Chapter 1: Naming Words

Total Time: 45 minutes

Learning Objectives
By the end of this lesson, the students will be able to:
• understand what naming words are.
• understand the difference between names of persons, places, animals, and things.
• differentiate between special and common names.
• apply this learning while communicating.

Lesson Scheme

Introduction: Names of persons
Time: 5 minutes

1. Tell the students that they are going to learn about the names of different people.
2. Ask a student to read the examples given on Page 1.
3. Ask the students to identify the names of the people in the pictures in Exercise 1.
4. Write down some more examples of names of persons:
   Rita; mum; aunt; uncle; father

Introduction: Names of animals, places, and things
Time: 15 minutes

1. Make the students close their textbooks.
2. Zoom in on the example pictures using the ebook.
3. Read out the examples given and write them on the board.
4. Ask the students to draw animals in Exercise 2, and name the places and things in Exercises 3 and 4, as per their knowledge.
5. Ask each student to make a list of their answers.
7. Use the pointer tool to show the naming words.

Identification and Further Learning
Time: 15 minutes

1. Write some example sentences with common names and special names on the board.
2. Ask the students to identify the following elements in the sentences:
   • the naming word
   • whether the naming word is a common name or a special name
   For example: Ravi can swim. The dog cannot swim.
   The students should be able to identify Ravi as a special naming word and dog as a common naming word.
3. At this stage, play the concept animation.
Notes on the exercises:
• Let the students solve each exercise individually.
• The students should not spend more than 5 minutes on any exercise.
• In case of Exercises 3 and 4, explain to the students that they are to attempt the exercises based on their experience and knowledge. The students should be able to explain their choices.

Extension Activity

Time: 10 minutes

1. Ask the students to solve the listening and speaking worksheet for this chapter.
2. Ask the students to work in pairs and complete this letter to a friend. Ask them to use real-life names and examples.

Dear ________________,

__________________________ are my best friends.

__________________________ is my pet ____________________________.

I like to visit the ____________________________ with my parents. I like to eat ____________________________.

Best wishes,

__________________________ (your name)

Chapter 2: One and More than One

Total Time: 45 minutes

Learning Objectives

By the end of this lesson, the students will be able to:
• understand what one and many vis-à-vis naming words are.
• understand how to make one into many.
• differentiate between one and many people, animals, places, and things.
• apply the learning while communicating.

Lesson Scheme

Introduction

Time: 5 minutes

1. Tell the students that they are going to learn about naming words that are one or many.
2. Ask a student to read the examples given on Page 6.
3. Zoom in on the rule of making one into many by adding an -s.
4. Ask the students to read the examples given and notice the -s in the many words.
5. Write down some more examples:
   bat-bats; car-cars; pencil-pencils; eraser-erasers
Exercise 1

Time: 5 minutes

1. Zoom in on the activity.
2. Have the students count each set of objects. Reiterate that making many involves adding an -s to the main naming word.
3. Let them complete the activity. Have them exchange their textbooks with a partner and ask each student to correct mistakes, if any, in the answers of their partners.

Exercises 2 and 3

Time: 10 minutes

1. Ask the students to look at their textbooks.
2. Zoom in on the pictures using the ebook.
3. Ask each student to make a list of their answers.
4. This also ably revises the previous chapter on Naming Words.
5. Zoom in on the last exercise on Page 8.
6. Elicit oral answers from the students before they pen them down.
7. While working on Exercise 3, remind the students that only some words can be pluralized by adding -s.

Identification and Further Learning

Time: 15 minutes

1. Play the concept animation.
2. Write sentences with singular and plural naming words on the board.
3. Ask the students to identify if the naming words are one or many.
   For example: This is my pencil. Shyama has three pencils.
   The students should be able to identify pencil as a naming word for one object, and pencils as a naming word that shows many.

Extension Activity

Time: 10 minutes

1. Ask the students to solve the listening and speaking worksheet for this chapter.
2. Ask the students to work in pairs and complete this game:
   Each pair should start with a deck of cards. Every card should have a noun on it. The noun can be in written form or it can be a picture.
   Partners take turns drawing cards. One partner flips a card up, and both students should say what the plural form of the noun is. The first student to accurately say the plural form gets to keep that card.
   The student who has the most cards by the end of the game will be the winner.
Chapter 3: He, She

Learning Objectives
By the end of this lesson, the students will be able to:
• know how to use the pronouns he and she.
• understand that names of persons often have gender.
• understand that animal names can have gender too.
• apply the learning while communicating.

Lesson Scheme

Introduction

Time: 15 minutes
1. Tell the students that they are going to learn two special words: he and she.
2. Ask a couple of students to describe their best friend in three sentences.
3. Write a few full sentences on the board. For example: Ann is a good girl. She is in Class 1.
4. Encourage the students to talk about their mothers and fathers using sentences such as: “She is…/He is…”
5. Write on the board:
   • father, grandfather, brother = he
   • mother, grandmother, sister = she
6. Point to the pictures in the textbook and encourage the students to form sentences like “He is playing football” or “She is in the park”.
7. Ask them the question: What did your friend tell you yesterday?
8. Encourage the students to start their answers with “She/He said….”

He/She: Usage

Time: 15 minutes
1. Ask the students to close their textbooks.
2. Zoom in on the pictures on the first page of the chapter.
3. Ask the students to identify the people in them with the help of the names given.
4. Read each name and discuss if it’s a he or a she.
5. Make the students read the definitions and elicit sentences with the subject pronouns already taught.

Identification and Further Learning

Time: 15 minutes
1. Play the concept animation.
2. Zoom in on the definition using the ebook.
3. Follow up with a reading of the names of the animals and their female counterparts.
4. Form pairs and ask the students to work with their partners to answer the questions in Exercise 2.
5. Before attempting Exercise 2, revisit the rule of naming given at the top of the page.
6. Discuss and help the students write the correct answers in their notebooks.

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7. Use the ebook and highlight the helping words. Let the students then group the animals’ names in a table like this:

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Allow the students who struggle to try once again.
9. Discuss the answers with them.

**Extension Activity**

1. Ask the students to solve the listening and speaking worksheet for this chapter.
2. Do this simple activity to make the students use *he* or *she* is short sentences. Show pairs of pictures to the students: one of a boy and one of a girl, both doing some activity. For example, you could show a picture of a boy riding his bike and a girl clapping her hands. Then, ask the students questions like, “Who is riding a bike?” or “Who is clapping?” Help out the students the first few times to answer: “He is riding” or “She is clapping”. Continue the activity with another pair of pictures. Continue for as many rounds as possible.

**Chapter 4: Describing Words**  
*Total Time: 45 minutes*

**Learning Objectives**
By the end of this lesson, the students will be able to:
- know how to use describing words like *big, small, square, blue.*
- understand that describing words say something more about naming words.
- understand the difference between naming words and describing words.
- use describing words for a given naming word.
- apply the learning while communicating.

**Lesson Scheme**

**Introduction**  
*Time: 10 minutes*

1. Tell the students that they are going to learn about some special words such as *big, small, tall, thin,* etc.
2. Ask a couple of your students to describe their best friend in three sentences.
3. Write full sentences on the board. For example: “Meg is a good girl. She is a good dancer.”
4. Write word pairs such as these on the board: tall father, kind mother, loving grandmother, etc.
5. Encourage the students to talk about their families using sentences such as: “She is tall/He is kind”.
6. Point to pictures in the textbook and encourage the students to form sentences like “He is playing with a yellow ball” or “She is wearing a red dress”. Help them out.

**He/She: Usage**

**Time: 10 minutes**

1. Ask the students to close their textbooks.
2. Zoom in on the pictures on the first page of the chapter.
3. Ask the students to read the definition. Explain it with the examples.
4. Tell the students that they must complete the following sentences using a describing word:
   - He is…
   - She is…
   - My mother is…
   - My uncle is…

**Identification**

**Time: 15 minutes**

1. Zoom in on the paragraph about the little boy looking out of the window using the ebook.
2. Read it out for the students.
3. Before the students attempt Exercise 1, revisit the definition given on the previous page.
4. Form pairs and ask the students to work with their partners to answer the questions in Exercise 1.
5. Discuss the answers and help the students write the correct answers (for example, old man) in their notebooks.
6. Use the ebook and highlight the describing words. Let the students then group the describing words and the names of objects from Exercise 1 in a table such as shown below:

<table>
<thead>
<tr>
<th>Describing Words</th>
<th>Names of Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Let the students who struggled, try again.
8. Discuss the answers with them.
9. Encourage the students to attempt Exercise 2. Guide them how to use the helping words.
Quick Rewind

Time: 15 minutes

1. Play the concept animation.
3. Let the students notice the difference between naming words and describing words.
4. Let them also see the difference the addition of a describing word makes to all the sentences. The sentences now stand qualified—that is, described in greater detail.
5. Let them solve Exercise 3. It is a reiteration of what they have just read: adding appropriate describing words to naming words.
6. Now that they have understood the distinction between naming words and describing words, encourage the students to complete Exercise 4 by writing D for describing words and N for naming words.

Extension Activity

1. Ask the students to solve the listening and speaking worksheet for this chapter.
2. Ask the students to work in pairs and describe each of these pictures with a describing word. The student to complete the task first and well will be the winner.
Chapter 1
Naming Words

1. Match the names to the pictures.

<table>
<thead>
<tr>
<th>hat</th>
<th>grandfather</th>
<th>carrot</th>
<th>tiger</th>
</tr>
</thead>
<tbody>
<tr>
<td>duck</td>
<td>flower</td>
<td>girl</td>
<td>park</td>
</tr>
</tbody>
</table>

![Images of a duck, a flower, a tiger, a girl, a slide, a carrot, a hat]
2. Fill in the missing letters to form naming words.

a) __ p p l __

b) t r __ __

c) s __ s t __ r
d) h __ r s __

e) g r __ n d m __ t h __ r
f) h __ u s __

g) s c h __ __ l
h) b __ r d

3. Circle the names of people.

a) (i) zoo (ii) cat (iii) boy
b) (i) baby (ii) pen (iii) table
c) (i) hen (ii) father (iii) fish

4. Circle the names of things.

a) (i) doll (ii) shop (iii) girl
5. Circle the names of places.

a) (i) cup       (ii) banana       (iii) market
b) (i) park     (ii) shoe         (iii) doctor
c) (i) zoo      (ii) father       (iii) chair

6. Circle the names of animals.

a) (i) road     (ii) rabbit       (iii) room
b) (i) lion     (ii) jungle       (iii) leaf
c) (i) flower   (ii) kite         (iii) bee

7. Tick (✓) the special names.

a) (i) Tom      (ii) boy          (iii) brother
b) (i) cat      (ii) mother       (iii) Mina
c) (i) zoo      (ii) Nehru Park    (iii) jungle
d) (i) India    (ii) school        (iii) beach
Chapter 2
One and More than One

1. Fill in the blanks. One has been done for you.

a) dog + s = dogs
b) ball + s = ______________
c) duck + s = ______________
d) toy + s = ______________
e) pen + s = ______________
f) bag + s = ______________
g) apple + s = ______________
h) table + s = ______________

2. Fill in the blanks with the correct words.

a) chair/chairs
   (i) ______________ (ii) ______________
3. Circle the words that are *more than one*.

a) (i) girl  (ii) boy  (iii) students
b) (i) cars  (ii) truck  (iii) bus
c) (i) bag  (ii) shirt  (iii) caps
d) (i) sun  (ii) moon  (iii) stars
e) (i) chair  (ii) beds  (iii) table

4. Count the objects and write the naming words for these pictures.

a) ___________________
5. Write the names of all the items in your school bag. Add -s where needed.

a) ___________________  
b) ___________________

c) ___________________  
d) ___________________

e) ___________________  
f) ___________________
Chapter 3
He, She

1. Look at the pictures and write he or she.

a) ______
b) ______

c) ______
d) ______

e) ______
f) ______

ɡ) ______
h) ______
2. Read the words given below. Write *he* or *she*. One has been done for you.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) father</td>
<td><strong>he</strong></td>
<td>b) mother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) son</td>
<td></td>
<td>d) daughter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) uncle</td>
<td></td>
<td>f) grandfather</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) aunt</td>
<td></td>
<td>h) sister</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) man</td>
<td></td>
<td>j) girl</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 4
Describing Words

1. Choose a describing word for each picture.

a) white hot

b) small round

c) tiny big

d) square round

2. Write a describing word for each picture.

a) 

b) 

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3. Circle the describing word in each pair. One has been done for you.

a) cold  
   juice
b) hot  
   tea
c) blue  
   box
d) small  
   kitten
e) long  
   hair
f) yellow  
   fish
g) square  
   paper
h) tall  
   man
i) little  
   baby
j) pink  
   rose

4. Write a naming word for each describing word.

a) green  
   ___________
b) sweet  
   ___________
c) short  
   ___________
d) white  
   ___________
e) round  
   ___________
f) old  
   ___________

5. Fill in the blanks with describing words. Use the words given below.

<table>
<thead>
<tr>
<th>round</th>
<th>pink</th>
<th>small</th>
<th>big</th>
<th>red</th>
<th>brown</th>
</tr>
</thead>
</table>

a) A watermelon is ___________ inside.

b) An elephant is a ___________ animal.
c) Tina has _______________ hair.

d) A sparrow is a _______________ bird.

e) We sat around the _______________ table.

f) The tree is filled with _______________ flowers.
Chapter 1: Naming Words
1. a) duck       b) flower
   c) tiger      d) girl
   e) park       f) grandfather
   g) carrot     h) hat
2. a) apple      b) tree     c) sister
   d) horse      e) grandmother f) house
   g) school     h) bird
3. a) (iii)      b) (i)      c) (ii)
4. a) (i)        b) (ii)     c) (iii)
5. a) (iii)      b) (i)      c) (i)
6. a) (ii)       b) (i)      c) (iii)
7. a) (i)        b) (iii)    c) (ii)

Chapter 2: One and More than One
1. b) balls      c) ducks    d) toys
   e) pens       f) bags     g) apples
   h) tables
2. a) (i) chairs (ii) chair
   b) (i) flower (ii) flowers
   c) (i) lemons (ii) lemon
   d) (i) cake  (ii) cakes
   e) (i) car   (ii) cars
3. a) (iii)      b) (i)
   c) (iii)      d) (iii)
   e) (ii)
4. a) tiger      b) pencils
   c) cats       d) pen
   e) birds      f) frogs
5. Answers may vary.

Chapter 3: He, She
1. a) she        b) she      c) he
   d) she        e) she      f) he
   g) he         h) he
2. b) she c) he  d) she
e) he          f) he      g) she
   h) she i) he  j) she
3. a) (v)       b) (iv)     c) (i)
   d) (iii)      e) (ii)

Chapter 4: Describing Words
1. a) hot        b) small
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WOW!

GRAMMAR & COMPOSITION

1

ANSWER KEYS
Chapter 1: Naming Words

1. a) baby  b) woman  
   c) brother  d) child  
   e) man  f) grandfather
2. *Answers may vary.*
3. a) garden  b) shop  
   c) zoo  d) school
4. a) clock  b) telephone
5. *Answers may vary.*
6. b) Anna  c) Delhi  
   d) Park school

Chapter 2: One and More than One

1. b) ducks  c) chair  d) apples  
   e) houses  f) lamp
2. b) three flowers  
   c) one pencil  
   d) three birds  
   e) three tables; two chairs
3. *Answers may vary. Sample answers:*  
   a) chairs  b) tables  c) fans  
   d) pencils  e) books

Chapter 3: He, She

1. HE: father; son; uncle  
   SHE: daughter; mother
2. tiger  tigress  
   bull  cow  
   peacock  peahen  
   rooster  hen

Chapter 4: Describing Words

1. b) (i)  c) (iii)  d) (vi)  
   e) (iv)  f) (v)
2. a) white  b) chocolate  
   c) red  d) tall
3. *Answers may vary. Sample answers:*  
   b) tall  c) young  d) hot  
   e) green  f) pink
4. c) N  d) N  e) D  
   f) D  g) N  h) D

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How?
Where?
Whose?

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