

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.

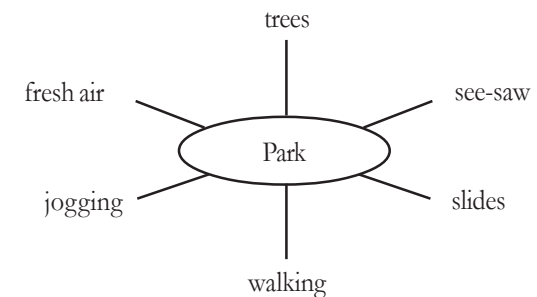
TEACHING METHODOLOGY

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.

Unit I The Giraffe's New Neck

This lesson can be taken as a recap to the previously learnt lessons.

Warm-up: The teacher can use flash cards or a word game on animals to introduce the topic. Let students bring a toy animal to speak on it. Have a class discussion.

Read and enjoy: The teacher can read the lesson or students can read it aloud.

☞ Let them draw the picture using their imagination.

Grammar: The unit in work book can be done for more information.

Speaking: Quiz - Teacher can divide the class into 4 or 5 groups. Each group can make a set of questions and ask each other. It can be taken as assessment work.

Project: Preparation can be done and students can be taken on a field trip.

☞ Have an exhibition - students can arrange an exhibition on various animals in the classroom.

Writing: Teacher can write the points on the black board or elicit answer from them.

Answer key-Reader

Comprehension

1. Answer the questions:

- The giraffe had the body of a horse, the face of a deer, the skin was spotted like the leopard and it was full of folds and wrinkles. It was a strange looking creature.
- The giraffe fell into the trap laid by the men.
- The giraffe got the leaves at the end of the seventh day. He stood on his toes and stretched like he never stretched before.
- The giraffe at the end of the seventh day was a brand new creature. It had thin long, spindly legs and the longest neck that was ever seen.

3. Mark 'S' for statement, 'I' for imperative, 'Q' for question and 'E' for exclamation:

- (a) S (b) I (c) Q (d) E (e) I (f) Q (g) S (h) E

Answer key-Workbook

Types of sentences

WS-1

A. There are four types of sentences; statements, questions, commands or requests and exclamations. After each sentence, write statement, questions, command or exclamation:

- 1 - Question 2 - Exclamation 3 - Command
4,5 - Statement 6 - Request

B. Write a statement to answer each question:

- I live in
- The summer holidays begin in April.
- Beijing is the capital of China.
- My best friend is
- My father goes for work in a car.
- My favourite colour is

WS-2

C. Rewrite the following statements as questions:

- What is your name?
- How old are you?
- Who came to meet you?
- Where do you live?
- What time do you go to sleep?
- How many children are there in the class?
- Which is the smallest bird?
- How do you go to school?
- Who is the father of our nation?
- Where is the book?

WS-4

**D. Re-arrange these words to make sentences.
Punctuate them correctly:**

1. Elephants have big ears.
2. What is your father?
3. Get out of my sight.
4. Please lend me your book.
5. What a beautiful house!!
6. Mount Everest is the highest peak.
7. Please help me.
8. Do you have any money?
9. Did you miss the bus?
10. What a scary movie!

WS-5

E. Write a sentence to go with each picture:

1. You have won a prize! / Oh! I am so happy.
2. Put him in a prison. / Take him out.
3. What do you want? / Do you have the medicine?
4. Please may I come in? / May I write on the black board?
5. This is my pet. This dog is very clever.

Unit 2 Rain in Summer

Teacher can explain about the Monsoon season in the state. Relevant questions can be asked.

Warm-up: Their experience in the rain, pictures of rain in different places can be shown.

Read and enjoy: The teacher can recite aloud. Then let the students recite it in groups. (group work)

Rhyming words can be explained.

Speaking: Make them close their eyes and listen to the rain. This can be taped in a CD and played in a stereo with speakers. The stereo effect will create a memorable experience for the students. Let them talk to each other about the experience (pair-work)

Writing: Elicit answers for the question given. Write it on the board. Then complete it into a paragraph.

Grammar: Sentence making. Ask students to make sentences and find out the subject and predicate. Flash cards can also be made. More exercise can be worked out in the work book Unit II.

Answer key-Reader

Comprehension

1. Answer these questions:

- (a) The poet describes the rain in summer as a beautiful experience.
- (b) The clattering sound of the rain to the tramp of hoofs.
- (c) "The rain, welcome rain! - the last line.
- (d) Clatter, tramp, gushes, roars.

2. Give the rhyming words of the following:

- (a) street (c) hoofs (e) roars
- (b) rain (d) spout (f) tide

3. Box the subject in red, and underline the predicate in blue:

subject predicate

- (a) John is going to the market.
- (b) Ayesha has missed the school bus.
- (c) Tom can play the guitar.
- (d) Kate is dancing for the concert.
- (e) Meena is the best volleyball player in her class.
- (d) Antony is the tallest boy in school.

Answer key-Workbook

Sentence making

WS-1

A. Arrange these words in the correct order to make sentence:

1. The sun rises in the east.
2. The dog chased the boy.
3. This is my house.
4. Ram has a blue shirt.
5. I lost my cap.

WS-2

B. Match the words under 'A' with the group of words under 'B' to form sentence:

- | | |
|------|--------------------|
| Sun | - sets in the west |
| Cats | - catch mice |

Aishwarya - is beautiful
I - love chocolates
Stars - shine at night

C. Write 'yes' if the sentence expresses a complete thought. Write 'No' if it does not express a complete thought. A sentence must make sense and must contain a verb:

1. no 2. yes 3. no 4. yes 5. no
6. yes 7. yes 8. no 9. yes 10. no
11. yes 12. no

WS-3

D. Add words of your own to make a complete sentence:

1. A monkey can climb quickly.
2. The boatman rows the boat.
3. I have a new dress.
4. The dog is chewing a bone.
5. Mike is eating an apple.
6. The girl next door invited me for her birthday.

WS-4

F. Add subject to the following predicate:

1. birds 2. gold 3. girls 4. snakes 5. cows
6. Ram 7. dogs 8. children

G. Add predicate to the following subject:

1. shines 2. bark 3. fight 4. sings
5. glow 6. play 7. sails 8. bloom

H. Draw a line to match each subject to its predicate:

1. The brave firemen - rescued the children
2. Gold - is mined in Victoria
3. The pyramids - are found in Egypt
4. A large fox - chased the rabbit
5. The little girl - ran happily across the playground

WS-5

I. Divide each of the following sentence into subject and predicate:

- | subject | predicate |
|---------------------|-------------------------------|
| 1. Ann's mother | is ill |
| 2. Tom | is the cleverest boy in class |
| 3. The foolish crow | tried to sing |
| 4. The old man | looked sad |
| 5. I | have a house of my own |
| 6. The sun | gives us heat and energy |
| 7. Stars | twinkle at night |
| 8. The trees | shed leaves in winter |
| 9. The cat | sat on the wall |
| 10. The police | ran after the thief |

WS-6

J. Read the passage below and answer the questions:

1. cake 2. Jill's friends

K. The passage has four kinds of sentences you have learnt about. Choose and write one of each kind:

1. This is a cake for you. 3. Hurry up.
3. What is this, mother? 4. Wow! The cake is delicious!

L. Fill in the blanks from the passage:

1. Jill got up at 7o' clock.
2. Jill rushed to brush her teeth.
3. Jill's friends came to wish her.
4. Jill and her friends had a grand time.

Unit 3 Castle Builders

This lesson can be introduced by showing them a documentary on ants. It can be arranged in a video show or TV channels like National Geographic.

Warm-up: Have a class discussion on ants. Elicit answers from the students to make the lesson interesting.

Draw the picture: Teacher can first show the picture of an ant and then make them draw it. The photo copy of the same picture can be stuck on the left side.

Read and enjoy: Teacher can read the lesson aloud with explanation.

Project: Students can observe an ant and explain it in class.

Speaking: A class discussion on what they have observed can be done in class.

Writing: The format for diary entry should be explained. Let the students free write the diary entry.

Grammar: The collective noun is introduced by way of the lesson. An army of ants. Exercise in the worksheet on nouns can be done.

Answer key-Reader

1. Answer the questions:

- The 'ant castle' is a mound of sand or dirt where thousands and thousands of ants live and work.
- The soldier ants guard the anthill day and night to protect it from enemies.
- The worker ants build and repair the anthill.
- The queen ant is the mother of all ants. She rules over them but doesn't take care of them. The other ants feed the queen and keep her clean and protect her.
- The ants give us the message to be self-reliant and to work hard for a living.

2. Complete the sentences given below:

- tunnels through the earth from room to room.
- storing eggs.
- their big jaws.
- keep her clean and protect her.

3. Match the collective nouns to the people, animals and object they describe. You can use a dictionary:

- (a) a herd of - cattle (b) an army of - ants

- (c) a school of - fish (d) a flock of - sheep
(e) a bouquet of - flowers (f) a swarm of - flies

Answer key-Workbook

Nouns

WS-1

A. Circle all the proper nouns:

- Global school, National Museum
- Jack, "Harry Potter and the Chamber of Secrets"
- Mathew, Delhi, Kingfisher
- Rajdhani Express
- Vimal, Cochin University
- Rabindranath Tagore, Nobel Prize, Gitanjali
- India, Asia
- Rupee, India

B. Locate the proper nouns. Mark all capital letters in red:

- Delhi, India 2. John's, Willy Wonka
- Mary, America, Australia 4. As, Newyork, Statue of Liberty
- Sonia

WS-2

D. Encircle all the common nouns:

- cat 2. pen 3. cup, tea 4. books, bag
- bat, ball 6. bread, basket 7. bird, cage 8. country

E. Underline the common nouns you spot in each sentence:

- bread, butter, sugar, eggs, milk, breakfast
 - aunt, uncle, farm, village
 - cricket, playground
 - cap, head
 - camel-traders, desert, sun
- E stair, porter, vendor, women, man, bookshop, books, umbrella, bag, apples, oranges, bananas, grapes, watch, walking stick, suitcase, chappals, shoes, spectacles, cap, kurta, shirt, salwar, kameez, pants.

G. Use a collective noun from the box to fill each space:

1. batch 2. flight 3. library
4. fleet 5. bouquet 6. litter 7. rood

H. Match the following with suitable words:

1. a collection of fish - shoal
2. a number of cards - pack
3. a number of cattle - herd
4. a group of children - class
5. a group of vehicles - convoy

Unit 4 Birthday Wishes

The teacher can come prepared with a birthday cake to introduce the lesson. Let all those children whose birthday falls on that month be celebrated on that day.

Warm-up: Class discussion to introduce the topic.

Read and enjoy: Teacher can recite and then make the students recite.

☞ Rhyming words can be identified. Make each stanza with the age.

☞ Let them draw their birthday wish. Make a birthday card to invite their friend on his/her birthday.

Speaking: Let them speak to each other about their birthday - date, wish, party etc.

Writing: To write up the invitation card.

Grammar: Unit on nouns. A scene from the birthday party can be given to identify countable and uncountable nouns as introduction. Unit 4 in workbook can be done.

Answer key-Reader

Comprehension

1. Answer the questions:

- (a) A windup plane that could dive and soar.
(b) A kitten full of tricks and a truck to drive.

(c) He got the brood of chicks at the age of six.

(d) He wished he was ten. It is the best age in a man's life.

(e) Elicit answers from students.

2. Give the rhyming word for the following:

- a. four - soar c. six - tricks, chicks
b. dive - five, drive d. skate - eight, wait

3. Match the following:

- a. At 4 - a windup plane c. At 6 - to skate
b. At 5 - a kitten d. At 8 - I want to be tens

4. Classify the following words as countable and uncountable:

Countable - men, book, chairs, car, girls, students, tomatoes

Uncountable - sand, fire, space, water, wind, rain, oil

Answer key-Workbook

Nouns : Number

WS-1

A. Add a plural ending to the nouns:

1. flowers 2. watches 3. cars 4. bunches
5. oranges 6. foxes 7. dogs 8. legs

B. Add a plural ending to the nouns:

1. heroes 2. tomatoes 3. zeroes 4. potatoes

WS-2

C. Write the plural of the noun:

1. families 2. countries 3. fairies
4. cities 5. lilies 6. cherries

D. Some nouns have irregular plural forms. Write them:

1. children 2. men 3. oxen
4. sheep 5. teeth 6. mice

E. Change the nouns in bracket to their plural form in the sentences:

1. loaves 2. thieves 3. wolves
4. shelves 5. lives

F Read the sentences below. Each sentence has two words in brackets. Which is the right word? Tick it:

1. tree 2. ugly 3. February
4. flowers 5. beautiful

Unit 5 A Great Disaster

Warm-up: Class discussion on natural calamities. Pictures can be shown or video clippings can be shown. Explanation can be given on different natural calamities. The social studies teacher can be invited to do so.

Read and enjoy: Let students read with the help of the teacher.

Vocabulary: More words can be written on the blackboard to further interest among students.

Group words: Students can make their own table of words for assessment.

Activity: Teacher can arrange for a video shown on volcanoes before telling them about the activity. The activity can be demonstrated with the help of a science teacher.

Speaking: Students can get more information on natural disaster from the website and speak about it. They can even bring pictures and talk about what is in the pictures.

Writing: Using the hints given let them write a paragraph.

Grammar: Unit 5 in work book will give more information on possessive noun.

Answer key-Reader

Comprehension

1. Answer the questions:

- (a) Claudius lived in a town called Pompeii, in Italy.

(b) Claudius was sitting near a huge pillar watching the people as they hurried by.

(c) Claudius started running to find his mother and sister.

(d) After the eruption there was not a living creature left. There were no trees, no buildings and no sign that people had lived there. The beautiful town had disappeared.

2. Complete the sentences:

(a) the Vesuvius was erupting.

(b) buried completely under the ash.

(c) no buildings, and no sign that people had lived there.

(d) to find the lost town.

3. Colour both words that mean the same, the same colour. Use a different colour for each pair of words:

(a) smart - clever (e) sad - unhappy

(b) push - shove (f) fury - anger

(c) chase - pursue (g) pull - tug

(d) courageous - brave (h) argue - quarrel

4. Rewrite the following using 's:

(a) Jack's book (d) Man's stick

(b) Boy's father (e) Girl's scarf

(c) Jim's house

Answer key-Workbook

Possessive nouns

WS-1

A. Rewrite the following in the possessive form:

1. The girl's dress 2. The boy's pencil
3. The women's clothes 4. The students' books

B. Write the sentences using the possessive form of the noun underlined:

1. Mark's writing 2. sister's socks
3. boy's cycle 4. bird's wings

Unit 6 If I could have a pair of wings

Warm-up: Students can discuss about different birds they have seen. Pictures and flash cards can be used to explain. Video pictures on birds can be shown.

Read and enjoy: Teacher can recite and then, in groups students can recite the poem.

Vocabulary: Let them pick out the words connected with movement of birds. Also the rhyming word.

Speaking: Speaking to each other about a trip they made and discussing what they saw there with special emphasis on birds.

Writing: A four line poem like:

A sparrow sat on a tree,
There was a gentle breeze.
The bird took to flight,
Oh! what a wonderful right!

Grammar: Introduce adjectives by a word game. Ask students to close their eyes and think of an adjective. Then any student can be called up or the teacher herself can name a few adjectives and see if all their words have been said. The adjectives can be written on the board. More information in the workbook.

Answer key-Reader

1. Answer the questions:

- With a pair of robin's wings the poet would skim across the sky.
- Gulls.
- It is very large so it would soar over the mountain.
- He would flit about and bite.
- Bees.

2. Pick out the words in the poem that give us a sense of movement:

- glide
- buzz
- dart
- soar
- flutter
- flit

3. Give the rhyming words:

- (a) sky (b) peaks (c) bees (d) bite

4. Rewrite these sentences. In each sentence, choose the correct adjective in the brackets to describe the word. The first one is done for you:

- (b) hot (c) huge (d) cool (e) fierce
(f) colourful (g) violent

Answer key-Workbook

Adjectives

WS-1

A. Fill in the blanks with suitable adjectives given in the box:

1. sharp 2. crowded 3. white 4. four
5. wild 6. big 7. new

WS-2

B. Underline the adjective in the following sentences:

1. wise 2. ten 3. sweet 4. some

C. Rewrite the story replacing each underlined adjective with one of the similar meaning from the box:

thick - dense, plump - fat, sweet - tasty, huge - big, sturdy - strong, tiny - little, frightened - scared

D. Write the opposite of the following adjectives:

1. tall x short 2. big x small 3. old x young
4. black x white 5. cold x hot 6. rich x poor
7. dark x light/fair 8. fat x thin 9. happy x unhappy/sad

E. Circle the words that do not describe the words in capital:

Sun - cold, snow - black, dove - circle, tree - hot

WS-3

F. Tick the correct adjectives:

1. yellow 2. green 3. round 4. soft 5. long

G. Study the picture and write 5 sentences about it using adjectives:

1. The small boy is playing with a ball.
2. The young girl is skipping.
3. The clever dog is standing near the boy.
4. The huge tree has a swing.
5. The children live in a beautiful house.

H. Choose the right word from the brackets:

1. cold 2. long 3. rough 4. warm

I. Describe the coats of the yak using adjectives:

The first coat has long and rough hair. The second coat has short, soft hair.

Unit 7 Flight to the moon

Warm-up: Teacher and students can have a class discussion on India's moon mission. Picture of the moon mission can be shown. Even a video show can be arranged.

Read and enjoy: To read aloud with explanation. Let students underline the important sentences to do the comprehension.

Speaking: Let them see a video or a TV about the moon mission. Then they can speak to each other about it.(pair work)

Writing: Let students imagine a trip to the moon. Elicit points from them and write it on the blackboard.

Project: A visit to the ISRO space centre can be arranged. Prior permission should be sought before going on the trip.

Grammar: Degrees of comparison. More detail study can be done in the workbook.

Answer key-Reader

1. Complete the following sentences:

- (a) the launching of the great moonship Apollo-11
- (b) drove along to the launch area.
- (c) ready for flight.

(d) the Apollo-11 was behind the moon.

2. Answer the questions:

- (a) Armstrong, Aldrin and Collins.
- (b) The ground controllers are called 'Mission Control'. They direct every action of the rocket. They include scientists, engineers and some astronauts.
- (c) The 'Mission Control' studies the progress of the Apollo-11 during the journey and helps to solve any problems or difficulties that arise.

3. Fill in the table:

- | | |
|--------------------------------|--------------------------------|
| (b) tall - taller - tallest | (c) happy - happier - happiest |
| (d) funny - funnier - funniest | (e) small - smaller - smallest |
| (f) bad - worse - worst | (g) thick - thicker - thickest |

Answer key-Workbook

Degrees of comparison

WS-1

A. Complete the table of adjectives of degree:

strong - stronger - strongest

short - shorter - shortest

WS-2

B. If the positive adjective ends in -e then -er and -st are added to form the comparative and the superlative respectively:

brave - braver - bravest fine - finer - finest

wise - wiser - wisest safe - safer - safest

C. If the positive ends in -y and the -y has a consonant before it, the -y is changed into 'i' before adding -er and -est. But if the 'y' has a vowel before it then 'y' is not changed into 'i'.

easy - easier - easiest happy - happier - happiest

D. Sometimes the last letter of the positive adjective is doubled before adding -er and -est.

hot - hotter - hottest thin - thinner - thinnest
big - bigger - biggest

E. Point out the adjectives and name the degrees of comparison:

- | | |
|-----------------------------|-------------------------|
| 1. stronger, comparative | 2. less, positive |
| 3. beautiful, positive | 4. kindest, superlative |
| 5. greater, comparative | 6. idlest, superlative |
| 7. braver, comparative | 8. taller, comparative |
| 9. more useful, comparative | 10. bigger, comparative |

F. Complete these sentences by writing the correct degree of the adjectives in brackets:

1. biggest 2. fatter 3. saddest 4. hotter 5. cleverest

Unit 8 Tigers Forever

Warm-up: Teacher can show a picture of a tiger and have a discussion with the students about tigers. Name a few Tiger Reserve Sanctuaries Video Clippings can be shown.

Read and enjoy: Let the students recite the poem.

Vocabulary: Match the words from the poem with its meaning.

Speaking: Role-play. Students can enact the role of a tiger and a hunter.

Writing: Story writing using hints given.

Grammar: Verbs. Children can play a word game using verbs. More information in the workbook.

Answer key-Reader

1. Answer these questions:

- (a) Tigers live in jungles.
(b) The word 'roar' is used for the sound made by the tiger. It is compared to thunder.

- (c) Tigers drink water from the forest pool, at night in the moonlight.
(d) The poet does not want the tiger to be seen by the herdmen.
(e) The word slumber is used for the word sleep.
(f) To protect itself from being hunted down by the herdsmen.

2. Match the word with its meaning:

roar - make loud deep sounds
cavern - cave, a large or dark one.
scenting - discover by the sense of smell.
herdsmen - people who look after a herd of animals.
crouch - lower the body by bending the knees.

3. Guess the animal with the help of the clues:

- (b) dog (c) monkey (d) elephant (e) donkey (f) lion

4. Circle the action word in each sentence:

- (a) bit (b) listened (c) tapped (d) read

5. Choose the correct word from the bracket:

- (a) is (b) are (c) am (d) runs

Answer key-Workbook

Verbs

WS-1

A. Fill in the blanks with 'is', 'am' or 'are':

1. is 2. are 3. is 4. am 5. are
6. is 7. am 8. is 9. am 10. are
11. are 12. are

WS-2

B. Fill in the blanks with 'was' or 'were':

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

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

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

D. Choose the correct verb from the brackets:

1. are 2. is 3. were 4. are 5. are 6. has

E. Look at the picture below. Write a question for each answer. Use the clues provided. One has been done for you:

2. Where is the boy sleeping? 3. Is that a motor boat?
4. What is the dog doing? 5. What is the girl doing?
6. What are the children doing? 7. What is the woman doing?

Unit 9 The Brave boy who conquered a horse

Warm-up: Class discussion on horse riding. Pictures can be shown.

Read and enjoy: Students reading aloud the lesson.

Vocabulary: Exercise on Homophones. More words can be discussed using flash cards.

Activity: Stick or draw a picture of a horse and name it.

Speaking: Students can experience a ride on an animal and then exchange their views. This can be pair-work.

Writing: Elicit answers from students and write a paragraph on the topic.

Grammar: Use of articles 'a', 'an' and 'the' and also past tense. More activities in the workbook.

Answer key-Reader

1. Answer the questions:

- (a) King Philip of Macedonia bought the horse and it was so wild and nervous that it seemed as if no one could ever control it.
(b) The king Philip wanted to present a horse to his son Alexander.
(c) Alexander named the horse Bucephalus.
(d) When Bucephalus died, Alexander built a new city there and named it Bucephala after his horse.
(e) People called him Alexander the Great because he had already conquered so much of the world.

2. Here are some statements about the story. Mark the statements that are true with a tick and the ones that are not true with a cross:

- (a) false (b) true (c) false (d) true (e) false (f) true

3. Fill in the blanks with the correct homophones:

sun, four, sea, sail, wood, male, ear

4. Fill in the blanks with 'a, an' and 'the':

- (a) the, a (b) an (c) the, a, a, an (d) a, an
(e) an, a (f) an, the

5. Use the correct form of the verbs in brackets and complete the passage:

had, had, came, lit up, lost, realized, went, advised, smiled, uttered

6. Rewrite these sentences using the correct punctuation:

- (a) John needed money to pay for him mother's illness.
(b) He was afraid to ask his master for money.
(c) Although Bangalore is located for away from the sea, it has a pleasant climate even in summer.
(d) In Shimla it gets so cold in winter.

Answer key-Workbook

Articles

WS-1

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

1. the 2. an 3. the 4. an 5. an
6. a 7. an 8. an 9. an 10. the
11. a 12. a

B. Choose 'a', 'an' or 'the' to complete the sentences:

1. the, the 2. the, the 3. a, the 4. an, the 5. an, an
6. an, a

WS-2

C. Add a, an or the in the spaces:

an, an, a, the. the, the, an. the, a. the, an. a, a. a, the

D. Write whether the underlined articles are definite(D) or indefinite(I):

1. D, I 2. D, D 3. I, I 4. D, I 5. D, I
6. D, I 7. I, D

E. Rewrite the following sentences using capital letters, full stops, commas and apostrophes:

1. Last Sunday Mary went to Chennai.
2. During Diwali holidays we are going to Tokyo which is in Japan.
3. The wedding will take place in St. John's church in Bangalore.
4. Adelaide, the capital of South Australia is a beautiful city.
5. The policeman's helmet fell on the ground.

F. Rewrite the passage using capital letters, commas and full stops:

Abraham Lincoln, the great President of the US, was born in a log cabin in Kentucky, America on 12 February 1809. He believed in equal rights to all. Lincoln is one of the greatest US presidents.

Unit 10 The fun fair

Warm-up: Explain a fun fair by showing pictures and then have a discussions. Students can name the various games and stalls organised in a fun fair.

Read and enjoy: Recite the poem. This can be recited group-wise.

Vocabulary: Words with -ing and 'ee' sound. Similar words can be written on the black-board. Get the students to make similar words.

Speaking: A visit to a theme park can be arranged and get the students to narrate the experience.

Writing: Students can write a paragraph on what they saw in a fun-fair or a theme park.

Grammar: Verbs in sentences. Detailed information in the work book.

Answer key-Reader

1. Answer the questions:

- (a) The children went to the fun fair to have fun.

- (b) They ride high and low, leap and bound and gallop high above the ground.
- (c) They move high and then low, swinging to the cloudy sky and then to the ground below.
- (d) They see the exciting fair below with stalls, the swings and the streaming people, fields and trees and distant steeple.
- (e) Leap bound, gallop, swing, reel.

2. Write words from the poem that end in 'ing':

- (a) seething (b) prancing (c) swinging (d) gleaming

3. Find words that have 'ee' sound:

- (a) gleaming (b) reel (c) steals (d) see
- (e) seething (f) trees

4. Use a verb from the box to fill each space:

- (a) gushed (b) scowled (c) pounced (d) wiped
- (e) pruned (f) searched

Answer key-Workbook

Tenses

WS-1

A. Underline the verbs in the following sentence and write the tense:

1. shines - present tense 2. heard -past tense
3. will come - future tense 4. fly -present tense
5. shall go - future tense

B. Rewrite the following sentences into past tense:

1. She liked the chocolate flavour.
2. The cook gave us good food. 3. She spoke the truth.
4. The boy rang the bell. 5. She bought a dozen apples.

C. Rewrite the sentences using the simple future tense:

1. I will do my homework tomorrow.
2. I shall go for a swim in the evening.
3. I shall have a bath in the afternoon.

WS-2

D. Use the past tense of the words in the box to complete the story:

bought, arranged, kept, hit, flew, crashed, smashed

E. Give the past tense forms of the following word:

1. hurry - hurried
2. ride - rode
3. walk - walked
4. come - came
5. play - played
6. sing - sang
7. enjoy - enjoyed
8. sit - sat
9. eat - ate
10. drink - drank
11. dance - danced
12. write - wrote

F. Underline the verbs and answer the following riddles:

1. made, give, live, become - candle
2. fall, cover - snow
3. have, fly, carry - aeroplane

Unit 11 The Pied Piper of Hamelin

Warm-up: Students can be asked to talk about an incident when they met a stranger.

Read and enjoy: Read aloud the lesson Explanation can be given wherever necessary.

Vocabulary: Match the costumes to the countries given. Students can be asked to dress in different costumes to make it more interesting.

Speaking: Role-play. Make them enact a scene from the lesson.

Activity: Colour the Pied Piper according to the description given in the lesson.

Writing: A review of their favourite cartoon serial. This can be a group work.

Grammar: Explain the three tenses before doing the exercise in the workbook.

Answer key-Reader

1. Answer the questions:

- (a) The town of Hamelin was infected with rats. The people wanted the rats killed so they went to the Mayor.

(b) The Pied Piper was dressed in a long coat which was half yellow and half red. He was tall and thin, with bright blue eyes and a sunburnt skin.

(c) The piper took the rats to the river Weser.

(d) Since the Mayor broke his promise of giving the thousand guilders to Pied Piper for killing the rats, the piper took away the children of Hamelin as a revenge.

(e) The Piper took the children to a high hill in the west and walked through a door in the side of the hill. The door closed and they disappeared. Only one lame boy was left behind.

2. Give reason for the following sentences:

(a) They were such terrible rats because they fought the dogs and killed the cats, they bit the sleeping babies and stole all the food. They even made nests in people's hats and made a lot of noise.

(b) He was the strangest person because he was dressed in a long coat which was half yellow and half red, and he was tall and thin, with bright blue eyes and a sun burnt skin.

(c) He played a strange little tune with a pipe which made the rats come out like a marching army thin rats, fat rats, brown rats, white rats, grey rats, black rats. Fathers, mothers, uncles, cousins, families came in tens and dozens to the call of the tune.

(d) He played a soft sweet tune which made the children of Hamelin town came running to follow him to the high hill in the west.

3. Tick the sentences true or false:

- (a) false (b) true (c) false (d) true (e) false

4. Choose the correct words to fill in the blank:

- (a) rose (b) band (c) been (d) grown (e) knows

5. Which countries do these clothes come from? Match them.

kilt - C - Scotland baju kurung - B - Malaysia

kimono - F - Japan sari - E - India

abaya - A - Saudi Arabia poncho - D - Mexico

6. Change the verbs in the brackets to the past tense by adding 'd' or 'ed':

- (a) played (b) finished (c) passed (d) decided
(e) danced (f) looked

Answer key-Workbook

Comprehension

Answer the questions:

1. Glenn ran faster than his friends.
2. There was a big fire in Glenn's school.
3. The doctor said that Glenn would not be able to run again.
4. Glenn was in bed for a year.
5. fast - faster - fastest.

Unit 12 The story teller

Warm-up: Teacher can narrate a story and have a class discussion.

Read and enjoy: Read the story aloud.

Vocabulary: Exercise on homophone.

Speaking: Students can narrate stories to each other.

Writing: Write a short story.

Grammar: Introduce the topic and get the students to do the exercises in the work book.

Answer key-Reader

1. Answer these questions:

- (a) Hans lived in a small town in Denmark.
(b) He could sing and recite well. He was clever and creative. He wanted to become an actor.
(c) The nobleman advised Hans to learn something useful like carpentry or shoe making that will help him earn a living.
(d) He spent his life by telling stories to children and also with puppet making and paper cutting and he could create beautiful paper patterns.
(e) The Little Match Girl and The Red Shoes.

2. Mark the sentences below as 'True' or 'False':

- (a) false (b) false (c) true (d) true (e) true

3. Here are the titles of a few tales of Hans Andersen. Unscramble them and write the titles in the space given. Try to read the stories at home. Make a home library with the books:

- (a) The ugly duckling (b) The red shoes
(c) The little match girl (d) The snow queen
(e) The little mermaid.

4. Find words from the text that mean the opposite of these:

- (a) kindly (b) beautiful (c) poor (d) cold

5. Complete the following sentences by choosing the correct word from the brackets:

- (a) threw, through (b) blew, blue
(c) two, too (d) red, read

6. Add an adverb from the box telling how to modify each verb:

- (a) heavily (b) softly (c) swiftly (d) loudly
(e) sweetly (f) politely (g) slowly (h) happily

Answer key-Workbook

Adverb

WS-1

A. Form adverbs from some adjectives by adding -ly to them. Remember, if the adjectives end in y, you have to change y to i before adding -ly.

1. correctly 2. politely 3. tidily 4. angrily
5. nicely 6. rudely 7. happily 8. quietly

WS-2

B. Underline the adverb in blue and verbs in red:

1. knew, before 2. sat, quietly 3. rises, upward
4. gets up, early 5. sent, there 6. ran, fast
7. writes, carelessly 8. seen, yet

C. Fill in the blanks with suitable adverbs:

1. well 2. only 3. carefully 4. early 5. late

D. Look at the picture given. Write 5 sentences on it using an adverb in each sentence:

1. The man was shouting loudly.
2. The children smiled happily.
3. The woman looked at the vegetables carefully.
4. The man took the money quickly.
5. The rat ran fast/quietly.
6. The van moved slowly.

Unit 13 The little sparrow

Warm-up: Have a class discussion on their favourite food and how helpful they are in the kitchen.

Read and enjoy: Students can be asked to read aloud the lesson.

Vocabulary: Re-arrange the jumbled words.

Speaking: Role-play. To enact a scene from the lesson.

Writing: Write a story with a moral value. Teacher can give an example.

Grammar: Introduce the topic and then make the students do the exercise in the work book.

Answer key-Reader

1. Answer these questions:

- (a) The old woman lived in a small village. Her small house was beside a large pond.
- (b) The old woman made a sweet dish out of rice, milk and sugar for the sparrow.
- (c) The sparrow dipped his beak into the bowl and took a beakful of the hot sweet.
- (d) The hot sweet burnt the beak of the sparrow.
- (e) Yes, the sparrow did not wait for the bowl of sweet to cool.

Therefore it burnt its beak. From this experience it learnt the lesson not to be greedy.

2. Rearrange the following sentences in the story of the greedy sparrow. Rewrite the story in the space below:

- (a) 5 (b) 1 (c) 4 (d) 6 (e) 2 (f) 3

3. Who said the following sentences in the story. Write grandma or sparrow against each sentence:

- (a) grandma (b) sparrow (c) grandma (e) sparrow (f) sparrow

4. Grandma used many ingredients to make the sweet. The words are jumbled. Put them in order:

- (a) milk (b) rice (c) sugar (d) raisins (e) cashewnuts

5. Circle the correct preposition in the brackets:

- (a) on (b) near (c) under (d) down (e) off

Answer key-Workbook

Prepositions

WS-1

A. Underline the prepositions in the following sentences:

1. over 2. for 3. in 4. after 5. till

WS-2

B. Tick the right proposition:

1. in 2. by 3. on 4. for 5. of

C. Circle the prepositions in the grid and use them to fill the spaces in the sentences:

1. over 2. with 3. from 4. down 5. into
6. to 7. in 8. off 9. through

D. Underline all prepositions:

for, in , by, down, across, above, over, under, between, near, through

Unit 14 Oh! The rainbow

Warm-up: Dramatic reading of the lesson. CD can be used for sound effect. Children can wear masks of the different characters.

Read and enjoy: Students can read the play by taking up different characters.

Vocabulary: Circle the odd word.

Activity: To draw and colour the rainbow.

Speaking: Students can talk to each other about the four seasons.

Writing: Write a four line poem on nature.

Grammar: Introduce the topic and make the students do the exercise in the work book.

Answer key-Reader

1. Answer the questions:

- (a) The Sun ruled over the Cloud keeper, the Rain keeper, the Hail keeper and the Wind keeper.
- (b) The Sun ordered the keepers to keep their pots closed.
- (c) Giant grey clouds came tumbling out of the pot. They filled the sky.
- (d) The Lightning asked the hail keeper to open the pot because he was the boss that day and people and animals wanted to know what was inside the pot.
- (e) The Lightning gifted the rainbow to the Sun.

2. Circle the odd word in each row:

- (a) sitting (b) potato (c) neem (d) crocodile (e) butter

3. Underline the silent letters in the words below:

- (a) k, c, c, c (b) w, u, d, l (c) g, n, g, t

4. Circle the correct conjunction in the brackets:

- (a) if (b) or (c) but (d) because
(e) since (f) when

Answer key-Workbook

Conjunctions

WS-1

A. Underline the conjunctions in the following sentences:

1. but 2. and 3. or 4. before 5. yet

B. Pick out the conjunctions in these sentences:

1. or 2. although 3. until 4. but 5. and

WS-2

C. Join these sentences together by using conjunctions:

1. The dragon opened its mouth and it spit fire.
2. Birds can fly but cattle cannot fly.
3. She must eat or she will die.
4. The man died before the doctor arrived.
5. I shall raise your pay since you have worked hard.
6. I read the book while I was waiting for the bus.
7. Ann cried because she lost her dog.
8. Do not leave before the bell rings.
9. He is old yet he is strong.
10. I am hungry so I am eating.

Story writing

B. Let's write a story

1. The ant came to the river.
2. The ant fell into the river.
3. There was a tree on the bank of the river.
4. A dove was sitting in it.
5. She heard the ant's cry for help.
6. She dropped a leaf on the water.
7. The ant climbed on to the leaf and thus its life was saved.
8. A few days later a hunter tried to shoot the dove.
9. The ant wanted to save the dove's life.
10. The ant bit the hunter's hand and he dropped his gun.
11. We must help each other.

