# MY BOOK OF ENGLISH 3

2017



**Department of Elementary Education** 

Government of Haryana, Shiksha Sadan, Sector-5, Panchkula

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# Preface

Globalization and information technology revolution have transformed the world, throwing open new possibilities in the field of education, knowledge and learning. There is a growing feeling that education is not just about academics, but should also focus on shaping the learners' all-round personality to make them responsible citizens, besides enabling them to communicate better in the competitive world.

NCF-2005 emphasizes a radical paradigm shift in teaching from the teacher-centric to pupil-centric approach. In view of this shift, a need was felt to review the existing books and develop a new set of textbooks as per the guidelines laid down in NCF-2005 and new insights gained since then.

A new set of English language textbooks has been developed accordingly for primary classes wherein special attention has been paid to make learners play an active role in the teaching-learning process. Themes that learners can relate to and are interested in, have been chosen as reading materials. Activities that would make learning not only joyful, but also stimulate learners' thinking have been designed. Learners would get ample opportunity to work in pairs/groups to discuss and explore issues and themes embedded in the textbooks. These books are written in simple, clear and effective language to create interest among children.

The activities have been designed with the objective of imparting reading and comprehension skills to help learners face challenges they are likely to encounter in higher classes and the changing environment around them. Likewise, the illustrations used are vibrant and eye-catching to arouse learners' curiosity, enhance their creativity and stimulate their critical thinking.

Research has shown that there is no one method of teaching language. There is an enormous variability in methods of language teaching, but one of the most important considerations in choosing a method is that it should accelerate learning. Thus, a method is just a tool in the hands of an expert teacher to make the most of it.

Every lesson includes certain guidelines for teachers to help them transact effectively the activities included in them. These guidelines supplement teaching and facilitate optimization of learning in the given teaching learning situations. The focus is on Continuous and Comprehensive Evaluation to make teaching-learning more effective to cover all aspects of children's development. Exercises and activities given are integrative in nature and make extensive use of learners' prior knowledge and experience that they bring to the classroom.

The State Council of Educational Research and Training, Haryana is thankful to all those, whose efforts, co-operation and hard work have made it possible to make these books a reality. It is a matter of pride for us to prepare and present these textbooks to our children and teachers.

Additional Chief Secretary, School Education Haryana, Chandigarh.

Keston Arand

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# Acknowledgement

We are thankful to all those individuals, institutions and publications that have been helpful, directly or indirectly, in the development of this book. We have picked up some poems, stories and write ups from various sources and acknowledged the writers as well as the copyright holders of these materials.

We have written to the following authors and copyright holders for granting permission to use the materials included in this book.

The State Council of Education Research and Training thanks the following authors and copyright holders for granting permission to use the following poems and stories included in this book.

Hello Rain! (from Children Literature Series, NCERT), The Monkey and the Elephant, Our National Symbols (from Raindrops-2, NCERT) and What's in the Mailbox (from Marigold-3, NCERT), Walking with Grandpa (from Sunbeam-III, Rajasthan), My Wish (My English World-II, A.P. govt.), Lalu and Peelu (from Marigold Book-1, NCERT) and The Mouse and the Pencil (My English World-III, A.P. Govt.).

The Council has applied to the following for the copyright permission:

- NCERT, New Delhi
- Rajasthan State Textbook Board
- Govt. of Andhra Pradesh, Hyderabad

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R. S. Kharb IAS
Director
Elementary Education Haryana
Panchkula

# Teacher's Page

Dear Teachers,

We are proud to present you this new textbook which is based on the presumptions that children are born with an innate ability to acquire different languages. They do not make many mistakes in understanding and speaking these languages. It is not necessary that the children understand everything around them. They will understand it all in due course of time.

The language learning needs care, patience and affection, not only of family but also of teachers. Plenty of language should be used in the classroom environment and children should be provided opportunities to listen and speak the target language. We also believe that languages flourish in each other's company. So, give them enough time and chance to speak this language with their peers and encourage them to express their day to day needs, feelings and imagination in English.

Except in book 1 and 2, each book in the present English textbook series has 14/15 lessons comprising stories, poems, plays etc. Each chapter has the following sections:

## Pre Reading

- To set learners thinking about ideas that are related to the text that follows
- To break the silence by making learners participate in discussion using their prior experience, knowledge and language

# Reading

- To cultivate correct reading habits among learners
- To train learners to read a text with correct pronunciation, intonation and pauses

# Word Meaning in Context

Meaning of words as used in the text

# Comprehension

To help learners read and assimilate the main ideas and details

# Vocabulary

- To encourage learners to understand words in the text and use them in their own sentences
- To train learners consult a dictionary to find the most appropriate meaning of a word and use it in their own sentence
- To help learners form new words

## Grammar

- To help learners understand and use in everyday life the language structures used in the texts
- · The Grammar items may be contextualized
- Repeated exercises will help children to learn grammar in a spontaneous way
- No need to stress on rules and definitions

# Listening and Speaking

- To provide learners a vast scope to develop their listening and speaking skills
- To encourage learners to say words correctly
- To give learners practice in a variety of listening tasks
- To engage learners in practising conversations and dialogues, and reciting some poems
- To help them learn to make requests, seek permission, make polite enquiry, greet people and express gratitude

## Writing

• To encourage learners' creativity, and help them describe persons, places, things, events and experiences

# Follow Up

- To build on what the child has learnt in the lesson and connect it with the world around him/ her.
- To encourage learners to collect, analyze and interpret some information connected with the theme of the main text and share it with the classmates

Director SCERT Haryana Gurgaon

# प्रस्तुत संस्करण

आज के बदलते परिवेश में विद्यार्थियों के साथ—साथ अध्यापकों को भी कई बार, विषय की बारीकियों और नए उदाहरणों के साथ केवल पाठ्य—पुस्तकों से समझाना कुछ अधूरा सा लगता है। ऐसी आवश्यकता महसूस होती है कि पुस्तक के विभिन्न पाठों में आवश्यकता पड़ने पर यदि डिजिटल कंटेंट तुरंत उपलब्ध हो जाय तो अध्ययन—अध्यापन की नीरसता समाप्त हो सकती है और कक्षा में रुचिकर वातावरण तैयार किया जा सकता है। कक्षा में छात्रों के अलग—अलग स्तर के अनुसार यदि गुणवत्तापूर्ण डिजिटल कंटेंट उपलब्ध हो तो, न केवल अध्ययन—अध्यापन और अधिक सशक्त होगा बिल्क किंदन बिन्दुओं को भी बेहतर ढंग से समझने—समझाने में सहायता मिलेगी। उर्जस्वित पुस्तकों (Energized Text Books) इस समस्या को हल करने की दिशा में एक पहल है। ऐसी पुस्तकों की संकल्पना, MHRD भारत सरकार के अध्यापकों को सक्षम करने के उद्देश्य से बनाये गए दीक्षा (DIKSHA) पोर्टल के लिए की गयी है।

दीक्षा के अंतर्गत ऐसी पाठ्य पुस्तकों की कल्पना की गयी है, जिनमें पाठ्यक्रम को और सशक्त करने की क्षमता हो। परंपरागत रूप से उपलब्ध पुस्तकों में QR कोड की सहायता से और अधिक सूचनाएं तथा अतिरिक्त प्रभावी सामग्री जोड़कर उन्हें और अधिक सिक्रय तथा उर्जावान बनाया जा सकता हैं। अध्यापकों की आवश्यकता के अनुसार उनके द्वारा चिन्हित पाठ के किठन भागों में QR कोड को प्रिंट कर दिया गया है, इन QR कोडस से विडियो, अभ्यास कार्यपत्रक और मूल्यांकन शीट को लिंक कर दिया गया है।

विद्यालय शिक्षा विभाग द्वारा, राज्य शैक्षिक अनुसन्धान एवं प्रशिक्षण परिषद्, हरियाणा, गुरूग्राम को मानव संसाधन एवं विकास मंत्रालयय (MHRD) के दीक्षा पोर्टल हेतु राज्य की नोडल एजेंसी बनाया गया है। इस सम्बन्ध में 12 जुलाई 2018 को शैक्षिक तकनीक (Educational-Technology) के राज्य संसाधन समूह (SRG) की एक संगोष्ठी आयोजित की गयी, जिसमें MHRD द्वारा हरियाणा राज्य के लिए नियुक्त टीम की सहायता से शैक्षिक सत्र 2018—19 हेतु राज्य के लिए एक दीक्षा कैलेंडर तैयार किया गया है इस सम्पूर्ण कार्य को मुख्यतः दो चरणों में विभक्त किया गया है—

प्रथम चरण : QR कोड युक्त पुस्तकें तैयार करना।

द्वितीय चरण : QR कोड से लिंक ई-कंटेंट तैयार करना।

विद्यालय अध्यापकों, डाइट एवं SCERT के विषय—विशेषज्ञों की एक टीम द्वारा कक्षा 1-5 तक की हिंदी, अंग्रेजी, गणित एवं EVS विषय पर तैयार राज्य की पाठ्य—पुस्तकों का बारीकी से पुनरावलोकन प्रारंभ हुआ और कार्यशालाओं में इस कार्य के प्रथम चरण को पूरा किया गया। राज्य भर से चुने हुए इच्छुक कर्मठ अध्यापकों के सहयोग से चरण—2 के अंतर्गत ई—कंटेंट को निर्मित व संकलित करने का कार्य जारी है। इस कार्य के प्रथम चरण को पूर्ण करने के लिए परिषद श्रीमती पूनम भारद्वाज, अनुभागाध्यक्ष, शैक्षिक तकनीक विभाग तथा श्री मनोज कौशिक, समन्वयक (QR Code Project) का आभार व्यक्त करती है। परिषद इस कार्य को पूर्ण करने के लिए श्री नंद किशोर वर्मा, विषय विशेषज्ञ, एस.सी.ई.आर.टी. हरियाणा, गुरूग्राम, राजेश कुमारी, विषय विशेषज्ञ, एस.सी.ई.आर.टी. हरियाणा, गुरूग्राम, राजेश कुमारी, विषय विशेषज्ञ, एस.सी.ई.आर.टी. हरियाणा, गुरूग्राम, राम मेहर, वरिष्ठ विशेषज्ञ, डाइट, माछरौली, झज्जर, धुपेंद्र सिंह, डाइट, विषय विशेषज्ञ, मात्रश्याम, हिसार, नरेश कुमार, विषय विशेषज्ञ, डाइट, डींग, सिरसा, डॉ एम.आर. यादव, प्राध्यापक, रा.व.मा.वि. निजामपुर, नारनौल, महेंद्रगढ़, काद्यान यशवीर सिंह, अध्यापक, रा.व.व.मा.वि. व्राज्य, कि. प्राप्त, रा.क.व.मा.वि. झज्जर, विरेंद्र, बी.आर.पी. बी.आर.सी. सालहावास, झज्जर, किरण पर्चि, अध्यापिका, रा.व.मा.वि. खेडकी दौला, गुरूग्राम, बिन्द दक्ष, प्राध्यापिका, रा.क.व.मा.वि. जैकबपुरा, गुरूग्राम का भी हदय से आभार व्यक्त करती है।

निदेशक एस.सी.ई.आर.टी. हरियाणा, गुरूग्राम



# दीक्षा एप कैसे डाउन लोड करें ?

विकल्प 1: अपने मोबाइल ब्राउजर पर diksha.gov.in/app टाइप करें।

विकल्प 2: अपने एंड्राइड मोबाइल के Google Play store पर DIKSHA NCTE खोजें

और "डाउनलोड" बटन को दबाएँ।

# मोबाइल पर QR कोड का उपयोग कर डिजिटल विषय वस्तु कैसे प्राप्त करें



DIKSHA App लॉन्च करें विद्यार्थी के रूप में जारी और ''गेस्ट के रूप में ब्राउज रखने के लिए विद्यार्थी पर करें' पर क्लिक करें।

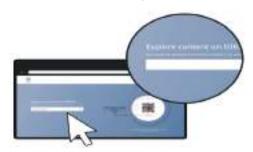
पाठ्य पुस्तकों में QR कोड डिवाइस को QR कोड की सफल स्कैन पर QR कोड से जुड़ी स्कैन करने के लिए DIKSHA दिशा में इंगित करें और QR डिजिटल पाठ्य सामग्री सूचीबद्ध है। App में दिए गए QR कोड कोड पर के ऊपर केंद्रित करें। Icon Tap करें

# डेस्कटॉप पर DIAL कोड का उपयोग कर डिजिटल विषय वस्तु कैसे प्राप्त करें

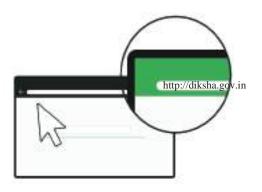


पाठ्य पुस्तक में QR कोड के नीचे 6 अंकों का एक कोड रहता है

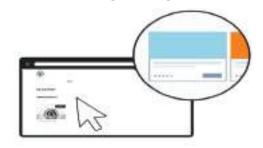
1 जिसे DIAL कोड कहते हैं।



3 सर्च बार में DIAL कोड टाइप करें।



2 ब्राउजर पर diksha.gov.in/hr/get टाइप करें।



4 सभी उपलब्ध पाठ्य सामग्री की सूची देखिए और किसी भी पाठ्य सामग्री पर क्लिक करे और देखे।

					TABLE OF CONTENTS	NTENTS - 3			
Sr. No.	Name of the Chapter	Genre (Prose/ Poem)	Тһете	Comprehension	Vocabulary	Grammar	Listening and Speaking	Writing	Follow Up
1.	Hello Rain! Pg - 1	Poem	Seasons	SAQs, One word questions and answers, Matching pictures with words	Words ending in the same sound, Finding out words related to seasons	Preposition, Use of 'It' and 'This'	Recitation of poem	A short composition on 'Rain'	Matching things with seasons
2.	Arun's Family Pg - 10	Prose	Self and Family	True and False, MCQs, SAQs	Rearranging letters into words, Matching of professions, Matching Fruits and Vegetables with their pictures	Proper Nouns, Masculine/feminine, Singular/Plural	Listening to the poem and filling in the blanks	Rewriting words using capital letters, Dictation, Writing names and making sentences from given words	Small description of persons based on information provided
3.	Walking with Grandpa Pg - 23	Poem	Self, Family, Home, Old age care	SAQs	Family web, Rearranging the letters to make words and Rearranging words in alphabetical order	Sentence structure (subject and predicate), Filling in the blanks with pronouns	Recitation of poem	Picture description (about family), counting- 1 to 31 both in figures and words	Story telling
4.	The Monkey and the Elephant Pg - 34	Prose	Peace and Harmony	SAQs, True and False statements, Arranging pictures in correct order	Sounds animal make, Finding names of animals in a grid, Collective nouns	Preposition of time and place	Role play	Composition on an animal, Days of the week	Story learning and sharing, Colouring the pictures
5.	Traffic Rules Pg - 43	Poem	Safety norms	MCQs	Opposite words, Fill in the blanks Matching road signs	Use of Is, am, Are and Instructions	Listening to a poem for comprehension, Oral description of a picture	Dos and Don'ts of Road safety	Learning about directions
.9	Lalu and Peelu Pg - 52	Prose	Health, Hygiene, Eating Habits	SAQs, Fill in the blanks	Matching of animals with their young ones, Matching and writing colours of vegetables & fruits	Use of 'Has, Have, Had, Was, Were and Adjectives	Courtesy expressions (Role play)	Completion of composition based on picture, Counting 1 to 100 (both in words and figures) with the help of snakes and ladders game and matching figures with words	Making a list of unhealthy food items (Junk, Fast food)
7.	The Mouse and the Pencil Pg - 65	Prose	Adventure, Imagination	SAQs, True and False	Class stationery, Vegetable names in a grid, Listing of Class room objects and shapes	Use of Is, Am, Are (extended), Punctuation marks (Full stop, Interrogation mark)	Role play	Sentence framing based on pictures, Story completion	Following instruction to draw a cat

Sr. No.	Name of the Chapter	Genre (Prose/ Poem)	Theme	Comprehension	Vocabulary	Grammar	Listening and Speaking	Writing	Follow Up
∞ <b>.</b>	My Wish Pg - 77	Prose	Adventure, Imagination	MCQs, True and False	Riddles, Words associated with forest	Numbers, Capital letters, Rearranging jumbled sentences	Listening to a story, Drawing and colouring, Description of an animal	Guided composition (developing a story) with the help of pictures	Listing wishes of family members
6	Bugs Pg - 88	Poem	Nature and Environment	SAQs	Opposite words, Word building with picture recognition, Features (shapes, size and colours) of various insects/ bugs, Rearranging letters	Sentence structure- 'I like/ I don't like', Nouns and Adjectives	Ticking True and False statements	Composition of a poem on 'butterfly', Filling in the blanks	Poster making, Dos and Don'ts for protecting against mosquitoes
10.	Our National Symbols Pg - 98	Prose	Cultural heritage, National Integration	MCQs	National symbols, Labelling of National flag	Use of 'Has, Have'	Practice of dialogues (conversation) about National symbols, Recitation of a poem on 'Holi'	Drawing and description of our National fruit	Knowing the names of our state game, tree, bird and animal
11.	What's in the Mailbox? Pg - 104	Poem	Post and Telegraph	SAQs	Matching pictures of professions to their work places, Compound words	Use of Will Contracted/short forms of helping verbs	Role play related to the post and telegraph	Message writing (Birthday, New Year greetings)	Preparing/ making a greeting card/ an envelope
12.	Means of Transport Pg - 112	Prose	Transport, Science and Technology	SAQs, Fill in the blanks	Unscrambling the names of means of transport, Matching names of drivers/ operators with means of transport	Nouns (countable and uncountable), Use of articles- A, An, The	Dos and Don'ts in public places	Guided picture composition on a Car and on a Bicycle	Listing of articles/things required for an outing /a tour or a visit
13.	Clean, Clean, Clean Your Body Pg - 125	Poem	Health, Hygiene and Eating Habits	True and False statements	Matching pictures with right words, Words related to bathroom	Imperative sentences, Rearranging words to make sentences	Recitation of a poem, Dictation of phone numbers	Arranging instructions for hand wash in correct order, Dos and Don'ts to keep healthy	Preparation of daily routine chart
14.	Jamun Tree Pg - 134	Play	Environmental awareness						

Note: MCQs - Multiple Choice Questions, SAQs - Short Answer Questions



# General Instructions for Assessment

Assessment is designed to assess each student after teaching a set of three lessons.

- 1. Some of the questions are framed to assess listening and speaking skills.
- 2. Teacher may change the sequence of these questions for different sets of students.
- 3. Each set of assessment carries maximum 20 marks.
- 4. Students securing less than 8 marks will be given remedial classes to enhance their skills and help them to bridge the gap. After giving them remedial teaching they should again be assessed and their assessment should be revised.

# **Hello Rain!**



# Pre Reading

• Recite the following poem.

Rain, rain go away,

Come again another day.

Little Johny wants to play,

Rain, rain go away.

• Colour the objects you normally use in the rain.



# Reading

Down comes the rain!
It is raining!
It is raining!
Pitter, Patter,
Pitter, Patter ...
Splish, splash!
Splosh, splish!

How will I go to school?

It is so wet! *Boo-hoo*!

"Wear me,"
says the Raincoat
on the door.

"Wear us," says
the rubber Flip-Flops
on the floor.

"Hold me and go,"
says the Umbrella
on the hook.

"I shall wear my raincoat.

I shall hold my umbrella,"
says Munni.
"Hello rain, here I come!"
and Munni goes out in the rain.



# Word Meaning in Context

pitter, patter tapping sound of rain ਟਥ ਟਥ

splish, splash छपछपाते हुए, छप – छप

boo-hoo to cry noisily जोर से रोना

raincoat बरसाती

wear put on पहनना

flip flops rubber/plastic slippers रबड़ या प्लास्टिक की चप्पलें

hook peg खूंटी

hold grip पकड़ना

# Comprehension

# I. Answer the following questions.

- 1. What did the raincoat say to Munni?
- 2. Name all the things Munni used when she went out.
- 3. What did Munni say to the rain at the end?
- 4. Was Munni happy or sad in the beginning?

# II. Who speaks the following lines in the lesson? Write the name of the speaker in the space provided.

1.	'How will I go to school?	
	It is so wet! Boo-hoo!'	
2.	"Wear me,"	
3.	"Hold me and go,"	

4. "I shall wear my raincoat.

I shall hold my umbrella," \_\_\_\_\_\_

III. Match words in column A with pictures in column B.

Coli	umn	Α

Column B

boo-hoo

raincoat

flip-flops

splish-splash



# Vocabulary

I. Pick out pairs of words from the lesson which end with the same sound. One has been done for you.

Pitter – Patter \_\_\_\_

II. Circle the words (in grid) related to different weather conditions. You may choose the words from the box. One has been done for you.

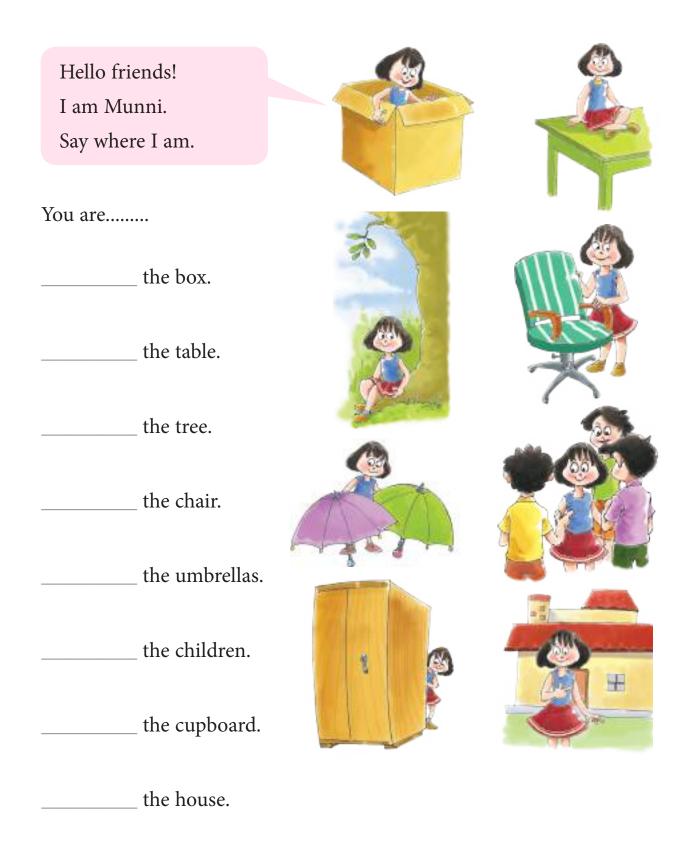
foggy	drizzling	cloudy	sunny
windy	stormy	rainy	chilly
sweaty	wet	dry	

Α	В	F	S	W	E	А	T	Y	С
С	L	0	U	D	Y	Т	D	R	S
Н	D	G	N	E	F	G	Н	1	J
1	C	G	N	R	A	1	N	Y	J
L	K	Y	Y	L	М	N	D	R	Y
L	0	Р	Q	R	S	Т	U	V	W
Υ	D	R	1	Z	Z	L	1	N	G
X	Y	Z	Α	B	C	D	E	F	K
J	U	S	Т	0	R	М	Y	G	Н
ı	J	K	L	М	N	0	Р	Q	R
W	E	Т	S	Т	W	l	N	D	Y

# Grammar

I. Look at the pictures and fill in the blanks with the words given in the Help Box.

in	on	near	under
between	among	behind	in front of



# For the teacher

Tell children that the words in the Help Box are position words. These words show where the persons or things are. These words are also called prepositions.

# II. Look at the pictures and read the sentences.



This is a football. It is round.



This is a chair.
It is red.



This is a doll. It is beautiful.



This is an umbrella. It is yellow.



This is a fan. It is on the table.

# For the teacher

Tell children that 'It' is a pronoun. It is used in place of 'This'. It refers to objects and things.

Given below are some sentences describing the pictures given in front of them. Write one more sentence about each one of these objects using 'It'. One has been done for you.

1. This is a board. <u>It is black.</u>











# Listening and Speaking

# Recite and enjoy.

## One Red Umbrella

One red umbrella, one yellow hat,

One shiny raincoat, look at that!

Two yellow rain boots, one big smile,

I think I'll go and walk for a while.

One wet puddle just down the lane,

When it rains, I feel very happy.

One big SPLASH—

I love the rain!

Michelle Moore



# Writing

What do you do when it rains? Write 4 to 5 sentences. You may start as shown here.

3 ,, 3	

# Follow Up

# For the teacher

Tell children briefly about different seasons.

Now ask them to match objects with the seasons. Some objects may be used in more than one season.



# 2 Arun's Family



Pre Reading



# For the teacher

Encourage each child to talk about the picture in the class using sentences like 'The old man is reading a newspaper. 'The boy is looking at the newspaper.' and so on.

# Reading



I am Arun. I am eight years old. I study in Class III. I live with my parents and grandparents in a town. The name of my town is Sohna.



I have a sister. Her name is Kavita. She is nine years old. She is in class IV. We study in the same school. The name of our school is Government Primary School, Sohna.



My father is a farmer. He works in the field. He grows wheat and vegetables. He works very hard.



My mother is a teacher. She teaches small children in a village.



Our house is always neat and clean. My father helps my mother in her work.

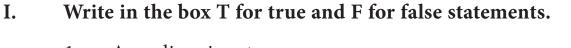


After doing our homework, Kavita and I play outside our house with our friends. We love our parents and grandparents.

# Word Meaning in Context

field farm खेत
farmer peasant किसान
neat clean साफ—सुथरा
village rural area गाँव
grows cultivates उगाता है
town small city कस्बा

# Comprehension



- 1. Arun lives in a town.
- Kavita is Arun's sister.
   Arun's father is a teacher.
- 4. We love our parents.

# II. Complete the following sentences by choosing the correct options.

1. Arun's \_\_\_\_\_ is a farmer.

father mother

2. Arun's mother is a \_\_\_\_\_.

tailor teacher

3. Our \_\_\_\_\_\_ is always neat and clean.

house farm

4. After doing their \_\_\_\_\_\_, Arun and Kavita go to play.

homework classwork

# III. Answer the following questions.

- 1. How old is Arun?
- 2. Who is Kavita?
- 3. In which classes do Arun and Kavita study?
- 4. What is Arun's mother?
- 5. What does Arun's father grow?

# Vocabulary

I. Look at the pictures and write the names of things/objects using letters given in the box.

	h w		a	
The same of the sa	f l	i d	e	
	o h	u s	e	
AAAA	c s	o h	l 0	

# II. Match professions with their pictures. One has been done for you.











potter

plumber

cobbler

doctor

painter

shopkeeper

electrician

driver

lawyer

nurse



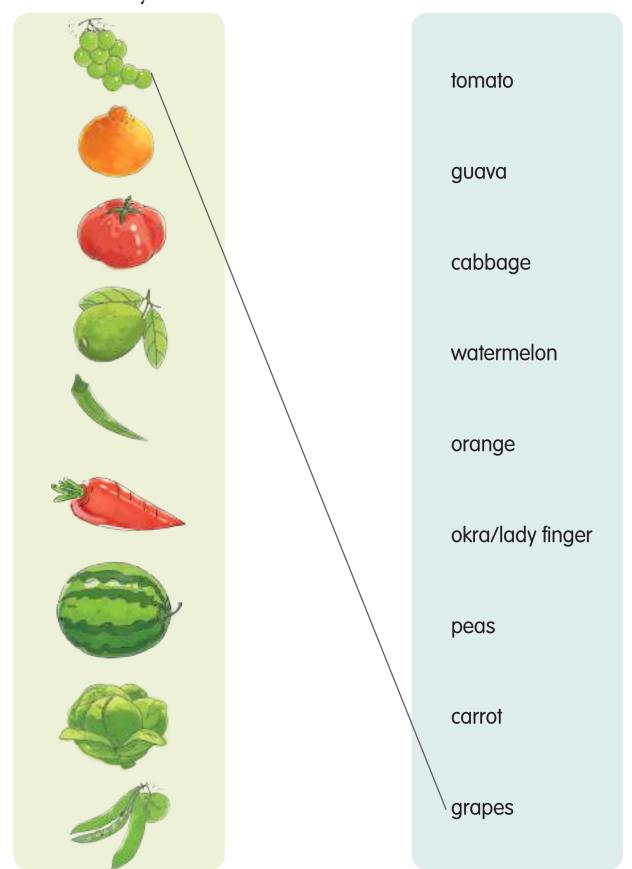




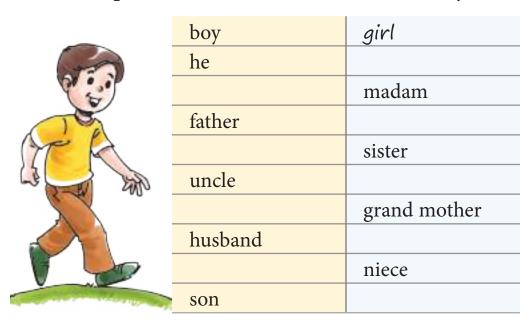




# III. Match pictures of fruits and vegetables with their names. One has been done for you.



# I. Complete the table. One has been done for you.





# II. Read the lessson again and pick out the plural form of words given in the box. One has been done for you.

year	years	grandparent	
parent		friend	
vegetable			

## For the teacher

Tell children that words ending in **ch, sh, x, s, ss** take **'es'** to make plural. e.g. bench - benches, bush - bushes, box - boxes, bus - buses, class - classes Give them more words for practice in their notebooks.

# Listening and Speaking

# For the teacher



Read aloud the poem 'My House' given in the Appendix.

Listen to the poem and fill in the blanks with correct words. You may choose the words from the box.

house	big	tall	clouds	hear	little
My House					
I'm going to build a little					
With window	ws,	and bri	ght		
With chimne	ey,	and cur	ling smoke		
Drifting out	of sight.				
When far aw	vay the	pile	up		
Or when I _	:	a storm			
I'll go into m	ny	house			
Where I'll be snug and warm.					

# Writing

I. Look at the names of Arun's family members, his school and his village. These names have mistakes in the use of capital letters. Rewrite these names correctly in the space given.

	Incorrect	Correct
Father's name	raj kumar	••••••
Mother's name	meena devi	•••••
School name	govt. primary school	•••••
Village/Town	sohna	•••••

## II.

# For the teacher

Divide the class into three groups A, B and C and draw the columns A, B and C on the blackboard. Now ask children to come one by one from each group and write the names of persons, places and things in their columns. After completing the activity tell them that all naming words are noun.

A		В			С			
Persons	Places	Things	Persons	Places	Things	Persons	Places	Things

# III. Write the following.

Names of two friends
Names of two teachers
Names of two villages
Names of two cities
Names of two states
Names of two countries
Names of two days of a week
Names of two months of a year
Names of two animals
Names of two birds

# For the teacher

Tell children that the first letter of a proper noun is always a capital letter.

## IV.

# For the teacher



Speak the words given (in the Appendix) with correct pronunciation. Ask children to write these words in their notebooks as they listen. When they have written all the words, check their notebooks and correct the mistakes.

# V. Circle the names of things, you have in your house and make sentences using these words. One has been done for you.

television	fan	toys	train	playground
cows	video games	mobile phone	car	bicycle
camera	music system	fridge	AC	computer
aeroplane	horse	car	chairs	tractor

•	
I have many toys.	

# Follow Up

Look at the pictures given below and write 3-4 sentences about each one of them using the information given with the picture. One has been done for you.



Name: Raj Kumar Age: 45

Occupation: Farmer Place: Rohtak

This is Raj Kumar. He is a farmer. He is 45 years old. He lives in Rohtak.



Name: Anjali Age: 32

Occupation: Doctor Place: Karnal



Name: Ram Lal Age: 50

Occupation: Rickshaw puller Place: Jind

# 3

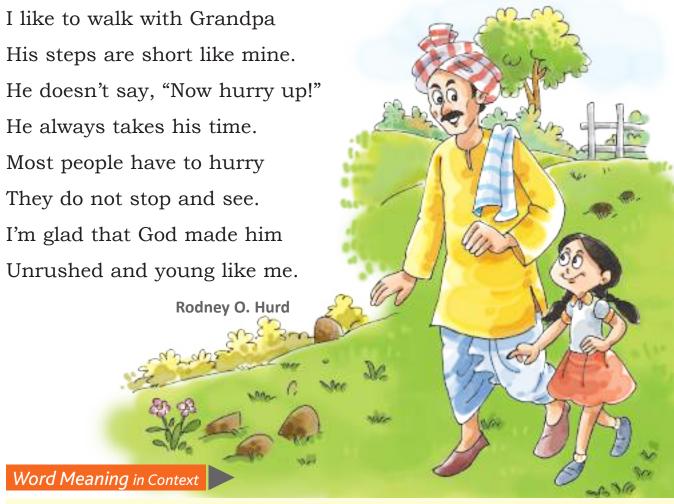
# Walking with Grandpa



# Pre Reading

- Do you live with your grandparents?
- Do you help your grandparents? If yes, how?
- Do you ever go out with your grandparents? If yes, where and why?

# Reading



hurry up do things quickly जल्दी

glad happy खुश

**unrushed** without hurry धीरे से

# Comprehension

# Answer the following questions.



- 1. Why does Grandpa walk slowly?
- 2. Pick out the words that describe Grandpa and write them.
- 3. Why does the child not like to walk with other people?
- 4. Is the child happy to walk with Grandpa? Why?

# Vocabulary

I. Write the members of your family in the boxes given below. One has been done for you.

Family grandfather

II. Rearrange the letters of alphabet given below to make words that you find in the poem.

t s p o \_\_\_\_\_

s o m t

ruyhr \_\_\_\_\_

g o y u n \_\_\_\_\_

## III. Rearrange the following words in alphabetical order.

uncle	aunt	brother	sister	father
mother	nephew	cousin	grandfather	

#### Grammar

#### I. Read the following sentences and notice the words in bold.

- 1. **Aryan** ate an apple.
- 2. **Children** were playing football.
- 3. **They** went to Delhi yesterday.
- 4. **He** takes exercise in the morning.
- 5. **The bus** carries the passengers.
- 6. **Our house** has three rooms.

A sentence has two parts: **subject** and **predicate**. In the above sentences the words in bold are subjects. The subject is the thing or person that the sentence is about. It can consist of one word or more than one word. The predicate is the rest of the sentence.

# Circle the subject and underline the predicate in the sentences given below.

- 1. Grandfather walks slowly.
- 2 She sang a beautiful song.

- 3. Teacher taught us a new lesson.
- 4. Geeta speaks English fluently.
- 5. Lion is the king of jungle.
- 6. Our house is very big.
- 7. The Independence Day of India is celebrated on August 15.
- 8. A large crowd greeted him at the airport.

# For the teacher

Tell children that we can identify the subject in a sentence by asking the question, 'What is the sentence about?' The answer to this question will give us the 'subject' of the sentence.

# II. Fill in the blanks with the words from the Help Box.

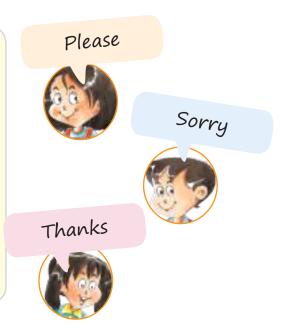
Не	I	They	We	It	She
1.	Tina is a good girl.		is my frier	nd.	
2.	My name is Anuj.	S	tudy in cla	ass III.	
3.	Raman is very inte	lligent . $\_$	do	es his home	ework everyday.
4.	I have a pen	is ver	y expensivo	e.	
5.	I have five member	rs in my fa	amily	live ha	appily.
6.	Children are playing	ng	are shou	ıting with j	oy.

# Listening and Speaking

I. Recite and enjoy the poem.

#### **Good Manners**

Good manners are like flowers,
They have some magic powers.
'Please', 'Sorry', 'Thanks',
Are like money in the bank.
Use them and see,
How good you can be.



#### **Remember:**

- If you ask for something you usually say 'Please'.
- If someone does something nice for you, you say, 'Thank you'.
- If you do something wrong, you say, 'Sorry'.

# Writing

I. Rahul, a boy of class III, is talking to his Grandpa. He wishes to know the birthday of his Grandpa. His Grandpa tells him that his birthday falls on May 29.

Now ask the date of birth of your family members, friends and classmates and write them in the table given below. One has been done for you.

	Relation	Date of birth (in figures)	Date of birth (in words)
1.	Grandfather	May 29	May twenty nine
2.			

3.		
4.		
5.		
6.		
7.		
8.		

#### Now circle these dates in the calendar as shown below.

# January

 SUN MON
 TUE
 WED
 THU
 FRI
 SAT
 SUN MON

 1
 2
 1

 3
 4
 5
 6
 7
 8
 9
 7
 8

 10
 11
 12
 13
 14
 15
 16
 14
 15

 17
 18
 19
 20
 21
 22
 23
 21
 22

 24
 25
 26
 27
 28
 29
 30
 28
 29

# February

SUN MON TUE WED THU FRI SAT

1 2 3 4 5 6

7 8 9 10 11 12 13

14 15 16 17 18 19 20

21 22 23 24 25 26 27

28 29

# March

SUN MON TUE WED THU FRI SAT

1 2 3 4 5

6 7 8 9 10 11 12

13 14 15 16 17 18 19

20 21 22 23 24 25 26

27 28 29 30 31

# April

SUN MON TUE WED THU FRI SAT

1 2

3 4 5 6 7 8 9

10 11 12 13 14 15 16

17 18 19 20 21 22 23

24 25 26 27 28 29 30

# May

 SUN MON
 TUE
 WED
 THU
 FRI
 SAT

 1
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 7

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 17
 18
 19
 20
 21

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 24
 25
 26
 27
 28

 29
 30
 31

# June

SUN MON TUE WED THU FRI SAT

1 2 3 4

5 6 7 8 9 10 11

12 13 14 15 16 17 18

19 20 21 22 23 24 25

26 27 28 29 30

# July

SUN MON TUE WED THU FRI SAT

1 2

3 4 5 6 7 8 9

10 11 12 13 14 15 16

17 18 19 20 21 22 23

24 25 26 27 28 29 30

31

# August

SUN MON TUE WED THU FRI SAT
1 2 3 4 5 6
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29 30 31

# September

 SUN
 MON
 TUE
 WED
 THU
 FRI
 SAT

 1
 2
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 25
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 29
 30

# October

SUN MON TUE WED THU FRI SAT

1
2 3 4 5 6 7 8
9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28 29
30 31

# November

SUN MON TUE WED THU FRI SAT

1 2 3 4 5

6 7 8 9 10 11 12

13 14 15 16 17 18 19

20 21 22 23 24 25 26

27 28 29 30

# December

SUN MON TUE WED THU FRI SAT
1 2 3
4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30 31

II.

#### For the teacher

Make slips from number 2 to 31 and put them in a box. Now ask each child to come and pick out a slip from the box. The child will speak out the number written on the slip and all other children will write the number in words in the table given below. In the end speak out any 5 numbers (2–31) and ask children to write them in the empty boxes. One has been done for you.

1 One	7	13 	19 	25 	31
2	8	14 	20	26 	
3	9	15 	21	27	
4	10	16 		28	
5	11	17 	23	29	
6	12	18 	24	30	

III. Look at the picture of a family and write some sentences describing what each member of the family is doing.



Grandfather			
Grandmother			
Mother			
Воу			
Girl			

# Follow Up

Your grandparents must have told you some stories. Tell the titles of the stories you liked most.

# For the teacher

Write the titles of the stories in English on the blackboard and ask children to write down the same in their notebooks. Also, ask children to narrate some of the stories.

# Assessment

Max. Marks: 20

#### For Lesson 1-3

#### For the teacher

Follow the general instructions for assessments given at the back of Table of Contents.

### Q.1 Answer any four of the following questions.

 $1 \times 4 = 4$ 

- a) What did the raincoat say to Munni?
- b) Name the things Munni used when she went out in the rain.
- c) How old is Arun?
- d) What does Arun's father grow?
- e) Why does Grandpa walk slowly?
- f) Is the child happy to walk with Grandpa?

# Q.2 Match the following words with their pictures.

 $1 \times 4 = 4$ 

- a. raincoat
- b. muffler
- c. cobbler
- d. lawyer





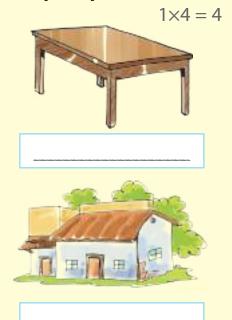




Q.3 Look at the pictures and write their names in the space provided.







**Q.4** Use any four of the following words in your own sentences.  $1 \times 4 = 4$ 

school	chair	hat	village	driver	grandpa	football	park

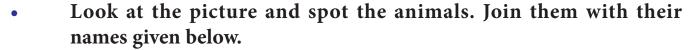
Q.5 Complete the table, as shown in the example. (Do any four.)  $1 \times 4 = 4$ 

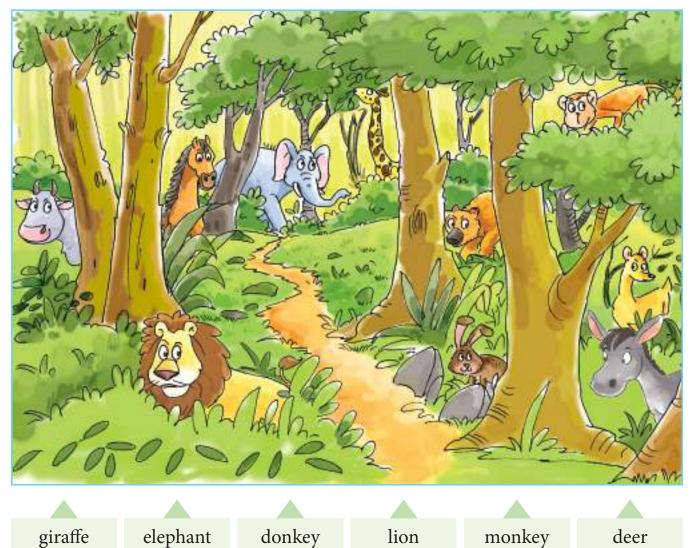
girl	boy
mother	
aunt	
wife	
daughter	
nephew	
sir	
brother	

# The Monkey and the Elephant



# Pre Reading





Which animal is the biggest?

- Which animal is the naughtiest?
- Do you think that an elephant and a monkey can be friends? Why/ why not?

monkey

deer

#### Reading

A group of monkeys was playing on a tree in a jungle. Suddenly, they heard the loud sound of an elephant's trumpet. The monkeys were afraid. They ran up and down the tree.

Soon the elephant came very close to the tree. A little monkey looked up at the elephant and smiled.

The elephant picked up the little monkey and put him on his back. The little monkey shrieked with joy.



The other monkeys saw this. One by one they dropped down from the tree on the elephant's back. The elephant started moving. The monkeys had a jolly good elephant ride.



### Word Meaning in Context

heard listened सुना

loud (sound) high pitched (sound) ऊँची आवाज

trumpet elephant's sound हाथी की आवाज (चिंघाड़)

afraid डरा हुआ

picked up lifted up ऊपर उठाया

shrieked cried loudly चीखा

dropped down नीचे कूदे

jolly good nice बहुत अच्छा

ride सवारी



# Comprehension

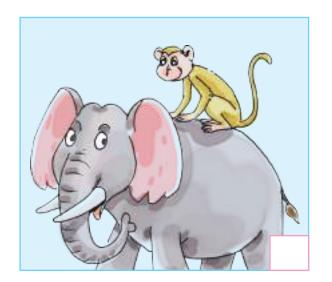
#### I. Write in the box T for true and F for false statements.

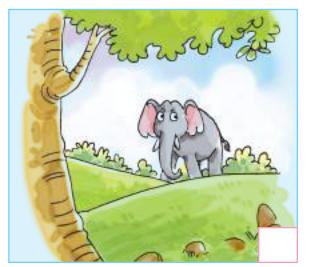
- 1. The elephant was very angry when he came near the tree.
- 2. The monkeys started dancing when they saw the elephant.
- 3. The elephant was happy to see the little monkey.
- 4. The little monkey cried with happiness.
- 5. The elephant gave a free ride to the monkeys.

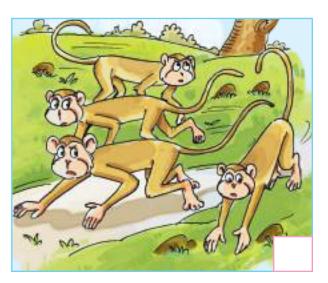
## II. Answer the following questions.

- 1. What were the monkeys afraid of?
- 2. Why did the little monkey shriek with joy?
- 3. Did the elephant like the little monkey? Which action of the elephant shows this?
- 4. Have you ever taken a ride on any animal? If yes, which animal did you ride on? How did you feel?

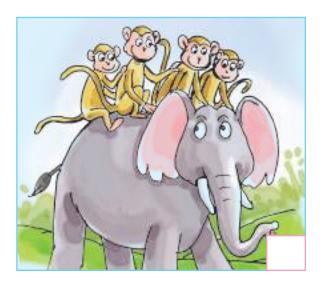
III. The pictures given below are not in the correct order. Number the pictures 1 to 5 as per the story. Write 1 under the picture that should come first and 5 under the picture that should come last.











I. Read the names of sounds that animals produce.

Animal		Sound
elephant	trumpet	चिंघाड़ना
monkey	gibber/chatter	खीं–खीं करना
lion	roar	दहाङ्ना
dog	bark	भौंकना
cat	mew, meow	म्याँऊ म्याँऊ करना
calf	bleat	रम्भाना

Now work in groups and try to imitate the sounds of these animals. For example, the sound produced by the dog is 'bow-bow' though it is named as 'bark'.

II. Circle names of the animals in the grid. One has been done for you. You may choose the names of animals from the Help Box.

E	L	E	P	Н	Α	N	T
Y	Z	C	J	С	L	Н	J
0	E	0	l	Α	М	М	D
М	B	W	K	T	Н	0	C
X	R	N	L	1	0	N	A
Z	А	U	W	С	R	K	Y
Р	B	U	L	L	S	E	Z
R	0	Q	T	Р	E	Y	М

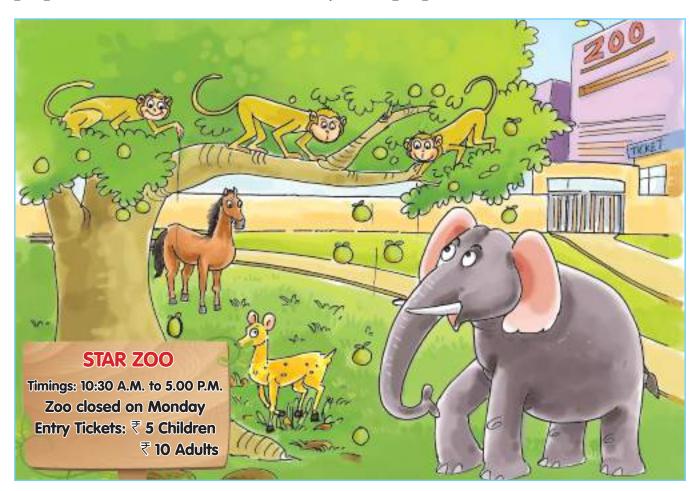
cow	lion	elephant	cat
monkey	bull	zebra	horse

# III. Fill in the blanks choosing the right collective nouns from the Help Box.

a group	a bunch	a bundle	a swarm
a group	a buildi	a buildic	a swarm
a herd	a galaxy	an army	a pair
1	of sticks.	2.	of cattle.
3.	of soldiers.	4.	of stars.
5	of bees.	6	of grapes.
7.	of children.	8.	of scissors.

# Grammar

Look at the picture of the zoo and fill in the blanks with appropriate prepositions from the box. You may use a preposition more than once.



on in at under

1. The animals are \_\_\_\_\_ the zoo.

2. The monkeys are looking \_\_\_\_\_ the elephant.

3. The monkeys are playing \_\_\_\_\_ the tree.

4. The zoo remains closed \_\_\_\_\_ Monday.

5. The horse is \_\_\_\_\_ the tree.

6. The zoo opens \_\_\_\_\_\_ 10:30 a.m. and closes \_\_\_\_\_ 5:00 p.m.

#### For the teacher

Tell children that the words in the box are called **prepositions**. Prepositions often tell us about the position of something.

# Listening and Speaking

#### For the teacher

Assign the following dialogues to different pairs of children. These pairs will role play the dialogues in front of the class after 10-15 minutes practice.

Elephant : Hello Monkey. How are you?

Monkey : I'm fine. Thank you. How about you?

**Elephant**: I'm fine too. What do you like to eat?

Monkey : I like bananas. What about you?

Elephant : I like sugarcanes.

Monkey: I'm very hungry. How about you?

Elephant: I too feel very hungry. Let's look for bananas and sugarcanes.

Come and sit on my back.

Monkey: Thank you.

I. Write a few sentences about one animal that you like very much. You may include the following points.

Name of the animal:

How it looks:

What it eats:

Where it lives:

How it is useful:

II. Look at the Time Table given below.



	ow fill in the blanks with correct days of the week. One has been one for you.
1.	Cleaning of cages and animals is done on <u>Monday</u> .
2.	Children can enjoy Magic Show on
3.	On medical checkups and vaccination of animals and workers of zoo is done.
4.	Zoo offers special discount tickets for children on
5.	Workers of zoo fill fresh water in pools on
6.	On we can enjoy the display of short movies on wild life in the zoo.
7.	Children can participate in an open competition on
For the	teacher
	e more writing practice of the days of the week to children. You may to prepare their Class Time Table in their notebooks.
III. W	rite the names of the days of the week in alphabetical order.

Follow Up

Children will learn an animal story from their elders and share it with the class.

# 5

# **Traffic Rules**



# Pre Reading

- What do you do before crossing a road?
- Tick  $(\checkmark)$  the picture which shows the right way to cross a road.



When you go out into the street



#### Reading

#### **Traffic Rules**

In your vehicle or on your feet,
Look out for each traffic sign,
To keep you safe, secure and fine.
To cross the road when you go walking,
Use the black and white zebra crossing.
If a signal changes to the colour red,
STOP at once, don't go ahead.
Get ready to START when it turns yellow,

Green, it means, now you can GO.

Obey the rules without much fuss,

And reach home safe, you're very precious.

# Word Meaning in Context

sign	symbol प्रतीक, चिह्न	
safe	secure सुरक्षित	
ahead	in front आगे	
turns	changes बदलती है	
obey	to follow पालन करना	
fuss	complaint शिकायत	ERIO
precious	valuable मूल्यवान	

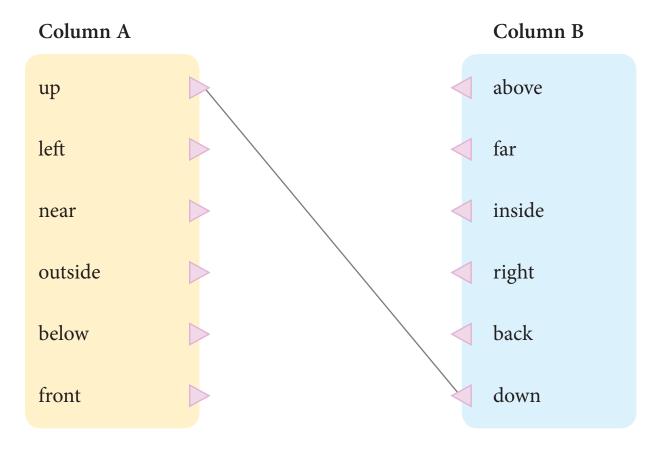
# Comprehension

# I. Complete the sentences by choosing the correct options.

1.	When you go out, loo	k out for		
	a. film posters	b. traffic sign	c.	new cars
2.	To cross the road, you	ı should use	_•	
	a. zebra crossing	b. rickshaw	c.	footpath
3.	You should stop when	n the signal changes to		
	a. yellow	b. green	c.	red
4.	Green signal means _	·		
	a. stop	b. go	c.	get ready
5.	Your life is			
	a. short	b. long	c.	precious

# Vocabulary

I. Match words given in column A with their opposites in column B. One has been done for you.



Now use these pair of opposite words in the following sentences. One has been done for you.

- 1. Look to your <u>right</u> and then to your <u>left</u> to cross the road.
- 2. My house is \_\_\_\_\_ from the school but my friend's house is \_\_\_\_ to it.
- 3. The balloon is going \_\_\_\_\_ in the air and a leaf is falling \_\_\_\_ from the tree.
- 4. It is dark \_\_\_\_\_\_ the room but it is bright \_\_\_\_\_.

# II. Fill in the blanks with the words given below.

zebra left helmet run red

- 1. Always walk on the \_\_\_\_\_ side of the road.
- 2. You should stop when there is \_\_\_\_\_\_ traffic light.
- 3. Always cross the road using \_\_\_\_\_ crossing.
- 4. We must wear \_\_\_\_\_ while riding a bike.
- 5. Never \_\_\_\_\_ across the road.

# III. Match road signs with what they indicate.





No parking



No Horn



Railway Crossing

Zebra Crossing

I.	Complete each	sentence using	'is/are'. One	has been	done for	you.
----	---------------	----------------	---------------	----------	----------	------

- 1. You should never cross the road when the traffic <u>is</u> near you.
- 2. Look! The truck \_\_\_\_\_ coming.
- 3. Buses, scooters and cars \_\_\_\_\_ waiting at the traffic light.
- 4. A policeman \_\_\_\_\_ controlling the traffic.
- 5. Children \_\_\_\_\_ crossing the road.

#### For the teacher

Tell children that 'is' is used with the subject when it indicates one person/thing and 'are' is used with more than one person/thing. However, we use 'are' with you, and 'am' with I.

#### II. Read these sentences.

- 1. Don't be in a hurry to cross the road.
- 2. Wait a bit.
- 3. Stop at the red light.
- 4. Be careful.

All these sentences are instructions for road safety. You may notice that the subject 'you' is missing in all these sentences. Here are some more instructions.

- 1. See the traffic light before crossing the road.
- 2. Walk on the foot-path.
- 3. Wait for the green light.
- 4. Cross the road carefully.

List any three instructions that you may like to give to your friend(s) about keeping the school clean.

1.			
2			
3			

# III. Read the following sentences and tick ( $\checkmark$ ) instructions only.

1.	Go to your class.	
2.	I am doing my homework.	
3.	Come with me.	
4.	Where are you going?	
5.	I like milk and fruits.	
6	Help your friends	

# Listening and Speaking

# For the teacher



I. Recite the poem (from Appendix) to children and ask them to answer the questions orally.







- 1. What is the poem about?
- 2. What does red light indicate?

- 3. Which colour of traffic light means to wait?
- 4. What does green light say?

# II. Work in groups and describe the pictures.



# Writing

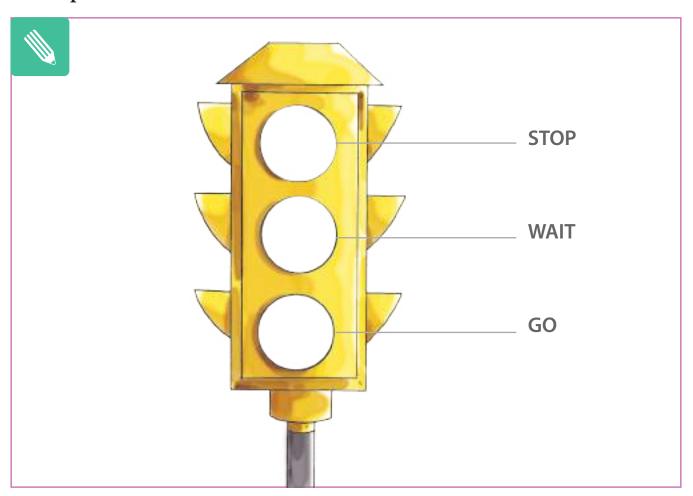
Write Dos and Don'ts for road safety. Complete the table given below by using the sentences from the box. One has been done for you.

run on the road	use zebra crossing
play on the road	walk on the footpath
walk on the right side	follow the traffic rules
throw garbage here and there	spit on the road
walk on the left side of the road	stop when the traffic light is red

Dos (We should)	Don'ts (We should not)
We should walk on the footpath.	We should not play on the road.

# Follow Up

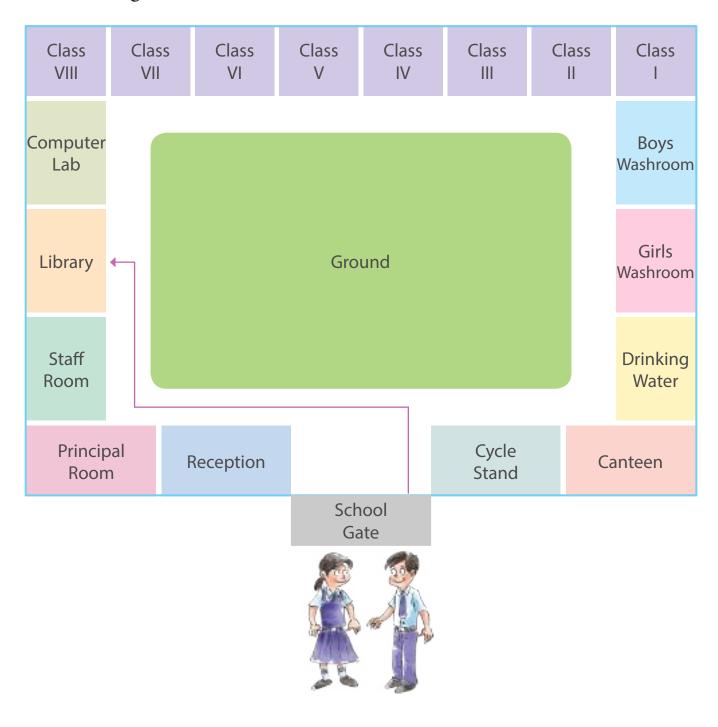
I. Colour the picture of traffic lights as per the hints given in the picture.



# II. Manisha, a new student of class III, is at the school gate. Rahul another student is also at the entrance. He wants to go to the library. Here are the instructions for him.

First go straight, then turn left. When you reach the Principal's room, turn right. Next to the staff room is the library.

Now give instructions to Manisha to reach her classroom.



# 6 Lalu and Peelu



Pre Reading

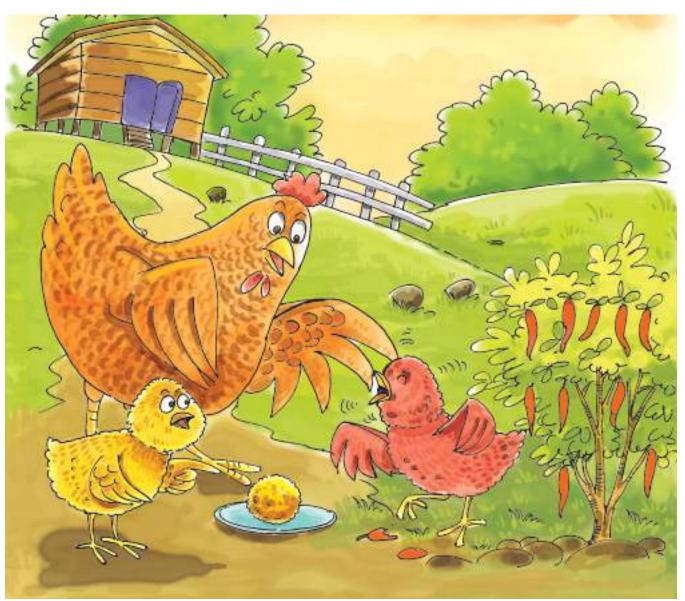


- Look at the picture of fruits, vegetables and snacks. Name the things that you would like to eat.
- On what basis did you choose? (colour, taste or looks)

# Reading

There was a hen. She had two chicks, Lalu and Peelu.

Lalu was red. He loved red things. Peelu was yellow. He loved yellow things. One day Lalu saw something on a plant. It was red. He ate it up. Oh, no! It was a red chilli. It was very hot. Lalu's mouth started burning. He screamed.



Mother Hen came running. Peelu came too.

Peelu said, "I'll get something for you!" Peelu brought a yellow laddu. Lalu gobbled up the laddu. His mouth stopped burning. Mother Hen and Lalu kissed Peelu.

Vineeta Krishna

# Word Meaning in Context

chicks young ones of a hen चूज़े

chilli मिर्च

screamed cried चिल्लाया

gobbled ate fast तेजी से खाया

burning sensation on the tongue after eating something spicy मुँह जलना

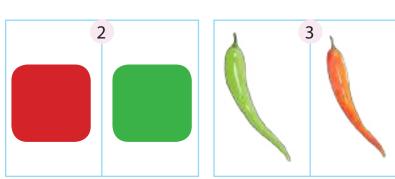
# Comprehension

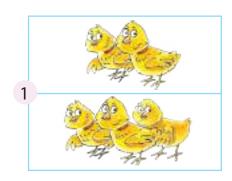
### I. Answer the following questions.

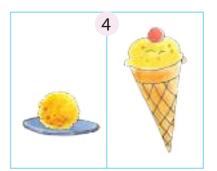
- 1. Write the names and colours of the chicks in the story.
- 2. What did Lalu see on a plant?
- 3. Why did Lalu's mouth start burning?
- 4. When did Lalu's mouth stop burning?

# II. Fill in the blanks by looking at the pictures given for each sentence.

- 1. The hen had \_\_\_\_\_ chicks.
- 2. Lalu loved \_\_\_\_\_ things.
- 3. Lalu ate red \_\_\_\_\_.
- 4. Peelu gave a \_\_\_\_\_\_ to Lalu.



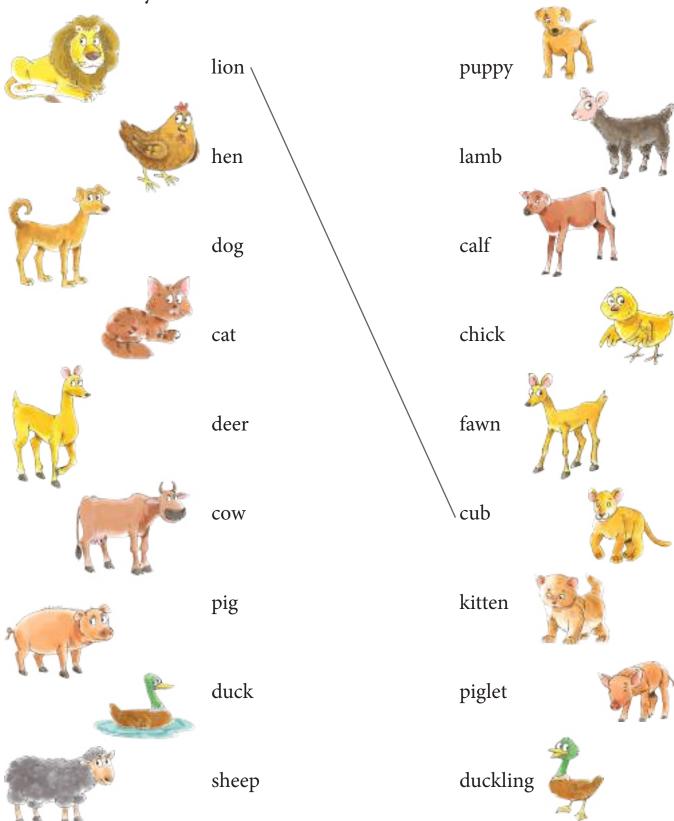




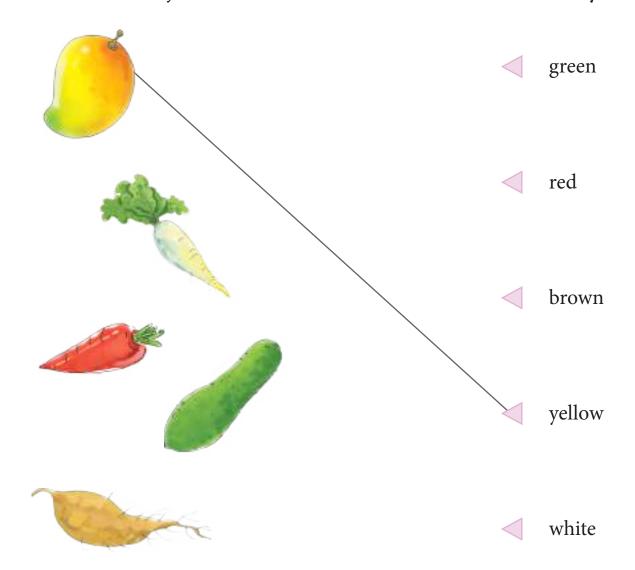


# Vocabulary

I. Match these animals/birds with their young ones. One has been done for you.



# II. Match these objects with their colours. One has been done for you.



Now write the names of some other fruits and vegetables with their colours.

Name of the fruit	Colour	Name of the vegetable	Colour

I.	Fill	in	the	blanks	with	was/	were.

1. It \_\_\_\_\_\_ very hot yesterday.

2. There \_\_\_\_\_\_ no lion in the zoo last Sunday.

3. There \_\_\_\_\_ five students in the class during recess period.

4. You \_\_\_\_\_ absent from the class yesterday.

5. Pinki \_\_\_\_\_ present in the class yesterday

6. They \_\_\_\_\_ very happy to find their lost puppy.

7. I \_\_\_\_\_\_ in class II last year.

8. It \_\_\_\_\_\_ very cloudy yesterday.

#### For the teacher

Tell children that 'was/were' are used to talk about a state in past. 'Was' is used with singular subjects and 'were' is used is with plural subjects.

# II. Read the following sentences carefully and note the underlined words.

- I have a big bag now.
- I had a small bag in class II.
- We <u>have</u> two cows this year.
- We <u>had</u> only one cow last year.
- He <u>has</u> many toys now.
- He <u>had</u> no toy last month.
- You <u>have</u> a bat and a ball today.
- You <u>had</u> only a ball yesterday.

# For the teacher

Tell children about the use of has/have/had.

- has/have is used for possession in the present tense.
- had is used for possession in the past tense.

Now	fill in the blanks using	ng has/have/l	nad.			
My f	riend and I	ten story	books now. Bu	it we		
only	three story books	last month.	st month. These days my other frien			
	many beautif	ful toys but F	Ramesh	no toy. He		
	a toy but it is	broken. We w	vill give him a	new toy.		
Fill i Box.	in the blanks with ac	ljectives (des	scribing word	s) from the Help		
red	beautiful	tasty	clean	healthy		
big	smart	yellow	brave	fresh		
1.	We should eat		food.			
2.	The elephant is a ver	У	anima	al.		
3.	He always wears a ne	eat and		dress.		
4.	We buy	vegeta	ables and fruit	S.		
5.	Peelu loved	th	ings.			
6.	Lalu ate a	chil	li.			
7.	My father has a		_ phone.			
8.	Cheeku bought a		dress for h	er birthday.		
9.	Our soldiers are very	·	·			
10.	My mother prepared		kheer	vesterdav.		

# Listening and Speaking

# Work in groups of three each and practise the conversation given below.



Lalu - Oye Peelu! Give me one more laddu.



Mother - No Lalu! Say, **please**, give me one more laddu.



Lalu - Okay Maa! I'm **sorry**.



Peelu - Maa! May I go out to play?



Mother - Okay. Go! But take care.



Lalu - Maa! Can I too go with my brother?



Mother - Ask your brother.



Lalu - Peelu! Can I come with you?



Peelu - Yes! You can.



Lalu - Thank you brother.

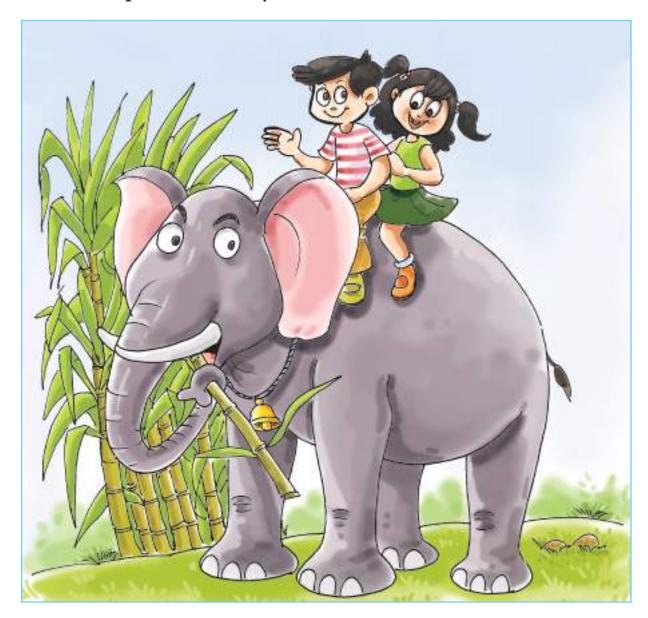


Peelu - You're welcome.

# For the teacher

Encourage children to use courtesy expressions ('Thank you', 'Please', 'Sorry', 'You are welcome') in their day to day life.

# I. Look at the picture carefully.



Now complete the following sentences using words from the box.

ears	legs	elephant	grey	trunk	sugarcane
This is a	ın	Its c	olour is _		It has a
long		It has two	o fan like		It has
four		It loves to	eat		. Children like
to ride o	n it.				

# II. Look at the picture of the game 'Snake and Ladder' given below and complete the following sentences by writing the numbers in words.

100 Hundred	99 Ninety Nine	98 Ninety Eight	97 Ninety Seven	96 Ninety Six	95 Ninety Five	94 Ninety Four	93 Ninety Three	92 Ninety Two	91 Ninety One
81 Eighty One	82 Eighty Two	83 Eighty Three	84 Eighty Four	85 Eighty Five	86 Eighty Six	87 Eighty Seven	88 Eighty Eight	89 Eighty Nine	90 Ninety
80 Eighty	79 Seventy Nine	78 Seventy Eight	77 Seventy Seven	76 Seventy Six	75 Seventy Five	74 Seventy Four	73 Seventy Three	72 Seventy Two	71 Seventy One
61 Sixty One	62 Sixty Two	63 Sixty Three	64 Sixty Four	65 Sixty Five	66 Sixty Six	67 Sixty Seven	68 Sixty Eight	69 Sixty Nine	70 Seventy
60 Sixty	59 Fifty Nine	58 Fifty Eight	57 Fifty Seven	56 Fifty Six	55 Fifty Five	54 Fifty Four	53 Fifty Three	52 Fifty Two	51 Fifty One
41 Forty One	44 Forty Two	43 Forty Three	44 Forty Four	45 Forty Five	46 Forty Six	47 Forty Seven	48 Forty Eight	49 Forty Nine	50 Fifty
40 Forty	39 Thirty Nine	38 Thirty Eight	37 Thirty Seven	36 Thirty Six	35 Thirty Five	34 Thirty Four	33 Thirty Three	33 Thirty Two	31 Thirty One
21 Twenty One	22 Twenty Two	23 Twenty Three	24 Twenty Four	25 Twenty Five	26 Twenty Six	27 Twenty Seven	28 Twenty Eight	29 Twenty Nine	30 Thirty
20 Twenty	19 Nineteen	18 Eighteen	17 Seventeen	16 Sixteen	15 Fifteen	14 Fourteen	13 Thirteen	12 Twelve	11 Eleven
1 One	2 Two	3 Three	4 Four	5 Five	6 Six	7 Seven	8 Eight	9 Nine	10 Ten

	1.	There are	snakes in the game.				
	2.	There are	ladders in the game.				
	3.	The ladder starting fr	om thirteen takes a player up to				
	4.	The tail of a snake is a	at five and its mouth is at				
	5.	The longest ladder in	the game can take you from to				
		·					
	6.	A winner in the game	e needs to reach at				
III.	Write the following numbers in words.						
	in f	igures	in words				
	25						
13							
	45						
	32						
	8						
	64						
	40						
	59						
	90						
	76						

# Follow Up

Make a list of things that may look attractive or good in taste (like *samosa*, cold drinks and pizza) but are not healthy to eat. Write their names in your notebook.

Max. Marks: 20

# For Lesson 4-6

#### For the teacher

Follow the general instructions for assessments given at the back of Table of Contents.

Q.1	Writ	e in the box T for true and F for false stateme	ents.	( <b>Do any fou</b> 1×4 =	
	a.	The monkeys started dancing when they saw the	e elep	hant.	
	b.	The elephant gave a free ride to the monkeys.			
	c.	We should use the zebra crossing while crossing	the ro	oad.	
	d.	We should follow the traffic rules.			
	e.	The hen had three chicks.			
	f.	Lalu loved green things.			
Q.2	Mate	ch animals with their young ones.		1/2x8	=4
	lion			puppy	
	dog			lamb	
	cat			calf	
	deer			piglet	
	cow			kitten	
	pig			duckling	
	shee	p		cub	
	duck			fawn	

	left	helmet	laddu	chilli	magic show	Monday
	a.	Peelu gave a		_ to Lalu.		
	b.	Cleaning of cages a	and anim	als is done o	n	•
	c.	Always walk on the	<u> </u>	side	of the road.	
	d.	We must wear		while ridi	ng a bike.	
	e.	Lalu ate red		_•		
	f.	Children can enjoy		on W	/ednesday.	
Q.4	Write	e the following nui	nbers in	words. (Do	any four.)	1x4 = 4
	16		_		38	
	20				40	
	25		_		44	
	32		_		48	
	35				50	
Q.5	Com	plete each senten	ce using	'is/are'. (Do	any four.)	1×4 = 4
	a.	The ball	un	der the table	•	
	b.	The monkeys		playing or	the tree.	
	c.	Look! The truck		coming.		
	d.	This	_ an elep	ohant.		
	e.	Children	W	riting.		

Q.3 Fill in the blanks with the words given below. (Do any four.)  $1 \times 4 = 4$ 

7

# The Mouse and the Pencil



# Pre Reading





• What do you think the mouse is doing with the pencil?

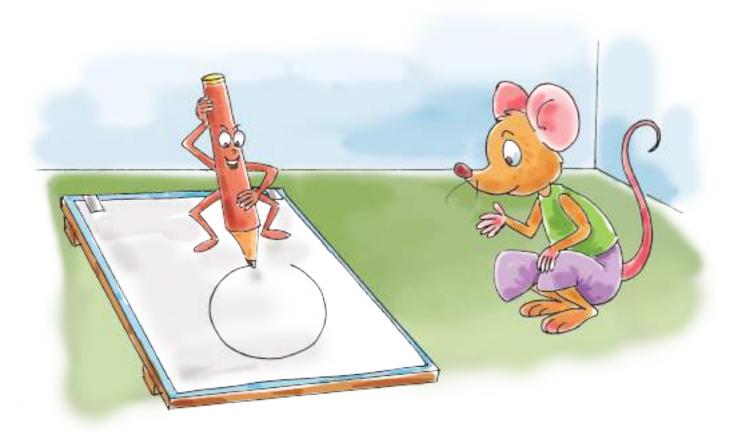
#### Reading

The pencil saw a little mouse. The mouse was looking for something to eat. He found the pencil.

"I am going to bite you," said the mouse and he bit the pencil hard.

"You are hurting me," said the pencil. "Let me draw for you one last picture and then you can do what you like!"

"Very well," said the mouse.



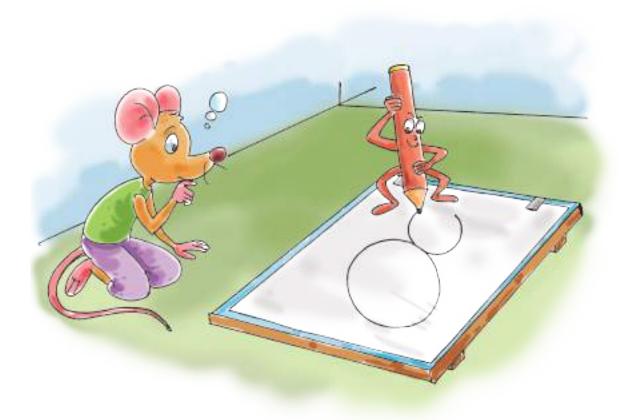
The pencil drew a big circle.

"Is that cheese?" asked the mouse.

"Well, let's call it cheese," said the pencil. Then it drew a bigger circle under the first one.

"Is that an apple?" squeaked the mouse.

"Let's call it an apple," said the pencil and it drew three little things inside the first circle.



"Are those cucumbers?" asked the mouse, licking his lips.

"I wish you'd hurry. I simply can't wait to get my teeth into them!"

Then it began drawing some funny curved things near the second

The pencil drew two little triangles on the top circle.

circle.



"Oh, oh!" squeaked the mouse. "Now you have made it like a cat! Don't go on!"

But the pencil went on, till it had drawn long whiskers and mouth on the top circle.



And the mouse cried out in terror, "It's a real cat! Help!"

# Word Meaning in Context

hurt	injured घायल
squeaked	cried चूँ–चूँ की आवाज करना
licking	touching by tongue चाटना
hurry	doing things quickly जल्दी से
curved	bent मुड़ा हुआ
whiskers	hair growing under the nose of some animals ਸ੍ਰੱਡੇਂ
terror	fear डर

# Comprehension

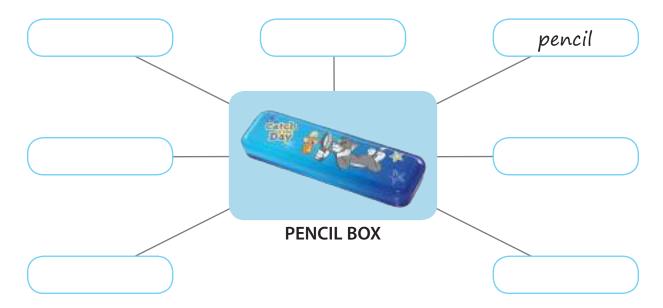
- I. Answer the following questions.
  - 1. Why did the mouse want to bite the pencil?



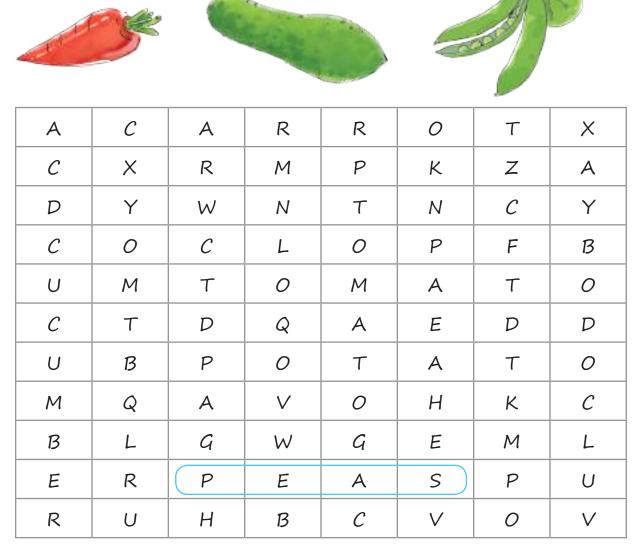
- 2. How many circles did the pencil draw to make the cat?
- 3. Why did the mouse run away looking at the picture?
- 4. If you were a pencil, what would you draw?
- II. Write in the box T for true and F for false statements.
  - 1. The mouse found a pen.
  - 2. The mouse liked the cucumber.
  - 3. The pencil drew a lion.
  - 4. The mouse ran away in terror.

#### Vocabulary

I. You have a pencil box in your bag. There are many things you have in it. Write down names of these things in the boxes. One has been done for you.



II. Find out the names of five vegetables in the grid given below. Draw a circle around each word you find. Write their names in the space given below. One has been done for you.

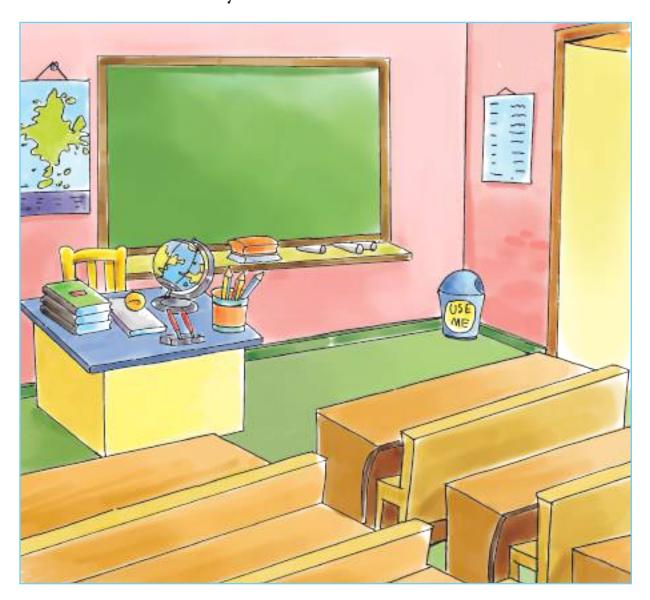






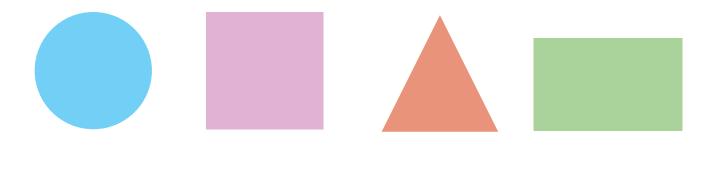
Peas

III. Look at the picture of a classroom. Find out as many things as you can in the picture and write their names in the space given below. One has been done for you.



1.	Books	2.
3.		4.
5.		6.
7.		8.
9.		10.

IV. Look at the following shapes and write their names in space given.



#### Grammar

I. Circle is, am, are wherever used in the story. One has been done for you.

I (am) going to bite you.

II. Read the following passage carefully.

I **am** Aryan. Sunny and Ritu **are** my classmates. They **are** very good students. Sunny **is** good at drawing. He **is** good at running too. Ritu **is** good at English. She **is** also a good singer. I **am** very proud of my classmates.

#### For the teacher

Explain the use of 'is, am, are' to children.

- 'Is' is used with pronouns 'he, she, it' and the name of a singular thing or person.
- 'Am' is used with 'I'.
- 'Are' is used with 'you, we, they, these, those' and the names of plural things or persons.

#### Fill in the blanks using is/am/are.

- 1. Rocky \_\_\_\_\_ a student of class III.
- 2. She \_\_\_\_\_ my sister.

	3.	You a good runner.
	4.	Apple a fruit.
	5.	We Indians.
	6.	He a good player.
	7.	They farmers.
III.	Read	d the following sentences from the story.
	1.	Is that cheese?
	2.	The pencil saw a little mouse.
	3.	Is that an apple?
	4.	The pencil drew a big circle.
	5.	Are those cucumbers?
	•	As you notice in the sentences 2 and 4, simple sentences end with a full stop (.).
	•	When a question is asked, it always takes a question mark (?) at the end as in sentences 1, 3 and 5.
For	the te	eacher
have	etc.) or	that a question starts with a helping verb (is, am, are, was, were, has, with 'Wh' words (Who, Why, Where, How etc.), and it takes question the end. Question mark (?) is also called the sign of interrogation.
		rite the following sentences by putting full stop (.) or sign of rrogation (?) at the appropriate places.
	1.	Are you coming with me
	2.	I don't know this person

4.	Will you help me	
5.	Where is your book	

6. Is this your pen

7. Keep quiet

8. May I come in, sir

# Listening and Speaking

3.

Give me your pen

#### Work in pairs and role play the dialogues given below.

Rahul : I'm a pencil. You can use me to write and draw pictures.

Seema : I'm a sharpner. I can sharpen pencil for good handwriting.

Sachin: I'm a painting brush. You can use me to fill colours in your paintings or drawings.

Riya : I'm an eraser. I can erase pencil markings from your notebook.

Vikrant : I'm a ruler. You can use me to draw straight lines.

I. Look at these pictures and write what the animals are eating. One has been done for you.



Rabbit <b>is eating</b> a carrot.

# For the teacher

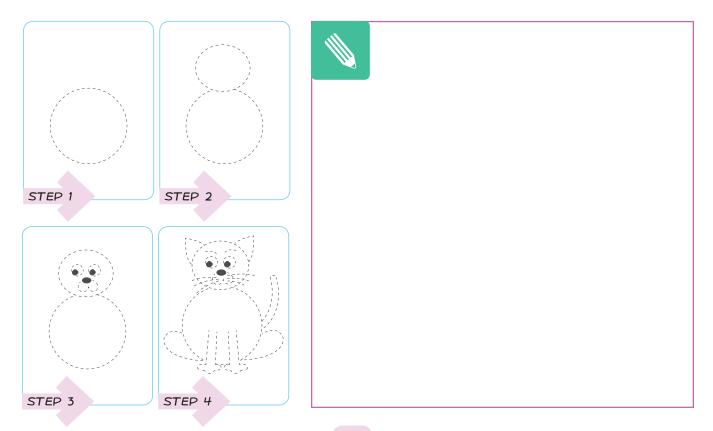
Encourage children to frame more such sentences and write them in their notebooks.

# II. Complete the following story by choosing appropriate words from the Help Box.

idea unhappy cat bell task mice house mouse Once, some mice lived in a house. There was enough to eat in the \_\_\_\_\_. The \_\_\_\_\_ lived happily. One day a cat saw the mice. Every day she caught a \_\_\_\_\_ and ate it up. The mice were \_\_\_\_\_. One day the mice of the house gathered and decided to kill the \_\_\_\_\_, but a little mouse disagreed as it was a difficult \_\_\_\_\_. An old mouse suggested an \_\_\_\_\_\_ to bell the cat so that when the cat came, all the mice could hear the ringing of the and they could get a chance to escape. But the other mice asked who would bell the cat.

### Follow Up

Follow the steps given below and draw a cat and colour it.

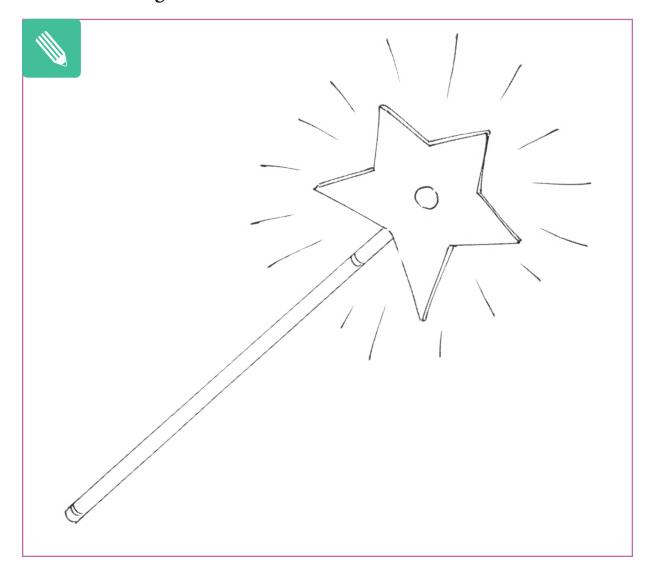


# My Wish



# Pre Reading

- What do you want to eat today-ice cream, chocolate, sweets or anything else?
- Do you think all your wishes can be fulfilled? Yes/No. If 'No', why not?
- If you had a magic stick, what things would you like to have?
- Colour the magic stick.

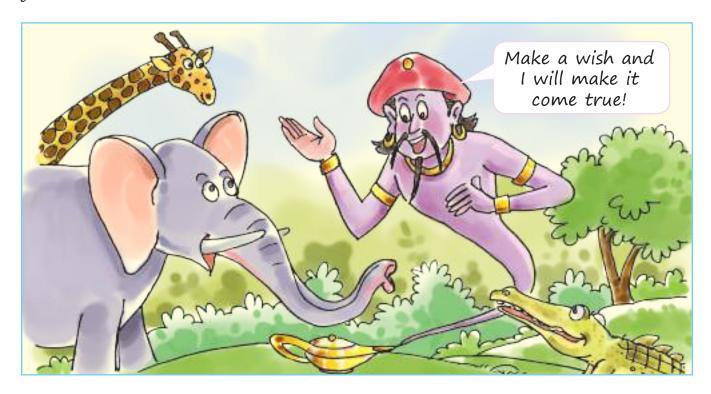


#### Reading

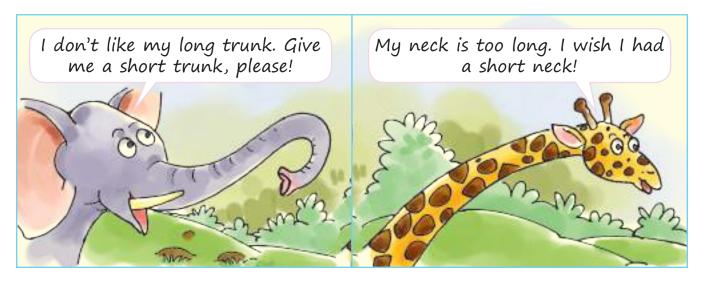
Once there was a forest. It was full of trees. So many trees!

There lived three friends-the Elephant, the Crocodile and the Giraffe.

One day they found a magic lamp. They rubbed it and there appeared a genie. The genie said "I am the genie of the lamp. I can do whatever you ask me to do."

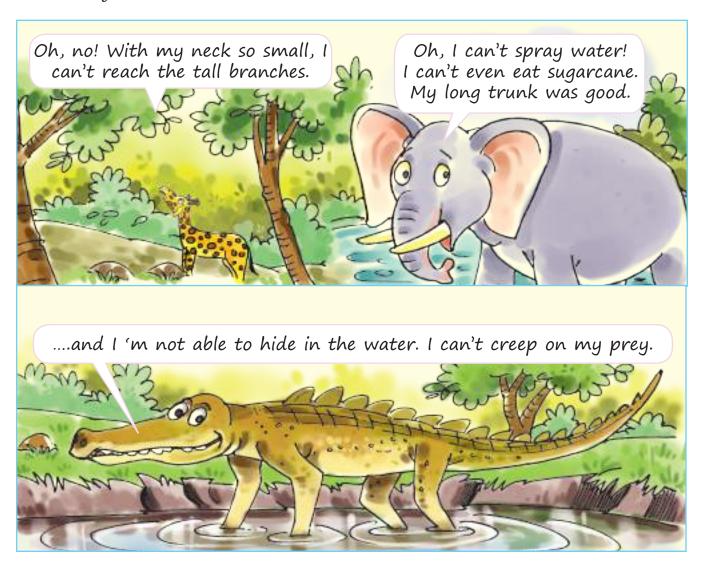


Each one had something to ask for.





The genie of the lamp granted the Elephant, the Crocodile and the Giraffe their wishes. The Elephant, the Crocodile and the Giraffe got what they wished. But soon there were troubles.



They called the genie again.



The genie once again granted their wishes. The Elephant got back his long trunk, the Crocodile got back his short legs and the Giraffe got back his long neck.

# Word Meaning in Context

forest	a large area covered with trees जंगल
rubbed	polished with force रगड़ा
appeared	became visible प्रकट हुआ
genie	a magical character जिन्न
granted	fulfilled इच्छा पूरी की
troubles	problems मुश्किलें
spray	sprinkle छिड़कना
creep	crawl रेंगना
prey	शिकार
wish	desire इच्छा

Con	nprehe	ension	
I.		swer the following questions by ticking ( ) appropriate options.	I DUSH40
	1.	Which animal does not appear in the story?	DOSTING
		(a) Elephant (b) Giraffe	(c) Lion
	2.	Where did the genie appear from?	
		(a) a bottle (b) a magic lamp	(c) a box
	3.	Who eats sugarcane?	
		(a) Elephant (b) Crocodile	(c) Giraffe
	4.	What did the genie grant the crocodile, giraffe an	d elephant?
		(a) money (b) toys	(c) wishes
II.		te whether the following sentences are true or fare and F for false in the box.	lse. Write T for
	1.	Giraffe wanted a smaller neck.	
	2.	Crocodile wished for shorter legs.	
	3.	Elephant, Crocodile and Giraffe called the genie a	gain.
	4.	In the end, all of them looked unhappy.	
Voc	abular	y	
I.	Sol	ve the following riddles and write their answers in	the boxes.
	1.	I am an animal. I live both in water and on ealetters. Who am I?	rth. I have four
		F	
	2.	I am a plant. I give sugar. Who am I?	
		S G C N	

3. I am a person. I show you magic tricks. Who am I?

M

C

N

4. I am an animal. I have black fur on my body. I like honey. Who am I?

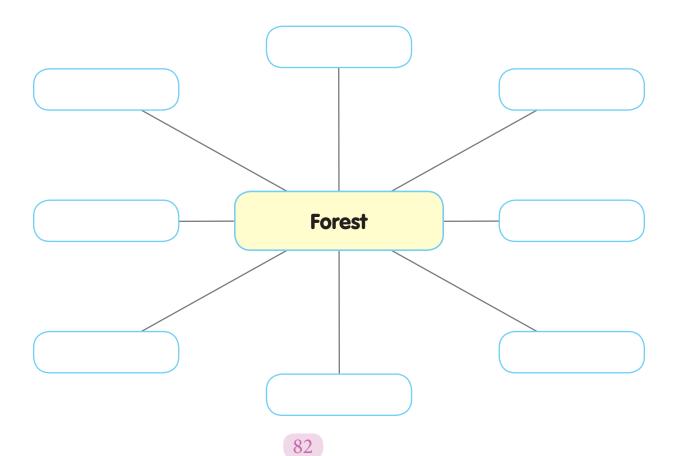


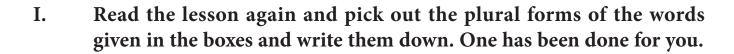
5. I am a place. People come here to see wild animals and birds. Who am I?



II. If you go to a forest, what will you see there? Write their names in the boxes below. You may choose the names from the Help Box.

flowers	computer	trees	deer	elephant
car	table	bricks	fruits	vegetable
school	shops	television	monkey	birds





1.	tree	 trees	_
2.	friend		_
3.	wish		

5.	branch	
		•

#### For the teacher

Tell children that words ending in ch, sh, x, s, ss take 'es' to make plural.

e.g. bench - benches, bush - bushes, box - boxes, bus - buses, class - classes

Give more words for practice in their notebooks.

#### II. Capital letters

- 1. I like Sonu.
- 2. Delhi is the capital of India.
- 3. Gurgaon is a metro city in Haryana.

As you see, names of persons (Sonu, Neha), cities (Gurgaon, Karnal), states (Haryana, Punjab), countries (India, Nepal) etc. begin with capital letters. You can also see that the first letter of the word with which a sentence begins is always a capital letter.

#### Now rearrange the following words into meaningful sentences.

**Remember:** Always begin the first word of a sentence and the proper noun with a capital letter. One has been done for you.

1.	good/is/student/a/sonia.  Sonia is a good student.
2.	kicked/ball/the/rohit.
3.	joy/sweety/with/jumped.
4.	picked up/he/something.
5.	capital/ haryana/of/is/chandigarh/the.
6.	laughing/is/sheetal.

Listening and Speaking

For the teacher



Read aloud the story from appendix.

- I. Listen to the story and answer the following questions.
  - 1. Who lived in the well?
  - 2. Why did children throw coins into the well?

How	did the frogs help the poor child?
Wha	at did the child wish to do with the coin?
Was	the child sad at the end of the story?

II. Draw an animal you like in the box given below and colour it. Now work in pairs and describe the animal to your partner. You can include features given in the help box.

colour wild or domestic how it looks eating habits

Look at the pictures carefully and complete the story. You may use the words from the Help Box.



wore	happy	lion's skin	forest	braying	donkey		
chased	ran away	drove	saw	braying	lion		
Once there was a donkey. One day he was wandering in the							
Suddenly h	ne found a	ly	ing on the	e ground.He _	it.		
Animals	hi	m and	wi	th fear. The dor	nkey was very		
	After some time he heard some donkeys He al						
started The animals heard his braying and came to know that							
was a	not a	•	They	him and	d		
him away fr	om the forest.						

# Follow Up

Ask your family members about their wishes and write them in the table given below. One has been done for you.

I wish to be a pilot. I want to see the world.

1.	Sister	
2.	Brother	
	2. Diother	
3.	Mother	
<i>J</i> .	Wiother	
4.	Father	
7.	Tauter	
5.	Grandmother	
3.	Grandmother	
	C 1C 1	
6.	Grandfather	

# Bugs



# Pre Reading

Look at the pictures of bugs and name them. You may choose the names from the box given below.

cockroach ladybug grasshopper butterfly









- Which of these bugs do you see in or around your home/school?
- Which of these bugs do you like/dislike and why?

# Reading

I like bugs,
Black bugs,
Green bugs,
Bad bugs,
Mean bugs,
Any kind of bugs.

A bug in a rug,

A bug in the grass,

A bug on the sidewalk,

A bug in a glass,

I like bugs.

Round bugs, Shiny bugs,

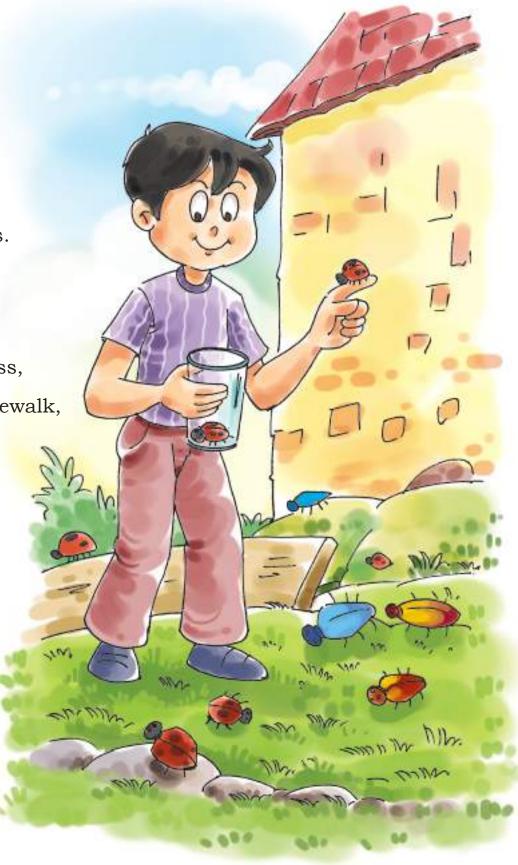
Fat bugs,

Buggy bugs,

Big bugs,

Lady bugs,

I like bugs.



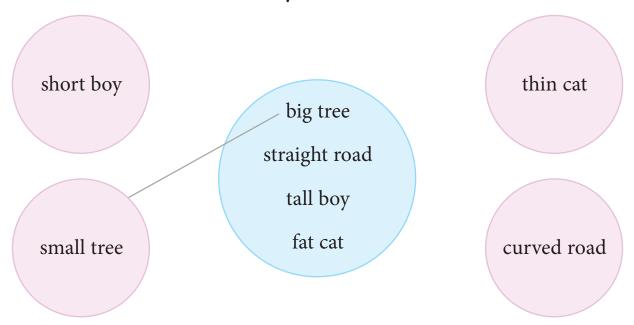
**Margaret Wise Brown** 

### Word Meaning in Context

bug a small insect छोटा कीडा unkind, poor in quality or appearance बुरा mean a small carpet, a thick blanket मोटा कम्बल, बोरी rug footpath फुटपाथ sidewalk shiny bright चमकीला **lady Bug** a kind of bug गुबरैला Comprehension Based on the poem write the following about the bugs. I. Colours 1. 2. Shape and size Places where they are found 3. Does the poet like all the bugs? Which line shows his liking for the II. bugs? III. Are you afraid of bugs? If yes, why?

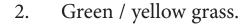
# Vocabulary

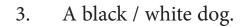
I. Match words in the big circle with their opposites in the small circles. One has been done for you.



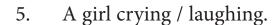
II. Look at the pictures and circle the correct words. One has been done for you.















III. Pick out from the poem the words that have been used to describe bugs. Write them in the boxes. One has been done for you.



IV. Rearrange the letters to find names of some common insects. One has been done for you.

- 1. fyluohse <u>housefly</u> 6. tan \_\_\_\_\_
- 2. ebe \_\_\_\_\_ 7. hpprogssare \_\_\_\_\_
- 3. sapw \_\_\_\_\_ 8. othm \_\_\_\_
- 4. ckocachro \_\_\_\_\_ 9. bleete \_\_\_\_\_
- 5. qutiomos \_\_\_\_\_ 10. tertmie \_\_\_\_\_

#### Grammar

I. Complete the following sentences by filling in 'I like' or 'I don't like.'

- lizard.
- 2. \_\_\_\_\_ ice-cream.
- 3. snake.
- 4. \_\_\_\_\_ homework.
- 5. cartoons.
- 6. \_\_\_\_\_ bugs.



#### For the teacher

Encourage children to make more sentences of their choice by using 'I like' or 'I don't like'.

# II. Pick out nouns and adjectives from the box and write them in the space given.

sharp	school	shiny	India	big	deep	Haryana
small	silky	sugar	tasty	harmful	noisy	friendly
book	milk	lovely	Vikrant	eraser	chair	Mumbai

Nouns	Adjectives

#### For the teacher

Tell children that noun is the name of a person, thing or a place and adjective is a describing word to show quality of a noun.

Listening	



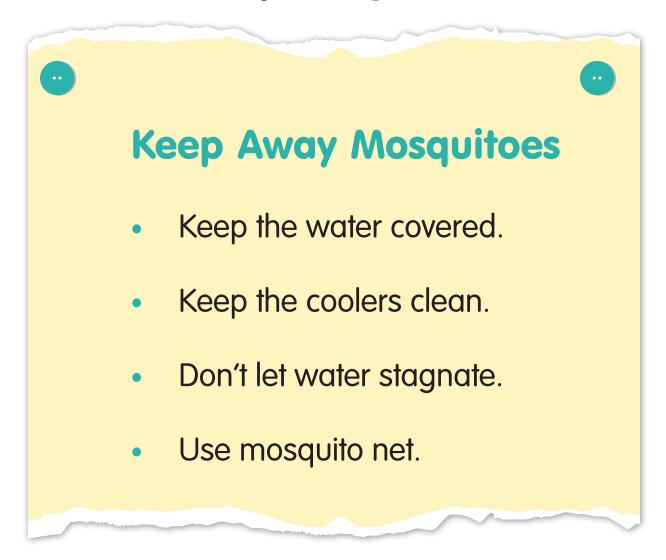
Listen to the teacher and put a  $(\checkmark)$  mark for true and (X) for false statements.

- 1. Houseflies are found in our houses.
- 2. Housefly makes our food healthy.
- 3. Eating of unhealthy food makes us sick.

Housefly is a g	good bug.		
g	•		
-	•	e poem with the verte given	
good	red	beautiful	shiny
I like a but	terflu.		
	3		A
			Ti .
			1
A	C. L		
Any kind o	f butterfly.		
		oriate words given	in the box.
		priate words given antennae	
Fill in the b	lanks with approp	antennae	
Fill in the b  places six	lanks with appropring insects eggs	antennae touch	bodies
Fill in the b  places six	lanks with appropring insects eggs	antennae	bodies
Fill in the b  places six  There are va	insects eggs rieties of	antennae touch	bodies
Fill in the b  places six  There are va in all	insects eggs rieties of All	antennae touch arounce	bodies d us. They live
places six  There are va in all into three see	insects eggs rieties of All ctions: the head, the	antennae touch arounce insects have orax and abdomen.	bodies l us. They live
Fill in the b  places six  There are va in all into three see a pair of	insects eggs rieties of All ctions: the head, the	antennae touch arounce	bodies  d us. They live  Nearly all insec ey use their an

Follow Up

I. Read the Dos and Don'ts given in the poster below.



II. Discuss in groups some more Dos and Don'ts to protect ourselves from mosquitoes.



For Lesson 7-9

#### For the teacher

Follow the general instructions for assessments given at the back of Table of Contents.

#### Q.1 Answer any four of the following questions.

 $1 \times 4 = 4$ 

Max. Marks: 20

- a. Why did the mouse want to bite the pencil?
- b. How many circles did the pencil draw to make the cat?
- c. Where did the genie appear from?
- d. Who wanted a smaller neck?
- e. Name the colours of the bugs mentioned in the poem.
- f. Name the places where bugs are found.

### Q.2 Circle names of some eatables and toys hidden in the grid.

 $1 \times 4 = 4$ 

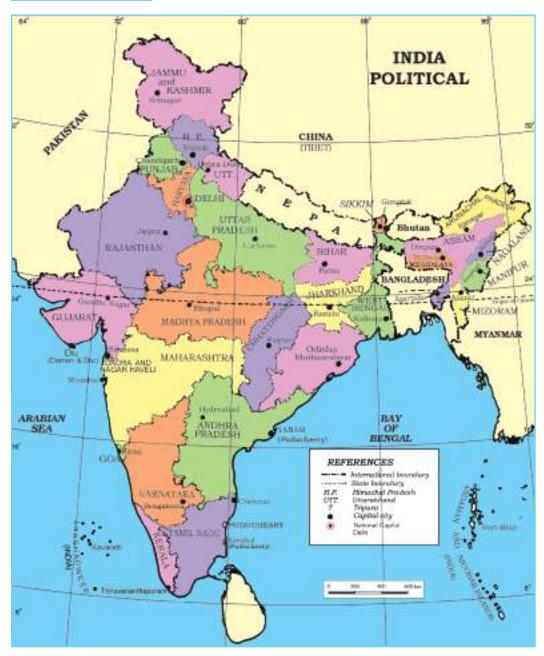
Т	E	D	D	Y	B	E	А	R
Α	С	A	K	E	×	B	N	G
Z	С	0	J	A	М	K	М	l
R	E	М	0	Т	E	С	A	R
С	Н	0	С	0	L	А	Т	E
Y	U	D	0	L	L	S	V	Н
R	ı	С	E	С	R	E	A	М
D	F	0	0	Т	B	Α	L	L

<b>Q.3</b>	Solve	the follow	ing riddle	s and w	rite the	answ	ers in t	he boxes.	•
									$1\times4=4$
a. I am an animal. I live both in water and on earth. I have four let Who am I?							r letters.		
		F							
	b.	I am a plant	t. I give sug	ar. Who	am l?				
		S G		$C \mid    $	V				
	C.	I am an anir	mal. I have l	olack fur	on my b	odv. I	like ho	nev. Who	am I?
		В	R					,	
	d.	I am a plac	e. People o	ome he	re to se	e wild	d anima	als and bii	rds. Who
		am I?	_						
		Z							
Q.4	Com	plete the f	ollowina s	story by	choosi	ina a	nnroni	riate wor	ds from
Q.T		lelp Box.	onowing s	, tory by	Ciloosi	iiig u	рргорі		$/2\times8=4$
	task	mice	mouse	idea	unha	рру	cat	house	bell
	Once	, some mice	lived in a h	ouse. Th	ere was	enou	gh to ea	at in the _	
	The	liv	ed happily	y. One c	ay a cat	t saw	the mi	ce. Every	day she
	caug	ht a	and ate	it up. T	he mice	e wer	e	One	day the
	mice	of the hous	se gathered	d and de	ecided to	o kill	the	, bu	ıt a little
	mous	se disagreed	d as it was	a difficu	lt		An old	mouse su	ggested
	an	to b	ell the cat	so that	when th	e cat	came,	all the mi	ce could
	hear	the ringing	of the	a	nd they	coulc	l get a	chance to	escape.
	But t	ne other mi	ce asked w	ho wou	ld bell th	ne cat	•		
Q.5	Use f	ull stop (.) o	or sign of i	nterrog	ation (?)	) in th	e follo	wing sen	
	a.	He gave me	e an apple			b.	Is thi	s your bat	:

# 10 Our National Symbols



### Pre Reading



\* Telangana became the 29th State of India on the 2nd June 2014, after the reorganisation of the State of Andhra Pradesh.

- What is the name of our country?
- Circle our state in the map.
- Name the states that touch our state.

### Reading

The peacock is our national bird. It is large in size. It has long, blue and green feathers on its tail. It spreads out its feathers like a fan and dances, when it is happy.





Here is our national flag. It has three colours- saffron, white and green. That is why it is called the tricolour. The flag has a wheel with 24 spokes in the centre. The colour of the wheel is dark blue.

This is our national emblem. It has four lions standing back to back. The four lions face the four directions. You can see the emblem on our coins and currency notes.





The tiger is our national animal. It is a wild animal. It lives in the jungle. It has yellow and black stripes. It can move very fast.

Lotus is our national flower. It is a very beautiful flower. It blossoms in the water. It is used for worshipping of gods in our country. It is found in many colours like pink, blue and white etc.



### Word Meaning in Context

symbols signs चिह्न related to country राष्ट्रीय national feather पंख saffron a colour केसरिया spokes तिल्लियाँ emblem symbol प्रतीक currency money मुद्रा living in jungle जंगली wild lines धारियाँ stripes a flower कमल का फूल lotus blossoms blooms खिलता है praying पूजा करना worshipping Comprehension Tick  $(\checkmark)$  the right options. Which of the following is our national bird? 1. peacock sparrow pigeon parrot 2. How many colours are there in our national flag? five three two one

3. What is the number of spokes in the wheel of our national flag?

24

30

15

10

4. Which is the national animal of our country?

monkey

elephant

lion

tiger

5. How many lions are there in our national emblem?

one

seven

four

two

### Vocabulary

# I. Find out our national symbols in the grid and circle them. One has been done for you.

С	E	Q	K	Р	U	R	l	X
K	Т	1	G	E	R	F	K	В
Н	F	S	W	А	J	С	М	Н
0	В	С	D	С	N	X	L	E
Т	R	1	С	0	L	0	U	R
L	U	G	V	С	0	S	P	М
U	K	U	L	K	T	W	0	L
X	L	T	Y	Α	U	Α	W	R
1	Р	J	С	0	S	Z	Z	J
G	Н	G	Α	N	G	A	С	V

# II. Label different parts of our national flag. You may pick out the names from the box.

wheel	rope	spokes	saffron strip
green strip	white strip	mast	



### Read the composition carefully.

We live in Haryana. It **has** twenty two districts. It **has** a rich culture. It **has** many famous places like Kurukshetra, Panipat, Karnal etc. They **have** historical importance. Haryana **has** a big network of canals and roads. People live happily here. They **have** simple and peaceful life. They **have** respect for all religions. We love our state Haryana.

### Now complete the following paragraph using 'has/have'.

We \_\_\_\_\_ many national symbols. They \_\_\_\_\_ great importance for us. Our national flag is Tricolour. The peacock is our national bird. It \_\_\_\_\_ a beautiful look. Lotus is our national flower. It \_\_\_\_\_ beautiful pink petals. We love our India and are proud to be Indians.

### Listening and Speaking

### I. Read the conversation given below and role play the dialogue.

Richa: Rahul! Which is our national bird?

Rahul: I think it's parrot.

Richa: No, it's not parrot. It's peacock.

Richa: Monu! Can you tell the name of our national animal?

Monu: Yes, didi, I can. It's lion.

Richa: No, Monu! You're wrong but very close to the correct answer.

Monu: Then, is it tiger?

Richa: Yes. You're right.

Monu: Richa, now could you tell me the name of our national flower?

Richa: It's simple. It's lotus.

Monu: Wow! You're right.

### II. Recite and enjoy the poem.

### Holi

Holi is a festival
Of colours bright
Green, yellow, red and blue,
Black and milky white.
With all these colours
On our faces and clothes,
We look funny
From head to toe.



### Writing

Draw a picture of mango (our national fruit) and write some sentences about it. You may take help from the box. One has been done for you.

Children like \_\_\_\_\_



### Follow Up

very much.

5.

Find out the names of our state game, tree, bird and animal and write them in your notebook.

# What's in the Mailbox?



### Pre Reading

- How do you share your feelings/ideas with your family, friends and persons around you?
- How will you talk with them if they are not living with you?



Name the person who delivers letters/parcels/money orders etc. to us.

### Reading

Most always, when the postman comes

With letters, two or three,

They're for my Mother or my Dad

But never one for me.

I'm going to write some letters, though,

That's what I'm going to do.

And then my friends will answer me

And I'll get letters too!



### Word Meaning in Context

mailbox a box where you drop letters डाक पेटी

**postman** one who delivers letters डाकिया

never not at all कभी नहीं

get receive प्राप्त करना

### Comprehension

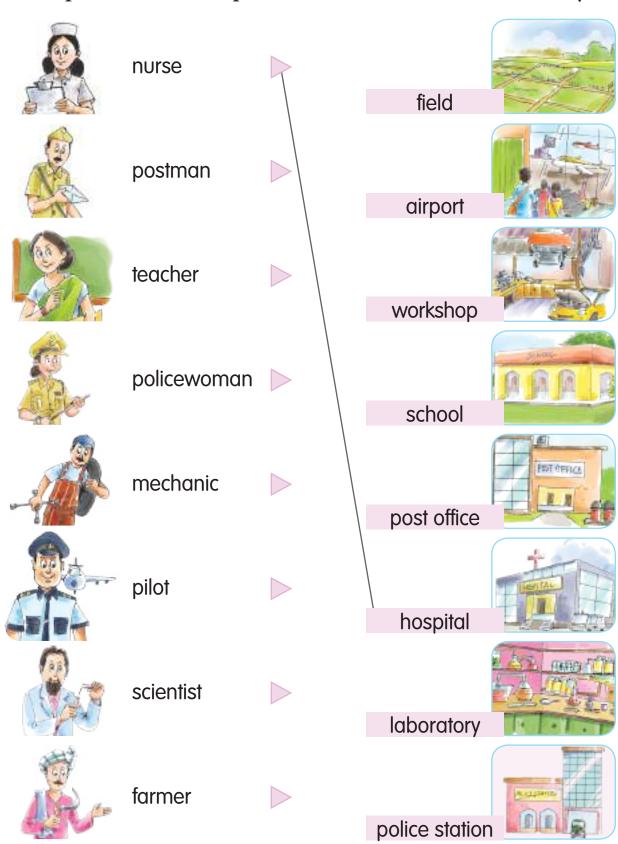
### Answer the following questions.

- 1. What does the postman bring and for whom?
- 2. Why does the child look unhappy in the first four lines of the poem?
- 3. When will the child get letters from his friends?
- 4. Would you like to write a letter? If yes, to whom and, if not, then why not?



### Vocabulary

I. Match persons with their places of work. One has been done for you.



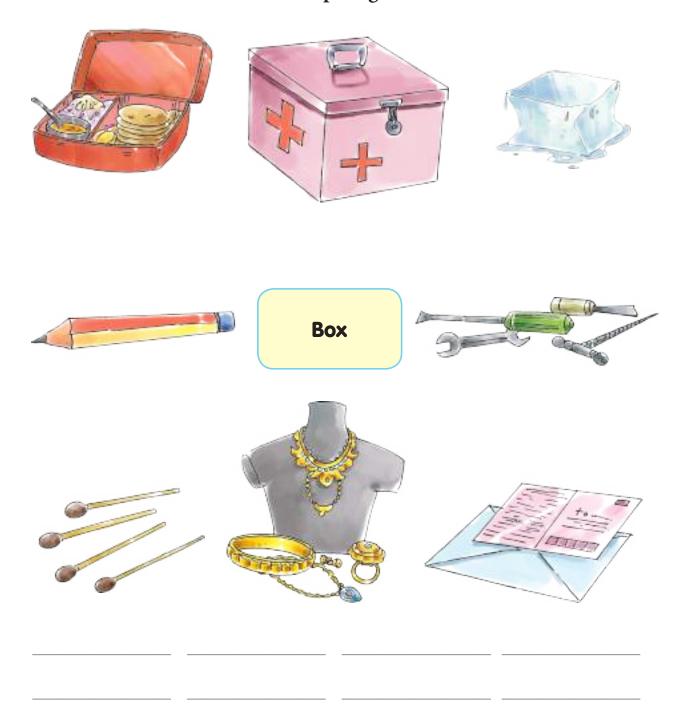
### II. Compound words

You can form many words by adding some words before the word 'box'.

### Here is one example

Lunch + Box= Lunch box

Look at the pictures and make new words as in the example given above. Write these words in the space given below.



### Grammar

### I. Use of 'will'

Raju: I'll go to market tomorrow.

Bheem: What will you do there?

Raju: I'll buy some necessary things as I'm going to Shimla next

week.

Bheem: That's good. We'll go there too.

Raju : With whom will you go?

Bheem: I'll go with my cousins. They'll come to my house tomorrow.

Raju : Fine. My sister will also go with me.

Bheem: That will be great.

We use 'will' to express actions in the future. In spoken language we use short form of will ('ll).

As you see, 'I will go' is spoken as 'I'll go'. Similarly, we use short forms of other helping verbs, as shown below:

Regular form	Short form	Regular form	Short form
It is	It's	I will	I'll
I am	I'm	She will	She'll
You are	You're	He will	He'll
They are	They're	They will	They'll
We are	We're	You will	You'll
I have	I've	Cannot	Can't

### For the teacher

Tell children about more short forms of the helping verbs wherever required.

# Rewrite the following passage using short forms of the helping verbs. One has been done for you.

gir kn	am Genie. It is my birthday today. I have invited my friends-elephant, giraffe and crocodile. They are very excited to celebrate my birthday. I know they will surely come. We will enjoy a lot. You are also invited.  "M Genie.						
l'w	n Genie.						
rea	ven below are sentences describing the process how a letter aches its destination (its receiver). But these sentences are not in e correct order. Rewrite them in the correct order.						
•	The postman collects the letters from the letter box and takes them to the post office.						
•	The sender writes the letter.						
•	The letters are stamped and sorted out according to the addresses.						
•	He/she drops it in the letter box.						
•	Finally, the letter is delivered to the concerned person/receiver.						

II.

### Listening and Speaking

### Read the conversation between Rohit and a Postman.

Postman: Knock! Knock!

(knocking at the door)

Rohit : Yes, uncle! (opening the door and asks)

Postman: Is Mr. Gupta at home?

Rohit : No, Papa isn't at home.

Postman: I've a letter for him.

Rohit : Please give it to me, uncle.

Postman: OK. Here it's. Please make sure that you will give it to your father

or mother.

Rohit : Thank you uncle. Would you like to have some water?

Postman: No. Thanks! I've to deliver many letters.

Now work in pairs and role play this conversation.

### Writing

Read the following greeting message that Reena wrote to her friend Mona on her birthday.

Dear Mona.

Wish you a very happy birthday.

May God bless you!

Your friend

Reena



Now write a greeting message in the space given below for your brother/sister on New Year.					

Follow Up

Prepare a greeting card/Try to make an envelope with paper.

# Means of Transport



### Pre Reading

- How do people travel/go from one place to another?
- Tick  $(\checkmark)$  the means of transport you have travelled by.

bus	train	bicycle	motorbike
tractor	truck	scooter	auto rickshaw
helicopter/plane	ship/boat		

### Reading

Human beings are highly social. It is very difficult for them to live alone. They like to move from one place to another to meet their relatives, friends and do their work. Sometime they have to move their goods from one place to another. For this they need means of transport to make movements easy.



People have been using transportation from ancient times. In the earlier days they used animals such as donkeys, camels and horses for transportation. After the invention of wheel, there came a revolution in transportation. Animal driven carts were used in place of animals. It made transportation easier and cheaper.

As a result of new technologies, we can now travel faster from one place to another using land, water and air transports.

### Means of transport

We use different means of transport to go from one place to another. We can travel by air, land or water.



### On Land

Some vehicles move on land such as buses, trucks, cars, motorcycles, bicycles and auto rickshaws etc. Trains are also means of land transport, but they move on iron track.



### On Water

Ships, steamers, boats and cruises etc. are the means of water transport. They carry passengers and heavy goods (Cargo) across the rivers, seas and oceans.



### By Air

Air transport is the fastest means of transport. Thanks to Wright Brothers for their invention of aeroplane. Aeroplanes, helicopters and rockets are the means of air transport.



### Word Meaning in Context

means medium साधन / माध्यम

social related to society सामाजिक

ancient period thousand years in past प्राचीन revolution a sudden change in situation क्रांति

transport vehicles यातायात

goods things वस्तुएँ

**invention** making of new things or ideas आविष्कार

passengers travellers यात्री

### Comprehension

# I SHOW I

### I. Answer the following questions.

- 1. Why do we need means of transport?
- 2. Name different types of transport.
- 3. Name some means of land transport.
- 4. What type of transport are steamers, boats and ships?
- 5. Name some means of air transport.

### II. Fill in the blanks using the words from the box.

lan	nd animals	air	water	
1.	In earlier days people used _		for transportation.	
2.	We travel from one place to water transport.	another u	ising air,	and
3.	Helicopter is an	transpo	rt.	
4	Ship sails on			

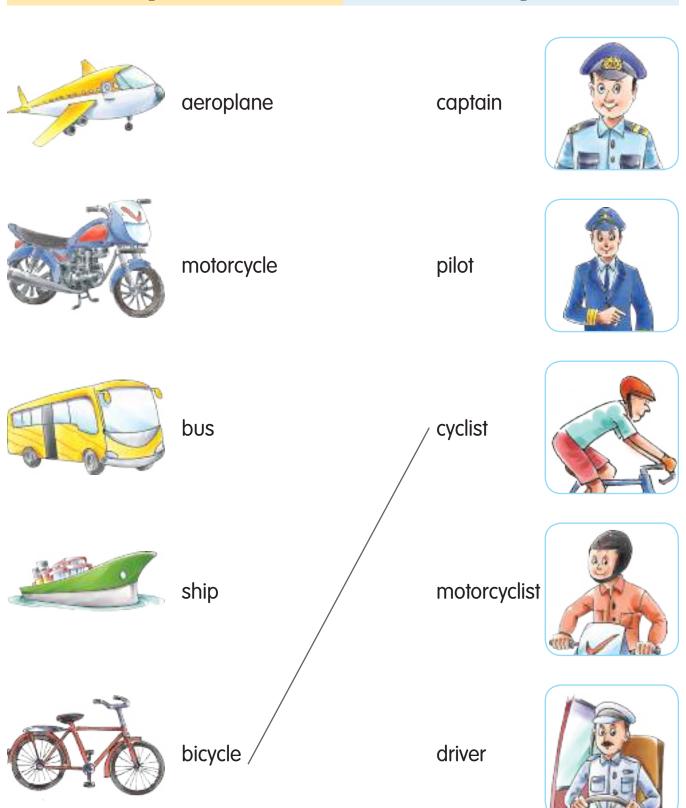
I. Rearrange the following letters of the alphabet to form the names of means of transport.

eaorplnae	tnrai
phis	elihopctre
cooster	rac
sub	crokte
taob	ucktr

II. Match the means of transport with the persons who run/drive them. One has been done for you.

### Means of transport

### Person who runs/operates them



### III. Classify the means of transport and write them in appropriate columns.

aeroplane	ship	train	spacecraft
cycle	boat	scooter	jeep
steamer	bus	bullock cart	tonga
submarine	tractor	ambulance	car
helicopter	paddle-boat	auto-rickshaw	rickshaw
cruise	metro-train	motorcycle	truck

On land	In air	On water

### Grammar

Most nouns can be made plural by adding s/es like bus - buses. These nouns are known as **countable nouns**. However there are some nouns that cannot be made plural by adding s/es like 'milk'. These are called **uncountable nouns**.

## I. Now separate the countable and uncountable nouns from the box and write them in the table below.

milk	pin	water	girl	book	ice
fan	tree	oil	bottle	soil	sugar

Countable Nouns			Uncountable Nouns			

### II. Use of 'a', 'an' and 'the'



- My friend ate <u>an apple</u> yesterday.
   <u>The apple</u> was very sweet.
- 2. <u>A hen</u> laid <u>an egg</u>.<u>The egg</u> was very small.



- 3. My friend has <u>a toy car</u>.<u>The toy car</u> is very beautiful.
- I have <u>a bat</u>.The bat is very light in weight.

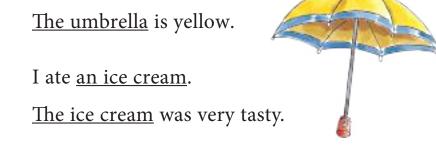


- 5. My friend saw <u>an elephant</u>.<u>The elephant</u> had a long trunk.
- I saw <u>a lion</u> in a zoo.<u>The lion</u> was sleeping.





- 7. My friend has an umbrella.
- 8.



After reading the above sentences we can see that a/an both are used with singular countable nouns. 'A' is used with singular nouns beginning with consonant sounds, whereas 'An' is used with singular nouns beginning with vowel (a, e, i, o, u) sounds. 'The' is used before a noun mentioned earlier or a particular noun in a given context or situation (e.g. Close the door.).

# I saw \_\_\_\_\_ crow. \_\_\_\_ crow was sitting on \_\_\_\_ apple tree. \_\_\_\_

tree was very big. \_\_\_\_ fox was standing under the tree. \_\_\_\_ fox was very hungry. \_\_\_\_ ox was watching both of them. \_\_\_\_ fox

requested \_\_\_\_\_ crow to drop some apples for him. But \_\_\_\_ crow

flew away.

### Complete the story with a/an/the. III.

Now fill in the blanks with a/an/the.

Once	there was	_ king and	queen	queen	gave birth
to	baby girl	baby gi	irl was very	beautiful	king
had _	elephant. A	As baby	y grew up, sl	he often enjo	oyed riding
	elephant. She l	oved birds ve	ry much	owl,	parrot
and _	eagle were	among her fav	vourites. Hei	love for bire	ds and ani-
mals r	nade her famou	s in the kingdo	om.		

### Listening and Speaking







I.

	•

- Stand in a queue.
- Wait for your turn.
- Always travel with a valid ticket.
- Throw wrappers and waste in dustbin.

### **Don'ts**

- Do not push anybody in crowd.
- Do not spit in the bus/train.
- Do not board a moving bus or train.
- Do not throw wrappers and eatables here and there.

### For the teacher

Ask children to listen to the above **Dos** and **Don'ts** and share them with your friends.

## II. Listen to the teacher and note down in your notebooks whatever he/she speaks.

For the teacher



### Step 1

Read the paragraph (given in the appendix) to children with proper intonation and pauses.

### Step 2

Make sure that all children have written the paragraph in their notebooks. Now write the paragraph on the blackboard and ask children to correct their mistakes by looking at the blackboard.

### Writing

### I. Look at the picture given below.



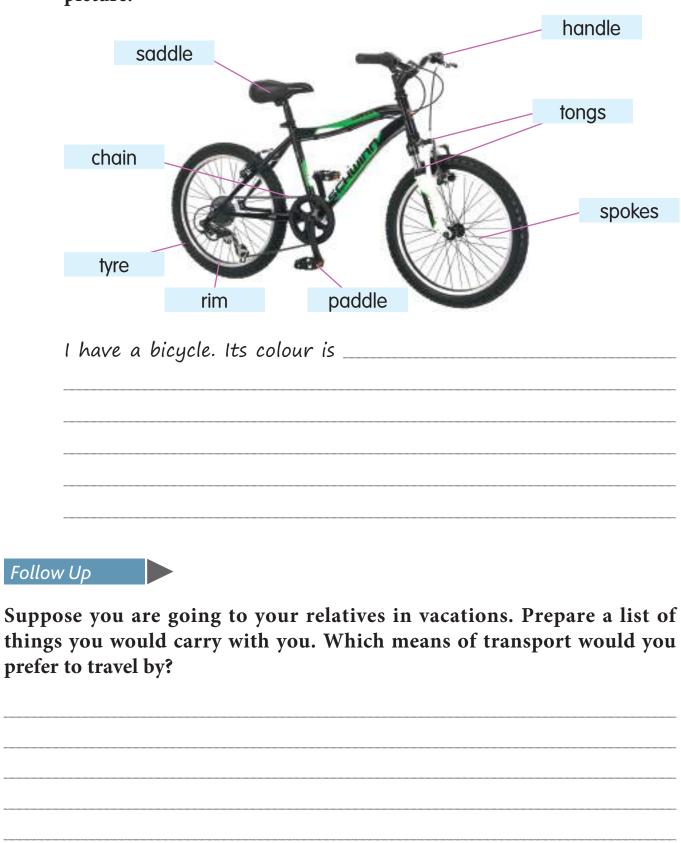
## Complete the following composition on car by using the words given in the box.

useful	road	people	car
four	driver	transport	

### A Car

This is a _	It is a means	of
A	drives it. It has	wheels. It runs on the
	It carries	_ from one place to another. It is a
verv	means of transpo	rt.

II. Now write some sentences on a bicycle. You can take help from the picture.



Max. Marks: 20

### For Lesson 10-12

E	Λ	r 1	<b>-1</b>	16	. 1	+4	22	h	Δ	14
г		ГΙ	ш	16	-	ш	-	ш	<b>C</b>	П

scientist

Follow the general instructions for assessments given at the back of Table of Contents.

Q.1	Ansv	ver any	four of th	e following	g question.		$1 \times 4 = 4$			
	a.	How m	nany coloui	s are there	in our natio	nal flag?				
	b.	. Name the national animal of our country.								
	c.	What does the postman bring for us?								
	d.	When will the child get letters from his friends?								
	e.	Name different types of transport.								
	f.	Why d	o we need	means of t	ransport?					
Q.2	A.	Write	the oppos	ites of the	following w	vords. (Do any fo	our.) 1/2x4= 2			
	sho	rt	small	thin	hot	white	up			
	В.	Name	any four n	ational sy	mbols of ou	ır country.	1/2x4= 2			
Q. 3		e name		ork places	of the perso	ons given below	1×4 = 4			
	nurse	<u> </u>			pilot					
	teach	ner _			farmer					

policewoman \_

Q. 4	Recite the poem with proper actions and gestures.	4
	Holi	
	Holi is a festival	
	Of colours bright	
	Green, yellow, red and blue,	
	Black and milky white.	
	With all these colours	
	On our faces and clothes,	
	We look funny	
	From head to toe.	
Q. 5	Write a greeting message in the space given below for your brothe sister on the New Year.	<b>r/</b> 4

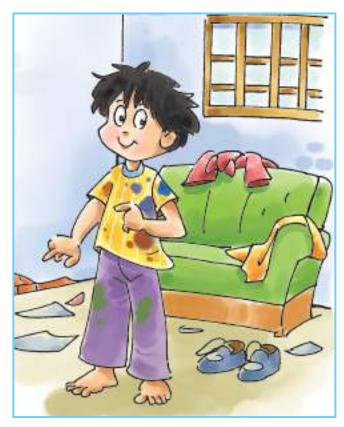
# 13

### Clean, Clean, Clean Your Body



### Pre Reading





Picture A Picture B

Which one of the above pictures do you like and why?

### Reading

Leave, leave, leave your bed, with the first ray.
Clean, clean, clean your body, by bathing every day.





Wash, wash, wash your hands, by soap or any gel.
Chew, chew, chew your food, chew it very well.



Cut, cut, cut your nails, cut them every week.
Eat, eat, eat fresh fruits, never you will be weak.

### For the teacher

Ask children to recite the poem along with you.

Brush, brush, brush your teeth, by rubbing up and down.
Rush, rush, rush anywhere, don't spit on the ground.



Keep, keep, keep your dress, keep it neat and clean.
Sit, sit, sit you straight, never bend or lean.



### Word Meaning in Context

leave your bed to get up in the morning सुबह उठना

ray beam of sun सूर्य की किरण

bathing taking bath नहाना

rubbing move रगड़ना

gel cream क्रीम

**chew** to crush with teeth चबाना

bend lean झुकना

We must follow good habits.

8.

### Comprehension

### Write in the box T for true and F for false statement.



We should get up early in the morning.
 We should brush our teeth.
 Always wash your hands before eating.
 We should eat food without chewing.
 Wear neat and clean dress now and then.
 We should sit straight.
 We should eat fresh fruits.

### Vocabulary

I. Match the pictures with the right words. One has been done for you.



# II. Look carefully at the picture given below and read the names of each object.



Now circle the things in the grid that are shown in the picture above. One has been done for you.

S	A	M	I	R	R	О	R	G	F	В	U	K	D
Н	I	R	Т	S	О	A	P	K	V	U	N	J	В
О	M	U	G	Т	V	N	W	S	В	С	P	M	R
W	G	D	K	S	G	Е	L	G	L	K	A	N	U
Е	R	S	Н	A	M	P	О	О	С	Е	D	Т	S
R	Т	Y	K	L	A	В	A	Т	Н	Т	U	В	Н

I.	Fill i	n the blanks by choos	ing the right options.	
	1.	Wake up	_ in the morning.	(early/late)
	2.	Brush your teeth	·	(daily/weekly)
	3.	Always use a	towel.	(dirty/neat)
	4.	Cut your nails with a	•	(nail cutter/teeth)
	5.	Don't play	the house after it is dark.	(inside/outside)
For t	the te	acher		
		n that sentences show do not take subject.	wing commands, suggesti	ions, requests and
II.	they		nstructions/orders/piec Rearrange the words to a lone for you.	
	1.	your/house/clean/kee	p.	
		Keep your house clea	n.	
	2.	run/ in corridors/ do	not.	
	3.	turn/your/wait/for.		
	4.	in/a queue/stand.		
	5.	these/ reserved/ seats/	ladies/ for/are.	

- 6. signal /the green/ wait/ for.
- 7. under/ CCTV surveillance /are/ you.
- 8. cash/your/here/deposit.
- 9. mobile/in/doctor's room/switch off/your.
- 10. before leaving/check/the counter/the cash.

### Listening and Speaking

### I. Recite and enjoy the poem.

Chubby cheeks,

Dimple chin,

Rosy lips,

Teeth within,

Curly hair

Very fair,

Eyes are blue,

Lovely too,

Mummy's pet-

Is that you?

Yes, yes, yes!



II. The teacher will speak out some phone numbers (digits) and children will write them in the space given below. One has been done for you.

1234 567 890	

### Writing

I. Look carefully at the steps for proper hand wash shown in the pictures below.



Arrange the steps for proper hand wash in the correct order according to the pictures and write them correctly in the space given.

- Rinse them again with water for some time.
- Soak them with a neat towel.
- Pick up soap or gel and apply gently on the hands.

	Rinse your hands with water.
	Rub hands with each other for some time.
1.	
2.	
3.	
4.	
5.	

#### For the teacher

Tell children about hand wash day. This day is celebrated in schools every year. Encourage them to develop a habit of proper hand wash before and after having food and after using the toilet etc.

#### II. Make a list of Dos and Don'ts to keep you healthy.

Dos	Don'ts

Follow Up

Prepare a chart of your daily routine.

# 14

## **Jamun Tree**



Reading

#### Scene-1

Some children are standing around the Jamun tree in the middle of the school. They are worried why the leaves of the tree are turning yellow and its branches are drying too.



Reena : Look! The tree is looking so sick.

Aryan : Yes, its leaves are turning yellow and branches are

drying too.

Raman : Oh! Then we can't get jamuns.

Meena : It's very sad. How shall we play under the shade of the

tree?

Reena : What should we do now?

Raman : We don't know what is happening to the tree.

Aryan : Let's ask our teacher about this.

Meena : Sure! Let's go and talk to our teacher.

#### Scene-2

Children are talking with their teacher. They are telling the condition of Jamun tree to the teacher. The teacher is listening to them carefully.



Reena : Ma'am, something is wrong with our Jamun tree.

Meena : Ma'am, its leaves are falling and it's drying too.

Teacher : Don't worry! Every problem has a solution.

Aryan : Ma'am, What shall we do now?

Teacher : We'll call Mali Kaka. I'm sure he'd suggest some solution

to this problem.

#### Scene-3

Mali Kaka, the teacher and children are standing around the Jamun tree. Mali Kaka is looking at the tree carefully. All the children are watching him anxiously.



Mali Kaka: Hmm! (Examining the tree carefully)

Reena : Mali Kaka, what has happened to the tree?

Teacher : Relax kids! Let him take his time.

(Mali Kaka sits on his knees and digs some earth from its roots. He takes out a pile of termites from the root and shows it to the children.)

Mali Kaka: Look children! These termites are the main cause. But don't worry. I have a medicine. I shall put it into the roots of the tree.

Be careful! Don't play near the tree and don't even touch it. I'll come here from time to time to take care of this tree.

Scene-4

After three weeks, the children are looking at the Jamun tree from a distance.



Meena : Look! There're some new green leaves on the dry branches.

Aryan : Wow! Its branches are also looking healthy.

Meena : It's getting well now. Let's tell our teacher.

Raman : Yes! And let's tell Mali Kaka too.

(Mali kaka, the teacher and all children are standing around the Jamun tree. Mali Kaka declares that the tree is healthy now. Children say thanks to Mali Kaka and to the teacher.)

Children: Hurrah! Now we can play under the tree and eat jamuns

too.

(They shout with joy and go to their classes happily.)

#### Word Meaning in Context

sick unhealthy अस्वस्थ shade shadow of tree छाया / छाँव

condition state स्थिति

suggest to imply सुझाव देना

anxiously with worry उत्सुकता से

pile heap ढ़ेर

termites white ant दीमक

announce to declare घोषणा करना

Assessment

For Lesson 13-14

#### For the teacher

Follow the general instructions for assessments given at the back of Table of Contents.

Max. Marks: 20

Q.1	\//ri	te in the box T for true and F for false statements.	$1 \times 4 = 4$
Q. I	VVII	te in the box 1 for true and F for faise statements.	1 × 4 = 4
	a.	You should not wear neat and clean dress.	
	b.	We should get up early in the morning.	
	c.	We should eat food without chewing.	
	d.	We should eat fresh fruits.	
Q.2	Wri	te names of any four characters in the play 'Jamun Tree'.	1×4 = 4

# Q.3 Circle in the grid names of things that are given in the box. (Do any four) $1\times 4=4$

mirı	cor	sh	ampo	O 1	mug		bath	ıtub	so	ap	1	orush	
S	A	M	I	R	R	О	R	G	F	В	U	K	D
Н	I	R	Т	S	О	A	P	K	V	U	N	J	В
О	M	U	G	Т	V	N	W	S	В	С	P	M	R
W	G	D	K	S	G	Е	L	G	L	K	A	N	U
Е	R	S	Н	A	M	P	О	О	С	Е	D	Т	S
R	Т	Y	K	L	A	В	A	Т	Н	Т	U	В	Н

Q.4			gnt) of different parts of a bicycl	1/2x8= 4
Q.5	Fill i	n the blanks by choosing	the right options.	1×4 = 4
	a.	Wake up	in the morning. (early/late)	
	b.	Brush your teeth	(daily/weekly)	
	c.	Always use a	towel. (dirty/neat)	
	d.	Cut your nails with a	(nail cutter/teeth)	

### **Appendix**

#### 2. Arun's Family



**Page 18:** 

#### My House

I'm going to build a little house
With windows, big and bright
With chimney, tall and curling smoke
Drifting out of sight.
When far away the clouds pile up

when har away the clouds pile up

Or when I hear a storm

I'll go into my little house

Where I'll be snug and warm.



#### Page 21:

eight parents village field vegetables teacher neat friends

#### 5. Traffic Rules



**Page 48:** 

#### **Traffic Lights**

Red light, red light,
What do you say?
I say STOP! And stop right away.
Yellow light, yellow light,
What do you mean?

I mean WAIT! Till the light is green.

Green Light, green light,

What do you say?

I say GO! And go right away.

#### 8. My Wish



#### **Page 84:**

Once there were two frogs that lived in a well. Everyday some children came and threw coins into the well to make their wishes. But there was a poor child who had no coin to throw into it. But he too came to the well everyday hoping his wish would come true. One day, touched by his presence, the frogs decided to help the poor child. They dived deep into the well and found a gold coin. The next day when the child came to the well to make his wish, the frogs gave him the coin. The boy smiled with tears in his eyes and thanked the frogs saying, "I always wished I had some money to buy a shawl for my mother." He went back home happily.

#### 9. Bugs



#### Page 93:

Housefly is a bug. It is found in our houses. It sits on food and makes it unhealthy. Eating this unhealthy food can make us sick. We should keep our houses clean to protect ourselves from diseases.

#### 12. Means of Transport



#### Page 121:

Ships, steamers, boats and cruises etc. are the means of water transport. They carry passengers and heavy goods (Cargo) across the rivers, seas and oceans. Air transport is the fastest means of transport. Thanks to Wright Brothers for their invention of aeroplane. Aeroplanes, helicopters and rockets are the means of air transport.

Mini Dictionary					
A					
a bit	adv. a small amount of anything opp. a lot	थोड़ा			
afraid	adj. full of fear opp. fearless	डरा हुआ			
announce	v. to make known publicly, to declare n. announcement	घोषणा करना			
anxious	<i>adj.</i> worried <i>opp.</i> carefree	चिंतित			
appear	<ul><li>v. to come into view</li><li>opp. disappear</li><li>n. appearance</li></ul>	दिखाई देना, प्रकट होना			
В					
bend	<ul><li>n. curve or turn</li><li>v. to become curved</li><li>opp. straight</li></ul>	मोड़, झुकना			
blossom	<ul><li>n. flowers of a fruit tree</li><li>v. to bloom</li></ul>	खिलना, विकसित होना, फूल			
bug	n. a little insect pl. bugs	कीड़ा, कीट			
burn	ν. to be on fire	जलाना			
buy	v. to get something by paying money opp. sell	खरीदना			
C					
cargo	n. goods carried in a ship or a vehicle	माल / जहाज में लदा माल			
chew	v. to grind with teeth	चबाना			
chick	<ul><li>n. a young bird</li><li>pl. chicks</li></ul>	चूज़े			
chilli	n. red pepper	लाल मिर्च			
condition	<i>n</i> . present state of things, a term	स्थिति, शर्त			
creep	ν. to move slowly and quietly	रेंगना, सरकना			
currency	n. money used in a country	किसी देश की मुद्रा			
curve	n. bend, turn pl. curves	मोड़, घुमाव			

D		
distance	<ul><li>n. space between two places or points</li><li>adj. distant</li></ul>	दूरी, फासला
E		
emblem	n. symbol	प्रतीक, चिह्न
F		
fall	v. to go down opp. rise	गिरना
farmer	n. who works on a farm pl. farmers	किसान
feather	<i>n</i> . soft hair like structure on the body of birds <i>pl</i> . feathers	पंख
field	<ul><li>n. a place where farmer grows crops</li><li>pl. fields</li></ul>	खेत
forest	n. large area of land covered with trees	जंगल, वन
find	v. to discover opp. lose	ढूँढना, खोजना
G		
gel	n. fluid, a jelly like liquid	जैल
genie	n. a magical figure	जिन्न
get	v. to receive, to obtain opp. lose, give	पाना, प्राप्त करना
glad	<i>adj.</i> happy, pleased <i>opp.</i> sad	खुश, प्रसन्न
gobble	v. to eat fast noisily and greedily	जल्दी–जल्दी आवाज़ करते हुए खाना
goods	<i>n</i> . things	माल, सामान
grant	v. to allow, to give opp. refuse	प्रदान करना
H		
hold	n. a grip v. to grasp opp. release	पकड़ पकड़ना
hook	<i>n</i> . a curved metal piece for hanging something <i>pl</i> . hooks	काँटा, हुक

_	<i>n</i> . hard outgrowth on the head of cattle	सींग
horn	a sounding instrument	भोंपू
_	n. haste,	जल्दबाजी, जल्दी में कुछ
hurry	v. to do something fast	करना
		नुकसान, चोट
hurt	n. harm, injury,	नुकसान पहुँचाना, चोट
	ν. to damage, to cause injury	पहुँचाना
Ι		
¥ .	ν. to create something, to make	0
Invent	<i>n</i> . invention	आविष्कार करना, बनाना
L		
leave	<i>n</i> . permission to be away from work,	छुट्टी
leave	v. to go away	चले जाना, छोड़ना
lick	ν. pass the tongue over or under something	चाटना,
look	v. to see	देखना
lotus	<i>n</i> . a type of flower	कमल का फूल
loud	adj. not quiet, causing great noise	ऊँचा, जोर का
M		
mailbox	<ul><li>n. a box for collecting letters, letter box</li><li>pl. mailboxes</li></ul>	पत्र—पेटी
mean	adj. narrow minded, selfish,	नीच, स्वार्थी
means	<i>n</i> . method or way used to achieve an end	साधन
NT	n. method of way used to define ve an end	MM
N		
national	adj. of a nation	राष्ट्रीय
2004	adj. not far from, close by	समीप
near	opp. far	पास
neat	<i>adj</i> . tidy, clean	
neat	<i>opp</i> . untidy, dirty	साफ, स्वच्छ
never	adv. at no time	कभी नहीं
печег	opp. always	9711 101
O		
ocean	<ul><li>n. a vast body of salt water, big sea</li><li>pl. oceans</li></ul>	महासागर
P	pr. occano	
passenger	n. traveller in a public vehicle	यात्री, सवारी
Passenger	pl. passengers	नाया, भाषाभ

mi ale	ν. to lift, to raise	
pick	<i>opp</i> . drop	उटाना
pile	<ul><li>n. heap, a number of things lying one upon other</li><li>pl. piles</li></ul>	ढेर
prey	<i>n</i> . something or someone hunted for food, victim	शिकार
R		
ray	<ul><li>n. a beam of light</li><li>pl. rays</li></ul>	किरण
ride	ν. to sit on a horse or vehicle, to travel	सवारी करना, सवारी
rub	<ul><li>v. to move something over other</li><li>n. act of rubbing</li></ul>	रगड़ रगड़ना
rug	n. a kind of coarse clothing, covering for floor pl. rugs	कालीन, फर्श पर बिछाने की दरी
S		
safe	<ul><li>adj. free from harm,</li><li>n. a chest</li><li>pl. safes</li><li>opp. harmful</li></ul>	सुरक्षित तिजोरी
scream	n. a loud cry v. to utter a loud sharp cry, to cry loudly	चीख जोर से चिल्लाना
shiny	<ul><li>adj. bright,</li><li>v. shine</li><li>opp. dull</li></ul>	चमकीला
shout	v. to utter a sudden cry	शोर करना, चिल्लाना
shriek	n. sharp outcry, v. to utter a shrill sound	चीख, चीखना
sick	<i>adj</i> . in poor health, not well <i>opp</i> . healthy	बीमार, अस्वस्थ
sidewalk	n. a footpath, a pavement	पैदलपथ
spoke	<i>n</i> . bars that connect the outer ring to centre <i>pl</i> . spokes	पहिए की तिल्ली
spray	<ul><li>n. dispersed liquid</li><li>v. to project a liquid to disperse</li><li>pl. sprays</li></ul>	छिड़काव, छिडकना
squeak	<ul><li>n. a high pitched sound,</li><li>v. to squeal</li><li>pl. squeaks</li></ul>	चूँ–चूँ की आवाज़, चूँ–चूँ करना

stripe	<ul><li>n. a long straight line of a single colour</li><li>pl. stripes</li></ul>	पट्टी, धारी
suggest	v. to imply, to recommend, to advise n. suggestion	सुझाव देना
symbol	n. sign, mark pl. symbols	प्रतीक, चिह्न
T		
termite	<ul><li>n. a white bodied insect, a wood consuming insect</li><li>pl. termites</li></ul>	दीमक
terror	n. fear	भय, आतंक
traffic	n. movement of vehicles and people	परिवहन
transport	<ul><li>n. means to go from one place to another</li><li>v. to move from one place to another</li></ul>	यातायात का साधन एक जगह से दूसरी जगह लाना ले जाना
travel	v. to go from one place to another	यात्रा करना
trouble	<ul><li>n. a problem, a difficulty</li><li>pl. troubles</li><li>v. to bother someone</li></ul>	कष्ट, कष्ट देना
trumpet	n. a musical instrument, cry of an elephant pl. trumpets	बाजा, बीन, हाथी की चिंघाड़
W		
watch	<ul><li>n. a device showing time</li><li>v. to look at, to guard</li><li>pl. watches</li></ul>	घड़ी पहरेदारी करना, निगरानी करना
wear	<ul><li>v. to put on clothes or a dress</li><li>n. clothing</li></ul>	पहनना पहनावा
whisker	<ul><li>n. stiff hair near mouth of certain animals</li><li>pl. whiskers</li></ul>	गलमुच्छे, जानवरों के मुँह के लंबे बाल
wide	<i>adj</i> . broad	चौड़ा, विस्तृत
wild	<i>adj.</i> untamed, not domesticated <i>opp.</i> domestic	जंगली
wish	<ul><li>n. a desire or longing,</li><li>v. to hope, to want</li><li>pl. wishes</li></ul>	इच्छा इच्छा करना
worship	<ul><li>n. religious service</li><li>v. to adore a deity, to pray</li></ul>	पूजा, भक्ति, उपासना पूजा करना