

Hand book for

BLUEBELLS

English Reader

Std 2

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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.

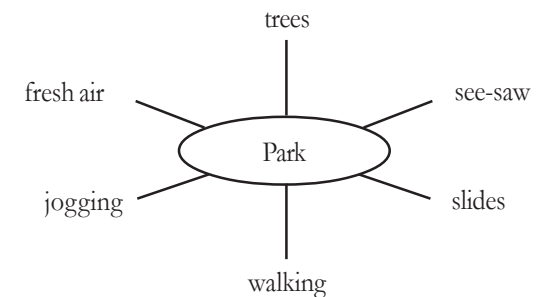
TEACHING METHODOLOGY

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 I Talk a While

This lesson is to be taken orally before giving any written work.

Warm-up: Students can be asked to name the animals they know and the teacher can write them on the blackboard. Ask them the questions given in the text. Then make them ask questions about the animals they know, to each other. (pair work)

Extra exercise for example, a movie or flash cards or pictures can be incorporated to make it interesting.

An interesting story is given as listening task. This is an aural comprehension. It can be taken as an assessment.

Our Tree: Take children around the school compound. Let them name the trees they see. The experience will enable them to understand the poem. (Explain Tarzan). June 5 is Environmental Day-Celebrate it.

Grammar: Workbook Unit I has more naming words to go with the lesson.

Answer key-Reader

In pairs ask your partner about animals:

elephant, cow/goat, giraffe, fish

Which sound do you associate with each of these birds and animals?

quack, neigh, trumpet, croak, buzz, bleat.

Unscramble the letters of the names of the animals in the picture. Write the names in the blanks:

deer, tiger, zebra, kangaroo, bear, monkey

Listen to your teacher read this story. Then fill in the blanks with the correct words from the story:

strange man, old house, animals and birds, eagle, elephant, alligator.

1. Answer these questions:

- a) The tree must be feeling very happy.
- b) If this tree could speak it will ask us not to harm or cut trees.

2. Make a list of things made of wood:

In your classroom - bench, desk, chair/door, table / pencil.

At home - door/window, chair/sofa, cot

3. Write the names of three trees and what they give us:

name of tree - mango, coconut, banana

What it gives us - mangoes, coconuts, bananas.

Answer key-Workbook

Naming Words

WS-1

Naming words and use of 'a' 'an' 'the'

Look at the pictures. Write the names in the space given:

dog, apple, bag, bus, tree, pencil, house, fish, carrot.

WS-2

Match the names with the pictures:

plane, clock, lamp, bed, sunflower, bat, cup, book, pen, drum.

WS-3

Colour the boxes which have naming words:

tiger, box, Tom, book, bird, hat, cow, cake.

WS-4

1. Write 'a' or 'an' before each word:

an axe, a banana, an umbrella, an elephant, a duck, a bowl, a girl, a key, an orange, a plate, an inkpen, an owl.

Now look at the poster for John's magic show. Put 'a' or 'an' in the blanks:

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

WS-5

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

- a) an b) the c) a, the d) the e) the
f) the g) an h) a i) a j) a
k) an l) a m) the

2. Circle the correct article in the brackets:

- a) a squirrel b) an eel c) the Moon d) an eagle
e) the Mars f) an envelope g) a guitar h) a riddle
i) a zebra j) an Indian

WS-6

1. Underline the articles in this passage:

In the nineteenth century, the White Swan, a ship from New Zealand was travelling from the coast of Napier to Wellington when it suddenly struck a rock. The captain acted quickly and stopped the ship in shallow water. The passengers' lives were saved. After recovering from the shock, somehow they managed to reach the shore, unharmed. It was really fortunate for them as some of the most important people of the land were also on board at that time. They were going for an important meeting.

2. Fill in the blanks with suitable articles 'a', 'an', 'the':

If you look up at the sky on a clear night, you will see a ribbon of white crossing in it. In this ribbon, stars lie so close to each other that they form a single band of light. You are looking at a small part of the Milky Way. The Milky Way is the name of our galaxy. It is an average sized galaxy. The Milky Way is a tiny part of the universe.

3. Arrange these words in alphabetical order and then write 'a' or 'an' before them.

- c) a cat d) a door e) an elephant f) a fan g) a girl
h) a house i) an insect j) a jug k) a kite l) a lion

Unit 2 A Day Out

New words can be explained and pronounced.

Warm-up: Stimulate the students by asking about a visit to a park. A visit can be arranged by the teacher to make it interesting. Read aloud or ask if any child can read it aloud. Explain.

Learn to Speak: Ask children to name different games that they know. How do they play it? (Therefore verbs can be introduced before going to the workbook) e.g.: running, skipping games etc.

Activity: Along with the visit to the park, ask them about the various insects they see there. Pictures or flash cards can be made.

Learn to Write: After the lesson is taught, write sentences on the board so that it will be easy for the child to comprehend the writing task.

Grammar: Workbook Unit II can be taught along with the unit.

Answer key-Reader

1. Answer these questions orally:

- a) Miss Asha took her students to the park.
b) There were neem, gulmohur, mango, and jamun trees in the park.
c) The birds flew away because the children shouted.
d) The children saw a frog in the pond.
e) Sara saw a butterfly on the flower bed.

2. Who spoke these words? Write the name of the speaker.

- a) Mary b) Anne c) Tom d) teacher e) Sara

3. Match the following:

look-looked, watch-watched, peep-peeped,
jump-jumped, shout-shouted, play-played.

4. Match the following:

fly-flew, come-came, make-made, find-found,
sleep-slept, sit-sat, think-thought, get-got.

5. Circle the odd naming word in each group:

a) eraser b) sharpener c) crayons d) gate

Answer key-Workbook

Action Words

WS-1

Read the questions. Complete the answers by filling in the blanks with action words. Choose the right answer from the box below:

Mark is eating, Mary is reading, Meena is dancing, Jack is playing,
Anne is skipping, Tom is sleeping.

WS-2

1. Match the following. One has been done for you:

dog-barks, babies-cry, teacher-teaches, bells-ring, bees-hum,
singer-sings, birds-fly, fish-swims.

2. Fill in the blanks with action words from the box:

a) stitches b) treats c) bakes d) brings
e) grows f) flies g) makes h) mends

WS-3

1. The bubbles here contain some 'action words'. Colour the bubbles that have 'action words':

grow, run, eat, give, laugh, drink, sleep, hide, throw, climb,
start, write.

2. Select the correct option and answer the questions:

b) swim, draw c) fly, kick a ball d) run, fly

WS-4

1. Can you guess what sounds these animals and birds make? Choose your answers from the bubble.

a) buzz b) chatter c) how d) bleat e) hoot
f) bray g) neigh h) quack

2. Fill in the blanks with 'action words' from the box.

a) fly b) go c) make d) write
e) brush f) eat g) shine h) walk

Unit 3 Story Boat

New words: Introduce the vocabulary by pronouncing it.

Warm-up: Ask the questions and stimulate their imagination.

Reading: Read it aloud. Give the explanation. Encourage them to read.

Learn to speak: Talk about the different types of boats they have seen. Tell them about Kerala's backwater boat rides.

Activity: Help them make paper boats. Have a tub of water and let it float.

Grammar: Unit III in workbook can be taken.

Answer key-Reader

1. Answer these questions:

a) We can visit jungles or rub noses with a bear when we sail on a story boat.
b) We can learn how to ride on elephants or how skunks got their stripes.
c) While sailing we can meet a bunch of kids.

d) A story boat is nothing but a story from which we can learn a lot of interesting things.

2. Find rhyming words for the following from the poem. One has been done for you:

b) anywhere c) coats d) snow

3. Read the following sentences. Rewrite the sentences using the simple past tense form of the verbs. One has been done.

b) Mary visited her friends today.

c) Mark read a storybook.

4. Complete the sentences with the simple past tense form of the verb in bracket:

a) lived b) did c) cried d) shouted

Answer key-Workbook

Present and past tense

WS-1

b) I play at the playground.

c) I watch television at home

d) I pray to God before I go to sleep

e) I sleep at night.

WS-2

Write down what happens everyday:

b) I have my bath in the morning.

c) I have breakfast at eight in the morning

d) I study in school e. I play in the evening

f) I sleep at night.

WS-3

Look at the picture and fill in the blanks with the correct word from the box:

a) ringing b) grazing c) driving d) riding

e) flying f) writing

WS-4

What are they doing?

a) drawing b) playing c) writing d) eating

e) climbing f) swimming g) reading h) sleeping

i) running

WS-5

2. Write-ed or-d to make past tense form of these words:

walked, cooked, danced, talked, kicked, barked, climbed, helped.

3. There are two doing words in each of the sentences given below. Underline them. The first one is done for you:

a) sets, calls b) eat, drink c) clean, wash

d) puts, wipes e) sit, watch

WS-6

We often use 'yesterday words' to tell a story. Complete what happened on a farm. Use words from the help box below:

bought, tied, ran, squeaked, made, frightened, quacked, scared, screamed, fell, broke, cut, sold.

Unit 4 Greedy Tom

New words: Introduction & New words. Dictation test can be taken.

Warm-up: Ask them about their break-time at school.

Reading: Read the lesson aloud and explain.

Learn to Speak: Talk about what they share during break time and how?

Grammar: Unit 4 can be done along with the lesson.

Answer key-Reader

1. Tick true 3 or false 8:

- a) 8 b) 3 c) 8 d) 3 e) 3 f) 3

2. Answer these questions:

- a) Tom was a greedy little boy.
b) He loved food.
c) When he tried to grab Mary's food, he tripped and the bench fell on him.
d) Tom's friends baked a cake for him.
e) No. I am not like Tom [encourage the children to answer this question on their own]

3. Complete these words looking at the picture:

- a) cheese b) cake c) children d) pear

4. Write the following naming words in the correct boxes:

Proper noun - Mary, London, Jack, Tom, August

Common noun - teacher, books, cake, school, friend.

5. Here are some incomplete compound words. Complete them with words given alongside.

earth-quake, hand-shake, sun-glasses, hair-cut, foot-ball,
bull-dozer, space-craft, butter-fly, day-dream, milk-man.

Put the story into the correct order. Number the sentences 1-10.

One has been done for you:

- b) 7 c) 2 d) 9 e) 5 f) 10
g) 3 h) 6 i) 4 j) 8

Answer key-Workbook

Common nouns, proper nouns, pronouns

WS-1

Use words in place of the picture and write out the paragraph:

fishermen, boat, nets, fish, basket, fish, money.

WS-2

Think of the right common nouns and fill in the blanks:

- a) bicycle b) pool c) umbrella d) kite e) garden
f) mountain g) dolls h) scale i) letters j) birds

WS-3

1. Here are some common nouns. Think of two matching proper nouns for each common noun:

- b) Indian, Pacific c) Asia, Europe d) Mumbai, Chennai
e) club street, Park street f) Arabian, Red g) Diwali, Onam
h) Highranges, Himalayas i) India, China.

2. Circle the proper nouns:

Mary, Ganesh, Rahul Gandhi, Pacific Ocean, Sun, Earth,
Himalayas, Sania Mirza.

WS-4

1. Colour the boxes that contain pronouns:

I, he, they, we, it, you, him.

Rewrite the sentences using pronouns instead of the nouns in colour:

- a) Tony saw Pinky. He spoke to Pinky.
b) Mary is a schoolgirl. The teacher likes her because she works hard.

WS-5

Rewrite the sentences using pronouns in place of the words underlined:

- a) This is my mother. She is a teacher.
b) This is my father. He is a doctor.
c) This is my pet. It is a dog.

- d) This is my brother. He is naughty.
- e) My mother, my father, my brother, my sister love me. They care for me.
- f) I live in Mumbai. It is a big city.
- g) Look at those stars. They are twinkling.
- h) The birds sat on the wall. The cat saw them but they did not see it.

WS-6

1. Choose the correct pronouns and fill in the blanks:

- a) he b) she c) they d) his e) you
- f) his g) he h) it.

2. Nancy is a little girl. She does not know how to use pronouns. Use words in the box to fill in the blanks and find out what she is saying:

- a) I b) he c) she d) it e) we

WS-7

Answer orally:

- a) Yes. I do,
- b) We use a dictionary to check the spelling of a word and find out the meaning of a word.
- c) Good dictionaries give the meaning and spelling of the words.

Unit 5 Mother Are For...

New words: Introduction to vocabulary work.

Warm-up: Ask them to describe their parents. Take note of students who do not have a parent. Identify them and ask them appropriate questions.

Reading: Read aloud and explain. Ask them to describe a day at home.

Activity: Show them a dictionary. Make them aware of its use. Give more examples.

Learn to Speak: Students can be encouraged to give a talk to the class about their parents and share their ideas.

Writing: Make a card for their mother. Help them to write in it.

Answer key-Reader

2. Write five words or phrases to indicate what mothers do for their children out of love:

- b) cook them food c) teach them their lessons
- d) give them a bath e) take them out
- f) take care of them

3. Complete the sentences:

- a) love them b) take care of them
- c) push the swing d) cover their children

4. Match the synonymous words. Use the dictionary to help you:

- b)stories-tales c)fast-quick d)noisy-loud e)movie-film

5. Find rhyming words for the following from the poem:

- b)folks c)aches d)swing e)good-night f)asleep

Acrostics

m - modest / modern / magnetic / magnificent

o - orderly t - thoughtful / truthful

h - helpful / honest, e - energetic, r - right

Answer key-Workbook

One and many

WS-1

Add 's' and fill in the blanks with words from the box:

- a) cats b) girls c) oranges d) birds e) balls f) trees

WS-2

1. Add 's' to make more than one:

chicks, goats, owls, apples, flowers, boys, tables, windows, bats, pens, cows, ants, plates, pots, pencils, books, desks, stools, frogs, cars, bags, gates, doors, shoes.

2. Add 'es' to make more than one:

buses, foxes, benches, matches, churches, boxes, brushes, dishes, watches, glasses, patches, dresses, bushes, classes.

WS-3

1. Some nouns that end in 'o' form their plurals by adding 'es'. One has been done for you:

mosquitoes, heroes, cargoes, potatoes, tomatoes, mangoes, negroes, zeroes.

2. Add 'ves' to make more than one. One has been done:

calves, halves, knives, leaves, scarves, wolves, loaves, thieves, wives, shelves.

3. Add 'ies' to make more than one. One has been done:

babies, fairies, ladies, daisies, cherries, gypsies, stories, lorries, lilies, berries.

WS-4

1. Match the singular with the plural:

- a) man-men b) mouse-mice c) child-children
d) tooth-teeth e) goose-geese f) woman-women
g) lady-ladies h) sheep-sheep

2. Read the following nouns. Classify them into singular and plural:

singular- loaf, foot, cap, monkey, train, roof.

plural - horses, ships, oxen, babies, stories, chairs.

Unit 6 Sam's Puppy Tuffy

New words: Introduction by pronouncing it aloud.

Warm-up: To talk about pets and how to keep them.

Reading: To read aloud with explanation.

Activity: To name animals using flash cards. Any naming game can be arranged.

Writing: Discuss on pets and how to take care of them. Teacher should write it on the board to help the child generate ideas.

Grammar: Units 5 and 6 can be done. These are units on singular and plural.

Answer key-Reader

1. Circle the correct answer:

- a) Tuffy b) school c) Sally d) cat

2. Write Yes or No:

- a) Yes b) No c) No d) Yes e) No f) Yes

Answer key-Workbook

Use of 'is', 'am', 'are'

WS-1

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

- a) am b) is c) are d) are e) is f) are
g) is h) are i) are j) is

Unit 7 The Little Kite, The Big Kite

New words: Introduction to vocabulary.

Warm-up: Ask questions and have a class discussion.

Reading: Read aloud the poem with explanation wherever necessary.

Learn to Speak: Share ideas with the class after a discussion.

Activity: To colour the kite. Also teacher can make a kite in class.

Writing: Looking at the picture of kite given, help the child to write.

Grammar: Unit 7 on conjunction can be taken.

Answer key-Reader

1. Answer these questions:

- The little kite said that it was afraid to fly.
- The big kite advised the little kite to try to fly
- The big kite rose towards the blue sky
- The little kite was not frightened any more when it started flying.

2. Give the rhyming word:

- b) fly-try c) all-fall d) good-bye-sky e) sight-flight

3. Here's what the little kite has to say about its first flight.

Fill up the blanks with the help of the words in the box:

fly, clouds, scared, fall, watching, big, fears, try, advice, frightened, rose, side, proud.

4. Fill in the blanks with 'and' or 'but':

- a) and b) but c) but d) and

Answer key-Workbook

Use of 'and' and 'but'

WS-1

Join the following pairs of sentences using 'and':

- b) son and a daughter c) table and a chair in the room
d) Anu and Rita e) A bus and a car

1. Complete the sentences using 'but':

- a) but b) but c) but d) but e) but

2. Fill in the blanks with 'and' or 'but':

- a) and b) but c) and d) but e) and f) but

3. Join the sentences with 'and' or 'but':

- b) The jug is full of water but the glass is empty.
c) Tigers are wild animals and they are strong.
d) Tom is tall but his sister is short.

Unit 8 Mary's Pink Cats

New words: Introduction to vocabulary.

Warm-up: Ask questions and have a general discussion on cats.

Reading: Read aloud and give explanation.

Activity: Can be introduced to preposition in grammar along with the pictures shown.

Writing: This task can be a continuation of the activity done in the same page.

Grammar: Unit 8 on preposition can be done.

Answer key-Reader

1. Answer these questions:

- Mary's favourite colour was pink.
- She wore pink shoes when she went to school on Monday
- The teacher read a story about two cats called Flip and Flop.
- The teacher asked the students to draw a picture about the story.
- Most children drew two brown cats with fluffy white tails.
- Mary's cats were pink.

2. Fill in the blanks:

- a) pink b) cats c) fluffy d) pretty

3. Fill in the blanks with words that have the opposite meaning:

- a) asleep b) last c) polite d) exit e) enemy f) spend

4. Fill in the blanks with the correct word from the box:

a) on b) over c) in d) up e) at f) after

5. Can you think of other places that cats can sleep? Label the places where a cat can sleep.

basket, chair, bed, window, shelf, table, lap, hat

Answer key-Workbook

Prepositions

WS-1

Fill in the blanks with suitable prepositions:

a) behind b) for c) with d) under e) over
f) in g) along h) across

WS-2

Look at each picture. Use words from the box to complete the sentences. The first one is done for you:

a) by b) with c) from d) on e) in f) after g) at

WS-3

Put a suitable preposition in each of the blank spaces in the following sentences:

a) from b) at c) near d) into
e) beside f) behind g) in front of h) in

WS-5

Recall your nursery rhymes to fill up the blank space using the right preposition:

a) on b) up c) through d) at
e) to f) down g) in

Unit 9 The Wave

Words to learn: Introduction to new words.

Warm-up: Ask questions and have a class discussion.

Reading: Read aloud the poem and give explanation.

Vocabulary: Teacher can give her own words to be built in the similar way.

Writing: Pictures of a beach or CDs can be shown before the writing task.

Grammar: Unit 9 on sentences can be done.

(The teacher can show pictures of parrots that are red, blue, orange etc. On page 42 in workbook the parrots shown are red in colour. Please explain to children)

Answer key-Reader

1. Answer these questions in a few words each:

- a) The 'I' in the poem is a child.
- b) The wave was big.
- c) The person stood still.
- d) The person kept quiet.
- e) The wave was above them.

2. Give the rhyming word for:

wave, way

3. Complete these words using the vowels:

- a. brave b. rolling c. wave d. somebody
- e. rather f. bunches

4. Use capital letters and fullstops:

- a) The town where I lived faced the sea.
- b) Tom saw a big wave.

- c) He saw a black dog there.
- d) A lady was reading a book.
- e) Children were swimming in the water.

5. Fill in the blanks with the words from the box:

- a) frightened b) shy c) warm d) calm

6. Fill in the blanks with 'he', 'she', 'it' or 'they':

- a) he b) she, it c) they d) she e) it f) they

Answer key-Workbook

Sentences

WS-1

Complete these sentences about the picture. Choose from the box:

- a) feeding b) parrots c) flying d) four e) happy
- a) old b) cottage c) friend d) chair e) cake
- a) garden b) flowers c) two d) swing e) bird
- a) elephant b) ears c) trunk d) logs e) grass

WS-2

Begin your sentence with a capital letter and end with a fullstop. Complete the sentences using a word from the box. Rewrite the sentences using capital letters and fullstops:

- a) cricket b) apple c) cake d) book e) milk
- f) skipping g) day h) open

WS-3

Fill in the blanks and put a question mark or a fullstop where necessary:

- a) What is your name? b) What is your father's name?
- c) What is your mother's name? d) Where do you live?

- e) What is your school's name? f) Which class are you in?
- g) How old are you? h) What is your favourite colour?

WS-4

1. Match the beginning to its correct ending to make sentences:

- Tom lives - in Mumbai, I ate - an ice-cream,
- Mr. Thomas- is an English teacher, Today is - a holiday,
- Jack's dog - is naughty, His father - is a car mechanic.

2. Make sentences by joining each beginning to a suitable ending.

Start with a capital letter and end with a fullstop:

- My mother - comforts me when I'm sad.
- My father - is a doctor.
- My brother - studies in a college.
- I - am a student of class 2.
- My grandparents- live with us.
- We - are friends.

WS-5

The words are not in the right order. Re-arrange them in proper order and write each sentence correctly:

- a) Rahul and his father are playing. b) Mother is baking a cake.
- c) Jill is reading a book. d) The sky is blue.
- e) They are shopping. f) I have a pencil.

Unit 10 Little Red Riding Hood

New words: Introduction to new words

Warm-up: A general discussion

Reading: To read aloud the lesson with explanation. Students can be encouraged to narrate the story.

Activity: Puppets can be made and enacted in class. Make it interesting for the students.

Writing: Bring the story book to class. Show them. Explain. Write it on the black board to make it easy for the children.

Grammar: Unit 10 on describing words in the workbook can be done.

Answer key-Reader

1. Answer these questions in a few words each:

- Little Red Riding Hood was visiting her grandmother.
- There was a cake in her basket.
- Little Red Riding Hood met a wolf in the forest.
- The wolf locked grandmother in a cupboard.
- Red Riding Hood said that her granny's eyes were big.
- The woodcutter saved little Red Riding Hood from the wicked wolf.

2. Fill in the blanks:

- mail-male b) meet-meat c) hair-hare d) see-sea
- pair-pear f) right-write

3. Here is a sentence about little Red Riding Hood. Fill in the blanks using the describing words from the box:

- pretty b) black c) blue d) fair e) red f) small

Finish these sentences! The teacher begins the sentence and the children complete it:

- street / road / stair case / corridor
- of your pets / plants
- door open / room
- flowers / up things from the road.
- strangers

Answer key-Workbook

Describing words

WS-1

Complete the table below:

high-higher-highest,	happy-happier-happiest,
slow-slower-slowest,	short-shorter-shortest,
small-smaller-smallest,	young-younger-youngest,
big-bigger-biggest,	long-longer-longest.

2. Circle the right word:

- tall b) long c) long

WS-2

Fill in each blank with a suitable word from the box:

- strong b) clever c) colourful d) cunning
- large f) quick g) sweet h) generous

Unit 11 Joe's Diary

Warm-up: Ask questions. Bring a diary to class. Show how you have to write in a diary. Since the concept is new a little more explanation is needed. Teacher can even write a personal diary for a week and show it to the class.

Reading: Read aloud with explanation.

Writing: Students can make a calendar (group work). They can write a diary in the same way that is shown in the lesson.

Grammar: Unit 11 in the work book can be done.

Answer key-Reader

1. Give short answers to these questions:

- No, it didn't c) Yes, he did

- d) Yes, he did e) No, he wasn't

Answer these questions in sentences:

- a) Joe writes his diary daily.
- b) Joe had two periods of sports on Monday.
- c) He had a Maths text on Tuesday.
- d) The instructor taught Joe backhand stroke on Wednesday.
- e) Joe got up late and missed his bus and so he was late for school on Thursday.

3. Choose the correct sentence about Joe. Write it below:

- b) Joe visited his grandmother on Saturday.

4. Look at these pictures of Mary. Write what she did last week in sentences:

- b) Mary went to the swimming pool and swam.
- c) Mary went to school and studied.

5. Fill in the blanks with the correct set of letters to begin each word:

- a) sc b) er c) ga d) ve e) cl
- f) fl g) sp h) lo i) pe j) sl

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

- a) I have a bag.
- b) My mother has a camera.
- c) My grandmother has grey hair.
- d) He has a cat and she has a dog.
- e) Birds have wings.
- f) Children have many toys.
- g) Joe has a diary. Do you have one?
- h) They have a test today.

Answer key-Workbook

Days of a Week

WS-2

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

- a) has b) have c) have d) has
- e) have f) have g) have h) has

WS-2

Comprehension

Now imagine that you along with your friends are on the moon. Complete the following postcard that you would send your parents on the earth.

We are on the moon at last. It is very cold here. There is no life here. We find no lakes or rivers. The earth looks very tiny and round but also beautiful.

Unit 12 Alice and Humpty Dumpty

New words: Introduction to new words.

Warm-up: Ask questions with a general discussion.

Reading: Read aloud the lesson.

Role play: Let them enact the play. Give them dialogues to learn. Make it interesting.

Writing: Ask them about a dream. Make them narrate before the task. If a child hasn't dreamt or cannot remember a dream then let him imagine a strange dream.

Grammar: Unit 12-comprehension exercise can be explained with 'wh' questions in the reader.

Answer key-Reader

1. Answer these questions:

- a) When Alice came quite close to the egg she saw that it had eyes and nose and a mouth.

- b) Alice thought that Humpty Dumpty looked like an egg.
- c) Alice held out her hand to catch him should he lose his balance and fall.
- d) The king had promised to send all his horses and all his men to Humpty Dumpty.

2. Write True or False:

- a) F b) F c) F d) T

3. Given below are the names of the parts of some things. Write the name of the thing:

- b)tree c)shirt d)book e)computer

4. Match the movement with its meaning:

- a) peck-eat b) chirp-make a sound c) hop-move on land
- d) swim-move in the water e) fly-move in the air

5. Fill in the blanks with 'ea', 'ee' or 'ie' to complete these words:

- a) sweet b) dream c) feet d) deep e) friend
- f) wheel g) thief h) niece i) each j) bread
- k) peach l) field

6. Frame questions for the following answers. Use words from the box:

- b) Who loves flowers?
- c) What will they scare?
- d) How many bananas do you want?
- e) Which elephant do you like?

7. Fill in the blanks with the correct words from the brackets:

- b)down c)between d)on e)under f)near

Workbook - Revision

WS-1

1. What are the young ones of the following called?

- b) pup c) kid d) kitten e) calf

2. Choose the correct word from the words in brackets:

- a) flows b) hear c) sail d) mine

3. Rhyming words:

- a) hand b) mill c) shore d) boat

WS-2

1. The word courtyard is made from two words - court and yard. Match the words in the two columns to make similar new words. Make as many words as you can:

- hand-some, space-craft, news-paper,
- bus-stop, post-man, star-light

2. Unscramble these letters to get the names of some trees:

- a) coconut b) mango c) banyan d) neem e) palm

3. Fill in the blanks with words from the box:

- a) gentle b) grey c) hot d) bright e) pretty