

2

Real English

A Multi-Skill Language Course

Brinder Aulakh



New Delhi • Mumbai • Chennai • Kolkata • Bengaluru • Hyderabad • Kochi • Guwahati

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Preface

As an internationally accepted language, English plays a central role in shaping the careers and lives of young people worldwide. For Indians, English is not only a window to the world, but a bridge between the languages and cultures at home. It carries the images of progress and modernity, and is a synonym for success in the globalized world. Consequently, there is tremendous demand for quality English education.

In order to understand, interpret and respond effectively to a fast-changing world, learners require applied practice and the best-available language-learning tools. In Real English, learners and facilitators will find a systematic exposition of language concepts and thorough practice for each language skill, with focus on the larger goal of language-enabling.

The Package

Real English is a series for classes 1–8. Its components are: **coursebook, supplementary reader, workbook, teacher's resource pack, interactive multimedia CD** and the **online support** website **vivadigital.in**. The coursebook has carefully graded exercises on comprehension, vocabulary, grammar, listening and speaking, sounds and pronunciation, and writing, apart from activities and games. Within each section the tasks involve varying levels of challenge and difficulty so that they can be attempted by learners with different levels of ability. The workbook reinforces the concepts learnt in the coursebook through extra exercises. The teacher's resource pack offers all-round aid for effective classroom teaching.

Text and Themes

The reading text in Real English includes stories, anecdotes, biographies, episodes of history, folktales, real-life stories, factual writing, plays, poems and rhymes. The pluralistic

and representative selection of classic and contemporary literature aims at developing exemplary standards of literary appreciation. The authors have kept away from the trend of going overboard to make everything look and sound western just because these are English textbooks. Instead, the content here has distinctive Indian flavour, while not compromising on the structures, rigour and standards of international English.

Presentation

In any book meant for children, pictures speak louder than text. Designed by a team of professional illustrators and graphic designers, Real English is a colourful and well-laid-out textbook series. The captivating and intriguing illustrations in this series are insightful and actively engage the learners' imagination.

Support Material

The multimedia CD for learners contains audio components of the listening tasks, interactive sessions for practice in comprehension, vocabulary and grammar, and printable worksheets, constituting a self-contained learning experience.

The teacher's resource pack includes the teacher's guide, the e-coursebook and animation for each chapter, besides the test generator software application. Teachers will find in the resource pack not only guidance on every component of the course but also answer keys to practice tasks and exercises. The animations will make teaching and learning both lively and rewarding.

A range of online materials including answer keys and worksheets are available for free download to registered users at vivadigital.in.

Real English will certainly give children a rich and enjoyable language-learning experience.

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Detailed Contents

Unit	Reading Comprehension	Vocabulary	Grammar and Usage	Writing/Activity	Listening and Speaking
1. The Little Plant <i>poem</i>	<ul style="list-style-type: none"> comparing verifying concluding 	<ul style="list-style-type: none"> past forms of verbs antonyms 	<ul style="list-style-type: none"> common nouns 	<ul style="list-style-type: none"> sequencing recognizing sequences using sequencing words growing a plant 	<ul style="list-style-type: none"> rhyming words sound and spelling silent -e
2. Chhuk-Chhuk	<ul style="list-style-type: none"> locating information reference to the context - who said what 	<ul style="list-style-type: none"> alphabetical order grouping items 	<ul style="list-style-type: none"> proper nouns - use of capital letters - changing common nouns into proper nouns 	<ul style="list-style-type: none"> conjunction and 	<ul style="list-style-type: none"> sound and spelling k, ck
3. Brave Babli	<ul style="list-style-type: none"> locating information comparing verifying concluding 	<ul style="list-style-type: none"> antonyms adjectives ending in -y 	<ul style="list-style-type: none"> collective nouns abstract nouns 	<ul style="list-style-type: none"> filling in a form to enrol for a summer camp handling an emergency 	<ul style="list-style-type: none"> sound and spelling silent k- information - asking for - giving
4. A Raggy Dog, A Shaggy Dog <i>poem</i>	<ul style="list-style-type: none"> locating information deducing comparing verifying concluding 	<ul style="list-style-type: none"> synonyms 	<ul style="list-style-type: none"> possessive pronouns - mine, yours, his, hers, ours, theirs 	<ul style="list-style-type: none"> writing sentences writing about one's pet 	<ul style="list-style-type: none"> rhyming words matching sound rhyme
5. Little Round Bun	<ul style="list-style-type: none"> locating information sequencing inferring 	<ul style="list-style-type: none"> meaning association in sets of words teach, learn 	<ul style="list-style-type: none"> present simple - negative sentences - short answers 	<ul style="list-style-type: none"> conjunction or reacting to the given situations 	<ul style="list-style-type: none"> sound and spelling -ge, -dge

Unit	Reading Comprehension	Vocabulary	Grammar and Usage	Writing/Activity	Listening and Speaking
6. Priya's Dream	<ul style="list-style-type: none"> verifying locating information inferring 	<ul style="list-style-type: none"> antonyms <ul style="list-style-type: none"> - masculine - feminine 	<ul style="list-style-type: none"> nouns <ul style="list-style-type: none"> - number - singular - plural - spelling 	<ul style="list-style-type: none"> writing sentences 	<ul style="list-style-type: none"> sound and spelling silent w- inviting someone – accepting – refusing
7. Who Has Seen the Wind? <i>poem</i>	<ul style="list-style-type: none"> locating information inferring 	<ul style="list-style-type: none"> stranger in the set making -ing words (adjectives) 	<ul style="list-style-type: none"> obligation - must/mustn't 	<ul style="list-style-type: none"> writing sentences wondering about natural phenomena 	<ul style="list-style-type: none"> sound and spelling silent -b
8. The Great Bear and the Little Bear	<ul style="list-style-type: none"> locating information verifying inferring 	<ul style="list-style-type: none"> synonyms making compound words 	<ul style="list-style-type: none"> nouns <ul style="list-style-type: none"> - countable how many - uncountable how much 	<ul style="list-style-type: none"> sequencing a story watching the sky and stars 	<ul style="list-style-type: none"> sound and spelling -ch, -tch offering, accepting or refusing something
9. Kalidasa	<ul style="list-style-type: none"> verifying locating information listing sequencing 	<ul style="list-style-type: none"> negative prefix un- differentiating between pairs of words 	<ul style="list-style-type: none"> present continuous - making -ing words (verbs) - negative sentences - short answers 	<ul style="list-style-type: none"> conjunction but 	<ul style="list-style-type: none"> rhyming words sound and spelling doubling of s, f, l, z
10. Two Little Kittens <i>poem</i>	<ul style="list-style-type: none"> locating information inferring 	<ul style="list-style-type: none"> similes - as . . . as 	<ul style="list-style-type: none"> comparison of adjectives - adjective + -er 	<ul style="list-style-type: none"> saying the same thing in different ways judging correctly 	<ul style="list-style-type: none"> rhyming words

Unit	Reading Comprehension	Vocabulary	Grammar and Usage	Writing/Activity	Listening and Speaking
11. The Discontented Fir Tree	<ul style="list-style-type: none"> locating information listing inferring 	<ul style="list-style-type: none"> What is <u>Something</u>? negative prefix dis- 	<ul style="list-style-type: none"> past simple - negative sentences past of be - short answers 	<ul style="list-style-type: none"> writing sentences writing a paragraph 	<ul style="list-style-type: none"> sound and spelling - ea: head, bead
12. Saint Francis and the Wolf	<ul style="list-style-type: none"> locating information inferring 	<ul style="list-style-type: none"> synonyms correcting spelling 	<ul style="list-style-type: none"> past continuous - negative sentences - short answers 	<ul style="list-style-type: none"> writing a 'thank you' note Loving and caring 	<ul style="list-style-type: none"> listening to and differentiating between speech sounds rhyming words
13. The Swing poem	<ul style="list-style-type: none"> locating information listing 	<ul style="list-style-type: none"> colour words thinking and feeling about colours 	<ul style="list-style-type: none"> adverbs 	<ul style="list-style-type: none"> describing an experience 	<ul style="list-style-type: none"> sound and spelling - ow: cow, mow - silent l
14. The Wise Men of Gotham	<ul style="list-style-type: none"> locating information verifying inferring concluding 	<ul style="list-style-type: none"> suffixes -ful, -less 	<ul style="list-style-type: none"> prepositions of time - at, by, in, on 	<ul style="list-style-type: none"> picture story judging correctly 	<ul style="list-style-type: none"> stranger in the set
15. All Things Bright and Beautiful poem	<ul style="list-style-type: none"> verifying locating information 	<ul style="list-style-type: none"> antonyms adjective phrases 	<ul style="list-style-type: none"> apostrophe showing possession 	<ul style="list-style-type: none"> helping the differently abled 	<ul style="list-style-type: none"> stranger in the set sound and spelling - a: day, father
16. Aladdin and the Magic Lamp	<ul style="list-style-type: none"> locating information verifying sequencing 	<ul style="list-style-type: none"> antonyms homophones 	<ul style="list-style-type: none"> should, shouldn't 	<ul style="list-style-type: none"> picture story 	<ul style="list-style-type: none"> sound and spelling - silent -gh - -ei-, -ie-

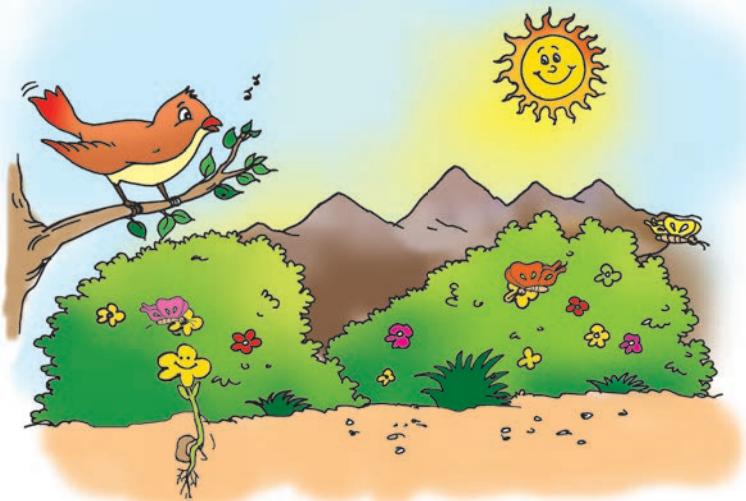
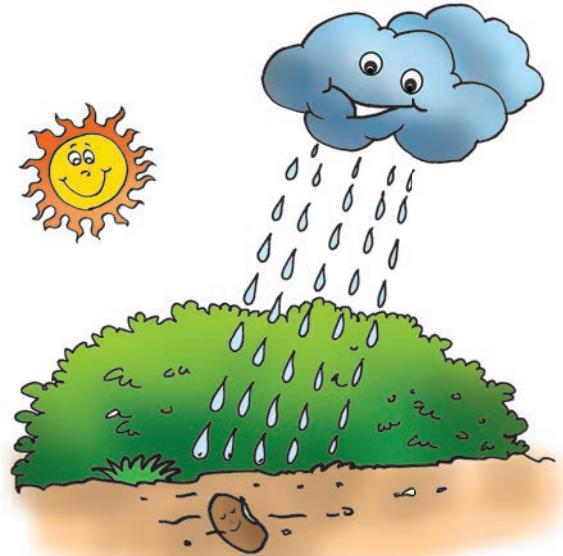
The Little Plant

In the heart of a seed,
 Buried deep so deep,
 A tiny little plant
 Lay fast asleep.

'Wake,' said the sunshine,
 'And creep to the light.'
 'Wake,' said the voice
 Of the raindrops bright.

The little plant heard
 And it rose to see,
 What the wonderful
 Outside world might be.

Kate Louise Brown



buried : put deep into the ground
lay : was lying in a flat position
creep : move slowly

bright : shining
rose : moved from a lower position
 to a higher position

A | Comprehension

A1. Write T (True) or F (False) in the boxes.

1. A tiny plant lay fast asleep in the grass.
2. A seed needs sunshine and rain to grow.
3. The raindrops are shining.
4. The little plant rose to see the clouds in the sky.
5. The little plant heard the words of the wonderful world.

A2. Answer the following questions.

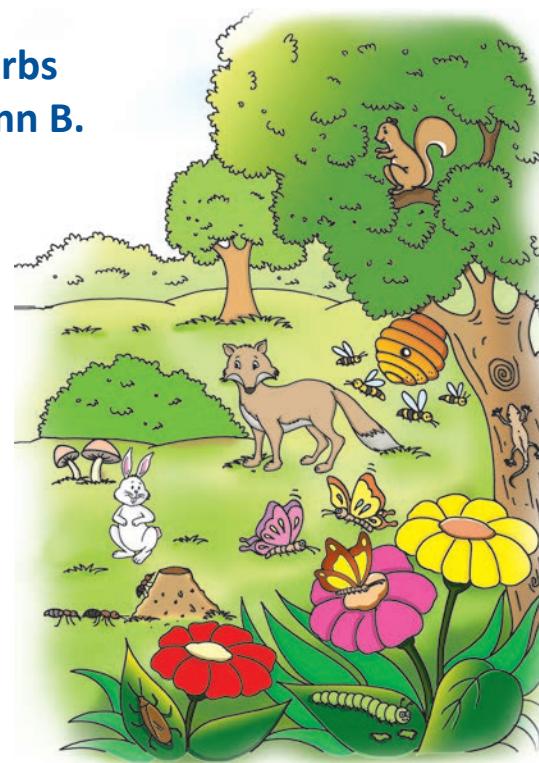
1. What is the title of the poem?
.....

2. What is the name of the poet?
.....

B | Vocabulary

B1. Find the past forms of the following verbs in the poem. Then write them in Column B.

Column A	Column B
1. rise
2. bury
3. say
4. hear
5. lie
6. may



B2. Match the words in Column A with their opposites in Column B. Then write the correct opposite in front of each word in Column A.

Column A		Column B
1. inside outside	a. bright
2. awake	b. dark
3. dull	c. huge
4. light	d. outside
5. tiny	e. asleep

C | Grammar

Nouns : Common Nouns

Words that name persons, things, animals or places are called **naming words** or **nouns**.

Read the following words:

1. persons : boy, teacher, mother
2. things : car, milk, banana
3. animals : lion, eagle, parrot
4. places : bedroom, town, playground



- All the above words are common nouns.
- They are names of persons, things, animals or places of the same kind.
- They begin with a small letter.

C1. Choose words from the box and write them on page 4 under the correct headings.

sandwich tiger uncle aeroplane toothbrush
shopkeeper street friend brother forest
hen butterfly school fish comb zoo

person

thing

animal

place

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

C2. Underline the common nouns in the following sentences.

1. The peacock is dancing in the field.
2. My grandmother tells us a story every evening.
3. A bee makes honey.
4. Her uncle is a doctor.
5. The bus is standing at the corner of the street.
6. Our house has five rooms, ten windows and six doors.

D

Writing

Proper Sequence

Read the following:

Firstly, Hemant brushed his teeth.

Next, he had a bath.

Then, he put on his school uniform and his shoes.

Finally, he combed his hair.

Firstly, next, then and finally tell us about the sequence of Hemant's actions.



Read the following jumbled sentences. Rewrite them using firstly, next, then and finally.

1. I'll dry them with a towel.
2. I'll sit at table for lunch.
3. I'll wash my hands with soap and water.



4. I'll open my napkin and put it on my lap.

.....
.....
.....
.....

E | Listening and Speaking

E1. Each of the following sets has rhyming words. They have the same sound at the end of the words. Say the words after your teacher.

1. king	ring	wing	fling
2. fame	same	game	blame
3. fly	tie	sigh	cry
4. chair	mare	care	mayor

E2. Sound and Spelling : Silent -e

In some words a letter or some letters are silent. In the following words, **e** is silent.

game	dove	ride	lace
prize	noise	face	kite
hope	write	cane	fierce

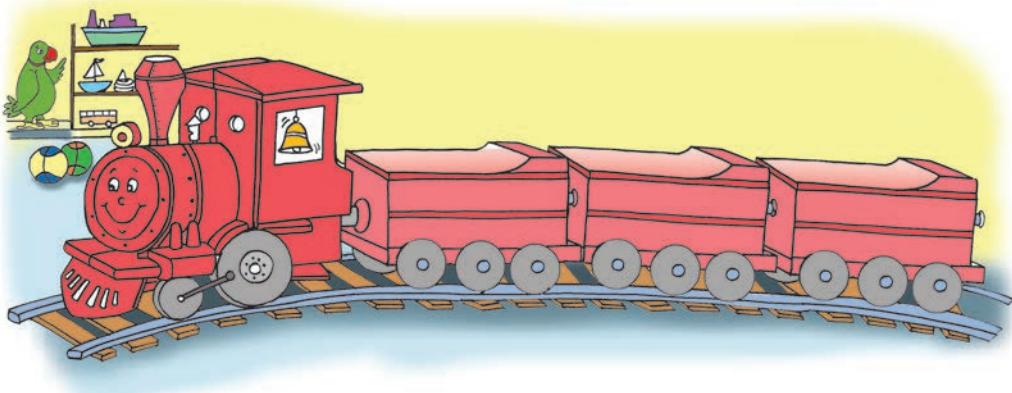
Read 'The Little Plant' again. Write six words which end in a silent -e.

- | | |
|---------|---------|
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |

F | Activity

Collect a seed and plant it in your garden. You can take help from an adult. Water it every day. Record its growth in your notebook.

Chhuk-Chhuk



Chhuk-Chhuk was a red toy train. It had a **powerful** headlight, a bell, three carriages and many strong wheels. Whenever Chhuk-Chhuk moved, the headlight shone brightly and the bell rang loudly.

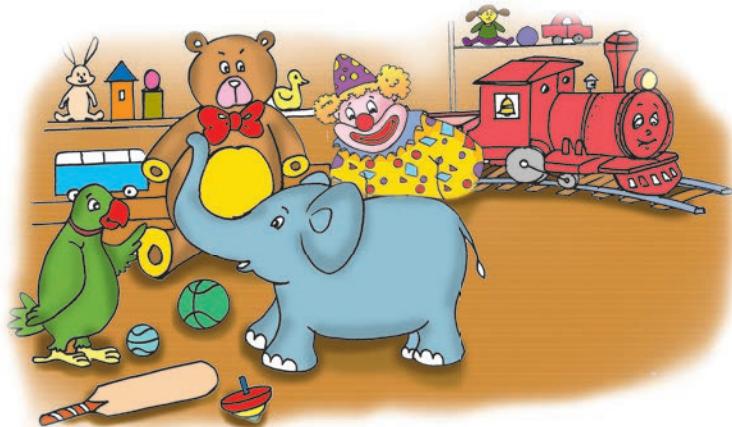
All the children passing by saw it in the shop window. They would stop to look at it and scream, ‘What a beautiful toy train!’ Look, how quickly it moves on the railway tracks! When Chhuk-Chhuk heard these words of praise, it became very proud.

One day, a rich man bought the red toy train for his grandson. When Rahul opened his grandfather’s present, he shouted with joy. He put Chhuk-Chhuk in the big basket where he kept his other toys.

Jumbo, the elephant, smiled and said, ‘Welcome, Chhuk-Chhuk!’ Chhuk-Chhuk did not reply.

Mithu, the parrot **squawked**, ‘Will you give us a ride, Chhuk-Chhuk?’ Chhuk-Chhuk did not answer.

When Teddy, the leader of the toys, tried to talk to Chhuk-Chhuk, it did



powerful : very strong

squawked : made a loud sharp sound

not reply. When the toys chatted and played during the night, Chhuk-Chhuk sat in a corner. It did not try to make friends with the other toys in the basket. The toys whispered to each other, ‘Chhuk-Chhuk is very proud. It thinks it’s better than us.’

One evening Rahul’s friends, Atul and Mohan, came to play with Chhuk-Chhuk. They made it run many times round the garden. Chhuk-Chhuk started feeling tired and sleepy.

Then, it was time for the boys to go home. Atul, accidentally kicked Chhuk-Chhuk. Bing! Bang! Bong! Chhuk-Chhuk went flying into a bush. Its powerful headlight fell off and there were deep **scratches** all over its body. Rahul said goodbye to his friends and went inside his house. He forgot all about Chhuk-Chhuk. Soon it became dark. Poor Chhuk-Chhuk was alone and frightened in the bush.

Teddy was worried about Chhuk-Chhuk. He said to all the toys, ‘Chhuk-Chhuk hasn’t come back. We must try to find it.’

Mithu, the parrot, said, ‘Why should we worry about Chhuk-Chhuk? It doesn’t even talk to us.’

Teddy said, ‘Mithu, it’s true what you say but I think Chhuk-Chhuk is in trouble. We must help it.’

Then all the toys agreed to look for Chhuk-Chhuk. They went into the garden to find it. They called out, ‘Chhuk-Chhuk, dear friend, where are you?’

Suddenly, they heard sobs coming from a bush. They ran towards it and found Chhuk-Chhuk lying in it. Teddy and Jumbo pulled it out and brought it back to Rahul’s room.

All the toys said lovingly, ‘Don’t worry, Chhuk-Chhuk. We’ll take care of you.’

They cleaned it properly. Sim-Sim the clown taped Chhuk-Chhuk’s headlight back into place. Then it painted over all the scratches with red paint. Chhuk-Chhuk looked bright and happy again.

scratches : cuts on the skin made by something sharp



Chhuk-Chhuk's eyes filled with tears. It said, 'I'm sorry, I was rude to all of you. Will you be my friends?'

Everyone shouted, 'Yes, Chhuk-Chhuk. We'll be your friends.'

Then all the toys lived happily ever after.

A | Comprehension

A1. Circle A or B for the correct answer.

1. Chhuk-Chhuk was
 - A. a red train.
 - B. a red toy train.
2. Chhuk-Chhuk became very proud when it heard
 - A. children praising it.
 - B. parents praising it.
3. All the toys in the toy basket were
 - A. rude to Chhuk-Chhuk.
 - B. friendly towards Chhuk-Chhuk.
4. Chhuk-Chhuk
 - A. did not talk to the toys in the toy basket.
 - B. talked to the toys in the toy basket.
5. Who accidentally kicked Chhuk-Chhuk into a bush?
 - A. Rahul
 - B. Atul
6. Who looked for the toy train and brought it back into Rahul's room?
 - A. all the toys
 - B. Teddy and Sim-Sim



ever after : always

A2. Who said what?

Write the names of the toys or the persons who said the following sentences.

1. ‘What a beautiful toy train!’ Look, how quickly it moves on the railway tracks!’
-

2. ‘Will you give us a ride, Chhuk-Chhuk?’
-

3. ‘Mithu, it’s true what you say but I think Chhuk-Chhuk is in trouble. We must help it.’
-

4. ‘I’m sorry, I was rude to all of you. Will you be my friends?’
-

B

Vocabulary

Alphabetical Order

Read the following letters and words:

- | | | | | | |
|----|-----|-----|-----|-----|-----|
| 1. | B | G | I | T | Y |
| 2. | Na | Ne | Nl | No | Nr |
| 3. | sad | sag | sap | sat | saw |

In 1 **G** comes after **B**, **I** after **G**, **T** after **I**, and **Y** after **T** in the alphabet.

In 2 **N** starts every unit. **Ne** comes after **Na** because **e** comes after **a**.

In 3 **sa** starts all the units but **sag** comes after **sad** because **g** follows **d**.

B1. Write each of the following sets in alphabetical order.

1. L C T R F
-

2. u m z w n

3. bat bag back bash bald

4. spoke bought waited pounced forgot

5. frill frown fry fright fire

6. Nagpur Delhi Shimla Ambala Pune

B2. Circle the word within brackets which belongs to the group of given words.

- | | |
|------------------------------|----------------------------|
| 1. apple, mango, banana | (milk, orange, cake) |
| 2. Rita, Leela, Anna | (Sunil, Ali, Mohini) |
| 3. eagle, sparrow, duck | (crow, rabbit, lion) |
| 4. shop, hospital, school | (garden, house, sunflower) |
| 5. bicycle, train, aeroplane | (bird, ship, bench) |
| 6. yellow, purple, green | (parrot, orange, grass) |

C

Grammar

Nouns : Proper Nouns

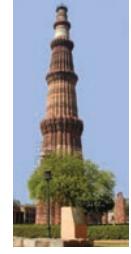
Read the following:

1. **Toto** is my pet dog.
2. **Nehru Park** is near **Ashoka Hotel**.
3. **Diwali** is my favourite festival.
4. **December** and **January** are cold months.
5. **Mrs Bhatia** is the principal of our school.
6. We draw the national flag in class for **Independence Day**.



- The words in red are proper nouns. They are names of special persons, places, animals or things.
- They start with a capital letter.

C1. Match the 6 common nouns with the 6 proper nouns. Write the common nouns after the proper nouns.

Common Nouns	Proper Nouns	
1. fort	Taj	
2. minar	Rashtrapati	
3. mahal	Red	
4. temple	Dal	
5. bhawan	Qutab	
6. lake	Golden	

C2. Changing Common Nouns to Proper Nouns.

Read the following:

Common noun	Proper noun
gate	India Gate

C3. Rewrite the following sentences using capital letters where necessary.

I. aarti has one sister and two brothers.

.....

Teacher's Box

A common noun is written with a capital letter if it is written before or after a proper noun.

2. the children do not go to school on sundays.
-
3. my friends and I like to watch the parade on republic day.
-
4. holi, christmas and eid are the favourite festivals of children.
-
5. mr and mrs dutt visited jaipur, the capital of rajasthan.
-

D

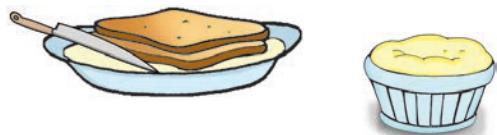
Writing

Joining Words, Phrases and Sentences : and

Read the following:

Words

1. bread – butter
bread **and** butter



Phrases

2. on the earth – in the sky
on the earth **and** in the sky

Sentences

3. The skirt is red.
The coat is red.
The skirt and the coat are red.



4. John went to the circus.
Leela went to the circus.
Hasan went to the circus.
Prema went to the circus.
John, Leela, Hasan **and** Prema went to the circus.

Teacher's Box

1. **And** joins words, phrases and sentences.
2. Commas (,) are used to join a series of things or a list of persons. (4)
3. The subject and verb must agree with each other. (3)

Use and to join the following words, phrases and sentences.

1. black – white

.....

2. Madhuri is tall.

Madhuri is beautiful.

.....

3. Babli jumped into the water.

Babli saved the drowning children.

.....

4. the hard-working ant – the lazy grasshopper

.....

5. Priya ate the birthday cake.

Priya ate the sandwiches.

Priya ate the pastries.

.....

E | Listening and Speaking

Sound and Spelling k or ck

Read the following words:

1. k weak

2. ck luck

Add k or ck to the following.

1. wee.....

2. fro.....

3. spea.....

4. tri.....

5. lea.....

6. too.....

7. brea.....

8. si.....

9. lo.....

10. loo.....

11. bri.....

12. che.....

Teacher's Box

1. w e a k

If a single unit word has two vowel letters in it, add **k** to the word.

2. l u c k

If a single unit word has one vowel letter in it, add **ck** to the word.

Babli is one of the nine children of a poor man. She saved six children from drowning in the river Ganga. She got the Bapu Gayadhani National Bravery Award on 25 January 2005 from the prime minister of India.

This is her story.

Babli lives with her family in a small mud house on the banks of the Ganga. Babli dreams of going to school but she cannot because her family has no money for the school fee. However, she has faith in hard work and in God. She is always smiling and helpful.

She always helps her mother with work in the house. In the evening, she goes to watch the sunset over the Ganga. She loves to see the twinkling stars and the changing shape of the moon.

30 June 2004. This date changed Babli's life forever. She was trying to finish her work quickly before sunset. From time to time she would laugh at the funny actions of the six young children playing nearby. Sometimes they chased each other shouting and screaming. Sometimes they ran around a wooden vegetable cart with wheels. When they got tired of chasing each other, they climbed onto the cart and started jumping and dancing on it.

The cart was standing on a sandy slope. The jumping and dancing of the children on the cart rocked it dangerously. Suddenly, the wheels of the cart



drowning : dying under water

because you cannot breathe

banks : the side of a river and the land near it

chased : ran after somebody

rocked : made it shake with great force

slipped. The cart with the six children still on it started rolling down the slope towards the river. The cart fell into the water with a loud **thud**. The children started screaming with fear. They did not know how to swim.

Babli heard their screams and raced to the spot. Many grown-up people quickly gathered on the bank of the river but no one tried to save the drowning children.



It was Babli who jumped into the river, and brought two children back safely to the bank. Then she jumped into the water again and saved two more children. As she got ready to jump into the river a third time, her brother came running to help her. Then they saved the two remaining children.

The brave little girl had saved six children from death in the water.

Suddenly, little Babli was a heroine. A newspaper reporter wrote about her brave **deed** in the newspaper, 'Amar Ujala'. He asked Babli's father to send her name for the National Bravery Award. Babli won the national **award** and many other awards, too.

Babli is still the same simple smiling girl. She is happy that she could do something for others. She is a shining example of courage.

thud : the sound made when a heavy object hits something else

deed : an action that is usually very good or very bad
award : a prize for something

A | Comprehension

A1. Read the following sentences carefully. Find out words from the lesson to fill in the blanks.

1. The of India gave a award to on 25 January 2005.
2. Babli dreams of going to but her has no for the school
3. She likes to her family and
4. In the evening on 30 June 2004 six were playing on the of the Ganga.
5. They climbed onto a vegetable and started on it.
6. Babli jumped times into the water to the children.

A2. Circle A or B for the correct answer.

1. Babli saved six children from
 - A. drowning in a river.
 - B. falling in a well.
2. The cart with the six children on it
 - A. rolled down the sandy road towards the river.
 - B. rolled down the sandy slope towards the river.
3. Who helped Babli save the children?
 - A. Only Babli's brother helped her save the children.
 - B. All the people helped Babli save the children.
4. Who wrote about Babli's brave deed?
 - A. A shopkeeper wrote about it in 'Amar Ujala'.
 - B. A newspaper reporter wrote about it in 'Amar Ujala'.



B1. Match the words in Column A with their opposites in Column B. Write the correct noun in front of its opposite in Column A.

Column A		Column B
1. honesty	a. rudeness
2. light	b. badness
3. victory	c. dishonesty
4. goodness	d. untidiness
5. politeness	e. defeat
6. tidiness	f. darkness

Read the following phrase:

a **sandy** slope

The above phrase means a slope which is made up of sand.

The adjective **sandy** is made up of **sand + y**.

B2. Make adjectives by adding **-y** to the underlined nouns. Then complete the given phrases.

1. A field which has a lot of grass in it.

a field

2. A day when there is a strong wind.

a day

3. A mountain covered with snow.

a mountain



Teacher's Box

1. In single unit words, double the last consonant and add **-y**. e.g. fun funny
2. In words ending in silent **-e** delete **e** and add **-y**. e.g. noise noisy

Nouns : Collective Nouns

Read the following:

1. an **army** of soldiers
2. a **flock** of sheep
3. a **bunch** of grapes

Army, **flock** and **bunch** are names of a group of persons, animals or things of the same kind. These group nouns are called collective nouns.

C1. Complete the sentences with the words from the box.

swarm bouquet pride troop herd range

1. A group of flowers is called a q..... .
2. A group of bees is called a ...w.... .
3. A group of mountains is called a ...n.... .
4. A group of lions is called a p..... .
5. A group of monkeys is called a op.
6. A group of elephants is called a ...r.... .

Nouns : Abstract Nouns

Read the following:

1. Babli is a **brave** girl. She saved six children from drowning. She won a **bravery** award.
2. Saint Francis was a **kind** man. He helped everyone. He was known for his **kindness**.

Bravery and **kindness** are abstract nouns. They are the names of qualities, feelings, thoughts and ideas. We cannot hear, touch or see them. They are ideas in our mind.

C2 a) Underline the abstract nouns in the following sentences.

1. We should show kindness to animals, not cruelty.
2. Everyone admires Meena for her beauty.
3. Children should have the qualities of politeness and truthfulness.

4. The Indian soldiers fought the war with great courage.
5. The teacher said, ‘Write down the length and the breadth of this table.’
6. Dev Ram lived in a village in his boyhood.

Read the following:

- | | | |
|-------|----------|--------------------------------------|
| 1. a | book | (the letter b has a consonant sound) |
| 2. a | hotel | (the letter h has a consonant sound) |
| 3. an | owl | (the letter o has a vowel sound) |
| 4. an | umbrella | (the letter u has a vowel sound) |
| 5. a | European | (the letter e has a consonant sound) |
| 6. a | unit | (the letter u has a consonant sound) |

A is used if the first sound of the next word is a consonant sound (1, 2, 5 and 6).

An is used if the first sound of the next word is a vowel sound (3 and 4).

b) i) Fill in the blanks with **a** or **an**.

- | | |
|----------------|---------------------|
| 1. kite | 2. ice cream |
| 3. onion | 4. Englishman |
| 5. pocket | 6. map |
| 7. friend | 8. eagle |
| 9. X-ray | 10. university |

ii) Fill in the blanks with **a** or **an**.

- | | |
|-----------------------|-----------------------------|
| 1. a. clown | 2. a. aeroplane |
| b. tall clown | b. expensive aeroplane |
| c. African clown | c. red aeroplane |
| 3. a. man | 4. a. iron |
| b. old man | b. steam iron |
| c. rich old man | c. heavy iron |

Read the following form carefully. Raghu Batra wants to go to a summer camp with his friends. He fills in a form, signs it and pastes his photo on it. Then he gives it to his class teacher.

Class 2	Victory International School
Section C	5, Shivaji Road, New Delhi
First name	Raghu
Surname	Batra
Date of birth	31 January, 2010
Home address	15, Ashoka Road, New Delhi - 110001
Telephone	26 97 38 55

Paste your photograph here.

Sports (outdoor and indoor)

Choose any two from the following and write their names in the blanks.

swimming	football	cricket	table tennis
tennis	riding	running	carrom

1. tennis 2. swimming

Fun Activities

Choose any two from the following and write their names in the blanks.

acting	painting	dancing	singing	papercraft
playing musical instruments (tabla, violin, piano, drums)				

1. papercraft 2. piano

Father's name	Girish Batra
Occupation	doctor
Mother's name	Reena Batra
Occupation	homemaker

Reena Batra
(Parent's signature)

Raghu Batra
(Pupil's signature)

Date: 14 April, 2017

Vinita Sen
(Class teacher's signature)

You want to go to a summer camp too. Fill in the given form, sign it and paste your photograph on it. Ask your parents to sign it and then give it to your teacher.

Class 2	School	<p>Paste your photograph here.</p>		
Section _____			
First name			
Surname			
Date of birth			
Home address			
Telephone			
Sports (outdoor and indoor)				
Choose any two from the following and write their names in the blanks.				
swimming	football	cricket	table tennis	
tennis	riding	running	carrom	
1.	2.			
Fun Activities				
Choose any two from the following and write their names in the blanks.				
acting	painting	dancing	singing	papercraft
playing musical instruments (tabla, violin, piano, drums)				
1.	2.			
Father's name			
Occupation			
Mother's name			
Occupation			
(Parent's signature)		(Pupil's signature)		
Date:		(Class teacher's signature)		

E | Listening and Speaking

Sound and Spelling : Silent k-

Read the given words:

knife knock knuckle

If **k** is followed by **n** at the beginning of a word, then **k** is not said. It is silent.

E1 a) Write k- or put a cross (x) where necessary in the following words.

- | | |
|-------------|-------------|
| 1.nee | 2.nest |
| 3.neat | 4.nock |
| 5.net | 6.need |

b) Read the words in the box. Write k- or put a cross (x) in the blanks where necessary.

knock knob niece new night need
knight knit nest kneel nephew

1. Minnieneeled by the side of her bed and said her prayers.
2. Thenight said to the king at night, 'I must fight bravely but I need a new sword.'
3. Henocked on the door, turned the doornob and entered the house.
4. Grandmother isnitting a sweater for her granddaughter and socks for her grandson.
5. Bobby had a bird's nest in his hands.

Asking for and Giving Information

How do you get to school?

Read the following conversation:

Karan : How do you get to school, Radha?

Radha : I **usually** go by bus but **sometimes** I go by metro.

Karan : Do you **ever** walk to school?

Radha : No, **never**, but **sometimes** I go by bicycle. What about you?

Karan : I **always** walk to school.

E2. Pair work

1. Ask and answer about how you get to school.
2. Complete the chart for your partner.

Put a tick (✓) if the answer is **yes** and a cross (✗) if the answer is **no**.

Ways of getting to school	Always	Usually	Sometimes	Never
by bus				
by car				
by metro				
by bicycle				
walking				

F

Activity

You are playing with a friend in your room. Suddenly your friend feels dizzy and falls down. There's nobody else at home. What will you do to help your friend? Discuss in groups of five.

A Raggy Dog, A Shaggy Dog

Have you seen a little dog
Anywhere about?
A raggy dog, a **shaggy** dog,
Who's always looking out
For some **fresh mischief** which he thinks
He really ought to do.
He's very **likely** at this minute
Biting on someone's shoe.



If you see that little dog,
His tail up in the air,
A whirly tail, a **curly tail**,
A dog who doesn't care
For any other dog he meets,
Not even for himself,
Then hide your mats, and put your meat
Upon the **top most** shelf.

If you see that little dog,
Barking at the cars,
A raggy dog, a shaggy dog,

shaggy : having long and untidy fur

fresh : new

mischief : bad behaviour that causes trouble

likely : expected result

curly tail : a tail with a curved shape

top most : highest

With eyes like twinkling stars,
Just let me know, for though he's bad,
As bad as bad can be,
I wouldn't change that dog for all
The **treasures** of the sea.

Emily Lewis



A | Comprehension

Circle A or B for the correct answer.

1. The raggy, shaggy dog belongs to
 - A. the speaker's friend.
 - B. the speaker.
2. The dog is
 - A. naughty.
 - B. lazy.
3. What does the raggy, shaggy dog do?
 - A. He bites shoes, tears up the car tyres and eats up the mats.
 - B. He bites shoes, tears up the mats, eats up the meat and barks at cars.
4. The speaker will
 - A. change the little dog for all the treasures of the sea.
 - B. not change the little dog for all the treasures of the sea.



B | Vocabulary

B1. Circle the words in Column B which are similar in meaning to the words in Column A.

Column A

- I. small

Column B

- tiny**, ball, **little**, tree

treasures : valuable things

- | | |
|---------------|---|
| 2. happy | sad, glad, pleased, dad |
| 3. big | large, deep, huge, enormous |
| 4. frightened | afraid, scared, tear, terrified |
| 5. tomorrow | the next day, yesterday, the following day,
the day after tomorrow |
| 6. brave | gold, soldier, courageous, good |

C

Grammar

Possessive Pronouns : mine, yours, his, hers, ours, theirs

Read the following:

1. This is **my lunch box**. It is **mine**.
2. That is **your teddy bear**. It is **yours**.
3. These are **his shoes**. They are **his**.
4. This is **her storybook**. It is **hers**.
5. That is **our car**. It is **ours**.
6. Those are **their caps**. Those are **theirs**.

Fill in the blanks with **mine, yours, his, hers, ours or theirs**.

1. This is my garden. It's
2. She owns a horse. It's
3. My name is Lalit. What is ?
4. This house belongs to my parents. It's
5. My sister and I have two dogs. They are
6. Farida and Rafiq are Mr Hussain's children. They are

Teacher's Box

1. This is **my book**. It's **mine**.
Mine replaces **my book**.
 2. **Mine** is a possessive pronoun. It does not have a noun after it.

D**Writing****Writing Sentences****MY PET DOG**

Choose a word or a phrase from each box and write seven complete sentences in the given space.

Box 1	Box 2	Box 3	Box 4
1. I	have	at cars and other dogs	
2. Its name	has	shaggy fur	
3. It	is	like twinkling stars	
4. It	is	very naughty	.
5. Its eyes	are	a pet dog	
6. It	has	a curly tail	
7. It	barks	Tommy	

1.
2.
3.
4.
5.
6.
7.

E**Listening and Speaking**

E1. Say the given words after your teacher. Notice the sounds the letters in red make.

Group 1	shelf	rest	said	head	bench
Group 2	shaggy	dam	sad	travel	catch
Group 3	tail	pail	wait	cake	play
Group 4	hide	why	twice	mice	kite

E2. Match each word in Column A with its rhyming word in Column B. Then write the correct rhyming word in the given space.

Column A

1. raggy
2. dilly
3. topsy
4. hanky
5. teeny

Column B

- a. weeny
b. turvy
c. panky
d. dally
e. shaggy

E3. 1. Say the rhyme after your teacher.

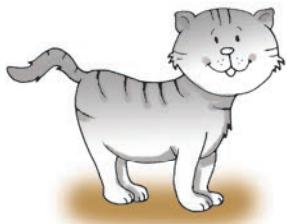
2. Underline the rhyming words.

How much is that doggie in the window?

The one with the waggely tail.

How much is that doggie in the window?

I do hope that doggie's for sale.



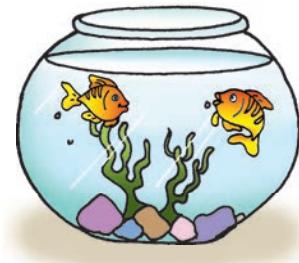
I don't want a bunny or a kitty;
I don't want a parrot that talks;
I don't want a bowl of little goldfish;
I can't take a goldfish for walks.

How much is that doggie in the window?

The one with the waggely tail.

How much is that doggie in the window?

I do hope that doggie's for sale.



F

Activity

My Pet

Do you have a pet? How do you take care of it? Write five things you like about your pet in your diary.

Little Round Bun

Once upon a time there lived an old man and an old woman in a little hut in a village. One day the old man said, ‘Do bake me a bun, old woman.’

So the old woman took out all the flour from the flour-box and made some dough. Then she shaped a little round bun out of it, baked it and put it on the windowsill to cool.

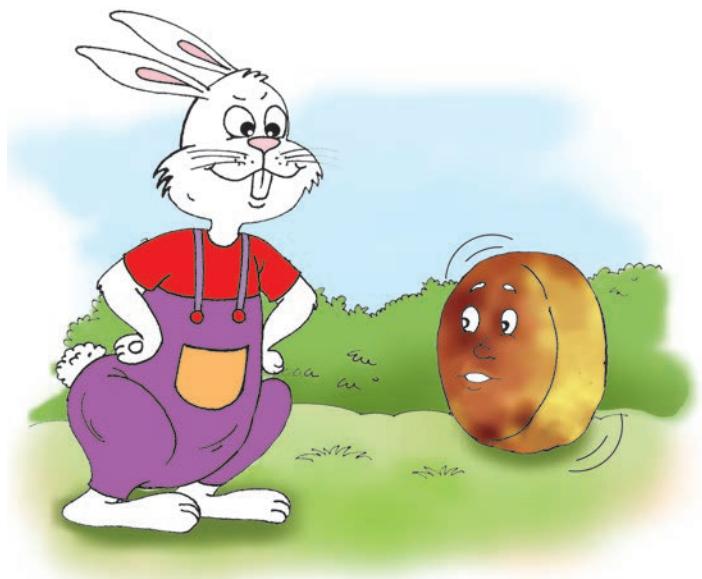
Little Round Bun lay there for some time and then it suddenly started rolling. From the window it rolled on to the bench, from the bench to the floor and then to the door. It hopped through the door and into the yard, from the yard to the gate, from the gate to the road, and it never stopped, but rolled on and on.

By and by, it met a Rabbit coming **towards** it.

‘Stop, Little Round Bun!’ called the Rabbit. ‘I’m going to eat you up.’

‘Don’t do that, **Squint-Eyes**! Let me sing you a little song,’ said Little Round Bun, and it began to sing:

‘I was taken from the flour-box,
And baked in the oven,
And cooled on the sill.
I ran away from Grandpa,
I ran away from Grandma,
And I’ll run away from Rabbit,
This minute I will!’



towards : going in the direction of somebody or something

Squint-Eyes : a person whose eyes look in different directions

And off it rolled away.

By and by, it met a Wolf coming towards it.

‘Stop, Little Round Bun!’ called the Wolf. ‘I’m going to eat you up.’

‘Don’t do that, Big Bad Wolf! Let me sing you a little song.’

And Little Round Bun began to sing:

‘I was taken from the flour-box,

And baked in the oven,

And cooled on the sill.

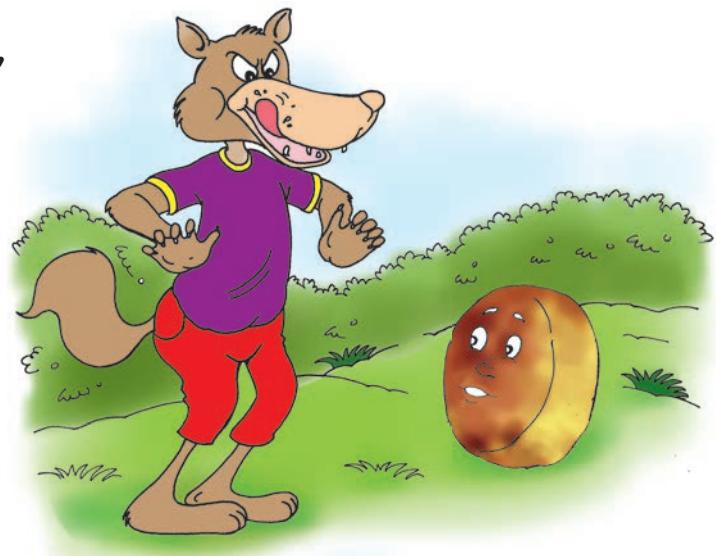
I ran away from Grandpa,

I ran away from Grandma,

I ran away from Rabbit,

And I’ll run away from Wolf,

This minute I will!’



And off it rolled away.

By and by, it met a Bear coming towards it.

‘Stop, Little Round Bun!’ called the Bear. ‘I’m going to eat you up.’

‘Oh no, **Clumsy-Foot**, that you won’t! Let me sing you a little song,’ said Little Round Bun.

‘I was taken from the flour-box,

And baked in the oven,

And cooled on the sill.

I ran away from Grandpa,

I ran away from Grandma,

I ran away from Rabbit,



Clumsy-Foot : a person who moves in a difficult and uncomfortable way

I ran away from Wolf,
And I'll run away from Bear,
This minute I will!

And off it rolled away.

By and by, it met a Fox coming towards it.
'Hullo, Little Round Bun!' called the Fox.
'How round and brown and rosy you are!'

Little Round Bun was very pleased at Foxy Fox's praise and it stopped and began to sing:

'I was taken from the flour-box
And baked in the oven,
And cooled on the sill.

I ran away from Grandpa,
I ran away from Grandma,
I ran away from Rabbit,
I ran away from Wolf,
I ran away from Bear,
And I'll run away from Fox,
This minute I will!'



And it was about to roll on when the cunning Foxy Fox said, 'Oh, what a pretty little song! But I'm afraid I don't hear very well. Do hop on to my nose and please sing again.'

Little Round Bun jumped on to the **tip** of Foxy Fox's nose and sang its song again.

tip : the thin pointed end of something

'Thank you, Little Round Bun,' said Foxy Fox.
'It's a lovely song. Do hop on to my tongue and
sing it one last time.'

Little Round Bun jumped on to Foxy Fox's
tongue, and—snap!—the Fox **gobbled it up!**
Gobble! Gobble! Gobble!

That was the last anyone ever saw of Little
Round Bun.



A | Comprehension

1. Who said, 'Do bake me a bun.'?

.....

2. The old woman made a little round bun. Number the following sentences in the correct order. Then we will know how she made it.

- a) She shaped a little round bun out of the dough.
- b) The old woman took out all the flour from the flour-box.
- c) Then she put it in the oven to bake it.
- d) She mixed water in the flour and made dough.

3. What did Little Round Bun do when it was put on the windowsill?

.....

4. Name the animals Little Round Bun met on the road.

.....

5. What names did it call them?

It called them , ,
..... and

gobbled up : ate up very fast

6. What did all the animals say to Little Round Bun?

.....

7. What did Little Round Bun sing to all the animals?

It sang, ‘ from you.’

8. What did Fox do to Little Round Bun?

.....

B

Vocabulary

B1. Choose the correct answer.

1. Work is to day as sleep is to **night**.
a. bed. b. night. c. dream.
2. A teacher is to a student as a mother is to a
a. garden. b. kitchen. c. family.
3. Thick is to thin as short is to
a. wrong. b. long. c. song.
4. A branch is to a tree as a leg is to a
a. body. b. house. c. mouth.
5. Leela is to a girl as John is to a
a. toy. b. father. c. boy.

Teach – Learn

to teach : to give knowledge to someone

to learn : to gain knowledge by studying, from experience or instruction

B2. Fill in the blanks with the words **teach** or **learn**.

1. My father will me how to ride a bicycle.
2. Maya wants to how to make a sandwich.

3. Our class teacher told us to the spellings of five words and write them in our notebooks.
4. Kabir is going to his pet dog to fetch the newspaper.
5. If you something useful, it to your friend.

C

Grammar

Present Simple

Read the following sentences:

- a) 1. Zebu always wakes up at six o'clock.
2. The train leaves at ten o'clock every day.
- b) 3. The sun rises in the east.
4. Wood floats on water.
- We use the present simple tense for
 - i) habits or repeated actions. (sentences 1–2)
 - ii) laws of nature. (sentences 3–4)



C1. Write H (habits) or LN (laws of nature) in the boxes.

1. Fire burns paper.
2. We always have lunch at half past one.
3. The earth moves around the sun.
4. My grandfather sleeps every afternoon.
5. Ice melts easily.
6. Tony likes apples.

Look at the following tables.

Singular	
I do	I do not / I don't
you do	you do not / you don't
he does	he does not / he doesn't
she does	she does not / she doesn't
it does	it does not / it doesn't

Plural	
we do	we do not / we don't
you do	you do not / you don't
they do	they do not / they don't

C2 a) Fill in the blanks with the correct simple present tense forms of the action words given in brackets.

1. I English. (speaks, speak)
2. She eat ice cream. (doesn't, don't)
3. You French. (does not know, do not know)
4. Akhil at 6 o'clock every day. (get up, gets up)
5. The birds to faraway countries in winter.
(fly, flies)

b) Change the sentences using **don't or **doesn't**.**

1. An owl sleeps at night.
An owl **doesn't** sleep at night.....
2. The children go to school on Sunday.
.....
3. Mr Lal teaches English.
.....

4. Two and three make four.

.....

5. Mr and Mrs Shinde go for a walk every morning.

.....

Short Answers

C3. Complete the answers.

1. Do the children do homework every day?

Yes, they do.

2. Does a doctor sell apples and oranges?

No,

3. Does the school bell ring after every period?

Yes,

4. Does the sun rise at night?

No,

5. Do you smile a lot?

Yes,

D

Writing

Joining Words, Phrases and Sentences

or

Read the following:

Words

1. milk – tea

milk **or** tea



Teacher's Box

1. The word **or** joins words, phrases and sentences.
2. It gives choice: this or that; this, that or that.
3. If there are more than 2 options put a comma after the first and second items. (4)
4. If the subject is the same for all the sentences, it is not repeated. (3)
5. If the verb is the same for all the sentences, it is not repeated. (2, 3, 4)

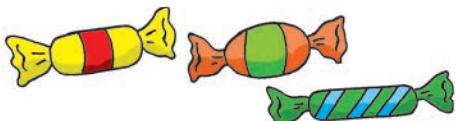
Phrases

2. play football – play cricket
play football **or** cricket



Sentences

3. Is your name Jai Hooda?
Is your name Jai Hoon?
Is your name Jai Hooda **or** Jai Hoon?



4. Do you like ice cream?
Do you like chocolate?
Do you like toffees?
Do you like ice cream, chocolate **or** toffees?



Use **or to join the following words, phrases and sentences.**

1. Shall we go to school by bus? Shall we go to school on foot?
.....

2. Do you like reading books? Do you like watching television?
.....

3. Would you like a pizza? Would you like a dosa?
.....

4. Is that a lion? Is that a tiger?
.....

5. Is Gauri your sister? Is Gauri your cousin? Is Gauri your aunt?
.....

E | Listening and Speaking

Sound and Spelling : -ge or -dge

Read the given words:

- | | | |
|-----------|-------------------|--------|
| i) change | cage | danger |
| ii) badge | knowle dge | |

1. If a word has a long vowel near the end of the word, add **-ge**.
2. If a word has a short vowel near the end of the word, add **-dge**.

Write words ending in -ge or -dge which rhyme with the words given within brackets.

1. There is a over the river. (ridge)
2. The soldiers showed great in the battle. (manage)
3. The little bear ate up all the in his bowl. (knowledge)
4. The children danced and sang on the (page)

F

Activity

How will you react to the following situations? Tick (✓) the correct answer.

1. Your father compliments you for performing well in a school drama.
He buys chocolates for you.
 - a) Say ‘thank you’ and feel happy.
 - b) Tell him you don’t fall for praises.
2. You got high marks for the unit test. Your teacher comes and tells you ‘Well done! Keep it up!’
 - a) Say ‘Right. I can do great things.’
 - b) Say ‘thank you’.

6

Priya's Dream

'Priya, wake up at once! It's seven o'clock. You'll be late for school again,' calls out Mother. **As usual**, Priya is still sleeping. Every day it is the same story. Priya gets up late and then she is late for everything. Her parents, teachers and friends love her, but they scold her for being late.



• • •

Priya was very excited. Her birthday was near. Grandmother bought some beautiful red silk material for her. Priya's mother told a tailor to make a smart frock. Priya sent invitations to all her friends. Father told the baker to make a Mickey Mouse birthday cake for her.

At last, the big day came. Priya was late for school again. Her teacher scolded her.

After school, Priya and her mother went to the tailor's shop. He said, 'I'm sorry. Your dress is not ready. I got up late this morning.' Priya was very upset.

At the bakery, the baker said, 'I'm sorry, the cake is not ready. I woke up late today.' Priya felt very bad.

Priya and her mother reached home. There were no streamers, no balloons, no flowers in the party room. There was no colourful tablecloth on the table. Grandmother said, 'I'm sorry, Priya. The servant did not come **in time** so I could not decorate the party room.' Poor Priya! What could she do?



as usual : in the same way as what happens

in time : not late

It was five o'clock. It was time for the party. Priya waited **eagerly** for her friends. Five o'clock ... Six o'clock. No one came. Priya started weeping. Finally, at seven o'clock, her friends arrived. They said to Priya, 'We're sorry we're late.'

It was time to cut the cake but Priya's father was not there. Mother phoned father. Then she said, 'Priya, Father will be late. Let's cut the cake now.'

Priya's eyes filled with tears again. She understood that her birthday was **spoiled** because everything was late.

• • •

'Priya, get up, dear. It's your birthday today. Happy Birthday, dear!' said Mother shaking her gently. Priya opened her eyes. She sat up quickly. She asked her mother, 'Am I late again?' Mother replied, 'No, my dear, you are not. Get ready now.'

Priya reached her school in time. Her red silk dress was ready in the evening. The party room was decorated beautifully. Father came home early with the Mickey Mouse birthday cake. All her friends came in time. Priya happily blew out the candles on her cake. Everyone clapped their hands and sang,

'Happy Birthday to you! Happy Birthday to you!
Happy Birthday, dear Priya! Happy Birthday to you!'



eagerly : in a very interested and excited manner

spoiled : changed something happy into something unpleasant

Then they all ate the cake, the sandwiches, the pastries and the patties, and drank lemonade. After eating and drinking they played games. What fun they had! Priya really enjoyed herself.

That night Priya told her mother about her dream. She said, ‘Mother, **from today onwards** I’ll always be in time.’ Mother hugged her and said, ‘Priya, you are a wonderful child.’

A | Comprehension

A1. Write T (True) or F (False) in the boxes.

In Priya’s dream,

1. she reaches her school in time.
2. her red silk dress is not ready.
3. the baker gives her the Mickey Mouse birthday cake.
4. the party room was not decorated beautifully.
5. Father came for the party in time.
6. all her friends were late.

A2. Answer the following questions.

1. What was Priya’s bad habit?

.....

2. What changed Priya’s life forever?

.....

3. Who wished Priya on her birthday early in the morning?

.....

from today onwards : continuing into the future

4. What happened on Priya's birthday?

- a)
- b)
- c)
- d)
- e)
- f)

5. What did Priya's father tell the baker?

.....

6. What did Priya tell her mother after her birthday party?

.....

B

Vocabulary

B1. Match the words in Column A with their opposites in Column B. Write the correct opposite in front of each word in Column A.

Column A

- 1. win
- 2. enemy
- 3. forget
- 4. carefully
- 5. late
- 6. laugh

.....
.....
.....
.....
.....
.....

Column B

- a. early
- b. remember
- c. weep
- d. carelessly
- e. friend
- f. lose

Gender : Masculine and Feminine

Read the following:

- I. man, king, grandfather

These words tell us about males. They are of **masculine** gender.

2. woman, queen, grandmother

These words tell us about females. They are of **feminine** gender.

- B2 a) Match the masculine words in Column A with the feminine words in Column B. Then write the correct word in front of each word in Column A.**

Persons

Masculine Column A		Feminine Column B
1. lord	a. queen
2. hero	b. shepherdess
3. god	c. madam
4. sir	d. giantess
5. shepherd	e. lady
6. giant	f. heroine
7. king	g. goddess

- b) Match the masculine words in Column A with the feminine words in Column B. Then write the correct word in front of each word in Column A.**

Animals

Masculine Column A		Feminine Column B
1. tiger	a. hen-sparrow
2. horse	b. she-wolf
3. peacock	c. goose
4. drake	d. mare
5. wolf	e. tigress
6. cock-sparrow	f. duck
7. gander	g. peahen

Nouns

Number : Singular and Plural

1. Noun + **s**

- | | |
|----------------------|--|
| book + s = books | s is pronounced as s in so . |
| girl + s = girls | s is pronounced as z in zoo . |
| orange + s = oranges | s is pronounced as iz in is . |

2. Noun + **es**

glass + es = glasses

3. Nouns ending in **-o**

i) radio + s = radios	ii) potato + es = potatoes
-----------------------	----------------------------

4. Nouns ending in **-y**

i) key + s = keys	ii) baby + es = babies
-------------------	------------------------

5. Nouns ending in **-f** or **-fe**

i) roof + s = roofs	ii) knife + s = knives
---------------------	------------------------

6. Nouns with **different plurals**

Singular	Plural
man	men
woman	women
child	children
ox	oxen

Singular	Plural
tooth	teeth
mouse	mice
goose	geese

7. Nouns which have the same form in the singular and the plural.

deer	–	deer
sheep	–	sheep

Teacher's Box

1. If the last sound of a noun is a hissing sound add **-es** to the noun.
2. i) If there is a vowel before **o** add **-s** to the noun.
ii) If there is a consonant before **o** add **-es** to the noun.
3. i) If there is a vowel before **y** add **-s** to the noun.
ii) If there is a consonant before **y** change **y** into **i** and add **-es**.

8. In some words the second word is made plural.

classroom	-	classrooms
watchman	-	watchmen
washing machine	-	washing machines

a) Write the plural of the following nouns.

1. a leaf	fourleaves.....
2. a child	six
3. a sheep	ten
4. a toy	three
5. a pony	five
6. a buffalo	eight

b) Write the singular or plural of the following words.

1. toothbrush
2. handkerchief
3. railway station
4. dinner plate
5. blackboards
6. gentlemen

D

Writing

Writing Sentences

Read the following:

1. sky the flying are the in birds
2. name is what your
3. noise make a don't
4. lovely what girl a



Sentences 1–4 do not make sense. We cannot understand them.

Read the following:

- | | |
|-------------------------------------|-----------------------------|
| 5. The birds are flying in the sky. | (gives information) |
| 6. What is your name? | (asks for information) |
| 7. Don't make a noise. | (expresses orders) |
| 8. What a lovely girl! | (expresses strong feelings) |

Sentences 5–8 make sense.

We can understand them because

- the words are in correct order.
- the punctuation is correct. [capital letters, full stops (.), a question mark (?) and an exclamation mark (!)].
- the sentences give us complete information.

Rewrite the following phrases and sentences in the correct order. Put a full stop (.), a question mark (?) or an exclamation mark (!) where needed.

1. kite he red a has

.....

2. letter a writing is Varun

.....

3. Singh is Mr angry why

.....

4. funny a what story

.....

5. woke morning up this early I

.....

E | Listening and Speaking

Sound and Spelling : Silent w-

Read the given words:

wrote wrinkle wren

If w is followed by r at the beginning of a word, then w is silent.

E1 a) Write w or put a cross (x) where necessary.

- | | |
|-------------|-------------|
| 1.rong | 2.rope |
| 3.rist | 4.run |

b) Write w or put a cross (x) in the blanks where necessary.

1. Your answer isrong. Pleaserite it again.
2. The rabbitran and hid in theroots of a tree when it saw the fox.
3. I caught some tadpoles, but theyriggled out of my fingers.
4. He wore his new watch on hisrist.

Inviting someone: Accepting or Refusing

Use polite words and sentence patterns

1. when you invite someone.
2. when you accept or refuse an invitation.

Accepting

Hemant : Would you like to come to my birthday party next week?

Shalu : Yes, thanks. I'd love to.

Refusing

Sonu : Would you like to go to the circus tomorrow?

Anu : No, thanks. I'd like to, but I can't.

Pair work

- E2 a) Invite your friend to do something or go somewhere with you. Your friend may say 'yes' (accept) or say 'no' (refuse).**
- b) Read the following table and choose words and phrases from each box to invite someone.**

Verb	Activity	Time	
go	swimming	on	Sunday
	riding		the first of May
	for a camel ride		this morning
	for an elephant ride		this afternoon
	to a fair		this evening
	to a birthday party		tonight
visit	to see a cartoon film		
	children's park		tomorrow morning
	Disneyland		tomorrow afternoon
			tomorrow evening
	the zoo		tomorrow night
	the Doll Museum		the day after tomorrow
	the Tarapore Aquarium		next week
			next month

Who Has Seen the Wind?



Who has seen the wind?

Neither I nor you;

But when the leaves hang trembling

The wind is passing through.

Who has seen the wind?

Neither you nor I;

But when the trees bow down their heads

The wind is passing by.

Christina Rossetti

neither : not the one or the other
of two things or people

trembling : shaking a little

passing through : going through a
place

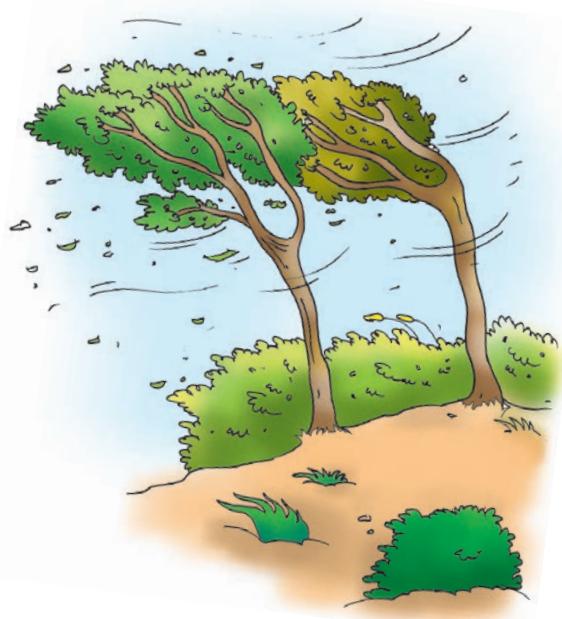
bow down : move head forwards
and downwards

passing by : going past something

A | Comprehension

Circle A or B for the correct answer.

1. Who has seen the wind?
 - A. Everyone has seen the wind.
 - B. No one has seen the wind.
2. When the leaves shake, we know
 - A. the wind is blowing.
 - B. the wind is bowing.
3. When the wind passes by, the trees
 - A. stand straight.
 - B. bend down.
4. The head of a tree means
 - A. the trunk of the tree.
 - B. the topmost part of the tree.



B | Vocabulary

B1. Circle the stranger in the following sets.

- | | |
|---------------------|--------------------------|
| 1. sun, wind, air | 2. tremble, run, shiver |
| 3. bow, bend, break | 4. there, hear, here |
| 5. owl, eagle, bat | 6. rainy, grassy, stormy |

B2. Make adjectives by adding **-ing to the verbs within brackets. Then write the adjectives in the blanks.**

- | | |
|-------------------|-----------|
| 1. a star | (twinkle) |
| 2. a parrot | (talk) |
| 3. an story | (excite) |
| 4. a bear | (dance) |
| 5. a girl | (laugh) |

Teacher's Box

1. give + -ing = giving delete the final **-e** and add **-ing** to the verb.

Must – Mustn’t

Read the following:

We **must** obey our parents.

We **mustn’t** be late for school.

Fill in the blanks with must or mustn’t.

1. Teacher : Children, you write neatly.
2. You enter someone’s room without knocking.
3. You wash your hands before a meal.
4. Mother : Saif, you tell lies.
5. We say ‘thank you’ when we get a present.
6. Father : Prakash, you play cricket inside the house.
7. We throw stones at animals.

The Wind

Write seven sentences about the wind. Use phrases from Box 1, Box 2 and Box 3.

Box 1	Box 2	Box 3
Everyone	can hear can feel can see	the wind.
No one	can touch can taste can eat can smell	it.

Teacher's Box

- ‘Must’ means an obligation to do something.
- ‘Must not’ (mustn’t) is an obligation not to do something.

1.
2.
3.
4.
5.
6.
7.

E | Listening and Speaking

Sound and Spelling : Silent -b

Read the following words after your teacher. The letter **b** is silent in these words.

lamb bomb
doubt debt

E1 a) Underline the silent **b** in the following words.

bomb	climb	comb	limb
dumb	thumb	numb	tomb

b) Some words need silent **b** at the end. Write **b** where necessary.

hum.... dum.... com.... rim....

E2. Underline the silent letters in the following words.

would	wrong	form	doubt
know	numb	rhyme	watch

F | Activity

I Wonder

In this poem the poet is wondering why nobody can see the wind. Little Reena has a similar doubt. Why does the rainbow have seven colours? If you have doubts like these, write them in your notebook and read them out in class.

The Great Bear and the Little Bear

Once upon a time there lived a beautiful woman in Greece. Her name was Callisto. She had a son named Arcus. She was very happy looking after and playing with him. However, her happiness was not going to last.

Many people were **jealous** of Callisto. They went to a goddess and said to her, ‘Beautiful goddess, Callisto says she is more beautiful than you.’ The goddess was **furious**. She cursed Callisto and changed her into a bear. Callisto’s hands and feet changed into **paws** with sharp **claws**. Her sweet voice became a **savage growl**. Her mouth was filled with terrible teeth and her **delicate** jaws became rough and powerful.

The big black bear moved heavily towards her son Arcus. He **screamed** in **terror**. Then the beautiful wood fairies came and rushed away with Arcus.

Callisto looked like a ferocious bear but she was still gentle and loving. She was afraid of all bears and other wild animals. She ran away from hunters and their dogs too.



jealous : feeling angry or unhappy

furious : very angry

paws : feet of animals that have claws

claws : sharp curved nails on the end of an animal’s or a bird’s paw

savage : (here) wild

growl : a low angry sound made by animals

delicate : small and having a beautiful shape

screamed : cried out in a loud voice

terror : great fear

At first, the bear would go to the hut where her son lived with the wood fairies. She wanted to look at her son as he slept in his little bed. After some days the bear could not go near the hut. Men and dogs wanted to kill her. So she went far away and hid herself in a thick forest.

Days, weeks, months came and went away. The seasons changed. The bear lived alone and **lonely**.

One winter night she dreamt of Arcus. She **longed** to see him again. She decided to go and see him in spring. Spring came. The bear made the long journey to see her son. One evening, the bear was **wandering** in a wood. Suddenly, she saw a handsome young hunter. He was going to shoot an arrow at a bird sitting on a branch. It was Arcus, her son.



The arrow missed its mark. The bird flew away. Suddenly, Arcus felt that someone was watching him. He turned and saw a huge black bear staring at him. He was afraid the bear would kill him. So he put an arrow in his bow to kill it. The bear was silent. It could not move.

Then something happened which **united** mother and son forever. Jupiter, the father of Arcus, looked down from his palace. He was shocked at what he saw. His son was going to kill his mother, Callisto. Jupiter swept down, **snatched** Callisto, the huge black bear and **flung** her into the night skies.

lonely : sad and alone

longed : wished for something very much

wandering : moving slowly around

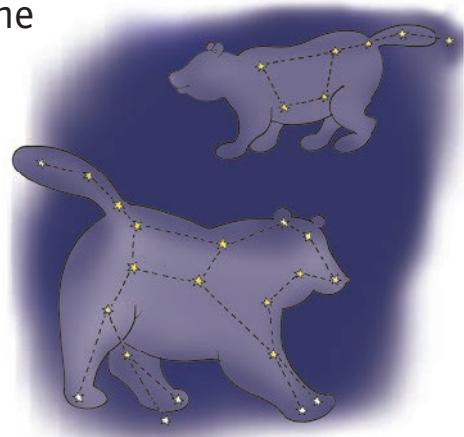
united : joined together

snatched : took something quickly

flung : threw somebody or something with great force

Then he **grabbed** Arcus and flung him too into the darkness of the night sky. Arcus became a little bear next to his mother.

The two bears changed into stars. Callisto is known as the Great Bear and Arcus is known as the Little Bear. If you look up at the night sky you can see the shapes of the two bears outlined by stars.



A | Comprehension

A1. Circle A or B for the correct answer.

1. What are the Great Bear and the Little Bear?
 - A. They are bears.
 - B. They are stars.
2. Who was Callisto?
 - A. She was a beautiful woman.
 - B. He was a handsome young man.
3. The father of Arcus was
 - A. a bear.
 - B. Jupiter.
4. What did the goddess do?
 - A. She cursed Callisto and changed her into a bear.
 - B. She cursed Callisto and changed her into a wolf.

A2. Complete the answers with words from the lesson.

1. Where did the big black bear hide herself?

She hid herself far away.

grabbed : took somebody with his hands suddenly and firmly

2. What happened one winter night?

One winter night Callisto

3. What did Jupiter do when Arcus was going to kill the bear?

Jupiter s..... C..... and A..... and flung them
..... .

4. What were they called?

They were called the Bear and the Bear.

B

Vocabulary

B1. Read the following phrases. Replace the words in red with words from the lesson.

1. a pretty woman

.....

2. was very angry

.....

3. a savage bear

.....

4. threw them with great force into the
night skies

.....

B2. Match the words in Column A with the words in Column B to make compound words. Write the complete words in the given space.

Column A

1. paint

.....

2. cross

.....

3. shoe

.....

4. pencil

.....

5. birth

.....

Column B

a. lace

b. roads

c. day

d. sharpener

e. brush

Nouns : Countable and Uncountable

Countable Nouns

1. Nouns which can be counted are called countable nouns.
2. They have a singular form and a plural form.

Singular countable nouns

a girl

a fox

an ice cream

Plural countable nouns

girls – 3 girls

foxes – 10 foxes

ice creams – 5 ice creams

How many + countable noun

We use **how many** with countable nouns.

How many flowers are there in the vase?

C1. Look at the pictures. Then answer the questions.

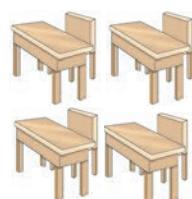
1. How many aeroplanes are there in the sky?

.....



2. How many desks are there in your classroom?

.....



3. How many candles are there on Hema's birthday cake?

.....



4. How many colours are there in the national flag?

.....



Uncountable Nouns

Read the following:

water	- two waters	(incorrect)
a glass of water	- two glasses of water	(correct)

Water cannot be counted, but a glass of water can be counted.

C2 a) Match the phrases in Column A with the words in Column B. Write them in the blanks.

Column A

1. a piece of cake
2. a of bread
3. a of water
4. a of orange juice
5. a of toilet paper
6. a of toothpaste
7. a of honey

Column B

- | | |
|-----------|--|
| a. jar | |
| b. bottle | |
| c. loaf | |
| d. tube | |
| e. piece | |
| f. carton | |
| g. roll | |

How much + uncountable noun

We use **how much** with uncountable nouns.

How much milk is there in the glass?



1



2

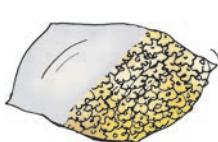


3

1. The glass is full in picture 1.
2. The glass is half full in picture 2.
3. The glass is empty in picture 3.

b) Look at the pictures. Then answer the questions.

How much popcorn is there in the packet?



1



2



3

1.
2.
3.

Countable and Uncountable Nouns

Read the following:

water	gold	honesty	cricket	air	sleep
music	rice	tea	history	money	rain

1. They are uncountable nouns.
2. These nouns cannot be counted.
3. They are not singular or plural.

C3. Write C (countable) or U (uncountable) in front of the following nouns.

- | | | | |
|-----------|-------|-----------|-------|
| 1. school | | 2. mango | |
| 3. sugar | | 4. bread | |
| 5. grass | | 6. rabbit | |

D | Writing

Read the jumbled story ‘Sanku and the Bear’ and rewrite it in correct sequence.

1. After some time Sanku got up and went home.
2. Bears don’t eat any dead prey, so it went away.
3. He marked the tree to cut, tied a rope around it and began to sharpen his axe.
4. One day he went to the forest to cut wood.
5. Sanku lay down on the ground and pretended to be dead.
6. Sanku saw it coming near him, but he didn’t have enough time to run away and escape.

7. Sanku was a poor woodcutter.
8. Suddenly, an idea occurred to him.
9. The bear examined him very closely and found that he was dead.
10. When the bear came near Sanku held his breath.
11. While Sanku was busy preparing for work, a bear came that way.

E | Listening and Speaking

Sound and Spelling : -ch or -tch

beach	(long vowel sound)
fetch	(short vowel sound)

E1. Write -ch or -tch in the blanks.

- | | |
|--------------|-------------|
| 1. ca..... | 2. tea..... |
| 3. spee..... | 4. ma..... |
| 5. pea..... | 6. wre..... |
| 7. sti..... | 8. bea..... |
| 9. rea..... | 10. di..... |

Offering, Accepting or Refusing Something

Read the following:

Accepting

1. Bela : **Would** you **like** some sweets?
Jatin : **Yes, please.**
Bela : Here you are.
Jatin : Thank you.
2. Krish : **Would** you **like** a cup of ice cream?
Gauri : **Yes, please.**

Krish : Here you are.

Gauri : Thanks.

Refusing

3. Rati : Would you like some jam?

Kamal : No, thanks.

4. Preeti : Would you like a sandwich?

Vinod : No, thanks.

E2. Pair work

Use the following phrases to practise offering, accepting or refusing something.

1. a glass of water

2. a mango

3. some lemonade

4. some dosas

5. a pastry

6. a sandwich

F

Activity

Watch the night sky and point out the Great Bear and the Little Bear.

Teacher's Box

- | | |
|-----|--|
| E1. | 1. If there is a long vowel sound in a single unit word, add -ch to the root word.
2. If there is a short vowel sound in a single unit word, add -tch to the root word. |
| E2. | 1. Would you like ...? is a polite way of offering something to someone.
2. When offering something to someone, some is used instead of any. |

Kalidasa was the court poet of King Vikramaditya of Ujjain. He wrote many plays and poems in Sanskrit.

There is a beautiful story of how Kalidasa got his name. It also tells us how he became a great poet. He could not go to school because he was very poor. He had to **tend** his father's sheep.

In a nearby city lived a king who had a beautiful and intelligent daughter. Her name was Vidyawati. She said, 'Whoever can answer my questions will be my husband.'

Many kings, **warriors** and **learned** men tried to answer her questions but they could not. They had to go away **disappointed**. She laughed at them. They were very angry with her. They wanted to teach her a lesson.

One day some disappointed learned men saw a young shepherd sitting on the branch of a tree. He was cutting it. They thought, 'How foolish this young shepherd is! He is cutting the branch on which he is sitting. Soon he will fall down.'

Suddenly they had an idea. They made a plan. They asked him to go with them to the city. He agreed to do so. There they gave him tasty food to eat and delicious buttermilk to drink. Then he slept on a soft bed. When he got up, they



tend : take care of

warriors : people who fight in a battle or a war

learned : having a lot of knowledge

disappointed : upset because what they hoped for did not happen

bathed him, rubbed oil into his skin and then sprinkled perfume on him. They dressed him in fine clothes and tied a white and gold turban on his head. The poor **illiterate** shepherd now looked like a great **scholar**.

Then they said to him, ‘Listen, shepherd! We’re taking you to the king’s palace. There, the princess will ask you questions. Don’t answer. Make actions with your hands. We will do the rest.’ The shepherd agreed.

The shepherd and the learned men reached the palace. The guards took them to the princess. Vidyawati laughed when she saw the finely dressed young man. She thought, ‘Another fool has come to try his luck.’

The learned men said, ‘Princess! Here is a great scholar. You can ask him any question but he will not speak. He will answer only with gestures.’

The princess then pointed one finger at the shepherd. The learned men made signs to him. He pointed two fingers at her. Then she made more gestures. He replied with gestures.

The scholars explained the meaning of the gestures very cleverly. The princess thought, ‘What an intelligent man! He shall be my husband.’

The next day the princess married him. After the wedding was over, she had a great shock. She found out that the young scholar was an illiterate shepherd. She wept **bitterly**. She understood that the learned men had tricked her.

What was she going to do now? How was she going to live with a foolish husband? At last she thought of a plan. She said to her husband, ‘Go to the Kali temple tonight and bolt the door from inside. At midnight the goddess Kali will knock on the door and ask you to let her in. Tell her that you will open the door only if she blesses you with wisdom. If the goddess agrees, open the door and let her in. If she doesn’t agree to bless you, don’t open the door.’

illiterate : a person who does not know how to read and write

scholar : a person who knows a lot about a subject

bitterly : in a way that shows feelings of sadness or anger

The shepherd did what the princess told him to do. When the goddess came, she agreed to bless him with wisdom. He opened the door. Then the goddess Kali wrote the **sacred** letters of the Sanskrit language on his tongue. When he returned to the palace, he could sing beautiful poems in Sanskrit. The princess was very proud of him.

The shepherd became a great poet. He was now called Kalidasa or ‘the servant of Kali’, because the goddess Kali had blessed him.



A | Comprehension

A1. Write T (True) or F (False) in the boxes.

1. Kalidasa means ‘the servant of the goddess Kali’.
2. Kalidasa was King Vikramaditya’s court painter.
3. Vidyawati was a beautiful and learned dancer.
4. The princess said, ‘Whoever can answer my questions will be my husband.’
5. The goddess Kali painted the holy letters of the Sanskrit language on Kalidasa’s tongue.

A2. Write complete answers to the following questions.

- I. Who was angry with Vidyawati? What did they want to do?

.....

sacred : holy

2. The learned men saw someone sitting on a branch of a tree.
Who was he? What was he doing?
-

3. What did the learned men do when the shepherd woke up?

a) They bathed him......

b)

c)

d)

e)

4. How did the false scholar answer Vidyawati's questions?
-

5. Who explained the shepherd's answers?
-

6. Why was the princess shocked?
-

A3. The princess told her foolish husband to follow her plan. Rearrange and number the sentences of the plan in the correct order.

- 1. Bolt the door from inside.
..... 2. She will ask you to let her in.
..... 3. Go to the Kali temple tonight.
..... 4. The goddess Kali will knock on the door at midnight.
..... 5. Tell her you will open the door only if she blesses you with wisdom.

B

Vocabulary

Opposites : un-

Read the following:

a kind man – an unkind man (not a kind man)

We can make the opposite of the adjective ‘kind’ by adding **un-** (which means **not**) before it.

B1. Write the opposites of the words in red by writing **un-** before them.

- | | |
|---|--|
| 1. a happy girl
..... girl | 2. a lucky day
..... day |
| 3. a ripe apple
..... apple | 4. a tidy room
..... room |
| 5. a wise action
..... action | 6. a known person
..... person |

Using the right word

B2. Fill in the blanks with the correct words given within brackets.

1. Grandma the children a story every night. (says, tells)
2. The boys they live in Chennai. (say, tell)
3. He to his friend, ‘I am going for a picnic.’ (said, told)
4. Lalit went to bed at ten o’clock (yesterday, last night)
5. I shall sleep early (tonight, this night)
6. — ‘What’s your name?’ He (said, asked)
— ‘My name is Lalita,’ she (answered, said)

C

Grammar

Present Continuous

Read the following sentence:

Charanjit **is sleeping** now.

Teacher's Box

1. The ending of most verbs do not change when **-ing** is added.
2. In a single unit word the last consonant is doubled and then **-ing** is added.
3. Verbs ending in **-e**, drop the **-e** and then **-ing** is added.
4. Verbs ending in **-ie**, change **-ie** into **-y** and then **-ing** is added.

- The present continuous tense tells us about actions which are going on now at the moment of speaking.
- In present continuous tense we use is/am/are + ing form of the verb.

1. play + ing = playing	2. run + ing = running
3. give + ing = giving	4. lie + ing = lying

Read the given table:

Singular	Plural
I am eating.	We are eating.
You are eating.	You are eating.
He is eating.	
She is eating.	They are eating.
It is eating.	

C1 a) Now add -ing to the following verbs. Write the words in the blanks.

- | | |
|----------------|---------------|
| 1. bring | 2. say |
| 3. write | 4. eat |
| 5. cut | 6. stop |
| 7. swim | 8. tie |

b) Fill in the blanks with am, are or is.

- The fox running in the forest.
- Lalit and Omar playing football.
- We learning English.
- Priya cutting her birthday cake.
- I making a tomato sandwich.

c) Write sentences with the following phrases.

- am reading **I am reading a storybook.**.....
- was writing

3. is flying
 4. were eating
 5. are singing

Read these sentences:

- | | |
|---------------------------|-----------------------------------|
| 1. I am jumping. | I am not jumping. |
| 2. The girls are dancing. | The girls are not dancing. |
| 3. The dog is barking. | The dog is not barking. |
- **Not** means **no**.
 - It tells us that someone is not doing something.

Read the tables given below:

Singular	Short form
I am not reading.	I'm not reading.
You are not reading.	You're not reading.
	You aren't reading.
He is not reading.	He's not reading.
	He isn't reading.
She is not reading.	She's not reading.
	She isn't reading.
It is not eating.	It's not eating.
	It isn't eating.

Plural	Short form
We are not reading.	We're not reading.
	We aren't reading.
You are not reading.	You're not reading.
	You aren't reading.
They are not reading.	They're not reading.
	They aren't reading.

C2. Change the given sentences as shown in sentence 1.

1. I am brushing my teeth.
 - a) I am not brushing my teeth.
 - b) I'm not brushing my teeth.
2. The students are marching in a line.
 - a)
 - b)
3. Fatima is making her bed.
 - a)
 - b)
4. The bird is sitting on its eggs in the nest.
 - a)
 - b)

Short Answers

C3. Complete the answers.

1. Are you doing your homework?
Yes, I am.
2. Is Kiran playing in the park?
No,
3. Are Kamal and Anju eating chocolate?
No,
4. Is grandmother knitting a pullover?
Yes,
5. Are the boys playing hide and seek?
Yes,
6. Are you eating a sandwich?
Yes,



7. Is Pooja telephoning her friend?

No,

8. Am I looking smart?

Yes,



D

Writing

Conjunction

Joining Words, Phrases and Sentences : **but**

Read the following:

Words

1. lazy **but** honest

Phrases

2. a walk in the park **but** not in the dark

Sentences

3. Dipu is fat. Anu is thin.

Dipu is fat **but** Anu is thin.

4. I've got a balloon. I haven't got a kite.

I've got a balloon **but** I haven't got a kite.

Use **but** to join the following words, phrases and sentences.

1. A fish can swim. It cannot fly.

.....
2. tired happy

3. Uma has got a watch. She hasn't got a camera.

4. This apple is red. It is not tasty.

Teacher's Box

1. The conjunction **but** joins words, phrases and sentences.
2. It is used to compare and contrast two things, ideas, people or places.

5. a good friend a bad worker
-

6. Jack can jump over a pig. He cannot jump over an elephant.
-

E | Listening and Speaking

Rhyming Words

E1. Fill in the blanks with rhyming words.

- | | |
|--------------------------|--------------------------|
| 1. the clean seat | 2. as cold as ice |
| his dirty | as quiet as |
| 3. a cunning fox | 4. a big lake |
| a silver | a delicious |
| 5. a new toy | 6. a blue gown |
| a lazy | a funny |

Sound and Spelling : Doubling of s, f, l, z

Say the following words after your teacher.

hiss stiff fill buzz

E2. Write **s**, **f**, **l**, or **z** in the blanks where necessary. Then say and spell the words.

- | | | |
|---------------|-------------|-------------|
| 1. pil.... | 2. fiz.... | 3. fluf.... |
| 4. mis.... | 5. wel.... | 6. leaf.... |
| 7. whiz.... | 8. heel.... | 9. staf.... |
| 10. muz....le | 11. fus.... | 12. if.... |

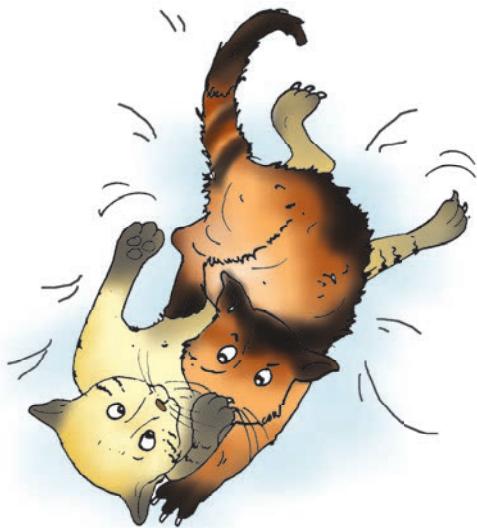
Teacher's Box

1. If a single unit word contains a short vowel then **s**, **f**, **l** or **z** are doubled.
2. In words with one vowel letter **s**, **f**, **l** or **z** are doubled.
3. Exceptions: his, if, this, bus, has, us, etc.

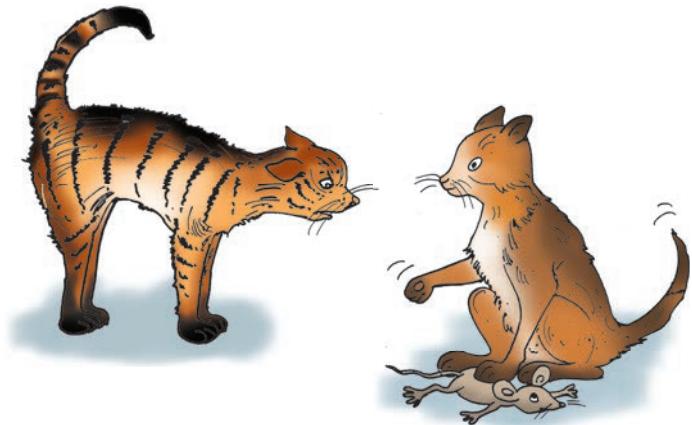
Two Little Kittens

Two little kittens
One **stormy** night,
Began to quarrel,
And then to fight.

One had a mouse
And the other had none;
And that was the way
The quarrel had begun.



I've told you before
'Twas a stormy night,
When these two kittens
Began to fight.



'I'll have that mouse,'
Said the bigger one.
'You'll have that mouse?
You'll have none!'

'I will have that mouse,'
Said the **tortoise-shell**;
And, spitting and scratching,
On her sister she fell.

stormy : with strong winds and
heavy rain or snow

tortoise-shell : black, brown,
orange and white (fur)

'Twas : it was

The old woman took
The sweeping broom,
And swept them both
Right out of the room.



The ground was covered
With **frost** and snow,
They had lost the mouse,
And had **nowhere** to go.

So they lay and **shivered**
Beside the door,
Till the old woman finished
Sweeping the floor.

And then they crept in
As quiet as mice,
All wet with snow
And as cold as ice.

They found it much better
Than stormy night,
To lie by the fire,
Than to quarrel and fight.



Jane Taylor

right : all the way, completely
frost : a thin layer of ice on the
ground in very cold weather

nowhere : no place
shivered : shook slightly because
of the cold

A | Comprehension

Write complete answers to the following questions.

1. What did the kittens begin to do on a stormy night?

.....

2. What did the bigger tortoise-shell kitten want?

.....

3. What did the smaller kitten say?

.....

4. What did the old woman do?

.....

5. When did they come back into the house?

.....

6. When they came back, were they tired and cold or wet and cold?

.....

B | Vocabulary

Read the following:

as quiet as mice

Mice are very quiet. ‘The kittens were quiet like mice’, so we say ‘as quiet as mice’. We use **as ... as** to compare the kittens to the mice.

Match the phrases in Column A with the phrases in Column B. Then write the correct phrase in front of each phrase in Column A.

Column A

1. as busy
2. as proud
3. as white
4. as brave

..... **as a bee**

.....

.....

.....

Column B

- a. as snow
- b. as a snail
- c. as a bee
- d. as a peacock

- | | | |
|---------------|-------|--------------|
| 5. as slow | | e. as a lion |
| 6. as hungry | | f. as a fox |
| 7. as cunning | | g. as a wolf |

C

Grammar

Comparison of Adjectives

- We can compare two persons, places, animals or things.
- Comparison shows the differences in qualities, shapes and sizes between two persons, places, animals or things.
- We show comparison
 - i) by adding **-er** to adjectives.
 - ii) using a different word.

I. adding **-er** to adjectives

- | | |
|--------------------------|----------------------|
| 1) soft + er = softer | young + er = younger |
| 2) hot + er = hotter | thin + er = thinner |
| 3) lucky + er = luckier | dry + er = drier |
| 4) simple + er = simpler | ripe + er = riper |

2. with a different word

good – better

bad – worse

Write the comparative form of the given adjectives.

- a) 1. bright **brighter**.....
2. fresh

Teacher's Box

1. If the last two letters of an adjective are a vowel + a consonant, then the consonant is doubled before adding **-er**. (2)
2. If there is **y** at the end of an adjective, it is changed into **i** before adding **-er**. (3)
Exceptions: gay – gayer, grey – greyer
3. If an adjective ends in **e**, drop **e** and add **-er** and not **-er** at the end. (4)

3. quick
4. cool
- b) 1. hot **hotter**
2. sad
3. thin
4. wet
- c) 1. tiny **tinier**
2. funny
3. silly
4. merry
- d) 1. nice **nicer**
2. wise
3. white
4. fierce

D Writing

Complete the sentences saying the same thing in different ways.

1. He **came back** home at four o'clock.
He **returned** home at four o'clock.
2. Ritick **did not take long** to do his sums.
Ritick did his sums q..... .
3. **In the days of long ago** there lived a beautiful princess.
Once u..... t..... there lived a beautiful princess.
4. Grandmother **could not remember** where she had put her keys.
Grandmother f..... where she had put her keys.

E | Listening and Speaking

Rhyming Words

Fill in the blanks with rhyming words.

1. There's a picture on the last **page**.

There's a parrot in a



(cage)

2. This is my **daughter**.

She drinks coconut



(water)

3. Clowns are **funny**.

Bears love



(honey)

4. Come **here**!

That's a



(deer)

F | Activity

Do you think the little kittens' fight was necessary? What should they have done? Tick (✓) the correct answer.

1. They should have shared the mouse.

2. They should have complained to the old woman.

The Discontented Fir Tree

A fir tree grew in a thick forest. It had dark green needles. Its trunk was thick and straight. The wind sang a song when it moved through its branches.

One day it looked at the leaves of the other trees. These had different shapes: round, oval, narrow and broad.

The fir tree looked sadly at its needles and said, ‘My needles are not proper leaves. They are **stiff** and sharp. They are not like the leaves of other trees. I wish I had leaves of gold.’

A wood-fairy heard its sad words. She touched its **boughs** with her magic wand. The next morning the needles of the fir tree had changed into shining gold leaves. It was very happy but its happiness did not last long.



‘I wish I had **sparkling** glass leaves. They will shine in the sunlight. I will look like a tree of light.’

A robber came and started plucking all the gold leaves from the fir tree. The fir tree begged, ‘Please don’t take my gold leaves.’ The robber replied, ‘I’ll sell the leaves and buy food for my family.’ Then he ran away with all the gold leaves.

The fir tree started weeping. It looked ugly without the gold leaves. It sobbed,

stiff : difficult to bend or move
boughs : a large branch of a tree

sparkling : shining brightly

The kind wood-fairy heard its words. She touched the boughs of the fir tree once more with her magic wand. The next morning the fir tree was covered with sparkling glass leaves. The animals and birds of the forest looked at it with wonder. Alas! Its happiness did not last this time either.

A stormy wind started blowing through the forest. It blew so hard that all the trees started shaking **violently**. Crash! All the sparkling glass leaves of the fir tree broke into small pieces. It was ugly and leafless again.

It wept loudly, ‘The cruel wind has broken all my leaves. What shall I do? I wish I had broad and smooth green leaves. Then I’ll be **contented** and happy.’

The wood-fairy heard its sobs again and **granted its wish**. The next morning the fir tree had broad and smooth green leaves. It was full of joy, ‘What beautiful leaves I have! Robbers won’t steal them. The cruel strong wind can’t break them. Now I’ll be happy forever.’

Suddenly, there was a noise of **bleating** in the forest. Three billy-goats were wandering in the forest looking for something to eat. They saw the broad, soft green leaves of the fir tree. They ran to it and started eating its tasty leaves.

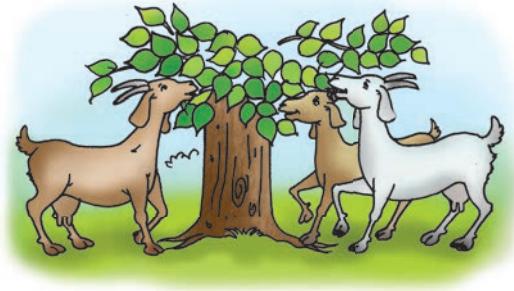
‘Ouch! Ouch! Billy-goats, please don’t eat my leaves. I want everyone to admire them,’ cried the fir tree.

The billy-goats replied, ‘We are very hungry. We will eat them all up.’ They ate up all the leaves of the fir tree. Then they walked away.

The fir tree wept again. It said to the wood-fairy, ‘I don’t want any green leaves. I will never be unhappy or discontented. I don’t want gold leaves, glass leaves or broad soft leaves. Please give me back my green needles. I’ll always be happy and contented with my green needles.’

The wood-fairy gave it back its sharp stiff needles.

The next morning the little fir tree stood happily in its evergreen dress.



violently : with great force

contented : feeling happy and satisfied

granted its wish : gave it what it wanted

bleating : a sound that sheep and goats make

A | Comprehension

Write complete answers to the following questions.

1. What did the fir tree have?

.....

2. The fir tree wished for three kinds of leaves. List them.

1. 2.

3.

3. Who granted the wishes of the fir tree?

.....

4. What did the robber do?

.....

5. What did the strong and cruel wind do?

.....

6. What did the billy-goats do?

.....

7. What did the fir tree ask for finally?

.....

B | Vocabulary

What is *Something*?

B1. Read the lesson and look for the words and phrases for 'Something'. Then write them in the blanks.

1. The wood-fairy touched the fir tree with *Something*.

.....

2. The sparkling glass leaves broke into *Something*.

.....

3. The billy-goats said **Something** to the fir tree.
The billy-goats said, ‘.....’
.....’;
 4. Finally, the fir tree said to the wood-fairy, ‘I’ll never be **Something** again.’
.....’;

Opposites : **dis-**

Read the following sentence:

Everyone dislikes a dishonest person.

- The opposite of **like** is made by writing **dis-** before it.
 - The opposite of **honest** is made by writing **dis-** before it.
 - **dis-** means **not**.

B2 a) Write **dis- before the following words and then write the complete word.**

- | | | | | | |
|----|------------|---|-----------|---|------------------------------|
| 1. | <u>dis</u> | + | contented | = |
discontented |
| 2. | | + | honest | = | |
| 3. | | + | please | = | |
| 4. | | + | agree | = | |
| 5. | | + | obedient | = | |
| 6. | | + | appear | = | |

b) Fill in the blanks with words from the above list.

1. Look! the moon is going to behind the clouds.
 2. The fir tree lived in a thick forest.
 3. A child does not do what his parents and teachers tell him to do.

4. Mr Gill : Your son is very rude.

Mrs Varma : No, I He is a very polite child.

5. Lallo tells lies and steals things. He is a person.

C

Grammar

Past Simple

Read the sentences given below:

1. Vani **saw** the moon in a bowl of water.
 2. The frog **jumped** into the pond.
 3. Last week the boys **played** football every afternoon.
 4. Jamini and Frieda **swam** every Sunday in the summer holidays.
- The past simple tense tells us about actions completed in the past. (1 and 2)
 - It also tells us about habits or repeated actions in the past. (3 and 4)

Read the following tables:

a)

Singular	Plural
I did	we did
you did	you did
he did	
she did	they did
it did	

b)

Singular	Short form
I did not	I didn't
you did not	you didn't
he did not	he didn't
she did not	she didn't
it did not	it didn't

c)	Plural	Short form
	we did not	we didn't
	you did not	you didn't
	they did not	they didn't

Read the past and negative forms of the following verbs:

- | | |
|-----------|--------------|
| 1. ate | did not eat |
| 2. bit | did not bite |
| 3. cried | did not cry |
| 4. hugged | did not hug |

C1 a) Complete the given table.

- | | |
|-----------|--|
| 1. wrote |
.....
did not write |
| 2. went |
.....
..... |
| 3. bought |
.....
..... |
| 4. found |
.....
..... |
| 5. flew |
.....
..... |
| 6. had |
.....
..... |

b) Change the following sentences into negative sentences.

- I. Tommy saw a big brown cow.

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2. I gave a seashell to my brother.

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3. The wasp bit the dog on the nose.

4. Three men went to sea in a tub.

.....

5. The tiger hid in the tall grass.

.....

6. The small boys ran after the peacocks.

.....

Past of is, am, are

Read the following table:

Singular	Negative	Short form
I was happy.	I was not happy.	• wasn't happy
You were happy.	You were not happy.	• weren't happy
He was happy.	He was not happy.	• wasn't happy
She was happy.	She was not happy.	• wasn't happy
It was happy.	It was not happy.	• wasn't happy

Plural	Negative	Short form
We were happy.	We were not happy.	• weren't happy
You were happy.	You were not happy.	• weren't happy
They were happy.	They were not happy.	• weren't happy

C2. Change the following sentences into negative sentences.

I. Priya **was late** for school today.

Priya **was not** late for school today.

2. The children were happy.

.....

3. The wood-fairy was kind to the fir tree.

.....

4. The villagers were afraid of the wolf.

.....

Short Answers

C3. Complete the answers.

1. Did Sara pack the small cakes in the box?

Yes, **she did**.

2. Did Little Boy Blue look after his sheep?

No,

3. Did the magic pot cook many tasty dishes?

Yes,

4. Did the dogs say ‘meow-meow’?

No,

5. Did the mouse help the tortoise to escape?

Yes,

6. Did the Prime Minister give Babli a bravery award?

Yes,

Writing Sentences

Betty's Story

Look at the picture and fill in the blanks.



Number of girls

Number of girls standing

Number of balloons

Complete the paragraph with phrases from the box.

- | | |
|--------------------------|--------------------------------|
| all the girls | because it was I who fell down |
| went to a party | but why didn't you laugh |
| something funny happened | that her daughter was kind |
| a little girl fell down | told her mother a story |

One day Betty When she came back, she She said, ‘Mother, at the party.
..... on the floor. started laughing but I didn’t laugh.’ Betty’s mother was happy and did not laugh at others. She said, ‘God bless you Betty, ?’ Betty replied, ‘I didn’t laugh ’;

E | Listening and Speaking

Sound and Spelling : ea

Say the following words after your teacher.

1. head ea has a short sound
2. bead ea has a long sound

Your teacher will say the following words. Listen and write each word in the short vowel sound group or the long vowel sound group.

bread	dream	feather	please	treasure	season
teach	thread	heavy	breath	cheap	deaf
spread	beach	east	cream	dead	leaf

Group 1 head (short vowel sound)

.....

Group 2 bead (long vowel sound)

.....

Saint Francis and the Wolf

There are many beautiful stories about Saint Francis and his good deeds. He was the son of a rich merchant. He lived in Assisi, a small town in Italy. Francis was a kind person. He looked after the sick and helped the poor people.

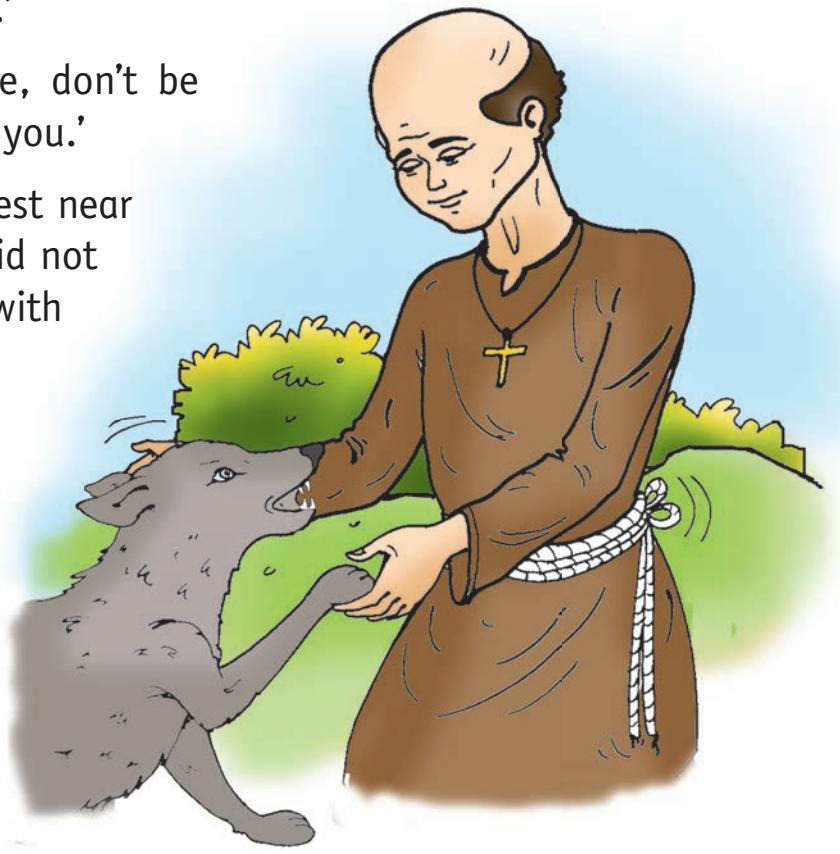
One day, Saint Francis was passing through a village called Gubbio. There was a savage wolf living near it. It would kill the hens, the ducks and the sheep of the villagers. All the people of the village were very **frightened** of it. Once the wolf **attacked** two men in the village. The villagers wanted to kill it but the wolf **escaped** every time.

The villagers ran to Saint Francis and said, ‘Brother, please help us. This **wicked** wolf is **troubling** us a lot.’

Saint Francis said, ‘Good people, don’t be afraid. I’ll do something to help you.’

Then the saint went into the forest near the village. He went alone. He did not take a knife, an axe or a stick with him.

He found the wolf sitting in a cave. He spoke lovingly to it, ‘Brother Wolf, you have done many wrong and cruel actions. You have troubled the villagers of Gubbio for a long time. You have killed their hens, ducks and sheep. You have even



frightened : scared

attacked : tried to kill or hurt

escaped : ran away

wicked : bad and harmful

troubling : causing troubles

attacked the people there. It is bad of you to do so. I know that hunger has made you do all these wrong actions. If I ask the villagers to give you some food every day, will you stop attacking them and killing their animals?’

The wolf looked at Saint Francis. It lifted a paw and put it in the saint’s hand. The saint held it. Then he put it gently on the ground and patted it on its head. Then Saint Francis walked down from the forest to the village. The wolf walked slowly behind him.

When the villagers saw them, they were frightened and ran away.

Saint Francis called out to them, ‘Don’t run away. Don’t be afraid. Now, Brother Wolf will not trouble you again. If you give him something to eat every day, he will never attack you. He will never kill your animals.’

When they heard the calm words of Saint Francis, the village people were not frightened any more. They came out of their houses. The terrible wolf had become Brother Wolf. He lived in the village for a long time. Everybody loved him and played with him. They gave him food every day. The wolf was very happy.

Saint Francis had changed the savage wolf into a kind animal by showing him love and kindness.



A1. Circle A or B for the correct answer.

1. Where did Saint Francis live?
 - A. Assisi
 - B. Bosa
2. The wolf troubled the villagers of for a long time.
 - A. Assisi
 - B. Gubbio
3. Saint Francis asked the villagers to give some to the wolf every day.
 - A. food
 - B. advice

A2. Write T (True) or F (False) in the boxes.

1. Saint Francis was the son of a farmer.
2. Saint Francis took a knife, an axe and a stick, and went to kill the wolf.
3. The cruel wolf turned into a kind animal in the end.

A3. Complete the sentences with words and phrases from the lesson.

1. Saint Francis looked after
and helped
2. The wolf killed the
.....
3. The wolf killed the animals because it was
4. Saint Francis spoke to the wolf
5. In the end, the villagers

.....

B**Vocabulary****B1. Replace the words in red with words or phrases from the lesson.**

1. Ram Lal is a **trader** (.....). He buys and sells cloth.
2. The villagers of Gubbio were **terrified** (.....) of the wolf.
3. The wolf was a **wild and violent** (.....) animal.
4. Saint Francis said to the wolf, 'I'll ask the villagers to give you food **daily** (.....).'
5. The wolf lifted its **foot** (.....) and put it in the saint's hand.

B2. Choose the word with the correct spelling in each set. Then write it in the blank.

- | | | |
|-------------|----------|-------|
| 1. writting | writing | |
| 2. pencil | pensil | |
| 3. frend | friend | |
| 4. gardener | gardner | |
| 5. elefant | elephant | |

C**Grammar****Past Continuous**

Read the sentences given below:

1. The school boy **was running** to school.
 2. Rita and Viren **were singing** a funny song.
- The past continuous tense tells us about actions which were going on in the past.
 - In past continuous tense we use was/were + -ing form of the verb.

Look at the following tables.

Singular		
I was eating.	I was not eating.	• wasn't eating.
You were eating.	You were not eating.	• weren't eating.
He was eating.	He was not eating.	• wasn't eating.
She was eating.	She was not eating.	• wasn't eating.
It was eating.	It was not eating.	• wasn't eating.

Plural		
We were eating.	We were not eating.	• weren't eating.
You were eating.	You were not eating.	• weren't eating.
They were eating.	They were not eating.	• weren't eating.

C1. Fill in the blanks with **was or **were** and the verb given within brackets. Add **-ing** to the verb.**

1. The puppies were barking for food. (bark)
2. The girl her hair. (comb)
3. The monkey the tiger. (tease)
4. The old people on benches in the park. (sit)
5. The dog the cat this morning. (chase)
6. Noor and Simran on the grass. (swim) (lie)

C2. Change the following sentences as shown in sentence 1.

1. The old woman **was humming** a song.

The old woman was not humming a song.....

2. An eagle was flying high in the sky.

.....

3. The schoolgirls were crossing the road.

.....

4. A parrot was eating a pomegranate.

.....

5. The boys were flying kites.

.....

Short Answers

C3. Complete the answers. Put a full stop at the end of the sentences.

1. Were you feeling happy yesterday?

Yes, I was.

.....

2. Was the clown crying?

No,

.....

3. Were the deer drinking water?

Yes,

.....

4. Was Ravi riding a horse?

No,

.....

5. Were you taking a picture of your friend?

Yes,

.....

6. Were the children praying?

Yes,

.....

D**Writing**

Complete the ‘thank you’ note the villagers wrote to Saint Francis after he saved them from the savage wolf. Use the phrases given below to fill in the blanks.

Dear Brother Francis

We want to thank you and
..... It used to and
..... We were afraid of Our
life had become very difficult. Because of you
..... our friend. to our chief's
house for a dinner we are organizing in your honour.

Sincerely

The people of Gubbio

attack our people
kill and eat our animals
saving us from the savage wolf
the dreaded wolf has become

for visiting our village
Please come tomorrow evening
stepping out of our houses

E**Listening and Speaking****E1. Sound and Spelling**

Read the following words carefully. Your teacher will say a word from each pair. Circle the word you hear.

- | | | | |
|---------|------|---------|------|
| 1. cat | cart | 2. pull | pool |
| 3. fall | foal | 4. noun | now |
| 5. ship | sip | 6. bird | bud |

E2. Rhyming Words

Each word in Column A rhymes with a word in Column B. Say all the words. Then write the correct rhyming word in front of each word in Column A.

Column A		Column B
1. water	a. moo
2. go	b. burn
3. tight	c. crow
4. veil	d. sale
5. blue	e. write
6. learn	f. daughter

F

Activity

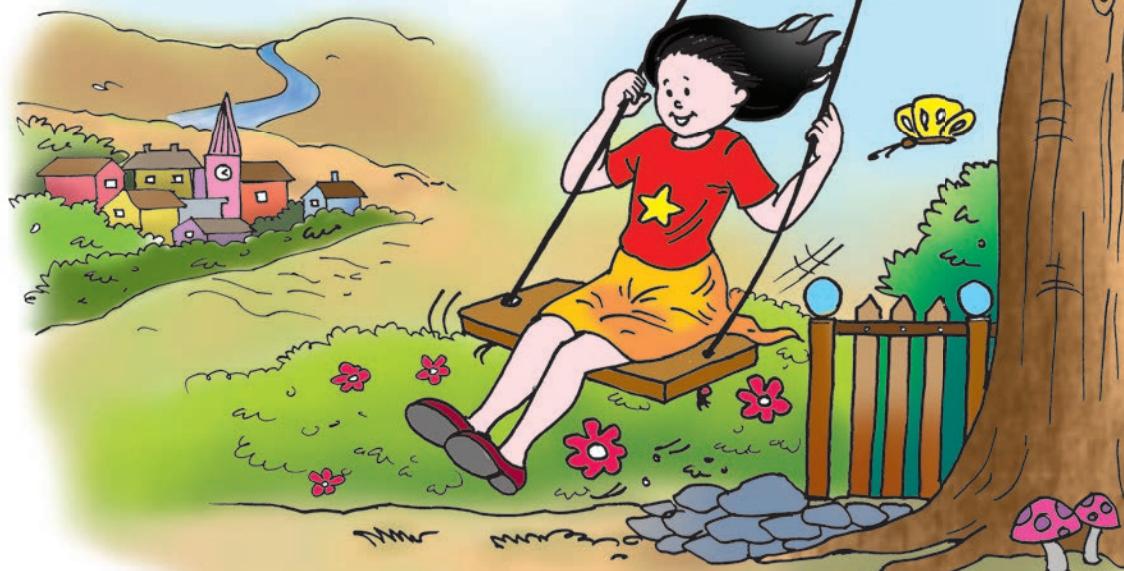
Tick (✓) the things you would do to the people you love.

1. You greet them with a smile.
2. You don't talk to them when they visit your home.
3. You hurt them physically.
4. You don't obey them.
5. You treat them kindly.
6. You forgive them.

The Swing

How do you like to go up in a swing,
 Up in the air so blue?
 Oh, I do think it the **pleasantest** thing
 Ever a child can do!
 Up in the air and over the wall,
 Till I can see so wide,
 River and trees and **cattle** and all
 Over the **countryside** —
 Till I look down on the garden green,
 Down on the roof so brown —
 Up in the air I go flying again,
 Up in the air and down!

Robert Louis Stevenson



pleasantest : most enjoyable
cattle : cows and bulls

countryside : land with fields and woods outside towns and cities

A | Comprehension

Complete the answers.

- ## I. How does the swing move?

It moves and and again.

2. What is the happiest thing a child can do?

The happiest thing a child can do is to
swing.

3. What can a child see up in a swing?

It can see a , s, c....., all over the , the green and the f.

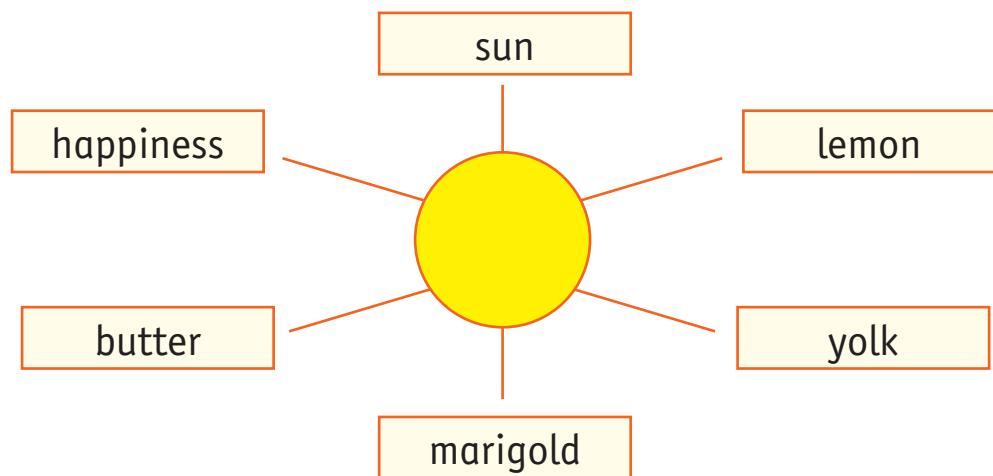
B | Vocabulary

B1. Fill in the blanks with colour words from the poem.

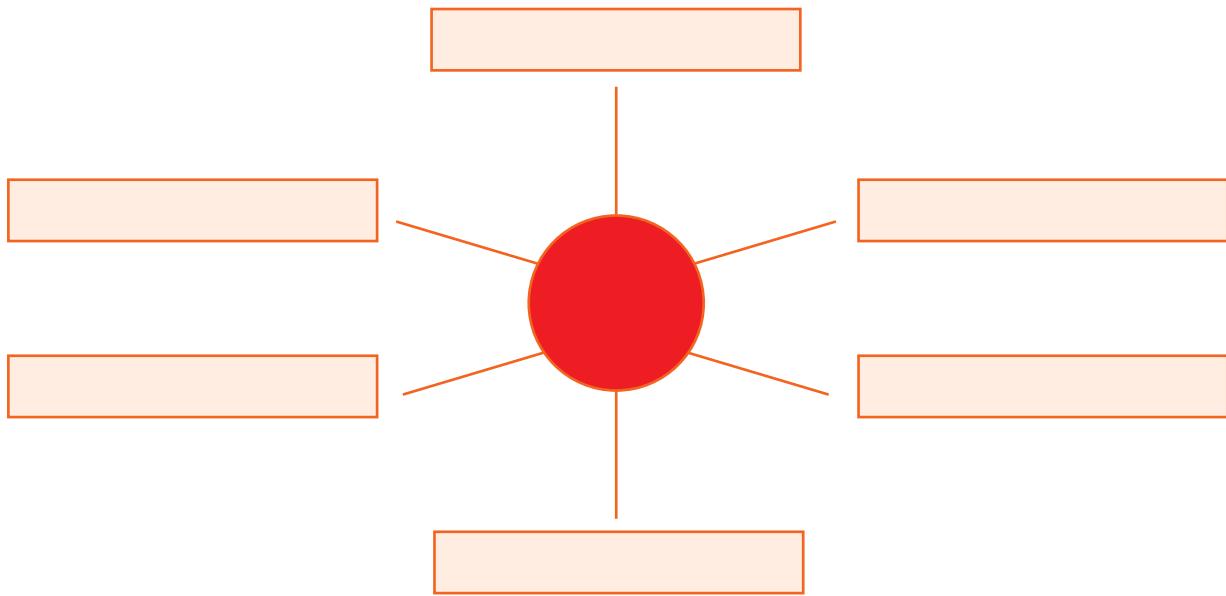
1. the sky
 2. the garden
 3. the roof

B2. Thinking and Feeling about Colours

Yasmin loves the colour yellow. When she sees yellow, she thinks of the following things.



What do you think and feel when you see red? Write six words for the colour red.



C | Grammar

Adverbs

Read the following sentences:

1. The lion roared.
The lion roared **fiercely**.
 2. The wolf walked behind Saint Francis.
The wolf walked **slowly** behind Saint Francis.
- The words **fiercely** and **slowly** tell us how the lion roared and the manner in which the wolf walked.
 - These words are called **adverbs**. They give us more information about the way in which an action is done.

Making Adverbs

loud + -ly = loudly	(in a loud manner)
brave + -ly = bravely	(in a brave manner)
happy + -ly = happily	(in a happy way)
hour + -ly = hourly	(every hour)
day + -ly = daily	(every day)

C1. Read the adverbs in the box. Use them to fill in the blanks.

brightly proudly heavily suddenly
happily luckily beautifully

1. It rained last night but the sun is shining today.
2., the snake did not bite the baby.
3. Chhuk-Chhuk and the toys lived ever after.
4. How Leela sings!
5. Abhinav said to his parents, 'I won a gold medal today.'
6. The cook was cutting vegetables with a sharp knife., he cut his hand.

C2. Match the verbs in Column A with the adverbs in Column B. Then write a suitable adverb in front of each word in Column A.

Column A		Column B
1. write	a. politely
2. listen	b. clearly
3. eat	c. smartly
4. greet	d. neatly
5. salute	e. slowly
6. speak	f. attentively

Teacher's Box

1. Exceptions to adjectives ending in **-e**: true + **-ly** = **truly**, whole + **-ly** = **wholly**
2. If an adjective ends in **-y**, change **y** into **i** and then add **-ly** to make an adverb: happy + **-ly** = **happily**

D | Listening and Speaking

Sound and Spelling : **ow**

D1. Say the following words after your teacher.

ow 1. cow, how, growl 2. mow, row, grow

Your teacher will read the words in the box. Say the words after her.
Write each word in Group 1 or Group 2 according to the sound.

brown	grow	crowd	snow
flow	crown	bowl	fowl
owl	show	gown	throw
low	hollow	drown	allow

Group 1 **cow**
.....

Group 2 **mow**
.....

D2. Silent -l-

Say the given words after your teacher.

walk palm calf

In these words l is not said. It is silent.

Say the given words after your teacher. Underline the silent l in them.

calm	talk	should	half	stalk	would
chalk	could	almond	yolk	balm	salmon

E | Activity

Have you ever been to an adventure park? Talk about two rides you liked the most. Were you scared? How did you feel when you were on the ride? Tell your friends about all these.

The Wise Men of Gotham

Gotham is a village near Nottingham in England. Long long ago, the people of Gotham were known for their foolishness. Everything they tried to do, they would do it in the most stupid manner. All the world laughed at their mistakes. In fun, they called them the 'wise men of Gotham.'

Here is one story about them.

John, a man of Gotham, was going to Nottingham Market to buy sheep. On Nottingham Bridge he met Toby, another man of Gotham, his neighbour, coming from the market.

They greeted each other.

'Where are you going, neighbour?' asked Toby.

'To Nottingham Market, to buy sheep,' replied John.

'To buy sheep!' exclaimed Toby. 'Tell me, which way will you bring them home?'

'Well! Across this bridge!' answered John.

Now Toby loved to find fault with everything. He was not pleased to hear that. 'Oh, no!' he cried. 'You shall not bring your sheep back by this bridge!'

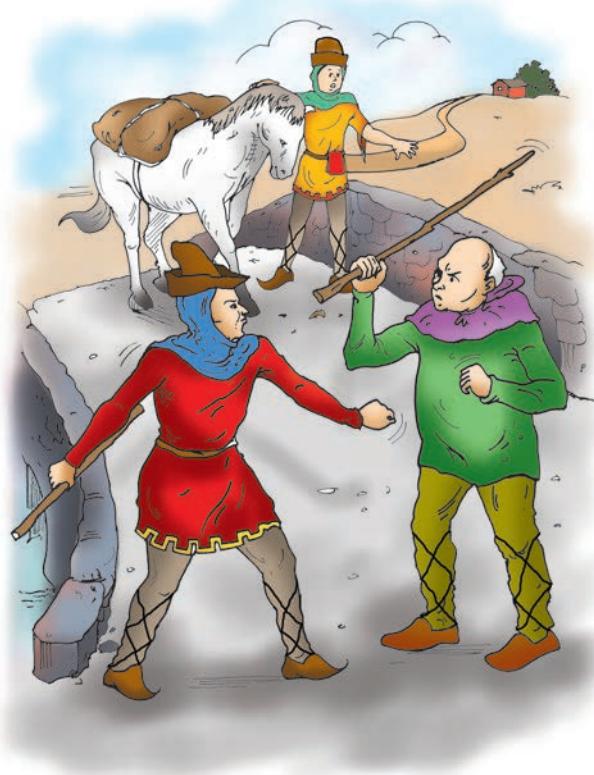
'Oh, yes!' shouted John. 'I shall bring them back this way if I want to!'

'You shall not!' cried Toby.

'But I shall!' declared John.

Then the two men of Gotham began to get angry, hitting the ground with their sticks, as if the sheep were already there.

'Hold back your sheep there!' cried the one.



'Let them pass!' exclaimed the other. 'And be more careful with your stick, or you may make my **flock** leap into the river!'

So they **argued** and shouted, running this way and that, until Martin, a third man of Gotham, **appeared**. He was coming back from Nottingham Market. There was a sack of flour on the back of his horse.

He looked silently at the two men fighting with each other. Then he said loudly, 'Be calm! Don't fight! Please help me lift this sack of flour onto my shoulders, and I shall teach you an important lesson.'

They helped him lift the sack onto his shoulders. Then Martin walked to the edge of the bridge. He opened the sack and **emptied** the flour into the river. He shook out the sack and said, 'Tell me, good neighbours, how much flour is in the sack now?'

'Why, none,' the two men answered together.

'That is a good reply,' said he. 'There is no flour in the sack and there is no sense in your foolish heads because you were fighting about sheep which are not here at all.'

Who do you think was the wisest of these three men of Gotham?



flock : a group of animals of a kind

leap : jump quickly

argued : spoke angrily because they disagreed with each other

appeared : arrived, came

emptied : took out everything that was in the sack

A | Comprehension

A1. Circle A or B for the correct answer.

1. Toby said to John,
 - A. ‘You shall not bring your sheep back by this road.’
 - B. ‘You shall not bring your sheep back by this bridge.’
2. John and Toby started
 - A. shouting at each other.
 - B. hitting each other.
3. Martin came on horseback with a sack of
 - A. flour.
 - B. potatoes.
4. Which is correct?
 - A. John and Toby were foolish.
 - B. John, Toby and Martin were foolish.
5. The story is about
 - A. wisdom.
 - B. foolishness.

A2. Answer these questions.

1. What were the people of Gotham known for?
2. What did the whole world call them in fun?
3. What did Martin do with the flour?
4. How did Martin show that there were actually no sheep?
5. Who do you think is the most foolish person among the three? Why?

B | Vocabulary

Opposites : -ful -less

Read the following words:

1. colour**ful** full of colour
2. colour**less** without colour

The ending **-ful** means full of something.

The ending **-less** means without something.

Both **-ful** and **-less** can be added to nouns and adjectives to make opposites.

Read the words given in the box.

faithful	forgetful	playful	colourful
leafless	colourless	harmless	careless

Use words from the box and fill in the blanks.

1. A dog is a animal.
2. In winter many trees are
3. Grandma is She is always looking for her glasses.
4. All snakes are not dangerous. Some are
5. Holi is a festival.
6. Amit is a boy.
7. Water is
8. Puppies are

C

Grammar

Prepositions of Time : When?

Read the following sentences:

1. We go to school **at eight o'clock**. (time)
2. Class 2 is going for a picnic **on Sunday**. (day of the week)
3. Diwali is **on the twelfth** of November this year. (date)
4. Preeti and Sri watch television **in the evening**. (time of the day)
5. We have our dinner **by seven in winter**. (time, season)

Prepositions of time tell us when something happened.

Useful Phrases

at	by	in	on
at night/dawn	by bedtime	in the morning	on Sunday/weekday
at Christmas	by one o'clock	in April	on Christmas Day
at the weekend	by tomorrow	in summer	on the first of August

Fill in the blanks with at, by, in or on.

1. The children go to school the morning. They come back home the afternoon. They finish their homework half past six.
2. Mr Singh listens to the news nine every night. He has dinner nine thirty. He goes to bed ten.
3. Naren was born seven the morning Friday, the third of November, nineteen sixty-two.
4. Grandmother lights a lamp the temple dusk.
5. winter I ski and summer I swim and climb mountains.
6. We will be in Goa Christmas Day. We like to have a lot of fun Christmas.

D

Writing

Writing Sentences

The Clever Crows

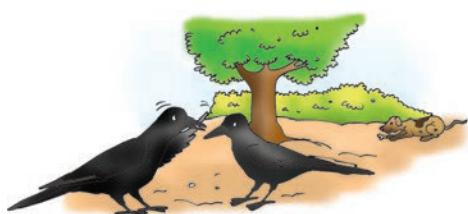
Look at the following pictures carefully. Write two sentences for each picture.

Useful words and phrases

a hungry crow, watching, eating a bone happily



.....
.....
the first crow, the second crow, make a plan,
snatch the bone



.....
.....



the second crow pecks at, turns around, looks angrily

.....
.....



leaves the bone, runs after, flies away

.....
.....



picks up, in its beak, flies to its friend, foolish dog, the clever crows happy

.....
.....
.....

E | Listening and Speaking

Stranger in the Set

Your teacher will say the words in the following sets. Circle the word which has a different vowel sound.

- | | | |
|---------------|----------|-----------|
| 1. a) here | b) hair | c) hare |
| 2. a) through | b) bough | c) flew |
| 3. a) wet | b) wait | c) weight |
| 4. a) owl | b) bowl | c) fowl |

F | Activity

Write T (True) or F (False) in the boxes.

1. A wise man finds fault with everything.
2. A fool fights for no reason.
3. A wise man stays calm during arguments.

All Things Bright and Beautiful

All things bright and beautiful,

All **creatures** great and small,

All things wise and wonderful,

The Lord God made them all.

Each little flower that opens,

Each little bird that sings,

He made their **glowing colours**,

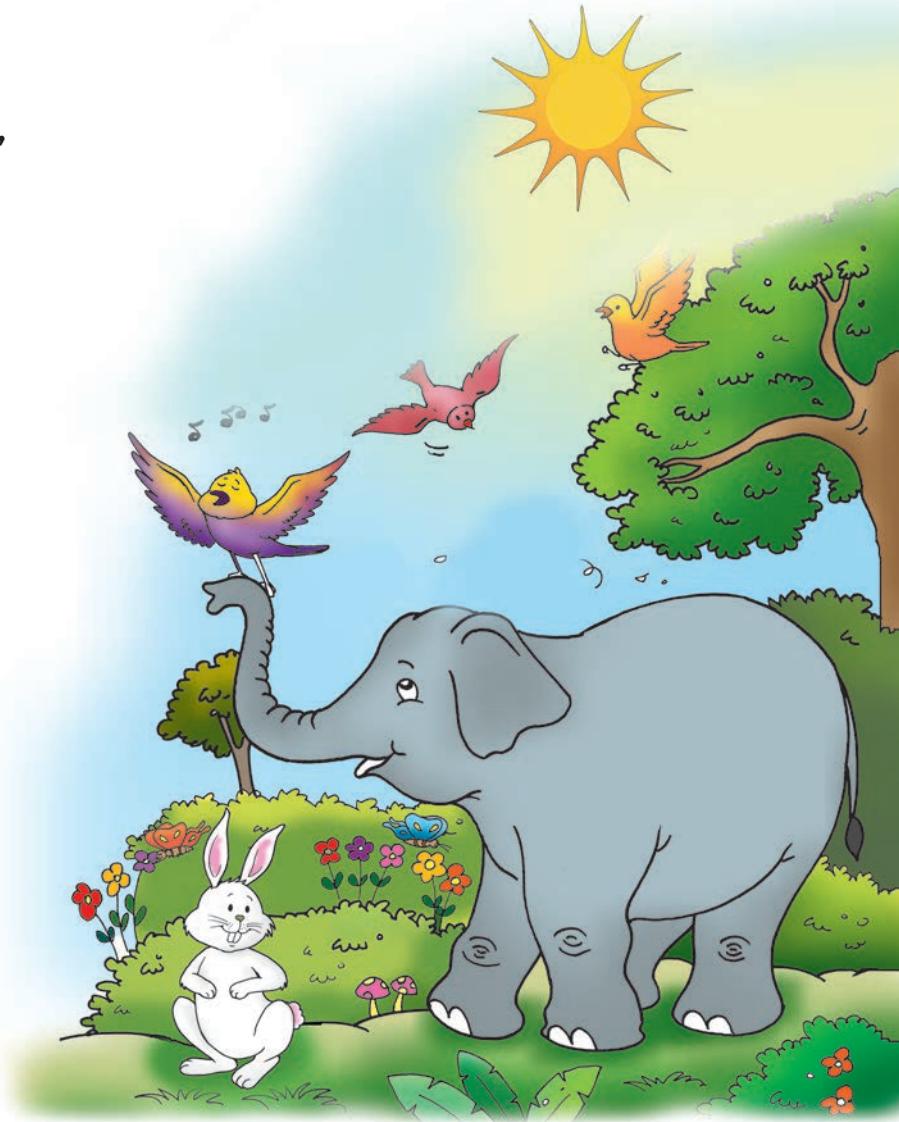
He made their tiny wings.

He gave us eyes to see them,

And lips that we might tell,

How great is God **Almighty**,

Who has made all things well.



Cecil Frances Alexander

creatures : all living things

glowing colours : bright and warm colours

Almighty : very powerful

A | Comprehension

A1. Write T (True) or F (False) in the boxes.

1. God made big and tiny creatures.
2. The opposite of beautiful is pretty.
3. God made colourful and beautiful flowers and birds.
4. God is not very powerful.

A2. Write complete answers to the following questions.

1. Who made everything in the world?
.....

2. Why did God give us eyes and lips?
.....

3. Does God do all things well?
.....

B | Vocabulary

B1. Match the words in Column A with their opposites in Column B. Then write the correct opposite in front of each word in Column A.

Column A

1. open

.....

2. wise

.....

3. everything

.....

4. give

.....

5. tiny

.....

6. all

.....

7. bright

.....

8. nowhere

.....

Column B

a. take

b. none

c. huge

d. everywhere

e. dull

f. foolish

g. nothing

h. close

Read the following phrase:

fat and funny

B2. Find three phrases like the above phrase from the poem and write them in the given space.

1.
2.
3.

C

Grammar

The Apostrophe : 's, s'

Read the following:

- | | | |
|---------------------|---|--------------------------|
| 1. the boy's shirt | = | the shirt of the boy |
| the peacock's tail | = | the tail of the peacock |
| 2. the girl's doll | = | the doll of the girl |
| the girls' dolls | = | the dolls of the girls |
| 3. the child's toy | = | the toy of the child |
| the children's toys | = | the toys of the children |

- 's shows that something belongs to someone.
- To a singular noun add 's e.g. boy's.
- To a plural noun
 - add only (') if the noun ends in s, e.g. the girls' dolls
 - add 's if the noun does not end in s, e.g. the men's cars

C1. Insert an apostrophe (') in the following phrases.

- | | |
|------------------------|------------------------|
| 1. the queens necklace | 2. the boys toy |
| 3. the kings palaces | 4. Mr Sharmas children |
| 5. Govinds computer | 6. the birds nests |

Teacher's Box

The apostrophe shows belonging or ownership. It is expressed by the possessive form 's or s'.

C2. Write one or many in the blanks.

1. a) The girl's books were in the teachers' room.

girl's one girl

teachers' many teachers

- b) The girls' books were in the teacher's room.

girls'

teacher's

2. a) The squirrel's tail is bushy, but the cats' tails are thin.

squirrel's

cats'

- b) The squirrels' coats are smooth, but the shaggy dog's coat is rough.

squirrels'

dog's

D | Listening and Speaking

D1. Stranger in the Set

Your teacher will slowly say the words in each set. Listen carefully.
Then circle the word which has a different sound in each set.

1. star

2. more

3. cut

4. roof

heart

world

put

good

heard

door

shut

goose

D2. Sound and Spelling a

The letter a has different sounds. Two are given below. Say the following words after your teacher.

1. day

face

gate

2. father

arm

class

Your teacher will say the words given in the box. Listen carefully. Then write each word in the matching sound group.

taste
name

grass
march

heart
clay

lazy
angel

arm
bark

Group 1 day

.....

Group 2 father

.....

E | Activity

Your Special Friend

There are many people in the world who cannot see because they are visually impaired. They cannot see colours, birds, trees, the sun, stars, the moon and many other beautiful things. Imagine there is a visually-challenged student in your class. Will you play with him/her? List three things you can do for your friend.

.....
.....
.....

Aladdin and the Magic Lamp

Characters

Aladdin	- a poor tailor's son
Mustapha	- Aladdin's dead father
Zarina	- Aladdin's mother
Wicked Wizard	- Aladdin's false uncle
The Genie	- of the lamp



Scene I

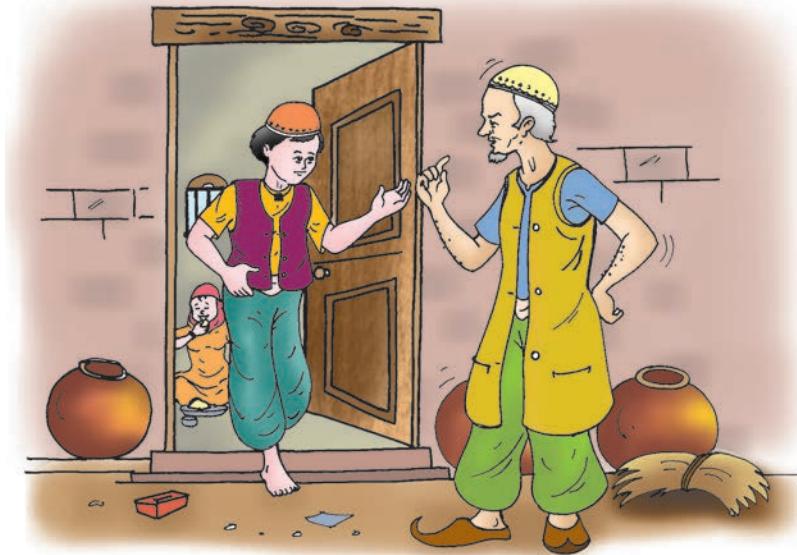
(Evening. Aladdin and his mother are eating a simple meal of dry bread and vegetable soup.)

Aladdin: Mother, I met my uncle in the street this morning.

Zarina: (surprised) Your uncle? Did he tell you his name?

Aladdin: He said he is Father's brother.

Zarina: Mustapha's brother? What did he say? (Someone knocks at the door.) What's that noise? Who's there? Aladdin, go and find out.



wizard : a man with magic powers

- Aladdin: (goes and opens the door). Greetings, Uncle! Mother! Mother, come quickly! Uncle has come to see us.
- Wizard: Greetings to you, Aladdin! (Zarina comes to the door.) Greetings to you, Zarina!
- Zarina: Who are you? How do you know my name? I don't know you.
- Wizard: Zarina, don't you remember me? I'm your dead husband's brother.
- Zarina: Mustapha's brother? After so many years! Please come inside. Do sit down.
- Wizard: Thank you. Peace be upon you! (to Aladdin) Aladdin, I need your help. I'm an old man. Tomorrow, I must take out the treasure which I have hidden in a secret place. Will you get it for me? I'll make you very rich if you help me.
- Aladdin: Of course, Uncle, I'll get your treasure for you.
- Wizard: Thank you. We will leave early in the morning.

Scene 2

(Aladdin and the Wizard are in a narrow valley. The Wizard lights a fire and throws a magic powder in it. The earth shakes **terribly** and the ground opens. There is a big square stone with a round brass ring on it. Aladdin is **astonished**.)

- Wizard: Aladdin, pull up the brass ring.
- Aladdin: Yes, Uncle. (pulls up the ring. The stone moves to one side. He sees a flight of stairs.)
- Wizard: Now go down and look for an old lamp. Bring it to me. Then take what you want from the cave.



terribly : in a way which is very unpleasant and makes you afraid

astonished : very surprised

Aladdin: Yes, Uncle. (goes down and enters an **enormous** cave)

Aladdin: It's very dark in here. But what's that shining over there? (rubs his eyes) Gold and jewels! What shall I take with me? This box of jewels or these bags of gold coins? ... Now, where is the lamp? ... Ah, there it is! ... I wonder why Uncle wants this dirty old lamp.

Wizard: (outside) Hurry up! Bring me the lamp quickly.

Aladdin: I'm coming Uncle. I have the lamp. (starts climbing up the stairs) I'll give it to you. But first let me come out into the open air.

Wizard: You wicked boy! Give it to me at once or I'll punish you. I'll shut you up in the cave.

Aladdin: I won't give you the lamp.

Wizard: (angrily) Then stay in the cave! (throws some magic powder on the square stone and shouts a **spell**. The stone moves and shuts the cave.) I cannot get the lamp myself. Someone has to get it for me. If I try to get it, I will die.

Aladdin: I can't get out. Help! Help! Uncle! Why have you shut me in? (sobbing) Oh! What shall I do? If I light this old lamp, I may find my way out. ... I'll clean it first.
(Takes the lamp and rubs it on his shirt. A Genie appears.)

Genie: I'm the servant of the lamp. My home is in the lamp and the man who owns the lamp owns me. What are your wishes?

Aladdin: Am I dreaming? (pinches himself) Ouch! I am awake. This is magic. Genie! Can you take me home along with all these jewels?

Genie: Certainly, master! Away we go!

Aladdin: (moments later) Oh, I'm back in my house again! Genie, thank you. You saved my life.

Zarina: Aladdin, Aladdin, what happened?
(He tells his mother the whole story.)

enormous : extremely large; huge

spell : words that are believed to have magical powers



Zarina: That was not your uncle. He was a wicked wizard. Remember one thing. Never talk to strangers and tell them where you live.

Aladdin: Yes, Mother, I'll remember that.

(Aladdin became very rich with the help of the Genie. He and his mother lived happily ever after.)

A | Comprehension

A1. Fill in the blanks with words from the lesson.

Aladdin was a son. A wicked meets Aladdin and says, 'I'm your' He asks Aladdin to him. He takes him to a valley. He lights a and throws a powder in it. The opens. He makes Aladdin pull up a round brass on the big square The wizard tells Aladdin to go down into the cave and look for an old The wicked uncle knows he will if he tries to get the himself.

A2. Read the following sentences carefully and number them in the correct order.

- 1. He said, ‘Go down quickly and get me the old lamp from the cave.’
- 2. The wicked Wizard got angry. He said magic words to shut the cave.
- 3. The Wizard said to Aladdin, ‘Pull up the brass ring.’
- 4. Aladdin got the lamp but did not give it to the Wizard.
- 5. The Genie of the lamp took Aladdin out of the cave.

B

Vocabulary

B1. Read the words in the box carefully.

sunset

remember

softly

no one

empty

come up

Choose words from the box and fill in the blanks.

- 1. The glass was **full** of water. Deepak drank all the water. Now the glass is
- 2. Wizard : (to Aladdin) **Go down** and look for an old lamp. Then and give me the lamp.
- 3. The king said to the brave young man, ‘The horse will run from **sunrise** till You have to follow it.’
- 4. I can never **forget** my grandmother. I’ll always her kindness and the stories she told me.
- 5. Don’t talk **loudly** in the library. You must talk
- 6. **Everyone** is having lunch. There is in the garden.

B2. Words that sound the same

Read the given pairs of words.

- | | | | |
|---------|---------|---------|----------|
| 1. blue | 2. hear | 3. knot | 4. threw |
| blew | here | not | through |

Make sentences with the following words.

- | | |
|----------|-------|
| 1. ate | |
| eight | |
| 2. flour | |
| flower | |
| 3. son | |
| sun | |

C

Grammar

Should – Shouldn't

What should they do? What shouldn't they do?

Read the following sentences:

1. You **should** throw them in the waste bin.
2. You **shouldn't** throw pieces of paper on the floor.
 - **Should** is used to say that some action is the correct thing to do.
 - **Should not** is used to say that some action is wrong to do.

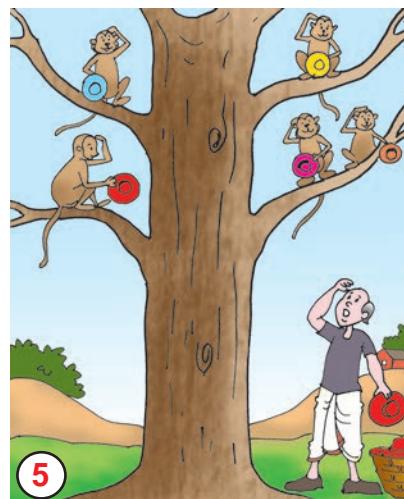
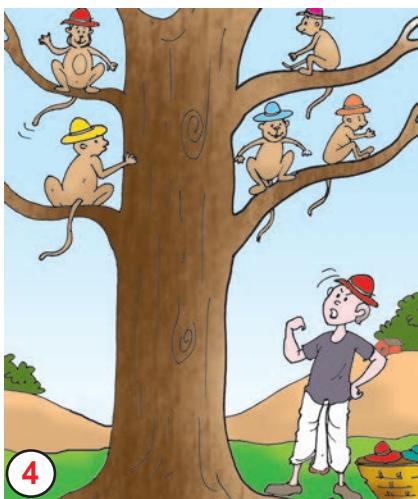
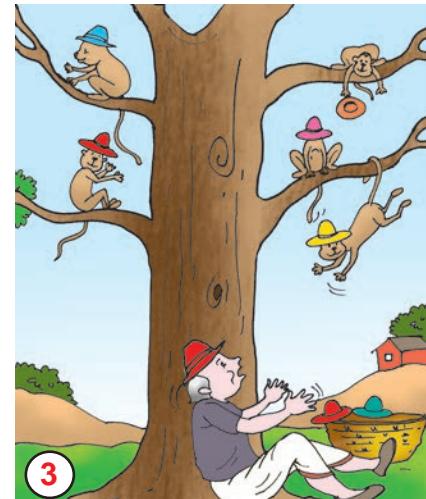
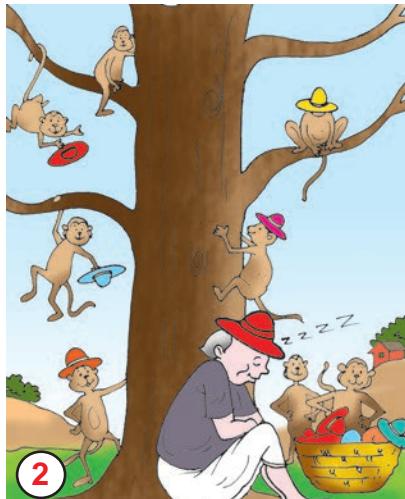
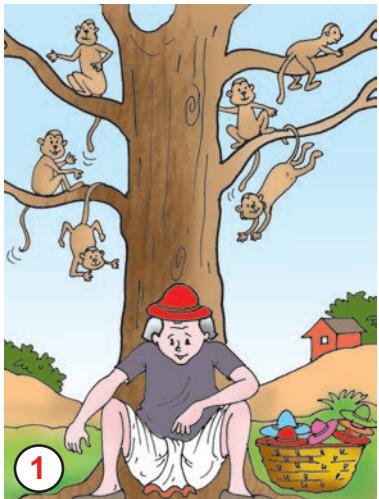
Fill in the blanks with **should** or **shouldn't**.

1. You speak politely.
2. We make fun of others.
3. You walk in the rain. You'll catch cold.
4. Everyone leave the bathroom clean and dry.
5. You bang the door shut.
6. No one talk loudly in the library.

Writing Sentences

The Cap-seller and the Naughty Monkeys

Look at the pictures carefully. Then fill in the blanks with the given words and phrases.



Useful Words

1. a basket, naughty monkeys, the branches, the monkeys, their heads, a very clever idea
2. very tired, very angry, very happy
3. is sitting, are swinging, chattering, is sleeping, are climbing down, take, wear, climb up, wakes up, sees, are wearing, shouts, shakes his fists, shout, shake their paws, takes off, scratches, puts them

4. on his head, beside, from the basket
5. too, quickly

Picture 1. An old man under a tree. He has a cap He is He wants to rest. There is full of caps him. There are many on the tree. They from and merrily.

Picture 2. The old cap-seller now. The monkeys the tree. Then they the caps and them. Then they the tree again.

Picture 3. The cap-seller He that the monkeys his caps.

Picture 4. He is He at them and at them. The monkeys also at him and at him.

Picture 5. The cap-seller does not know what to do. He his cap and his head. take off their caps and scratch too.

Picture 6. The cap-seller has He throws down his cap. The monkeys throw down their caps The cap-seller picks up all the caps, in his basket and walks away. He is

E | Listening and Speaking

Sound and Spelling

E1. Silent -gh

Say the following words after your teacher. Then underline the silent letters **-gh** in each word.

height	eight	light	tight	fright
knight	tonight	might	weight	straight

E2. -ei- or -ie-

Read the following words.

- | | |
|------------|--------|
| 1. lie | fierce |
| 2. receive | their |

Write -ei- or -ie- in the blanks.

1. The ch.....f and hisght men were riding across a f.....ld.
They stopped because th.....r horses were tired.
2. Many r.....ndeers pull the sl.....gh of Santa Claus.
3. The foolish crow had a p.....ce of cheese in his beak.
4. The c.....lling of th.....r kitchen is black.
5. The house is qu.....t. Everyone is sleeping.



Teacher's Box

1. In most words i comes before e if the long vowel sound ee does not follow c, e.g. chief.
2. If c is before the long vowel sound ee, then the spelling is ei, e.g. ceiling.
3. If the vowel sound is not the long vowel sound ee, then the spelling is ei, e.g. eight.