

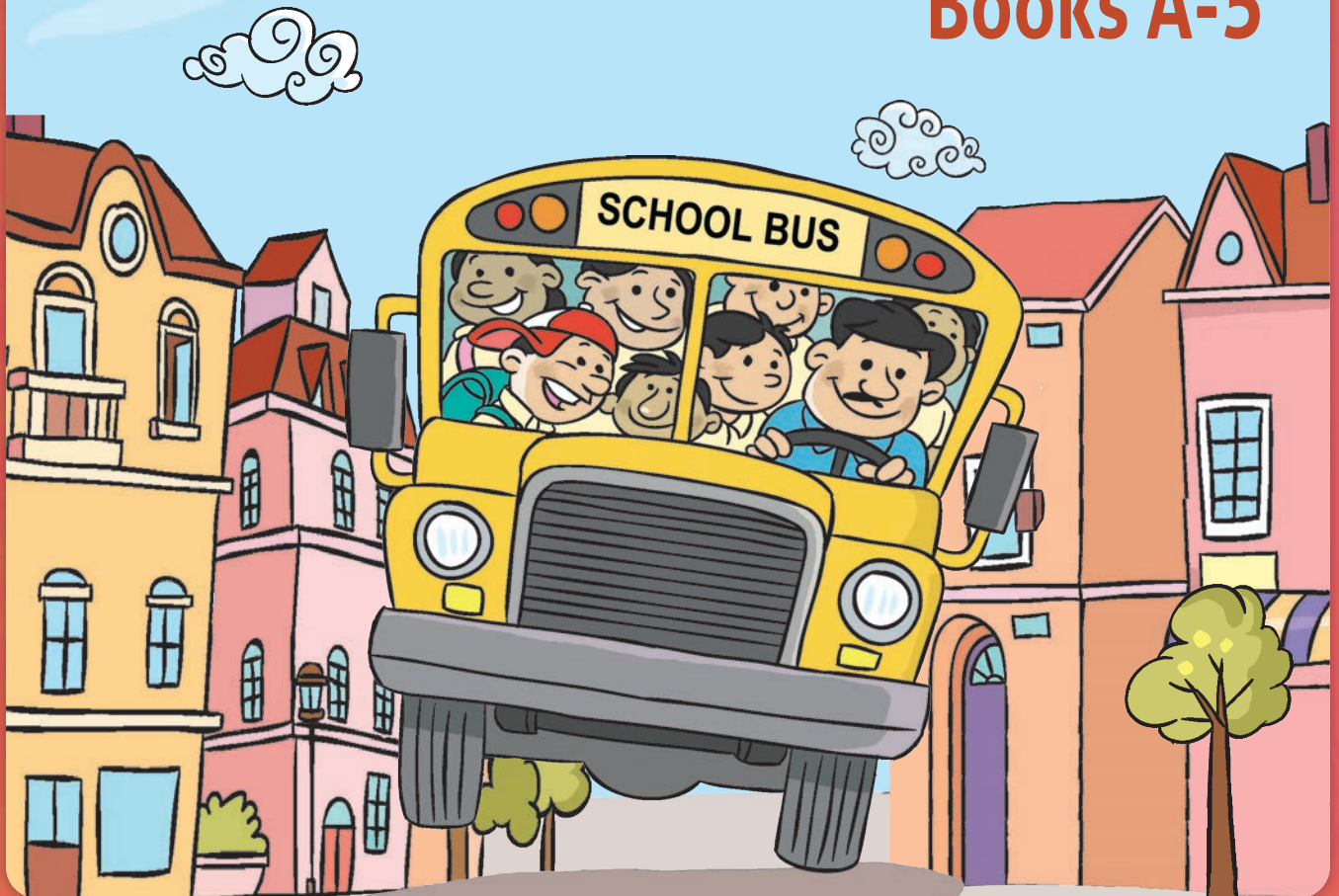


Eduline

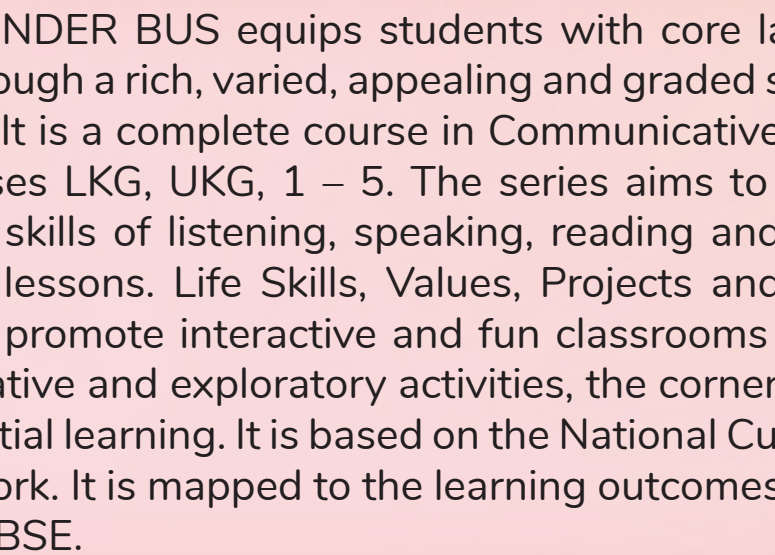
Includes  
the essentials of  
NEP 2020

# Wonder Bus

Books A-5



CATALOGUE



The WONDER BUS equips students with core language skills through a rich, varied, appealing and graded selection of texts. It is a complete course in Communicative English for Classes LKG, UKG, 1 – 5. The series aims to develop the four skills of listening, speaking, reading and writing into the lessons. Life Skills, Values, Projects and Games features promote interactive and fun classrooms through collaborative and exploratory activities, the cornerstone of experiential learning. It is based on the National Curriculum Framework. It is mapped to the learning outcomes laid out by the CBSE.

**Workbooks, Teachers' Manuals, Teachers' CDs,  
App, Web Support available.**

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### Magic Words

Please, thank you, and sorry  
 Are such nice words to say  
 To teacher and to little friends  
 For what they do each day.  
 "Please, I need some crayons now."  
 "I thank you, if I may."  
 And, "Sorry, I did not hear.  
 What is that you say?"  
 Please, thank you, and sorry  
 Are such nice words to say.  
 Try them once and try them twice  
 You'll like to talk that way.



Behaviour  
Enhancement

Based on  
New Education  
Policy

Grammar  
Game

Holistic  
Education

Integrated  
Learning



### 5 My Favourite Festival

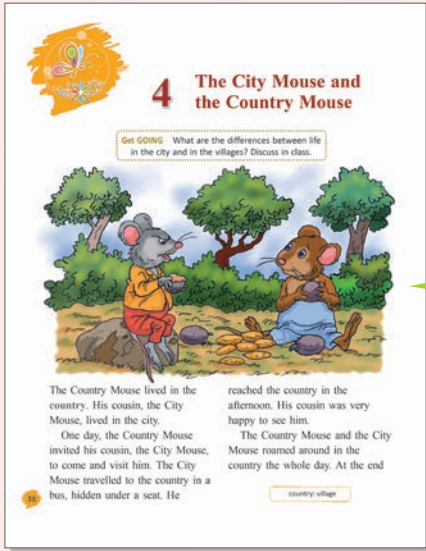
Yesterday was Diwali. My friends, Ramesh and Necta, had come to celebrate it with us. We were all dressed in new clothes.  
 My mother was making sweets with coconuts and dry fruits.  
 "Hello Ramesh and Necta," Mummy wished my friends.  
 "Happy Diwali!"  
 "Happy Diwali to you too, Auntie," said Ramesh and Necta.  
 Just then, Grandpa came in. He greeted us, too. Ramesh and Necta too love my grandfather. They call him Dadaji. They like to listen to Grandpa's stories.



Cultural  
Heritage







Book 3, Pg. 38

Interactive Approach

Teamwork

Book 5, Pg. 110



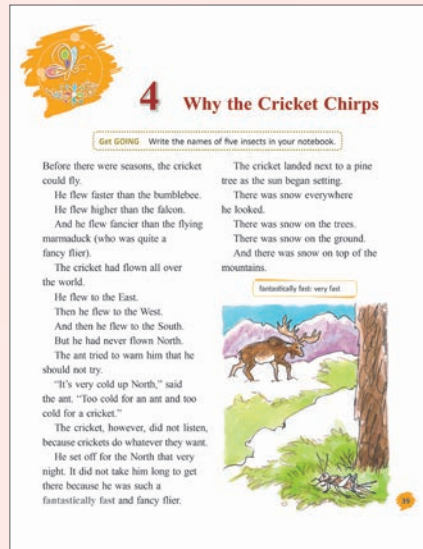
Vocabulary Building

Etiquette Development

Emotional Development

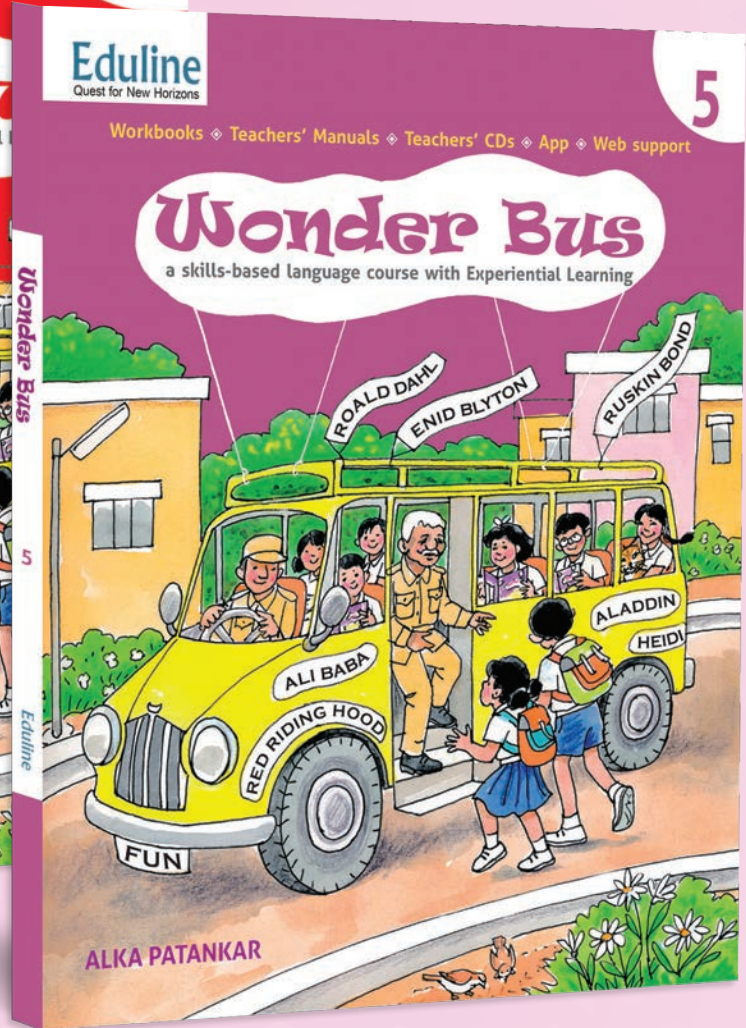
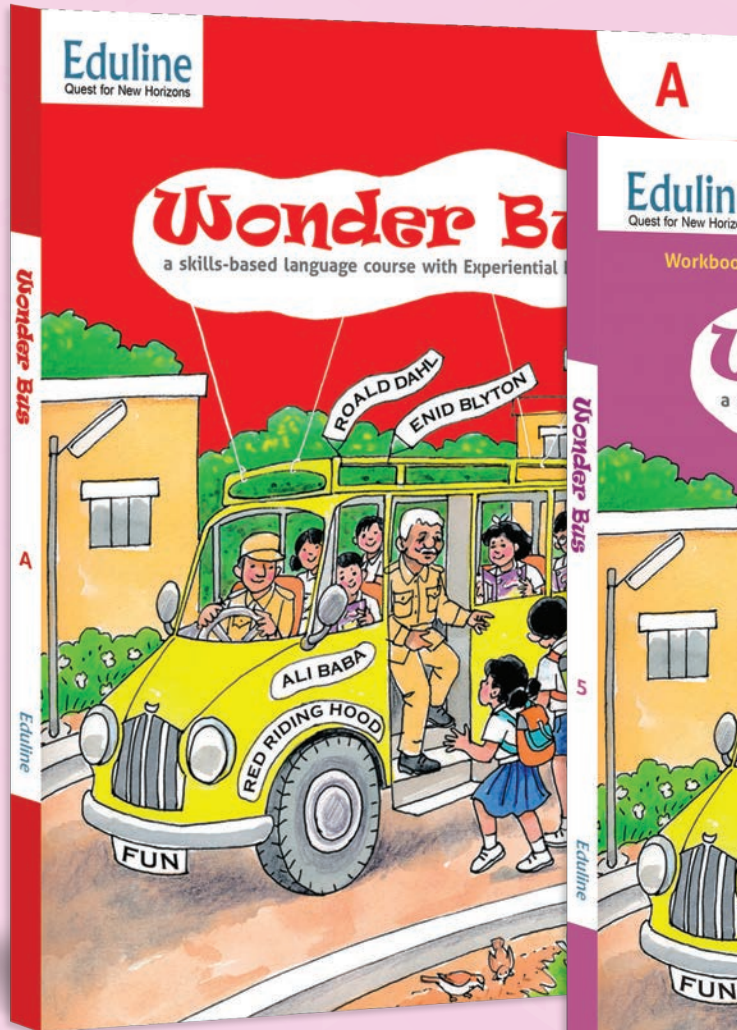
Environmental Awareness

Critical Thinking



Book 4, Pg. 39

# Wonder Bus A-5



# THEME

Inside the book

Factual  
Lesson

Modern  
Poem

Modern  
Story

Test  
Paper

Fairy  
Tale

Play

Environment  
Story

Listening test  
For the Teachers

Classic  
Fable

Folk  
Tale

Classic  
Story

Modern  
Prose

Revision  
Worksheet

Legend

Classic  
Poem

Sport  
Interview



# LEARNING OUTCOMES



Clear goals for students to achieve by the end of the lesson



## Learning Outcomes

**TALKABOUT PICTURES:** *In the Garden, In the Jungle, A Party in the Jungle*

After looking at a talkabout picture, the student can:

- talk about the picture using the labels.
- name the objects in the picture.
- talk about how they celebrate their birthday.
- recognise things in a garden.
- talk about what they do in a garden.

**PICTURE STORIES:** *The Little Red Hen, The Fox and the Crow.*

After looking at

- follow the
- narrate

**POEMS:** *Humpty Dumpty, Baa, Baa, Black Sheep, Mary, Mary, Quite Contrary*

After listening to

- recite it
- recite it

**Pages 9, 12: S**

After doing the

- draw gu

4

Book A, Pg. 4



## Learning Outcomes

**Rummiya**

After this lesson, the student can:

- infer that most problems have a simple solution.
- identify rhyming words.
- recognise and distinguish between questions, statements and exclamatory sentences.
- describe a picture in a sentence using the correct punctuation marks.

**UnThingables**

After this poem, the student can:

- recite the poem with appropriate expression and intonation.
- infer that books take us on an imaginary ride in an imaginary world full of unusual things.
- recognise rhyming words.

**Jadav and the Tree-pace**

After this lesson, the student can:

- infer that trying (and not crying) leads to results.
- understand why trees are useful and planting them is important.
- infer that a no-trees-place can be transformed into a many-trees-place with the help of saplings and seeds.
- identify common prefixes and use them appropriately with words.
- recognise common and proper nouns.
- write a story with the support of some questions.

**What is Pink?**

After this poem, the student can:

- recite the poem with appropriate expression and intonation.
- appreciate the poet's love for the colours in nature.
- draw a rainbow and name its different colours.

**The City Mouse and the Country Mouse**

After this lesson, the student can:

- infer the difference(s) in city life and country life.
- infer that living happily and peacefully is more important than living lavishly.
- enrich their vocabulary by brainstorming synonyms.
- correctly use the articles *a*, *an* or *the* where required.
- write a paragraph with the support of hints.

**The Rats and the Gold**

After this lesson, the student can:

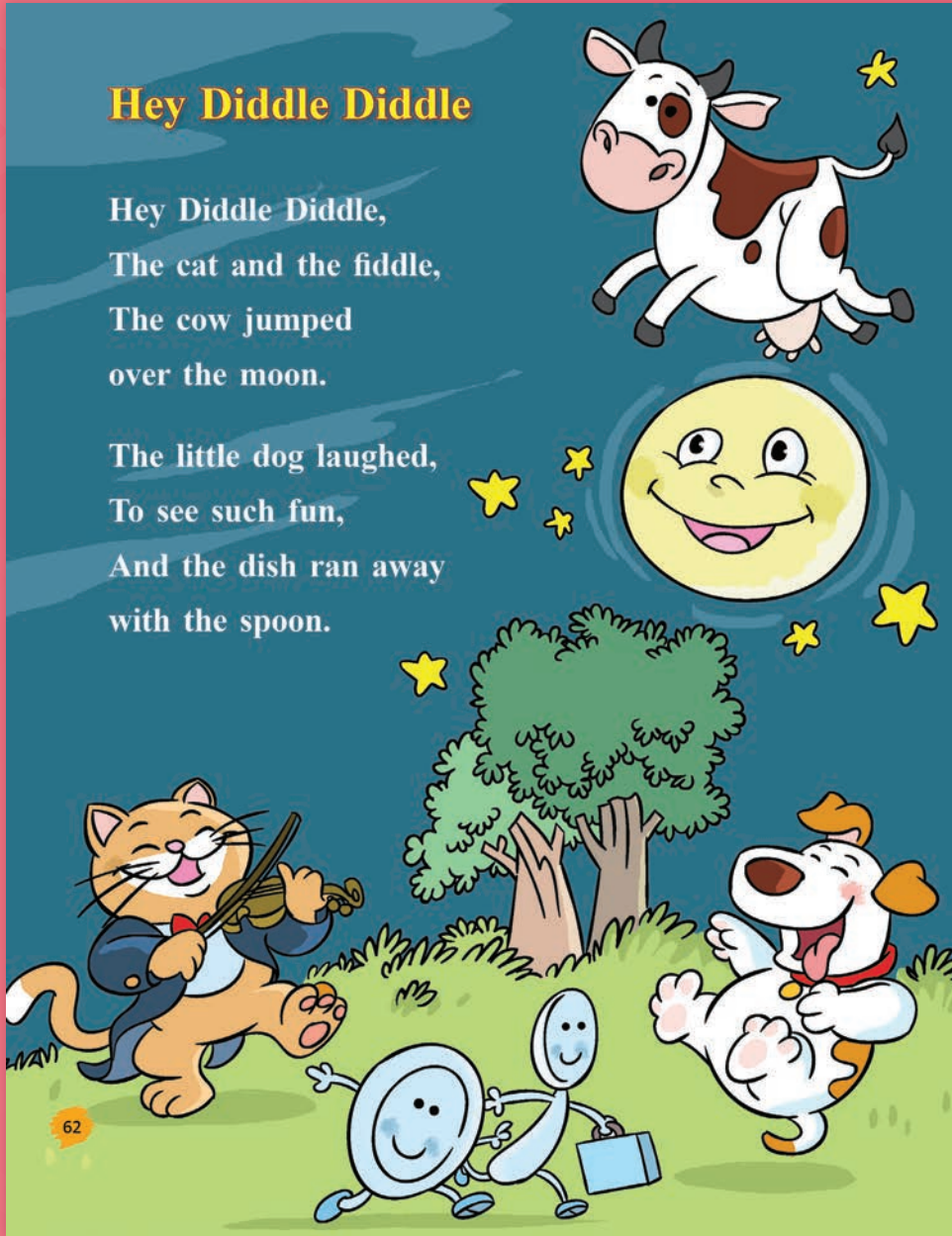
- identify the genre (*play*).
- infer that we should always treat others the way we want to be treated.
- infer that one bad turn deserves another.
- identify the characters and the events in the story.
- recognise the different work that different people do.
- differentiate between the usage of the words *listen* and *hear*.
- sort adjectives in different categories.
- identify adjectives in sentences.



## Hey Diddle Diddle

Hey Diddle Diddle,  
The cat and the fiddle,  
The cow jumped  
over the moon.

The little dog laughed,  
To see such fun,  
And the dish ran away  
with the spoon.



For recitation  
with actions

# PICTURE STORIES



Reading text for  
the teacher

## The Lion and the Mouse



FOR THE TEACHER: Read the story aloud to the children from p. 72. You can use the facial expressions and voice modulation to make your narration interesting. Help the children to focus on each frame.

65

## Sight Words

|        |          |         |         |
|--------|----------|---------|---------|
| a      | am       | all     | are     |
| at     | ate      | and     | go      |
| have   | the      | blue    | they    |
| there  | please   | black   | down    |
| make   | has      | have    | came    |
| must   | here     | help    | thirsty |
| happy  | birthday | friends | dove    |
| mouse  | lion     | who     | where   |
| why    | what     | about   | little  |
| water  | many     | most    | some    |
| people | thing    | morning | evening |

69



To stress on  
the difference  
between spelling  
and sound



# ATTRACTIVE ILLUSTRATION



Illustrations that will engage the child's attention



## 1 The Magic Aeroplane







## UnThingables

Bedtime is known for the stories it brings.  
When you can imagine unthingable things!

A three-legged pirate with one made of wood.  
An alien astronaut up to no good.

An elephant shower that washes off dirt.  
A clown that can fly with a flower that squirts.

A tiny ant mansion that all of them share.  
A green ghostly teacher with ghostly grey hair.

A jaguar with bagpipes she just learned how to play.  
A face shaving whale who is starting his day.

A monster mailman who won't get very far.  
A marshmallow driving a new fancy car.



### DANIEL ERRICO

Daniel Errico has written several stories and poems for children. His works have been made into books, best-selling ebooks, animated films, apps, and even plays. Read more stories written by him at [freechildrenstories.com](http://freechildrenstories.com).

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Short note on  
authors and  
poet



For warm-up activities



## 8 The Pride of the Jungle

**Get GOING** Which of these animals belong to the cat family: lions, dogs or monkeys?

I am a tiger. I belong to the cat family. I am the largest cat in the world. My babies are called cubs. A group of tigers is called a pride.

We are found mainly in India, Russia, Nepal and Indonesia. We live in forests, swamps and grasslands.

I have a reddish-orange coat with black stripes. Did you know – every tiger in the world is different. No two tigers have the same pattern of stripes.

My whiskers are white in colour. I am about two metres in height.

swamps: wet lands covered with plants



## Fun with READING



### A. Number these sentences in the correct order.

- \_\_\_ They met Foxy Loxy.
- 1 Chicken Little was in the woods.
- \_\_\_ They met Turkey Lurkey.
- \_\_\_ King Lion saw a big mango lying on the ground.
- \_\_\_ A mango fell on his head.
- \_\_\_ Chicken Little met Henny Penny. He said, "The sky is falling, Henny Penny."
- \_\_\_ They met Goosey Loosey.

### B. Fill in the blanks with words from the box.

|         |       |             |      |           |
|---------|-------|-------------|------|-----------|
| sky     | piece | Henny Penny | Lion | Foxy Loxy |
| foolish | mango | woods       | head |           |

One day, Chicken Little was walking in the \_\_\_\_\_

A \_\_\_\_\_ fell on his head. He thought the \_\_\_\_\_ was falling. He started to run. On the way he met \_\_\_\_\_, Turkey Lurkey, Goosey Loosey and \_\_\_\_\_. He told them that the sky was falling and they all ran with him. They went to King \_\_\_\_\_. He asked Chicken Little to



To assess how much the learners have grasped



# FUN WITH WORDS



Focus on different language structures and enhances the vocabulary

## Fun with WORDS

HOMONYMS



**Homo** means **same**; **nym** means **name**. **Homonyms** have similar spellings and pronunciation but different meanings. For example, **bear** is an animal and it also means to hold up.

D. Which meaning is correct? Write **a** or **b** in the blanks.

|   | Sentence 1   | Sentence 2                                     |
|---|--|--|
| 1. <b>LETTER</b><br>a. a written message you send to someone<br>b. words are made up of these | A sentence always begins with a capital <u>  b  </u> . | Will you post this <u>  a  </u> for me?        |
| 2. <b>LEFT</b><br>a. direction<br>b. went away  | Madhav's parents _____ him at his friend's house.      | Turn _____ and you will see the path.          |
| 3. <b>ADDRESS</b><br>a. speak to<br>b. location   | Please write your home _____ on this paper.            | The principal will now _____ the gathering.    |
| 4. <b>CURRENT</b><br>a. of the present time<br>b. flow of water                               | The _____ news of her health is not good.              | The _____ in this river is strong. Be carefull |
| 5. <b>SPOKE</b><br>a. past tense of speak<br>b. part of a wheel                               | Each _____ of the wheel supports the bicycle.          | Kiara _____ to her friend.                     |



## Fun with GRAMMAR



Words that we use in place of nouns are called **pronouns**.  
Pronouns make sentences shorter and easy to say and write.  
EXAMPLES: Ramesh and Neeta are my friends. Ramesh and Neeta  
have come to visit me.  
Ramesh and Neeta are my friends. **They** have come to  
visit me.

EXAMPLES: Grandpa came in. Grandpa wished Ramesh,  
Neeta and me.  
Grandpa came inside. **He** wished us.

**They, he and us** are pronouns. **She, it, I, me, us and you** are also  
pronouns.

We use **I and me** to talk about ourselves.

We use **you** when we are talking to someone.

### E. Circle the correct pronouns to complete the sentences.

1. This is Raju. ( He / It ) is my brother.
2. Priya and Ratan are my friends. ( She / They ) play with me.
3. Look at the kittens, Mummy! Can ( we / they ) take one home?
4. Yesterday was my birthday. ( Us / I ) had a party.
5. I saw a horse at the farm. ( It / They ) was big and friendly.
6. Tara, do ( she / you ) want a glass of milk?

### F. Choose pronouns from the brackets to use in place of the underlined words. Then write the new sentences.

1. Tanya is tired. Tanya will go to bed now. (He/She)

She will go to bed now.

## Vocabulary



With ample  
practice for  
teaching-learning  
grammar

# LISTENING, SPEAKING



The learner listens and comprehend the text to answer the question

## LISTENING

EXPERIENTIAL LEARNING

Listening text on page 121

1. Listen carefully as your teacher reads out sentences about road the blanks with the correct names.



Communication Skills

## SPEAKING

EXPERIENTIAL LEARNING

1. Work with your partner. Take turns to point at the pictures and say what you can and cannot do.

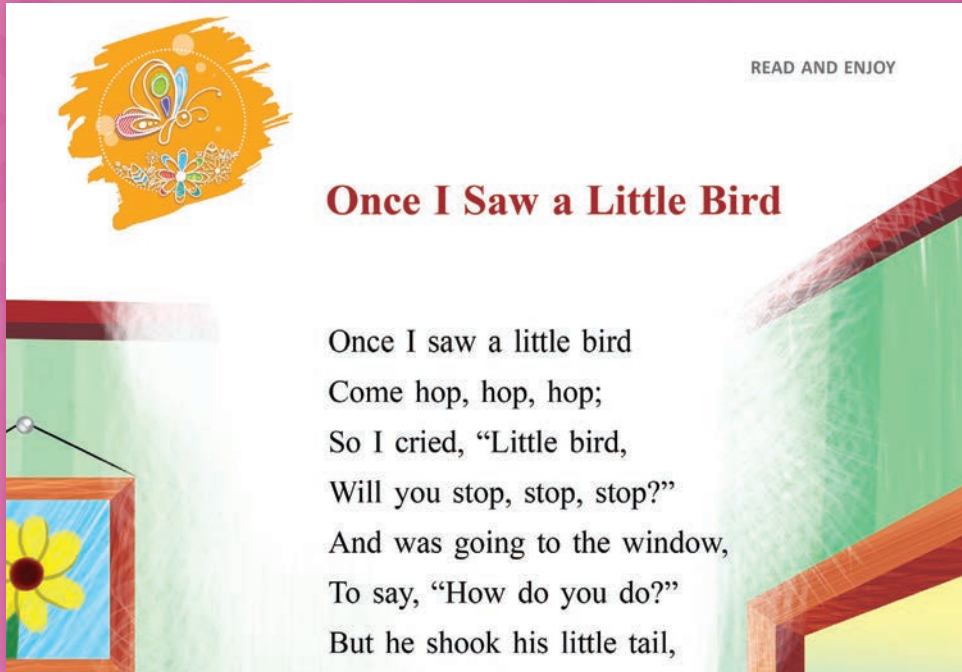


Book 3, Pg. 77



Series provide practice to the learner to use language

Book 2, Pg. 52



READ AND ENJOY

## Once I Saw a Little Bird

Once I saw a little bird  
 Come hop, hop, hop;  
 So I cried, "Little bird,  
 Will you stop, stop, stop?"  
 And was going to the window,  
 To say, "How do you do?"  
 But he shook his little tail,



To engage learner,  
 develop and  
 sharpen reading  
 habits

Book 1, Pg. 16



- Level-appropriate writing tasks
- Checklists for self-assessment

### WRITING

EXPERIENTIAL LEARNING



**L. Complete these sentences about your holidays.**

1. I spend my holidays with \_\_\_\_\_  
 \_\_\_\_\_
2. In the holidays, I like to \_\_\_\_\_  
 \_\_\_\_\_
3. I like to eat \_\_\_\_\_  
 \_\_\_\_\_
4. I like to wear \_\_\_\_\_  
 \_\_\_\_\_
5. I like to go \_\_\_\_\_  
 \_\_\_\_\_

# LIFE SKILLS, VALUES

Experiential Learning



Real-life situations

## LIFE SKILLS

RESPONSIBILITY  
EXPERIENTIAL LEARNING



Do you take responsibility for your own things and actions?

P. Give yourself a point in the chart for the work you do.

AT HOME

|                                  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY | POINTS |
|----------------------------------|--------|---------|-----------|----------|--------|----------|--------|--------|
| Tidy my room                     |        |         |           |          |        |          |        |        |
| Put dirty dishes in the sink     |        |         |           |          |        |          |        |        |
| Put clean clothes in my cupboard |        |         |           |          |        |          |        |        |
| Make my own bed                  |        |         |           |          |        |          |        |        |
| Put away my toys after playing   |        |         |           |          |        |          |        |        |

Book 5, Pg. 39



Activities that enable the children to develop their self-esteem, think critically and creatively

## VALUES

REPAIRING THINGS  
EXPERIENTIAL LEARNING



Q. Don't throw it. Fix it. If your shoes are torn, what would you do? Tick (✓) the correct option.

1. Throw them away.
2. Give them to Pushpa Aunty, whose son is the same age as you.
3. Take them to the cobbler and get them repaired.

**HERITAGE POINT:** In India, we have a strong tradition of recycling, whether it is food or clothes. While their numbers have reduced greatly, we still find *kabadiwalas* who collect old newspapers and recyclable household metal and plastic waste, and street peddlers who take in your old clothes in return for new steel utensils.





# PUNCTUATION, DICTIONARY SKILLS

## PUNCTUATION

You have learned that commas are used to

- separate words in a list.
- separate an introductory word or group of words from the rest of a sentence.
- before question tags.
- to separate speech in double quotation marks from the rest of a sentence.
- between the name of a city and country when used together in a sentence.

### A. Insert commas in the correct places.

1. Radha come and meet my friends.
2. We bought paper pens ink and a box of crayons at the stationary shop.
3. Why do I have to do it Mahir whined.
4. St Xavier's is a famous college in India.
5. You forgot his birthday didn't you?
6. Once upon a time there were magical creatures that lived on Earth.



Activities for mastery over spelling and writing to improve vocabulary

Book 5, Pg. 97



Activities which stimulate word meanings, uses and other information

## DICTIONARY SKILLS

B. A dictionary tells us the part of speech of a word. It says whether a word is a noun, a verb, a pronoun or an adjective. Look up a dictionary to find out which of these words are adjectives. Circle them. Make sentences with the adjectives.

enthusiastic    gasp    coach    valuable    irksome  
clear    shaggy    accident    drain    grill    bay

C. Look at the words in Exercise B again. Which of these words can be used both as verbs and nouns? Make sentences using them as nouns.

Book 4, Pg. 89



# Detailed Contents

| Lesson   | Vocabulary                 | Grammar   | Listening  | Speaking  |
|--|----------------------------|---|--|---|
| 1. Rumniya<br>MODERN STORY                               | 8<br>rhyming words         | kinds of sentences                              | picture-based listening activity                                       | describing a picture  |
| <i>UnThingables</i><br>MODERN POEM                       | 17<br>spelling             |   |  |   |
| 2. Jadav and the Tree-place<br>MODERN STORY              | 19<br>prefixes             | common and proper nouns                         | listening to a passage and writing true or false                       | role-playing a conversation                                 |
| 3. Clever Bobo<br>CLASSIC STORY                          | 28<br>suffixes             | pronouns in the first, second and third persons | listening and writing sentences and then replacing nouns with pronouns | talking about likes and dislikes                            |
| <b>Punctuation, Dictionary Skills 35</b>                 |                            |   |  |   |
| <i>What is Pink?</i><br>CLASSIC POEM                     | 36<br>colours in a rainbow |   |  |   |
| 4. The City Mouse and the Country Mouse<br>CLASSIC STORY | 38<br>synonyms             | articles  | listening to a paragraph and circling the correct words                | talking about likes and dislikes with respect to one's life |

# DETAILED CONTENTS

## COMMUNICATION SKILLS

### Reading

### Writing

### Life Skills/ Values

|   |                         |                          |
|---|-------------------------|--------------------------|
| MCQs, completing the sentences, wh- questions                                     | making sentences        | everyday skills, honesty |
| filling the blanks, wh- questions, noting down rhyming words                      |                         |                          |
| marking sentences as true or not true, wh- questions, reference to context        | writing a factual story | water conservation       |
| writing true or false, describing characters, identifying speakers, wh- questions | making lists            |                          |
|   |                         |                          |
| wh- questions   |                         |                          |
| writing true or false, MCQs, numbering sentences, wh- questions                   | making a poster         | respecting others        |

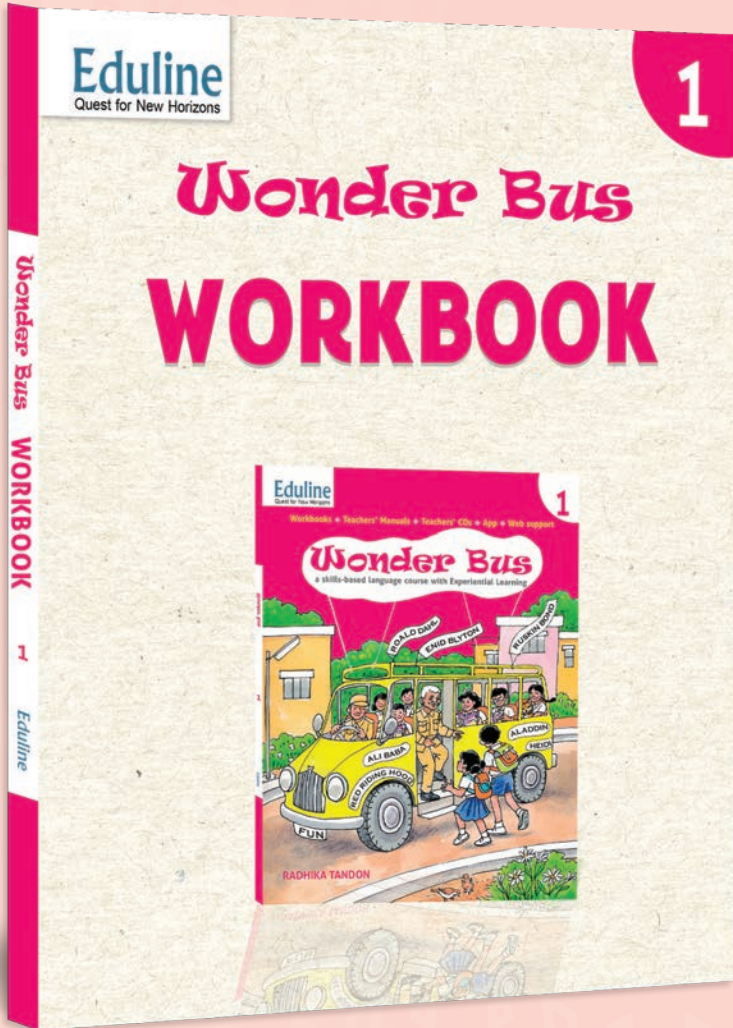


Shows how the contents of each book adhere to circular requirement



# WorkBooks 1-5

**THEME**  
Inside the book



Fun with  
READING

Vocabulary

Grammar

Ample  
practice  
questions

Spelling  
Check

additional  
lessons-based  
comprehension  
exercises

Writing  
practice

WRITING

Stories and poems  
by well-known writers  
and poets

These Workbooks complement the topics and lessons covered in the Main Coursebooks



## 5

## My Favourite Festival

### Ramesh and Neeta Celebrate Diwali

Ramesh and Neeta are eagerly waiting for Diwali. Their father said they are going to get their house painted. Their mother said they are going to be very busy next week. They will go shopping for new clothes to wear on Diwali. Like every year, they will buy gifts for their friends and family.

Ramesh and Neeta will help their mother to make sweets for Diwali. They have also chosen a colourful 'Rangoli' design which their grandparents will help them to make.

On Diwali, they will decorate their house with 'diyas' and candles. In the evening, the family will sit together and perform Lakshmi Puja. They will also exchange gifts.

But there is something Ramesh, Neeta and their friends will do differently this time.

They will not burst crackers. They have learnt in school how bursting crackers leads to air and noise pollution and how it harms the environment.

So, this Diwali they will help to keep the environment clean.



33



Provides an additional lessons-based variety of unseen comprehension passages



To further practice  
the concepts dealt  
with in the main  
coursebook

## Fun with READING

### A. Match the columns to make sentences.

- |                                  |                                    |
|----------------------------------|------------------------------------|
| 1. The mouse saw a creature      | a. fierce and stared at the mouse. |
| 2. The creature's eyes were      | b. a harmless Cock.                |
| 3. The lovely animal's eyes were | c. the Cat.                        |
| 4. The fierce thing was          | d. mild and sleepy.                |
| 5. The pretty thing was          | e. strutting about on two legs.    |

### B. Fill in the blanks with the correct words.

- The great creature the mouse saw had \_\_\_\_\_ legs. (three/two)
- The great creature had a \_\_\_\_\_ cap on his head. (pink/red)
- The lovely animal was \_\_\_\_\_ and \_\_\_\_\_. (grey/white/blue)
- The lovely animal looked at the mouse \_\_\_\_\_. (gently/rudely)

### C. Choose the correct groups of words to describe the Cock and the Cat.

long tail   long neck   fierce eyes   sleepy eyes  
sharp mouth   mild eyes   red cap   soft fur  
two legs   grey and white

| Cock | Cat |
|------|-----|
|      |     |
|      |     |
|      |     |
|      |     |



## Fun with GRAMMAR

### D. Circle the common nouns in the box.

village friends Harshit flower Jai Canada  
 Yamuna Mount Everest pencil notebook  
 judge shirt aeroplane cup tree

### E. Underline the proper nouns in the sentences.

1. Chandigarh is the capital of Punjab and Haryana.
2. My grandfather lives in a houseboat in Kerala.
3. Lalit collects model cars and boats.
4. We went to Jaisalmer last December.
5. Shimla at night is a pretty sight.

### F. Match the common nouns with the proper nouns.

1. river
2. city
3. film
4. person
5. mountain

- a. Lion King
- b. Anil
- c. Mahanadi
- d. Himalayas
- e. Mumbai



For extensive  
language practice

# FUN WITH WORDS



Tasks to practice  
vocabulary and  
grammar

## Fun with WORDS

### D. Circle a synonym for the words in bold.

- |                     |              |               |               |
|---------------------|--------------|---------------|---------------|
| 1. <b>patient</b>   | a. impatient | b. hurried    | c. calm       |
| 2. <b>regular</b>   | a. uniform   | b. changeable | c. disorderly |
| 3. <b>same</b>      | a. unlike    | b. different  | c. similar    |
| 4. <b>together</b>  | a. afar      | b. apart      | c. joined     |
| 5. <b>useful</b>    | a. useless   | b. lucky      | c. practical  |
| 6. <b>vanish</b>    | a. appear    | b. disappear  | c. arrive     |
| 7. <b>singular</b>  | a. plural    | b. certain    | c. one        |
| 8. <b>courteous</b> | a. polite    | b. curious    | c. courtly    |

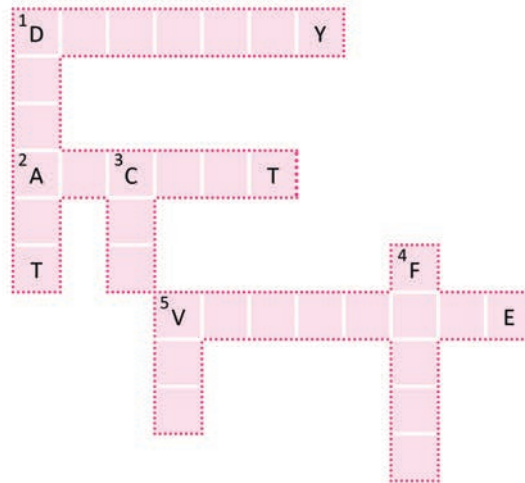
### E. Write antonyms for these words. Then fill in the crossword.

ACROSS

- 1 build \_\_\_\_\_  
2 deny \_\_\_\_\_  
5 worthless \_\_\_\_\_

DOWN

- 1 arrive \_\_\_\_\_  
3 foolish \_\_\_\_\_  
4 true \_\_\_\_\_



## WRITING

**J. Rewrite the passage using quotation and other punctuation marks as needed.**

You are not paying attention said the Mouse to Alice

I beg your pardon said Alice very humbly

If you think I will continue I will not cried the Mouse sharply and very angrily

A knot asked Alice, always ready to make herself useful Oh do let me help to undo it

I shall do nothing of the sort said the Mouse getting up and walking away

You insult me by talking such nonsense

I didn't mean it pleaded poor Alice But you're so easily offended

The Mouse only growled in reply

Please come back and finish your story Alice called after it

The others all joined in chorus Yes please do but the Mouse only shook its head impatiently and walked a little quicker



Focusing on the writing skills of the student

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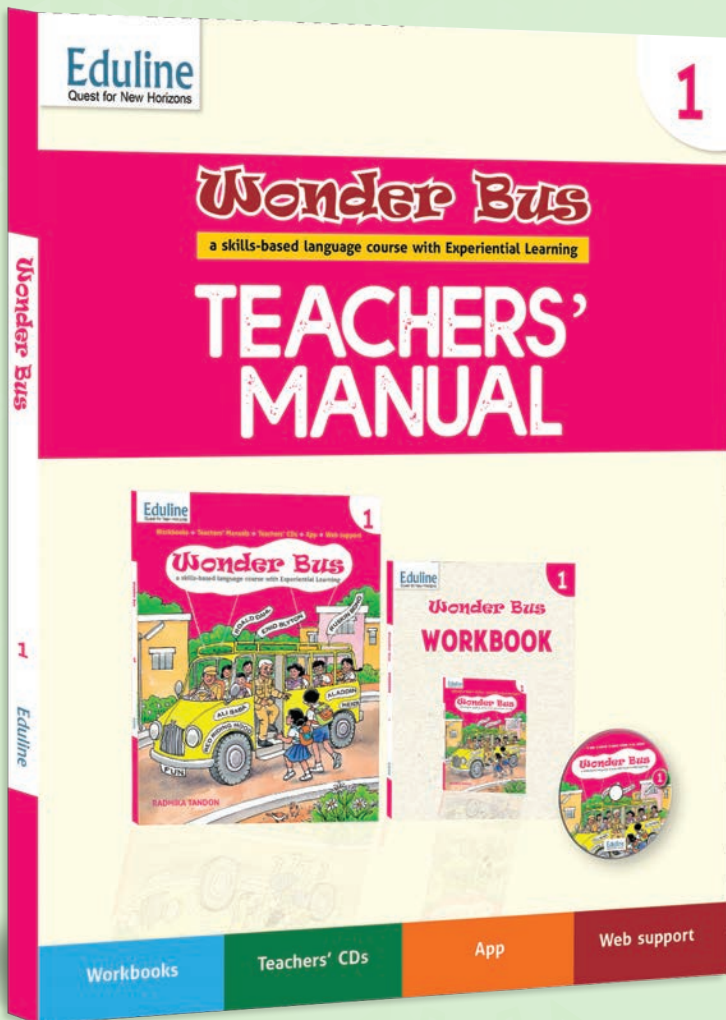
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# Teachers Manuals 1-5



**THEME**  
Inside the book

Exhaustive  
answers to  
workbooks

Writing

Reading  
Comprehension

Lesson  
plans

Worksheet for  
Student Practice

Grammar

Textbook  
answers

These Teachers Manual comprise of lesson plan, thematically linked unseen comprehension passages, vocabulary, grammar and writing tasks.

## 3 Clever Bobo

### LESSON PLAN

#### LEARNING OBJECTIVE

Warm-up activity

#### ACTIVITIES

Tell each student to think of a story as mentioned in the Get Going section and narrate it to the class.

#### SKILLS FOCUS

Observing and speaking

#### LEARNING OBJECTIVE

Reading the lesson with correct pronunciation

Infer that intelligence is superior to physical strength

#### ACTIVITIES

Read the story aloud with expression and emphasise on correct pronunciation. Then ask the students to take turns to read aloud the story. Discuss the characters and events that take place in the story and explain any difficult words and phrases.

Then have the students re-read the story in pairs and mark each statement in **Exercise A** as *true* or *false*. The students must discuss the reason for their answer with their partner.

Read aloud each word in the box in **Exercise B** and ask the students whether it describes Bobo or Bhasuraka. Let the students complete the exercise in their textbooks after the class discussion.

Read aloud each line in **Exercise C** and let the students answer who spoke the lines and to whom.

The questions in **Exercises D** and **E** will first be answered orally. The students will need to give reasons for their answers. Then the students will write the answers in their notebooks. Collect the notebooks for correction.

#### SKILLS FOCUS

Reading

#### LEARNING OBJECTIVE

Make new words using suffixes appropriately

Identify the correct spellings of words

#### ACTIVITIES

Revise the concept of prefixes using the vocabulary box on page 32. Read out the words in **Exercise F** and ask the students to make new words by adding suitable suffixes.

Next tell them to attempt **Exercise F** on their own by identifying and putting a tick mark against the correctly spelt words.

#### SKILLS FOCUS

Vocabulary



Suggestions on how to conduct activities in the classroom

# READING COMPREHENSION



Thematically  
linked unseen  
comprehension  
passages

## WORKSHEET

## Reading Comprehension

### Friends

How good to lie a little while  
And look up through the tree!  
The Sky is like a kind big smile  
Bent sweetly over me.  
The Sunshine flickers through the lace  
Of leaves above my head,  
And kisses me upon the face  
Like Mother, before bed.  
The Wind comes stealing o'er the grass  
To whisper pretty things;  
And though I cannot see him pass,  
I feel his careful wings.  
So many gentle Friends are near  
Whom one can scarcely see,  
A child should never feel a fear,  
Wherever he may be.

*Abbie Farwell Brown*

### A. Read the lines and answer the questions.

1. *The Sky is like a kind big smile*

*Bent sweetly over me*

a. Where is the poet at this moment?

---

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WONDER BUS

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## WORKSHEET

## Grammar

### A. Complete this table.

|    | POSITIVE | COMPARATIVE | SUPERLATIVE |
|----|----------|-------------|-------------|
| 1  | simple   |             |             |
| 2  | cold     |             |             |
| 3  |          | rougher     |             |
| 4  | bitter   |             |             |
| 5  | round    |             |             |
| 6  |          | saltier     |             |
| 7  | rainy    |             |             |
| 8  |          |             | quittest    |
| 9  |          | dirtier     |             |
| 10 | shameful |             |             |

### B. Circle the adjectives of quality in these sentences. Underline the nouns that they describe.

- Chandni gifted us an ugly, pink vase with enormous roses all over it.
- Mangoes are sweet, juicy and delicious which is why they are my favourite fruit.
- The ancient farmer was riding a handsome, tall, black horse.
- I found an incredibly beautiful and colourful rug at the local market.
- John had a ridiculous black and red hat that he wore all over the town.
- The Harry Potter books are exciting, magical and fast-paced.
- I find winters too cold and dreary. I prefer the warm and sunny days of summer.
- Gnochi is a small, round dumpling made from potatoes that is used in Italian food.
- The delicious aroma of hot soup drifted out of the kitchen.
- The new machine is small, compact and extremely efficient.



Provide extensive practice in grammar



To reinforce the concepts learnt in the main coursebook

## WORKSHEET

## Vocabulary

A. Tick (✓) the correct boxes to show the prefixes that can be used with the given words.

|   |             | un | dis | im | ir | re |
|---|-------------|----|-----|----|----|----|
| 1 | conscious   | ✓  |     |    |    |    |
| 2 | satisfied   |    |     |    |    |    |
| 3 | pure        |    |     |    |    |    |
| 4 | balanced    |    |     |    |    |    |
| 5 | cover       |    |     |    |    |    |
| 6 | believe     |    |     |    |    |    |
| 7 | pleasant    |    |     |    |    |    |
| 8 | replaceable |    |     |    |    |    |

B. Add **ness** or **ful** to the words in the box and fill in the blanks. You may have to make other changes in the spellings.

spoon thought care lazy grace lonely

- Have a \_\_\_\_\_ of this medicine every morning.
- \_\_\_\_\_ can be a big problem for elderly people.
- Aruna is a \_\_\_\_\_ and kind person.
- The dancer's \_\_\_\_\_ movements captivated the entire audience.
- Be \_\_\_\_\_! The floor is wet.
- Dharam is an intelligent boy but his \_\_\_\_\_ is a problem.

### PRONUNCIATION

Read these words. Note the sound of **a**.

say pale delay

Now circle the words that have the same **a** sound.

8





grey hay stale animal claim alley lame okay

WONDER BUS

## WORKSHEET

## Writing

A. Make sentences about the pictures. Begin your sentences with **this is**, **that is**, **these are** or **those are**.

| NEAR   | FAR  |
|--|--|
| <p>1.</p>  <p>_____</p> | <p>2.</p>  <p>_____</p> |
| <p>3.</p>  <p>_____</p> | <p>4.</p>  <p>_____</p> |

B. Complete the sentences in your own words.

WONDER BUS

1. This is \_\_\_\_\_.
2. These are \_\_\_\_\_.
3. That is \_\_\_\_\_.
- 28 4. Those are \_\_\_\_\_.



To hone language  
productive skills



## MAIN COURSEBOOK

### ANSWERS

#### MAIN COURSEBOOK

A.

| CAUSE   | EFFECT   |
|---|--|
| The thermostat cuts off the power when the heat goes way up.                              | The red light of the electric gadget goes out.   |
| The multimeter checks if all the parts of the iron are allowing electric current to flow. | If all parts are working fine, the light of a gadget glows.  |
| An unseen hole in the inner tube of a bike's tyre.  | Small bubbles rise if you immerse the tube of a cycle tyre part by part in a tub half filled with water. |
| We do not fix broken things and instead throw them away.                                  | We would have mountains of waste all over.   |

B.

- 1.
- a. Shyam said this to Shrisha.
- b. The speaker had to wear the crumpled shirt because when he switched on the iron, its light didn't glow and it remained cold.
2. a. Shrisha said this to Anupama Aunt.
- b. 'It' was the iron.
3. a. Manigandan Anna said this to Shyam and Shrisha.
- b. The inner tube of the bike's tyre had a hole in it.

C.

1. A multimeter checks if all parts of the iron are allowing electric current to flow.
  2. Manigandan Anna immerses the tube, part by part, in a tub half-filled with water. At one point, small bubbles rise and he finds the hole.
  3. Anna rubs the surface of the tube around the hole with sandpaper, and applies a rubber adhesive to the tube and seals with a piece of rubber (cut from an old tube).
  4. Repair Cafés conduct free workshops where people from different generations come together and keep alive the culture of repairing things.
  5. Repair enthusiasts and professionals such as cobblers, umbrella repairers, alteration tailors and watch repairers, repair at a Repair Café.
- D. 1. The story ends with "It is a day well spent," because each of their things (shirt, iron, bike) get repaired at the end, and in the process they get to learn a lot about the art of repairing.
2. *Answers will vary. Sample answers:*

Things that can be taken to a Repair Café:

- shoes
  - umbrellas
  - clothes
  - watches
- E. 1. first 2. problem 3. alive 4. free  
5. cools 6. rising 7. prevented  
8. different
- F. 1. hear 2. kid 3. present 4. shout  
5. weep 6. speak 7. smell 8. rug

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| P | R | E | S | E | N | T | N |
| C | S | D | P | H | A | K | R |
| K | M | H | E | A | R | O | U |
| I | E | H | A | J | B | P | G |
| D | L | I | K | Q | S | U | M |
| F | L | E | W | E | E | P | T |
| S | H | O | U | T | G | L | R |

- G. 1. We 2. He 3. It 4. They 5. I  
6. They 7. I

H. *Clockwise answers:* it, me, them, you

- I. 1. them 2. They 3. it 4. him 5. us
- J. 1. his 2. hers 3. theirs 4. yours 5. mine
- K. 2. hers 3. ours 4. yours 5. his  
6. theirs

- L. lazy — two claps (la/zy)  
farmer — two claps (farm/er)  
sad — one clap (sad)  
listen — two claps (lis/ten)  
exact — two claps (ex/act)  
continued — three claps (con/tin/ued)  
angry — two claps (an/gry)  
became — two claps (be/came)  
generations — four claps (gen/er/a/tions)  
distribute — three claps (dis/trib/ute)

M. *Answers will vary. Sample answer:*

ROHIT: Dad, can I have my pocket money?  
DAD: Rohit, you are always asking for money.  
ROHIT: Dad, the tyre of my bike has got punctured. I need to get it repaired.  
DAD: OK. Here take this. And don't ask for more money this month.



## WORKBOOK

- A. 1. True 2. False 3. False 4. True  
5. False 6. True
- B.
1. Marcella had to climb over two dusty trunks to reach the bag.
  2. The doll had a painted nose and a smiling mouth.
  3. The doll was wearing a blue dress made of soft material.
  4. The dress had flowers and dots on it.
  5. Grandma sewed a new button on the doll.
  6. Marcella hugged her Grandma and said thank you.
- C.
1. Marcella liked playing in Grandma's old house because there were many old forgotten things to find.
  2. The rag doll had one shoe-button eye and a painted nose and a smiling mouth. Her dress was of soft blue material, with pretty little flowers and dots all over it.
  3. Grandma needed to sew a button on the doll because her eyes were made of buttons and one was missing.
  4. Marcella was playing in her grandmother's house when she found an old rag doll. Her grandmother told her it had been her's when she was a child. Grandmother sewed a missing button eye on it and presented it to Marcella, which is how Raggedy Ann joined Marcella's doll family.
- D. 1. c 2. a 3. e 4. c 5. e 6. b  
7. c 8. a

1. I have a pet kitten called Sushi.
  2. Sushi is a three-year-old female. **She** came to live with us when **she** was a kitten.
  3. My father named **her** Sushi.
  4. **He** chose the name because **he** is very fond of Japanese food.
  5. Sushi is a type of roll with rice inside it.
  6. My father said that the kitten reminded **him** of the rice inside the rolls.
  7. Sushi is a fluffy, white cat. **She** is very playful.
  8. My brother and I can play with **her** for hours. We look forward to getting home from school so **we** can see her.
  9. While **we** are away at school, Sushi sleeps a lot.
  10. Mummy works from home, and told **me** that Sushi spends the day sleeping next to her computer. Sometimes **she** tries to sit on the keyboard because it is warm!
- H.
1. Akhil lives nearby. That house is **his**.
  2. These tickets are for my friends. The tickets are **theirs**.
  3. I found a notebook. This must be **yours**.
  4. We won the race. Victory was **ours!**
  5. This pot was made by me. It is **mine**.
- I.
1. I (subject) spoke to them (object) about the problem.
  2. They (subject) have promised me (object) they will look into it.
  3. She (subject) has baked a cake for us (object).
  4. We (subject) should do something nice for her (object).
  5. You (subject) can't already have forgotten what I



## WORKBOOK

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## WORKSHEETS

## WORKSHEETS

- A. 1. g 2. f 3. d 4. c 5. e 6. b 7. a
- B.
1. The maids found it shocking to see that Tommy had holes in both his stockings.
  2. The maids sat down on a low stone seat.
  3. As the maids knitted, they rocked back and forth and sang a sweet song.
  4. Tommy wished that they would sit and knit all day.
- C. *Accept any three.*
1. day and way
  2. stocking and shocking/rocking
  3. song and long/seat and neat
- D.
- |              |          |
|--------------|----------|
| 1. SHOCKING  | dreadful |
| 2. SWIFT     | quick    |
| 3. SWEET     | pleasant |
| 4. TEMPORARY | brief    |
| 5. WISH      | hope     |

## VOCABULARY

- A. 1. a 2. b 3. c 4. b 5. c 6. c
- B.
1. The Great Wall of China is an **extraordinary** sight.
  2. Shivani had an **awful** cold so she could not come for picnic.
  3. Pangong is a **sparkling** blue lake found in the mountains near Leh.
  4. Aruni cooks the most **delicious** food that I have ever tasted.
  5. The thief had **hidden** himself inside a cupboard in the kitchen.
  6. **Terrified** by the strange sounds coming from downstairs, Alia ran into her parents' room.

## GRAMMAR

- A.
1. I am eight years old.
  2. My sister I and go to the Golden Public School.
  3. She is three years younger than me.
  4. She likes to follow me around.
  5. I enjoy teaching her things that I know.
  6. I taught her how to swim and ride a bicycle.
  7. Mummy says that she looks up to me.
  8. That is why I have to be careful how I behave. She is always copying me.
- B.
1. Shaun has left a bag here. That bag is his. (possessive)
  2. My neighbours are out of town. We are looking after their dog. (personal)
  3. These books were gifted to me on my birthday. (personal)
  4. Some old toys of mine are with Arjun. (possessive)
  5. Sheena will arrive tomorrow. Let's prepare the room that will be hers. (possessive)
  6. The decision about whether to postpone the trip is theirs to make. (possessive)
  7. Shanti has known us for many years. (personal)
  8. Could you wash the dirty dishes and leave them beside the sink? (personal, personal)
- C.
1. The blue sweater is mine. (me)
  2. Is that ball yours? (you)
  3. This house is ours. (us)
  4. Those cars are theirs. (they)
  5. These paintings are hers. (she)
  6. That bag is his. (he)

## WRITING

Answers will vary.

# LEARN DIGITALLY







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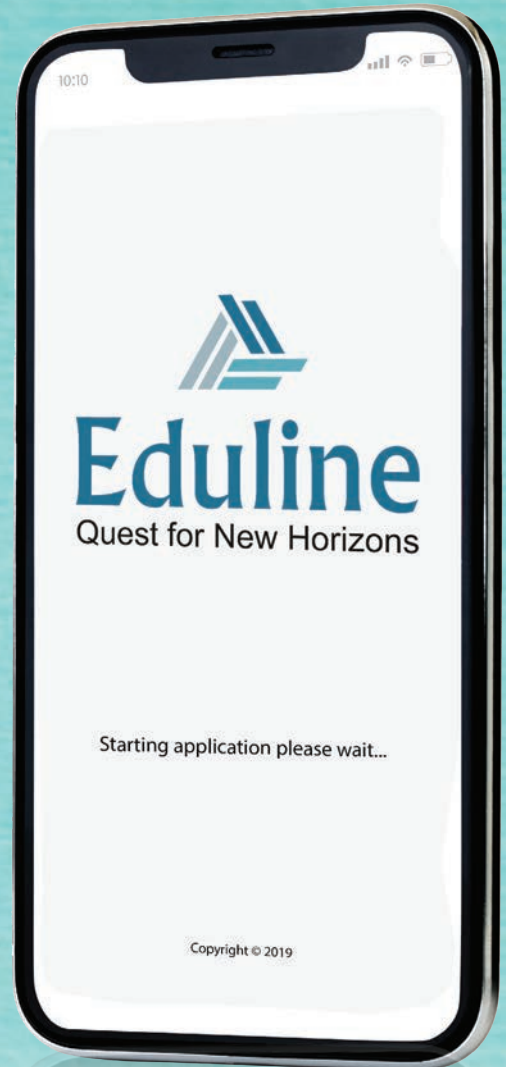
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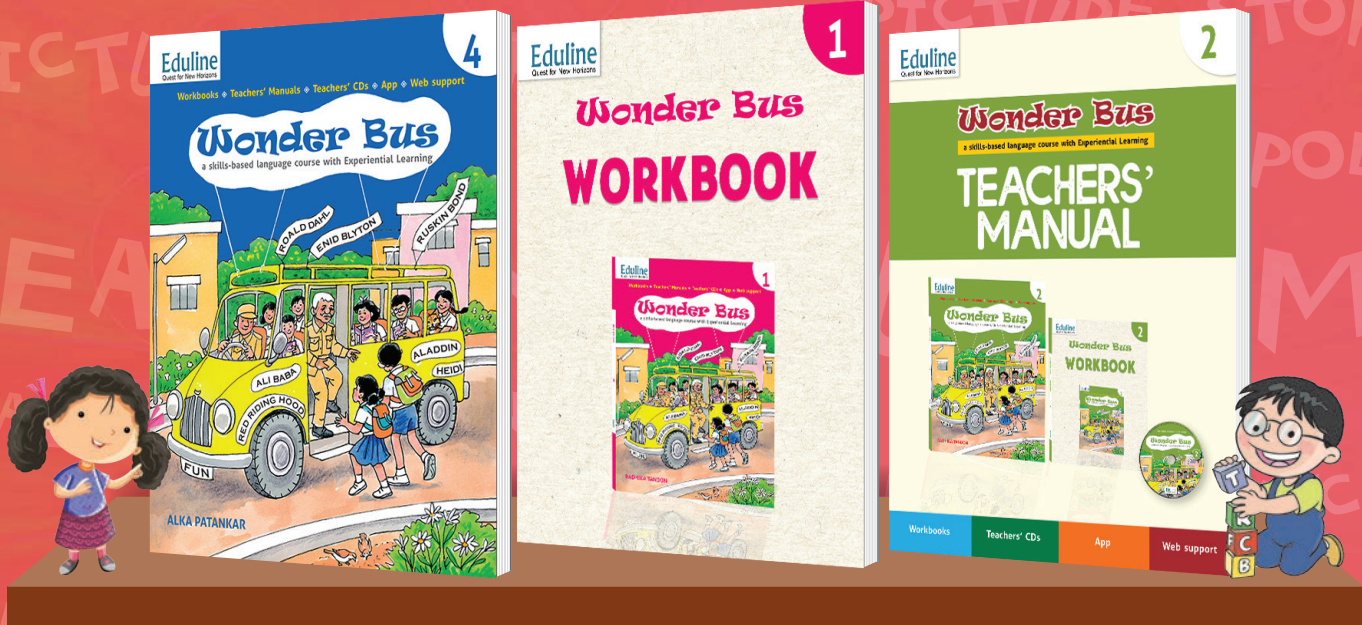
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