verbs to adjectives by adding the suffix **-able**.

- |          |           |
|----------|-----------|
| (a) eat  | (b) read  |
| (c) do   | (d) break |
| (e) wash | (f) enjoy |

2. Form verbs from the following adjectives by adding **-en**.

- |              |            |
|--------------|------------|
| (a) short    | (b) bright |
| (c) soft     | (d) moist  |
| (e) straight | (f) dark   |
| (g) sharp    | (h) black  |

3. Add **-en** or **-able** to the words in brackets to fill in the blanks.

- (a) \_\_\_\_\_ (*sharp*) your pencil.
- (b) Those are glass bowls. They are \_\_\_\_\_. (*break*)
- (c) Mummy's cupcakes \_\_\_\_\_ (*bright*) up my days.
- (d) All the sums were \_\_\_\_\_. (*do*)
- (e) \_\_\_\_\_ (*moist*) your hands to roll the dough.
- (f) Dogs are \_\_\_\_\_ (*love*) animals.
- (g) She helped him \_\_\_\_\_ (*loose*) his tie.







## Phonics Junction

Read this sentence from the story.

She was **wrapped** in a **yellow** raincoat and was wearing matching galoshes.

In the words **yellow** and **wrapped**, the letters **l** and **p** have been repeated. When the same letter is repeated one after the other, they are read as one letter.

Let us look at a few more examples:

*matter*

*summer*

*funny*

*apple*

*arrive*

*addition*

*fellow*

*little*

In all these words, the letter that is repeated is pronounced only once. For example, **matter** is pronounced as **mat-er** not **mat-ter**.

Look at these words. Read them aloud.

butter

sunny

manner

happy

cunning

letter

tummy



Listen to the words and write them correctly in your notebook.



## Grammar Junction

Read these sentences from the story.

The great **drops** ran down the glass in **streams**.

Off the three **friends** went, running up the wooden **stairs** with their noisy feet.

The words **drops**, **streams**, **friends** and **stairs** are in the plural form.





## Recap

When a noun refers to a single person, place, animal or thing, it is **singular**.  
When a noun refers to more than one person, place, animal or thing, it is **plural**.

When we change a **singular noun** to **plural**, the spelling of the plural noun changes based on the **last letter** of the singular noun.

- (a) For most nouns, the plural is formed by adding **-s** at the end of the word.

*Examples:*

Singular	Plural
cow	cows
book	books
bottle	bottles
table	tables
purse	purses
cookie	cookies
raincoat	raincoats
chair	chairs

- (b) For nouns that end with **o**, **s**, **x**, **ch** or **sh**, the plural is formed by adding **-es** at the end of the word.

*Examples:*

Singular	Plural
hero	heroes
bus	buses
fox	foxes
church	churches
wish	wishes





- (c) For nouns that end in a **consonant** + **y**, the plural is formed by replacing the **y** with **-ies** at the end of the word.

*Examples:*

Singular	Plural
army	armies
lady	ladies

- (d) For nouns that end in a **vowel** + **y**, the plural is formed by adding **-s** at the end of the word.

*Examples:*

Singular	Plural
key	keys
monkey	monkeys

- (e) For nouns that end with **f** or **fe**, the plural is formed by replacing **f** or **fe** with **v** and adding **-es** at the end of the word.

*Examples:*

Singular	Plural
calf	calves
wife	wives

- (f) However, some nouns do not follow any rule. They have their own plural forms.

*Examples:*

Singular	Plural
man	men
mouse	mice
child	children

Singular	Plural
foot	feet
goose	geese
tooth	teeth
ox	oxen

(g) Some nouns remain the same in their singular and plural forms.

**Examples:**

Singular	Plural
deer	deer
sheep	sheep
aircraft	aircraft

1. Fill in the blanks with the correct form of the plurals provided in the box below.

cowes/cows	handes/hands	tableis/tables
chaires/chairs	tomatoes/tomatos	deer/deers
oxes/oxen	foots/feet	game/games

- (a) Farmer Raghu has many \_\_\_\_\_ and two \_\_\_\_\_.
- (b) Mother asked Priya to wash her \_\_\_\_\_ and \_\_\_\_\_ after coming from the playground.
- (c) We saw many \_\_\_\_\_ in the zoo.
- (d) Nimo picked \_\_\_\_\_ from the basket.
- (e) We need \_\_\_\_\_, \_\_\_\_\_ and four board \_\_\_\_\_ for the children.



2. Answer these riddles by writing the plural forms of the words given in brackets.

- (a) You like to read us. We are very interesting. We are \_\_\_\_\_  
\_\_\_\_\_. (*story*)
- (b) We are two equal parts of a thing. We are \_\_\_\_\_. (*half*)
- (c) We are used to make french fries. We are \_\_\_\_\_. (*potato*)
- (d) We are the young of cows. We are \_\_\_\_\_. (*calf*)
- (e) You can use us to paint. We are \_\_\_\_\_. (*brush*)
- (f) We are found in farms. We are \_\_\_\_\_. (*goose*)
- (g) We are a pair. We help you walk. We wear socks and shoes. We are your \_\_\_\_\_. (*foot*)
- (h) We are found in farms. Our fur is used to make wool. We are \_\_\_\_\_  
\_\_\_\_\_. (*sheep*)
- (i) We help you bite and chew food. We are white. We are your \_\_\_\_\_  
\_\_\_\_\_. (*tooth*)
- (j) Don't drop us while you drink from us. We are \_\_\_\_\_. (*glass*)

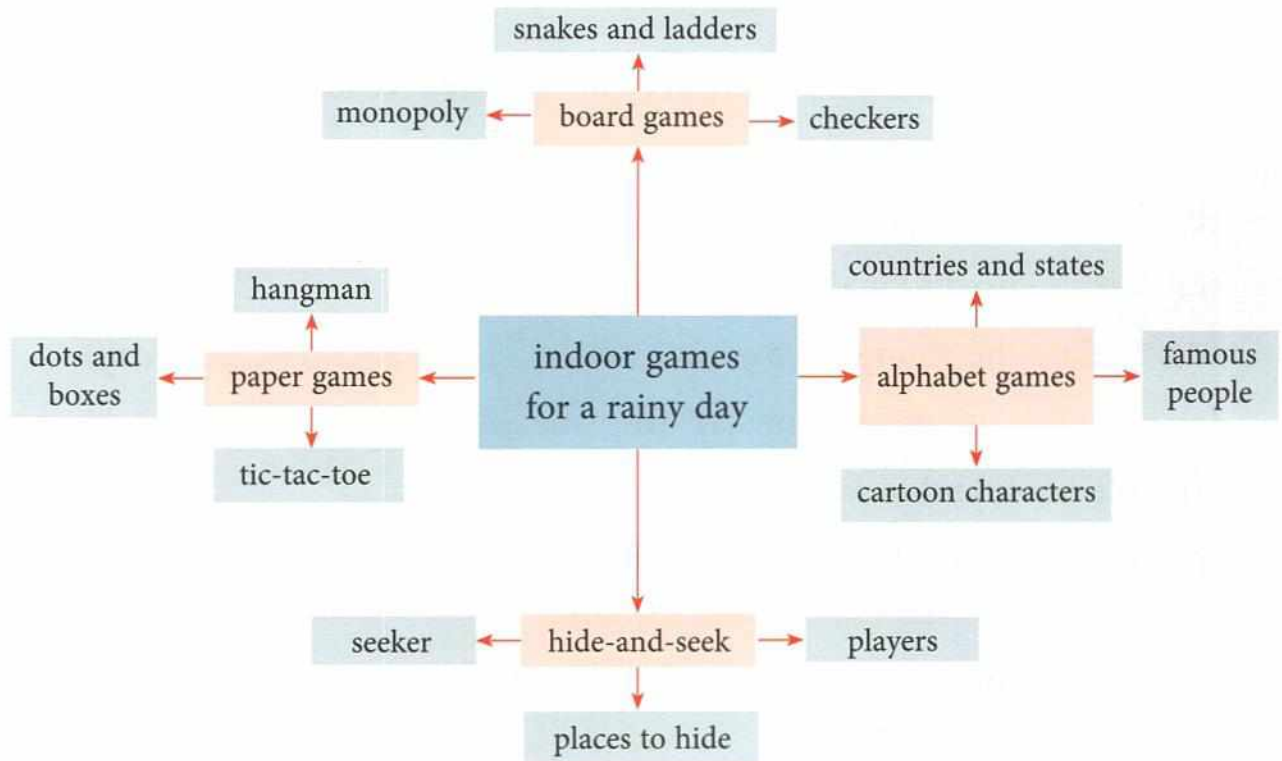


## Writing Junction

Afzal decides to write on the topic 'indoor games for a rainy day'. First, he makes a list of ideas as shown below.



Then, he adds more ideas:



If you had to write a paragraph on these topics, what would you write about? Write five ideas on any one topic.

birthday party

gardening

summer

hobbies

school

friends

pets

favourite book



### Get Set

This is Lata, and these are her pet kittens, Nutty and Brownie. They are her best friends. Lata plays with Nutty and Brownie and cares for them. Nutty and Brownie also love Lata a lot.

Do you have a pet? Discuss with your partner and answer the questions.

Yes	No
<ul style="list-style-type: none"> <li>Which animal do you have as a pet?</li> </ul>	<ul style="list-style-type: none"> <li>Would you like to have one?</li> </ul>
<ul style="list-style-type: none"> <li>How do you spend time with your pet?</li> </ul>	<ul style="list-style-type: none"> <li>Which animal would you like as a pet? Why?</li> </ul>



### Reading Junction

Let us read a poem about a girl who has a little brindle dog as her pet.

I have a little **brindle** dog,  
Seal-brown from tail to head.  
His name I guess is Theodore,  
But I just call him Ted.

He's only about eight months old  
I guess he's just a pup;

**brindle:** a brownish colour of animal fur, with streaks of other colour





Daddy says he won't be larger  
When he's all grown up.

He plays around about the house,  
As good as he can be,  
He doesn't seem like a dog,  
He's just like folks to me.

When it is my bedtime,  
And Ma makes the bed;  
I get into my pyjamas  
And wish goodnight to Ted.

My Teddy is a playful dog,  
He never growls or bites.  
But, sometimes with his barking  
He keeps us up all night!

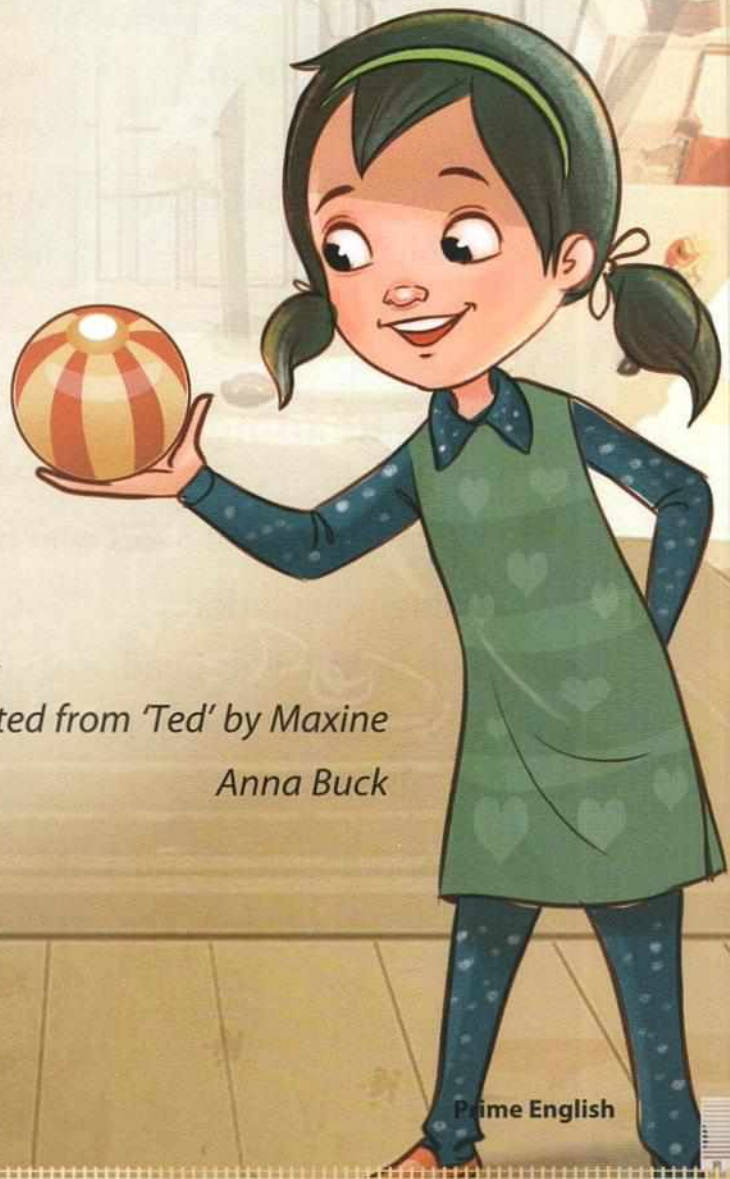
We play fetch in the afternoons  
When I come home from school.  
I playfully chase Ted sometimes,  
And he acts like a fool!

We love each other dearly,  
My little Ted and me.  
We're the very best of friends,  
And always hope to be.



– Adapted from 'Ted' by Maxine  
Anna Buck

folks: family





## Get Going

- A. Let us find the answers from the poem.
1. What is Ted's full name?
  2. What colour is Ted? How old is he?
  3. What does Ted do in the afternoons?
  4. Find all the rhyming words in the poem.



- B. Let us read between the lines.
1. What do you understand from this line?  
'Daddy says he won't be larger.'
  2. Why does Ted never growl or bite the speaker?
  3. Why is Ted like 'folks' to the speaker?



## Speaking Junction

Discuss in pairs.

Imagine you are someone's pet animal. Think of all the mischievous things you would do as a pet and talk about them to your partner.



## Vocabulary Junction

Read these lines from the poem.

But, sometimes with his barking  
He keeps us up all **night!**





Look at the word in **bold**.

night

The time of the day when people usually sleep.  
*Bats fly at night.*

Now, look at the word given below which has the same pronunciation as **night**.

knight

A warrior in a king's court.  
*The knight fought bravely and killed the monsters.*

Words that have the same pronunciation but different meanings and spellings are called **homophones**.

**Examples:**

*to, too and two*

*stair and stare*

*route and root*

Find out the meanings of and make sentences with these words.



1. Circle the homophones.

- (a) dear, dare, deer
- (b) mail, male, meal
- (c) flower, flour, floor
- (d) pore, pair, pear
- (e) son, sun, sung





2. Find the homophones of the following words by adding or subtracting letters as shown below. Write the new words in the box. Make a sentence with each word.

(a) wood - o + ul =

(b) flour - u + we =

(c) hair - ir + re =

(d) blue - ue + ew =

(e) board - ar + re =


(f) birth - i + e =

(g) heir - he + a =

(h) tale - le + il =

(i) son - o + u =

(j) rose - se + ws =

3.  Listen carefully to the story that your teacher reads out. Choose the correct homophones from the given options that have been used in the story.

(a) \_\_\_\_\_ (*won/one*)

(b) \_\_\_\_\_ (*some/sum*)

(c) \_\_\_\_\_ (*sow/so*)



(d) \_\_\_\_\_ (*grate/great*)

(e) \_\_\_\_\_ (*two/to*)

(f) \_\_\_\_\_ (*blue/blew*)

(g) \_\_\_\_\_ (*red/read*)

4. Find the homophones of the given words from the poem and make a sentence with each of them.

(a) tale \_\_\_\_\_

(b) ate \_\_\_\_\_



## Phonics Junction

Read this line from the poem.

Seal-brown from tail to **head**

Now, read this line.

We love **each** other **dearly**

The letters **ea** can be pronounced in three different ways as mentioned below:

- as in the word **head**
- as in the word **each**
- as in the word **dear**

Let us look at some words with **ea**. Read these words aloud.

Pronounced as in head	Pronounced as in each	Pronounced as in dear
bread	leaf	ear



Pronounced as in head	Pronounced as in each	Pronounced as in dear
heavy	beak	near
leather	clean	fear
deaf	dream	hear
pleasant	heat	tear



Listen to the words. Write them in the correct columns as per the pronunciation of ea in each word.

Pronounced as in head	Pronounced as in each	Pronounced as in dear



## Grammar Junction

Read this line.

When the girl asks her daddy whether the dog will become as large as other dogs, he says the dog won't be any larger.

An adjective in its base form is said to be in the **positive degree**. For example, **large**.

We add **-er** at the end of an adjective to compare two things. This form of an adjective is said to be in the **comparative degree**. For example, **larger**.





We add **-est** at the end of an adjective to compare something to more than two things or a group of things. This form of an adjective is said to be in the **superlative degree**. For example, **largest**.

**Large, larger and largest** are the three forms of the adjective **large**.

We use **large** to describe, and **larger** and **largest** to compare.

Now read these lines.

I have a **little** brindle dog ...

As **good** as he can be ...

The word **little** is an adjective. The comparative and superlative forms **little** are **lesser** and **least** respectively.

Similarly, the word **good** is an adjective. The comparative and superlative forms of **good** are **better** and **best** respectively.

As you can see, these adjectives do not follow any pattern when they are converted to their comparative and superlative degrees. They are known as **irregular adjectives**.

*Examples:*

Positive	Comparative	Superlative
bad	worse	worst
far	further/farther	furthest/farthest
many/much	more	most
late	later	latest
old	elder	eldest

1. Look at the underlined words in the following sentences and identify the degree of adjective used. Write P for positive, C for comparative and S for superlative degree.

(a) The red dress is cheaper than the black one. \_\_\_\_\_

(b) I am the tallest girl in my class. \_\_\_\_\_

(c) The teacher asked who is the bravest child in the class. \_\_\_\_\_

(d) This path is very narrow. \_\_\_\_\_

(e) This story is funnier than the one you told me. \_\_\_\_\_

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

(a) The cheetah is the \_\_\_\_\_ (*faster, fastest*) animal.

(b) Seema is \_\_\_\_\_ (*wiser, wisest*) than Sheetal.

(c) Sunny is a \_\_\_\_\_ (*brave, braver*) boy.

(d) This is the \_\_\_\_\_ (*beautiful, most beautiful*) painting I have ever seen.

(e) The lion's cage is the \_\_\_\_\_ (*clean, cleanest*) of all in the zoo.

3. Rewrite these sentences using the correct form of the adjectives.

(a) Ruhi visited the larger garden in the city with her grandparents.

(b) The white boat is most beautiful than the blue boat.

(c) The soldiers were tired as they had marched through the hotter desert in the country.

(d) Going to an adventure camp is gooder than going on a picnic.

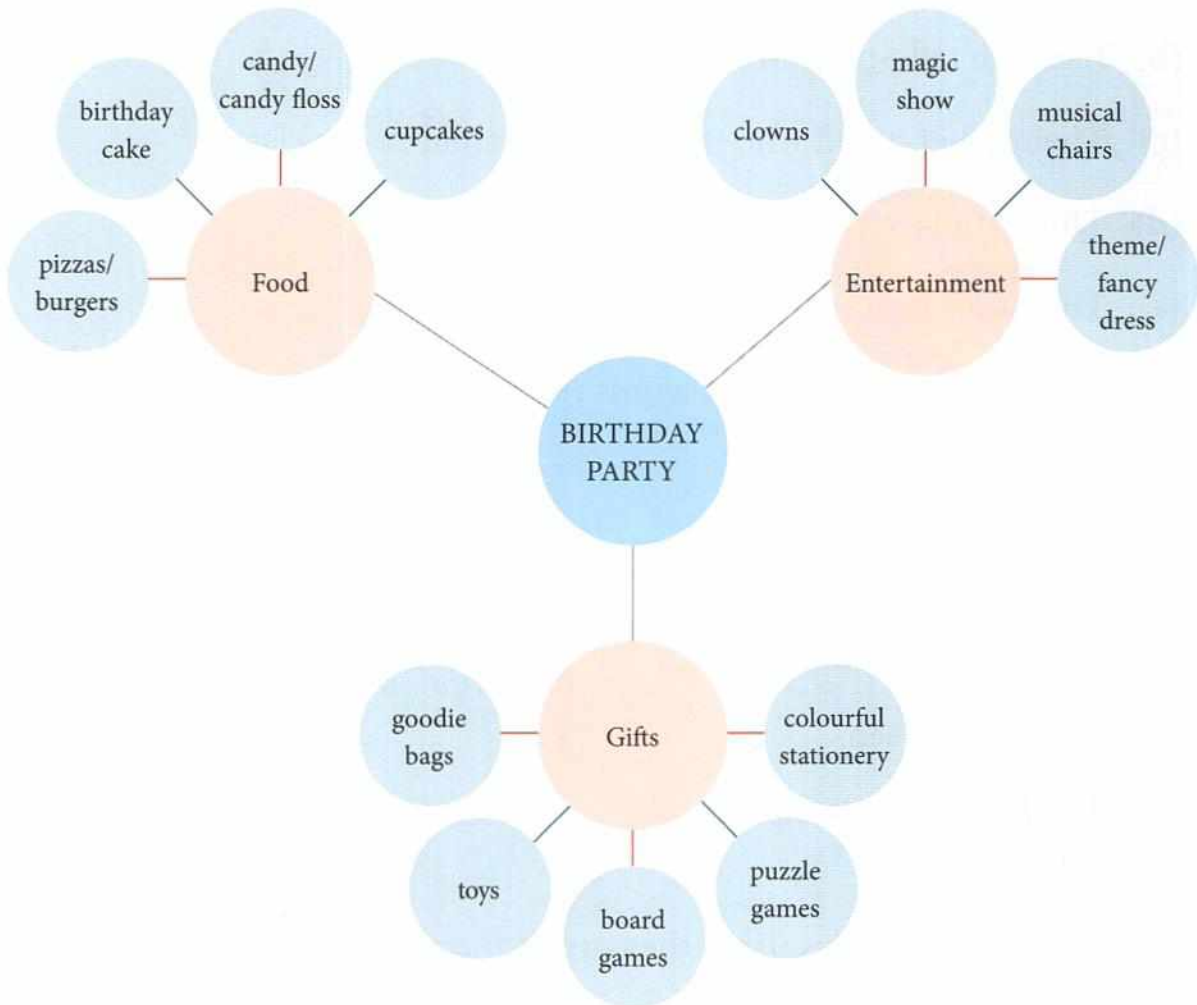
(e) Ronith's house is more far than Nitin's, but Sangeetha's house is the most far.





## Writing Junction

Look at this chart.



This is a **word web**. In a word web, we have the main idea in the centre, and the words related to it around it. A word web helps us order and choose words to describe the main idea.

Create similar word webs on any two topics of your choice from the following list:

- Vacation
- My favourite family member
- A visit to the zoo
- Diwali celebrations







### Get Set

We have learned about different kinds of stories. Let us talk about fantasy stories.

What kind of characters do you find in fantasy stories?



### Reading Junction

Let us read about a little girl named Alice and a very interesting dream she once had.

Once upon a time, there was a little girl named Alice. One day, she had a very **curious** dream.

curious: strange





She saw a white rabbit come running in a great hurry; and just as it passed Alice, it stopped, and took its watch out of its pocket.

Wasn't that a funny thing? Have you ever seen a rabbit that had a watch, and a pocket to

Why couldn't the rabbit carry his watch in his hands? Why did he need a pocket for it?



put it in? Of course, when a rabbit has a watch, it must have a pocket to put it in! It would never do to carry it about in its mouth! And it wants its hands sometimes, to run about with.

The rabbit had pretty pink eyes and pink ears. It was wearing a brown coat that had letters of the English alphabet on it. It also had a yellow waistcoat with a blue neck-tie. There was a red pocket-handkerchief peeping out of its coat pocket. It was very nicely dressed.

'Oh dear, oh dear!' said the Rabbit. 'I shall be very late! It is already half past two!'

What would it be too late for, you wonder? Well, you see, it was going to visit the duchess. The duchess was a very angry old lady. The rabbit knew she would be very angry if he kept her waiting. The poor thing was very frightened of her **rage**.

rage: anger







He was afraid the duchess would have him arrested. That was what she did when she was angry with people. At least she used to order her men to put them in prison. She always thought it was done, though they never really did it.

So, the white rabbit ran, **dodging** the low branches along the way. Alice wanted to see what would happen to it. So she ran after it. She ran and ran, till she tumbled right down a rabbit hole.

**dodging:** avoiding

What is a rabbit hole?





Down, and down, and down she fell, till she began to wonder if she was going to come out on the other side of the world!

Why did Alice feel she was going to come out on the other side of the world?



It was just like a very deep well, but there was no water in it. If anybody really fell down such a well, it would probably kill them, which is why you must always be careful while you run around and play! But, you know, it doesn't hurt a bit to fall in a dream. All the time you think you're falling, you are actually lying somewhere, safe and sound, fast asleep!

However, this terrible fall came to an end at last. Down came Alice on a heap of sticks and dry leaves. The dust made her cough but she wasn't a bit hurt. So she jumped right up, and ran after the rabbit again.

That was the beginning of Alice's curious dream. So, next time you see a white rabbit, try and fancy you're going to have a curious dream, just like dear little Alice.

What do you think happened after this?



- Adapted from *Alice's Adventures in Wonderland* by Lewis Carroll



## Get Going

A. Let us find the answers from the story.

1. Describe the rabbit's clothes.
2. What was the rabbit going to be late for?
3. What did the duchess do when she was angry with people?
4. Why did Alice run after the rabbit?
5. Alice did not get hurt even after falling into the rabbit hole. Why?





B. Let us read between the lines.

1. 'At least she used to order her men to put them in prison. She always thought it was done, though they never really did it.'  
Who are 'they'? What did they not do?
2. Why do you think the rabbit didn't notice Alice?



## Listening and Speaking Junction

Alice meets three wizards, Fittleworth, Balthazar and Isambard. They tell her about the tricks they perform. Listen to the wizards and look at the list of tricks given below. Write F if the trick is performed by Fittleworth, B if it is performed by Balthazar, and I if it is performed by Isambard.

- |  |                          |
|--|--------------------------|
| 1. gives you wings                           | <input type="checkbox"/> |
| 2. turns a donkey into a clown               | <input type="checkbox"/> |
| 3. makes a frog sing                         | <input type="checkbox"/> |
| 4. makes bunnies fly                         | <input type="checkbox"/> |
| 5. makes pies grow on a tree                 | <input type="checkbox"/> |
| 6. makes stars come out at noon              | <input type="checkbox"/> |
| 7. makes the moon jump                       | <input type="checkbox"/> |
| 8. makes things disappear                    | <input type="checkbox"/> |
| 9. tricks the bears into sharing their honey | <input type="checkbox"/> |
| 10. turns the earth around                   | <input type="checkbox"/> |

Now that you have listened to the tricks played by the three wizards, think of tricks that you would like to play if you were a wizard. Talk to your friend about it.







## Vocabulary Junction

Read these lines from the story.

‘Oh dear, oh dear!’ said the rabbit. ‘I shall be too late! It is already **half past two!**’

Do you know when it is **half past two?**

Half past two is thirty minutes past two or 2:30.

We use certain phrases to talk about time. Look at the following examples to learn some such phrases.



Ask the children to find out why watches show 10:10 in most advertisements.

2:00 - It's two o'clock.

2:05 - It's five past two.

2:10 - It's ten past two.

2:15 - It's quarter past two.

2:20 - It's twenty past two.

2:25 - It's twenty-five past two.

2:30 - It's half past two.

2:35 - It's twenty-five to three.

2:40 - It's twenty to three.

2:45 - It's quarter to three.

2:50 - It's ten to three.

2:55 - It's five to three.

We use **at + time** while telling the time of a specific event.

### Examples:

*The meeting starts **at** ten o'clock.*

*The train leaves **at** three o'clock.*

We use **it is** or **it's** to answer a question that asks for the present time.





**Examples:**

What time is it? **It is ten past five.**

What's the time? **It's quarter to eight.**

1. Match the time to the correct description.



It's quarter to ten.



It's half past ten.



It's ten past ten.



It's quarter past six.



It's twenty-five to four.

2. Look at the pictures below and write the time.



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_





## Phonics Junction

Read these sentences from the story.

Wasn't that a **funny** thing?

It was wearing a brown coat with letters of the English **alphabet** on it.

The dust made her **cough** but she wasn't a bit hurt.

In the words **funny**, **alphabet** and **cough**, the letters **f**, **ph** and **gh** make the same sound as **f**.

Now, read these sentences from the story.

So she **jumped** right up, and ran after the rabbit again.

The poor thing was very frightened of her **rage**.

And so, the white rabbit ran, **dodging** the low branches along the way.

In the words **jumped**, **rage** and **dodging**, the letters **j**, **g** and **dg** make the same sound as **j**.

Read these words aloud. Circle the words that have the **f** sound and underline the words that have the **j** sound.

wolf	edge	graph	telephone
danger	object	laugh	magic



## Grammar Junction

Read these sentences from the story.

She ran and ran, **till** she tumbled right down a rabbit hole.

### Remember!

We read about conjunctions in Grade 2, remember?



The word in bold is called a **conjunction**.

**Conjunctions** or **joining words** are used to join words or sentences.

**Examples:**

*I like dancing **and** painting.*

*We reached the bus stop on time, **but** the bus had already left.*

Let us look at some more conjunctions.

Conjunction	Usage	Example
when	used to show the time of action	<i>It was midnight <b>when</b> I reached home.</i>
while	used to show two or more actions happening at the same time	<i><b>While</b> mother was cooking, I cleaned up the room.</i>
before	used to show time (means 'earlier than')	<i>You must brush your teeth <b>before</b> you go to bed.</i>
after	used to show time (means 'later than')	<i><b>After</b> they won the match, the team had a party.</i>
till	used to talk about a situation that will continue up to a certain moment	<i>Stay indoors <b>till</b> the rain stops.</i>

1. Replace the incorrectly used conjunctions with the correct ones.
  - (a) I watched TV so I finished my homework.
  - (b) You must always wash your hands while having food.





- (c) Govind saw an injured puppy or he was walking in the park.
- (d) And you finish drinking the milk, you can eat the pizza.
- (e) Because I grow up, I would like to be a pilot.

2. Complete the following passage using the correct conjunctions.

One day, Xian got up early to go to the nearby forest to pluck some fruits and berries. \_\_\_\_\_ going to the forest, he picked up a big basket from Uncle Tom's shop. \_\_\_\_\_ he reached the forest, the sun was shining brightly. There were pretty flowers everywhere and beautiful butterflies were hovering over them. Xian ran after them and chased them from flower to flower. \_\_\_\_\_ he was playing, a fox slowly crept up to him. Xian saw the fox and was frightened. He took out his magic pencil and book, and drew two fox cubs. Whoosh! Sparks flew and two cubs appeared. Seeing the cute cubs, the fox became very happy \_\_\_\_\_ started licking them. The cubs too were happy to find a mother. \_\_\_\_\_ the fox left with the two cubs, Xian quickly picked up his basket and started plucking the berries and fruits. Soon his basket was full and he returned home happily.

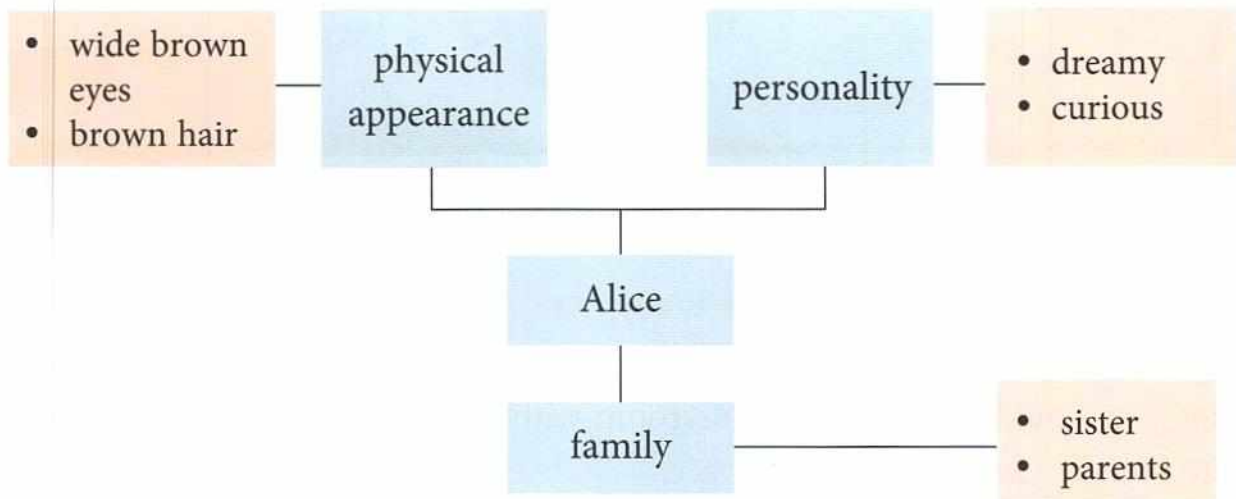


## Writing Junction

In the previous lessons, we learned about concept maps and word webs. In this chapter, let us expand our ideas by writing about our favourite fictional character using a word web.



Here is the word web and paragraph on the fictional character, Alice.



My favourite fictional character is Alice. She lives in a farm with her sister and parents. Alice is a curious girl who is always daydreaming. She has wide brown eyes and brown hair. One day, while sleeping under a tree, she dreams of seeing a strange rabbit. The curious Alice runs after the rabbit and falls down a rabbit hole. She lands in a magical land full of fantastic creatures and has tons of adventures.

Create a similar word web on your favourite fictional character and write a brief paragraph about the character.





### Get Set

Imagine that you have a magic wand that can make things appear. Name two things you would bring to your classroom with the help of your magic wand. Write your answer in the blank space.



'Abracadabra, \_\_\_\_\_ appear  
here now!'

'Abracadabra, \_\_\_\_\_ appear  
here now!'







## Reading Junction

Let us read a poem about a girl who is a magician.

Abracadabra, when I say,  
Magic happens all the way.  
Abracadabra! Let us make a bear,  
As small as a green pear.



Abracadabra! Now is the time,  
To make a fearful lion sing a rhyme.  
Abracadabra! Here it goes,  
The rabbit gets a **swollen** nose.



Abracadabra! I wish to see,  
Animals roam around free.  
Abracadabra! I wish to be able,  
To make their life enjoyable.



Abracadabra! When I do,  
All of them **disappear** from the zoo.  
Abracadabra! Is all I say,  
To quickly fly far away.

– Anonymous



**swollen:** larger than normal  
**disappear:** pass out of sight





## Get Going

A. Let us find the answers from the poem.

What happens when the girl says ‘Abracadabra!’? Read the poem and complete the following sentences. One is done for you.

1. A bear becomes as small as a green pear.
2. A fearful lion sings \_\_\_\_\_.
3. The rabbit gets a \_\_\_\_\_.
4. Animals disappear \_\_\_\_\_.



B. Let us read between the lines.

1. Where do you think the girl is in the poem?
2. Why does she want to make the animals disappear from the zoo?



## Speaking Junction

Work in pairs. Speak about a magic show that you have seen. Answer the following questions to describe the magic show.

1. Where and when did you see a magic show?
2. What did the magician wear?
3. What magic tricks did the magician perform?
4. Which trick did you like the most. Why?



## Vocabulary Junction

Read this line from the poem.

Abracadabra, when I **say**





This line is about something that the girl says. Thus, the verb **say** has been used. The verbs **say** and **tell** have the same meaning, but they are used in different situations. The word **tell** is used when we want to specify to whom something is said.

**Examples:**

Govind **says** that he loves ice cream.

Govind **tells** Deb that he loves ice cream.

In the first sentence, we do not know who Govind told this to. It is just something he said. So, the word **says** has been used. In the second sentence, Govind told Deb about it. So, the word **tells** has been used.



Explain that 'said' can also be used when the listener is mentioned. But in that case we must use 'said to'.  
Example: He said to me that his mother was unwell.

Similarly, there are other words which are similar in meaning but are used in different situations.

The words speak and talk have similar meanings but **speak** is used in more formal situations. **Talk** is used in day-to-day conversations.

**Examples:**

May I **speak** to the Principal?

Ria does not **talk** much.



Explain formal and informal settings.

1. Fill in the blanks with say, tell, speak and talk.
  - (a) Can you \_\_\_\_\_ me the time?
  - (b) Meera will \_\_\_\_\_ on the topic 'A Rainy Day'.
  - (c) Do not \_\_\_\_\_ in the class.
  - (d) Darpan \_\_\_\_\_ that he likes to play football.





2. In these sentences, the words say, tell, speak and talk have been used incorrectly. Rewrite the sentences with the correct verbs.
- Manish said me that he was going to Ooty.
  - Did you talk your prayers before you go to bed?
  - The Principal talked on the importance of being on time.
  - You should never tell in the library.



## Phonics Junction


Read this line from the poem.

The rabbit gets a swollen **nose**.

In the word **nose**, the letter **s** is pronounced as **z**.

Here are some words in which s is pronounced as z.

keys	rose	bees	cheese	shells
toes	present	desert	please	scissors
rise	daisy	Susan	vase	dessert
easel	logs	miser	plays	music

- Underline the words in which the letter s makes the z sound.
  - Susan cooked rose-flavoured rice for dinner last night. She also made cheesecake for dessert. She served them in plates shaped like shells.
  - Susie loves art and craft. She bought a canvas, an easel and poster paints from the craft shop. She first thought of painting a desert. However, she changed her mind later and drew a field with beautiful daisy flowers.
-  Listen to the words. Write the words in which s is pronounced as z.



## Grammar Junction

Read this line from the poem.

Abracadabra! Let us make **a** bear

In the poem, when the poet talks about a bear, it could be any bear. When we do not talk about a specific noun, we use the articles *a* or *an*. When we talk about a specific noun, we use the article **the**.

### Examples:

Keep the book on **the** table.  
I am going to **the** park.  
I can hear **the** phone ringing.

### Remember!



**a** – before consonant sounds  
**an** – before vowel sounds

We also use **the** when we refer to a noun for the second time.

### Example:

I got **a** book for my birthday. **The** book is very interesting.

**The** is also used when the noun is one of a kind.

### Examples:

**The** sun rises in **the** east.  
**The** Himalayas are vast and beautiful.

**The** is used to talk about something when there is only one such thing in that place.

### Examples:

I live near **the** post office.  
**The** bus stop is very close to **the** school.



You have learned about the superlative degree in Chapter 2. We use **the** before superlative adjectives as well.

**Examples:**

Shreya is **the** best swimmer in our school.

Sachin Tendulkar is **the** greatest batsman.

Krishna is **the** smartest boy in our class.

Pratibha is **the** most intelligent girl in the group.



Tell learners that articles are only used to talk about nouns. If an adjective appears before a noun, we place the article before the adjective. Otherwise, articles are never placed before adjectives.

1. Fill in the blank in each sentence with the correct article given in brackets.

- (a) She went to watch \_\_\_\_\_ (a/the) magic show.
- (b) Tarun is \_\_\_\_\_ (a/the) best swimmer in our class.
- (c) Earth revolves around \_\_\_\_\_ (a/the) sun.
- (d) \_\_\_\_\_ (a/the) little boy came to deliver the flowers.
- (e) My school is right next to \_\_\_\_\_ (a/the) stadium.

2. Fill in the blanks with a or the.

- (a) Amit has \_\_\_\_\_ dog and \_\_\_\_\_ sparrow as pets. \_\_\_\_\_ dog is very cute. But \_\_\_\_\_ sparrow is very noisy.
- (b) I live near \_\_\_\_\_ park. I play with my friends in \_\_\_\_\_ park every day. I like \_\_\_\_\_ park very much.
- (c) Once upon a time, there was \_\_\_\_\_ monkey and \_\_\_\_\_ crocodile who lived near \_\_\_\_\_ lake. \_\_\_\_\_ monkey lived in \_\_\_\_\_ huge mango tree. One day, when \_\_\_\_\_ monkey was eating mangoes, he saw \_\_\_\_\_ crocodile under the





tree. He threw \_\_\_\_\_ mango down. \_\_\_\_\_ crocodile enjoyed \_\_\_\_\_ mango and thanked \_\_\_\_\_ monkey. \_\_\_\_\_ monkey and \_\_\_\_\_ crocodile became good friends.



## Writing Junction

Do you know how to create magic ink?

Given below are the steps to creating magic ink, writing a letter using it and ways to read the letter.

1. Squeeze a lemon.
2. Strain the juice in a bowl.
3. Dip a pen or a brush in the lemon juice.
4. Use the pen or brush to write a message on a piece of paper.
5. Let the paper dry.
6. The message is invisible now.
7. Light a candle with the help of an adult.
8. Hold the letter against the candle. (Ask the adult for help)
9. See the message come alive.

Combine the nine sentences and write a paragraph using conjunctions. You may begin like this:

*This is the recipe for a magic ink. It is an invisible ink. First ...*



Do the activity in class and demonstrate each step before beginning the writing activity.





### Get Set

Discuss in pairs. How would you feel if you were to find yourself in the following situations?

**Place 1:** All the creatures are animals. You are the only human being.

**Place 2:** Everyone around you is a giant.

**Place 3:** Everyone around you is a dwarf.

Would you be scared, or would you feel excited? Would you want to run away, or would you try to make friends with the animals and the people there?



### Reading Junction

A long time ago, there lived a man named Lemuel Gulliver. He was a sailor. One day, he decided to go on a **voyage** with his friends. However, when they were sailing, a violent storm destroyed their ship. Luckily, Gulliver was a good swimmer. He swam and swam, and finally reached an **island**. He was so tired that he fell asleep. He slept for a long time. When he woke up, he found himself tied to the ground. He tried to move but could not. He tried to untie himself but he was unable to move.

**voyage:** journey by sea

**island:** piece of land that is completely surrounded by water

Where do you think Gulliver was?







Gulliver looked around and saw that he was surrounded by tiny men. He stared at them **in disbelief**. They were no larger than his thumb. He tried to free himself but they started attacking him with their sticks. Gulliver did not want to hurt them back. So he stayed still. When the tiny people saw that he was not trying to harm them, they brought him food and water.

They had to bring a lot of food and water as Gulliver was very hungry and thirsty. Then they lifted him on a huge cart and carried him to their king.

Gulliver soon realised that he was in the land of Lilliput. He saw that the Lilliputians were both afraid and excited to see him.

Why do you think they tied Gulliver down? Do you think Gulliver was in danger?



**in disbelief**: not being able to believe something







Finally, they arrived at the king's palace. The king told Gulliver, 'You are indeed a strange man. I will allow you to stay in Lilliput. But you have to promise that you will help us and never harm us!' Gulliver promised the king that he would not harm any Lilliputian.

Gulliver was freed. The Lilliputians built a house for him. Gulliver stayed with them and helped them.

Why do you think the king asked for Gulliver's help?



One day, the king sent for Gulliver. 'We are in trouble! We need your help!' cried the messenger. 'Our neighbouring island Blefuscu is at war with us. They are heading towards our island in their warships. You have to do something!'

Gulliver walked into the sea. He took a long rope, tied all the hundred ships together. Then, he

Can you guess what the King of Blefuscu was going to do?



dragged them across the water. He did this the whole day. At the end, the army had no strength left to fight.

The King of Blefuscu came begging for peace between the two kingdoms. Gulliver requested the king to make peace with his neighbours. The king always listened to Gulliver's advice. He readily agreed. Gulliver became a hero. He lived in Lilliput for many years and then returned home.

– Adapted from *Gulliver's Travels* by Jonathan Swift



## Get Going

A. Let us find the answers from the story.

1. Who was Gulliver? What happened to his ship?
2. How did Gulliver reach the island?
3. Why did Gulliver fall asleep?
4. What was strange about the people of the island?
5. Why did Gulliver stay still when the men attacked him?
6. What promise did Gulliver make to the king?
7. Why did the king send for Gulliver?
8. How did Gulliver help the king win the war?

B.  Let us read between the lines.

1. Why did Gulliver stare at the people in disbelief?
2. Gulliver could have easily defeated the Lilliputians. Why do you think he became friends with them?
3. How did Gulliver understand that the Lilliputians were afraid of him?







## Speaking Junction

Look at the map of an island on the next page. Imagine you have gone on an adventure trip to this island with your friends. In pairs, use the map and play the game I Lost My Way.

Here are some phrases you can use when asking for and giving directions.

### Asking for directions

- Could you tell me how to get to ... ?
- I'm looking for ...
- How far is ... from here?
- Do you know where the ... is?
- Is this the right way for ... ?

### Giving directions

- Turn left/right
- You'll see / come to a (bridge). Then ...
- Go on for about 2 minutes / 100 metres ...
- Take the second right ...
- Go straight on ...
- Don't take the first road ...
- Take the first left ...





## Vocabulary Junction

Read these sentences from the story.

He tried to **untie** himself but he was **unable** to move.

He stared at them in **disbelief**.

The word **untie** is formed by adding the prefix **un-** to the word **tie**. It means to undo something that is tied up.

The word **unable** is formed by adding **un-** to the word **able**. It means lacking the ability or skills to do something.

Similarly, the word **disbelief** is formed by adding **dis-** to the word **belief**, which is the opposite of belief.

A **prefix** is a letter or a group of letters added before a word to change its meaning. Prefixes such as **-un**, **-in**, **mis-**, **ir-**, **il-** and **non-** are added to the words to create their opposites.

### Examples:

*un-* + *cover* = **uncover**

*in-* + *correct* = **incorrect**

*dis-* + *agree* = **disagree**

*dis-* + *like* = **dislike**

Let us look at the table for the prefixes used to form opposites of words.

Prefix	Word	Opposite	Meaning
<b>mis-</b>	match	mismatch	something that does not match
	place	misplace	to put something in the wrong place
<b>un-</b>	do	undo	to reverse what is done
	true	untrue	something that is false






Prefix	Word	Opposite	Meaning
in-	complete	incomplete	something that is not complete
	visible	invisible	something that cannot be seen
ir-	reparable	irreparable	something that cannot be repaired
	regular	irregular	not regular
il-	legible	illegible	something that cannot be read
	literate	illiterate	one who cannot read
dis-	place	displace	to move something from its original position
	order	disorder	lack of order or organization
non-	sense	nonsense	something that does not make sense
	stop	nonstop	without stopping
im-	patient	impatient	one who has very little patience
	possible	impossible	something that is not possible

1. Fill in the blanks with the correct options given in brackets.

- (a) You should not \_\_\_\_\_ (*imobey, disobey, unobey*) your elders.
- (b) Zarina could not go out to play because her homework was \_\_\_\_\_. (*discomplete, miscomplete, incomplete*).
- (c) The magician made the birds \_\_\_\_\_. (*misappear, disappear, unappear*).
- (d) It is \_\_\_\_\_ (*dispossible, impossible, ilpossible*) to eat so many chocolates together.



(e) Could you help me \_\_\_\_\_ (unlock, dislock, inlock) the door?

2.  Listen to the sentences. Identify the wrong words in these sentences and replace them with the correct ones.
3. Look at the words given below. Make sentences with any five of them and their opposites.

obey	appear	understand	possible
reparable	match	interesting	happy

Now, read this sentence.

A long time ago, there lived a man named Lemuel Gulliver. He was a **sailor**.

Gulliver was a sailor. Here, the suffix **-or** added to the word **sail** changes it to **sailor**, which means 'one who goes sailing.' We use the suffixes **-er**, **-or** and **-ian** to form words that mean **one who does an action**.



Tell the children that prefixes are words that are added before other words, and suffixes are words that are added after words. Inform them that letters such as -ing, -s, -es are all suffixes.

### Examples:

*photograph + -er = photographer (one who takes photographs)*

*edit + -or = editor (one who edits or corrects errors)*

*wait + -er = waiter (one who waits on diners in a restaurant)*

If the word ends with **y**, we drop it and add **-ian**.



Here, waits on means serves.

### Examples:

*library + -ian = librarian (one who manages a library)*

*history + -ian = historian (one who studies history)*

*comedy + -ian = comedian (one who performs comedy)*





4. Underline the suffixes in these words and write what each person does.

- (a) inventor      (b) magician      (c) banker      (d) singer  
(e) actor      (f) inspector      (g) director      (h) electrician  
(i) librarian      (j) farmer      (k) physician      (l) gardener



## Phonics Junction

Read these sentences from the story.

Gulliver **walked** into the sea.

The Lilliputians **built** a house for him.

The king always **listened** to Gulliver's advice.


Similarly,

- the letter **l** is silent in **walk**
- the letter **u** is silent in **built**, and
- the letter **t** is silent in **listen**.

Let us look at some more words with these silent letters.

Silent <b>l</b>	Silent <b>u</b>	Silent <b>t</b>
walk	biscuit	ballet
calm	guitar	castle
balm	guest	fasten
half	guess	whistle
could	guide	often



1.  Listen to the words. Write the words correctly in your notebook.
2. Now, read these sentences and underline the silent letters.
  - (a) She was trying to guess the answer.
  - (b) We ate half of the cake.
  - (c) Add water to soften the mud.
  - (d) You should take an umbrella if you are going out.
  - (e) She whistled away happily as she rode her bicycle.
  - (f) Raveena has gone to visit her folks.
  - (g) The man was found guilty.
  - (h) We went to see a wrestling match yesterday.



## Grammar Junction

Read this sentence from the story.

When they were sailing, a violent storm destroyed **their** ship.

Here, the word **their** is a pronoun used as an adjective. It is a possessive adjective. A **possessive adjective** is used to show ownership. It comes before a noun in a sentence.

However, the word **theirs** is a **possessive pronoun**. While it also shows ownership, a possessive pronoun can be used in the place of a noun, to avoid repeating the noun in a sentence. It comes after a noun in a sentence.

### Examples:

*My favourite colour is blue.* (possessive adjective)

*This book is **mine**.* (possessive pronoun)





Pronouns used to show possession are **his, hers, its, ours** and **theirs**.

Pronouns are also used as adjectives to show possession.

**My, your, his, her, its, their** and **our** are pronouns that are used as adjectives.

1. Underline the possessive pronouns and circle the possessive adjectives in these sentences.

(a) Ritu's mother baked a cake on her birthday.

(b) He broke his arm.

(c) I was hungry. My stomach was grumbling.

(d) The dog is mine. It is his favourite collar.

2. Choose the correct possessive adjectives given in brackets and fill in the blanks.

(a) Enid Blyton is \_\_\_\_\_ (*her/she*) favourite author.

(b) Pooja loves to play hide and seek in \_\_\_\_\_ (*we/our*) house.

(c) That is \_\_\_\_\_ (*my/I*) dog.

(d) Is this \_\_\_\_\_ (*you/your*) bag?

3. Rewrite these sentences using possessive pronouns. One is done for you.

(a) That is my bag.

*That bag is mine.*

(b) These are my car keys.

(c) This is her brown cat.

(d) It is her ring.

(e) Is this your pen?

(f) This is his dog.



## Writing Junction

Read the paragraph based on the incidents of the story *Gulliver's Travels*.

Topic Sentence

A huge man came to our island. We tied him to the ground while he was sleeping. When he woke up, he tried to free himself. We gave him food and water when he started staying still. Then, we took him to the king's palace on a cart. He promised to stay with us and protect us.

Supporting Sentences

Closing Sentence

Write a short paragraph about an interesting incident that happened during a holiday. Label the topic sentence, the supporting sentences and the closing sentence.







## Get Set

Read the title of the poem and answer the following questions.

1. Who is an explorer?
2. What do you think the poem will be about?



## Reading Junction

Let us read a poem about an ant who goes on an exploration.

Once a little sugar ant made up his mind to roam –  
 To fare away far away, far away from home.  
 He had eaten all his breakfast, and he had his Ma's **consent**  
 To see what he should chance to see and here's the way he went  
 Up and down a fern **frond**, round and round a stone,  
 Down a gloomy **gully** where he **loathed** to be alone,  
 Up a mighty mountain range, seven inches high,  
 Through the fearful forest grass that nearly hid the sky,  
 Out along a **bracken** bridge, bending in the **moss**,  
 Till he reached a dreadful desert that was feet and feet across.

**consent:** permission

**frond:** leaf or leaf like part

**gully:** small valley formed by a fast-flowing stream of water

**loathed:** strongly disliked

**bracken:** a large fern

**moss:** small plants that grow in wet soil or on rocks





'Twas a dry, deserted desert, and a trackless land to tread,  
He wished that he was home again and tucked-up tight in bed.  
His little legs were wobbly, his strength was nearly spent,  
And so he turned around again and here's the way he went –  
Back away from desert lands feet and feet across,  
Back along the bracken bridge bending in the moss,  
Through the fearful forest grass shutting out the sky,  
Up a mighty mountain range seven inches high,  
Down a gloomy gully, where he loathed to be alone,  
Up and down a fern frond and round and round a stone.  
A dreary ant, a weary ant, resolved no more to roam,  
He staggered up the garden path and popped back home.

– C. J. Dennis

**dreary:** unhappy or discouraged  
**staggered:** walked with difficulty







## Get Going

A. Let us find the answers from the poem.

1. What did the little sugar ant decide to do?
2. In which place did the ant not like to be alone?
3. What did the ant wish for when he was tired?
4. What did the ant decide to stop doing?



B. Let us read between the lines.

At what time of the day did the little sugar ant go on an exploration?



## Speaking Junction

If you had to go on an exploration alone, where would you go? Speak about it in class and give reasons for your answer.



## Vocabulary Junction

Read this line from the poem.

His little legs were wobbly, his strength was nearly spent

What does this line tell you about the little ant? This tells us that the little ant was **tired**.

**Tired** is a word that describes a feeling.

Some more words that describe feelings are:

fresh	sad	upset	dull
worried	angry	bored	shocked
happy	surprised	puzzled	excited
shy	anxious	scared	nervous



- Pick a feeling word from the table in the previous page and enact it.
- Fill in the blanks with the appropriate words given in brackets.
  - You feel \_\_\_\_\_ (*fresh/tired*) after a bath.
  - Sameera is \_\_\_\_\_ (*dull/shy*) around strangers.
  - My mother was very \_\_\_\_\_ (*worried/surprised*) when papa returned from his tour a day early.
  - I was very \_\_\_\_\_ (*excited/nervous*) on the day of the picnic.
  - The teacher was \_\_\_\_\_ (*bored/angry*) at us for making noise in the classroom.
- Make sentences with these feeling words.

nervous    happy    dull    overjoyed    puzzled



## Phonics Junction

Read this line from the poem.

Back away from **desert** lands feet and feet across


In the word **desert**, the letter **r** is silent. This means that we do not pronounce it when we pronounce the word.

Let us look at some more words with silent letters.

Silent <b>b</b>	Silent <b>p</b>	Silent <b>d</b>	Silent <b>r</b>
plumber	cupboard	handkerchief	first
doubt	raspberry	Wednesday	world
numb	receipt	sandwich	painter





1.  Listen to these words. Then, circle the silent letters in them.

- (a) climb                      (b) lizard                      (c) handsome  
(d) farm                      (e) raspberry                      (f) thumb

2. Now, read these sentences aloud and underline the silent letters.

- (a) The teacher said she would clear my doubts after class.  
(b) I go swimming every Wednesday.  
(c) Did the plumber give you a receipt?  
(d) This restaurant has delicious sandwiches.  
(e) We visited Humayun's tomb when we went to Delhi.  
(f) Thumbelina was as small as a thumb.  
(g) The waiter cleaned the crumbs off the table.



## Grammar Junction

Read these lines from the poem.

**Down** a gloomy gully where he loathed to be alone,

**Up** a mighty mountain range, seven inches high

The words **down** and **up** are **prepositions of movement**.

Other prepositions that show movement are **along, around, over, through** and **across**.

### Remember!

We learned about prepositions in Grades 1 and 2, remember? Prepositions are position words.



**Examples:**

Ria walked **along** the street.

Here, the word **along** explains the movement from one end of the street to the other end.



Ria walked **around** the tree.

Here, the word **around** explains the movement in a circle usually with an object in the middle.



Ria walked **over** the bridge.

Here, the word **over** explains the movement on a path that is at a level higher than the ground.



Ria walked **through** the jungle.

Here, the word **through** explains the movement of walking down the middle of the jungle to the other side.



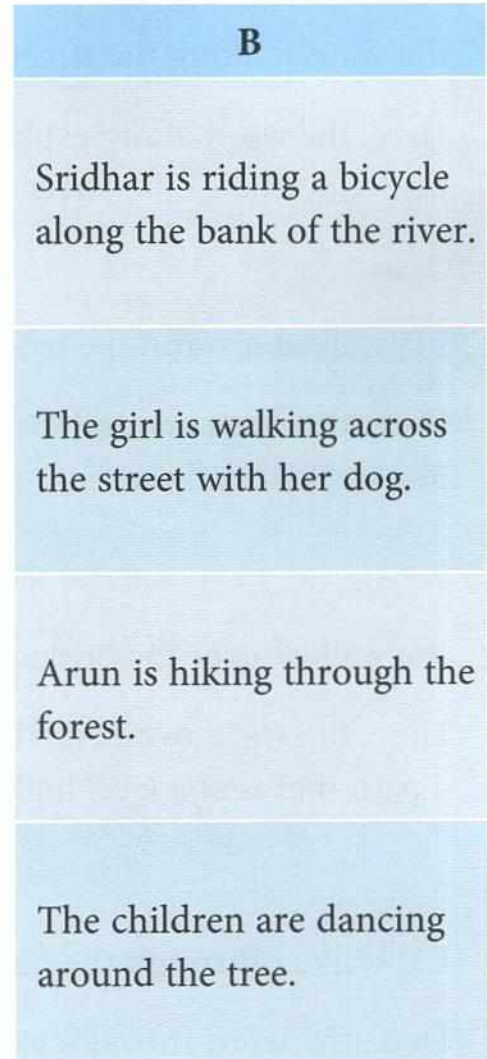
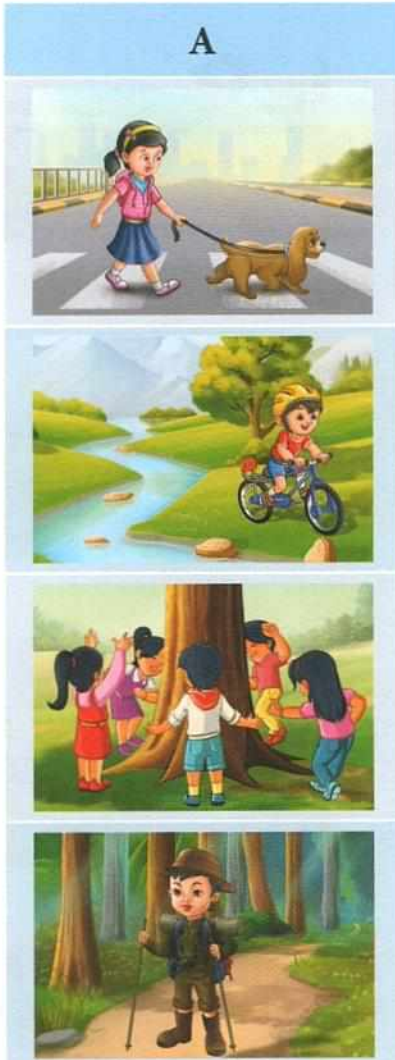
Ria walked **across** the road.

Here, the word **across** explains the movement of walking from one side of the road to the other side.





1. Match the pictures in column A to the sentences in column B.



2. Select the correct prepositions from the brackets to complete the sentences.

- (a) The Ganga flows \_\_\_\_\_ (*through/along/across*) Bengal.
- (b) Shyam ran \_\_\_\_\_ (*through/over/around*) the playground.
- (c) It's dangerous to walk \_\_\_\_\_ (*around/across/through*) the street when there is no zebra crossing.
- (d) Karan jumped \_\_\_\_\_ (*over/along/through*) the wall to open the gate.
- (e) She walked \_\_\_\_\_ (*along/around/over*) the bridge.





## Writing Junction

The poet of 'The Ant Explorer' loves to travel. He wants to go to all the places he has ever heard of. Did you know that he also loves to travel by train? Read the paragraph he has written about his experiences.

**Example:**

### Topic Sentence

Travelling by train excites me. A train takes me to far off places, and I enjoy watching the stations, farms and cities fly by. My favourite pastime on a train is to look outside the window and see things pass by.

I also love to wave at children standing near the railway tracks. When the train takes a turn, I look outside the window to catch a glimpse of the coaches at the end of the train. I enjoy travelling by train.

### Supporting Sentences

### Closing Sentence

We have been writing paragraphs since Chapter 3. Now, let us understand paragraph writing in detail.

A **paragraph** is a group of sentences that talks about one main idea. The **topic sentence** of a paragraph contains the main idea. It is usually the first sentence. **Supporting sentences** tell us more about the main idea. The **closing sentences** usually retell the main idea of a paragraph in different words.

Now, it's your turn. Write briefly about your favourite adventure sport. Make sure you have the topic, supporting and closing sentences.







## Get Set

Look at these pictures. What do you see?



What would happen if there were no plants or animals around us? Would our world remain so beautiful without them?



## Reading Junction

Let us read a story about Nona and find out what happened when she asked her grandfather to stop the rain.

‘It’s raining, Grandpa! I can’t play,’ complains Nona.

‘Let’s turn off the rain,’ she tells her grandpa.



'Are you sure?' asks grandpa.

'Yes, now!' Nona is **adamant**.  
Grandpa and Nona turn off the  
rain tap.

The sun shines cheerfully. Nona  
is happy.

All the children are happy. They  
jump about and play. The warm  
sun shines on them.

Gram Singh is surprised. What  
has happened to his green  
fields? The plants are drooping.  
He looks up at the bright sun.  
Where is the rain?

Just then Gram Singh's friends gather on his field.

'Nona and her grandpa have done this,' says Santa, 'They turned off the  
rain tap.'

'Let us go and ask them the reason,' everyone decides.

'But why do you want rain?' asks Nona.

'Look how happy the children are. They like the sun. The children want  
the sun!'

So, the weather stays sunny.

In the forest, Sher Khan feels thirsty. Where is the  
water in the pond? Only **puddles** remain. The deer  
shake their heads in **despair**.



**adamant:** determined to not  
change her mind  
**puddles:** small pools of water  
**despair:** loss of hope





‘The pond needs water. There is no rain,’ the elephants say. ‘Nona and her grandpa did this. Let’s go see them.’

‘But the sunshine makes the children happy,’ Nona tells Sher Khan and his friends. So, the sun shines on.

At the fruit market, Nayak delivers boxes of grapes. The fruit seller waits eagerly. 5 boxes, 10 boxes, 15 boxes ...

‘What is this?’ yells a lady. ‘I asked for grapes, not raisins!’ She opens all the boxes. The boxes have raisins instead of juicy grapes!

‘The hot sun has dried the grapes, *didi*,’ explains Nayak. ‘Nona and her grandpa did this. Let us go see them.’

‘But the children are so happy with the sunshine. There are more children than all of you,’ says Nona.

The sun continues to shine brightly.

Today is a special day. Mr and Mrs Deb decide to check how their new house is being built. When they arrive at the place where their house is being built, they are surprised. Instead of a house, there are only some bricks and a few odd walls.

‘We need water to mix the cement. The sun has dried up all the water,’ say the workers who are playing cards.

‘I know who is behind this – Nona and her grandpa,’ says Mr Deb. And off they go to see them.

‘Oh no! The children like the sunshine,’ **asserts** Nona to the angry people. ‘There are more children than all of you!’

And the sun shines on, hotter than ever.

Just then Amma calls, ‘There is no water in the well. We can’t bathe, we can’t wash clothes and we can’t cook. What shall we do?’

**asserts:** talks in a forceful manner



As she hears this, Nona **wails**, 'I am thirsty!'

'Grandpa, turn the rain tap on!', says she.

Grandpa and Nona turn the rain tap on again.

Clouds begin to form. Drizzle falls and then the rain follows. Everyone welcomes the refreshing rain.

'Look, Grandpa!' exclaims Nona. 'The children are playing in the rain. They are so happy. They are happy even when it is raining.'

'We need both the sun and the rain. Too much of anything is bad,' says grandpa.

– Priya Nagarajan

**wails:** cries







## Get Going

A. Let us find the answers from the story.

1. Why does Nona want to turn the rain tap off?
2. What are the problems faced by:
  - (a) Gram Singh
  - (b) Sher Khan
  - (c) Elephants
  - (d) Nayak
  - (e) Mr and Mrs Deb
  - (f) Amma

B.  Let us read between the lines.

- (a) Who is Gram Singh? What is special about his name?
- (b) What happens when there is no rain?
- (c) What do you understand about Nona from the story? List three adjectives that describe her.
- (d) What makes the children happier? Rain, sun or both? Explain your answer.



## Speaking Junction

Read the conversation between Grandpa and Nona.



Nona! It looks so beautiful when it's sunny. I love the way the sun shines and the birds sing. What do you like the most about nature?

I like flowers and butterflies. They are of different kinds and colours.



Now, get into pairs and take turns to tell your partner about any five things you like in nature. Give reasons.



Before starting this activity, talk about a few things in nature such as birds, animals, plants, rivers and mountains. You may also tell the children some interesting facts related to nature, like how the age of a tree is determined.



## Vocabulary Junction

Look at this sentence.

A **herd** of deer was looking for water.

A **herd** of deer means a **group of deer**. There are special naming words for a collection or group of things, people or animals. These naming words or nouns are called **collective nouns**.

**Collective nouns** name a group of animals, people or things.

### Examples:

A **colony** of ants was busy collecting food.

A **flock** of birds flew across the sky.

The words **herd**, **colony** and **flock** are **collective nouns**.

Here are some more examples of collective nouns.



A herd of cattle



A troop of monkeys



A mob of kangaroos







A pride of lions



A crowd of people



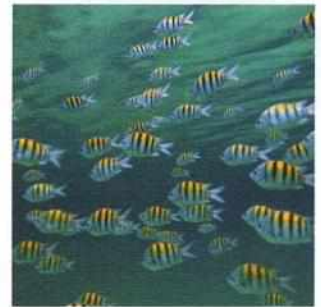
A bunch of grapes



A galaxy of stars



A bouquet of flowers



A school of fish

1. Fill in the blanks using the collective nouns given in the box.

gaggle      bunch      mob      colony      flock

- (a) He has a \_\_\_\_\_ of bananas.
- (b) We saw a \_\_\_\_\_ of kangaroos in Australia.
- (c) A group of geese is called a \_\_\_\_\_
- (d) Ants live together in a \_\_\_\_\_
- (e) A \_\_\_\_\_ of birds was flying in the sky.

2. Tick (✓) the correct options.

(a) Which group has fins?

- i) swarm
- ii) colony
- iii) school



(b) Which group is always tied together?

- i) bunch       ii) mob       iii) swarm

(c) Which group swings from trees?

- i) mob       ii) troop       iii) team

(d) Which group twinkles?

- i) colony       ii) galaxy       iii) school

(e) Which group does not have wings?

- i) swarm       ii) pride       iii) flock



## Phonics Junction

Read this sentence from the story.

‘It’s raining, **Grandpa!** I can’t play,’ complains Nona.

In the word **Grandpa**, the letter **d** is silent. This means that we do not pronounce it when we say the word.

There are many words in English with silent letters. Let us look at some other words with silent letter **s**, **h**, **w** and **k**.


Silent <b>h</b>	Silent <b>w</b>	Silent <b>k</b>
school	write	knee
honest	answer	know
whether	whole	doorknob





1. Read these sentences and underline the silent letters.

- (a) The honest driver returned the bag filled with money to the passenger.
- (b) I knew the answer to all the questions the teacher asked.
- (c) Sarita asked whether we were going to eat the whole pizza by ourselves.
- (d) Are you scared of ghosts?
- (e) Akshay was wearing a new wristwatch.
- (f) The wrestling match went on for two hours.
- (g) The old woman wrapped the shawl around herself.
- (h) The cuckoo's sweet song echoed in the valley.

2.  Listen to the words. Write the words that have a silent h, w or k.



## Grammar Junction

Read this sentence from the story.

The sun **shines** cheerfully.

The word in bold is a verb. This verb is in the **simple present tense**.

We use the simple present tense

- to talk about habits

*She **leaves** for office at 8 a.m.*

- for facts

*Russia **is** the largest country in the world.*



- to give instructions or directions

*Please **leave** your footwear outside.*

Now, read this sentence.

I **asked** for grapes, not raisins!

The verb in the sentence is in **simple past tense**. Simple past tense is used to talk about a completed action.

**Examples:**

*She **walked** home from the library.*

*We **lost** the keys in the bus.*

*They **worked** very hard to complete the project.*

Now, look at this sentence.

The pond **will dry up** if it doesn't rain.

The verb here is in **simple future tense**. Notice that changing the form of the verb changes the tense of these sentences.

We use simple future tense

- to predict a future event
- to express a decision or an intention

*It **will rain** tomorrow.*

*I **will post** the letter next week.*

*I **will write** the exam next month.*

1. Identify the tense of the following sentences and write them in the blanks.

(a) She lives in Chennai. \_\_\_\_\_

(b) I love ice cream. \_\_\_\_\_

(c) They finished the work yesterday. \_\_\_\_\_



- (d) The results will be announced tomorrow. \_\_\_\_\_
- (e) We watched a movie yesterday. \_\_\_\_\_
2. Fill in the blanks with the correct forms of verbs using the hints given in brackets.
- (a) It was cold, so I \_\_\_\_\_ (*wear, simple past tense*) a jacket.
- (b) I \_\_\_\_\_ (*watch, simple future tense*) a movie tomorrow.
- (c) The gardener \_\_\_\_\_ (*water, simple present tense*) the flowers every day.
- (d) The package \_\_\_\_\_ (*reach, simple future tense*) tomorrow.
- (e) My grandfather \_\_\_\_\_ (*jog, simple present tense*) every day.
3. Rewrite the following sentences in the tenses given in brackets.
- (a) She went to the park yesterday. (simple present tense)
- (b) The team plays football in the park. (simple past tense)
- (c) We met today. (simple future tense)
- (d) She lives in Nagpur. (simple past tense)
- (e) We ate hamburgers at the restaurant. (simple future tense)



## Writing Junction

Write a brief paragraph on the importance of rain, using simple present, simple past or simple future tense.





### Get Set

Discuss in pairs.

1. How do you know if it will rain today?
2. What do you do when it rains?



### Reading Junction

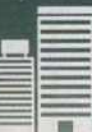
Have you ever spoken to the rain, the wind, the sun or the moon? Let us read about a girl who speaks to the rain.

Oh! Where do you come from,  
You little drops of rain  
Pitter patter, pitter patter,  
Down the **windowpane**?

They won't let me walk,  
And they won't let me play,  
And they won't let me go  
Out of doors at all today.

Tell me, little raindrops,  
Is that the way you play?  
Pitter patter, pitter patter,  
All the rainy day?

**windowpane**: a flat piece of glass used in a window





The little raindrops cannot speak,  
But 'pitter patter pat,'  
Means, 'We can play on this side;  
Why can't you play on that.'

– Ann Hawkshaw



## Get Going

A. Let us find the answers from the poem.

1. Who is the speaker talking to?
2. How do the raindrops speak?

B.  Let us read between the lines.

1. Why can't the speaker go out?
2. What does 'way' mean in the line '*Is that the way you play?*'?
3. Who does 'they' refer to in the line '*They won't let me play?*'? Why will they not let the speaker play?



## Speaking Junction

Read the following lines from the poem.

Is that the way you play?

Why can't you play on that?

In the poem, the child is very curious and has several questions. Like her, you may also have several questions in your mind.

Make a list of three things you wonder about. Ask your friends to see who has an answer for you!



**Example:**

*I wonder why the sky is blue.*



## Vocabulary Junction

Read these lines from the poem.

Pitter patter, pitter patter,  
**Down** the windowpane

Here, **down** refers to the direction in which the rain falls.

Now, read this sentence.

*He's been **down** lately.*

Here **down** means sad.

**Remember!**



Words that have the same pronunciation but different spellings are known as homophones

Some words have the same spelling and pronunciation but different meanings. They are called **homonyms**.

fine

**Meaning 1:** feeling well

**Example:** *I am fine.*

**Meaning 2:** a sum of money paid as punishment

**Example:** *I paid a fine of 100 rupees.*

1. Fill in the blanks with the correct homonyms from the box.

fair      close      beam      bat      present      bank

- (a) I want to play with a \_\_\_\_\_ and a ball.  
I think I saw a \_\_\_\_\_ flying right outside my window.
- (b) Reenu keeps her valuables in the \_\_\_\_\_.  
Raghu sat on the \_\_\_\_\_ of the river.





- (c) She was sitting \_\_\_\_\_ to my mother.  
Please \_\_\_\_\_ the door when you leave.
- (d) Tanu is not \_\_\_\_\_ in the class.  
Runu gave a beautiful \_\_\_\_\_ to Tia on her birthday.
- (e) I love to buy different items at the \_\_\_\_\_.  
She is tall and \_\_\_\_\_.
- (f) The \_\_\_\_\_ of light from the torch was the only source of light.  
The wooden \_\_\_\_\_ broke and the roof came down.

2. Form pairs of sentences expressing the two different meanings of each of the following words.

fine      close      bat      sink      well      bank



## Phonics Junction

Read these lines from the poem.

Oh! where do you come from,  
You **little** drops of rain

Now read these words.

**pencil**      **normal**      **tunnel**      **cycle**

In all these words, the letters in bold are pronounced the same way.

Here are more such words. Read them aloud.

ends with <b>-le</b>	ends with <b>-el</b>	ends with <b>-al</b>	ends with <b>-il</b>
people	label	sandal	council
kettle	camel	hospital	devil
middle	chapel	animal	civil

1. Can you fill in the missing letters and complete these words?

(a) PET \_\_\_\_

(b) TAB \_\_\_\_

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

(d) CAND \_\_\_\_

(e) CARAM \_\_\_\_

(f) CANC \_\_\_\_

(g) LOY \_\_\_\_


(h) FESTIV \_\_\_\_

(i) BAS \_\_\_\_

(j) EXAMP \_\_\_\_

(k) TOW \_\_\_\_

(l) FIN \_\_\_\_

2.  Listen to the words. Write the ones that have the sound that you have just learned.



## Grammar Junction

Read the paragraph below.

The little girl in the poem is expressing her thoughts about the rain. She **is wondering** where the rain comes from. She can hear the tiny raindrops tapping gently on the windowpane as if they **are teasing** her to come out and play with them. But she won't step out until the rain stops.

We use **is**, **am** or **are** with verbs that end with **-ing** to talk about things happening in the present. Such sentences are said to be in the **present continuous tense**.

### Remember!



Tenses indicate the time of an action. Verbs take up tenses.

Now read this paragraph.

I **was wondering** where the tiny raindrops come from? I could hear them tapping gently on the windowpane. It was as if they **were teasing** me to come out and play with them.

We use **was** or **were** with verbs that end with **-ing** to talk about things that started in the past and continued for some time. Such sentences are said to be in the **past continuous tense**.





Now read these sentences.

Whenever it rains next, I will draw a scenery to remember the rainy day.  
I **will be sitting** by the window with my drawing book the whole day.

Similarly, we use **will be** with verbs that end in **-ing** to express an action that will continue to happen at a specific time in future. This is called the **future continuous tense**.

1. Underline the verb and then identify its tense. Write the name of the tense in the space provided.

- (a) The teacher is smiling at her students. \_\_\_\_\_
- (b) I will be baking a cake this time tomorrow. \_\_\_\_\_
- (c) Everyone was laughing at her uncle's jokes. \_\_\_\_\_
- (d) She was walking to the bus stop. \_\_\_\_\_
- (e) This time next Monday I will be writing my exam. \_\_\_\_\_
- (f) I am making a sketch for my art exam. \_\_\_\_\_

2. Complete the table with the correct forms of the verbs.

Present Tense	Past Tense	Future Tense	Present Continuous Tense	Past Continuous Tense	Future Continuous Tense
	tried				
			is/are flying		
					will be reading
walk/walks					



Present Tense	Past Tense	Future Tense	Present Continuous Tense	Past Continuous Tense	Future Continuous Tense
	looked				
		will drive			
				was/were eating	

3. Fill in the blanks with the correct forms of the verbs in brackets.
- (a) I \_\_\_\_\_ (*watch*) this movie for the first time.
- (b) I think somebody \_\_\_\_\_ (*hear*) our conversation yesterday.
- (c) I \_\_\_\_\_ (*watch*) the tennis match tomorrow.
- (d) Rushika \_\_\_\_\_ (*stay*) in Chandigarh for a few days.
- (e) She \_\_\_\_\_ (*work*) all night for her exam tomorrow.



## Writing Junction

Write a short paragraph on one of these topics using the present, past and future continuous tenses.

1. Narrate an incident from the past using the past continuous tense.
2. If you could build a house on Mars, what would it look like? Describe it using the future continuous tense.
3. Imagine that you are on planet Mars. Write about the things you see around, using the present continuous tense.







### Get Set

Do you know the differences in these animals? Find out more about their differences.

1.



alligator



crocodile

2.



leopard



cheetah



### Reading Junction

Tortoises and turtles are fascinating creatures. Do you know they carry their homes with them?

Tortoises and turtles have hard, bony **shells** on their backs to protect their bodies. The shells also act as their homes.

These animals **retract** into their shells in times of danger or inactivity.

**shell:** the hard outer frame  
**retract:** pull back



People often think that turtles and tortoises are the same. But they are very different creatures. Let us learn about their differences.



**Tortoise**



**Turtle**



Tortoises live on land.



Turtles live in or around water.



Tortoises have large dome-shaped shells. Their shells are very heavy.



Turtles have flat and sleek shells. Their shells are light which makes it easier for them to swim.



Tortoises have short and sturdy feet, and bent legs.



Turtles have webbed feet with long claws and zipper-like fins to make swimming easier.



Tortoises are vegetarians.



Turtles are omnivores and eat both plants and insects.

Tortoises can live up to 150 years.

Turtles have a shorter life span of about 80 years.







## Get Going

A. Let us find the answers from the text.

Fill in the table with the correct information.

	Tortoise	Turtle
home		
shell		
feet		
food habits		
lifespan		

B.  Let us read between the lines.

What are some of the physical features that help turtles and tortoises live in their habitats?



## Speaking Junction

Make a chart of differences between commonly confused animals. For example, alligators and crocodiles, sheep and goats, frogs and toads, etc. Present your chart in class and talk about the differences.



## Vocabulary Junction

We read about turtles in this chapter. Turtles live in both sea and freshwater. Let us look at a few more sea animals.



jellyfish



seal



crab





seahorse



octopus



clownfish



dolphin



whale



starfish



shark



eel



lobster

1. Identify the sea animals and circle the correct spellings.

(a)



see turtle

sea turtle

sea tortoise

(b)



dolphin

dollfin

dolephin

(c)



starefish

starfish

stairfish

(d)



octopus

octopuce

auctopus

2.



Listen to the descriptions and guess the animals. Write the names of the animals in your notebook. You can take help from the pictures of animals given above.







## Phonics Junction

Read this sentence.

Tortoises and turtles have hard, **bony** shells on their backs **to** protect their **bodies**.

The letter **o** can be pronounced in many different ways. Here are three of them.

It can be pronounced as in the word **bony**.

It can be pronounced as the second letter in the word **bodies**.

It can also be pronounced as in the word **to**.

Pronounced as in <b>bony</b>	Pronounced as in <b>bodies</b>	Pronounced as in <b>to</b>
go	on	do
dome	long	lose
both	boss	move



Here are a few more words. Write them under the correct columns in your notebook and read them aloud.

phone

arrow

who

hot

prove



## Grammar Junction

Read these sentences.

A turtle lives in and around water.

Tortoises live on land.

In the first sentence, a **turtle** is the subject.

In the second sentence, **tortoises** is the subject.



The **naming part** of a sentence is also known as the **subject** of the sentence. The **telling part** of a sentence is also known as the **predicate** of the sentence. The predicate always begins with a **verb**.

In the first sentence, the subject is **singular**. In the second sentence, the subject is **plural**.

When the **subject** is **singular**, the **verb** should also be **singular**.

When the **subject** is **plural**, the **verb** should also be **plural**.

If the subject is **you** or **I**, the rule changes: even though they are singular, they take plural verbs.

### Examples:

#### Singular subject

*The boy **plays** football.*

*The flower **smells** good.*

*I **play** chess.*

*You **sing** very well.*

#### Plural subject

*The boys **play** football.*

*The flowers **smell** good.*

*We **play** chess.*

*All of you **sing** very well.*

### Remember!



Singular – is/am/was/has/does

Plural – are/were/have/do/had

**I** takes **am** and **have**.

**You** always takes **are** and **were**, whether singular or plural.

1. Identify and underline the mistakes in these sentences.

- Venus are the hottest planet.
- Govind have the winning lottery ticket.
- Greek and Chinese am difficult languages to learn.
- Everybody were asked to be quiet.
- You is a nice person.





2. Choose the correct word from the brackets to fill in the blanks.
- (a) The students \_\_\_\_\_ (*speak/speaks*) politely.
- (b) The Nile \_\_\_\_\_ (*flow/flows*) from south to north.
- (c) The boys \_\_\_\_\_ (*plays/play*) football in the evening.
- (d) He \_\_\_\_\_ (*think/thinks*) our school will win the match.
- (e) Mona and Tony \_\_\_\_\_ (*cleans/clean*) the car every day.
3. In the following sentences, either the subject or the verb is missing. Fill in the missing words.

	has	to go home.
Anil		to school every day.
	is	going for a walk.
	are	all shorter than me.
The trees		cut down.

4. Choose a verb from the box to fill in the blank in each sentence. Don't forget to change the verbs into their correct forms.

play                  look                  fly                  get                  run

- (a) Each child \_\_\_\_\_ a certificate.
- (b) One of his sisters \_\_\_\_\_ the violin.
- (c) A pilot \_\_\_\_\_ an aeroplane.
- (d) The girls \_\_\_\_\_ tired.
- (e) My sister \_\_\_\_\_ in the morning every day.





## Writing Junction



Listen to the announcements made in a zoo and complete the table.

Show	Timings	Days
Colourful bird show		
		Tuesday
	11:00 a.m.	
Visit my animal		

Now, write a paragraph on the programmes available for the visitors in the zoo on specific days.



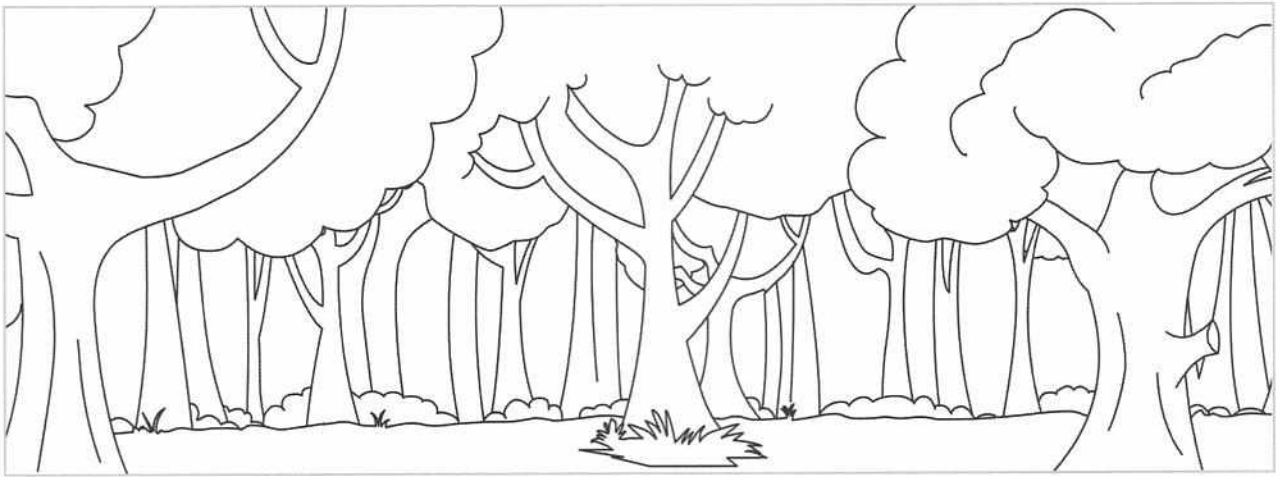




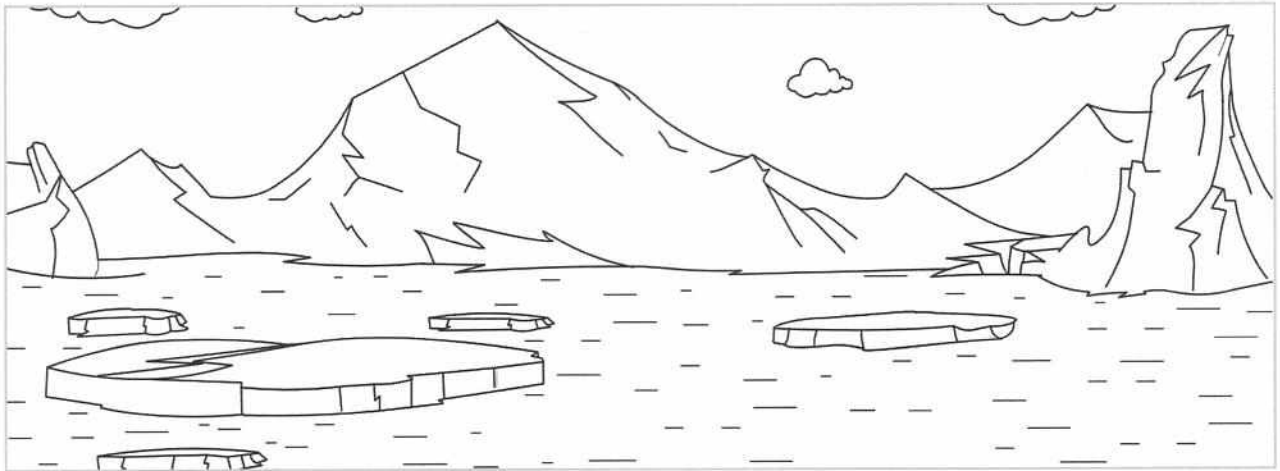
## Get Set

A habitat is the natural environment in which an animal or plant usually lives. Here are a few pictures of the natural habitats of some animals.

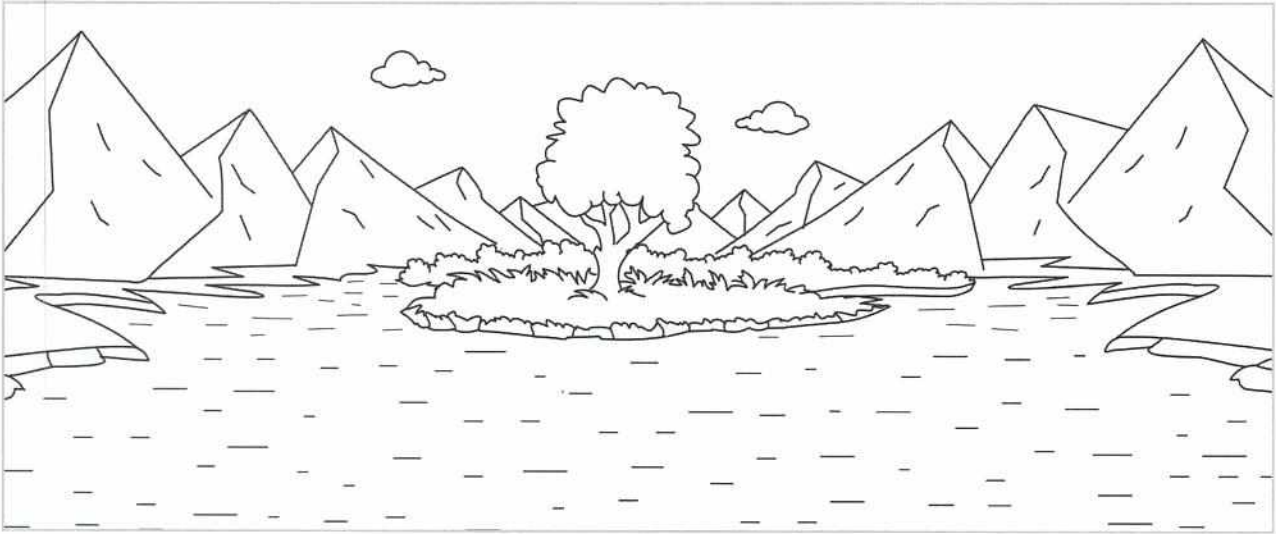
Forests are large areas that have many trees and plants.



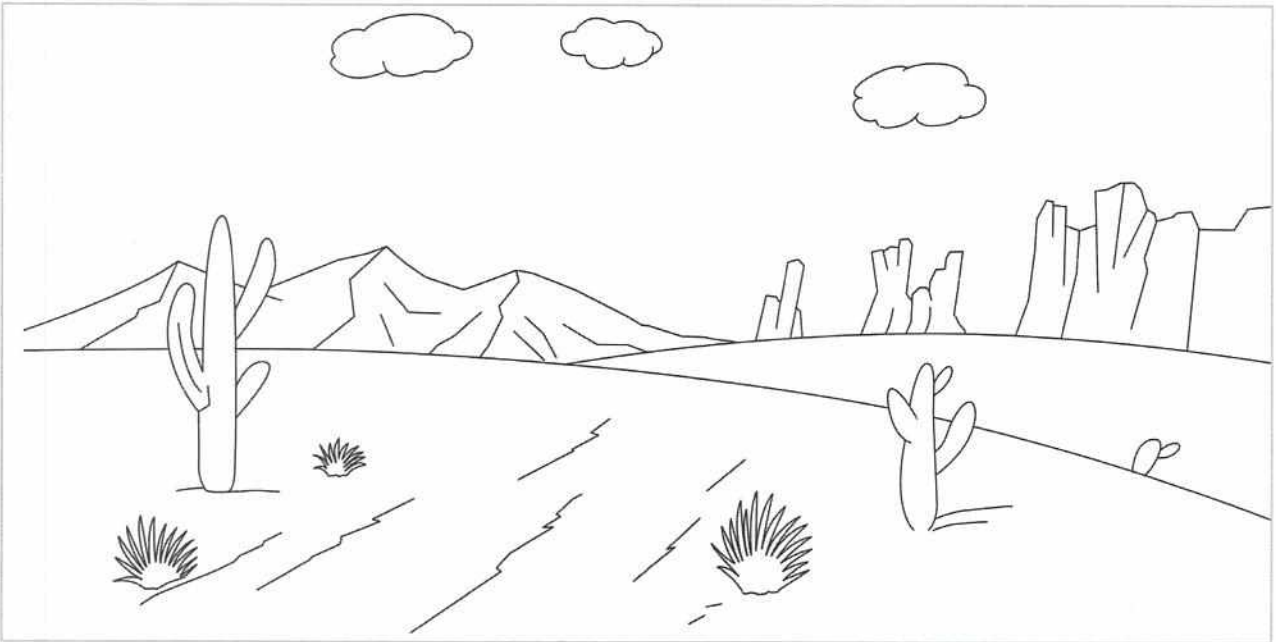
Polar areas are mostly covered in ice and snow.



The freshwater habitat consists of rivers, lakes and ponds. Animals of this habitat spend most of their time in water.



Deserts have extremely hot weather conditions due to little or no rainfall. These are the world's driest places.



Do you know what animals live in each of these habitats? Draw the animals in their own habitats, in the pictures above. Also, colour the habitats correctly.







## Reading Junction

Let us read a poem about animals, their habitats and their special abilities.

We are **terrestrial animals**  
We walk in search of food.  
Deserts, plains and mountains,  
Is where we like to live.  
We could be super **sleuths**  
Because the best **burrows** we build.

We are **arboreal animals**  
We have very strong limbs.  
Atop trees and branches  
Is where we like to swing.  
We could be movie stars  
For the best **grooves** we got.

We are **aerial animals**  
We fly, we **glide**, we **soar**.  
Up above in the air  
Is where we best fare!  
We could be superheroes  
Such unique **capes** we wear.

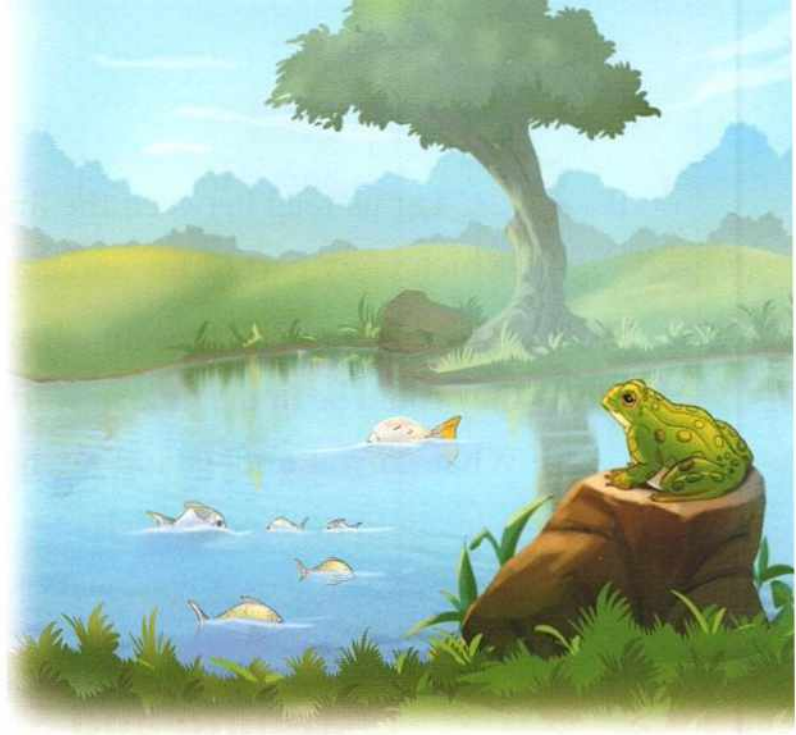
We are **aquatic animals**  
Water makes our world  
Freshwater or in the sea  
Is where we love to swim.



We could be supermodels  
Flipping shiny tentacles or flashy fins!

We are **amphibians**  
We don't mind either  
Our webby feet are happy  
Whether land or water  
We could be peacemakers!  
We find happiness anywhere.

—Anonymous



**terrestrial animals:** animals that live mostly or entirely on land

**sleuths:** people who look for information to solve crimes

**burrow:** holes or tunnels dug by animals to live inside them

**arboreal animals:** animals that live mostly or entirely on trees

**grooves:** dance moves

**aerial animals:** animals that spend a large part of their lives flying in the air

**glide:** to move in an easy and continuous manner

**soar:** fly or rise high in the air

**capas:** pieces of garment that hang loosely over the shoulders

**aquatic animals:** animals that live in or near water

**flipping:** turning over in a quick movement

**amphibians:** animals that live both on land and in water




## Get Going

- A. Let us find the answers from the poem.
1. Where do terrestrial animals like to live?
  2. What are the strengths of arboreal animals?
  3. Which animals seem to wear capas?
  4. Name two physical features of aquatic animals.
  5. Which type of animals find happiness anywhere?





B.  Let us read between the lines.

1. Which body part of the aerial animals looks like a cape?
2. Why do you think the animals wanted to showcase their abilities of what they could be in the human world?
3. What do you understand by these lines?  
'We could be supermodels  
Flipping shiny tentacles or flashy fins!'



## Listening and Speaking Junction



Listen carefully to your teacher reading out a text and fill in the blanks.

My favourite animal is the \_\_\_\_\_. I like it because it is \_\_\_\_\_ . It has \_\_\_\_\_ and a \_\_\_\_\_ . It has a cute face and a \_\_\_\_\_ tail. It is \_\_\_\_\_ in colour. Grey is my favourite colour.

What is your favourite animal? Where would you find it? Speak about your favourite animal.



## Vocabulary Junction

Read these lines from the poem.

We are aerial animals  
We **fly**, we glide, we **soar**.

The words **fly** and **soar** have the same meaning. Words that have the same meaning are called **synonyms**.



**Examples:**

*jungle and forest*

*tiny and small*

Now, read these lines from the poem.

We are arboreal animals

We have very **strong** limbs.


Do you know the opposite of **strong**? It is **weak**.

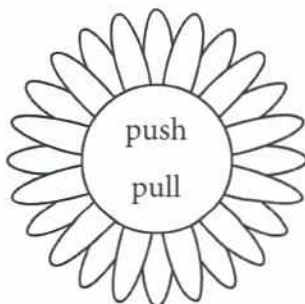
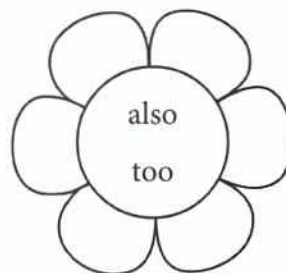
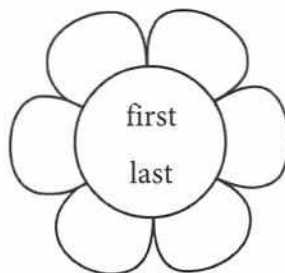
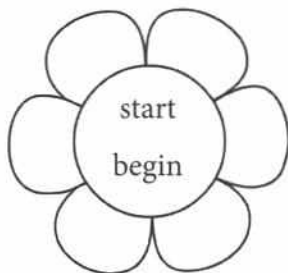
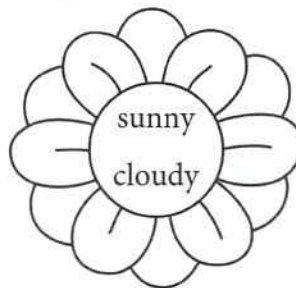
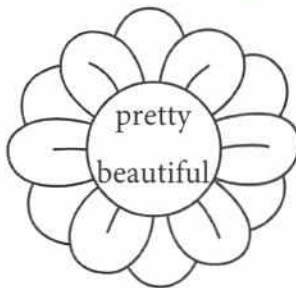
The words **strong** and **weak** have opposite meanings. Words with opposite meaning are called **antonyms**.

**Examples:**

*tiny and huge*

*big and small*

1.  Colour the flowers containing antonyms **red** and the flowers containing synonyms **green**.





2. Tick (✓) the synonyms of the underlined words in these sentences.

(a) Tara gave a nice gift to her friend Ashna.

- i) glad       ii) present       iii) fly

(b) Karan fell ill after getting wet in the rain.

- i) healthy       ii) care       iii) sick

(c) Simran and Sneha saw small insects in the garden.

- i) large       ii) tiny       iii) huge

(d) Mukul speaks very well.

- i) speech       ii) shares       iii) talks

(e) Sheena clicked a picture of the hills while sitting in the bus.

- i) photograph       ii) portrait       iii) film

3. Rewrite the sentences by replacing the underlined words with their antonyms from the box.

poor      hates      happy      slowly      first

(a) Tuffy quickly ran towards the bushes to get the ball.

(b) Riya and Tia belong to a rich family.

(c) Ronit loves eating green vegetables.

(d) Most children prefer to sit in the last row.

(e) Suresh was sad to meet his friends.



4. Here are a few words. Find one synonym and one antonym for each, and make sentences with them.

(a) pretty      (b) fast      (c) help      (d) near      (e) rich



## Phonics Junction

Read these lines from the poem.

We could be super sleuths  
Because the best **burrows** we build.

Now, read these lines from the poem.

We could be **superheroes**  
Such unique capes we wear.

In the words **burrows** and **superheroes**, **ow** and **oe** are pronounced the same way.

Let us look at a few more words with **ow** and **oe** that sound the same.

ow	oe
low	foe
row	canoe
slow	doe



Bring to the attention of the learners the fact that in words like shoe and does, oe is pronounced in a different way. Discuss the meanings of unfamiliar words.

Here are a few more words. Underline the letters that have the same sound.

elbow    roe    low    toe    bow    goes    below







Read these lines from the poem.

We are amphibians  
We **don't** mind either ...

The word **don't** is the short form of **do not**.

The symbol ' is called an apostrophe. The **apostrophe** is used to join two words and make a short form.

**Examples:**

*I'm going to meet my friend after a month.*

*They'll visit the museum tomorrow.*

Some other commonly used punctuations are:

**Exclamation mark (!)**

- Used to express a strong feeling.

**Examples:**

*Stop the car now!*

*The movie was amazing!*

**Question mark (?)**

- Used to indicate a question.

**Examples:**

*Where are you working?*

*Can you come early tomorrow?*

**Comma (,)**

- Used to separate items on a list.

**Example:**

*I have been to Tokyo, Paris, London and New York.*



- Used to express two contrasting ideas.

**Example:**

*My English teacher is very strict, but I admire her a lot.*

- Used to separate names and words while addressing people.

**Examples:**

*Rima, come to my house in the evening.*

*Here is your notebook, Sahil.*

- Used after **yes** or **no** in responses.

**Examples:**

*Did you break the vase? Yes, I did.*

*Have you been to a museum before? No, I have not.*

1. Insert apostrophes correctly and rewrite the sentences.

- (a) They will go to the market on Monday.
- (b) I am fond of watching movies.
- (c) He is not in the room.
- (d) She will buy a car.
- (e) I will meet you in the evening.

2. Tick (✓) the correct punctuation mark for each sentence.

- |                                    |                          |                          |                          |
|------------------------------------|--------------------------|--------------------------|--------------------------|
| (a) What is your name              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) I just won the lottery         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Wow! That was a thrilling ride | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) Where are you going            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) Did you have lunch             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Insert commas wherever necessary in the following sentences.

- (a) Rohan Pooja Komal and Arjun study in the same school.
- (b) Rohan where are you going?





- (c) I liked the blue dress not the white one.
- (d) We ordered milkshakes sandwiches and chips for all of us.
- (e) Seema let us play ludo.



## Writing Junction

Lata and Tarun are enjoying a fun ride at an amusement park. Punctuate the given sentences correctly and use them to complete the conversation.



Lata I want to go on the roller coaster ride Would you like to come with me

Yes! I would love to!



Have you taken a ride on it before

No, never! But I think it will be fun.



Yes, I have been on it before. It is scary but fun.

Have you been on it before Tarun Is it scary Is it safe



But don't be afraid. There are safety belts to protect us. The rides are very safe.

Oh, I am sure it is going to be fun. Let's buy the tickets for the ride.



Eee!! Aaa!! Tarun I am going to fall

Aaa! Lata, you won't fall. Just hold on! Aaa!



Wow what a ride I thought I'd fall off my seat

I am glad you liked it! I always enjoy the roller coaster ride.





## Get Set

Discuss in pairs.

1. What do you understand by the word 'roasted'?
2. Read the title of the chapter and guess what the passage will be about.



## Reading Junction

Let us now learn some interesting facts about coffee.

Centuries ago in Ethiopia, Khaldi, a goat-herder discovered coffee. He found that after eating the fruits from a coffee plant, his goats could not sleep all night.

The coffee plant has a rough and whitish bark. It grows around six to twelve feet high. The most important part of the plant is the coffee bean. It is found inside the fruit of the plant. When the blossoms of the coffee plant fall off, a small green fruit grows in its place. It becomes dark red as it ripens, like a cherry. It tastes very good. The coffee bean is the seed of this fruit. It is covered by its pulp.



Each fruit contains two seeds. The seeds are rounded on one side and flat on the other. The seeds lie with the flat sides together. When the fruits are ripe, they are plucked by hands. The seeds are then separated from the fruits.

blossoms: flowers





Before the seed can be used, it is **roasted**. During roasting, it produces a lot of **aromatic** oil. The more the oil released, the higher is the market value of the coffee. After the coffee is roasted, it is ground into fine powder. Once it is roasted and ground, it loses its aroma very quickly.



The Republic of Yemen produces one of the finest coffee varieties in the world. It is called mocha. The Java coffee from the East Indies is also very popular. These beans are quite difficult to obtain. Rio coffee from South America is easily available and is **consumed** by most people in Europe and America. In India, coffee is produced in Kerala, Tamil Nadu, Karnataka and in the Northeast.

**roasted:** cooked over a fire or in an oven  
**aromatic:** smelling good  
**consumed:** drunk



## Get Going

A. Let us find the answers from the text.

1. Write T for true and F for false.

- (a) The bark of the coffee plant is whitish in colour. \_\_\_\_\_
- (b) The fruit of the coffee plant is like cherries. \_\_\_\_\_
- (c) The whole fruit is used to make coffee. \_\_\_\_\_
- (d) Indian coffee is the finest coffee in the world. \_\_\_\_\_

2. Answer these questions.

- (a) Who discovered coffee?
- (b) Where is coffee produced in India?



B. Let us read between the lines.

1. How is the value of coffee determined?







Shriya has an **old** **red** **silk** scarf.

↓            ↓            ↓

age        colour        material

Here is a table about the order in which adjectives are generally used.

Order	Explanation	Example
opinion	what we think or feel about something	lovely, good, strange, bad
size	describes the length, height, etc. of something	large, gigantic, tiny, little, tall
shape	describes the shape of something	round, triangular, flat, rectangular
age	states how old or new something or someone is	old, young, ancient, new
colour	describes the colour	red, green, yellow, black
material	describes what something is made of	wooden, metal, cotton

If adjectives from two or more categories are used in a sentence, they are written in the order discussed above without using a comma.

**Examples:**

*I love that **big old green** car that is always parked at the end of the street.*

*It is a **scary huge black** dog.*

When there are two or more adjectives that are from the same group, a comma is used and the word **and** is placed between the last two adjectives. A comma is not placed between an adjective and a noun.






### Examples:

The road is *narrow, winding and dangerous*.

The house is *green and red*.

1.  Listen to the sentences. Identify the ones with wrong order of adjectives. Rewrite the sentences with the correct order of adjectives.
2. Describe these objects using three different types of adjectives.



## Phonics Junction

Read the following sentence.

The coffee my mother made tastes very **good**.

Now read these words aloud.

food

door

The letters **oo** can be pronounced in five different ways:

- as in the word **good**
- as in the word **door**
- as in the word **food**

Words that sound like **food**: loop, boot, school

Words that sound like **good**: soot, wood, wool

Words that sound like **door**: floor





Read the words in the table below. Colour them **red** if they sound like **food**. Colour them **green** if they sound like **good**.

book	cool	look	roof	pool
stood	hook	moon	soon	foot



Listen to the words. Make three columns for the different pronunciations of the letter pair oo. Sort the words in the correct columns.



## Grammar Junction

Read the following sentence.

The coffee plant grows around six to twelve feet high.

This sentence gives us information about the coffee plant. Therefore, this is a statement. A statement is one of the types of sentences.

There are four different types of sentences. They are:

### 1 Statement

- A statement is a sentence that either gives information about something or describes something.
- It ends with a full stop (.).

#### Examples:

*Tomorrow is a holiday.*

*She ate a dosa.*

*They went for a movie.*

### 2 Question

- A question asks for information.
- It ends with a question mark (?).

#### Examples:

*What is your name?*

*When will you go home?*

*How many runs did he score?*





### 3 Command and Request

- A command is used to give an order.
- A request is used to politely ask someone to do something.
- It ends with a full stop (.).

#### **Examples:**

*Come here.*

*Give that book to me.*

*Please shut the window.*

*Kindly throw the plastic bags in the dustbin.*

### 4 Exclamation

- An exclamation expresses a strong emotion or feeling.
- It ends with an exclamation mark (!).

#### **Examples:**

*I won the race!*

*I won't talk to you!*

*Wow! What a beautiful car.*

1. Read these sentences. Write S if it is a statement, Q if it is a question, C if it is a command, R if it is a request and E if it is an exclamation.

(a) What is your favourite game?

(b) What a beautiful dress!

(c) Give me two tickets for the show, please.

(d) Get me some ice cubes.

(e) Renu will go to Pune tomorrow.

(f) Would you like to have some coffee?

(g) I will wear a white shirt and black trousers.

(h) Shamna was having lunch yesterday when I called her.

(i) Please feed the dog.



2. Complete these sentences. Use the pronunciation marks correctly. One is done for you.

(a) When are you going to the market?

(b) The magic show \_\_\_\_\_

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

(d) Hurray! \_\_\_\_\_

(e) Do not \_\_\_\_\_

(f) Which \_\_\_\_\_

3. Read these sentences. What would you say in these situations?

Write your responses and add correct punctuation marks.



(a) Your teacher asks you why you did not go to school the previous day.

(b) Somebody gave you a gift.

(c) Your friend looks sad.

(d) Your dog is sitting on the couch.



## Writing Junction

Cakes are an important part of Christmas celebrations. Chocolate cakes are a favourite to most people! Let's read about this cake.



### Topic Sentence

This is a chocolate cake. It is a three-tiered cake. It is big and round. It is brown in colour with chocolate icing on top. It is very soft and smooth. It is decorated with red strawberries. The cake is delicious.

Supporting Sentences

Closing Sentence





A paragraph can describe an object, an animal or a person. We write about the shape, size, colour, look, and so on in our descriptions.

In this paragraph, **the colour, feel, look and taste** of the cake are described.



Emphasise words in the description that talk about size, shape, colour, texture, look and taste. Write the words on the blackboard.

Here is a list of words that will help you describe objects.

size and shape	big	fat	little	short
	small	tall	flat	thin
colour and feel	wet	red	dark	bright
	soft	rough	smooth	dry
look	beautiful	lovely	fancy	plain
	dull	bright	neat	cute
taste	bitter	fresh	spicy	salty
	sweet	sour	tasteless	yummy

Choose any object and write a description of it. Include as many words as you can from the list given above.





### Get Set

Here are some special dishes that are prepared during some festivals. Can you match the food items to the festivals?



Eid



Ganesh Chaturthi



Christmas



Sankranti



Holi







## Reading Junction

Did you know that cookies are an important part of Christmas? Let's read poem about Christmas cookies.

Clitter, clatter baking tins,  
Cookie cutters, rolling pin.  
Christmas cookies, let's begin!

Sugar, flour, eggs, and butter –  
Mixing bowls, a wooden spoon.  
Round and round we turn the batter.  
We'll have some dough to roll out soon.

Cut the cookies with the cutters –  
Diamond, circle, crescent moon –  
Pop them all into the oven  
One December afternoon.

– Bobbi Katz





## Get Going

A. Let us find the answers from the poem.

1. What are the ingredients needed for making a cookie?
2. What shapes are the cookies being cut into?



Let us read between the lines.

1. What is the first step of making a cookie?
2. Why are the cookies being made? Which lines of the poem tell you that?
3. How is dough different from batter?



## Speaking Junction

Work in pairs and ask the following questions to your partner. Use the words given in the box to answer the questions.

always

usually

sometimes

seldom

never

1. How often do you eat fruits?
2. How often do you eat vegetables?
3. Do you chew your food well?
4. Do you drink enough water?
5. Do you take a long time to finish your food?





6. Do you eat chips and chocolates often?
7. Do you skip meals?



Familiarise learners with the meaning of these words before they do the activity. Refer to the Grammar Junction.



## Vocabulary Junction

Look at these lines from the poem.

**Clitter Clatter** baking tins  
Cookie cutters, rolling pin

**Clitter** and **clatter** describes the sound the utensils make. We use different words to describe different **sounds**.

*Examples:*

*He closed the door with a **bang**.*

**bang:** The sound made when a door is closed with great force.

*I can hear the **tick-tock** of the clock at night.*

**tick-tock:** The sound made by a clock.

1. Read the following sentences and underline the sound words.
  - (a) The gentle mooing of the cows filled our ears.
  - (b) The loud boom of thunder scared the dogs.
  - (c) We could hear the roar of the lion all over the zoo.
  - (d) The birds were chirping in the garden.
  - (e) The car screeched to a halt.





2. Look at these pictures. Choose the correct sound words from the box and write them below the pictures.

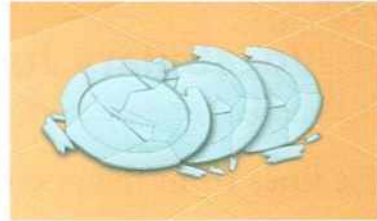
crack	splash	thud	bang
crackle	sizzle	crash	snap

(a)



\_\_\_\_\_

(b)



\_\_\_\_\_

(c)



\_\_\_\_\_

(d)



\_\_\_\_\_

(e)



\_\_\_\_\_

(f)



\_\_\_\_\_

(g)



\_\_\_\_\_

(h)



\_\_\_\_\_





## Phonics Junction

Read these lines from the poem.

**Round** and round we turn the batter.

We'll have some **dough** to roll out soon.

Now look at these words.

**round**

**dough**

**touch**

**your**


The letters **ou** can be pronounced in four different ways:

- as in the word **round**
- as in the word **dough**
- as in the word **touch**
- as in the word **your**

Pronounced as in round	Pronounced as in dough	Pronounced as in touch	Pronounced as in your
shout	soul	trouble	four
cloud	though	country	course
mouse	borough	young	thought

1. Here are a few more words. Read them aloud. Make four columns and sort these words into the correct columns as given above.

couple    pour    out    house    tough

2.  Listen to the words and write them in your notebook. Now make one sentence from each word and read it aloud.







Look at this line from the poem.

We'll have some dough to roll out **soon**.

**Soon** refers to the time at which the dough will be rolled out.

**Soon** is an adverb that tells us when an action is supposed to happen. Some adverbs tell us when an action that has happened or is going to happen. They are called **adverbs of time**.

Adverbs of time can refer to:

- **Points of time** – now, then, today, tomorrow, tonight, yesterday
- **Frequency (fixed time)** – annually, daily, hourly, monthly, weekly, fortnightly
- **Frequency (indefinite time)** – always, frequently, never, often, rarely, regularly, sometimes, usually
- **Link to points of time** – already, before, early, finally, first, later, now, next, soon, still, yet

**Examples:**

*I **often** visit my grandparents.*

*It was raining **yesterday**.*


*I will complete my homework **now**.*

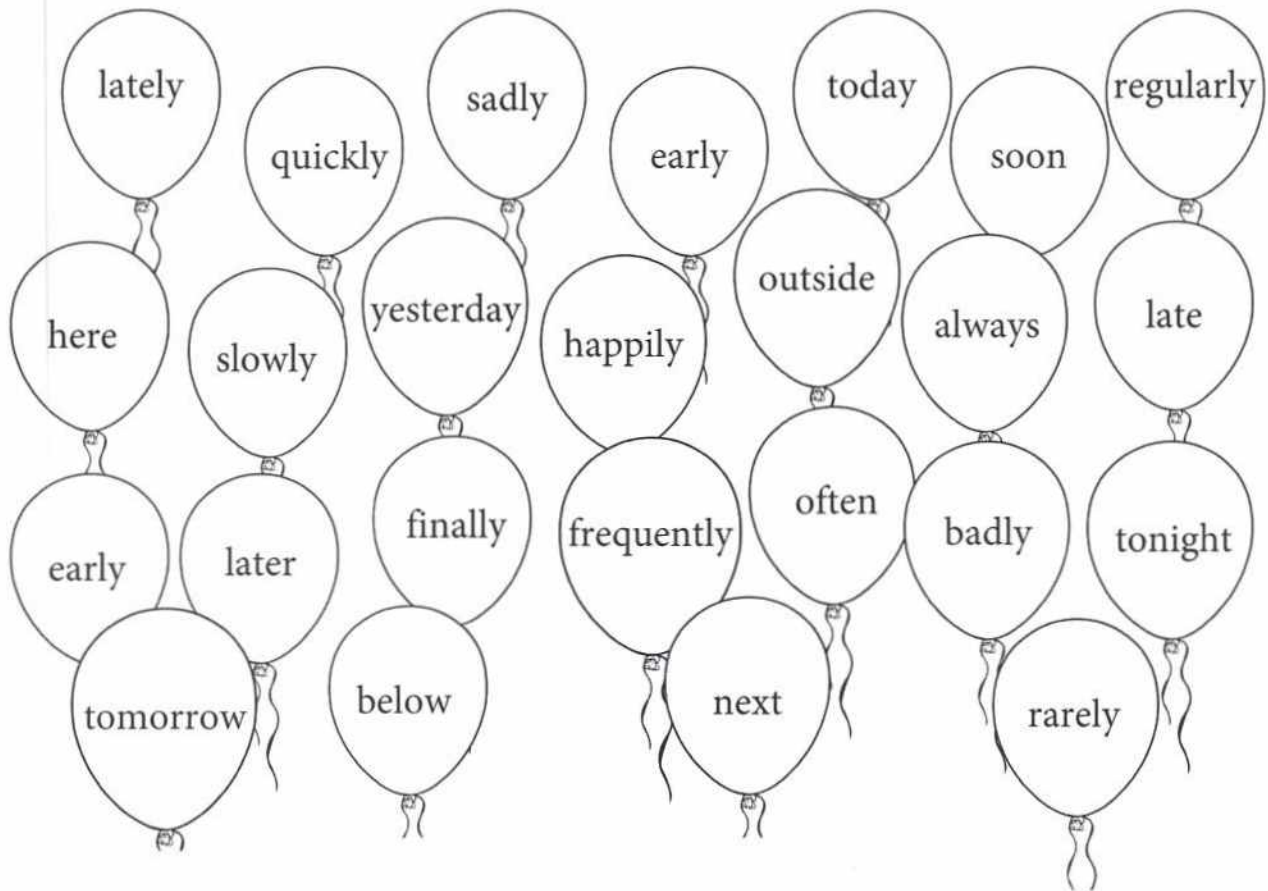
*Our school takes us on field trips **annually**.*

*I have read this story **before**.*

*Rishab is **always** busy.*



1.  Identify and colour the balloons that have adverbs of time written on them.



2. Fill in the blanks with suitable adverbs of time from the box.

yesterday      late      now      soon      tomorrow

- (a) The train arrived \_\_\_\_\_.
- (b) \_\_\_\_\_, we are going to Canada for a vacation.
- (c) My results will be declared \_\_\_\_\_.
- (d) Did you go to school \_\_\_\_\_?
- (e) The movie will start \_\_\_\_\_.



3. Ask these questions to your friend to find out more about him/her. Ask him/her to answer the questions using adverbs of time. Add more questions of your own.
- (a) How often do you read a book?
  - (b) How often do you go for a movie?
  - (c) How often do you visit a park?
  - (d) How often do you go on a holiday?
  - (e) How often do you play computer games?
  - (f) How often do you forget to do your homework?



## Writing Junction

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

Look at these pictures. This is a **story map** of the story *Xian and the Magic Paintbrush*. It tells us what happens in the beginning, in the middle and at the end.



### BEGINNING

A fairy appears in Xian's dream and gives him a magic paintbrush. Whatever he draws with the brush comes to life.



### MIDDLE

Once there is a drought in the village. The villagers have nothing to eat. Xian draws food items with his brush for them.



### END

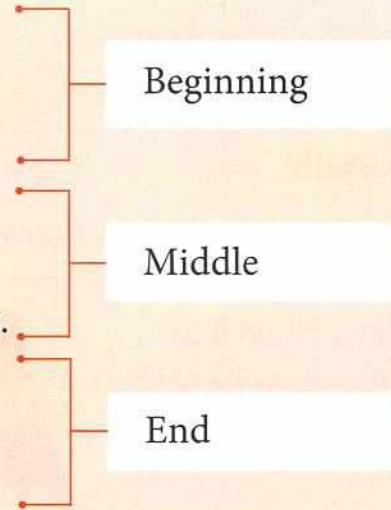
The villagers have food and are happy again.





Now, read the story.

Xian is a young boy who loves to paint. One day, a fairy appears in his dream. The fairy gives him a magic brush. Anything he draws with the brush becomes real. Once there is a drought in his village. The villagers have nothing to eat. Xian draws many food items to help the villagers. The food items that he draws become real. The villagers can eat again. Xian and the villagers are very happy.



The beginning of the story introduces the main character. The middle of the story introduces a problem or a difficult situation. The end of the story shows how the problem is solved by the main character.

You must have heard the story, 'The Thirsty Crow.' Create a story map for the story.

Then, write the story in your own words with the beginning, the middle and the end.



## Projects

### Project 1

#### Life Skills

Read the conversation between Diya and Piya.

Wow, Piya! You got a new pet! It is so cute.



Yes, Diya. We adopted it last week. We found it injured in a pit. It loves to play. It loves us, and we are very lucky to have it.

Wow! You have been a hero by saving an animal's life. I want to adopt an animal too. There are many homeless animals that do not get anything to eat. They deserve good care and a loving home or shelter.



**Did you know that you can also adopt an animal at a zoo? You can visit the zoo regularly and see how the animal is doing.**

If you were given a chance to adopt an animal, which animal would it be? Why? Share your views with your classmates.

**Example:**



I would like to adopt a tiger because I love tigers. Also, they are endangered. I want to help save them. I would give my tiger a name that I like. Since it is a wild animal, I would never be able to bring it home, but I would go to the zoo as often as possible to visit the tiger.





## Multiple Intelligences

### Know What You Eat

- Collect the wrappers of your favourite packed food and look at the ingredients section.
- Read the ingredients listed. Ingredients are things that are used to prepare a food item.
- Paste the wrappers and list the ingredients of each food item on a chart paper.



### Ask your parents to help you find more about the ingredients.

Ask them if any of the ingredients are harmful and how.

Share your findings with your friends and teacher.

## Project 2

### Life Skills



We know that fairies carry wands to weave their magic. Do you know who else needs a wand to perform magic? Magicians!

Do you like magic and magic shows? Magic shows are fun to watch. Magic requires a lot of practice, study of maths and science, and hard work.

Xian is a little boy who is very interested in magic. He wants to become a magician when he grows up. He talks to his father about it. Read their conversation below



Xian, why do you want to become a magician?

I want to become a magician so that I can do anything I want. I will finish my homework with the help of magic and be the best student in my class.





Xian's father smiles and takes him to meet Mr Tippy, the magician.



Hello, Mr Tippy! How did you become a magician? I want to become one too!

Oh, that's good! I had to work really hard to become a magician. I had to study many subjects and learn many things.



Mr Tippy, did you use magic to do your homework when you were in school?

No, not at all! I did my homework myself. You must study, play and work hard to become what you want to be when you grow up.

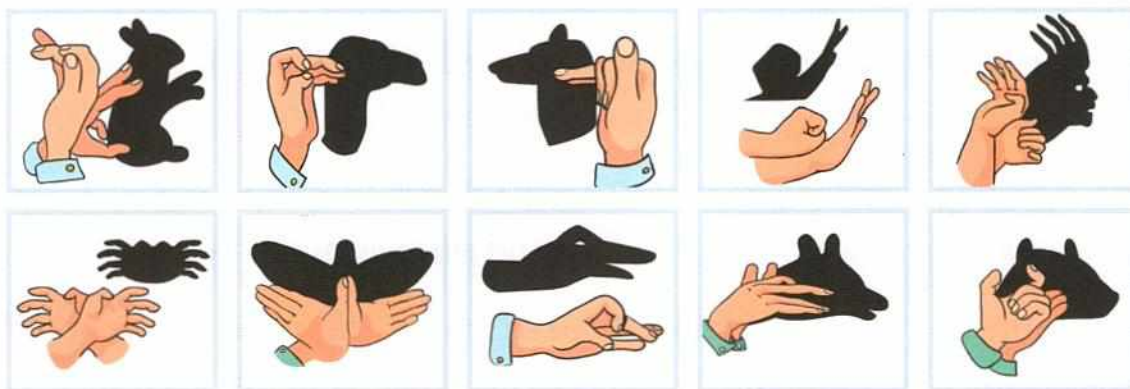


What do you want to be when you grow up? Why?

## Multiple Intelligences

### Shadow Puppets

Create animal shadow puppets with your hands. Let your friends identify the animals you make. Ask your friends to describe each animal in three sentences.



# Listening Texts

## Chapter 1: The Attic

### Speaking and Listening Junction

#### Speaker 1

Hi friends! My name is Raj, and I am eight years old. What makes me different from my friends is that I walk with a stick while they do not need one. I usually need help while crossing roads or climbing stairs. I cannot admire colours or scenery like everyone else does. But, I am still loved and accepted by my family and friends. They always support me and make me feel one among them.

#### Speaker 2

Hello Friends! My name is Tanya, and I am nine years old. Though I am good at studies, it takes a lot of effort for me to read correctly or interpret words, letters and other symbols. It takes a long time for me to read each word, and longer to read whole sentences. My teachers and parents work hard to make learning easy and fun for me. They find different ways to help me read and understand things better.

#### Speaker 3

Dear Friends! My name is Gyan and I am nine years old. I am different from my friends because at times, I am super active. I am easily distracted, I miss details and often forget things. This makes studying difficult for me. Others find it annoying and disturbing, but my friends and family don't find it troublesome. They understand me and support me in my growth and studies.

#### Speaker 4

Hi Friends! My name is Komal, and I am eight years old. My friends call me lazy. You may think we all are a little lazy. But I think I am lazier than most of you. I often have problems paying attention or staying focused. I always feel tired and worn out. Even when I participate in some activities, I get tired easily. But, that does not mean I am slow. I am a smart student and win many prizes at school.

### Phonics Junction

tomorrow

bubble

office

rabbit

bottle

squirrel

odd

## Chapter 2: My Little Ted

### Vocabulary Junction

One day in a garden, a parrot was sitting on a tree and having some nuts. A crow flew to her. He said, "You have so many nuts. Can you share one with me?" The parrot replied,





“Oh! Sure. It feels great to share.” Suddenly a blue bird came to them. She had beautiful feathers. The crow said, “Your feathers are blue, the parrot’s beak is red. Why am I all black?” Both the birds said, “You are black because God made you so. Be happy with what you have.”

### Phonics Junction

year	bread	thread	health	clear	cream
eat	read	near	bread	reach	seat

## Chapter 3: Alice and the White Rabbit

### Listening and Speaking Junction

I am the mighty Fittleworth. Spells I make will turn the earth around. I can even make the moon jump up and down or turn a donkey into a clown. My best trick is when I make stars appear at noon. Buddy to every fairy, I am Balthazar, an oldie. A wave of my wand will give you wings. I can turn water into stone and make a frog sing. But my best trick of all is when I make things disappear with a zigzag movement of my wand. Isambard, the impish magician I am, I make bunnies fly in the sky and trick bears to share their honey. But when I cast a spell and make pies grow on trees, I am on my best magic spree.

## Chapter 4: My Magic Wand

### Phonics Junction

close	sleeps	refuse	spaces	wise
bus	please	books	busy	these

## Chapter 5: Gulliver’s Travels

### Vocabulary Junction

1. The clay model has an unregular shape.
2. I want to make invisible ink so that I can write secret messages to my friends.
3. Meera inplaced her pen just before her exam.
4. Though the teacher gave her many hints, she still gave an imcorrect answer.
5. The little boy who works in that shop is unliterate.
6. Nothing is dispossible if you work hard.



## Phonics Junction

chalk

match

folk

hour

watch

tongue

## Chapter 6: The Ant Explorer

### Phonics Junction

climb

lizard

handsome

farm

raspberry

thumb

## Chapter 7: Nona and the Rain

### Phonics Junction

ghost

knight

wrap

where

knife

sword

honour

knock

rhythm

wrist

## Chapter 8: Little Raindrops

### Phonics Junction

capital

oil

channel

class

cancel

salmon

cycle

nostril

bullock

pluck

middle

general

fossil

cloud

## Chapter 9: Tortoise and Turtles

### Vocabulary Junction

1. It has two eyes and eight long arms which helps it to catch a prey. It doesn't have any bones and can change its colour whenever it wants.
2. It is in the shape of a star. It has five arms and it lives in the sea. It doesn't have a brain or any bones.
3. It is the largest mammal in the world. It lives in the ocean and weighs as much as twenty-four elephants. It is blue-gray in colour and its fins are located in its back.
4. It is a small fish which is orange in colour and is covered with white stripes. It lives in small groups at the ocean floor. It is generally found in the Indian Ocean.

### Writing Junction

Hello children! Welcome to the zoo.

We have some special shows for you. Note them down. You can use this information to plan your visit again. There is a 'Colourful Bird Show' on Wednesdays and Saturdays



at 3 p.m. The 'Reptile House' is open only for school kids every Tuesday between 9 a.m. and 11 a.m. 'Butterfly Mania' is on every Friday at 11 a.m. The timings for 'Visit My Animal' are from 9 a.m. to 3 p.m. every Sunday, when you can visit your adopted animals.

## Chapter 10: The Habitat Song

### Listening and Speaking Junction

My favourite animal is the elephant. I like it because it is big in size. It has a long trunk and huge ears. It has a cute face and a small tail. It is grey in colour. Grey is my favourite colour.

## Chapter 11: The Roasted Beans

### Listening and Speaking Junction

1. Take some puffed rice in a large bowl.
2. Add some sev and roasted peanuts to the puffed rice.
3. Break a few puris or papdi into pieces and add them to the mixture. Mix well.
4. Now, chop the boiled potatoes, onions, tomatoes, coriander leaves and raw mangoes and add those to the mixture. You can also add lemon juice instead of raw mangoes.
5. Sprinkle some chaat masala and salt, and mix well.
6. Garnish with chopped coriander leaves, sev and papdi. Yummy bhelpuri is ready!

### Vocabulary Junction

1. I met my old beautiful friend.
2. Hulk is green gigantic superhero.
3. The Taj Mahal is a famous ancient monument.
4. Praneet lives in a red big wooden house.
5. Please lend me the blue cotton new shirt.
6. Teddy bears are tiny angry brown round creatures.

### Phonics Junction

broom	floor	cook	door
hook	stood	goose	spoon

## Chapter 12: Christmas Cookies

### Phonics Junction

loud	rough	foul	mouse	soul	bought	ground	mould
------	-------	------	-------	------	--------	--------	-------