

COURSEBOOK

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MALATHY KRISHNAN





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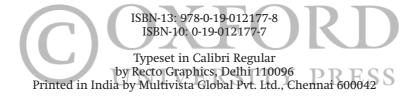
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UNIT	READING	VOCABULARY	GRAMMAR	STUDY SKILLS	WRITING	SPEAKING	LISTENING	LIFE SKILLS	ΑΟΤΙΛΙΤΥ
1. Goldilocks and Factual, the Three Bears inferential, extrapolati compreher	Factual, inferential, extrapolative comprehension	Opposite words	 Naming words Countable and uncountable naming words 	Spelling: fruit words	Describing a bear	Talking about family	Listening to instructions and drawing		
Art Corner: Colouring activity	ng activity								
2. The Ant and the Grasshopper	Factual, inferential, extrapolative comprehension	 Words to describe the movement of animals Words to describe moods 	A, an, the	Spelling: adding	Describing insects based on pictures	Describing flowers based on pictures	Listening for information	Decision making	
What Is Pink?	Poem appreciation			C					Drawing a rainbow
3. The Test	Factual, inferential, extrapolative comprehension	 Similar words Words to describe emotions 	Me, you, him, her, it, us, them	Pronunciation: silent letters	Sequencing pictures and completing steps	Question game	Listening for information		
Art Corner: Decorating flower pots	ting flower pots								
4. Echo	Factual, inferential, extrapolative comprehension	Making opposites using <i>un</i> -	Describing words	Punctuation: capital letters	Sequencing a story	Acting out instructions	Listening to a poem and filling in the blanks	Problem solving	
My Hat!	Poem appreciation								Drawing a stick figure wearing a hat
5. The Spider's Lesson	Factual, inferential, extrapolative comprehension	 Similar words Opposite words 	am, is, are	Punctuation: exclamation mark	Writing a short Describing a note about a picture game	Describing a picture	Listening to a song and choosing the correct answer		

Detailed Contents

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Art Corner: Making a bird's nest	a bird's nest								
6. Down the Rabbit-Hole	Factual, inferential, extrapolative comprehension	Words that show sound and movement	have/has	Pronunciation: - <i>Ik</i> words	Writing about wishes	Talking about wishes and dreams	Listening to announcements and filling the table	Critical thinking	
Come Little Leaves	Poem appreciation								Finding a fallen leaf and tracing it
7. The Day the Sun Went Hiding	Factual, inferential, extrapolative comprehension	Crossword	Past tense	Punctuation: full stops and capital letters	Writing shapes and steps	Pair work: describing birds and animals	Listening to a poem and writing down the rhyming words		
Art Corner: Shadow puppets	/ puppets)					
8. The Hidden Gift Factual, inferent extrapol comprel	ial, ative nension	Word friends	-ly words	Punctuation: comma	Describing pictures	Matching sentences	Listening to riddles and answering them	Social awareness	
The Moon	Poem appreciation			XF					Drawing pictures of the moon and a clock
9. Things Are Puzzling	Factual, inferential, extrapolative comprehension	Words describing animals	Joining word: and	Punctuation: quotation marks	Picture composition	Building a chain Listening to story a poem and answering questions	Listening to a poem and answering questions		
Art Corner: Perform	Art Corner: Performing an animal dance			R					
10. The Beach	Factual, inferential, extrapolative comprehension	Compound words	Questions	sound Sound Sound	Writing a short Asking story questic	Asking questions	Listening to poems and reciting them	Keeping clean	
Laughing Song	Poem appreciation)					Drawing two things that make you happy



Acknowledgements

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Goldilocks and the Three Bears



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Goldilocks is on a picnic with her family.

But she wanders away. She is lost.















Let us read 1

Read the following statements and say whether they are True (T) or False (F).

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- 1. The bears were in the house when Goldilocks went in.
- 2. Goldilocks ate up all the porridge from all the three bowls.
- 3. Goldilocks slept on Baby Bear's bed.
- 4. Goldilocks was sorry for what she had done.



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- 1. Why did Goldilocks have the porridge from the third bowl and not from the other two bowls?
- 2. Why did Goldilocks sleep on the third bed?
- 3. What did Mama Bear ask Baby Bear to do?
- 4. Why did Goldilocks say sorry to Baby Bear?

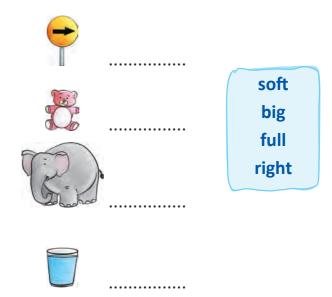
Let us learn words

Look at the pictures given below. Match the pictures on the left with their opposites on the right. Write the describing word from the box next to each picture.

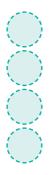
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Let us learn grammar

Naming words

Look at the second page of the story. Read the page again and underline all the naming words on that page. For example, Goldilocks is the name of the girl in the story. It is therefore a naming word.

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Make a list and share your answers with your partner.

The names of people, animals, places and things are called **naming words**.

Countable and uncountable naming words

Look at the pictures below.



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You can count the number of chairs and spoons. If there are more than one, we say chairs and spoons.

How many chairs are there?

There are two chairs.

How many spoons are there? There are four spoons.

We can give a number to answer these questions.

These are called **countable naming words**.

Countable naming words are naming words that can be counted.

Can we say, "How many porridges are there in this bowl?" No.

We say, "How much porridge is there in this bowl?" A little porridge, some porridge.

Naming words which cannot be counted are called **uncountable naming words**.

We cannot say **three waters**, **two milks**, **seven sugars**, or **five porridges**. Uncountable naming words do not have plural forms.

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But we can say **a glass of water** or **three bowls of porridge**. This is because 'glass' and 'bowl' can be counted.

1. Fill in the blanks in Box A and Box B in the same way as the example given.

А	В
a box	two <u>boxes</u>
an owl	five
a	ten baskets
an egg	many
a fan	three

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2. Mark the following sentences as right (\checkmark) or wrong (X).

- a. I add two spoons of sugar to my milk.
- b. She has two pencils.
- c. He poured out all the waters from the jug.
- d. There is too much salt in the salad.
- e. There are three bags in the room.
- f. I have too much works to do.



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Fill in the blanks with the missing letters in the names of these fruits.

o r n g	b n n	g v a
а р е	p r	m n o

Let us write

Here is a picture of a bear. Fill in the blanks to complete the description of the bear.

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- 1. Bears are in size.
- 2. They are in colour.
- 3. Bears live in
- 4. They eat

honey big brown forests



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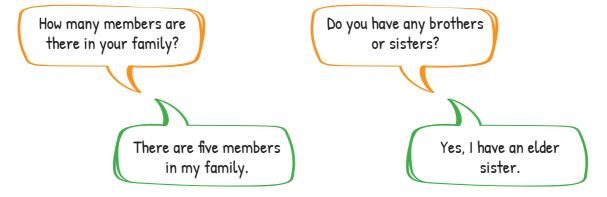
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Let us speak

Let us talk about our families

Form pairs. Ask your partner to describe her/his family. You can role-play the following conversation.

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You can ask more questions that are similar to these. Bring a picture of your family and describe it to your class.

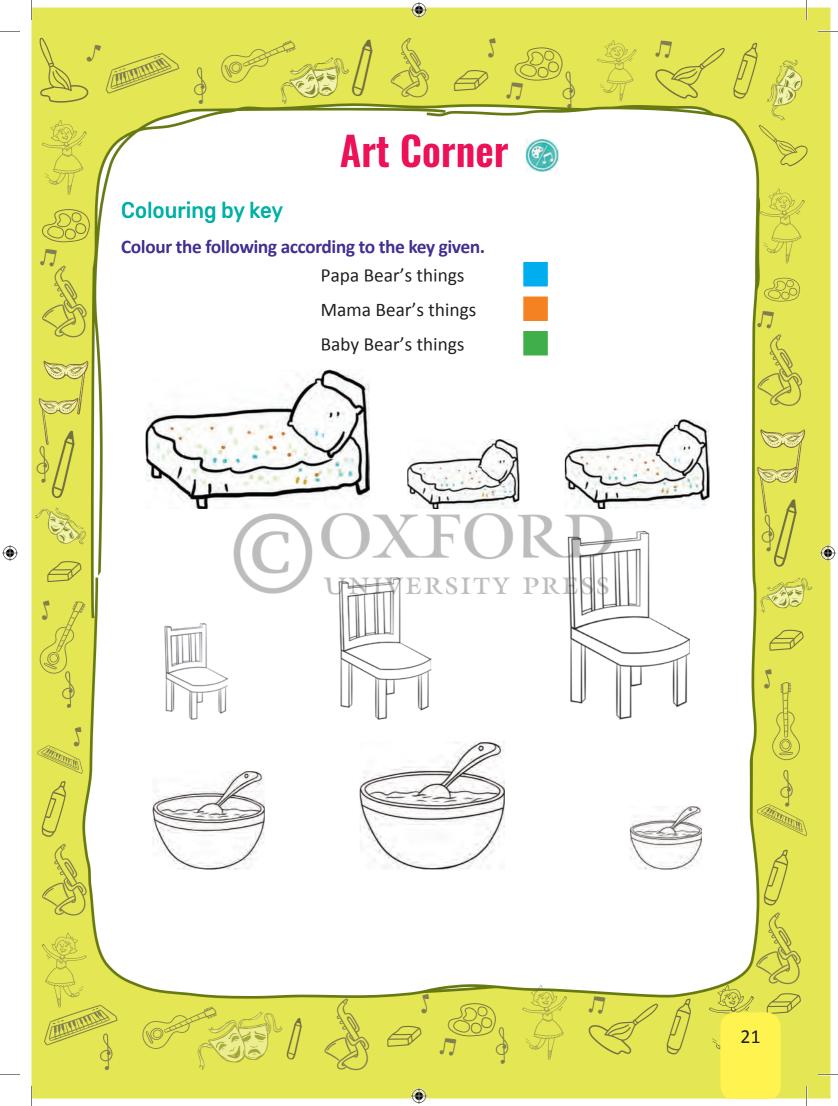
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Listen to the following steps and draw the picture in the space below.

What have you drawn?

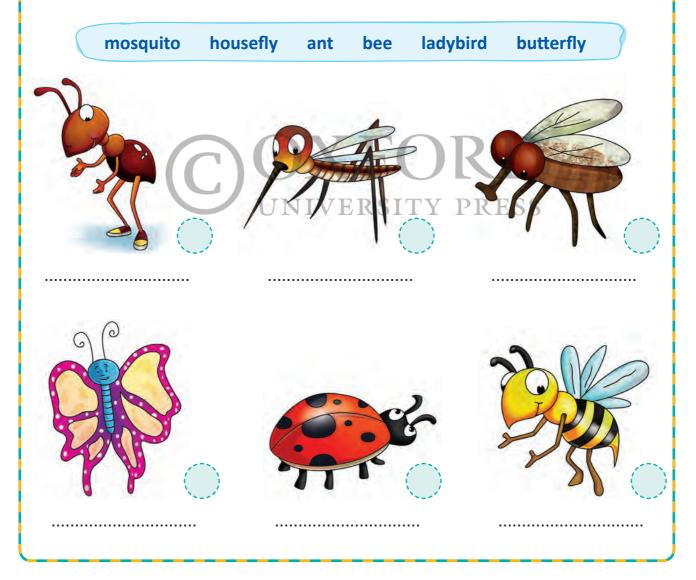




The Ant and the Grasshopper

Starter

Given below are pictures of some common creatures. Choose the correct name from the box and write in the blanks below. Tick the ones you have seen around you.



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Read this story and answer the questions that follow.

It was a bright day in summer. A green little grasshopper was hopping about merrily¹ in a field. It was chirping² and singing to itself without a care in the world. Soon, it saw ants passing by. The ants were dragging³ home grains with great difficulty.

"You seem to be working very hard. Why not come and chat⁴ with me?" said the grasshopper to one ant. "Why don't you enjoy the bright summer's day?"

"I am helping to store food for the winter," said the ant, "You should also do the same."



"Why bother⁵ about winter?" said the grasshopper; "We have got plenty of food now." But the ant went on its way doing its work.

When winter came, the grasshopper had no food and found itself dying of hunger. The ants happily ate up the grains from the store they had collected in the summer. Then the grasshopper knew why the ant had worked so hard on a bright summer's day.

¹merrily happily \star ²chirping making a short high sound \star ³dragging pulling (something) with difficulty \star ⁴chat talk \star ⁵bother worry



Complete these sentences with the words in the box.

food winter happy hungry ant

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- 1. The grasshopper was chirping and singing to itself. This shows that the grasshopper was very
- 2. The ant was storing for winter. This shows that the ant was working hard.
- 3. The grasshopper was playing in summer but was in winter.
- 4. The ant was working in summer but was well-fed in
- 5. The grasshopper understood why the had worked so hard in summer.

Let us read 2

 (\bullet)

Work in groups of four. Given below is a list of items. For items that are true of the Grasshopper, write G in the blanks given. For items that are true of the Ant, write A in the blanks given.

1. hard-working 4. lazv 2. living in the present 5. saving for the future

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- 3. happy in bad times
- 6. happy in good times

Let us learn words

How do animals move?

- 1. Unscramble the letters to describe the movements of the creatures given below. One has been done for you.
 - a. A grasshopper hops. PSOH
 - b. A frog LEPAS



c. A horse	TTORS
d. A butterfly	FLTIS
e. A snail	CRWALS
f. A fish	SWMIS

2. Write down all the words or groups of words that show 'happiness' in the story.

bright	

.....

3. Write down all the words that show 'hard work' in the story.

Let us learn gramma A, an, the PRESS ERSITY

Read the following sentences from the story.

It was a bright day in summer.

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A green little grasshopper was hopping about merrily in a field.

Soon it saw an ant passing by.

We can count *days, grasshoppers, fields*, and *ants*.

If we talk of *one* day, or *one* grasshopper, or *one* field or *one* ant, we use **a** or **an** before the word.

Examples: a day, a grasshopper, a field, an ant

If the word begins with the sounds *a*, *e*, *i*, *o*, *u*, we use **an** before the word.

Examples:	an ant	an apple	an egg	an elephant	an igloo
	an inkpot	an owl	an oar	an umbrella	an uncle
_		_		_	

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If the word begins with the sounds of other letters, we use **a** before the word.

Examples:	a grasshopper	a day	a grain	a field
	a book	a pencil		

Remember we use **a** or **an** when the item is one.

1. Write a or an before each word.

a.	door	cice cube
b.	orange	d bag

Read the following sentences.

I have a bag. The bag is green.

Barry met a man. The man was his neighbour.

Akriti has a dog. The dog's name is Coco.

When we talk of some person, animal or thing for the first time in a story, we use **a** or **an**. When we talk of the same person, animal or thing later, we use **the**. When we know which person or animal or thing we are talking about, we use **the**. We use **the** for both 'one' and 'many'.

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Examples:

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The ants happily ate the corn and grain.

The grasshopper sang without a care in the world.

(We all know what 'world' is. So we say 'the world'.)

Also, we all know that there is only one sun and one moon. So we say **the** sun, **the** moon etc.

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2. Fill in the blanks in the following story with a, an or the.

Once, there was crow sitting on	
tree crow was very thirsty.	
t saw pot far away. It flew down	
to pot. There was a little water in	
pot. But it was very low.	~
ts beak could not reach	1
water	
crow gotidea. It	
started picking up stones with	
ts beak and throwing them	
one by one into pot.	
water in pot came up.	
crow drank up all water that it wanted.	



Look at the following words.

hop	wag	tap
sip	lap	bat
When you add 'ing' t letter.	o these words the last	t letter is used again. They have a double
hop-hopping	wag-wagging	tap-tapping

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sip—sipping lap—lapping bat—batting

Fill in the second column in the following table adding 'ing' to the words in the first column.

1.	dip	
2.	pat	
3.	drag	
4.	lag	
5.	skip)KD
6.	hit	Y PRESS

Let us write

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Look at the pictures of the grasshopper and the ant. Complete the sentences about them with words from the boxes.

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The grasshopper:

insect	wings	green	
two	leaves	grass	

The grasshopper is an It is	
in colour. It has	
and can fly. It is only inches long	g.
It hops on It eats	



The ant:								
insect	red	sweet	black	six	small			
The ant is also an It is								
	0	r	in c	olour.	lt is			

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very in size. It has legs. Ants eat things.

Let us speak

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Describe the flowers

Look at the example given below. Describe the other flowers to your partner in the same manner.

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This is a rose. It is red in colour. It has thorns on its stem. It has a pleasant smell. The flower can be of different sizes.

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Let us listen Listen and write OXFOR

Listen to the audio and write the colour of the insects in the space given. Colour the picture of the butterfly given below.

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a. grasshopper
b. ant
c. spider
d. butterfly
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Life skills

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It is Tuesday evening and you have to study for a test that is on Thursday. It will take you two hours to do so. However, there is a new cartoon show on television that you want to watch. If you watch it now, you will not have any time to study for the test. On Wednesday evening, you are busy as you have to go for badminton lessons.

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Will you:

a. watch the cartoon on Tuesday and skip badminton lessons on Wednesday to study for the test?

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- b. miss the cartoon show, study for the test and go for badminton lessons on Wednesday?
- c. study for the test, go for badminton lessons on Wednesday and record the cartoon show so that you can watch it over the weekend?
- d. watch the cartoon show, go for badminton lessons and miss the test?

After you make your choice, ask an adult if you have made the right decision.

Discuss this with your friends in class too.





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What is pink? A rose is pink By the fountain's brink¹. What is red? A poppy's red In its barley bed. What is blue? The sky is blue Where the clouds float through. What is white? A swan is white Sailing in the light.

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¹brink edge

What is yellow? Pears² are yellow, Rich and ripe and mellow³.
What is green? The grass is green, With small flowers between.
What is violet? Clouds are violet In the summer twilight⁴.
What is orange? Why, an orange, Just an orange!

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Christina Rossetti

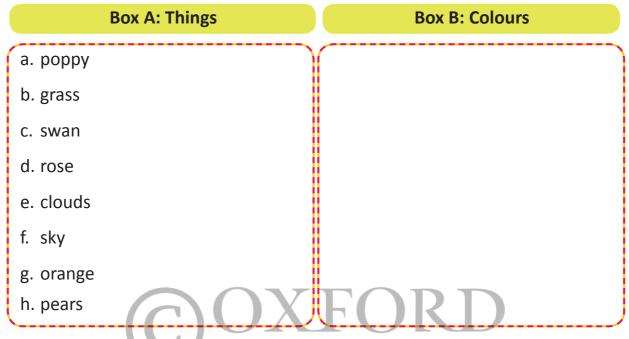
²pears type of fruits

³mellow pleasant ★ ⁴twilight the time between evening and night

Poem appreciation

- 1. Write down all the colours mentioned in the poem.
- 2. Read the name of the objects given in Box A and write down their colours in Box B.

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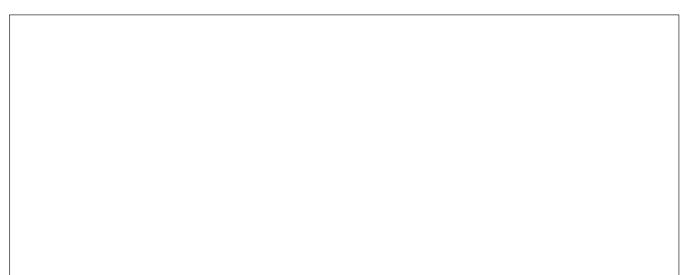


- 3. How many colours do you find in the rainbow?
- 4. Which are the rainbow colours? Here is a clue: VIBGYOR.

Activity

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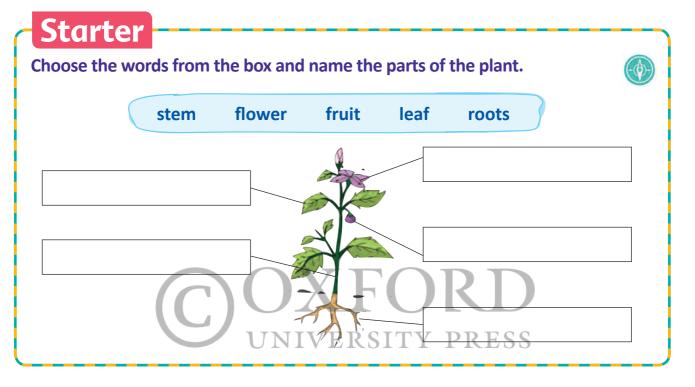
Draw a rainbow.



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The Test



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Now let us read this story.

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Ms Patel loved plants. She taught the students in her class how to grow plants in pots. There was a little garden behind their classroom. She helped the children dig¹ the soil, sow² seeds and water them. The students and Ms Patel were happy to see the plants grow.



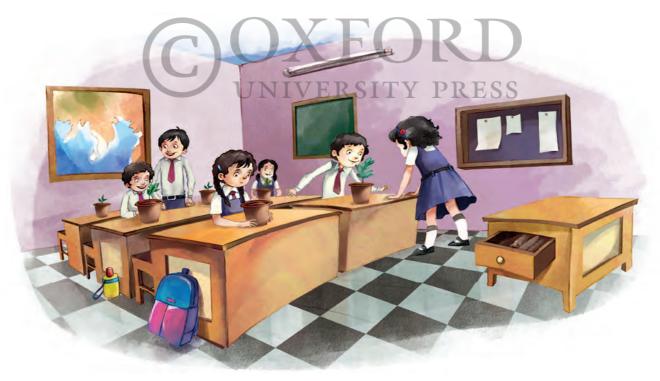
One day, Ms Patel told her students, "I will give each of you a seed and a pot to take home. You should sow the seed, water it and make it grow into a big plant. You should then bring the plants to school after three months. The healthiest plant will get a prize."

All the children in the class were excited. They took the seeds and pots home. After a few days, all the children were talking about their plants. Akash said, "My plant has grown *this* big!" Sania said, "My plant has three leaves now!"

But Sujata was quiet and sad. Her plant had not grown at all! She watered her pot twice a day and kept it in sunlight. But nothing grew from the seed that Ms Patel had given her.

Three months passed. The day arrived when Ms Patel would see all the plants. The students were excited. They brought their plants and put them on their desks. Sujata brought her pot too, but there was no plant in it. There were tears in her eyes.

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Ms Patel went to every student's desk. She looked at all the plants and smiled. She looked at Sujata's pot too. "Sujata," she said, "What happened? Why is there no plant in your pot?" "I'm sorry, Ma'am," said Sujata. "I tried my best. But it did not grow. I don't know what went wrong."

Ms Patel smiled and patted Sujata on her shoulder. "Don't be sad," she said, "You win the prize!"

All the students were surprised.

Ms Patel then explained. "I know all of you are good at growing plants. But this was another kind of test. I wanted to see who was really truthful."

The students were puzzled. Ms Patel said, "I gave all of you boiled seeds. Plants cannot grow out of boiled seeds. When you saw that nothing grew, you put some other seed.

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Only Sujata did not do that. She gets the prize for honesty."

Let us read 1

Read the following sentences and say whether they are true (T) or false (F).

- 1. Ms Patel taught her students how to grow plants.
- 2. Ms Patel said that the prettiest pot will win a prize.
- 3. Ms Patel gave the students fresh seeds.
- 4. Sujata had the healthiest plant.
- 5. Sujata won the prize for honesty.

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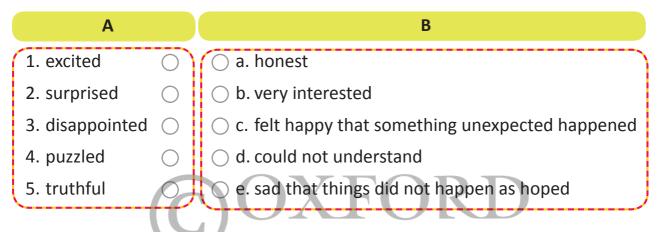
Let us read 2

- 1. Name the three things that are needed for plants to grow well.
- 2. Why did Sujata's seed not grow?
- 3. How did the other children have plants growing in their pots?

Let us learn words

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Match the words in column A with their meanings in column B.



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Choose the correct word from the box write below each face. $\mathbb{R} \subseteq \mathbb{R}^{n}$

happy	angry	sad surpri	sed
		50	

Let us learn grammar

Me, you, him, her, it, us, them

Look at the following sentences.

Ms Patel looked at all the plants. She watered them.

In the second sentence, 'she' stands for Ms Patel and 'them' stands for the plants. Here, we have used 'she' for the person doing the action and 'them' for the thing that the person acts on.

Look at the sentences in the two columns.

l/you/he/she/we/it/they	me/you/him/her/it/us/them		
I ate an apple.	She gave me an apple.		
You won the prize.	He gave you a prize.		
He saw a picture.	He showed him/her a picture.		
It dragged the corn.	The child painted it.		
We wanted some oranges.	You gave us some oranges.		
They had dinner.	The waiter served them dinner.		

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Notice that **you** and **it** remain the same in both the positions.

1. In the brackets, write who the underlined words stand for.

- a. Sheel's mother gave <u>him</u> a new pen. (......)
- b. The children saw the pigeons entering the classroom and chased <u>them</u> away.
 (.....)
- d. He saw a banana peel lying on the footpath. He picked <u>it</u> up and threw <u>it</u> into the dustbin. (......)

2. Fill in the blanks in this story with the words in the box.

	vou	he	they	me	him	them	us	
	you	iic	uncy	inc		them	us	

Many months later, a hunter caught the lion with a huge net. The lion did not know what to do. struggled to get out of the net but could not.

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Soon, he saw the same mouse passing by. "Help please, little mouse," he said. The mouse took pity on the lion. He gnawed at the net and freed the lion. The lion thanked "I am glad I could repay, dear lion," the mouse said. After that, both became good friends.



Spelling and Pronunciation

Silent letters

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Look at these words. The letters in red are not pronounced.					
talk	palm	UNIVERS (silent 'I') RESS			
alarm	farm	(silent 'r')			
know	knife	(silent 'k')			

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Circle the letters that are not pronounced in the following words.

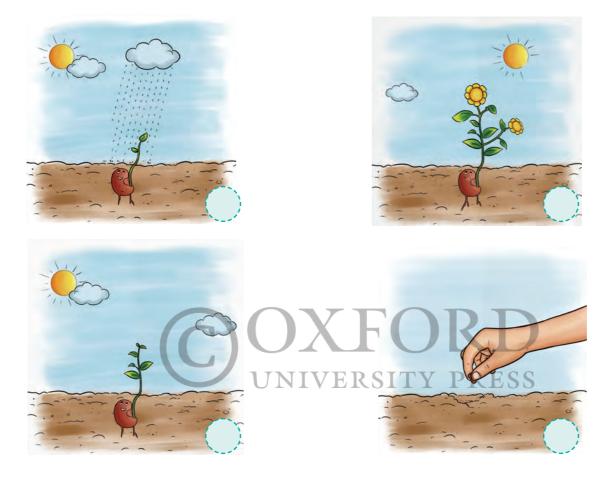
a.	park	bark
b.	shark	dark
c.	knee	knit
d.	walk	chalk
e.	knock	knot



Let us write

The following pictures tell us how a seed becomes a plant. Number the pictures in the correct order.

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Now, fill in the blanks with the words given below.



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- 1. We put a seed in the
- 2. falls on the seed and it starts to grow a little.
- 3. The shines on it and it grows a bit more.
- 4. The seed now has become a
- 5. There are two bright yellow too.

Let us speak

Question game

Look around you and identify a thing that you want your partner to guess. Your partner can ask you questions and you can help them guess the thing you are thinking about.

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Example:

- A: I am thinking of something that we use every day.
- B: Is it in this room?
- A: Yes.
- B: Is it brown in colour?
- A: Yes.
- B: Do we keep books in it?
- A: No.
- B: Do we sit on it?
- A: Yes.

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- B: Is it a chair?
- A: Yes! You guessed it correctly!

🛢 Let us listen 🎧

Listen carefully to the audio. Choose a name from the box and write it below the correct picture.

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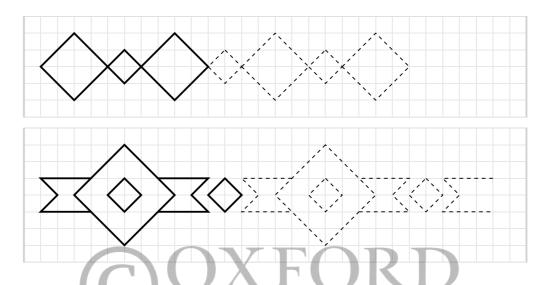


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Art Corner 🚳

Decorating flower pots

Complete the patterns given below. Then, colour them.



Practise these patterns a little more. Then, with the help of an adult, decorate the pots in your house with these patterns. Colour your pots using paints.

You can choose any other design too!













Echo

Starter

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 Ronu is shouting 'Boo' in a large empty hall. What does he hear?

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2. Mickey the rat is standing in front of a mirror. What does he see in it?

3. Choose the suitable words.

- a. We see our reflection/picture in the mirror.
- We hear an echo/a song when we shout in a large empty hall.
- c. When we strike a coin on a carom board and it comes back to the base, we say it slides/rebounds.

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Read this story and answer the questions that follow.

A beautiful fairy called Echo lived all alone among the hills and forests. She loved to talk. But there was no one to talk to.

She talked to herself. She told herself stories. She sang to herself. She liked to have a lot of noise around her.

One day, Goddess Juno was passing by. She saw Echo. Echo did not stop talking. "Stop chattering¹!" shouted Juno. But Echo wouldn't stop. Juno was very angry. She put a curse on Echo. "You will never be able to talk again," said she.

Echo became dumb². She tried to talk but no words

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came out. She was very unhappy.

She begged Juno with her eyes. "Forgive me³, please," she seemed to say. Her eyes were filled with tears.

Juno felt sorry for her. But she could not take back the curse. She told Echo, "You will not be able to speak first. But if you hear a sound you will be able to repeat it."

From that day on, whenever a sound was made in a deserted place⁴, like a cave or a mountainside, the sound was repeated.

Even now, when you say something in a large empty room or a large rocky open space, you will hear your voice come back to you. It is Echo calling back to you.

¹chattering talking \star ²dumb unable to speak \star ³forgive me saying sorry for a mistake \star ⁴deserted place a place where no one lives

Let us read 1 **Complete these sentences.**

- 1. Echo was a
- 2. Echo used to
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- 3. Juno cursed Echo because
- 4. Juno's curse was that

.....

5. When your voice comes back to you it is called an

Let us read 2

- 1. Have you heard your own echo? ERSIT PRESS
- 2. Where have you heard an echo?

.....

Let us learn words

Making opposites using 'un-'

Make opposites of the following words using un at the beginning of each word.

Example: happy—unhappy

1. safe	 6.	clear	
2. lucky	 7.	clean	
3. kind	 8.	tidy	
4. fair	 9.	seen	
5. just	 10.	healthy	

Let us learn grammar

Describing words

Look at the following sentences.

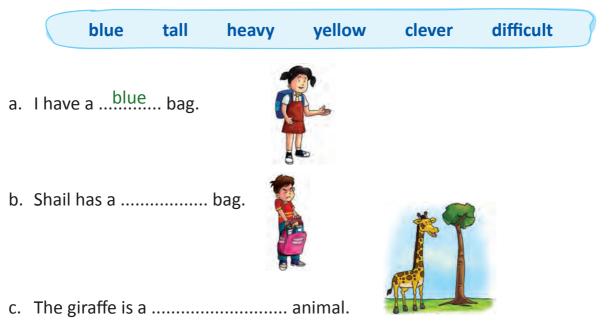
Echo was a <u>beautiful</u> fairy. Juno was very <u>angry</u>.

This is an <u>empty</u> room.

The underlined words in the sentences above are **describing words**. They tell us more about the persons or things that they are describing.

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- 1. Underline the words which describe people, animals, places or things in the following sentences. The first one has been done for you.
 - a. It was a <u>bright</u> morning.
 - b. Manas is a big, strong boy.
 - c. The baby was sleepy.
 - d. I sat on a comfortable chair.
 - e. Look at this golden cup! UNIVERSITY PRESS
- 2. Fill in the blanks with words to describe the people, animals, places or things. The first one has been done for you.



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d. We learnt ten words in this lesson.

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- e. The sun is in colour.
- f. The fox is a animal.

Punctuation

Capital letters

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Make the letters capital where necessary.

- 1. "stop chattering!" shouted juno.
- 2. "you will never be able to talk again," she said.
- 3. "forgive me, please," said echo.
- 4. juno said, "You can repeat the sounds you hear."

Let us write

Given below are sentences from a short story. They are jumbled up. Put them in the correct order and write down the story in your notebook. The first one has been done for you.

- A fairy appeared in his dream and asked him to wish for what he wanted most.
- Once there was a king who wanted to be very rich.

The daughter also turned into gold. She couldn't move or speak.

"I want a lot of gold. Everything I touch should turn into gold!" said the king.

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The fairy granted him his wish.



Next day, the king touched his bed, table, glass and other things. They all turned into gold.

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The king's daughter came to hug her father.

"I don't want gold. I want my daughter back," cried the king.



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The king agreed. He got his daughter back.

The fairy said that he would get his daughter again if he gave away all his wealth to the poor.



Let us speak

Act and do

Take turns to play this game. Two of you come up to the front of the class. One of you acts out an action word. The second person has to guess the action, and then say the instruction in words.

Take a look at the example below:



🖣 Let us listen 🎧

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Listen and fill in the blanks

Listen to the poem and fill in the blanks with the missing words.

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Beautiful soup, so rich and, Waiting in a hot tureen. Who for such dainties would not? Soup of the evening,! Soup of the evening,! Beau—ootiful Soo-oop! Beau—ootiful Soo-oop! Soo—oop of the, Beautiful, beautiful Soup! Beautiful Soup! Who cares for fish, Game, or any other? Who would not give all else for Pennyworth only of UNIVERSITY PRESS Pennyworth only of? Beau—ootiful! Beau—ootiful! Soo—oop of the, Beautiful, beauti-FUL





Life skills

Look at the following situations and choose one of the given options.

1. You borrow your friend's favourite pencil for a day. It has an eraser attached to its back. You use the pencil throughout the day and take it home too. At home you see that the eraser is missing. It fell down somewhere and you cannot find it. Next day, you return the pencil to your friend. He/She asks you about the missing eraser.

Will you:

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- a. tell him/her the truth that you lost it by mistake and say sorry?
- b. tell him/her that the eraser was already missing when you borrowed the pencil?

- c. tell the teacher that your friend is lying?
- d. stop talking to your friend?
- 2. When someone says sorry to you, how do you respond to it?
 - a. You say, "It is okay." UNIVERSITY PRESS
 - b. You do not listen to them.
 - c. You stop talking to them.
 - d. You say, "Thank you. Me too."

After you make your choice, ask an adult if you have made the right decision.

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Discuss this with your friends in class too.



My Hat!

Here's my hat. It holds my head, The thoughts I've had and the things I've read.

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It keeps out the wind. It keeps off the rain. It hugs my hair and warms my brain.

There's me below it, The sky above it. It's my lid. And I love it.

Tony Mitton

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Poem appreciation

- 1. Why do you wear a hat?
- 2. Write down three things that the hat does in the poem.
- 3. What does the phrase 'hugs my hair' show?
 - a. The hat fit well.
 - b. The hat is loose.
- 4. The poet calls the hat his lid. What does a lid do?
- 5. Look at the following lines from the poem

Here's my hat.

It holds my head,

The thoughts I've had

and the things I've read.

The words 'head' and 'read' sound the same. They are rhyming words.

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Find out more rhyming words from the poem.

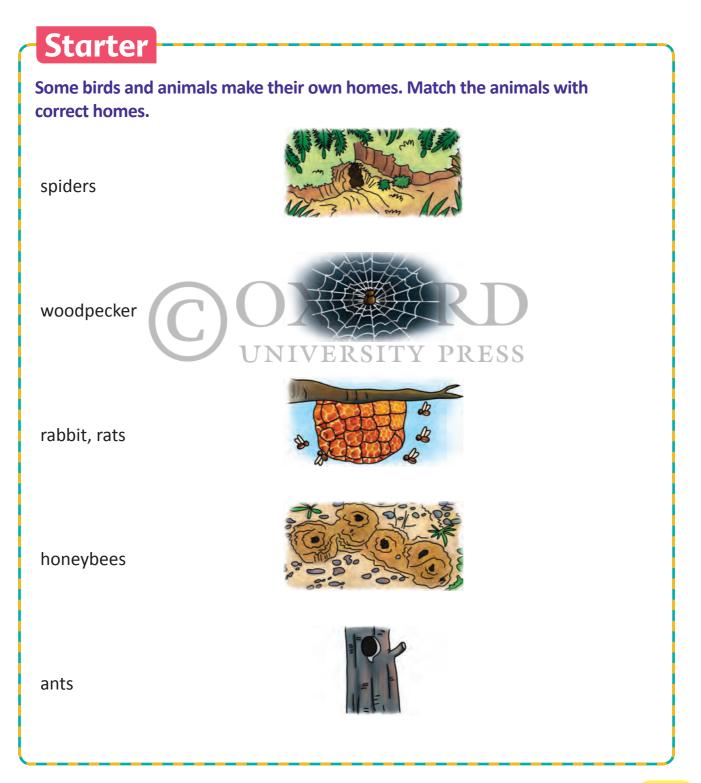
Activity

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Draw a stick figure of a boy or girl wearing a hat.



The Spider's Lesson



Read this story and answer the questions that follow.

Robert Bruce was a prince. He wanted to do a lot of good things for the people of his country. However, the king of the neighbouring country took away his kingdom¹ and sent him out of the country. Robert Bruce tried to gather an army and fight against the king who took away his throne². He tried six times but failed. He now lived in a hut outside the kingdom.

One day, he was lying on his bed. He could not sleep. His eyes were open. He stared at the ceiling³ for a long time. Then his eyes fell on a small spider. The spider was hanging by a thread from a log of wood. It was trying to swing to another beam⁴ of wood. Each time it tried to do that,

it fell back again. Robert was interested in the spider's actions. He wanted to see how long it would continue to try. Would it give up and fall down?

The spider tried six times without success. Then it tried once again. Robert was sure that it would fall again. What a surprise! The spider got on to the beam with the thread. That was the first thread of its web. It then went on to make a big web for itself.

Robert now learnt his lesson from the spider. He rose from his bed and started out with new energy. He gathered⁵ his followers and spoke to them about being brave and not giving up during difficult times. He fought against the enemy king and got back his lost kingdom.

The spider taught him a lesson: Try, try again, until you succeed⁶.



¹kingdom country ruled by a king ★ ²throne position of being a king ³ceiling roof ★ ⁴beam a long piece of wood used to support the floor, ceiling or roof ★ ⁵gathered collected or called ★ ⁶succeed to complete what you were trying to do



Mark the following sentences as true (T) or false (F).

- 1. Robert Bruce was a prince who was sent out of his kingdom.
- 2. Robert was a bad prince.
- 3. The spider was trying to spin a web.
- 4. The spider gave up and fell down.
- 5. The prince got back his kingdom because he learnt a lesson from the spider.

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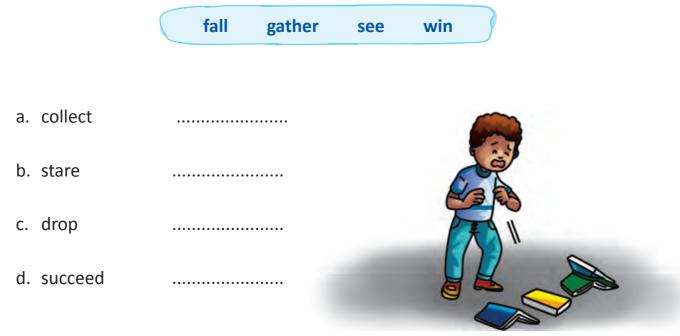
Let us read 2

- 1. Why do spiders spin webs?
- 2. Imagine you are the spider. Would you have tried as many times to spin a web?



Similar words

1. Fill in the blanks with words from the box that have the same meaning as the words in the list.



Opposite words

2. Fill in the blanks with words that are opposite in meaning to the given words.

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	(rise	succeed	take	wake
a.	fail				
b.	fall				
C.	give				
d.	sleep				

Let us learn grammar

am/is/are

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Words which tell us what we are doing at a particular time are called **action words**. The words that help us talk about the action are called **helping words**. These words are *is*, *am*, *are*. They are placed before the action words.

Read these sentences.

I am reading a book.

He is staring at the ceiling.

They **are calling** us to the playground.

All these actions are going on right now. We use **am/is/are** + the action word in the **-ing** form.

1. Look at these pictures and answer these questions. Use the words from the box. One has been done for you.



a. What are the children doing? The children are playing.



- b. What is this boy doing?
 -



d. What is the man doing?

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c. What is the woman doing?





- 2. Fill in the blanks with correct options given in brackets. Some words might change their spelling when adding -ing.
 - a. What (is/are) you (do + ing) right now?
 - b. Mother (is/are) (pack + *ing*) her bags for the trip.
 - c. The guide (is/are) (wave + *ing*) a green flag in the middle of the field.
 - d. Look! The helicopter (is/are) (take + ing) off.
 - e. Asha and Tarun (is/are) (wait + *ing*) for Bhavna at the shopping centre.
 - f. The magician (is/are) (stand + ing) on the stage and

..... (show + *ing*) a trick.



Exclamation mark (!)

When we say something in surprise or filled with wonder, it is called an **exclamation**.

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Example: Oh! How beautiful!

The sentence may start with the words, 'what' or 'how', but it is not a question. We put a '!' mark at the end of the sentence. This '!' mark is called an *exclamation mark*.

Put an exclamation or a question mark at the end of the following sentences.

- 1. How beautiful
- 2. So sad

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- 3. What is the name of this road
- 4. That is great
- 5. What a beauty
- 6. How delicious
- 7. Stop Wait Go
- 8. Where do we park the car
- 9. Alas it's gone
- 10. Is it ready

Let us write

Write a short note about a game that you like to play. Answering the following questions will help you write the note.

- 1. Which games do you like to play?
- 2. Which game do you like the most?
- 3. How do you play the game?
- 4. With how many people do you play the game?
- 5. Why do you like the game?

Let us speak

Describing a picture

Form groups of four. There should be two pairs of students in each group. Choose a picture from any of your books. Describe the picture to the other pair. They must find the picture in the book.

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Example:

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- A: In the picture, there is a girl. She is wearing a shirt and a pair of pants. Her hair is tied in a plait. She is standing in a cave. She is shouting.
- B: Is the illustration in Chapter 4?
- A: Yes! You guessed it correctly.

🛢 Let us listen 🎧

Listen and tick the answer

Listen to the song and tick the correct word from the two that are highlighted.

Mr Lion said. ERSITY PRESS "I am going to sneeze/sleep!" So he put his head *down/brown* Between his knees/heels! He opened his mouth And out it *flew/blew* A giant super *loud/cloud* 'ACHOO!' The jungle floor *jiggled/jingled* And the trees all wiggled And the birds were flown To Bombay And the elephants were *tossed/paused* Every which way Mr Lion looked up and roared/soared, "Oh my, a windstorm just passed!"



Art Corner 🎯

Making a bird's nest

- 1. Find leaves, stems and sticks. You can use long blades of grass and straws too. Make sure they are long and flexible so that they can bend easily.
- 2. Bend all the things collected to make a circle. You can add more twigs and stems to complete the circle. Make sure all items are interconnected and that the nest holds its shape. You can try to use glue to make the circle.
- 3. Fill up the nest with more grass, leaves and twigs. Remember, you must make the nest comfortable from the inside for birds. You can use softer fresh grass for the inside lining.
- 4. You can now decorate your nest with ribbons and strings. You can also place marbles inside the nest.
- 5. Your nest is ready for display!