Wow English, the ELT series, is based on an approach which progressively leads learners to connect the language to life. It includes a pragmatic presentation of the aspects of the language in adherence to the guidelines of the National Curriculum Framework (NCF) 2005. In addition, the international principles of learning are followed in planning the progression of the various elements in a unit, to ensure that the student gains the most.

Language is a child’s vehicle to the world. The purpose of teaching a language to the child is to equip him/her with the skills to listen, read, write and express effectively. This series has been designed to stimulate a child’s thinking abilities and encourage participatory learning. The programme aims to enable the child to become a self-reliant learner, adept at proper use of the language and good communication.

Age and language-appropriate thematic literature has been selected to stimulate content-based academic learning. This approach is beneficial to young learners because it provides contextual knowledge and cultural information. It offers opportunities to acquire language skills by the use of integrated and thematic curriculum.

**Approach**

- covers the syllabus laid by the NCERT
- learner friendly page layout with colourful illustrations
- themes from the pupils’ immediate world progress steadily to themes relating to things and situations of the wider world
- integrated learning through systematic and meaningful context for grammar, vocabulary and other essential language skills
- varied exercises for assessments, graded development of Higher Order Thinking Skills
- interesting age appropriate text and stimulating multiple intelligences based exercises
THE COURSE PACKAGE

Textbook

• Thematic lessons and poems
• Concept elaborations
• Wide range of Skill building activities ranging from LSRW to life skills, phonics, reading and HOTS

Workbook

• Textbook linked extended exercises
• Varied and interesting tasks (creative, logical, comprehension)
• Focussed skill building

Teacher Resource Kit

• Teacher support manual
• Consists of activities to support concepts and skill incorporated in the Textbook
• Includes guidelines, assessments, answers and checklist
• Relevant resources to aid learning process
• Includes resources for teachers and learners

THE TEXTBOOK UNIT ELEMENTS

In this unit: Learning Objectives are listed at the beginning of each unit

Getting Started: Visual stimuli and activities lead in to each unit.

Phonics Fun: Develops phonemic awareness and knowledge of sound patterns Supports word blending

Vocabulary: Learning through the context of the theme and text

Language Ladder: Grammar topic is introduced with a focus on structure, the topic is elaborated in the reading text

Celebrating Poetry: Poems as per the theme

Reading: Variety of genres-short stories and word support with each text Stories and poems to read, enjoy and think about

Speaking: Focusses on oral interaction as a process and is based on the theme and text type of the unit

Listening: Numerous hands-on age appropriate tasks

Pre-reading: Stimulating and interest building activities Initiates pre-reading discussion, presentation and exploration

Writing: Modelled on the reading texts and focusses on building prowess in structures (syntax), vocabulary, punctuation and tenses through scaffold and practice

Understanding: Variety of questions – MCQ, fill ups, Factual, inferential and analytical

Practising Grammar
This section practises the concept introduced earlier in the unit through systematic graded exercises

Learning Link: Establishes a connect between various topics through tips and reinforcement

Enrichment: Sums up the unit with components such as life skills and self reading exercises
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<th>Theme</th>
<th>Reading</th>
<th>Phonics</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Speaking</th>
<th>Writing</th>
<th>Enrichment</th>
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<td>The Wind and the Sun</td>
<td>The /sh/ Sound</td>
<td>Synonyms</td>
<td>One and Many</td>
<td>Think and Speak</td>
<td>Dialogue Completion</td>
<td>Showing Kindness</td>
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<td>Grandpa Lost His Glasses</td>
<td>The /ch/ Sound</td>
<td>Male-Female</td>
<td>A/An/The</td>
<td>Giving Directions</td>
<td>Paragraph Writing</td>
<td>Thank You Speech and Card</td>
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<td>Narrative</td>
<td>What are Grandmas For</td>
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<td>3.</td>
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<td>The Two Goats</td>
<td>The /ng/ Sound</td>
<td>Antonyms</td>
<td>Action Words</td>
<td>Asking Questions</td>
<td>Completing a Story</td>
<td>Solving Problems</td>
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<td>Folk Tale</td>
<td>Animals</td>
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<td>4.</td>
<td>Friendship</td>
<td>Ravi Breaks His Leg</td>
<td>The /th/ Sound</td>
<td>Group Names</td>
<td>Common and Special Names</td>
<td>Look and Read</td>
<td>Diary Entry</td>
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<td>Narrative</td>
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<td>5.</td>
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<td>Travel Words</td>
<td>Pronouns</td>
<td>Ordering Food</td>
<td>Travel Brochure</td>
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<td></td>
<td>Travelogue</td>
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<td>Unit No.</td>
<td>Theme</td>
<td>Pages</td>
<td>Reading</td>
<td>Phonics</td>
<td>Vocabulary</td>
<td>Grammar</td>
<td>Writing</td>
<td>Speaking</td>
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<td>Jungle Tale</td>
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<td>/ai/ and /oy/ Words</td>
<td>Describing Animals</td>
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<td>7</td>
<td>Celebrations</td>
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<td>Magical World</td>
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<td>Anagrams</td>
<td>Words Describing Actions</td>
<td>Expressing Wishes</td>
<td>Character Description</td>
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<td>10</td>
<td>Time Flies</td>
<td>123-134</td>
<td>The Clock Trail</td>
<td>/ai/ and /oy/ Words</td>
<td>Suffixes</td>
<td>Describing Actions</td>
<td>Describing Good Behaviour</td>
<td>Picture Description</td>
</tr>
</tbody>
</table>
Nature is the most precious gift of God. Rivers, mountains, trees, rain, etc., which we enjoy so much, are a part of nature. We should respect nature and keep our environment clean.

The Wind and the Sun

Colour the picture. Read the words from the box:

sun  clouds  trees  mountains  fruits  animals  flowers  water
Listen to the description. As you listen, complete the picture.

Phonics Fun Aa

The /sh/ Sound

Practise the /sh/ sound.

-sh goes,

/sh/ /sh/ /sh/
/sh/ /sh/ /sh/

-sh goes,

/sh/ /sh/ /sh/.

Shall we say,

Ship 🌊, shape 🎨,
and shake 🍦.

Read some more words with the /sh/ sound.

<table>
<thead>
<tr>
<th>sh</th>
<th>i</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>sh</td>
<td>o</td>
<td>p</td>
</tr>
<tr>
<td>d</td>
<td>i</td>
<td>sh</td>
</tr>
<tr>
<td>f</td>
<td>i</td>
<td>sh</td>
</tr>
<tr>
<td>c</td>
<td>a</td>
<td>sh</td>
</tr>
<tr>
<td>w</td>
<td>a</td>
<td>sh</td>
</tr>
</tbody>
</table>
1. Complete the words with the help of the pictures. Read the words aloud.

_ r a _

b _ h

_ a p s

_ h _ t

s _ e s

2. Help the sheep reach her barn by colouring the words with the /sh/ sound.

<table>
<thead>
<tr>
<th>ship</th>
<th>wish</th>
<th>sheet</th>
<th>shut</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td>skin</td>
<td>yes</td>
<td>gas</td>
</tr>
<tr>
<td>shell</td>
<td>fresh</td>
<td>shelf</td>
<td>flash</td>
</tr>
<tr>
<td>shall</td>
<td>jazz</td>
<td>miss</td>
<td>has</td>
</tr>
<tr>
<td>short</td>
<td>crush</td>
<td>dish</td>
<td>ash</td>
</tr>
</tbody>
</table>

Language Ladder \[ \text{One and Many} \]

Read the conversation.

This is a park. I see birds on the branches.

There is a cat behind the bushes.

Here, a park and a cat mean one park and one cat.
When there are more than one, we say birds, branches and bushes.
The words that name more than one person, animal, thing or place are called **plurals**.

**Making plurals**

**adding - ‘s’**
- boy + s → boys
- clock + s → clocks
- teacher + s → teachers
- dog + s → dogs

**adding - ‘es’**
- church + es → churches
- dress + es → dresses
- wish + es → wishes
- box + es → boxes

---

**Pre-Reading**

The sun and the wind are necessary for many things. Discuss and write five reasons why they are important.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10.
Read the story about a fight between the wind and the sun.

One day, the wind goes to the sun and starts boasting about his powers.

I am the strongest on earth. Look at these trees. It is because of me that they bow their heads.

Don’t be foolish! I am the strongest of all.

No, dear! We all are equal.

They continue to argue for a long time. Finally, the wind challenges the sun. They see a traveller passing by.

I shall show you my strength. Do you see that man over there?

I can blow away this man’s shirt in no time. Watch this!

The wind puffs and puffs to blow away the man’s shirt. The man holds his shirt firmly as it flies in the wind.

boasting: speaking with too much pride about something that you have or can do

puffs: breathe out air with a lot of force
blow away: carried away by wind
firmly: tightly
The sun smiles gently and begins to shine brightly. The man feels the heat. The sun smiles and shines more strongly. After some time, the man starts sweating. He finally takes off his shirt and sits under a shady tree. The sun proves himself to be stronger than the wind.

**Understanding**

1. **State whether true or false. Correct and rewrite the false sentences.**

   a. The wind challenges the rain.  

   b. The wind thinks he is the strongest of all.  

   c. The sun and the wind see an animal passing by.  

   d. The sun wins the challenge.  

   e. When the wind blows, the traveller holds his shirt firmly.
2. **Tick (✓) the correct answers.**

   a. How does the wind try to prove his strength?
      i. He tries to wrestle with the sun.
      ii. He tries to take off the traveller’s shirt.
      iii. He asks the traveller for help.

   b. What happens when the wind blows?
      i. The traveller feels cold.
      ii. The traveller holds the flying shirt tightly.
      iii. The traveller starts sweating.

   c. Choose the word that best describes the wind.
      i. proud
      ii. careless
      iii. nervous

   d. Who wins the challenge?
      i. the sun
      ii. the wind
      iii. the traveller

3. **Why does the wind challenge the sun?**

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. **What do you learn from the story?**

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
The words in blue, **beautiful** and **pretty**, have similar meanings. They are called synonyms.

The words in green, **correct** and **right**, are also synonyms.

**Synonyms are words that have similar meanings.**

**Read some more examples.**

<table>
<thead>
<tr>
<th>jump / leap</th>
<th>house / home</th>
<th>tiny / small</th>
<th>fast / quick</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="jump.png" alt="Jump" /></td>
<td><img src="house.png" alt="House" /></td>
<td><img src="tiny.png" alt="Tiny" /></td>
<td><img src="fast.png" alt="Fast" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>kid / child</th>
<th>trash / garbage</th>
<th>ill / sick</th>
<th>noisy / loud</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="kid.png" alt="Kid" /></td>
<td><img src="trash.png" alt="Trash" /></td>
<td><img src="ill.png" alt="Ill" /></td>
<td><img src="noisy.png" alt="Noisy" /></td>
</tr>
</tbody>
</table>

**1. Match the synonyms.**

<table>
<thead>
<tr>
<th>close</th>
<th>large</th>
<th>happy</th>
<th>fast</th>
<th>small</th>
</tr>
</thead>
<tbody>
<tr>
<td>glad</td>
<td>shut</td>
<td>quick</td>
<td>little</td>
<td>big</td>
</tr>
</tbody>
</table>
2. Read the sentences. Replace the underlined words with their synonyms from the box. Rewrite the sentences.

   a. I am happy to see my grandfather after so long.

   b. Please don’t yell.

   c. A frog can jump very far.

   d. He wants to speak to you.

   e. Close the door!

Practising Grammar A

One and Many

Let’s Catch Up

- The words that name more than one thing, person, animal or place are called plurals.
- We add -s/-es to many words to make them plural.

1. Write the plurals of the words.
   a. coin __________
   b. goat __________
   c. bottle __________
   d. ring __________
   e. note __________
   f. fox __________
   g. watch __________
   h. brush __________
   i. bus __________
   j. cross __________
2. List the names of the objects under the correct headings.

Many Objects
______
______
______
______
______

One Object
______
______
______
______
______

When there is no Sun ...

Imagine the sun is on a holiday today. How are things different today? Describe it in a few sentences.

Helping Hand
Start your sentence with:
• The sun did not rise today. It is ...
• The sun is on a holiday. There is ...
Read the dialogues.

Hey, what is your favourite season?

My favourite season is spring.

Why is that?

In spring season it is not so cold and not so hot.

Now, complete the following dialogues. You can take help from the words and phrases in the box.

Helping Hand

came here last year; mountains; also love to come here; Did you come

How beautiful these _________ are!

Yes! I _________

________.

________ here earlier?

Yes. I _________

_______ with my parents.
The Wind

The wind came out to play one day,
He swept the clouds out of his way,
He blew the leaves and away they flew,
The trees bent low and their branches did too,
The wind blew the great big ships at sea,
The wind blew my umbrella away from me.

1. Answer the following questions.
   a. Who came out to play one day?
      ________________________________
   b. What happened to the leaves and the umbrella when the wind blew?
      ________________________________
   c. What made the trees bend low?
      ________________________________

2. Find rhyming words from the poem.
   a. day  ____________  b. flew  ____________
   c. sea  ____________  d. they  ____________
Look at the pictures. Tick the ones that show acts of kindness.

Have you ever shown kindness to someone? What did you do? Share your experience with the class.

I CAN READ

Riya is a little girl.
Her grandma gave her a book.
It has lots of stories and big pictures.
Riya reads it every night before going to bed.
She has learnt many stories from the book.
Riya reads out the stories to her little brother.
She loves her storybook.
We all love our family. It is an important part of us. Family members provide love, care and support to each other. In a family, we depend on each other, we share our feelings and grow together.

Grandpa Lost His Glasses

**Getting Started**

Fill the boxes with the correct naming words.

**Helping Hand**

- grandfather
- grandmother
- glasses
- children
- painting
- clock
Listen to the description. Circle the grandpa who matches the description.

**Phonics Fun Aa**  The /ch/ Sound

Read the words with the /ch/ sound.

- chair
- beach
- lunchbox
- cheese
- watch
- kitchen

In the words above, the /ch/ sound appears at different places. It sounds the same everywhere.

1. **Complete the words with the /ch/ sound. Read aloud.**

- __ips
- __at
- __eese
- pit__er
- ben__
2. Name the pictures. Circle the letters with /ch/ sound in each word. Read the words aloud.

<table>
<thead>
<tr>
<th>watch</th>
<th>chocolate</th>
<th>teacher</th>
<th>switch</th>
<th>children</th>
</tr>
</thead>
</table>

Language Ladder

A/An/The

Read the sentences.

A boy is sitting on a bench.        The boy is eating an apple.

We use a/an/the with:

- **any object**
  - that begins with consonant sound
    - A
    - One object
      - A boy
  - that begins with vowel sound
    - An
    - One object
      - An apple
  - a special object
    - that begins with both consonant and vowel sounds
      - The
      - One/Many
        - The boy

Pre-Reading

Look at the picture and describe Grandpa in your own words.

Can you describe the expression on his face? Does he look like your grandpa? How are they similar?
Read the story about a grandfather who lost his glasses.

Grandpa was not in a good mood. He was busy searching for something.

He came into the kitchen and asked Grandma, “Have you seen my glasses?”

Grandma continued stirring the soup in the saucepan and said, “No, I haven’t. Did you leave them in the bathroom?”

“I looked for them there. And I looked everywhere. But I didn’t find them. Can you help me to find them?” asked Grandpa.

“I’m busy making lunch for the children. Why don’t you ask them to help you? You can tell them that it’s a game,” said Grandma.
“Good idea!” said Grandpa. “Children!” he called, “I have an interesting game for you.” Vinny, Alia, Hina and Rohan came running from the garden.

“What is the game, Grandpa?” asked Vinny.

Grandma said, “Lunch is nearly ready. Your game should be a quick game.”

“It will be a really quick game,” answered Grandpa. He continued, “I have hidden my glasses somewhere in the house. The first one to find them will get...”

“An extra ice-cream?” asked Alia.

“Maybe!” laughed Grandpa.

“I am going to Grandpa’s bedroom.” said Hina.

All the children started looking for the glasses.

They looked in the bedroom.

They looked in the bathroom.

They looked in the dining room.

“We can’t find them anywhere,” cried Rohan.

“Why don’t you look in the kitchen?” said Grandpa.
The children were busy searching in the cupboards, searching under the table, searching behind the television, searching under the pile of magazines. They could not find Grandpa’s glasses anywhere.

“Lunch is ready. Stop the game. Come to the table,” called Grandma. Alia said sadly, “But we could not find Grandpa’s glasses.” All the children went to the table. “I’ve found them!” said Grandma. “Where are they?” “Where are they?” all the children asked excitedly. Grandma pointed at Grandpa. “Look, they’re on his head!” All the children looked at Grandpa. He put his hand up, and found his glasses on his head.

Everyone started laughing. “That was a smart hiding place,” said Vinny.
1. Write True or False.
   a. Grandma was making lunch. __________
   b. Grandpa found his glasses in the bucket. __________
   c. Alia found Grandpa’s glasses. __________
   d. Grandma found the glasses. __________
   e. Grandma looked in the kitchen. __________

2. Answer the following questions.
   a. What was the game?
      ______________________________________________________________
   b. Who helped Grandpa find the glasses?
      ______________________________________________________________
   c. Why did the children stop the game?
      ______________________________________________________________
   d. Why did everyone laugh at the lunch table?
      ______________________________________________________________

3. Draw the pictures of your grandparents. Write the activities you do with them.

   With my grandma, I ...
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

   With my grandpa, I ...
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
Members of a family

The words in the **blue box** are names of the male members of a family. The words in the **pink box** are names of the female members of a family.

There are male and female members in the animal kingdom also.

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>tiger</td>
<td>tigress</td>
</tr>
<tr>
<td>cock</td>
<td>hen</td>
</tr>
<tr>
<td>bull</td>
<td>cow</td>
</tr>
<tr>
<td>fox</td>
<td>vixen</td>
</tr>
</tbody>
</table>

1. **Look at the pictures. Complete the pairs.**

- _______ and lioness
- _______ and bridegroom
- _______ and peahen
- man and _______
- king and _______
- witch and _______
- boy and _______
Let’s Catch Up

- We use **a** with any object that begins with a consonant sound.
- We use **an** with any object that begins with a vowel sound.
- We use **the** with a special object.

1. Choose the correct option (**a**, **an**, **the**) to complete the sentences:
   a. I bought _____ a _______ pair of shoes.
   b. There is ________ cat in that tree.
   c. Geeta eats _________ apple every day.
   d. What is _________ date today?
   e. This is _________ rose. _________ rose is very pretty.

2. There is a mistake in each sentence. Rewrite the correct sentences.
   a. Meeta bought a dress. An dress is very beautiful.
      ____________________________________________________________________
   b. A hen laid a egg.
      ____________________________________________________________________
   c. I had an test. An test was very easy.
      ____________________________________________________________________
   d. This is an table.
      ____________________________________________________________________
   e. Seema is the dancer.
      ____________________________________________________________________

Speaking

I Found

Get into pairs. Take turns to hide something. Give instructions to your partner to help him/her find the hidden thing.

Tell the class about what you found. Use ‘a’ or ‘an’ with the name of the thing.

I found a book.
Paragraph Writing

Your grandparents lived at a time when there were no computers or gadgets and no internet. Interview your grandparents and write a few lines about their lives when they were young. You can ask questions from the help box, or you can make your own questions.

- Where did you live?
- What was your home like?
- How did you go to school?
- What did you do in your free time?
- What games did you play?
- Did you help your parents with the housework? What did you do?

Yesterday Words

was
lived
played
cleaned
served
helped
washed
What are Grandmas For

Grandmas are for stories about things of long ago. 
Grandmas are for caring about all the things you know... 
Grandmas are for rocking you and singing you to sleep, 
Grandmas are for giving you nice memories to keep... 
Grandmas are for knowing all the things you’re dreaming of... 
But, most importantly of all, Grandmas are for all their love.

1. **Fill in the blanks.**
   a. Grandmas are for __________ about things of long ago.
   b. Grandmas are for giving you nice __________ to keep.
   c. Grandmas are for ______ all the things you’re dreaming of.

2. **Find rhyming words for these words from the poem.**
   a. ago - ___________  
   b. sleep - ___________

3. **Complete the web by writing what your grandmother does for you.**

   My grandmother

   [Blank]

   [Blank]
Rahul has Grandparents’ Day at his school. He has brought his grandparents along. Read what Rahul says about them.

**Hi, I am Rahul. These are my grandparents. My grandpa helps me to read and write. My grandma takes care of me.**

Our grandparents are very special to us. They love us so much. Let us thank them by making a thank you card.

**Binni’s Caterpillar**
Binni has a caterpillar.
It sits on a leaf.
It is a yellow caterpillar.
It is hungry all the time.
It loves to eat an apple.
Binni likes to watch the caterpillar move.
It will be a butterfly soon.
The Two Goats

Look at the picture. What are the two goats doing? Tell the class what you think.
Listen to the poem. Fill in the blanks.

*Tumbling*

In ________ and tumbling
We spend the whole ________.
Till ________ by arriving
Has finished our ________
What then? One and all,
There’s no more to be said,
As ________ tumbled all day,
So we tumble to ________

**Phonics Fun**

The /ng/ Sound

Read the words that have the /ng/ sound.

<table>
<thead>
<tr>
<th>a</th>
<th>u</th>
<th>o</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>bang</td>
<td>sung</td>
<td>long</td>
<td>sing</td>
</tr>
<tr>
<td>sang</td>
<td>rung</td>
<td>song</td>
<td>king</td>
</tr>
<tr>
<td>fang</td>
<td>lung</td>
<td>wrong</td>
<td>wing</td>
</tr>
</tbody>
</table>

1. Circle the correct word for each picture. Read the words aloud.

bling  finger  fling  bangle  tango  sling
cling  singer  sting  jungle  bingo  bring
2. Complete the words using –ing, -ong, -ung or –ang. Read them aloud.

   a. b____________ b. r__________ c. h__________
   d. str___________ e. st__________ f. cl__________
   g. t_____________ h. g___________ i. p__________

Are there any words that can be completed in more than one way? Write them in your notebooks.

3. Think of five more words that have the /ng/ sound and write them in your notebooks. Read them out to the class.

Language Ladder

Action Words

Read the conversation.

Let us play on the swing. Come and race me to the swing.

Sure. The first one to touch the swing will win!

The words in blue indicate actions.

Words which show actions are called Action Words.

Read some more action words.

blow

listen

eat

sit

sleep

drive

read

climb
Rohan and Anuj share the same desk at school. But they always seem to argue over space.

What would you suggest to end this everyday fight?
Discuss in class.

Read the fable about two goats.

Two goats are grazing on the opposite banks of a river. There is a narrow bridge over the river. They both decide to cross the river and go to the other side.

The two goats start walking on the bridge. The bridge is so narrow that only one can cross it at a time. Both the goats keep walking until they reach the middle of the bridge.
Both of them want to cross the bridge but there is no space to cross each other. “Let me go first,” one goat says. The other goat replies, “No! You go back.”

Soon the argument turns into a fight. They bang their heads. In some time, they realise that this is not helping them. So they think of another way to cross the bridge.

They find a simple solution to their problem. One goat lies down on the bridge and the other goat walks over it. This is how they cross the narrow bridge so easily. Thus they cross the bridge without a fight.

**realise**: understand
**solution**: answer
1. Fill in the blanks.
   a. There were two goats on the ________ banks of a river.
   b. They decided to __________ the river.
   c. Over the river, there was a narrow __________.
   d. There was no __________ for them to cross each other.
   e. The argument between the goats turned into a ________.

2. Answer the following questions.
   a. What were the two goats doing on the banks of the river?
      _________________________________________________________
   b. Why did they begin to fight?
      _________________________________________________________
   c. What did the goats do to solve their problem?
      _________________________________________________________

Vocabulary

Antonyms

Look at the pictures. Read the sentences.

This is a wide bridge. This is a narrow bridge.

My tail is long. My tail is short.

The highlighted words are antonyms.

Antonyms are words that have opposite meanings.
1. Unscramble the jumbled letters for each picture. Write their antonyms.

a. dsa ___________

b. yahev ___________

c. saft ___________

d. lalt ___________

e. hint ___________

f. soclty ___________
2. Rewrite the sentences with the antonyms of the underlined words.

<table>
<thead>
<tr>
<th>Antonym</th>
<th>Underlined Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>slowly</td>
<td>black</td>
</tr>
<tr>
<td>quiet</td>
<td>big</td>
</tr>
<tr>
<td>big</td>
<td>tiny</td>
</tr>
<tr>
<td>white</td>
<td>full</td>
</tr>
<tr>
<td>full</td>
<td>wide</td>
</tr>
</tbody>
</table>

a. Tina wore a **black** dress.

b. A **big** cat ran after a **tiny** mouse.

c. The jug is **empty**.

d. The class was very **noisy** during the lunch break.

e. She ran **quickly** to catch the bus.

f. The bridge is too **narrow**.

---

1. Complete the sentences:

<table>
<thead>
<tr>
<th>Action Word</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>play</td>
<td>The man <strong>play</strong> his car in the morning.</td>
</tr>
<tr>
<td>live</td>
<td>My grandparents <strong>live</strong> in Mumbai.</td>
</tr>
<tr>
<td>teaches</td>
<td>My mother <strong>teaches</strong> cakes for us.</td>
</tr>
<tr>
<td>bakes</td>
<td>I <strong>bakes</strong> in park.</td>
</tr>
<tr>
<td>cleans</td>
<td>The children <strong>cleans</strong> in their notebooks.</td>
</tr>
<tr>
<td>write</td>
<td>The teacher <strong>write</strong> the children.</td>
</tr>
</tbody>
</table>
2. What are the children doing in the picture? Write sentences to describe their actions. Choose suitable action words from the help box.

Helping Hand

reading, playing, standing, exercising, fishing, running, sitting, walking, swimming, cycling

Learning Link

Frame your sentences:
Name + is/are + action word + ing.

a. Jatin is playing.
b. _______________________________________________________________
c. _______________________________________________________________
d. _______________________________________________________________
e. _______________________________________________________________
f. _______________________________________________________________
g. _______________________________________________________________
h. _______________________________________________________________
i. _______________________________________________________________
j. _______________________________________________________________
In pairs, take turns to ask and answer questions like the one in the conversation above.

**Read the conversation.**

What is your favourite animal?
I like its hump. There are camels with two humps too!
Why is it your favourite?
Camel

What is your favourite animal?
My cat, Snowy.

In pairs, take turns to ask and answer questions like the one in the conversation above.

**Completing a Story**

Fill in the blanks to complete the story. Take help from the box.

The two goats decide to _____________ but none _____________ to the other. They start _________________. After a while they realise that instead of fighting ________________ to cross the bridge. ________________ and the other crosses _________________. Thus, they are _________________.

Helping Hand
- it will be better to find a way
- over the first goat
- wants to give way
- able to cross the bridge
- cross the bridge
- fighting with each other
- one goat squats
Animals

Animals furry,
Animals fuzzy
Cats that are purry
Bees that are buzzy
Animals slim,
Animals slippery
Birds that are trim
Fish that are slippery
Animals humpy,
Animals cuddly
Camels so bumpy,
Ducks that are puddly
Some are the pets,
To come when I call
Others are just,
To love and that’s all!

—Eunice D Brelid

1. Circle the animals that are mentioned in the poem.

2. Write the names of the pet animals from the poem.

3. Write the rhyming words from the poem.
   a. fuzzy - ____________
   b. cuddly - ____________
   c. slim - ____________
   d. call - ____________
What do you think is happening in the picture?

Do you fight with your friends or brothers and sisters?
Why do you fight?
In the story of the two goats, they solved their problem because they stopped fighting.
Do you think they did the right thing?
Discuss your thoughts in class.

I CAN READ

Read and draw pictures in the given space.

I see a jar
The jar has lid.
What is in the jar?

The jar has bugs.
One bug is black and red.
One bug is long and brown.

I see one more bug.
The bug is yellow and black.
This bug can sting!
FRIENDSHIP

Have you and your friend ever been in trouble? Did you help each other?

Friends should always share their problems and help each other.

Ravi Breaks His Leg

Geting Started

Fill in the boxes with the correct naming words.

Helping Hand
plaster crutches bell window Rohan Ravi
Tarun is packing a gift for his friend. Listen to the steps. Number the pictures in the correct order.

Read some words with the /th/ sound.

moth Earth thief
thirsty path mouth

1. Colour words with the /th/ sound.

<table>
<thead>
<tr>
<th>throw</th>
<th>thick</th>
<th>turkey</th>
<th>think</th>
</tr>
</thead>
<tbody>
<tr>
<td>den</td>
<td>hut</td>
<td>tree</td>
<td>rose</td>
</tr>
<tr>
<td>kite</td>
<td>big</td>
<td>thin</td>
<td>Math</td>
</tr>
</tbody>
</table>
2. Look at the picture clues and complete the crossword.

Language Ladder

Common and Special Names

Read the sentences.
My *brother* and his *friend* took the *dog* to the *park*.
The words in red are *common* names.

Johnny and Ryan took Fluffy to Woodland Park.
The words in blue are *special* names.

A word that names a person, animal, place or thing is a naming word.

A *common* name is used for any person, animal, place or thing.

A *special* name is used for a special person, animal, place or thing.
Ravi’s mother tells him that Ravi has fractured his leg. Ravi has a cast on his leg. He needs help to walk. Rohan decides to spend time with his friend. He goes to Ravi’s room. “I cannot play now. I will not be able to enjoy the summer break,” says Ravi sadly. Rohan replies, “Don’t worry! I will come here every day and we will have a good time together.”

“That’s great!” says Ravi excitedly. Rohan “Ahhhh … my leg!” he cries. Rohan helps him get up and takes him home. Ravi’s mother takes him to Dr Kumar. The next morning, Rohan comes to meet Ravi.

Ravi’s mother tells him that Ravi has fractured his leg. Ravi has a cast on his leg. He needs help to walk. Rohan decides to spend time with his friend.

He goes to Ravi’s room. “I cannot play now. I will not be able to enjoy the summer break,” says Ravi sadly.

Rohan replies, “Don’t worry! I will come here every day and we will have a good time together.”

“That’s great!” says Ravi excitedly. Rohan and Ravi are in the playground. They love to play on different slides and swings. They rush to the monkey bar. Ravi loves swinging on the monkey bar. Suddenly, Ravi’s hands slip and he falls to the ground.

“Ahhhh … my leg!” he cries. Rohan helps him get up and takes him home. Ravi’s mother takes him to Dr Kumar. The next morning, Rohan comes to meet Ravi.

Ravi’s mother tells him that Ravi has fractured his leg. Ravi has a cast on his leg. He needs help to walk. Rohan decides to spend time with his friend.

He goes to Ravi’s room. “I cannot play now. I will not be able to enjoy the summer break,” says Ravi sadly.

Rohan replies, “Don’t worry! I will come here every day and we will have a good time together.”

“That’s great!” says Ravi excitedly. Rohan
gets a storybook and reads to him the story of ‘The Selfish Giant’. After that, they play their favourite game, Snakes and Ladders. They both enjoy their time together.

Rohan visits Ravi every day. They play, laugh and study together. After a few days, the school reopens and Rohan starts going to school.

At school, Rohan misses his friend Ravi. He hopes that Ravi gets well soon and starts coming to school. One morning, he feels very sad. “I wish Ravi were here with me, I miss him so much,” thinks Rohan. Suddenly, the door of the classroom opens. Ravi is standing at the door. “Ravi, it’s you!” calls out Rohan happily. Ravi still has a cast, but is able to walk with the help of crutches.

Rohan helps him to his seat. All the boys help Ravi. “It feels great to be back. Thank you Rohan for taking care of me. You are my best friend.”

1. **Answer the following questions.**
   a. Name the two friends in this story.
      ________________________________________________________________
   b. How does Ravi get hurt?
      ________________________________________________________________
   c. How does Rohan take care of Ravi?
      ________________________________________________________________
   d. Why does Rohan feel sad at school?
      ________________________________________________________________

2. **Who said the following sentences and to whom?**
   a. “I cannot play now.”
      ________________________________________________________________
   b. “Ravi has fractured his leg.”
      ________________________________________________________________
   c. “Don’t worry! I will come here every day.”
      ________________________________________________________________
3. Find the special names of these naming words from the story.

<table>
<thead>
<tr>
<th>Naming Words</th>
<th>Special Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>friend</td>
<td></td>
</tr>
<tr>
<td>game</td>
<td></td>
</tr>
<tr>
<td>storybook</td>
<td></td>
</tr>
<tr>
<td>doctor</td>
<td></td>
</tr>
</tbody>
</table>

The words that name a group of people, animals or things are called **group names**.

1. Fill in the blanks with suitable group names.

A group of soldiers is called an _________.

A large group of dancers is called a _________.

Read the words in red in the phrases.

a *flock* of sheep       a *crowd* of these

These are **group names**.
A group of ants is called an ____________.

A large group of sheep is called a ____________.

A group of lions is called a ____________.

A group of students in school is called a ____________.

A group of singers is called a ____________.

A group of ants is called an ____________.

2. **Fill in the blanks with words from the help box.**

   **Helping Hand**

   singers  wolves  elephants  keys  ducks  bees

   a. a pack of ____________
   b. a bunch of ____________
   c. a choir of ____________
   d. a paddling of ____________
   e. a swarm of ____________
   f. a herd of ____________
A common name refers to any person, place or thing.
A special name refers to a special person, place or thing.

1. Write the naming words under the correct heading.

<table>
<thead>
<tr>
<th>Special Name</th>
<th>Common Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>school</td>
<td></td>
</tr>
<tr>
<td>Nidhi</td>
<td></td>
</tr>
<tr>
<td>park</td>
<td></td>
</tr>
<tr>
<td>Taj Mahal</td>
<td></td>
</tr>
<tr>
<td>Delhi</td>
<td></td>
</tr>
<tr>
<td>pen</td>
<td></td>
</tr>
<tr>
<td>cat</td>
<td></td>
</tr>
<tr>
<td>boy</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td></td>
</tr>
<tr>
<td>mouse</td>
<td></td>
</tr>
<tr>
<td>book</td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
</tr>
<tr>
<td>Mount Everest</td>
<td></td>
</tr>
<tr>
<td>Christmas</td>
<td></td>
</tr>
<tr>
<td>umbrella</td>
<td></td>
</tr>
<tr>
<td>apple</td>
<td></td>
</tr>
</tbody>
</table>

2. For each common name in the first row, write a special name. The first one has been done for you.

<table>
<thead>
<tr>
<th>Common Names</th>
<th>Movie</th>
<th>School</th>
<th>Boy</th>
<th>Teacher</th>
<th>Cartoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Names</td>
<td>Krrish</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Get into pairs. List the similarities and differences between you and your partner. Share them with the class.

**Helping Hand**

- I like _______. He/She likes _______. (dish)
- I prefer _______. He/She prefers _______. (game)
- I want to be _______. He/She wants to be _______. (profession)
- I love _______. He/She loves _______. (any activity)

**Diary Entry**

Complete the diary entry that Ravi wrote about his friend, Rohan. Use words from the help box.

15th September

Dear Diary,

I am so _______ to have a friend like Rohan. He helps me and _________ of me as I cannot walk.

He visits my place _______ to spend time with me. He _________ with me. He gives me company. He _______ me about the _______. He _________ with my studies. Rohan is my best friend.

Ravi
Friends are Special

Friends are special
Friends always care
When you are in trouble
They are always there.

Friends are special
With you they stay
With you they laugh and sing
Through every new day.

Poem Appreciation

1. **Tick (✓) the correct options to complete sentences.**
   
a. Friends are special because they:
   
i. always care.  
ii. walk together.

   iii. eat together.  
iv. dance together.

b. Friends are always there:
   
i. where you stay.  
ii. only in morning.

   iii. when you are in trouble.  
iv. only in evening.

2. **Choose and write the words to describe your friend.**

   sweet     loving     intelligent     naughty      hardworking
   caring    tall       short        helpful       smart

   ___________________  ___________________  ___________________
   ___________________  ___________________  ___________________
   ___________________  ___________________  ___________________
   ___________________  ___________________  ___________________
   ___________________  ___________________  ___________________
   My Friend

   53
Let us learn the language of friendship.

Ways to ask my friend for help:
- Can you help me?
- Can you give me a hand?
- Can you do me a favour?

Ways to say “sorry” to my friends:
- I am sorry.
- Please forgive me.
- I won’t do it again.

Ways to tell my friends how I feel:
- I like you.
- I like playing with you.
- I have fun when you are around.

Ways to tell my friends why I like them:
- You are nice.
- You are kind.
- You are helpful.

Do a role-play using the sentences above.

I CAN READ

Five little ducks
Went out to play
Over the hill
and far away.
Mother duck said
Quack, quack, quack, quack,
But only four little ducks
come swimming back.