



Hand book for

BLUEBELLS

English Reader

Std 1

Price: ₹ 15/-





Rainbow

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The Functions of this course

The bluebells English Reader is a language course which is developed for primary school students to learn the language in a comprehensive and integrative manner.

The course design of Bluebells are as follows:

- ✦ to carry on simple conversation effectively by mimicking in the classroom what happens in real-life situation.
- ✦ to give the skill of communication by giving them vocabulary and grammar to convey what they want to write.
- ✦ to build the communicative skill by exposing the students to authentic and natural English in both texts and the exercises.
- ✦ to engage the child, both individually and interactively. They can get information or provide it, ask or respond, discuss a problem or enact role-play situations.
- ✦ the interactive work will provide both teacher and pupils a practical working knowledge of the language.

How to plan

You could plan your lesson by using the guidelines so that the child is trained to understand a story, to appreciate the story, to become independent readers and writers of English.

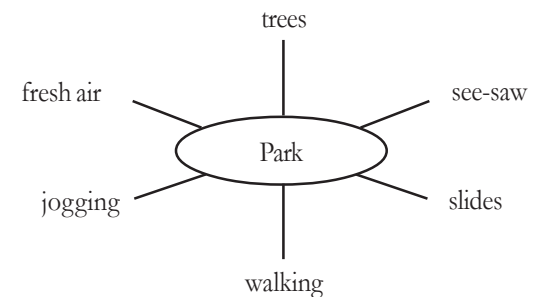
TEACHING METHODOLOGY

Introducing Topic

Have discussions to elicit answers. The teacher has to use techniques for generating and collecting ideas from the students. The teacher can write down all such ideas in the blackboard. Initially the mother tongue can also be used to introduce a topic.

How to collect ideas?

The teacher can write the topic in big letters on the board and circle it. As students say things write them around the circle.



When the discussion is in English, it is their ideas that matter and not the grammar or pronunciation. If too much importance is given to grammar/pronunciation at this stage, the students may not freely express or share their thoughts.

Listening

Students can listen to texts they have read or also look at the text while they are listening.

Play cassettes in English to which they can listen and later ask them questions based on it to assess their comprehension. Or else read out story books in class.

Reading

The warm - up exercise: It is good to ask pupils to share a personal anecdote that matches the story's theme. A short game, puzzle, skit or an article from the newspaper can be an ice-breaker.

The teacher can read the story aloud or students can be encouraged to read. Questions can be posed before or after each reading so that pupils are trained on what to look for and comment on. A critical study can be done through leading questions that make pupils connect the story to their lives and to the larger world around.

The skill of reading in English is to be developed early. Small, easy to understand passages can be given to the students. Reading helps in extending vocabulary and in creating a mental image of correct spellings.

- a) Ask students to read aloud.
- b) Allow time for silent reading in class.
- c) Ask them to read what they like, at home and discuss about it in class the next day.

Fluency

The teacher has to develop fluency by letting the students express themselves and exchange ideas. This helps in building their self confidence. So help the child to use the language more. Reading and listening help students to learn the language better. So read short stories to them (other than their lessons). It is enough if they understand the story even if they do not understand every word.

Speaking

Importance is to be given more to fluency and not to accuracy.

Encourage students to speak freely. Do not correct them too much. At the beginning of each unit ask students to look at the picture given and to give their reactions. They need not form whole sentences. Just a word or phrase will do. Slowly build confidence in them and get them to speak more. Try to involve each and every child. Try to ensure that different students speak at different times.

Grammar

It is important that students understand and use words like 'noun' (for naming words) verb (for action words) and adjective (for describing words) etc.

Pair work

Pair work/group work involves all students. Pair work encourages idea sharing and helping each other. It encourages team spirit and a sense of togetherness.

While giving pair work, a time limit should be given. Also give a clear idea as to what the task is.

Role play

Role play is a good way of language learning. Students take on the role of another person (a doctor, a pilot or even an animal). The students enjoy role play and even shy children involve themselves in this.

So before the children actually start, tell them what exactly they have to do, give them tips, some sentences they can use and so on.

Pronunciation

Though correct pronunciation is very important, too much stress need not be given at this stage. Learning the correct pronunciation takes a lot of time as English is not the mother tongue. So get children to listen to audio CDs or watch movies in English so that as they listen they learn. So for beginners too much importance need not be given for pronunciation.

Vocabulary

Vocabulary is an important area in language learning. A good vocabulary is very important for effective communication.

- a) Encourage children to come up with new words.

- b) Help them to guess the meaning of new words.
- c) Show them how to use a dictionary.
- d) Play the vocabulary game ' I spy with my little eye something that begins with 'w' (could be 'watch' or 'water'). The other students can guess. Give a chance to all the students.

Writing

The process of writing is crucial to hone language skills. So every lesson culminates with writing tasks. Their imagination has registered a rich growth through the different classroom activities. However, they must be encouraged to use a wider vocabulary, show a greater awareness and examine stories within the context and also from human experience.

Writing tasks help in developing the language proficiency in students. Before actually writing (in case of creative writing) give tips or hints to children to help them in writing. Children can also be asked to write down important points in a separate note book before actually writing the essay.

While correcting do not over correct. This can be demoralising. Point out only the main errors and appreciate them for good points etc.

Motivate students by displaying their work-either posters/ poems or anything they create. Keep changing the displays every week. Encourage all students to create their own work and to explain it to the class.

Flexibility

Each student has a different ability/personality. The teacher has to understand every student before she gives them tasks.

One child may be good at reading and listening while another one good at writing. So the teacher has to be very flexible in her outlook while assigning tasks and while assessing them.

Correcting mistakes

Only by making errors children learn a language. The teacher can occasionally correct their mistakes in grammar etc. but constantly correcting them can actually discourage them from speaking or expressing themselves. Do not correct them when they are in the middle of saying something. The errors can be noted and pointed out in the end.

Evaluation

The teacher has to be very open minded while assessing the performance of the students. Some students learn and reproduce what is taught to them whereas some students show originality and try to express themselves in their own words. The teacher has to encourage this by ignoring small errors made in grammar/sentence structure etc.

Work Book

The exercise in the workbook can be done simultaneously along with the units in the Reader. For example in Unit I we have names of things and animals along with names of people and places. Introduce nouns in the Reader and do the exercise in the workbook. The workbook is so designed that each exercise is a worksheet by itself.

Unit - 1 Fun Time

Recalling previously learnt words - name the words already learnt.
Use flash cards in order to recall.

School - Time: Sing or recite the poem (use the audio CD and make pupils listen to the poem)

Learn pronunciation: Make pupils repeat the word.

Word Puzzle:

Ask pupils to make similar word puzzles (group work)

Activity: Role play - pair work - ask them to make a daily timetable. Ask each pair to read out their routine.

Workbook: Unit 1 on naming words can be taken.

Answer key-Reader

Word puzzle:

breakfast, garden, Monday, butterfly, donkey, bathroom.

Learn to write:

- 1) I wake up
- 2) I brush my teeth
- 3) I get dressed
- 4) I eat my breakfast
- 5) I go to school

Answer key-Workbook

Nouns

Here are the names of some persons, places, things, animals or birds. Write them in their proper places.

persons - girl, brother, father, man, sister.

animals / birds - crow, elephant, lion, squirrel, pig

places - hospital, office, temple, school, church

things - cup, pencil, table, chair, bottle

Write the name of the picture:

moon, sun, house, dog, dish, hen, gun, mouse, spoon, boat, fish, cat, pen, log, mat, goat.

Write the rhyming words together:

moon-spoon sun - gun house - mouse dog - log
dish - fish hen - pen boat - goat cat - mat

Match the following:

pig - piglet hen - chicken duck - duckling cat - kitten
dog - puppy cow - calf lion - cub goat - kid
rabbit - bunny

Now answer the questions: What is this? Write sentences like this:

This is a cow, This is a crow, This is a goat, This is a candle, This is an ice-cream, This is a cup, This is a car, This is a book, This is a carrot, This is a camel.

Write names of five objects you put inside your school bag:

books, pencil box, pencil, eraser, sharpener.

Write the singular forms of nouns in the space given:

bat, donkey, leaf, fly, woman, mango, deer, mouse, foot, thief.

Pick out the odd one:

- 1) bird
- 2) April
- 3) carrot
- 4) lion

Underline the vowels in the following:

- 1) bun, man, pen, pet, fox
- 2) can, pet, bin, hot, bug
- 3) log, van, nib, hen, tub

Find words with vowels and put them in the vowel box.

a - bag, cap, tap e - net, bed, key i - pin, sit, nib
o - doll, toy, fox u - bus, bun, sun

Colour green, words that begin and end with a consonant.

girl, clock, baby, car

Colour blue, words that begin with a consonant but end in a vowel.

bone, gate, horse, mouse, rice.

Colour yellow, words that begin with a vowel.

ant, arm, egg.

Add a vowel pair from the box to complete each word.

round, snail, coat, tear, toad, boat, train, mouse, goat, house, leaf, door.

Unit - 2 My first day of school

New words: Tweety, the parrot gives the new words. Teach them to recognise the same in the context.

Warm - up exercise: Ask pupils about their vacation. A dialogue between the teacher and students. Read the lesson aloud.

Pair work: Ask pupils to pair up and ask the questions before writing.

Listen and speak: Teacher can demonstrate the lesson. Get two children to speak to each other. This can be repeated with the whole class.

Picture Comprehension: Talk about the class room happening. Let them colour the right picture.

Workbook: Unit 2 on Action words can be taken.

Answer key-Reader

Answer these questions orally:

- Sara is going to school today.
- Her mother wakes her up in the morning.
- Sara's mother combs her hair.
- She goes to school by the school bus.
- She meets Jack and Mary at school.

Match the action word with the naming word:

eat lunch, wear clothes, brush teeth, comb hair, drink milk.

Match the opposites with pictures:

- young x old
- fat x thin
- wet x dry

d) hot x cold e) tall x short f) dirty x clean

g) light x dark h) in x out

Write 'is', 'am' or 'are' in the blanks:

- is
- am
- is
- are

Write 'her' in the blank and read the word:

mother, there, father, gather, brother, here.

Fill in the blanks with 'has' or 'have':

- have
- has
- has, has
- have

Answer key-Workbook

Action words

Verbs are action words.

climb, pull, fly, chase

Name the actions in the blank given.

dancing, kicking, eating, jumping, skipping, swimming, bathing, sleeping, drinking.

There is a verb in each of the sentences given below. Underline them. The first one is done for you.

- cooking
- singing
- eating
- clapping
- crying
- kicking

Write the action of these people. One has been done for you.

treats, grows, makes, mends, bakes

Choose the right word from the bubbles and fill in the blanks.

- swinging
- playing
- eating
- sleeping
- climbing

All the words in this crossword puzzle are verbs. Circle the words. One has been done for you.

- SING
- DANCE
- EAT
- TEACH
- CLIMB
- JUMP
- KICK
- BITE

Draw a line to match each naming word with the correct action word.

- 1) sun - shines 2) pen - writes 3) needle - stitches
4) glue - sticks 5) scissors - cut 6) brush - paints

Unit - 3 Mary's Garden

New Words: Recognise the words in its context.

Warm up (pair work): A dialogue between two students.

Reading: To read the lesson aloud. To draw the picture of their garden. Teacher can discuss the garden before the task.

Activity: To grow a plant - The task can be given as an assignment and brought to class after a week or the teacher can demonstrate it in class and keep it near the window of the classroom.

Workbook: Unit 3 on pronouns can be taken.

Answer key-Reader

Answer the following questions:

- The rose plants and sunflower plants make the garden look bright and beautiful.
- There is a mango tree in Mary's garden.
- Mary's friends come and play in the garden.
- Mary's mother says that plants, trees and flowers are gifts of nature.

Pick the odd word out:

- 1) leaves 2) rice 3) table 4) tree

Add the letters given in the flower and make new words:

home gold whole many

Fill in the blanks with the correct word from the bracket:

- 1) her 2) him 3) them 4) me

Answer key-Workbook

Pronouns

Who are you?

I am a dog, I am a horse, I am a cow, I am a giraffe.

This is Meera and Ravi. Describe them by using 'she' and 'he' instead of Meera and Ravi.

She, He, He, She, He, She

Use 'I, my, our, her, he, she' to fill in the blanks:

My, I, He, My, Her, She

Rearrange the words in a sentence and underline the pronouns:

- This is my ball.
- That is our school.
- These are your clothes.
- That is my book.
- These are our bags.

Fill in the blanks:

They, He, It, We, It, She

Unit - 4 Friends I have

New words: To recognise the word.

Warm up (pair work): Students can be paired up and given the task. Teacher reads or sings the poem several times to bring out the rhyme in the poem.

Comprehension: Dictionary meaning can be given by the teacher for 'friend'.

Make students aware of different qualities of a friend. Give them opportunity to name their friend and to draw or paste picture.

Workbook: Unit 4 on Articles 'a', 'an', 'the' can be taken.

Answer key-Reader

Complete the phrase:

A friend is someone who is kind, pleasant and helpful.

A friend should be happy and cheerful and also have a helping nature.

Rhyming words in the poem. Write the word in the blank:

free, true, team-mate.

Fill in the blanks with 'a', 'an' or 'the':

1) an 2) a 3) an 4) an 5) a 6) the 7) the, the

Match the following. Then add 'es' to the nouns in the second column. The first one has been done for you:

2) two churches 3) four benches 4) two brushes
5) two classes 6) three watches

Answer key-Workbook

'A', 'AN', 'THE'

Write 'a' or 'an' before these words:

a fairy, an ant, a horse, an arm, a car, an onion,
a ship, an ostrich, a king, an insect, a banana, an apple.

Look at the pictures and complete the sentences:

an axe, an elephant, a car, a donkey, a balloon, a cake, a bell, a pot.

Pick 'a', 'an', and 'the' in the following sentences:

2) a tuffet 3) the hill 4) an apple, the basket
5) an egg 6) a holy book, the Hindus

Fill 'a' or 'an' in the blanks:

a, an, an, a

Fill in the blanks with 'a', 'an' or 'the':

One day Tom visited the zoo. He saw a zebra, an elephant and a giraffe. He also saw a red parrot and an orange parrot. He bought a balloon and ate an ice-cream.

Unit - 5 The Silly Snowman

Speaking task: Give opportunity to students to speak out enact the different roles. (pair work)

Listen and speak: The partners will have to listen and then answer the questions.

Picture reading: To talk about the picture given. This is a village, This is a city. Let them compare the pictures at the end.

Workbook: Unit 5 on Comprehension can be taken.

Answer key-Workbook

- 1) The snowman did not like winter.
- 2) He wanted to go to the beach in summer.
- 3) He got very big and very round in winter.
- 4) The snowman hid in the freezer in spring.

Read the sentences below and circle true or false.

- 1) false
- 2) false

Unit - 6 A Trip To The Zoo

New words are introduced.

Warm up: Ask the questions to the class or students can ask each other. Flash cards can be used here to introduce the animals. A word game can be done. Sounds of different animals can be mimicked. A class picture book can be compiled.

Writing - Since it is the initial writing task, make students understand what they have to write. Give hints and write it on the blackboard.

Workbook: Unit 6 can be taken.

Answer key-Reader

Fill in the blanks:

- a) zoo b) jumping c) cage d) leaves
- e) drinking f) dancing g) water

Answer these questions orally:

- a) Tina is John's sister.
- b) The deer are running.
- c) The tigers are walking in the cage.
- d) Giraffes have long necks.

Write 'yes' or 'no' for the following sentences:

- a) No b) yes c) yes d) yes

Rewrite the following sentences using the apostrophe.

- 2) He's a clever boy. 3) She's pretty.
4) We're in the bus. 5) They're my friends.

Action words

- 1) eating 2) sleeping 3) dancing 4) jumping 5) walking

Complete the sentences with the right word:

- 1) kennel 2) nest 3) hole 4) web 5) cave 6) water

Answer key-Workbook

One and many

Fill in the blanks with 'is' or 'are':

Tommy is a dog. His fur is brown. He is soft and nice.

These are coconut trees. There are coconuts on these trees.
The trees are tall.

This is Barbie. Her frock is red. Her hair is brown. Her eyes are blue. She is lovely.

Look at the picture and answer the questions:

- 1) Mary and Jack are looking at the giraffe.
2) Sara is talking to the monkey.
3) John is pointing his finger at the tiger.
4) Tom and Mark are having elephant ride.
5) The elephant is near the lion's cage.

Fill in the blanks with correct words:

- 1) teeth 2) deer 3) woman 4) sheep 5) children 6) foot

Underline the naming words in this passage.

Tina, Deer Park, father, monkeys, bananas, deer, horns, eyes, banana, squirrel, tree, birds, park.

Write the words that you have underlined under one and many;

One : Tina, Deer Park, father, deer, banana, squirrel, tree, park

Many : monkeys, bananas, horns, eyes, birds.

We add 's', 'es', 'ves' to make plural words. Write the plurals of these words:

cards, shoes, cups, tables, boxes, mangoes, matches, potatoes, knives, calves, leaves, loaves

Unit - 7 The Rainbow

New words are introduced.

Warm-up: Discuss about a rainbow. Teacher can draw one on the black board. Tell them to name the colours found on it.

Reading: Read aloud the poem and explain.

Activity: Colour the rainbow and make them write the names of colours in order-VIBGYOR.

Workbook: Unit 7 on describing words can be done.

Answer key-Reader

Understand the poem.

- 1) on rivers 2) on seas 3) across the sky

Answering the questions orally.

- 1) We can see bridges across rivers.
2) The rainbow builds a road from earth to sky.

Name the colours of the rainbow.

Violet, Indigo, Blue, Green, Yellow, Orange, Red

Rearrange the letters and find the colour in the box.

red, yellow, black, blue

Answer key-Workbook

Describing words

Look at the picture and choose a word from the box and fill in the blanks:

a bright star. a sad girl. a big elephant. a long snake. a red shirt. a tall tower. a round ball. a happy boy.

Here are some words about Appu, the elephant. Write the words which go together.

long - trunk, big-ears, white - tusks, small - eyes, short - tail.

Pick out describing words from the sentences below:

1) wild 2) old 3) blue 4) wise 5) beautiful

Look at the picture of the dog and the description of its tail.

Complete the sentences:

bushy, curly, short, black.

Put a describing word before these naming words:

a small/tall boy, a pretty/lovely/new dress

a beautiful/lovely flower, a ripe/sweet mango, a clever/short girl, a blue/small shirt.

Fill in the blanks with the opposites of the words given:

1) happy x sad 2) short x long 3) big x small
4) black x white 5) hot x cold 6) young x old

Unit - 8 The 'Sun and the Wind'

New words are introduced.

Warm - up (pair work) ask them about the weather etc.

Show pictures of different seasons. Ask the children to identify them. Talk to them and ask them to report about how the weekend was.

Different seasons can also be shown with a calendar and the seven days of a week can be identified.

Story telling: Arrange to show the movie 'Jungle Book' or any other animal movie. The teacher can read and stop wherever there are pictures. Let the students come out with the words.

Workbook: Unit 8 can be taken.

Answer key-Reader

Answering the questions orally.

- 1) The wind said that he was stronger than the sun.
- 2) The sun replied that the wind was not stronger.
- 3) When the wind blew the man pulled the coat round him to keep warm.
- 4) When the sun shone brightly the man felt hot and took off his coat.

Fill in the blanks.

1) week, weak 2) one, won 3) blue, blew 4) tale, tail

Tick the correct word.

hare, floor, stair, eye, ear

Name the days in a week. Also write what the weather was like.

- 2) Monday-cloudy 3) Tuesday - rainy
- 4) Wednesday-windy 5) Thursday - hot and cloudy
- 6) Friday - bright and warm 7) Saturday - windy and rainy

Know the four seasons of the year.

spring, summer, autumn, winter.

Story telling by the student:

Baby in the den

Long long ago in a jungle a wolf found a human baby. It was sleeping under a tree. The wolf took the baby to its den. Mother wolf was feeding her 5 cubs. She also fed the baby which had 2 legs. The 5 cubs loved their new brother. The baby grew up in the jungle. Birds and animals were kind to him. The baby's name was Mowgli.

Answer key-Workbook

Days and Months

Fill in the blanks:

- 1) Monday 2) Friday 3) Tuesday 4) Friday
5) Sunday 6) seven 7) Sunday 8) Saturday.

Fill in the blanks:

- 1) February 2) June 3) October 4) August
5) November 6) twelve 7) year

Unit - 9 Jack's Engine

New words are introduced.

Warm up: ask them to bring their favourite toy. Talk to them about it. It can be a talk show on 'Toys'.

Use flash cards or pictures of different toys. Tell them to identify them.

Workbook: Unit 9 on Prepositions can be taken.

Answer key-Reader

Comprehension

- 1) Jack's engine was red in colour.
2) Yes, the little engine was angry with Jack.
3) The little engine went under the table, the first time.
4) When Jack said 'please', the little engine stopped being angry.

Talk about this picture. Use these words.

- 1) up 2) down 3) behind 4) under

Look at these pictures and identify them.

cars, bus, toy(teddy bear), doll, van, top

Answer key-Workbook

Preposition

Fill in the blanks with 'in' or 'on':

- 1) on 2) in 3) on 4) in 5) on 6) in

Fill in the blanks with 'over' or 'under':

- 1) over 2) under 3) over 4) under
5) over 6) under

Fill in the blanks with 'above' or 'behind':

- 1) behind 2) above 3) behind 4) above
5) behind 6) above

Put these words in the correct box:

on, above, in, under, by

Choose the correct word from the brackets:

- 1) to 2) for 3) to 4) for

Unit - 10 Alice in Wonderland

New words are introduced.

Warm - up: (pair work) Tell them about dreams. When do you dream? Explain the concept properly. Read the story to the students. Let them enact a scene from it.

Workbook: Unit 10 on 'Time' can be taken.

Answer key-Reader

Comprehension:

- 1) Alice sat under a tree, one summer day.
2) A rabbit took out a watch and looked at it.
3) Yes, Alice followed the rabbit.
4) Alice became very tiny when she drank from the bottle.
5) Alice met a caterpillar and a cat.

- 6) The gardeners were painting colour onto all the white roses.
- 7) The queen shouted 'off with you' when she saw Alice.
- 8) Alice was by the tree again, when she woke up.

Fill in the blanks with the opposite of the words given in bracket:

- 1) silent 2) small 3) Drink me 4) white

Rearrange the words to make a sentence. Remember to begin each sentence with a capital letter and end it with a fullstop:

- 1) Her name is Alice. 2) She met some strange people.
- 3) The Red Queen hated white. 4) She met a cat.

Answer key-Workbook

Time

What is the time?

9 O'clock, 11 O'clock, 6 O'clock, 2 O'clock, 4 O'clock.

Look at the picture of the clock. Then write about your daily routine:

- 1) I wake up at 6 a.m 2) I go to school at 8 a.m
- 3) I have lunch at 11.30 a.m 4) I do my home work at 7 p.m.
- 5) I go to bed at 9 p.m

Unit - 11 The swing

New words are introduced.

Warm - up: Show them the picture. Take them to a swing. Let them experience it. Later let them illustrate it in their book. Talk to them about the things they saw. Write them on the black board. Read the poem and let them recite it.

Workbook: Unit 11 on the use of 'and' can be taken.

Answer key-Reader

Comprehension:

Read the poem carefully and fill in the right word:

- 1) swing 2) air 3) countryside

- 4) garden, roof 5) up in the air

Countryside is a compound word:

classroom, notebook, afternoon, homework, postman
teaspoon, toothpaste, sunflower.

Rewrite the jumbled describing words given in brackets:

- 1) fresh 2) pretty 3) ripe 4) tall
- 5) clean 6) golden 7) high 8) bright

Learn To Write:

- 1) The child is up in the air when she is on the swing.
- 2) To go up and down in a swing is the pleasantest thing for a child to do.
- 3) The child gets a 'wide view when she is up in the air and over the wall.
- 4) The child sees rivers, trees, cattle etc. over the countryside.
- 5) The garden looks green and the roof looks brown when seen from above.
- 6) The child likes to go up in the air and down again and again.

Answer key-Workbook

And

Fill in the blanks with 'and':

- 1) and 2) and 3) and 4) and 5) and

Join the pairs of sentences given below:

- 2) Jack and Jill are here
- 3) The ant and the butterfly are insects
- 4) Chess and hockey are games
- 5) The grass and the leaf are green
- 6) My father and mother are doctors.

Join the words that go together:

bat-ball, bread-butter, pepper-salt, knife-fork,
cup-saucer, shoes-socks.

What am I?

- 1) frog 2) cycle 3) horse

Unit - 12 Jerry and the dragon

New words are introduced.

Warm up (pair work): Show the picture of a dragon. Talk about it. Read the story to them. Ask them to describe their birthday. Show them a birthday card. Let them make a card. A birthday scene can be enacted in class. The students can see the picture in the workbook and do the same.

Workbook: Unit 12 on the use of 'has' and 'have' can be taken.

Answer key-Reader

Comprehension:

- 1) The dragon is a big creature. It has long, sharp claws. It breathes out fire.
- 2) The dragon lived in the mountain.
- 3) The name of the little boy in the story is Jerry.
- 4) Jerry wanted to invite the dragon for his birthday party.
- 5) The dragon was angry.

Find the words from the story which mean the following:

- 1) cave 2) thunder 3) birthday 4) afraid / frightened.

Fill in the blanks with 'has' / 'have':

- 1) has 2) have 3) has 4) have 5) have

Answer key-Workbook

'Has' and 'Have'

I have a pet dog.

Mina has a new colour box.

David has to go to the dentist today.

Girls and boys have to go for games.

I have a packet of sweets.

What do these people have? Write your answer:

Minu has an ice-cream, David has a toy car,

The children have a dog, The man has an umbrella,

Tom has balloons, Mary has a doll, Tom and Mary have a cat.

Now fill in the blanks with 'has' or 'have':

- 1) have, have 2) has, have 3) has, have 4) have, has
5) has 6) has, have 7) have, has.

Picture comprehension

Choose the correct word from the bubbles and fill in the blanks:

- 1) camera 2) cake with six candles 3) books
4) balloons 5) party, hat.

Answer the following questions.

- a) brown
- b) The rat lived in Anne's hat.
- c) It thought that it would be happy.
- d) Anne shrieked and turned it out.
- e) I will scream and run away / I will throw something at it.

What am I?

- 2) You are the moon. 3) You are the Sun. 4) You are a kite.
5) You are a knife. 6) You are a bird.
7) You are a clock. 8) You are an aeroplane.

