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have been unsuccessful in some instances. In such cases, the publishers would welcome information from the
copyright holders. To them we offer our sincerest apologies and hope they will take our liberty in good faith.
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

- Thematic lessons and poems
- Concept elaborations
- Wide range of Skill building activities ranging from LSRW to life skills, phonics, reading and HOTS
- Textbook linked extended exercises
- Varied and interesting tasks (creative, logical, comprehension)
- Focussed skill building
- 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

Plug-In: Application of tenses and punctuation

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

Listening: Numerous hands-on age appropriate tasks

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

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

Writing: Modelled on the reading texts and focuses 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

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

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

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

Enrichment: Sums up the unit with components such as life skills and self reading exercises
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</tbody>
</table>
You are in a new class this year. You have new teachers and even some new classmates. Do you remember your first day of school? How did you feel? What happened on that day? Whom did you first speak to? How did you make friends?

Discuss in groups and share your experience in class.
Below is the sketch of Sana’s classroom. Listen to the description that your teacher reads out to you and colour the picture accordingly.

**Phonics Fun**

The Lazy /e/ Sound

Read the poem and stress the sounds of the letters in red.

Lazy /e/, lazy /e/
That is me!
I can’t leap like a flea,
I am not as busy as a bee.
I love to read and sleep.
You can see me in a tree.
Lazy /e/, lazy /e/
That is me!

Do you see any similarity in the letters in red? They have the same sound. The letters ‘y’, ‘e’, ‘ea’, ‘ee’ all make the long /e/ sound.
1. Underline the words with the lazy /e/ sound the given passage. Then find the words in the word grid.

Last week, we decided to meet at the beach. We went on a jeep. When our team got there, we saw seals all set to leap into the sea. Later, we planned to feed the fish and dip our feet in the waves.

<table>
<thead>
<tr>
<th>W</th>
<th>E</th>
<th>E</th>
<th>K</th>
<th>B</th>
<th>F</th>
<th>Q</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>S</td>
<td>D</td>
<td>M</td>
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<td>E</td>
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<td>S</td>
<td>X</td>
<td>V</td>
<td>B</td>
<td>M</td>
</tr>
</tbody>
</table>

2. Read the clues and write the lazy /e/ sound words in the given boxes. Also underline the letters that make the lazy /e/ sound.

It means to look: s e e

You cold.

The plural of foot is .

You a book.

It means to arrive somewhere:

This medicine will your wound.

Language Ladder

Nouns (Numbers)

Sana goes to school in her car. She sees many other cars at the school gate. One guard is at the gate. Two other guards are sitting on a bench in the cabin. There are more benches near the cabin. A puppy is sleeping under them. There are more puppies playing around.

The words in red and in blue are all naming words (nouns). The words in red refer to things that are one in number. They are singular nouns. The words in blue refer to things that are more than one. They are plural nouns.
When we change singular nouns to plural nouns, we must change their spelling.

### Singular to Plural Nouns

<table>
<thead>
<tr>
<th>Rule</th>
<th>Example</th>
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<tr>
<td>Usually add (-s) to the noun</td>
<td>cap → caps</td>
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<tr>
<td></td>
<td>girl → girls</td>
</tr>
<tr>
<td>Nouns ending in (s, sh, ch, x) and some nouns ending in (o)</td>
<td>bus → buses</td>
</tr>
<tr>
<td></td>
<td>box → boxes</td>
</tr>
<tr>
<td></td>
<td>watch → watches</td>
</tr>
<tr>
<td></td>
<td>tomato → tomatoes</td>
</tr>
<tr>
<td></td>
<td>bush → bushes</td>
</tr>
<tr>
<td>Nouns ending in a consonant + (y)</td>
<td>country → countries</td>
</tr>
<tr>
<td></td>
<td>baby → babies</td>
</tr>
<tr>
<td>Nouns ending in a vowel + (y)</td>
<td>boy → boys</td>
</tr>
<tr>
<td></td>
<td>knife → knives</td>
</tr>
<tr>
<td></td>
<td>leaf → leaves</td>
</tr>
<tr>
<td>Most nouns ending in (f) or (fe)</td>
<td>bus → buses</td>
</tr>
<tr>
<td></td>
<td>box → boxes</td>
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<tr>
<td></td>
<td>watch → watches</td>
</tr>
<tr>
<td></td>
<td>tomato → tomatoes</td>
</tr>
<tr>
<td></td>
<td>bush → bushes</td>
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</table>

Some nouns do not follow any rule. They are called irregular nouns.
- man → men
- mouse → mice
- sheep → sheep

### Pre-Reading

Observe the behaviour and activities of the children in the picture. Cross out (×) any two actions which you think are wrong. Tick (✓) any two actions which you think are right. Discuss them in class.
Sana is ready to go to her new class. Let us read and find out about her first day in her new class.

Sana is a cute **plump** girl. She has curly hair. Sana enjoys going to **school**. She likes everything about her school. She loves her **teachers**. She does her homework **neatly** and on time. She talks to everybody politely.

It is the first **day** of her new **class**. She has all her new stationery such as **books**, **notebooks**, **crayons** and **pencils** packed properly in her new **bag**. She is very **excited** about meeting her **classmates**.

As soon as she reaches school, Sana walks down the **corridor**. She wants to go to her new class quickly. Suhana, Sana’s **friend** sees her coming. She waves her **hand** and says, “Here, come here. This is our new **classroom**.”

All at once they hear a loud **noise** coming from the classroom. They quickly enter the classroom. They see that Anil and Arif are running around in the classroom. Arif kicks the **dustbin** towards Anil and **yells**, “Come, catch me if you can.”
Lalit is standing on top of his desk. “Run, run faster,” he screams. Suhana and Sana do not like the chaos in the classroom. They stop everyone. “Stop! Stop running!” calls out Suhana.

“Friends, this is our class”, says Sana. “We should take care of it,” she adds.

Just then their class teacher, Ms Meena enters the classroom. She sees the classroom in a mess and is very upset. She writes on the board: ‘Be clean! Be Healthy! Be Happy!’ Sana quickly raises her hand and asks “Ma’am, what does this mean?”

“This slogan suggests that cleanliness is the road to good health and happiness,” explains Ms Meena. She adds, “When we walk into an unclean classroom with waste strewn all over the floor, we don’t feel nice about our surroundings. We can fall ill if there are unhygienic conditions around us. On the other hand, when we walk into a bright and clean classroom we feel happy.”

Suhana stands up and says, “You are right ma’am, we are happier and healthier when our surroundings are clean.” Anil, Arif and Lisa apologise for messing up the classroom. They also promise to keep their classroom and surroundings clean.

Ms Meena forgives them and says, “Let us arrange the class in order.” All the children help to put the furniture properly in its place.

“Very good! This looks neat,” says Ms Meena. “Today, let us make some class rules. We will together keep our class in order together.”
1. **Tick (✓) the correct words to describe Sana.**
   a. Sana is a sweet/naughty girl.
   b. Sana hates/loves to go to school.
   c. Sana talks to everybody rudely/politely.
   d. Sana does not like chaos/cleanliness.

2. **Complete the sentences.**
   a. Sana is excited about meeting her ____.
   b. Arif kicks the ________.
   c. The classroom is in a ________.
   d. All the students arrange the ________ in order.

3. **Answer the following questions.**
   a. Name some things you should have in your bag when you go to school.
   b. “Very good! This looks neat.”
      i. Who says these words?
      ii. To whom are these words spoken?
      iii. Why are these words spoken?
   c. Look at the pictures below. What are the children doing? Is it the right thing to do? Why? Write your answers below.

---

**CLEANLINESS RULES**

- Don’t litter. Put all waste material in the ________.
- Keep all school property such as ________ and tables, duster and chalk in the right place, and in order.
- Keep the classroom and other places in the school ________.
- Don’t break school property.
- Don’t scribble on the ________.
Read the following passage.

Simi and Lina are going to the park. They invite their friend Lata too. Lata agrees and brings along her two little puppies. The girls have fun playing in the park with the little puppies.

The words to, too and two sound similar but have different spellings and meanings.

Homophones are two or more words that sound alike but have different meanings and spellings.

Here are more some examples of homophones.
1. Tick the correct homophone to complete each sentence.

   a. The mouse (one/won) the race.

   b. Take the next (write/right).

   c. He threw the (blew/blue) ball.

   d. I saw a (dear/deer) in the zoo.

   e. Let us (meet/meat) tomorrow evening.

   f. I (here/hear) the bell ringing.

2. Write the correct homophones for the underlined words. Use the given table. One has been done for you.

   Eye am Sue.
   A lot of my work is dew.
   I have a difficult maths some to do.
   Please iron the cote I where.
   I will wait for my mum write over hair.

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
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<td>Eye</td>
<td>I</td>
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Practising Grammar

**Nouns (Numbers)**

- A singular noun names one person, place, animal or thing.
- A plural noun names more than one person, place, animal or thing.

Let’s Catch Up

1. List any four nouns from the story and write their plural forms.

<table>
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<th>Plural Forms</th>
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<td>b.</td>
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<tr>
<td>c.</td>
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<tr>
<td>d.</td>
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</tbody>
</table>
2. Make plurals for the following words.
   a. cup ____________________ b. fox ____________________
   c. thief ____________________ d. wife ____________________
   e. calf ____________________ f. party ____________________
   g. woman ____________________ h. knife ____________________
   i. mouse ____________________ j. tooth ____________________

3. Write the correct plural forms of the nouns given in brackets to complete the sentences.
   a. Mrs Sharma has three ________________. (baby)
   b. The ________________ (key) are not on the ________________ (shelf).
   c. There were many ________________ (fish) in the pond.
   d. This pair of ________________ (scissor) is not very sharp.
   e. Many ________________ (soldier) lost their ____________ (life) during this war.

Speaking

Introducing Friends

Sometimes we may want to introduce a person we know to someone who doesn’t know him/her. There are many ways to introduce people.

We can use the Simple Present Tense.

“`This’ and “That’ are demonstrative pronouns. They are used when you want to point to a specific person or thing.”
These are the ways to introduce others.

1. Look at the person you are introducing.
2. Say something good and interesting about the person.
3. Pronounce his/her name clearly.

How do you introduce your school friends to your siblings or neighbours? Work in groups and role play the conversation.

Filling up a Form

There are many times when you are asked to fill up a form.

- applying for admission in school
- applying for a competition or quiz
- applying to join a library or club
- giving information

Sana Lamba has filled up an application form to join her school book club. Look at her application form.

**Application to join the Book Club**

Name: ____________________ (write in block letters)

Class: ____________________

Address: HOUSE NO. 110 HT ROAD DELHI

Telephone Number: 31894557

E-mail Address: xyz@email.com

What kinds of stories do you enjoy reading? Tick (✓) the ones that you like.

- Adventure
- Family
- Mystery
- Fantasy
- Humour
- Horror

Why do you wish to join the book club?

I wish to join the book club because I like to read books. I would also like to meet children with the same interest in reading.

Signature: ____________________

Put your signature to complete the form.

Learning Link

Sometimes we begin our sentence with a verb. The verb is called an imperative verb.

Hi! Meet my sister Riya. She is younger than me.
Now fill the following form.

Date: ________________________________
Name: ________________________________
Phone Number: ________________________________
Address: __________________________________________________
E-mail: _________________________________________________

Tick the sports and activities that you have played or participated in.
Badminton ☐ Football ☐ Cricket ☐
Swimming ☐ Skating ☐ Basketball ☐
Any other (write in the blank): ___________________  Signature: _______________

---

Capitalisation

Read the following sentences.

Ms Meena told me that I need to eat more green vegetables.
My dog, Fido barks every time he needs to go outside.

The words in red are rewritten with capital letters. This is capitalisation.

Rewrite the following sentences using capital letters in the correct places.

1. the baby is crying.
   ________________________________________________________

2. spiderman is my favourite movie.
   ________________________________________________________

3. tarun went to manali last week.
   ________________________________________________________

4. mickey mouse is the cutest cartoon character.
   ________________________________________________________

5. i love chocolates but dr rustogi told me not to eat them.
   ________________________________________________________

---

CAPITALISE

the first letter of a sentence
special names of people, places and animals
titles such as Dr, Mr, Prof, Ms, Er and Adv
the pronoun ‘I’ in a sentence
School

School bells are ringing, loud and clear;
Vacation's over, school is here.
We hunt our pencils and our books,
And say goodbye to fields and brooks,
To carefree days of sunny hours,
To birds and butterflies and flowers.
But we are glad school has begun.
For work is always mixed with fun.
When autumn comes and the weather is cool,
Nothing can take the place of school.

—Winifred C Marshall

1. **Answer the following questions.**
   a. Can you guess who “we” are in the poem?
   b. Why are they looking for pencils and books?
   c. Where do you think they spent their vacation?

2. **Tick the correct statement.**
   a. The word “butterflies” has the lazy /e/ sound. ____________
   b. The word “fields” has the lazy /e/ sound. ____________
   c. The word “hours” has one syllable. ____________
   d. The plural of the word “vacation” can be “vacation”. ____________

3. **Write the homophones of the following words. You can find them in the poem as well.**
   a. are ____________
   b. hear ____________
   c. off ____________
   d. flour ____________
   e. four ____________
   f. ours ____________
Rules are important in school and in the classroom. School rules help maintain discipline amongst students.

Read the following school rules.

1. All students must attend school regularly and punctually.
2. Students must wear the school uniform every day. They should also dress up neatly.
3. Students should speak politely and softly. They should not misbehave with their classmates and teachers.
4. Students must keep the classroom neat and clean.

What rules does your school have? Write them and read them aloud.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Learning Link
Use ‘must’ or ‘should’ with simple present tense to write your school rules.
Have you ever planted seeds or helped someone to plant them? Arrange these pictures to show the process of growing flowers in the correct order.
Do you like rainy days? Listen to the poem which has many sounds that we hear on a rainy day. Identify and write them below.

He is skinny, he is skimpy,
He can’t skip or skate.
He doesn’t ask a thing.
He keeps standing,
Staring at the sky.
He doesn’t start,
He doesn’t stop,
He doesn’t move a step,
He just scares the birds away.

| 1. _________________________________ |
| 2. _________________________________ |
| 3. _________________________________ |
| 4. _________________________________ |
| 5. _________________________________ |

The /sk/ and /st/ Sounds

**STUBBORN SCARECROW**

He is skinny, he is skimpy, He can’t skip or skate.
He doesn’t ask a thing.
He keeps standing, Staring at the sky.
He doesn’t start, He doesn’t stop,
He doesn’t move a step, He just scares the birds away.

Did you notice that all the words in red make the /sk/ sound? Which sound do the words in blue make?

**Learning Link**

Here, words like asks, skip, step and stand have one syllable.

The words – ‘skip’ and ‘skin’ begin with the /sk/ sound, whereas ‘ask’ ends with the /sk/ sound.

All the words in blue have the /st/ sound.

The words – ‘standing’ and ‘step’ begin with the /st/ sound and the word ‘just’ ends with the /st/ sound.

Is there any word in the poem that does not have the letters ‘sk’ but has the same sound? Name that word.
1. Identify these pictures. Unscramble the letters to name them.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>a.</td>
<td>b.</td>
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<td>c.</td>
<td>d.</td>
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<tr>
<td>_____</td>
<td>_____</td>
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<td>f.</td>
<td>g.</td>
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<tr>
<td>sart</td>
<td>keslonet</td>
</tr>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

2. Fill in the blanks with ‘sk’ and ‘st’ to form correct words. Also, read the words aloud.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>b.</td>
<td>c.</td>
<td>d.</td>
</tr>
<tr>
<td>___a__ge</td>
<td>be___</td>
<td>___ep</td>
<td>mu___</td>
</tr>
</tbody>
</table>

Let us read about Leena who loves dandelions.

I am Leena and I love dandelions. Every day, I go to the park near my house. I pick the little yellow flowers and make them into a dandelion crown. I wear the pretty crown while I play with my friends. I tell them that I feel like a queen when I wear the crown. Together, we giggle and blow the seeds off the dandelions in one breath.
In the paragraph you just read, all the highlighted words are verbs. The verbs show:

**what we do – ACTION VERBS**
go, pick, make, wear, play, blow

**what we say – SAYING VERBS**
tell, giggle

**what we feel – FEELING VERBS**
love, feel

---

**Pre-Reading**

There are many things, which you notice when you take a walk in a garden. Discuss the different things you see, smell and hear in the garden. You can talk about:

**Helping Hand**

- the types of plants and animals/insects you see there
- the kind of flowers in the garden and your favourite flower
- your favourite spot in the garden
- things you do not like about the garden
Let us read about two beautiful flowers which blossomed in a garden.

It was the month of May. The wind was still cool. The sun was warm, the sky was clear and the fields were green. Pink and white blossoms brightened up the land. All the trees, fields, flowers and birds said, “Spring is here! Spring is here.”

One day, a young princess came to a beautiful orchard. She stopped there to admire the flowers. She picked a branch of apple blossoms and took it to her land.

Everyone praised the apple blossom for her beauty and fragrance. The blossom became proud of her beauty. For her, just being beautiful was more than enough. The apple blossom started thinking that other plants were not as beautiful as she was.

The apple blossom looked proudly all around. She spotted a little yellow flower and asked its name.

“I am called the dandelion,” replied the little flower.

“Poor little plant,” said the apple blossom. “Although it is not your fault, how sad you must feel to have such an ugly name.”

Before the dandelion could say something, a lovely sunbeam shone there and said, “All flowers are beautiful. They are all alike.”

He kissed the apple blossom. He also kissed the little yellow dandelion.

| blossoms – flowers | orchard – piece of land planted with fruit trees | fragrance – pleasant smell |
Just then, some children came to the orchard. They looked at the dandelions with a smile. Some of the children also made **garlands** and beautiful **strings** from the dandelions.

“Did you **see**?” asked the sunbeam, “The children **love** the beauty of the dandelion!”

“They are beautiful only to children,” said the proud apple blossom.

Soon, an old woman walked up to the dandelions. She **bent** down to collect the roots of dandelions to make tea for the sick. She **sold** the rest and **bought** milk for her children with the money she earned.

“But beauty is much more important than all this,” said the proud little apple blossom.

At the end of the day, the princess came back to the orchard. She **picked** the dandelion, and **covered** it carefully with her hands to **protect** it from the wind. “**See!**” she said, “This is a beautiful flower. I will **paint** it in a picture with the apple blossom.”

**Hearing** this, the sunbeam kissed the apple blossom. He **bent** down to kiss the dandelion too. The apple blossom **blushed** with shame as she **realised** her mistake.

Adapted from a story by Hans Christian Andersen
1. Number the characters in the order in which they appear in the story.
   a. the old woman  
   b. the children  
   c. the princess  
   d. the sunbeam

2. Match the adjectives with the nouns to make appropriate word pairs.

   A                                                                                     B
   proud  sunbeam
   lovely  dandelion
   beautiful apple blossom
   little  orchard

3. Answer the following questions.
   a. Which season is mentioned in the story?
   b. Why did the apple blossom feel proud of herself?
   c. When the children came to the garden, what did they do with the dandelions?
   d. Why did the apple blossom blush with shame?

4. Read the sentence and answer the questions.
   “Although it is not your fault, how sad you must feel to have such an ugly name.”
   a. Who said these words?
   b. Why did the speaker say so?
   c. Do you agree with what the speaker said? Give reasons.

5. Which character in the story did you like the best? Give reasons for your choice.

Vocabulary

Quantity Words

Read the following sentence.

The children picked many dandelions to make into garlands.

The word ‘many’ in the sentence above tells us about the quantity of dandelions.
We use different quantity words with countable and uncountable nouns.

**used with countable nouns**
many: used for a large number or quantity
For example: I have many pencils.
few: used for a very small number or quantity
For example: Few people have gone to the moon.

**used with uncountable nouns**
much: used for a large quantity
For example: I have so much work to do today.
little: used for a very small quantity
For example: She added a little butter to the soup.

**used with both countable and uncountable nouns**
all: used for the entire quantity
For example: I read all the books on the shelf / Have you finished all the rice?
some: used for a small quantity
For example: I want some milk / Some cars are parked outside.

1. Fill in the blanks using the picture clues and one of the words given below each picture.

   a. _____ the children went out to play.
      (all/some/many)
   b. Neo is fond of reading. He has ____ storybooks.
      (some/much/many)
   c. I would like to have _____ juice, please.
      (few/some/much)
   d. There is not _____ water in the bottle.
      (some/many/much)
   e. Can you help me? I need a _____ sugar.
      (little/much/few)
   f. There are _____ people in the cinema hall.
      (all/few/many)
2. **Choose the correct words to complete the sentences.**

a. Can I have _______ salt, please? (all/few/some)

b. How _______ work is left? (much/all/many)

c. _______ children sat in the garden. (little/much/some)

d. Garima has a _______ pencils in her pencil box. (all/few/many)

e. _______ the windows are open. (all/many/some)

f. There is _________ milk in the bottle. (many/few/some)

---

**Practising Grammar**

**Verbs**

**Let’s Catch Up**

A verb shows what we do (action verb), what we say (saying verb) or what we feel or think (feeling verb).

1. **Underline the verbs in the following sentences. Write their type in the given space.**

   **Note: There can be more than one verb in a sentence.**

a. They liked my performance a lot. ____________________

b. People go for a picnic on a sunny day. ____________________

c. I bought a crayon set on my birthday. ____________________

d. Shreya lives in a metro city. ____________________

e. My mother told me that she would arrive late. ____________________

f. My brother and I play games in the park. ____________________

g. Everybody enjoys a picnic. ____________________

h. I fear that she might scold me. ____________________
2. Find the following verbs in the story. State their type and use them to make new sentences. One has been done for you.

stopped: Action verb. I stopped in front of a toy store.

a. praised: _____________________________________________________________
b. feel: _________________________________________________________________
c. bought: _____________________________________________________________
d. covering: ____________________________________________________________
e. carrying: ____________________________________________________________

Speaking Politely

Varun and his friends are planning to go on a picnic. Take note of the words in bold letters. We use such words when we speak politely.

Would you please give me a wake-up call at 6:00 am?

Please be punctual. The school bus will arrive at your bus stop at 7:30 am sharp.

Do remember to wear comfortable shoes.

Learning Link

A request, order, instruction or warning sounds more polite when we use words like do or please.

Now, role-play the following situations in the classroom. Remember to be polite.

- You have to get up early the next morning. You need your mother’s help to wake up.
- You need help from your elder sister or brother to do your homework.
- You want to ask your neighbour not to play loud music as you are studying for your exams.
The Simple Future Tense

Both the sentences talk about an action in the future.

We use will or shall with an action word to talk about any action that will take place in the future.

It will rain tomorrow.

I shall meet him tomorrow.

1. Rewrite the following words to make meaningful sentences. Remember to capitalise words in the beginning of sentences.

   a. in June / get married / they / will.

   ______________________________________

   b. you / tomorrow / go dancing / will?

   ______________________________________

   c. next week / will / it / be cold.

   ______________________________________

   d. by car / she / travel / will?

   ______________________________________

   e. Rajiv / move / will / to New Delhi.

   ______________________________________

2. Rewrite the passage by changing the words in red into the future tense (use will or shall + action words).

   I get up at about 8 o’clock. In the afternoon, I go and play with my friends.
   We meet in the park at 3 o’clock. We play many games. In the evening, I go out with my family. At night, we have dinner and go home.

   ______________________________________

   ______________________________________

   ______________________________________

   ______________________________________
The Little Plant
In the heart of a seed,
Buried deep, so deep,
A dear little plant
Lay fast asleep!

"Wake!" said the sunshine,
"And creep to the light!"

"Wake!" said the voice
Of the raindrop bright.
The little plant heard
And it rose to see
What the wonderful
Outside world might be.

Write the directions to reach the treasure.

Helping hand

- go straight ahead
- turn left
- take the first turn
- just before
- turn right
- walk along the __________ until the end
- go over the bridge
- just after
The Little Plant

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

“Wake!” said the sunshine,
“And creep to the light!”

“Wake!” said the voice
Of the raindrop bright.

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

—Kate L. Brown
1. **Answer the following questions.**
   a. Where was the little plant sleeping?
   b. What did the sunshine say to the little plant?
   c. Where was the little plant when the sunshine and the raindrop asked it to wake up?
   d. What did the little plant rise up to see?

2. **Tick the correct option.**
   a. The words “creep to the light” mean,
      i. The light irritates the plant and disturbs its sleep.
      ii. The little plant is very lazy. It doesn’t want to listen to the light.
      iii. The little plant should follow the sunshine and rise above the ground.
   b. The words “fast asleep” mean,
      i. slept very quickly
      ii. sleeping deeply
      iii. running and sleeping
   c. The word “rose” means,
      i. a flower
      ii. a colour
      iii. moved up

3. **Write the homophones of the words.**
   a. heard
   b. dear
   c. see
   d. be
   e. to
Save Trees

Trees are very important for us. Many people cut trees for different uses. Make a poster to spread awareness about saving trees. You can refer to these posters.

Also, write a few lines, in simple future tense, on what will happen to us if we cut down all the trees.

- Courtesy: www.Shutterstock.com
The world of magic is very mysterious and attractive. It makes us imagine things we had never believed in. In the world of magic, anything is possible and everything is perfect.

Getting Started

Look at the picture. It’s Magic Land! Would you want to visit this place? Get into pairs and share what you would do in Magic Land.
Listen to the description of the Veggie Ogre. Answer the following questions in one word or phrase:
1. What is the colour of his body?
2. He has little green feet. Is this true or false?
3. Where do the children sit all day?
4. Why do all the children love the Veggie Ogre?

Phonics Fun Aa The /nk/ and /nt/ Sounds

Read the following poem aloud. Take note of the highlighted words.

Can an ant be pink?
Can it drink some ink?
Does it live in a vent or in a tent?
Does it have a hint, of how to hunt?
Will it shrink, in a blink?

Read the poem again. List the words which have the same ending sounds as in ‘ant’ and ‘pink’.

1. Add /nk/ or /nt/ to complete the words. Read them aloud.

   li__    ho__    hi__    hu__    ju__    mi__
   ti__    ri__    dri__    pri__    bli__    shri__

2. Identify these pictures. Unscramble the letters and write the correct words. Read them aloud.
Read the following sentences. See how the adjectives are used to compare nouns with each other.

A squirrel has a long tail.

A cat has a longer tail than a squirrel.

A monkey has the longest tail of all.

Notice how we add ‘-er’ and ‘-est’ to adjectives to compare nouns.
• We add -er to an adjective to compare two nouns or pronouns.
• We add -est to an adjective to describe a noun or pronoun which is the best in a group.

Let us learn the rules to change adjectives for comparison.

**Rule 1:** If the adjective ends with ‘e’, add ‘-r’ or ‘-st’.

<table>
<thead>
<tr>
<th>adjective</th>
<th>-er</th>
<th>-est</th>
</tr>
</thead>
<tbody>
<tr>
<td>large</td>
<td>larger</td>
<td>largest</td>
</tr>
</tbody>
</table>

**Rule 2:** If the adjective ends with ‘y’, change the ‘y’ to ‘i’ and add ‘-er’ or ‘-est’.

<table>
<thead>
<tr>
<th>adjective</th>
<th>-er</th>
<th>-est</th>
</tr>
</thead>
<tbody>
<tr>
<td>heavy</td>
<td>heavier</td>
<td>heaviest</td>
</tr>
</tbody>
</table>

**Rule 3:** Sometimes we double the last letter before adding ‘-er’ or ‘-est’.

<table>
<thead>
<tr>
<th>adjective</th>
<th>-er</th>
<th>-est</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>bigger</td>
<td>biggest</td>
</tr>
</tbody>
</table>
Look at this picture. Identify the different characters in it.

Discuss the following questions in class.

- Have you read about these characters or seen them in any movie? If yes, then share the names of those books and movies in class.
- Describe your favourite character.
- Would you like to be a friend of any of these characters? Why?

Helping Hand

- Use an adjective in each sentence to describe the characters.
- Try to compare the characters using -er and -est words.
Let’s read a tale from ‘The Arabian Nights’ telling how Aladdin found the magic lamp.

Once upon a time, in a faraway land, there lived a poor widow with her son, Aladdin. Aladdin’s mother earned very little money by spinning cotton.

One fine day, an old man came to their house and claimed that he was Aladdin’s uncle. The boy had never seen his uncle.

The old man talked about how much he loved his brother and how sad he was to hear about his death. He gave Aladdin some new clothes and soon Aladdin’s mother began to believe that the man was actually Aladdin’s uncle. One day the old man invited Aladdin to go with him to a far off place outside the city.

Aladdin agreed and they soon reached a forest, that had a cave. The entrance of the cave was surrounded by trees.

The old man took Aladdin near the cave and said, “Lift this stone for me, Nephew, then go into the cave below. Walk through the cave and you will
see a lot of gold there, but you must not touch it. You will then pass through a garden full of wonderful fruit trees and beyond those trees, you will find a lamp. Get the lamp and carefully pour out the oil. Walk towards the opening of the cave and give the lamp to me. If you carefully get me the lamp, I will buy a shop for you in the city.”

But the old man had lied. He was not Aladdin’s uncle. He was actually a wicked magician who wanted to use the boy’s services for his own benefits. The magician planned to take the lamp from Aladdin, shut him in the cave and leave him to die.

Aladdin was frightened, but he gathered courage and lifted the stone. He saw some steps leading down into the cave. Down in the cave Aladdin found all as he had been told. He passed through rooms filled with gold and the garden where on the trees hung shimmering fruits of different colours. At the far end, he saw an old lamp. Aladdin took the lamp and poured out the oil. “Give me the lamp,” demanded the magician as soon as Aladdin came into sight.
“Help me out first,” replied Aladdin who could not hand him the lamp because his arms were so full. While they were arguing, the stone slab fell back into place and the cave’s entrance was closed. The magician pushed hard but could not move the stone from the outside, nor could Aladdin make it move from the inside. He was trapped. The magician was furious now. He knew he had failed in his quest and decided to leave the country at once.

For two days, Aladdin was trapped inside the cave and tried hard to get out. He became weak with hunger and thirst. He thought of his poor mother and tears fell from his eyes on the lamp. Without thinking, Aladdin rubbed the lamp to wipe the tears. As soon as he rubbed the lamp, there was a blinding flash and out came a genie.

Aladdin couldn’t believe his eyes, he was really scared. The genie bowed to him and said in a booming voice, “I am the genie of the lamp. You are my master and I will do anything you command. What can I do for you, master?” The boy was frightened, but also happy. “Can you take me home, please?” he said. “As you wish, Master,” the genie said. And before he knew it, he was with his mother.

Aladdin thanked the genie. His mother was overjoyed to see him. He told his mother the complete story, and she thanked God that her son was safe. Aladdin rubbed the lamp again and when the genie appeared he commanded, “Please bring us some food, Genie.”

In a few minutes, there were twelve silver dishes of food and twelve silver cups of drink on the table. Aladdin and his mother ate as they had never eaten before. They had enough for several days, and then Aladdin began to sell the silver dishes and cups and earn money. Both Aladdin and his mother were extremely happy. The genie granted all their wishes.
1. **Answer the following questions.**
   a. Who did Aladdin live with?
   b. What lie did the magician tell Aladdin and his mother?
   c. Where did the magician take Aladdin?
   d. What promise did the magician make to Aladdin if he got him the lamp?
   e. What did Aladdin do with the lamp?

2. **Write adjectives to describe these characters. Also add -er and -est with each adjective using the rules of comparison.**

   - **Aladdin**
   - **Genie**
   - **Magician**

3. **Based on your reading of the story, complete the story map.**

   Think of another title for the story. | Who is the main character?
---|---

What happens first? | What happens next? | What happens last?
4. If you had a genie, what three things would you wish for? Write them in the space provided:

1. I wish to be ________________________________
   ________________________________
2. I wish to have _______________________________
   ________________________________
3. I wish to __________________________________
   ____________________________________

Which of the wishes mentioned above do you want to be fulfilled first? Why?

Vocabulary Feeling Words

Read the sentences:

Aladdin was frightened. His mother was overjoyed to see him.

The highlighted words tell us about the feelings of Aladdin and his mother. Here are some more words that describe feelings:
1. Use feeling words to describe the feelings of the characters in the following situations:
   a. Aladdin – when he entered the cave: _______________
   b. Aladdin – when he was stuck inside the cave for two days: 
      _______________
   c. Aladdin – when he saw a genie appearing from the lamp:
      _______________
   d. Aladdin’s mother – when Aladdin came back home after two days:
      _______________
   e. the magician – when he failed to get the magic lamp
      _______________

2. Choose words from the help box to describe how these people feel. Then, complete the following sentences.

   excited   happy   lonely   frightened

I feel ____________.
There’s no one to play with.

I like playing on the slide.
I feel very ____________.

Yippee! We are going to Grandma’s place. I’m so ____________.

I told you that I don’t watch horror movies. I feel so ______ now.
Practising Grammar A

Degrees of Comparison

Let’s Catch Up

We add ‘-er’ and ‘-est’ to adjectives to compare nouns.

1. Complete the following table. The first one has been done for you.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>-er</th>
<th>-est</th>
</tr>
</thead>
<tbody>
<tr>
<td>loud</td>
<td>louder</td>
<td>loudest</td>
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<tr>
<td>short</td>
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<td>safe</td>
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<td>dry</td>
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<td>low</td>
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<tr>
<td>large</td>
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<tr>
<td>fast</td>
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</tbody>
</table>

2. Complete the following sentences using one of the words given in the brackets.
   a. Rahul is the ________ boy in class. (naughty/naughtier/naughtiest)
   b. Milk is ________ than any other drink. (tasty/tastier/tastiest)
   c. Rajasthan is ________ than Shimla. (hot/hotter/hottest)
   d. Radha is a ________ girl. (tall/taller/tallest)
   e. The Pole Star is the ________ star in the sky. (bright/brighter/brightest)

Speaking

Narrating a Story

Look at these pictures. Make an interesting story and narrate it in class.

Helping Hand

brave warrior scary monster den wizard old
spell once upon a time ... long long ago ...
The Question Mark

Read the following sentence from the story. “What can I do for you, master?” The symbol highlighted in red is a question mark.

Let us look at some more examples:

- What is your name?
- Have you finished your work?
- Where are you going?
- Are you going to lunch?

Read the following sentences and put full stops and question marks wherever necessary.

1. The book is lying on the table
2. Who are you
3. I am so excited to see you
4. They are back from school
5. Can I sit here

Portrait

Draw a portrait of any magical character in the given space. Write down one or two words to describe each of the following:

- eyes: ____________________
- teeth: ____________________
- hair: ____________________
- feet: ____________________
- nose: ____________________
- hands: ____________________
- ears: ____________________
- clothes: ____________________
The Rainbow Fairies

Two little clouds, one summer’s day,
Went flying through the sky;
They went so fast they bumped their heads,
And both began to cry.

Old Father Sun looked out and said,
“Oh never mind, my dears,
I’ll send my little fairy folk
To dry your falling tears.”

One fairy came in violet,
And one wore indigo;
In blue, green, yellow, orange, and red,
They made a pretty row.

They wiped the cloud-tears all away,
And then from out the sky,
Upon a line of sunbeams made,
They hung their gowns to dry.

—Juliana Horatia Ewing
1. **Tick the correct option.**
   
   a. What did the clouds feel when they bumped their heads?
      
      (i) excitement  (ii) cold  (iii) pain
   
   b. What did Old Father Sun feel when he saw the two clouds cry?
      
      (i) sadness  (ii) sympathy  (iii) pain
   
   c. The word ‘went’ has the:
      
      (i) /nk/ sound  (ii) /nt/ sound  (iii) /a/ sound
   
   d. What coloured fairy dress is not mentioned in the poem?
      
      (i) green
      
      (ii) brown
      
      (iii) indigo

2. **Answer the following questions.**
   
   a. Why did the clouds begin to cry?
   
   b. What word does the poet use to describe the two clouds in the first line of the poem? Write down the comparative (-er) and superlative (-est) degrees of the word.
   
   c. Why did Old Father Sun send his ‘fairy folk’?
   
   d. Name the colours of the dresses that the fairies wore.

3. **Find rhyming words for the following in the poem. (Hint: You will find them at the end of the lines.)**
   
   a. sky: _______________________
   
   b. row: _______________________
   
   c. dears: _____________________
   
   d. dry: _______________________
Being a Gracious Host

When guests visit, we should welcome and greet them. We should also offer drinks and serve refreshments.

Now get into pairs, each playing the role of a host and a guest. Then, fill in the blanks with suitable dialogues.

Host:
Hello! Good to see you. Please come in.

Guests:
Hello! How are you?
Just like you, animals also have their homes. Identify these animals and their homes. Write the correct names in the given blanks.

---

Helping Hand

- pond
- tiger
- nest
- burrow
- frog
- bird
- den
- rabbit
Listen to your teacher carefully and tick (✓) the correct answers.

1. The Jim Corbett National Park was established (started) in:
   a. 1934      b. 1946      c. 1936

2. The park was established (started) to save:
   a. rhinoceros    b. Bengal Tigers   c. lions

3. The park is located in:
   a. Uttar Pradesh   b. Uttarakhand    c. Punjab

Phonics Fun ❖ a The /bl/ and /br/ Blends

Read the following sentences.

My brainy bright brother
Loves to eat brown bread.
He sleeps in a blue blanket
and plays with a black block.

Learning Link

The words black, block, brown and bread have one syllable. But, the words brainy (brain-y) and brother (broth-er) have two syllables.

Do you know other words with the same first sound as in broom and those with the same first sound as in blood?

1. Add bl- or br- to complete the words below. Then read them aloud.

  _end  _ack  _ast  _ind  _oom  _ade  _ur
  _ide  _idge  _eak  _aces  _oke  _ick  _ing
Possessive Pronouns

Pronouns are used in place of nouns.

We also use pronouns to show that something belongs to someone. They are called **possessive pronouns**.

Let us understand with the help of an example:

*This is my seat. It is mine.*

Here ‘mine’ is a **possessive pronoun**. It shows that the ‘seat’ belongs to me. Can you find the other pronoun in this sentence?

Look at the Possessive Pronouns listed in the table:

<table>
<thead>
<tr>
<th>me/I</th>
<th>→</th>
<th>mine</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>→</td>
<td>yours</td>
</tr>
<tr>
<td>he</td>
<td>→</td>
<td>his</td>
</tr>
<tr>
<td>she</td>
<td>→</td>
<td>hers</td>
</tr>
<tr>
<td>it</td>
<td>→</td>
<td>its</td>
</tr>
<tr>
<td>we/our</td>
<td>→</td>
<td>ours</td>
</tr>
<tr>
<td>you</td>
<td>→</td>
<td>yours</td>
</tr>
<tr>
<td>they</td>
<td>→</td>
<td>theirs</td>
</tr>
</tbody>
</table>

Use them when the noun is singular.

Use them when the noun is plural.

A possessive pronoun does not come before a noun.

This is not **his** bottle.  This bottle is not **his**.

Here ‘his’ is not a possessive pronoun.  Here ‘his’ is a possessive pronoun.
Let us read about an elephant who was an artist like human beings.

Did you know that elephants can paint? Here is the story of Ruby, an elephant who could paint.

Ruby was a famous elephant, who lived at the Phoenix Zoo. She was famous for her paintings. She was born in Thailand and was transported to the Phoenix Zoo in the United States when she was about seven months old. Ruby was the only elephant at the zoo, and she had to live with a goat and some chickens for a few years. Ruby felt very lonely as there was no other elephant to keep her company. One day, her keepers saw her briskly scratching the dirt with a stick. So they gave her a paint brush and some paint.

Why did the keepers give her a paint brush and paint?

briskly – quickly
scratching – making a mark

Look at the picture. Discuss the given questions in the class.

What tricks can an elephant be trained to do? Do you know any other animals that are trained to do tricks? What tricks can they do?
Soon a trainer started training Ruby and she became a painter. Ruby chose her own colours and the manner in which she wanted to paint. She created many paintings. Soon Ruby became famous. People from across the world came to see her paintings. One of her paintings was sold for $25,000.

Unfortunately, Ruby died from an infection when she was 25 years old. Like humans, elephants can also learn painting. But, just like humans, not all of them are blessed with the talent to become a painter. Ruby was one of the few who was interested in painting.

Soon, Russian artists Vitaly Komar and Alexander Melamid heard about Ruby. They decided to open the first art school for elephants at the Thai Elephant Conservation in Lampang, Thailand.

Everyone loved the idea. Elephants were trained to paint at the art school. Their paintings soon became famous. The money earned from the sale of those paintings was used for the protection of wild elephants. Two new schools for training elephants in painting have been opened since then.

In March 2002, two elephants from India were also given the opportunity to become artists. They also took painting lessons and were given long brushes to paint with. “The elephants used to paint every day for two hours,” informed their trainer, Mohammad Shafi. Their paintings were auctioned and the money was used to help other elephants.
1. Write T for true and F for false statements. If the statement is false, rewrite the same in your notebook after correcting it.
   
a. Ruby was an Asian gorilla that lived at the Phoenix Zoo. ___
b. Ruby was born in Thailand. ___
c. One day her keepers saw her painting in the dirt with a brush. ___
d. At the age of 50, she died from an infection. ___
e. Two elephants from India were also given the opportunity to become artists. ___

2. Answer the following questions.
   
a. Where did Ruby live for most of her life? Where was Ruby born?
b. How old was Ruby when she came to America?
c. How did the zoo staff get the idea of giving Ruby paints and brush?
d. How did Ruby die?

Vocabulary

Movement Words

Read the passage and pay attention to the highlighted words.

At a school in a jungle, students such as a lion, a goat, a snake, a squirrel and a rabbit, were playing the game of hide and seek.

As soon as the game started, the goat leaped onto the highest rock it could find. The snake slithered and hid itself in a hole. The squirrels scampered up the tree. The rabbit hopped and hid itself behind the bushes. When all the animals had hidden themselves, the lion prowled around looking for them.

The highlighted words describe animal movements. We call them movement words.
Read the movement words that are used for different animals and birds.

<table>
<thead>
<tr>
<th>Animal/Bird</th>
<th>Movement</th>
<th>Animal/Bird</th>
<th>Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>apes</td>
<td>swing</td>
<td>bears</td>
<td>lumber</td>
</tr>
<tr>
<td>bees</td>
<td>flit</td>
<td>beetles</td>
<td>crawl</td>
</tr>
<tr>
<td>birds</td>
<td>fly</td>
<td>bulls</td>
<td>charge</td>
</tr>
<tr>
<td>butterflies</td>
<td>flutter</td>
<td>cats</td>
<td>steal</td>
</tr>
<tr>
<td>cocks</td>
<td>strut</td>
<td>penguins</td>
<td>waddle</td>
</tr>
</tbody>
</table>

We use words to describe human movements too.

*For example;* **crawl.**

**Crawl** means to move forward on your hands and knees.

1. **Match the following animals and insects with their movement words.**
   a. snakes flit
   b. cats lumber
   c. bees crawl
   d. bears steal
   e. beetles slither

2. **With the help of a dictionary, find the meaning of the given movement words. Make sentences to describe the actions represented in the given pictures.**

   **Helping Hand**
   pounce    leap    dive    hop

   ________________ ________________ ________________
Let’s Catch Up

The words that show ownership or possession are called Possessive Pronouns.

1. Fill in the blanks with appropriate possessive pronouns.
   a. This book is (I) ________.
   b. The hat is (you) ________.
   c. The car parked over there is (we) ________.
   d. The pink dress is (she) ________.
   e. We met Surjeet and Rahul last night. This house is (they) ________.
   f. The luggage lying at the corner is (he) ________.
   g. The beautiful paintings are (she) ________.
   h. This was not my fault. It was (you) ________.

2. Write the correct possessive pronoun for each of the following sentences.
   The first one has been done for you.
   a. That book belongs to my grandmother.
       That book is ______hers______.
   b. This bicycle belongs to my neighbour, Rohan.
       This bicycle is ________.
   c. These toys belong to my friends.
       These toys are ________.
   d. This pen belongs to me.
       This pen is ________.
   e. This apartment belongs to my cousin and me.
       This apartment is ________.
   f. These mittens belong to my brother.
       These mittens are ________.
g. Those plants belong to my neighbours.
   Those plants are ________.

h. These suitcases belong to you and your sister.
   These suitcases are ____________.

i. That pillow belongs to me.
   That pillow is ____________.

j. That lamp belongs to my aunt and uncle.
   That lamp is ____________.

Speaking Road Safety for Pets

**Most accidents happen because of carelessness on the road.**
**Sometimes accidents also happen because of animals, especially pets.**
**Pet owners should follow road safety rules to ensure their safety.**
**Discuss such rules in the class.**

**Helping Hand**

- train pets
- play on road
- leash your pet
- cross road between vehicles
- collar for pet
- stick head out of window

![Diagram of safe and unsafe pet activities.]
The dolphin is one of the most playful and intelligent animals on our planet. Even though dolphins spend their lives in water, they are not fish, but are mammals.

Dolphins have a grey back and a white belly. They live in oceans. Dolphins use their powerful tail flukes in an up and down motion to move through water. Dolphins can’t breathe water like fish, but need to come to the surface to breathe air.

There are many kinds of dolphins. Perhaps the most famous is the bottlenose dolphin. Dolphins have many little pointed teeth. They have a very good hearing. A group of dolphins is called a pod. Dolphins breathe through a blowhole on the top of their head.

Information on the subject: The Dolphins
- What dolphins look like
- Where they live
- How they move

More information about dolphins
- The most famous kind of dolphin
- Some special features they have

In pairs or groups, find out about an animal that you like. Use the points given above to find information. Also look for some interesting facts about the animal. Write a short report. You can also paste a picture of the animal in your report.
Study the rules of using a comma while writing dates:

- We use a comma between the date and the year.
  
  *August 18, 2018*

- We use a comma after the day while writing the day as well as the date.
  
  *Thursday, August 18, 2018*

- When a date occurs at the end of a sentence, we use full stop at the end.
  
  *This theatre was open on August 18, 1950.*

- When the date does not occur at the end of a sentence, we use a comma after the year.
  
  *I was born on 25 June 1983, which was the day India won the Cricket World Cup.*

Exception

While using the following format of writing the date, we do not require any comma.

*The task was finished by 31 December 2017.*

1. Read the following sentences. Put commas where needed.
   
   a. She was born on July 10 2002.
   b. The school was closed on October 7 2017 because of heavy rain.
   c. The meeting planned for 8 March 2018 was cancelled.

2. Complete the following sentences. Use commas where needed while writing dates.
   
   a. I was born on ____________________________.
   b. My mother was born on ________________________.
   c. My father was born on ________________________.
Eletelephony

Once there was an elephant, who tried to use his telephant –
No, no! I mean an elephone
Who tried to use the telephone –
(Dear me! I am not certain quite
That even now I’ve got it right.)

Howe’er it was, he got his trunk
Entangled in the telephunk;
The more he tried to get it free,
The louder buzzed the telephe –
(I fear I better drop the song
of elephop and telephong!)

—Laura E Richards

Poem Appreciation

1. The poet mixed the words ‘telephone’ and ‘elephant’. Write all the mixed-up words in the blanks below.
   a. _______________
   b. _______________
   c. _______________
   d. _______________
   e. _______________
   f. _______________

2. Answer the following questions.
   a. What was the elephant trying to do?
   b. What was the poet not certain about?
   c. What happened to the elephant’s trunk?
   d. What happened when the elephant tried to get free?
   e. Why did the poet drop the song?
Dos and Don'ts for a Jungle Expedition

Before going on a jungle safari or expedition, we should make sure we are safe. We should also care about the animals in the jungle. Read the dos and don'ts issued by the National Park authorities.

1. Heavy vehicles and diesel vehicles are not allowed inside the park.
2. Do not light a fire inside the park. Forests can easily catch fire, and if you are careless, it may cause a fire, which could spread across the forest very quickly.
3. Do not use flash for photography.
4. Do not get down from your vehicle.
5. Do not feed animals, and keep a safe distance from them.
6. Do not carry weapons. You are safe when there is a guide with you, and hunting is banned.
7. Do not throw empty tins, boxes or litter in the forest.
8. Keep strictly to the road.
9. Look after young children at all times.
10. Avoid wearing bright colours. Do not blow horn, play music or make loud noises.

Now, work in pairs and write few jungle safety rules in your own words.