



UNIT - 1

TALKING TRAIN

I. *Look at the picture.*

Is there anything special about the train?



1. Name the things you see in the picture.
2. How many people are there?
3. What are the people doing?

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II. A. *Look at the picture and answer the questions.*



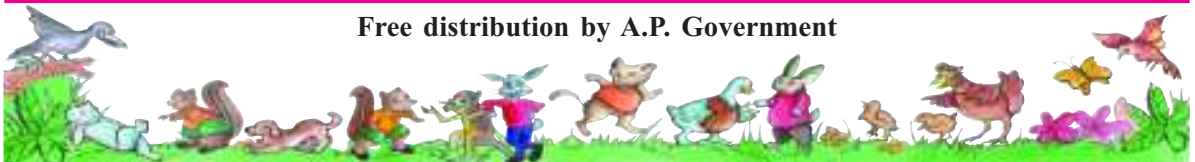
1. Where do you think are the people in this picture?
2. What do you think the woman on the TV is doing?

B. **Now listen to your teacher and say whether the following statements are true or false.**

Tick (✓) the statements that are true.

1. The Godavari Express was on time.
2. The correct arrival time of the train was 9 p.m.
3. The train was coming from Vijayawada.

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III. *Read the story.*

Talking train

Hello! Do you know who I am? I am a train. My name is Rail Raja. I am your friend.



I have no legs. I can move like you. I have many wheels. I run on rails. I have an engine as my face. I have boggies as my tail. I am very long. I make the sound Coo...Coo... Chuk...Chuk... I go to different places.

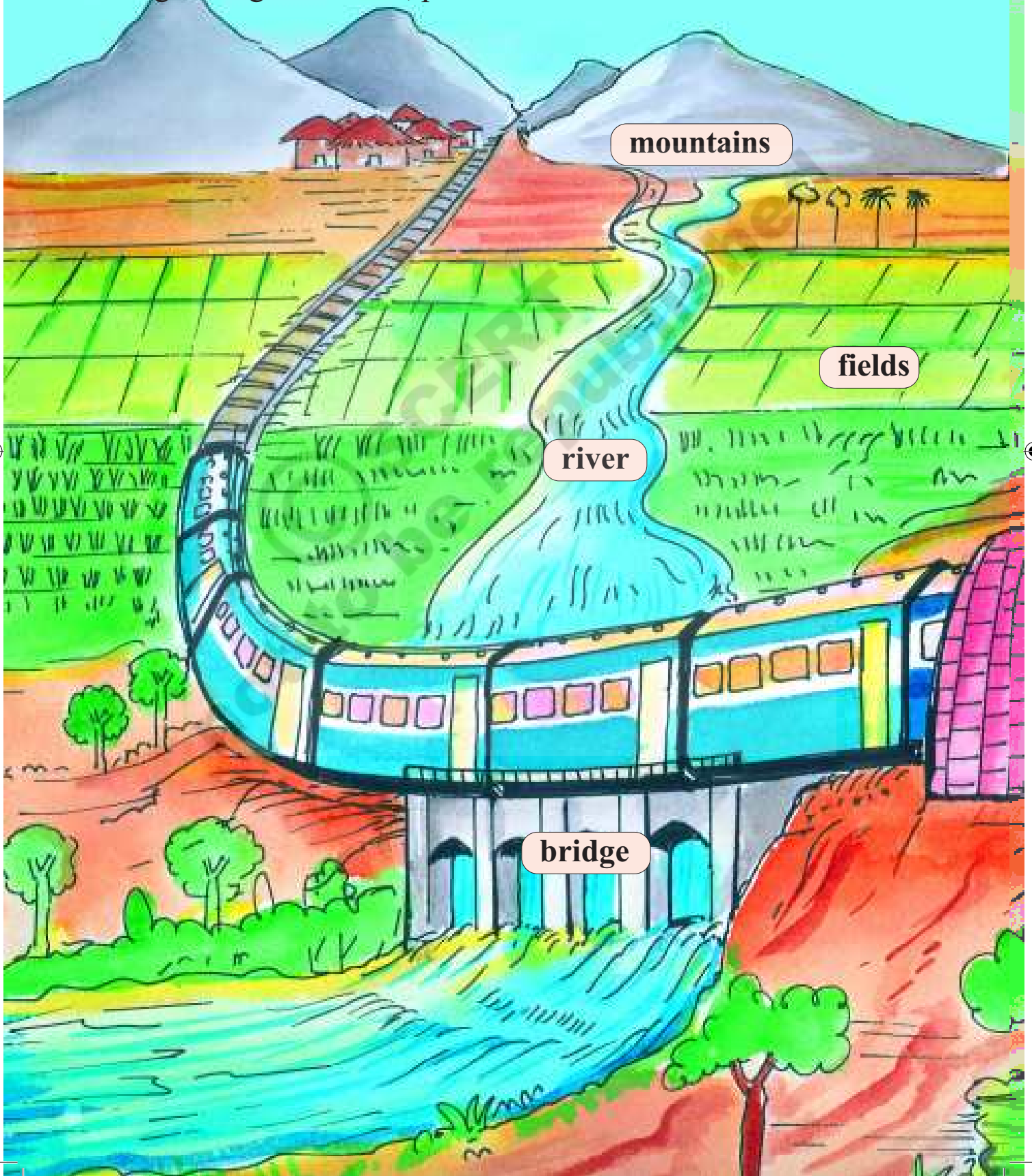
What are the different places through which a train travels?

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I go through forests and tunnels. I go over rivers and pass under bridges and move through deserts, fields and valleys. I go along mountains, ponds and lakes.

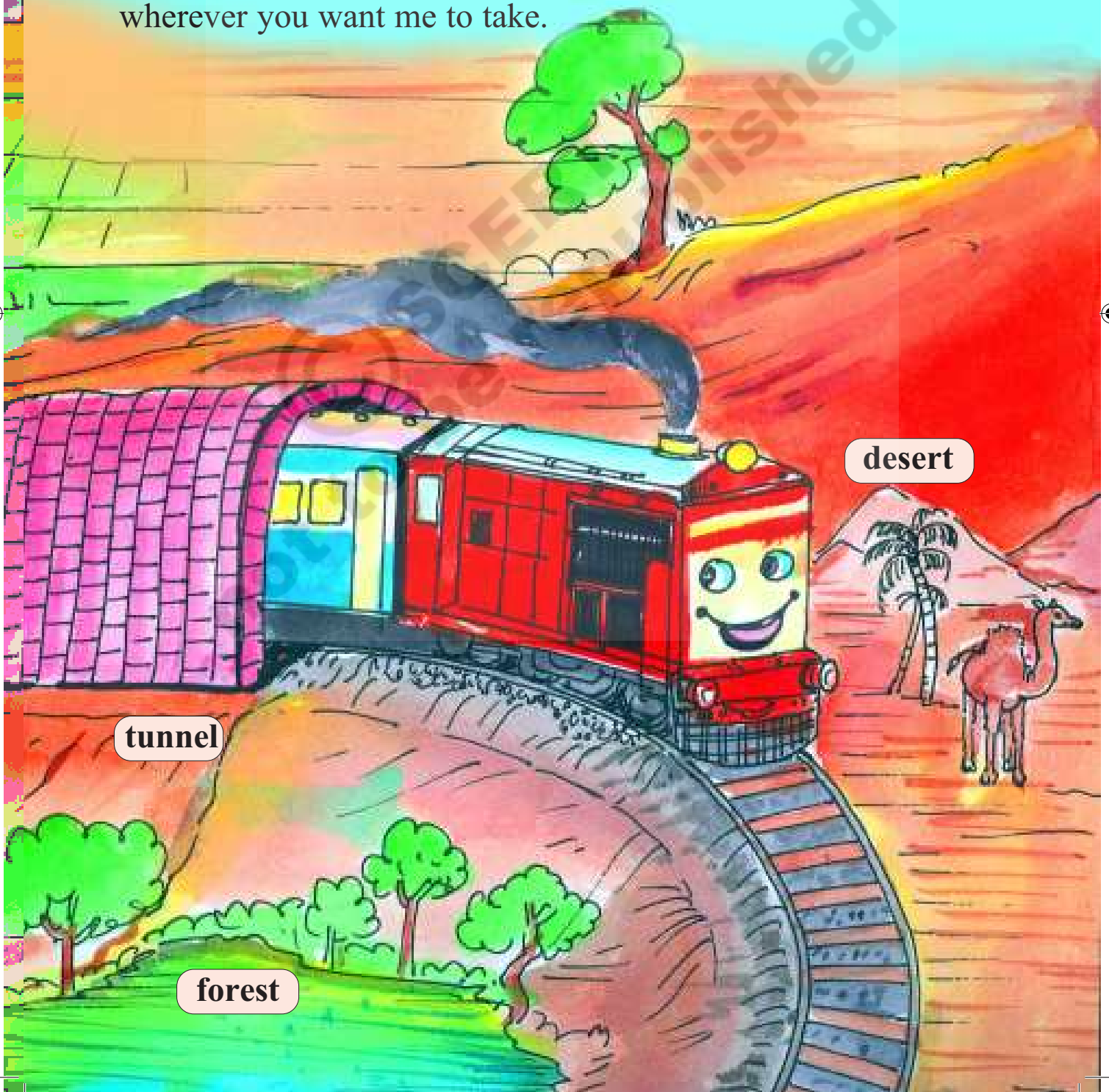


Everyone can see me – the rich and the poor, the young and the old, the healthy and the unhealthy. They are all my friends. I take them to their places.

Look! The guard is waving the green flag now.

Why does the guard wave a green or a red flag?

I am ready to leave. Hurry up! Get in. I will take you wherever you want me to take.





A. Answer the following questions.

1. Who is the speaker?
2. What do the cars of a train look like?
3. What places does Rail Raja pass through?
4. What is the most interesting thing about Rail Raja?
5. Have you ever travelled by train? If yes, which places have you visited?

B. The word unhealthy is opposite in meaning to the word healthy. As you can see we add 'un' before healthy to get the opposite of healthy.

Read the following paragraph.

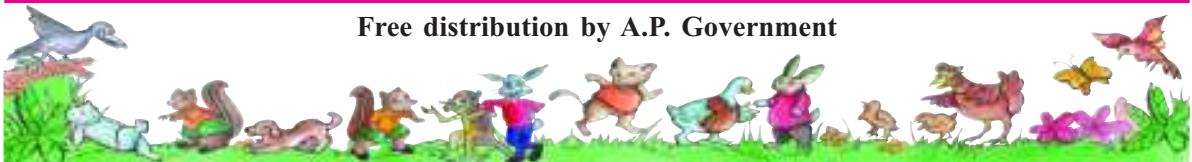
Laxmi was reading a story-book sitting in a train. It was very interesting. The story was about a wise man. Just then, an old man came there. He was not able to carry his luggage. He asked Laxmi's father, "Can you please help me?" He helped the old man. The old man felt very happy.



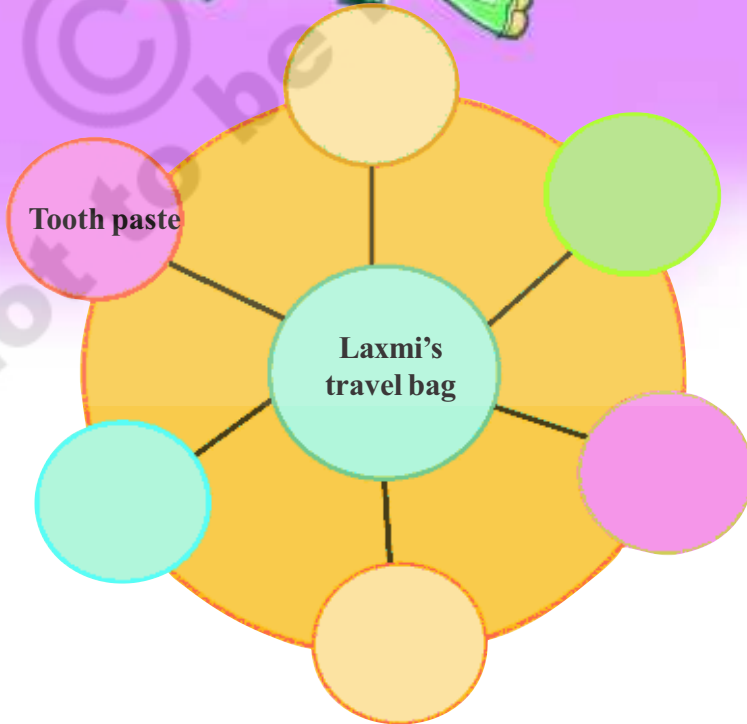
Now write the OPPOSITES of the underlined words using 'un'

Word	Opposite

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C. Laxmi is planning to go to Delhi to see her grandparents. It is a long journey. Tell her what things she should carry with her. Write them in the balloons given below. You can add more balloons if you want.



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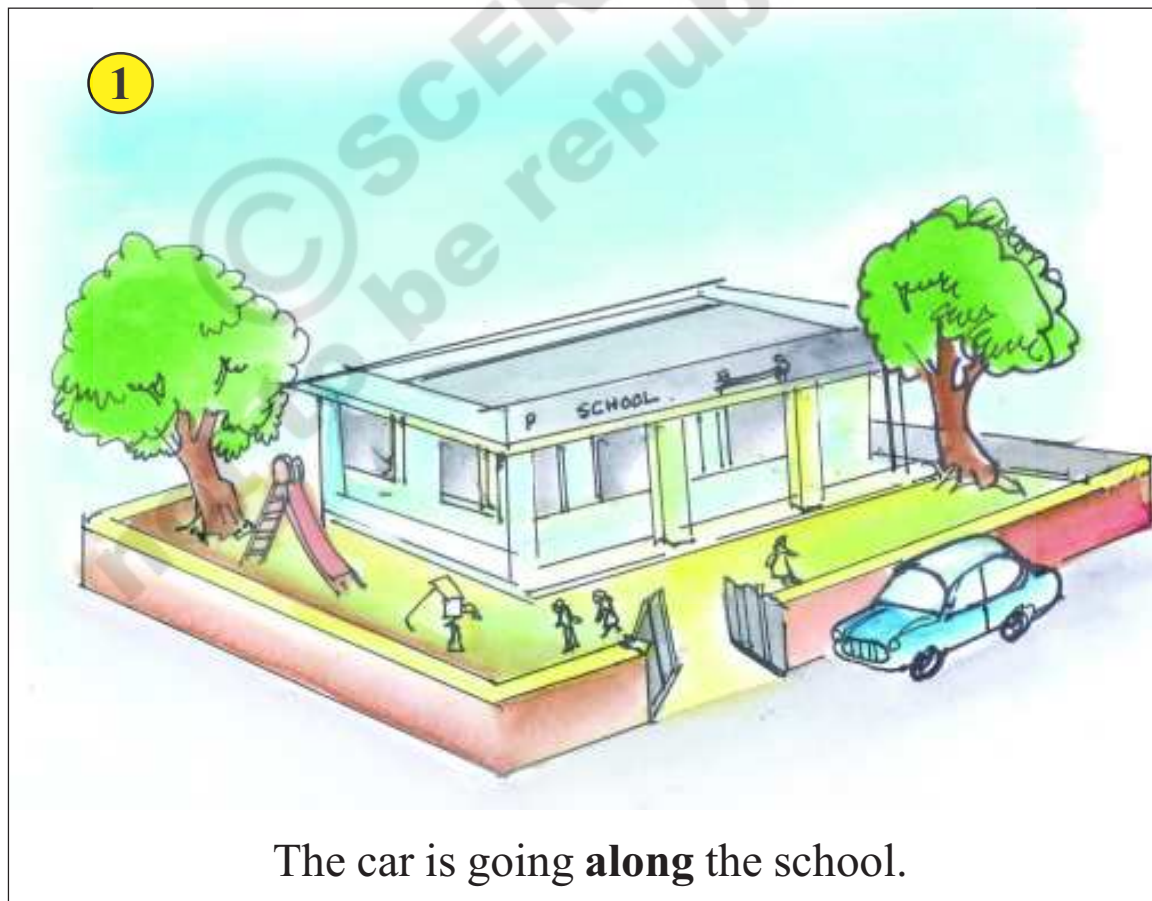


D. Read the following.

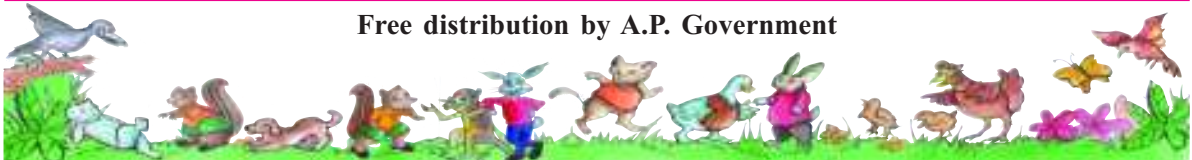
“The train goes **through** forests and tunnels. It goes **over** rivers. It passes **under** bridges. It moves **through** deserts, fields and valleys. It goes **along** mountains, ponds and lakes.”

Here the words – **through**, **over**, **under**, and **along** are used to show the movement of the train.

E. Look how these words are used in the following situations.



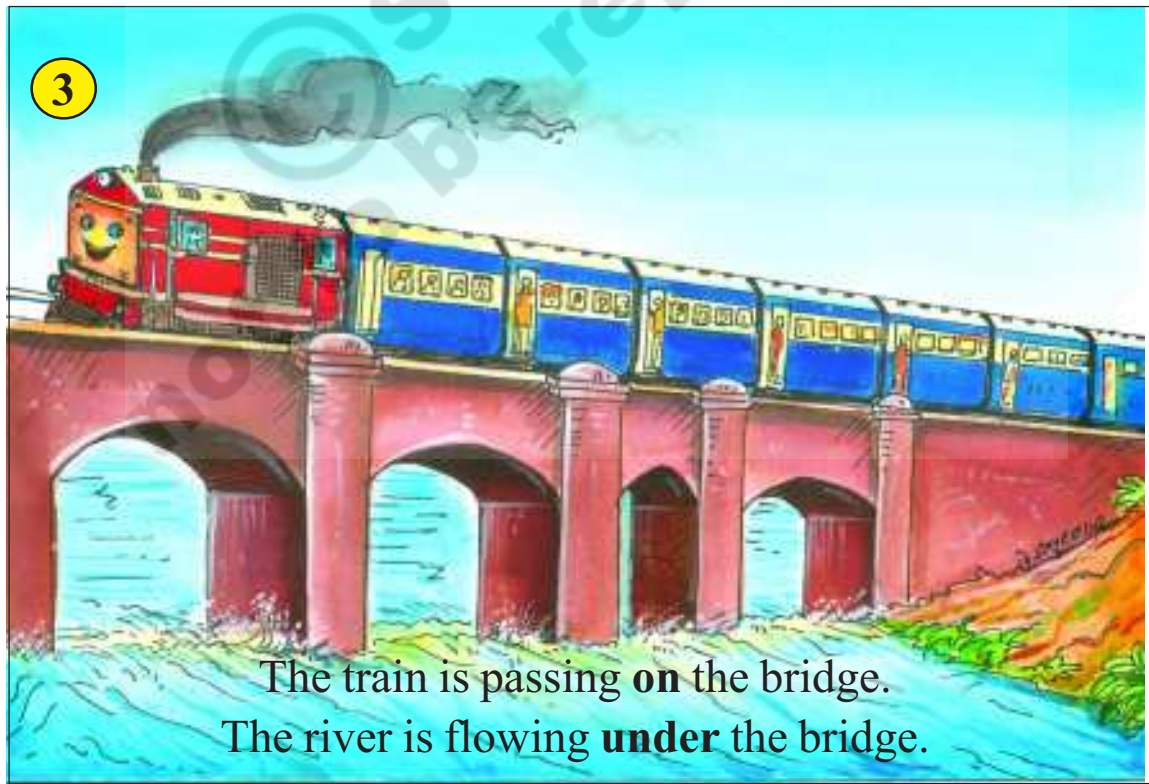
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2

The bus is going **through** the forest.



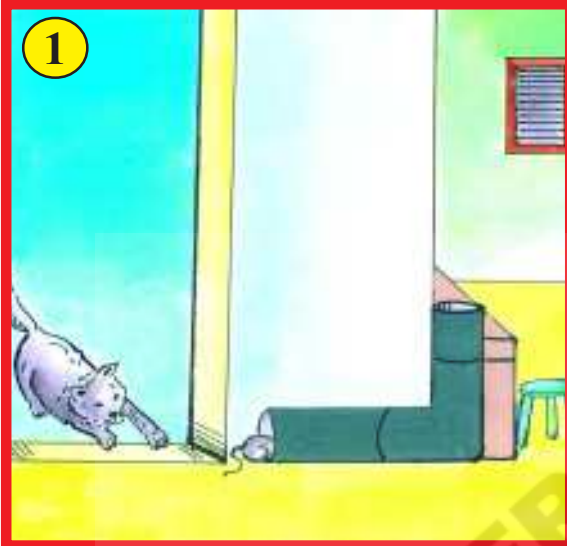
3

The train is passing **on** the bridge.
The river is flowing **under** the bridge.

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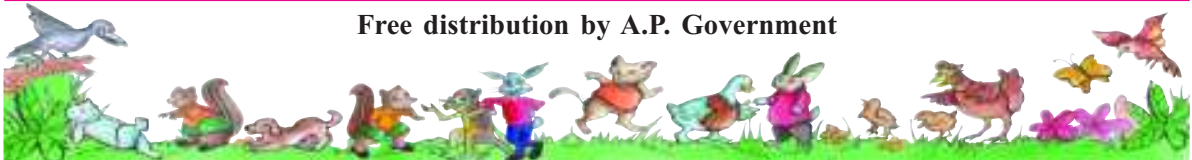
F. Look at the pictures and say how the rat escaped from the cat.



You may begin like this:

One day a cat saw a mouse. It jumped at it. The mouse was scared. It started running. First it went.....

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G. Laxmi is on the train with her parents. She has many questions in her mind. She starts talking to her father.

Complete the conversation between Laxmi and her father.

Role play it.

Laxmi: When will we reach Delhi, dad?

Father: _____

Laxmi: _____? I am hungry.

H. Rail Raja describes himself as follows.

I am a train. I have many wheels. I run on rails. I carry people and their goods to their places. I am very long.

Imagine you are another vehicle. Write about yourself.

I am _____

I. Try to say it fast:

“Upper roller lower roller

Upper roller lower roller”

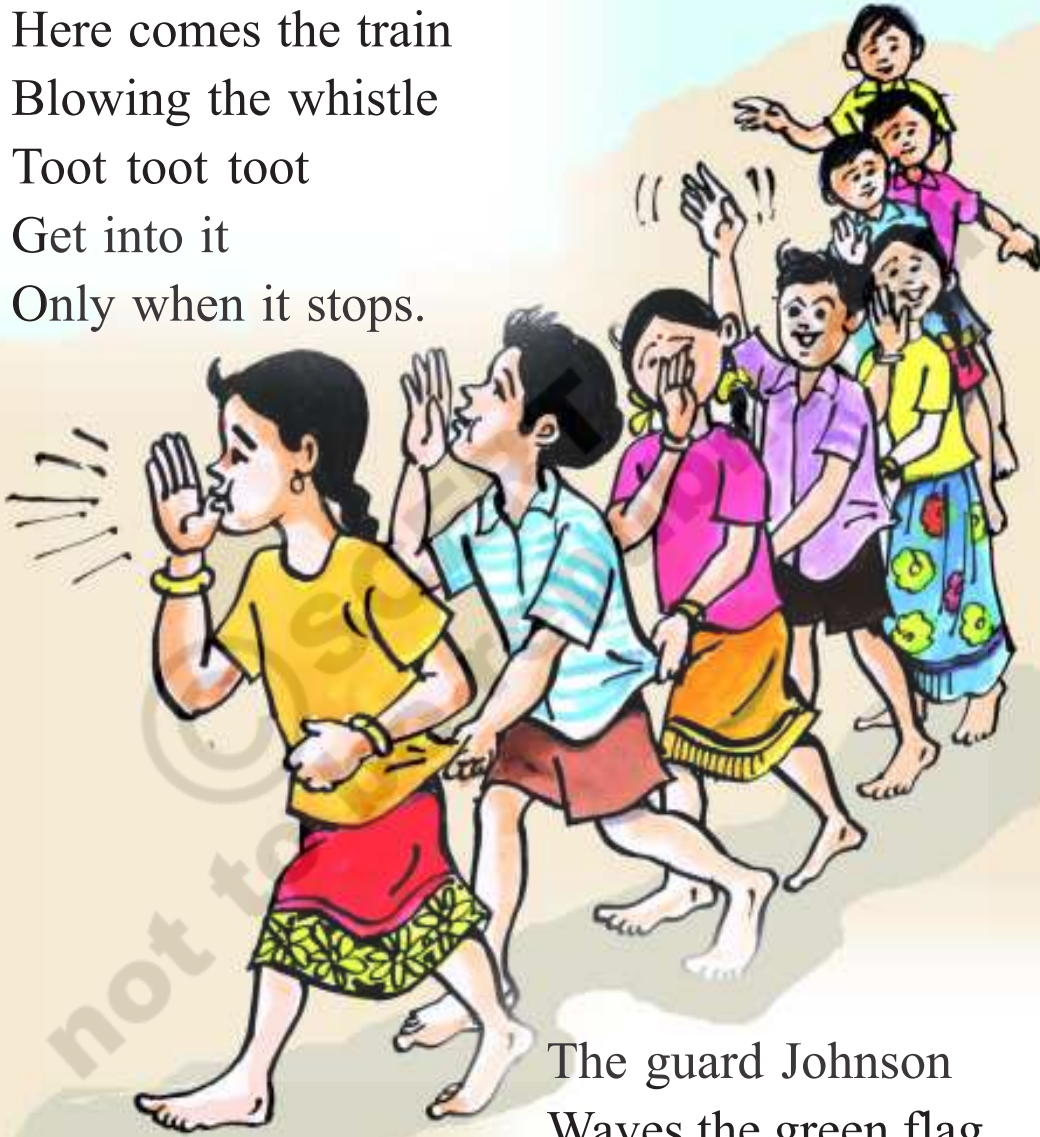




IV.A. *Sing the following song.*

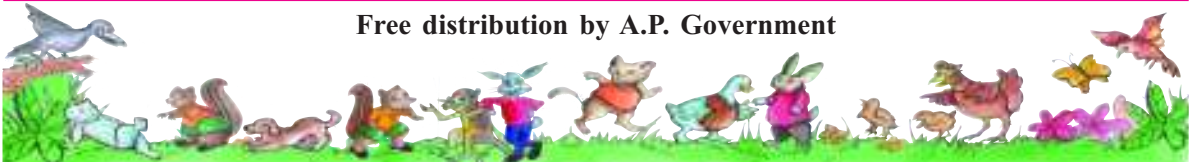
Kids Train

Here comes the train
Blowing the whistle
Toot toot toot
Get into it
Only when it stops.



The guard Johnson
Waves the green flag
Move aside move aside
The train starts again
Chuk chuk chuk.

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B. Write a song about the bus.

Here comes the bus



Here comes the bus

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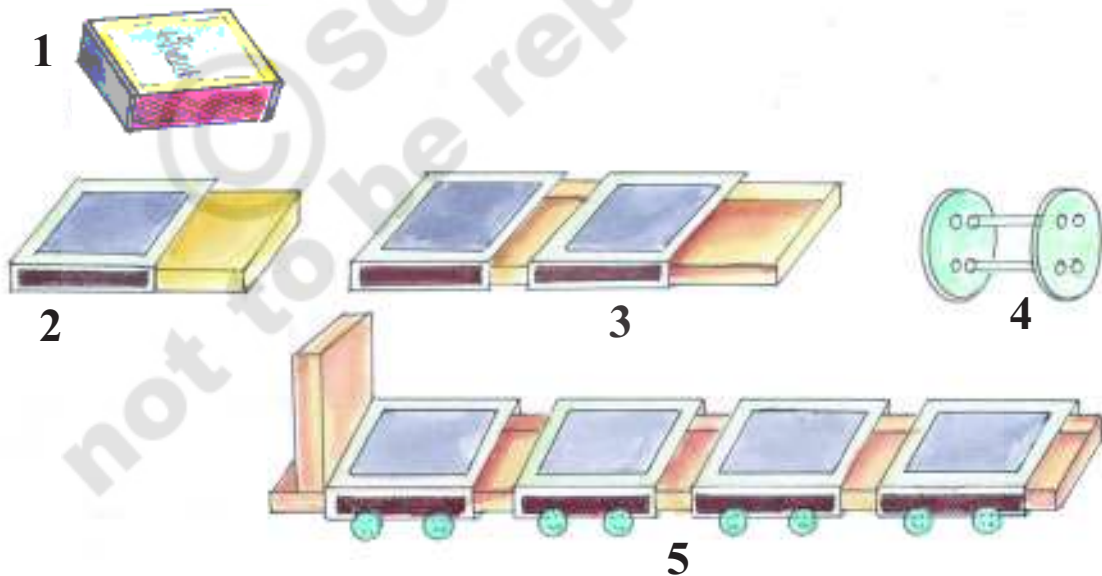




V. A. **Project work: My Train**

The following steps will help you in making a match box train.

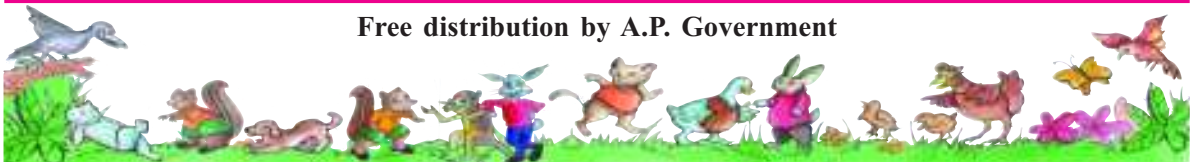
1. Take some match boxes.
2. Pull out the drawers a little from the boxes.
3. Insert the drawer of one box into the other.
4. You can use buttons/lids of cool drink bottles as wheels.
5. The match box train is ready.



B. **Work in groups.**

Tell others in the group how you made the match box train and how you will make it more beautiful.

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VI. *Story time.*

Be careful!



One day Raju was late to the station.



He tried to catch the running train.

But, unfortunately, he missed the train and fell on the platform.

He broke his leg and was taken to a hospital.

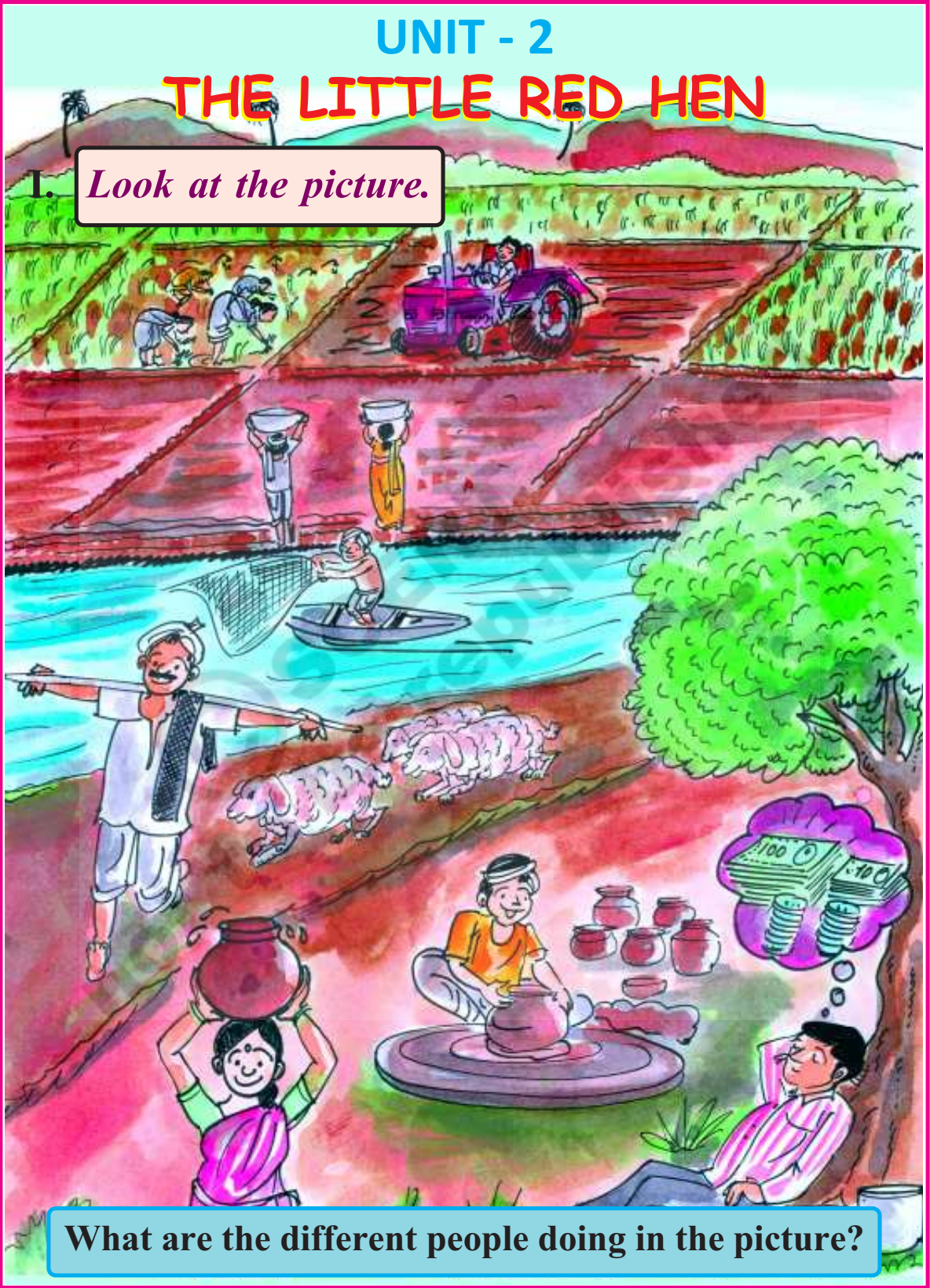


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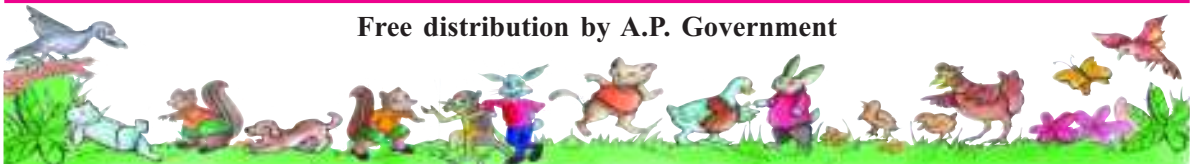
UNIT - 2 THE LITTLE RED HEN

1. *Look at the picture.*



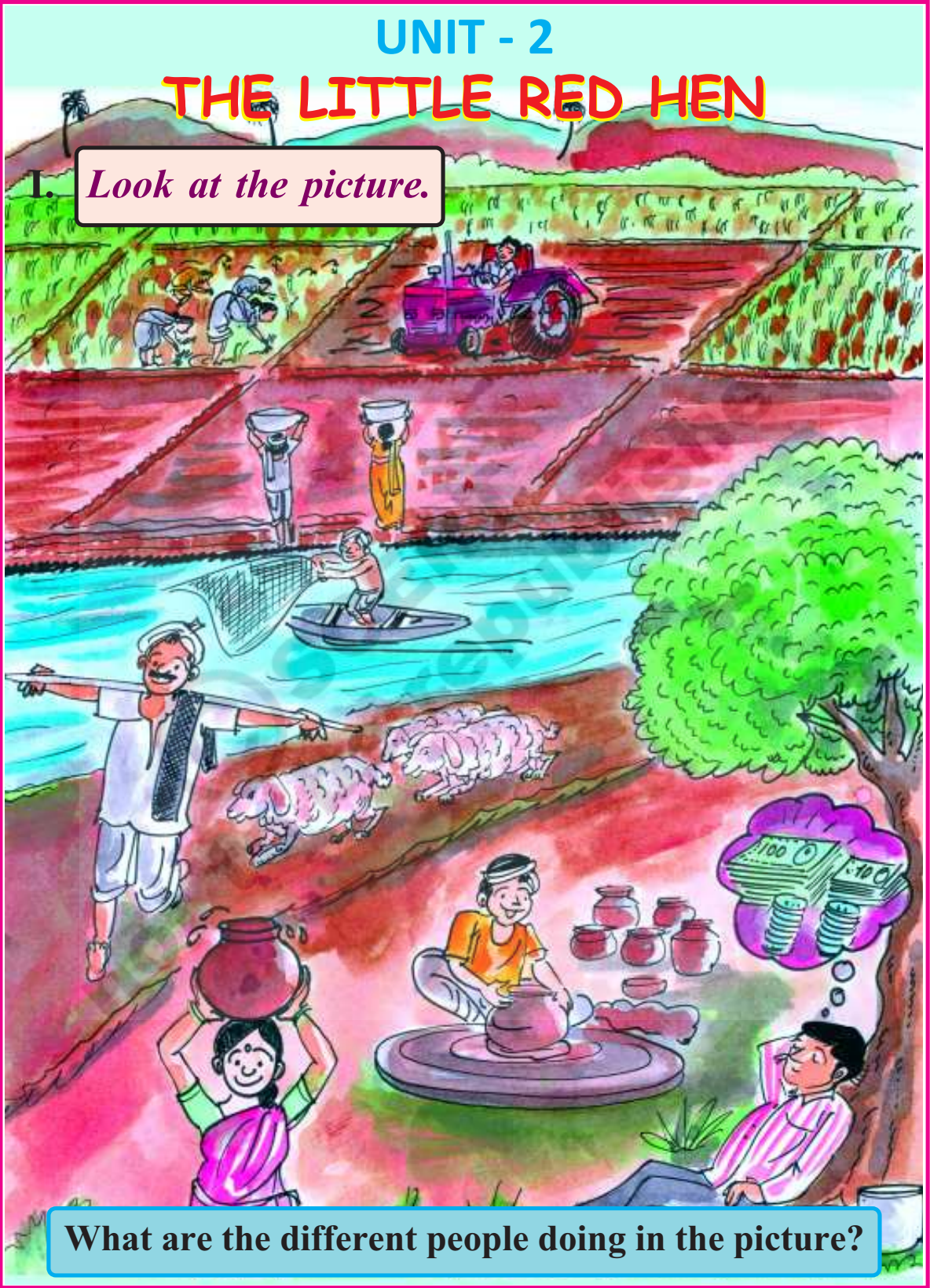
What are the different people doing in the picture?

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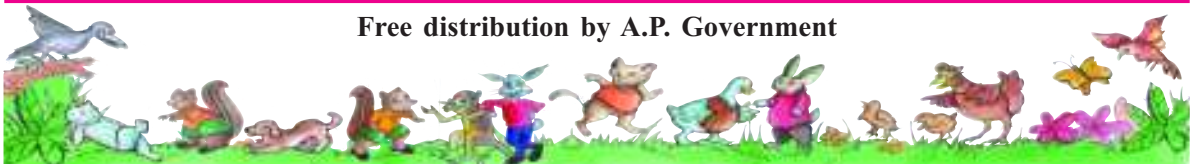
UNIT - 2 THE LITTLE RED HEN

1. *Look at the picture.*



What are the different people doing in the picture?

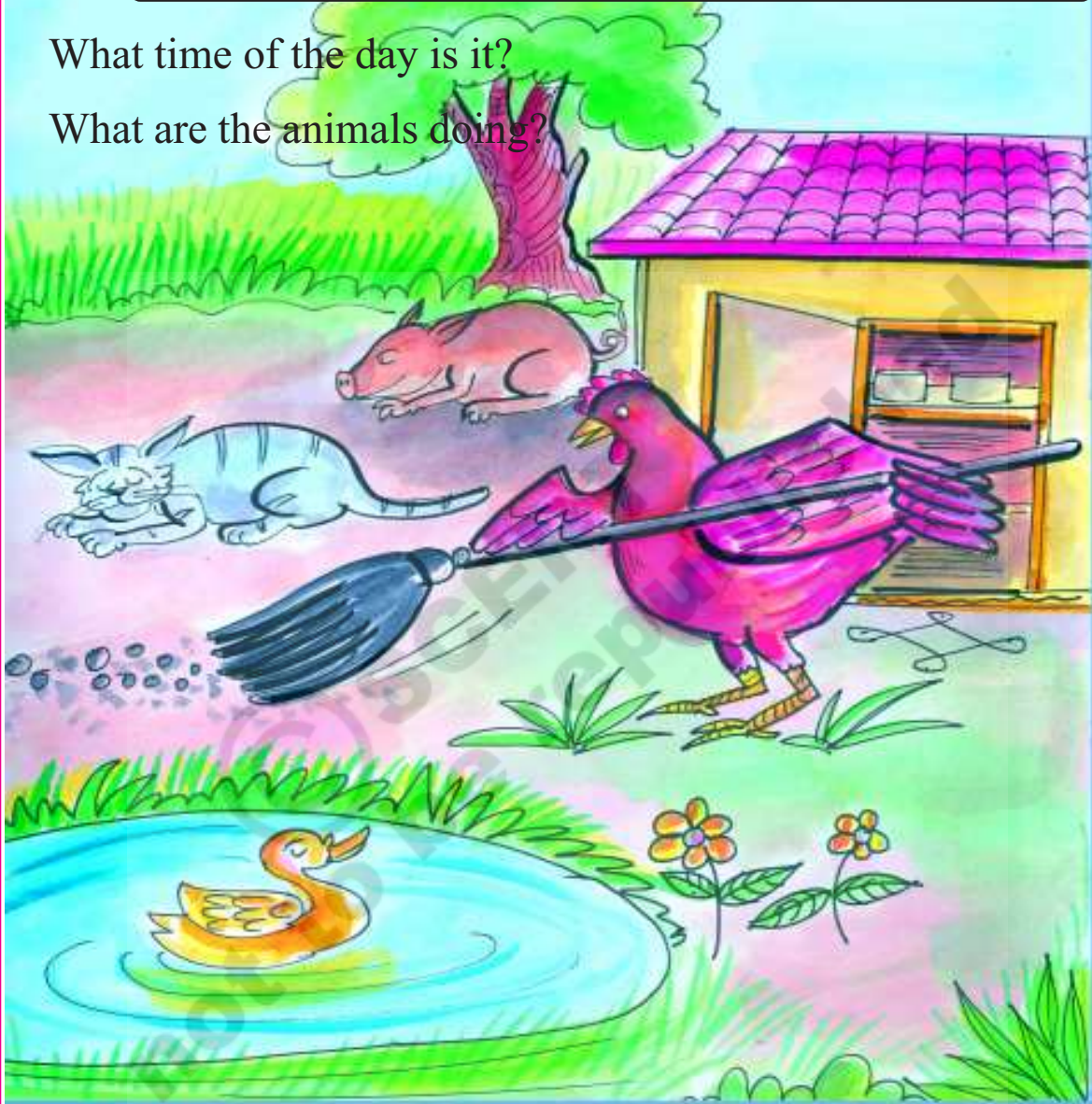
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II.A. Look at the picture and answer the questions.

What time of the day is it?

What are the animals doing?



B. Now listen to your teacher and answer the following questions.

1. How did the hen help her friends?
2. Name the birds and animals who are lazy in the story.
3. Can the hen do something to make them work?

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III. *Read the story.*

The little red hen

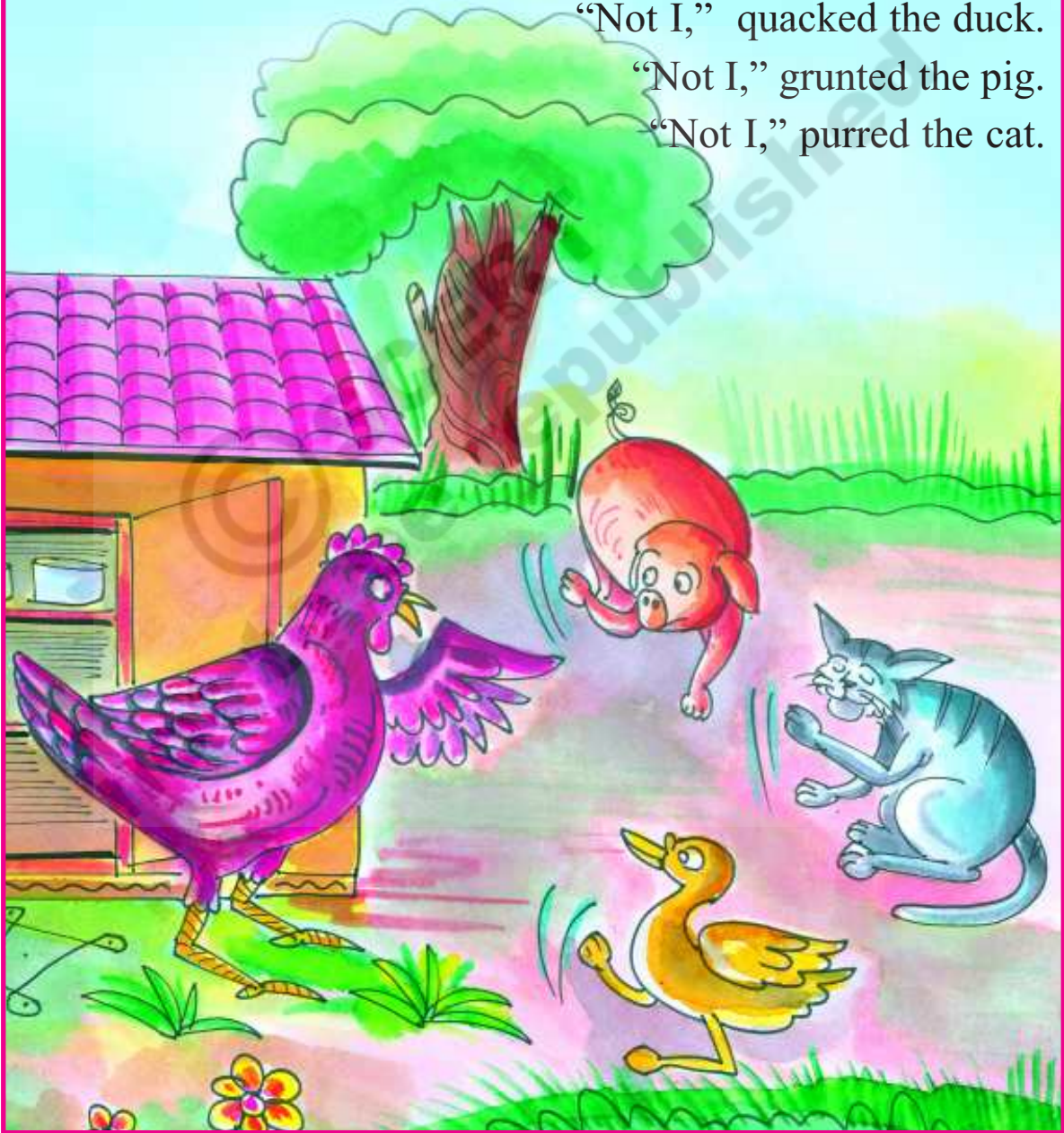
One day the little red hen found a grain of wheat.

“Who will plant this grain of wheat?” she asked.

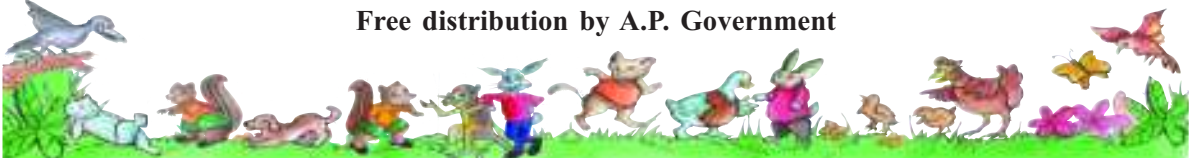
“Not I,” quacked the duck.

“Not I,” grunted the pig.

“Not I,” purred the cat.



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So, the little red hen planted the grain. It soon grew into a plant. It was full of wheat.

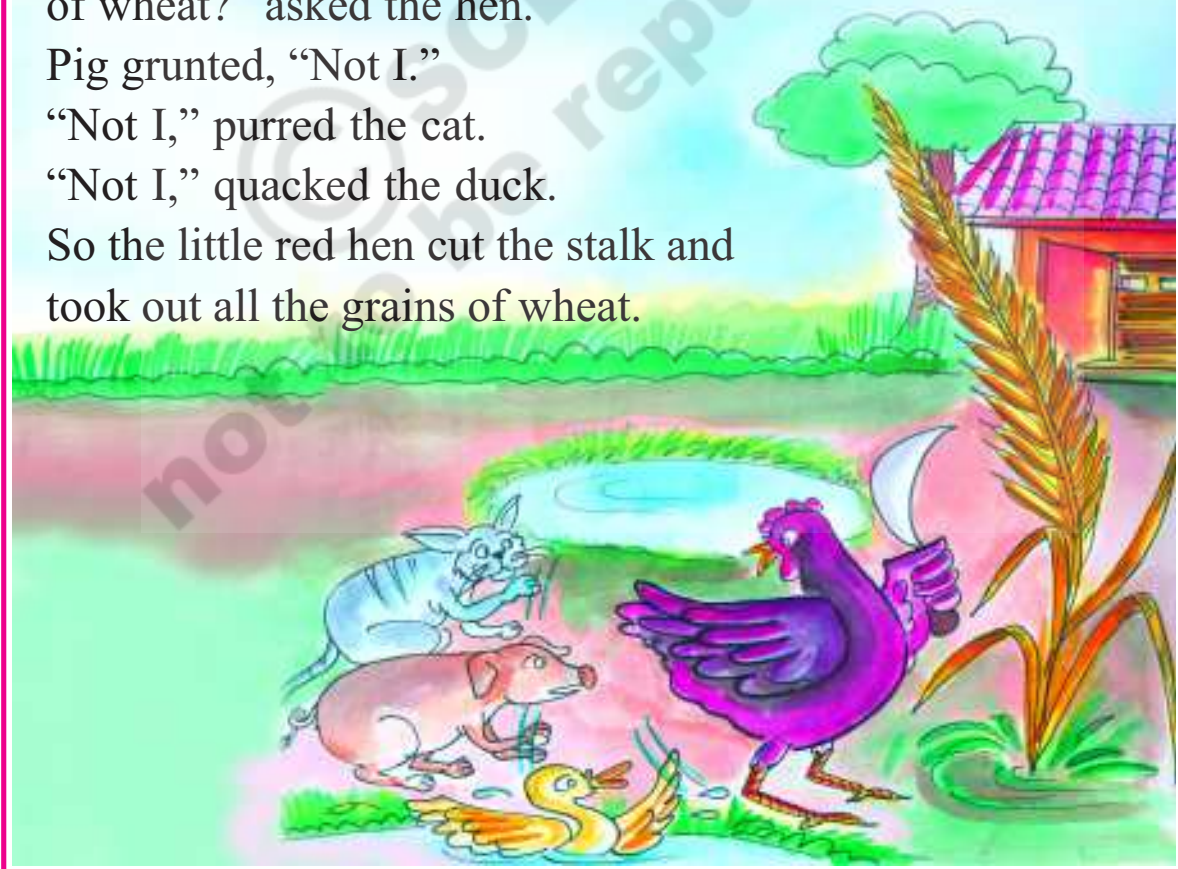
“Who’ll help me cut the stalk of wheat?” asked the hen.

Pig grunted, “Not I.”

“Not I,” purred the cat.

“Not I,” quacked the duck.

So the little red hen cut the stalk and took out all the grains of wheat.



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“Who’ll take the wheat to the mill?” asked the hen.

“Not I,” Pig grunted. “Not I,” purred the cat.

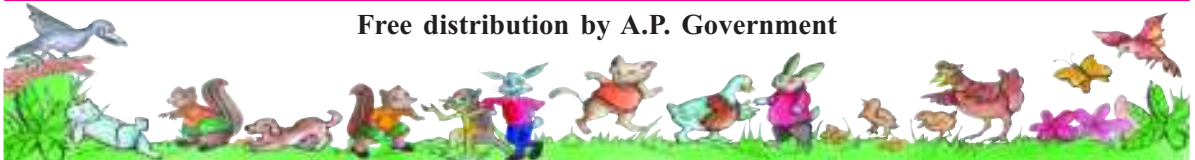
“Not I,” quacked the duck.

So the little red hen took the wheat to the mill. The miller ground it into flour.



The hen made bread with the wheat flour. She called the duck, the pig and the cat. She wanted to teach them a lesson.

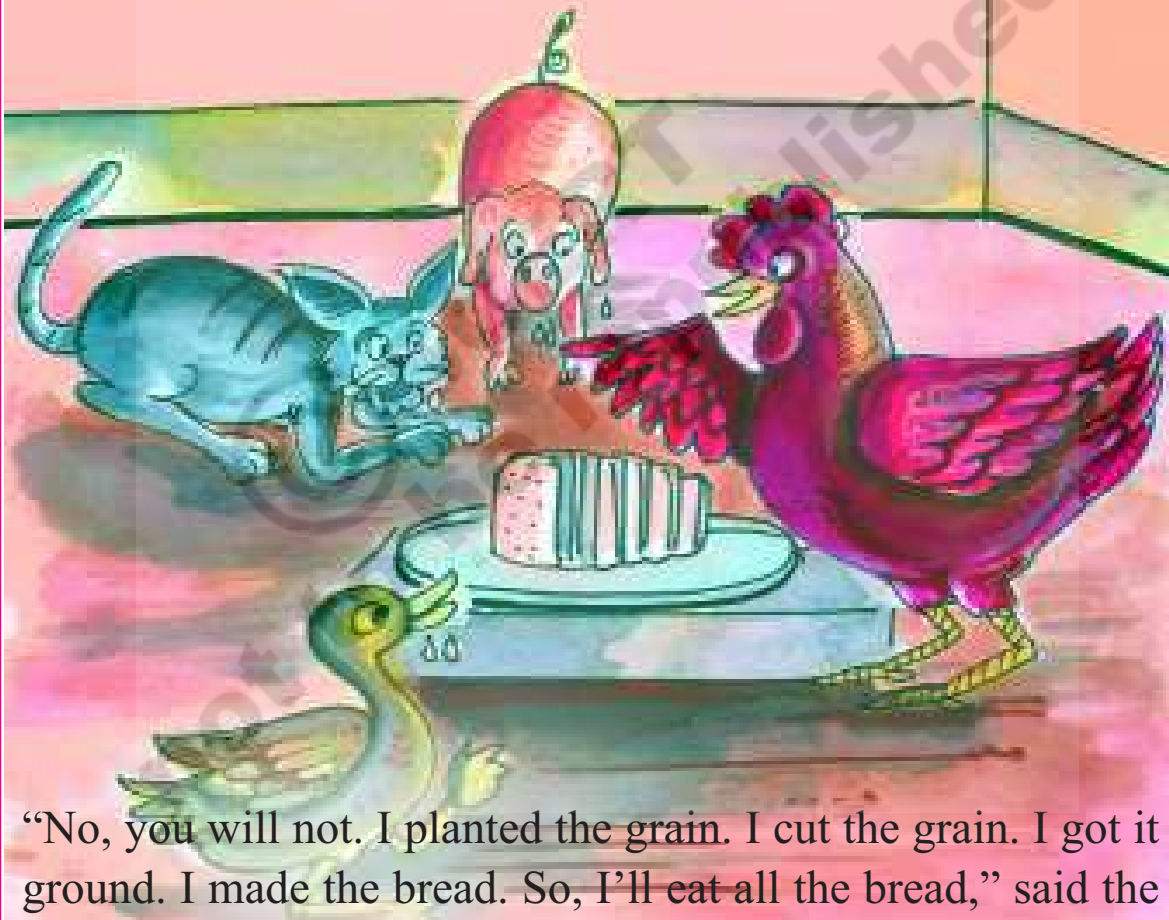
What lesson, do you think, the hen will teach them?



“Who’s going to eat the bread?” asked the hen.

“I will,” grunted the pig. “I will,” quacked the duck.

“I will,” purred the cat.



“No, you will not. I planted the grain. I cut the grain. I got it ground. I made the bread. So, I’ll eat all the bread,” said the little red hen. And she started eating.

“We’re sorry. We’ll not be lazy from today. Please give us also something to eat,” said the pig, the duck and the cat.

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A. Answer the following questions.

1. Who was not lazy?
2. What did the little red hen do with the grain?
3. Where did the little red hen take the wheat?
4. Do you think the little red hen finally shared the bread with her friends?

B. Write the following sentences in the order in which they appear in the story.

The little red hen cut the wheat.

The little red hen ate the bread.

The miller ground the wheat into flour.

The little red hen took the wheat to the mill.

The little red hen planted the grain.

The little red hen found a grain of wheat.

.....

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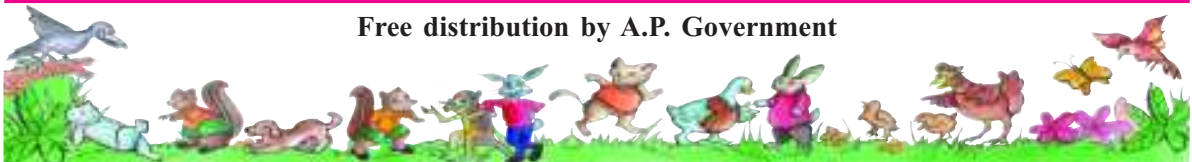
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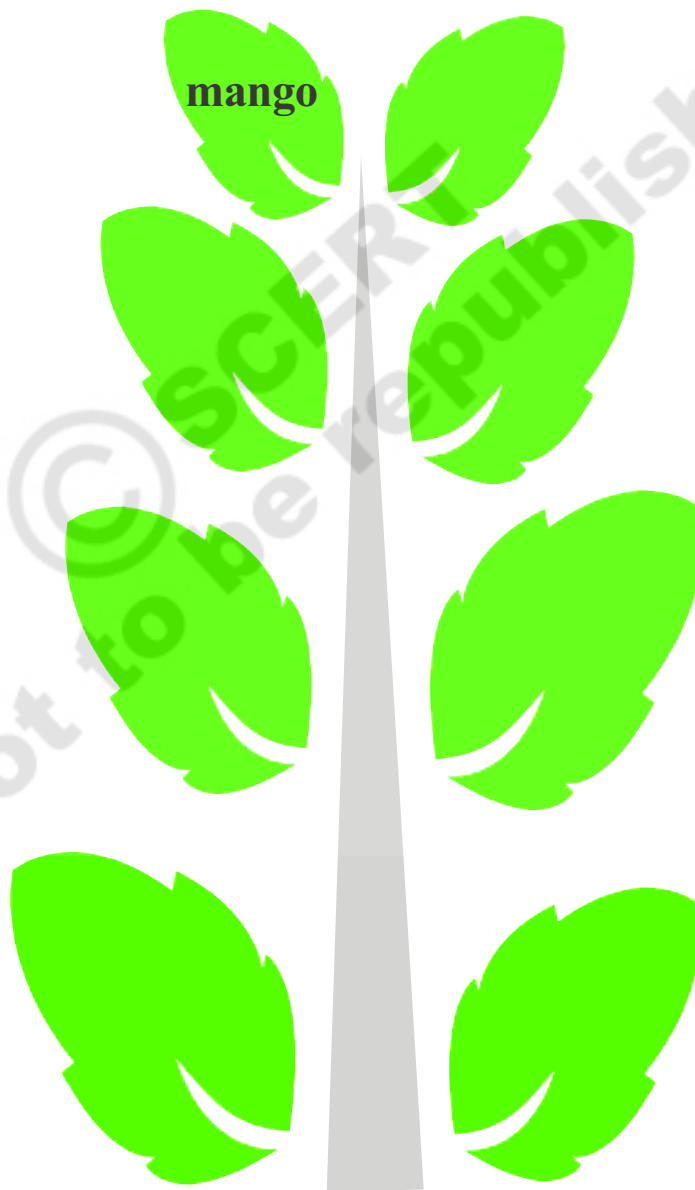
C. One day the little red hen found a grain of wheat. She planted it and it soon grew into a plant.

Now you think of some **seeds** which grow into a plant.

Write their names in the leaves shown below.

You may add more leaves if you want.

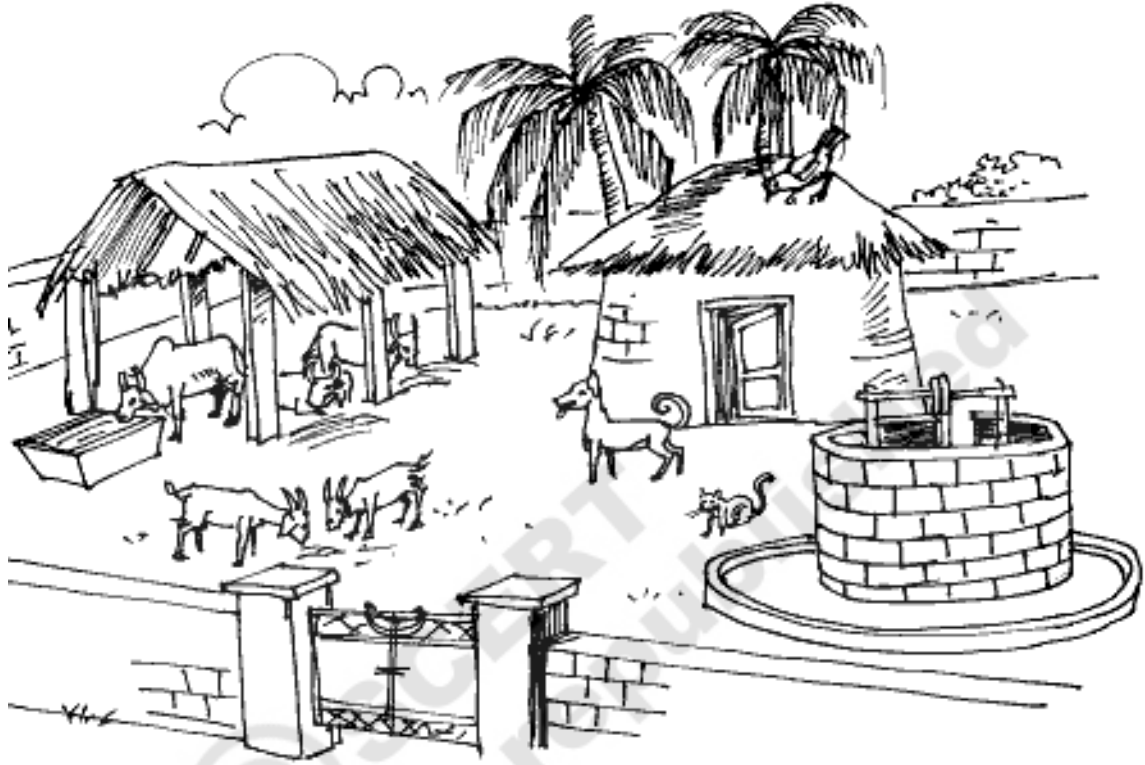
One is done for you.



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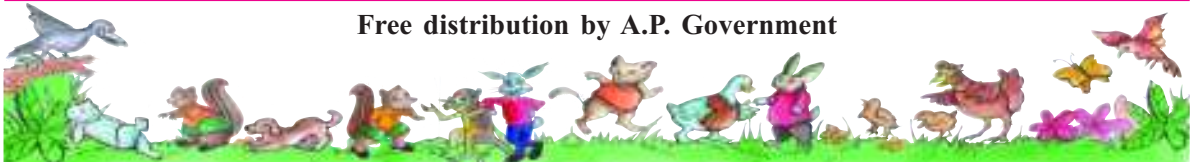


D. Colour the picture and describe it.



not to be

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E (a). The little red hen made some sweet bread from the wheat flour. Now talk about various things that you can make with wheat.

For example you can say,

We can make upma.

1.
2.
3.
4.

(b). Share with your friends the steps that you take to make a chapati with wheat. Then write them. One step is given here.

Take a cup of wheat flour. _____





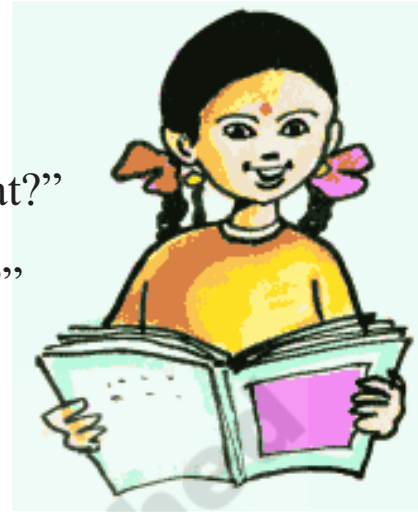
F. Read the following sentences.

The little red hen said,

“Who will plant this grain of wheat?”

“Who will help me cut the wheat?”

“Who is going to eat the bread?”

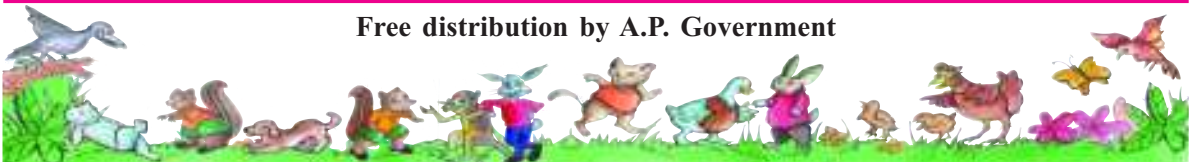


When we want to write exactly what a speaker has said, we keep it in inverted commas (“...”). The words of the speaker begin with a capital letter and end with either a full stop (.), a question mark (?) or a sign of exclamation (!).

Now, put inverted commas, capital letter or full stops, wherever necessary, in the following passage.

Chinmay said to his friend will you come to my house His friend replied I will not come now Chinmay asked when will you come then His friend said I will come tomorrow Then Chinmay said it's OK

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IV.A. Listen and recite the poem.

Good morning Mrs. Hen

“Good morning, Mrs. Hen!
 How many chickens have you got?”
 “Madam, I have got ten.
 Four of them are yellow.
 Four of them are brown.
 Two of them are speckled red,
 The nicest in the town.”

B. Add lines

Good morning, _____
 How many _____ have you got?

The nicest in the town.

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V. Project work: My plant.

A. The following steps will help you to plant a seed.

1. Take an earthen pot.

Fill it with mud and manure.



2. Put a marigold seed in the mud.



3. Keep the pot in sun light.



4. Water the seed every day.



5. The seed grows into a sapling.



B. Tell your friends in your group how you got the sapling from the seed. You may begin as shown below.

I took an earthen pot.

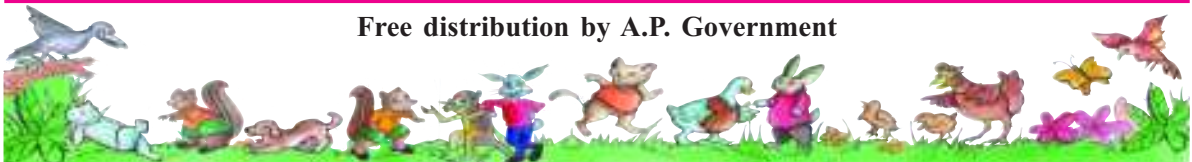
Now, write what you have told the group.

My plant

.....

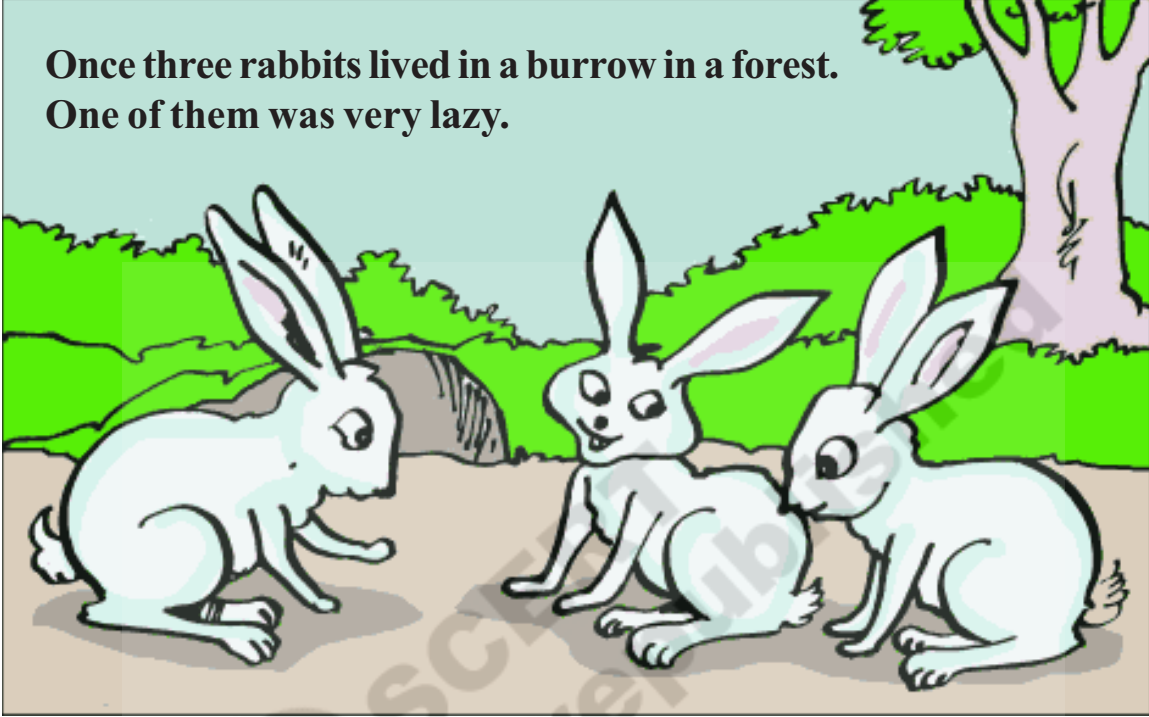
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VI. *Story time.***The Lazy Rabbit**

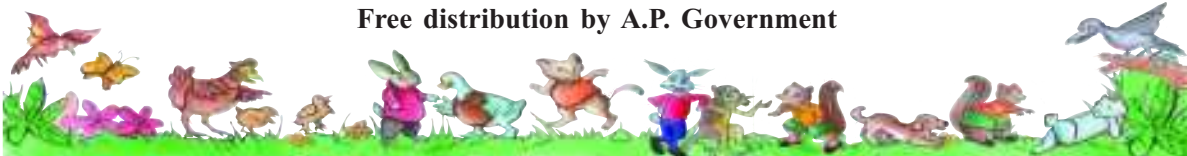
Once three rabbits lived in a burrow in a forest.
One of them was very lazy.



One day it was cloudy. The lazy
rabbit was sleeping in the burrow.

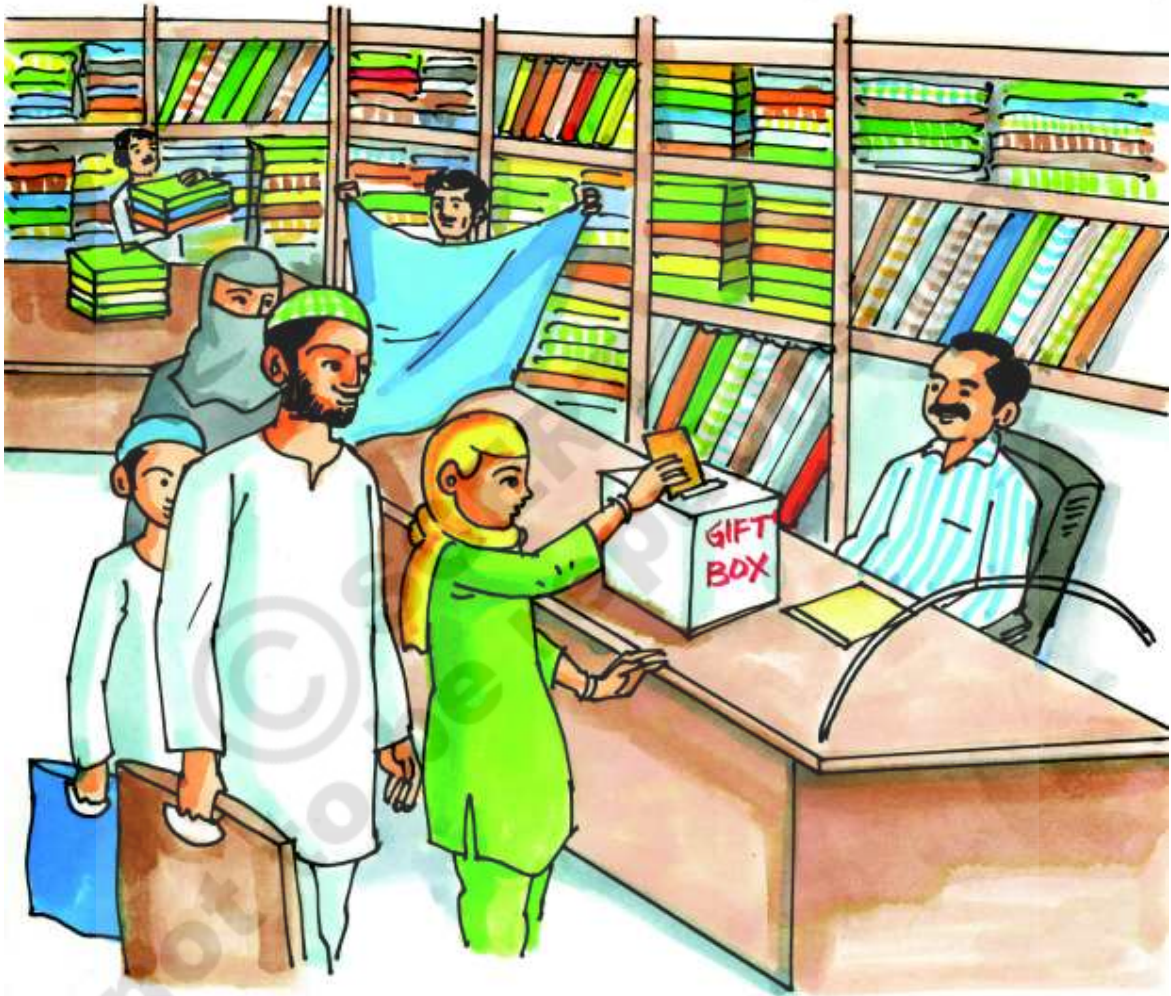


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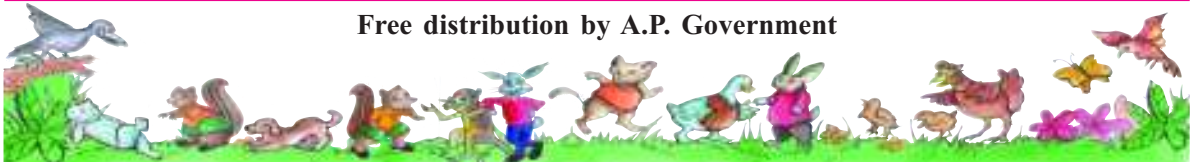
II A. *Look at the picture and answer the questions.*

1. What is this picture about?
2. What are the people doing?

**B. *Listen to your teacher and answer the questions.***

1. Where did Ahmed and his children go?
2. Why do you think the shop keeper gave them a lucky coupon?
3. If they win the lucky draw, what gift will they get?

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III. *Read the story.*

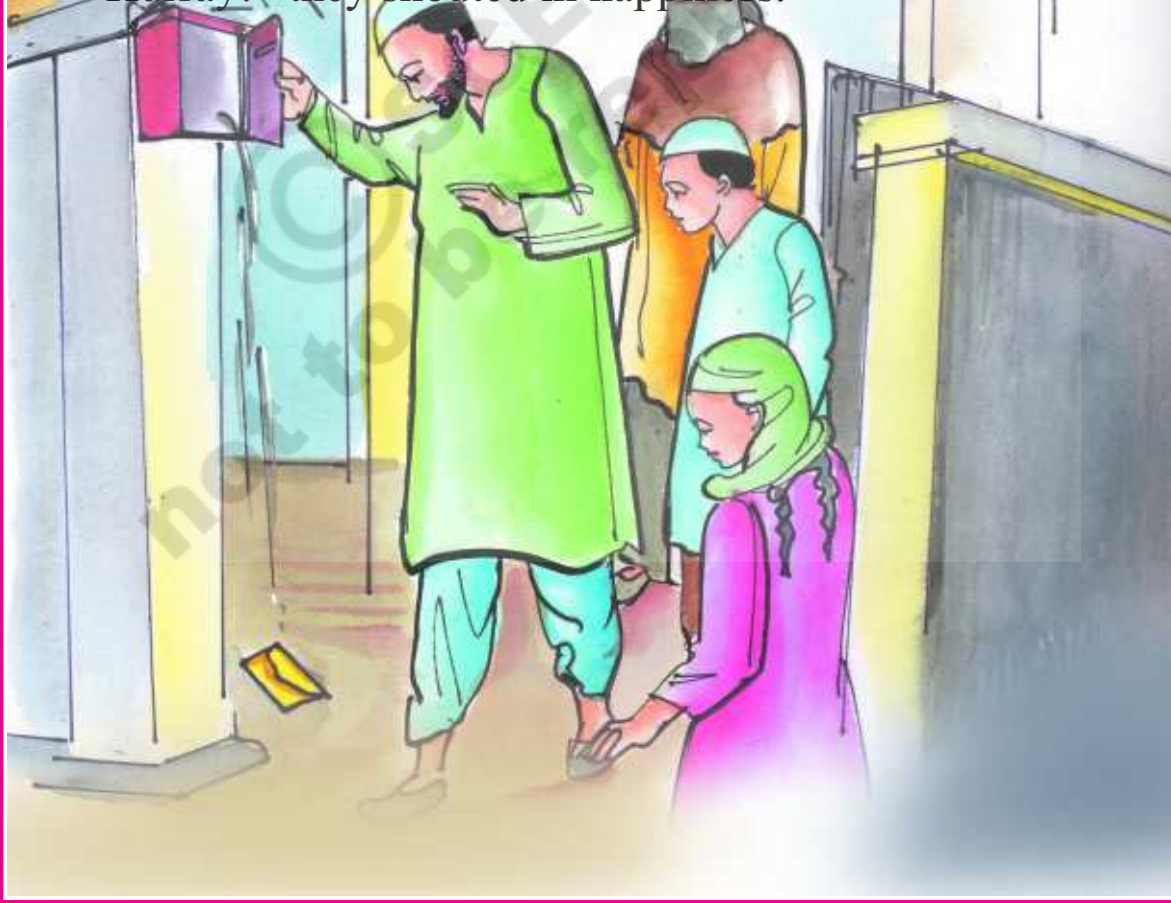
A phone call

After a few days Asif's family went out and came late in the afternoon. At the gate, Ahmed found a letter in the letter box. To their surprise a golden envelope fell down from it. It was very attractive.

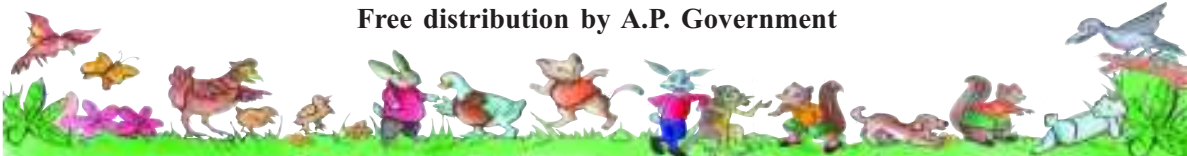
"Open it," shouted Fathima. Ahmed eagerly opened the envelope.

He found that they had won a free holiday trip.

"Hurray!" they shouted in happiness.



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sea

sand
castles

“I hope it’s to the sea side,” said Asif,
“I can swim in the sea and make
sand castles.”

“No, I want to go to a hill station
and enjoy the fresh air there,” said
Ahmed.

“No, I would like to visit the
museum, I can see many ancient
things there,” said Fathima.

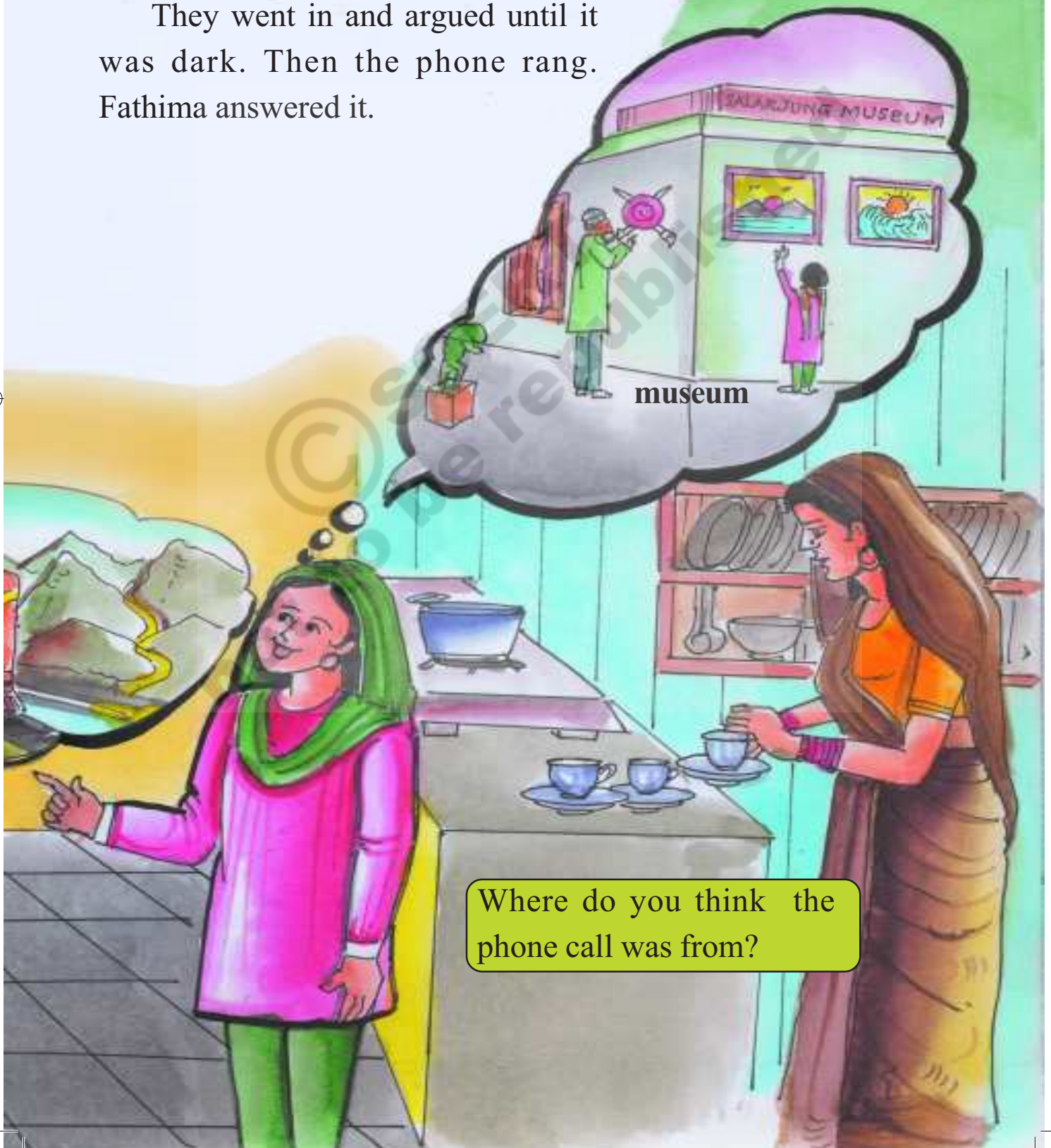
“Where would you like to go,
Mum?” asked Asif.

hill
station

“I love to go wherever you decide,”
said mother. Then they started to argue.
They couldn’t decide.

Beach! Hills!! Museum!!!

They went in and argued until it
was dark. Then the phone rang.
Fathima answered it.



Where do you think the
phone call was from?



“Hello! This is Lucky Holidays. You’ve won a holiday trip to Vizag...” said the voice on phone.

“Madam! That’s where my Grandma lives!” wondered Fathima.

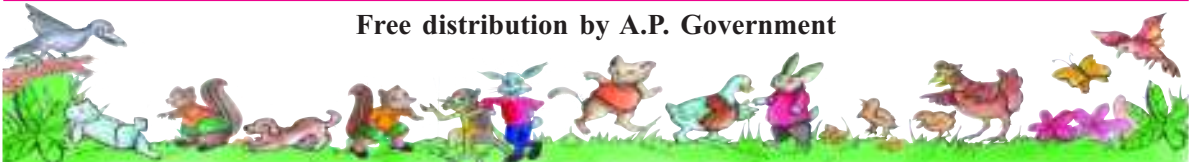
“Yes dear. This is your grandma.”

“Wow! You played a trick on us! Now I understand that you had sent the envelope,” said Fathima thrilling.

“I want all of you to spend your summer holidays with me,” said Grandma.

“Why not. Sure,” said Fathima.

They packed their suitcases and went to Grandma’s place.



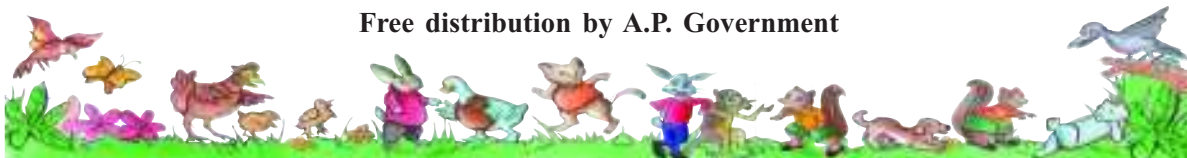
A. Answer the following questions.

1. What was the surprise that the Asif’s family received?
2. Have you ever been on a holiday trip? Where?
3. How according to you will Asif’s family spend their time at Grandma’s place?
4. Where would you like to go on a holiday trip? Why?
5. “Wow, Grandma! You played a trick on us!” said Fathima. Was Fathima really complaining? Give reasons for your answer.
6. Grandma used both the envelope and the phone to invite. Which one was more effective? Why?

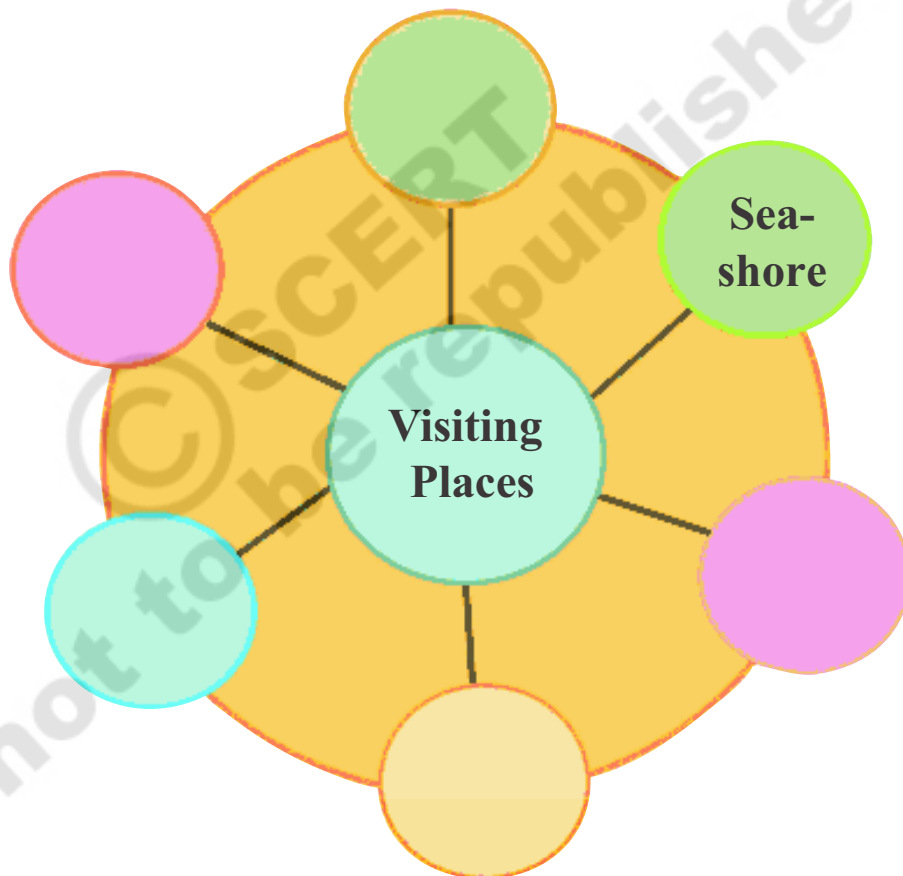
B. Asif’s family members want to go to different places and do different things. Fill in the table with those details.

S.No.	Name of the Member	Place	Things they want to do there
1			
2			
3			
4			

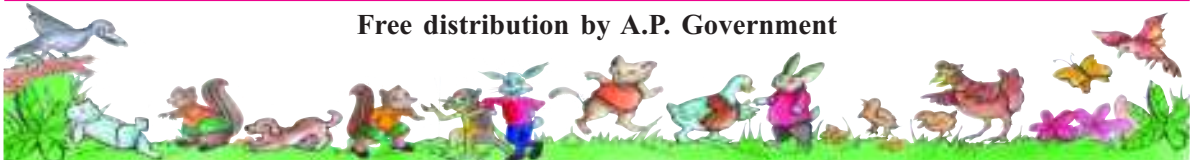
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C. Asif's family was planning to go on a holiday. Each one wanted to visit different places and do different things. If you get a chance to visit places, what places would you like to visit? Write them down. One is done for you.



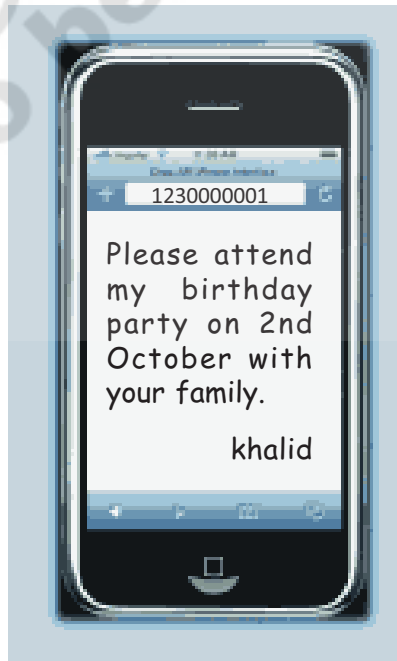
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D. Fill in the grid with the words by using the clues given below. They are read the same forward and backward.

across					1				
2. Language spoken in Kerala	2	3							5
4. Addressing father									
5. Addressing a female						4			
down									
1. We see with it.									
3. Telugu mother									

E. Read the message in the cellphone and write the message you would like to send to your friends.



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F. Work in Groups.

Talk to your friends in the group about the place(s) you visited. What did you like there and why?



G. In the story, Asif’s family went shopping. The shopkeeper gave them a gift coupon. Fathima dropped it in the box. After a few days they received a call from the shop.

Now complete the following telephone conversation between Asif and the shopkeeper.

Asif : Hello! This is Asif, who?

The shopkeeper : I’m speaking from the
.....

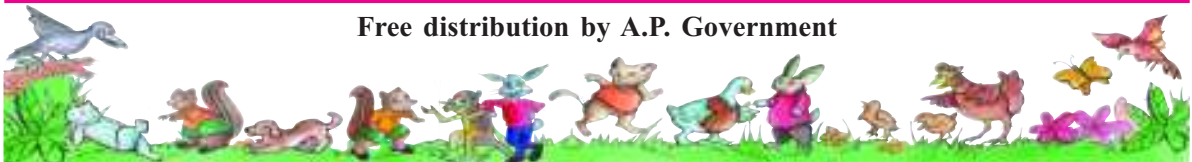
Asif : Yeah,
.....

The shopkeeper : You have won the
Please

Asif :
.....

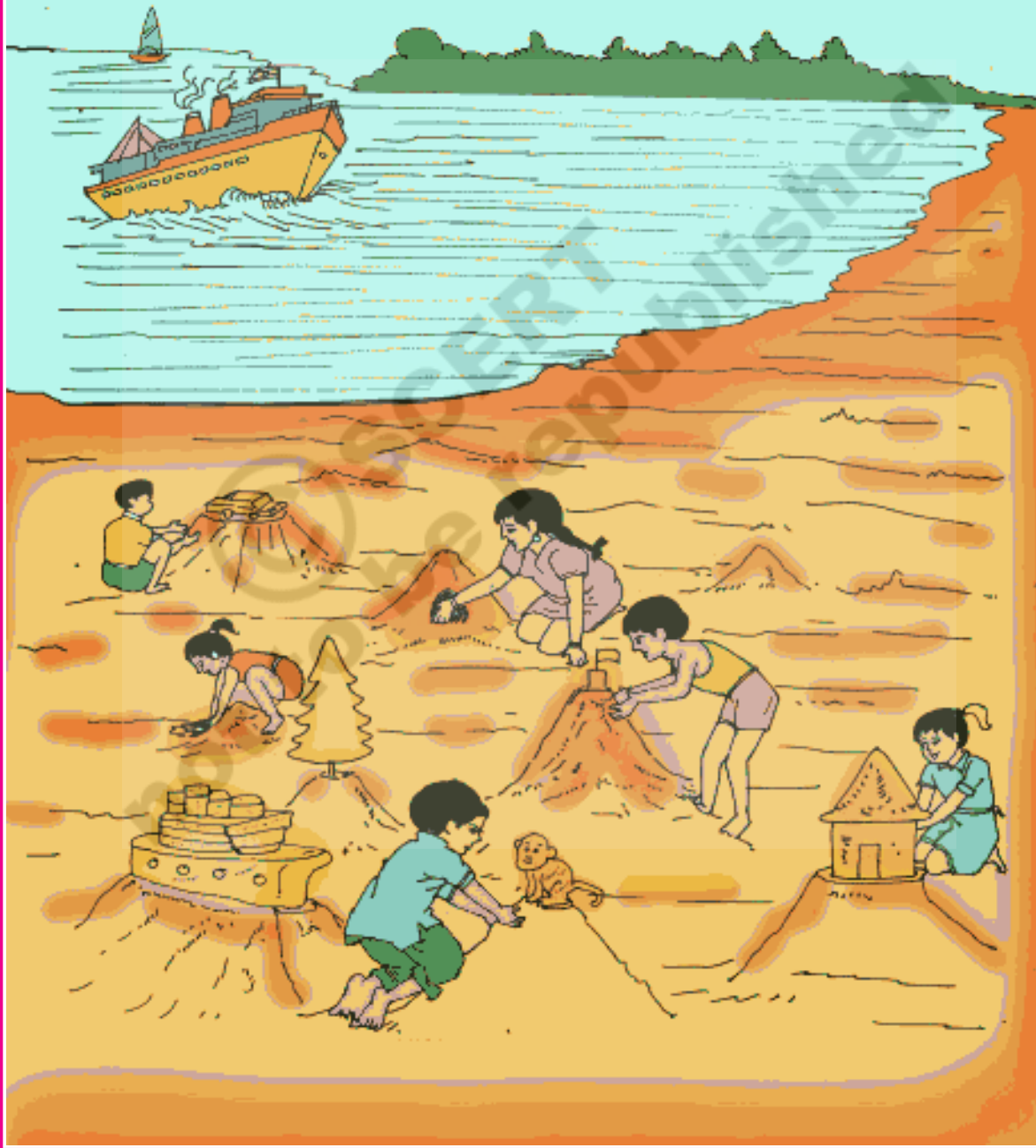
The shopkeeper :
.....

Asif :



H. Work in Pairs.

All these people came to the beach to make models with sand. Name them. Talk about them with your friend.



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IV. A. *Listen and recite the poem.*

My Holiday

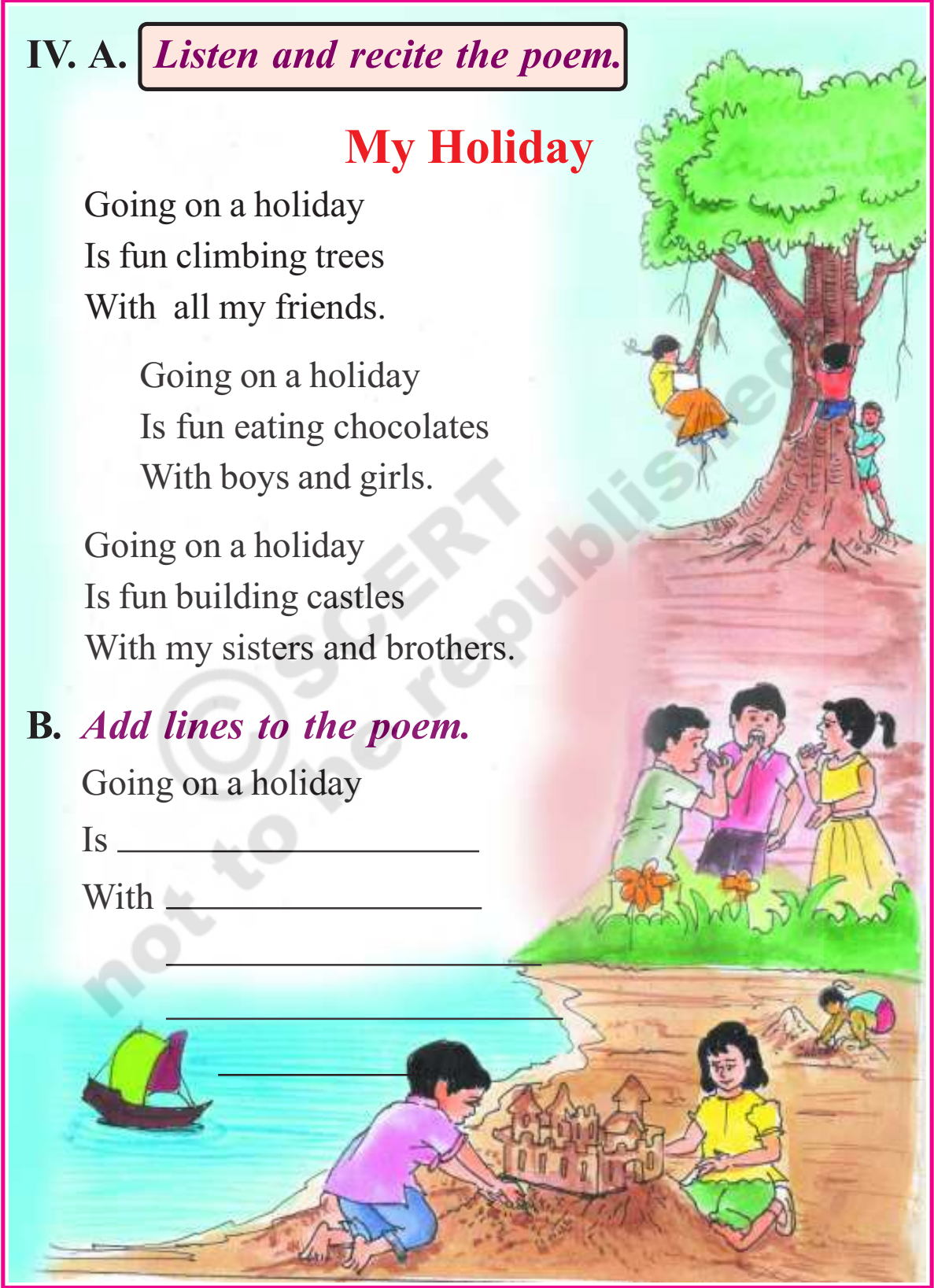
Going on a holiday
Is fun climbing trees
With all my friends.

Going on a holiday
Is fun eating chocolates
With boys and girls.

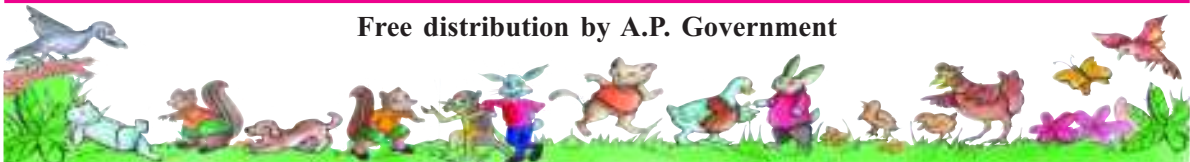
Going on a holiday
Is fun building castles
With my sisters and brothers.

B. *Add lines to the poem.*

Going on a holiday
Is _____
With _____



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V. ***Project work: My collections.***

- A. **Collect the samples of the things you get from the post office, paste them in your notebook and write their names.**
- B. **Write a few lines about the things you have collected. Present your work before the whole class.**



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VI. *Story time.*

Switch Off

One night, Manoj and his friend, Suresh were travelling by train. They talked for sometime. After a while they switched off the light and fell asleep. Soon, a thief entered the compartment. He saw Manoj's mobile lying beside him. The thief carefully took it away without disturbing them.

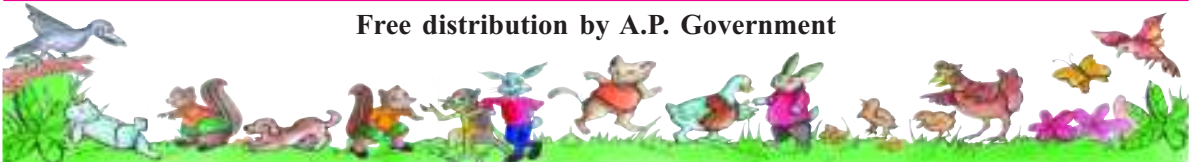
The next morning, Suresh wanted to use Manoj's mobile. He asked, "Can I use your cell phone, Manoj?" "Sure, by all means," replied Manoj and searched his pockets. He did not find it there. He searched for it all over the compartment.

Finally, he said, "I think it's gone! Someone has stolen it."

"Oh! I am so sorry." said Suresh. But Manoj smiled and said, "It doesn't matter at all. How will the thief use it? You see I have switched it off."



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UNIT - 4

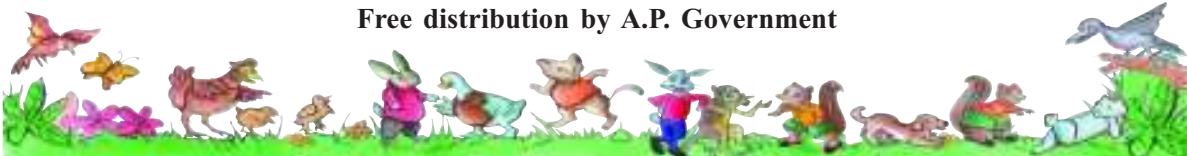
THE MOUSE AND THE PENCIL

I. *Look at the picture.*



1. Have you ever seen or heard of a bat and a book as shown in the picture?
2. If they were to talk to each other, what do you think, they would talk?

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II A. *Look at the picture and answer the questions.*

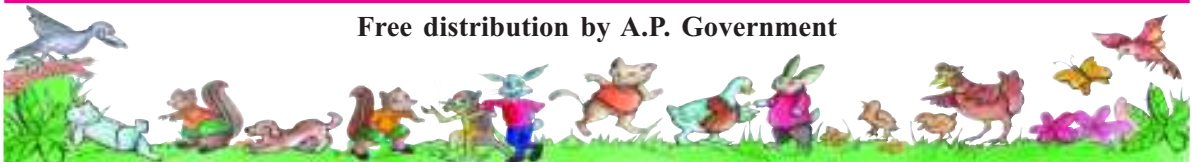
1. What do you see in the picture?
2. What do you think the rat will do with the pencil?
3. What do you think the pencil can do to the rat?



B. *Listen to your teacher and answer the questions.*

1. What do you think the pencil saw?
2. What, according to you, will the pencil do now?

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III. *Read the story.*

The mouse and the pencil

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

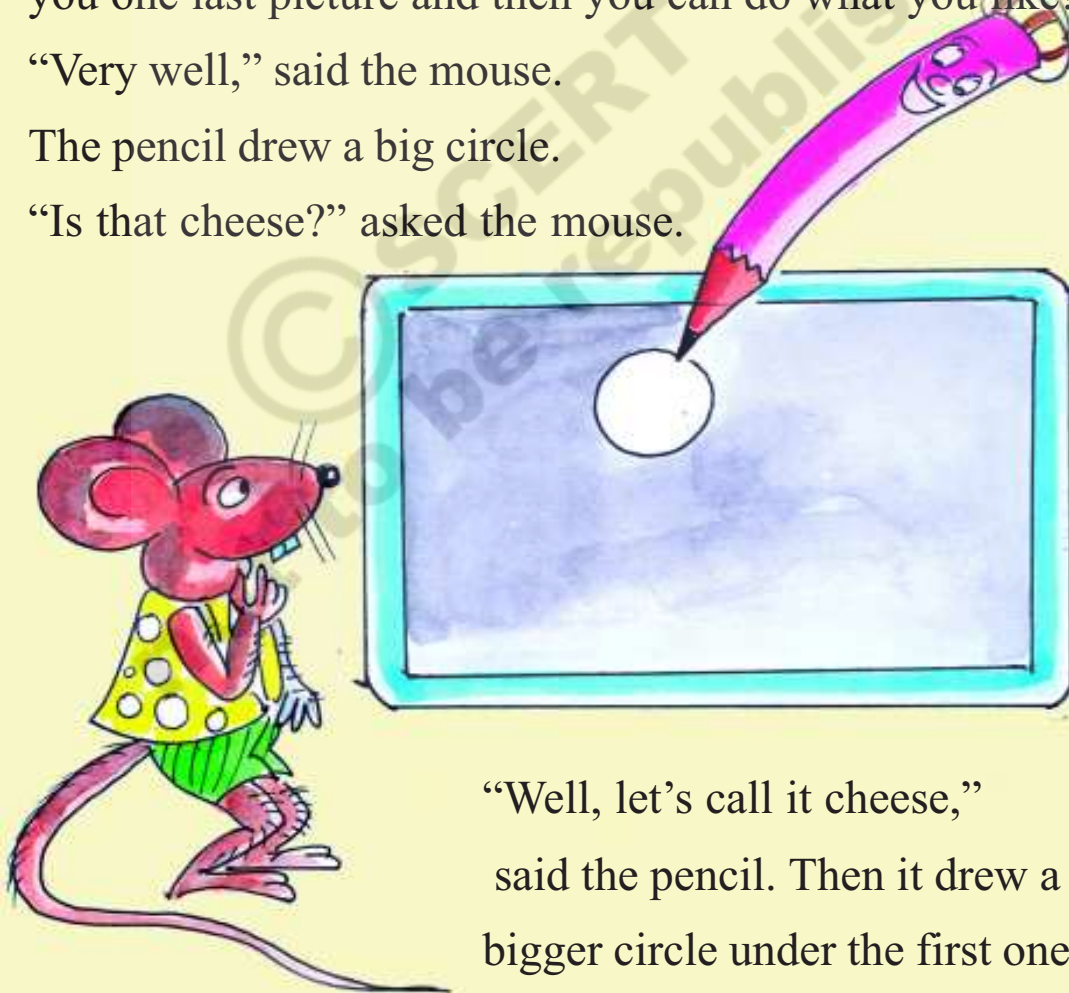
“I am going to bite you,” said the mouse and he bit the pencil hard.

“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.

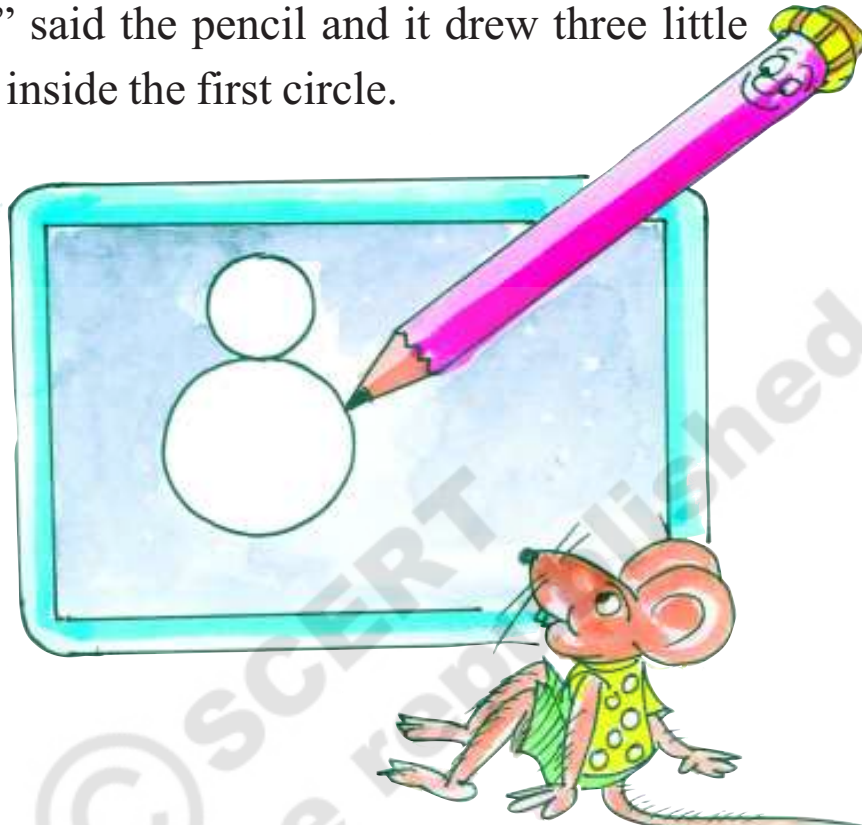


“Well, let’s call it cheese,”
said the pencil. Then it drew a
bigger circle under the first one.

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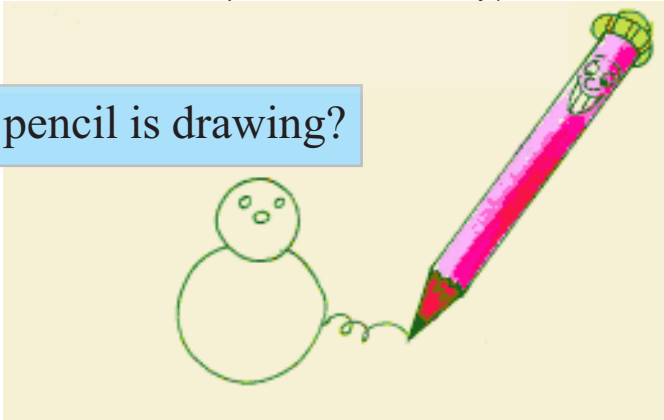
“Is that an apple?” squeaked the mouse. “Let’s call it an apple,” said the pencil and it drew three little things inside the first circle.



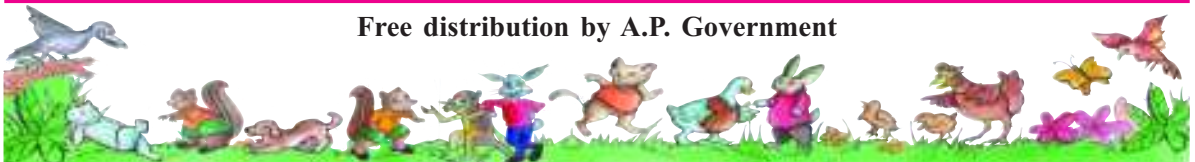
“Are those cucumbers?” asked the mouse, licking his lips. “I wish you’d hurry. I simply can’t wait to get my teeth into them!”

Then it began drawing some funny curved things near the second circle.

What do you think the pencil is drawing?



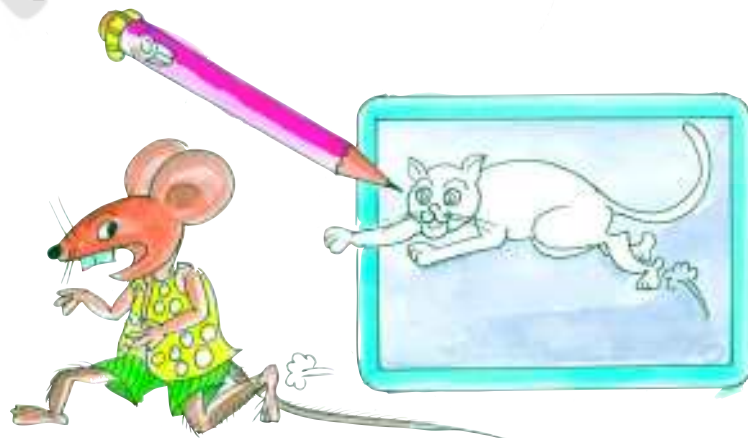
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The pencil drew two little triangles on the top circle.
“Oh, oh!” squeaked the mouse. “Now you have made it
like a cat! Don’t go on!”



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!”

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A. Answer the following questions:

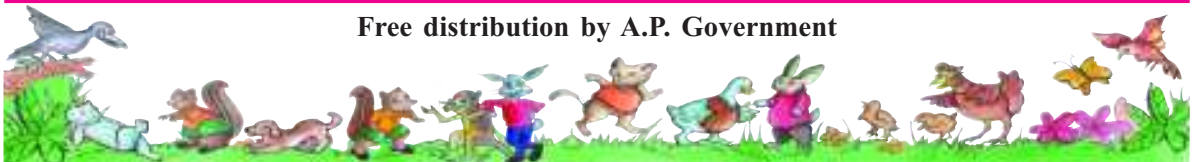
1. Why did the mouse run away looking at the picture?
2. If you were the mouse, what would you do?
3. If the pencil had not drawn the picture of a cat, what would have happened?



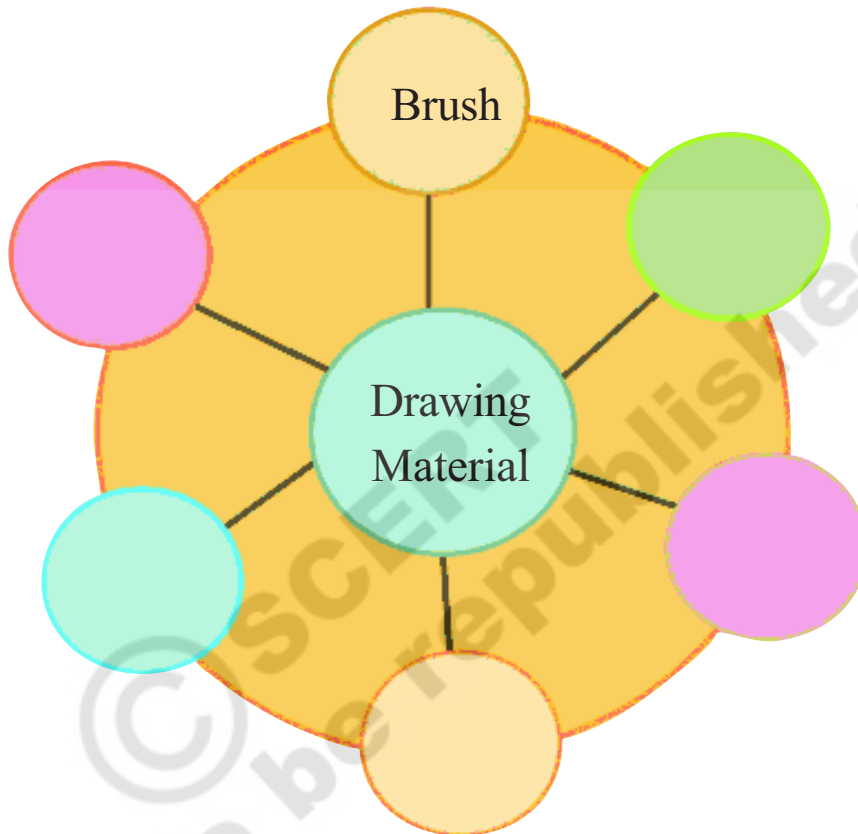
B. Write in the table given below what the mouse asked the pencil at each stage of drawing.

S.No	The pencil drew.....	The mouse asked,
1.	A big circle	“.....?”
2.	Three little circles inside a small circle.	“.....?”
3.	Funny curved things near the second circle.	“.....?”

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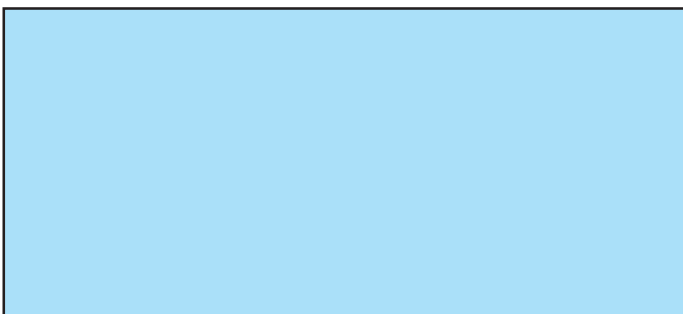


- C. The pencil drew a picture of a cat. If you want to draw a beautiful, colourful picture, what materials do you need? Write them. One is done for you.



- D. The little mouse was looking for **SOMETHING** to eat.

Make as many words as possible with the letters in the word, '**SOMETHING**'.



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E. Work in pairs.

The mouse asked the pencil a few questions while it was drawing. They are:

“Is that cheese?”

“Is that an apple?”

“Are those cucumbers?”

Make pairs. You and your friend are there in a pair.

You draw something in five to six steps.

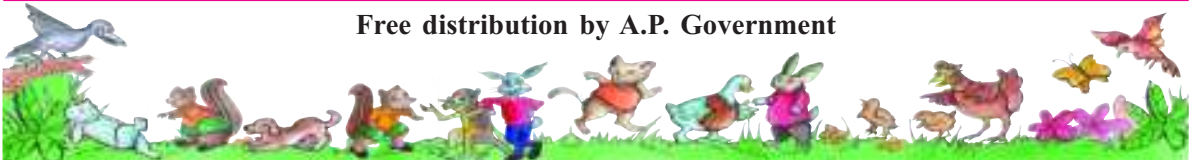
Your friend will ask you questions as given above at every step.

F. Guess what the hidden thing is.



1. Play in pairs.
2. You and your friend are in a pair.
3. You hide something in your hand and ask your friend to guess what it is.
4. Your friend will ask you ‘Yes / No’ questions.
You must say just ‘Yes’ or ‘No’.
5. Your friend is allowed to ask only five questions to guess about what you have hidden to win the game.

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G. The pencil drew a lively picture of a cat. The mouse ran away looking at it. Draw your own cat and describe it.



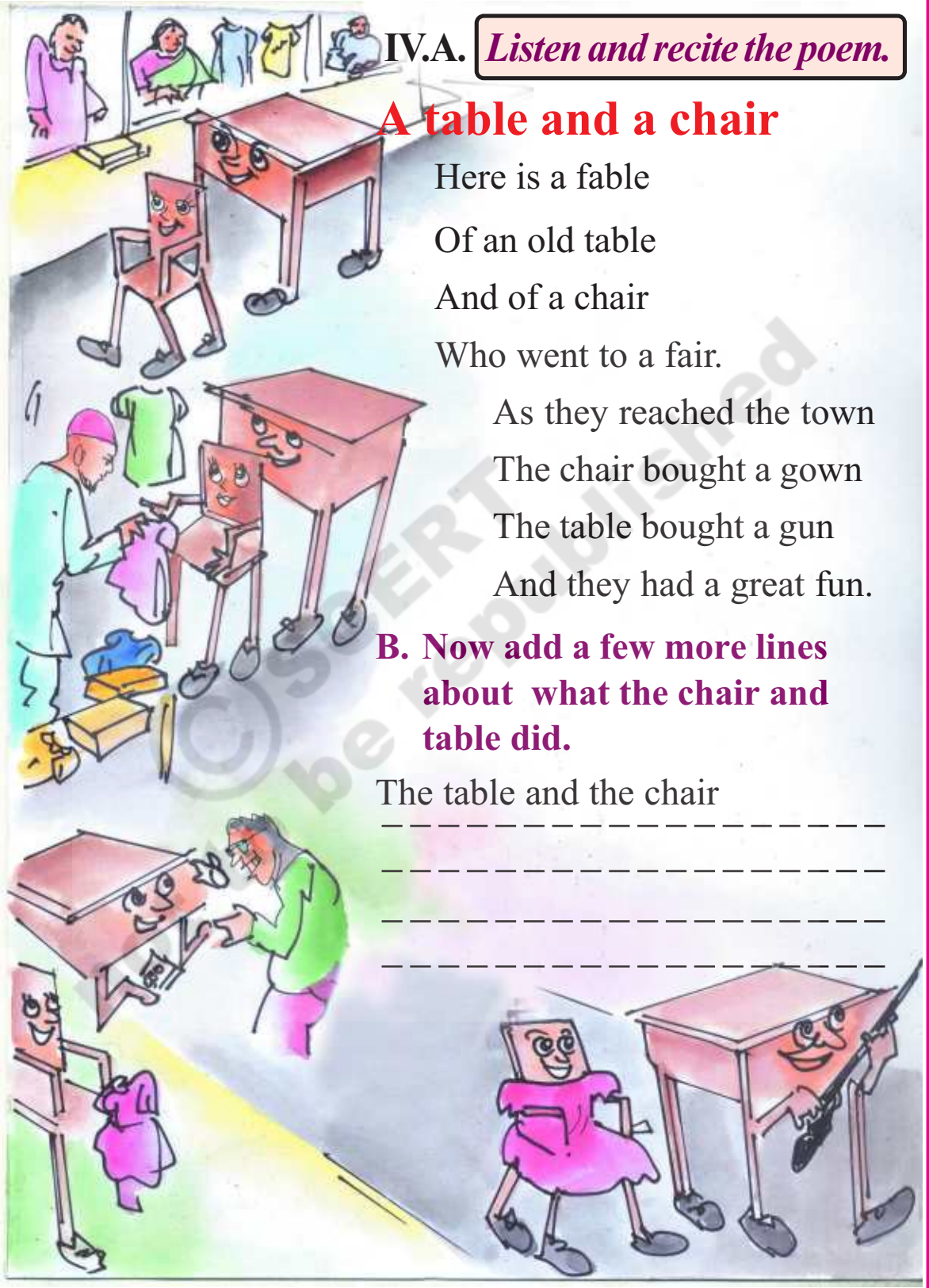
My cat is(size)

It is(colour)

Its name

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IV.A. Listen and recite the poem.

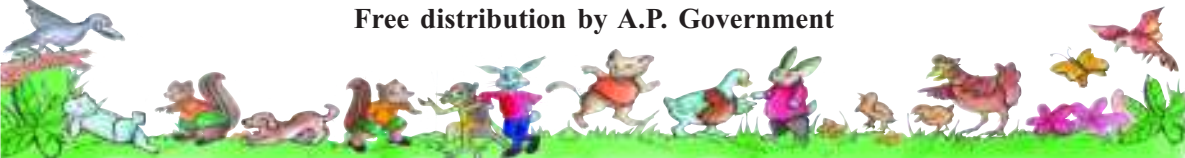
A table and a chair

Here is a fable
 Of an old table
 And of a chair
 Who went to a fair.
 As they reached the town
 The chair bought a gown
 The table bought a gun
 And they had a great fun.

B. Now add a few more lines about what the chair and table did.

The table and the chair

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V. Project work: My Leafy Animals.

A. Look at the pictures of different animals made using leaves. Choose the one you like and make your own animal.



Write the names of these leafy animals.



B. Now describe your 'leafy animal' mentioning the different leaves you have used for the different parts of its body.

Fun time

Read the conversation and talk about what you have understood.

Teacher : What are you drawing Anil?

Anil : It's a black cat, sir.

Teacher : But where is the cat?

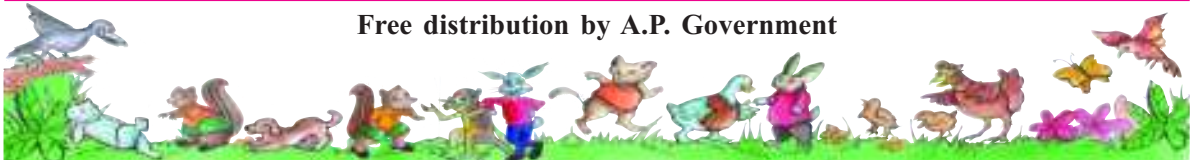
Anil : It is in the dark. You can't see it.

Teacher : At least where are its eyes?

Anil : The cat's eyes are closed. It's sleeping.



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VI. *Story time.*

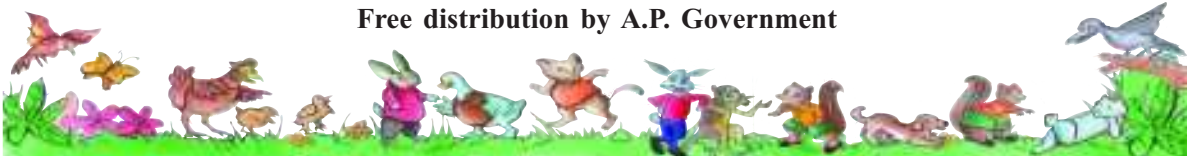
The lion and the mouse

Once upon a time, in a thick dreadful forest, a lion was sleeping under a tree. A cheerful mouse came there and saw the lion.

The mouse climbed onto the body of the lion and started playing. He pulled the lion's whiskers.



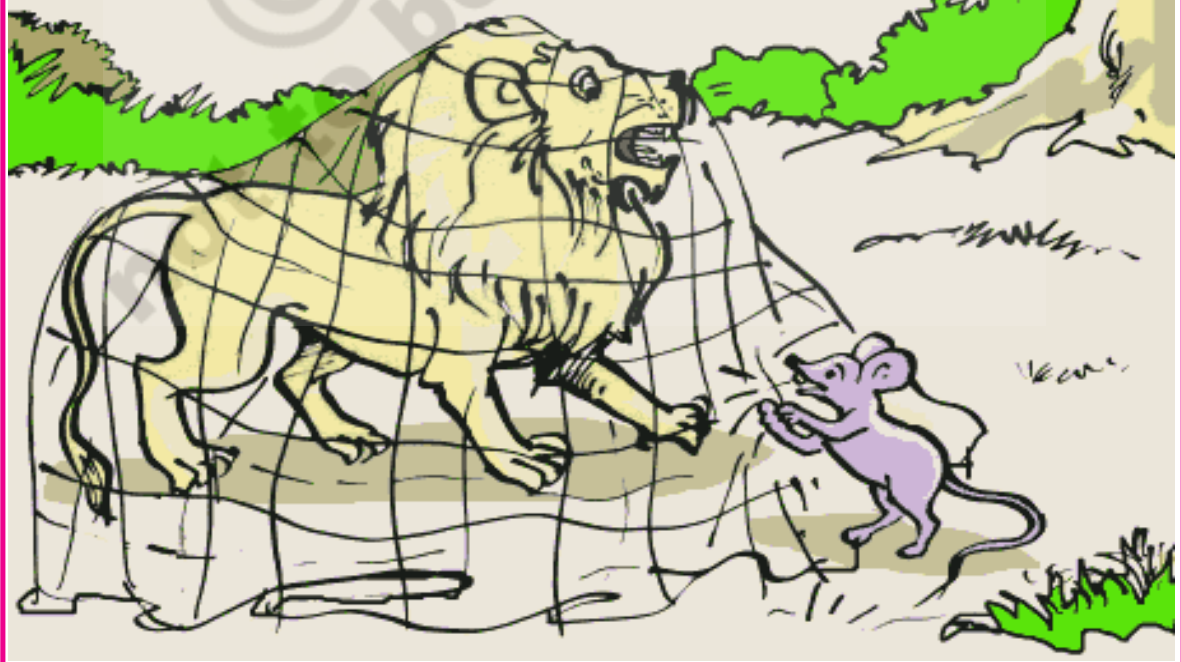
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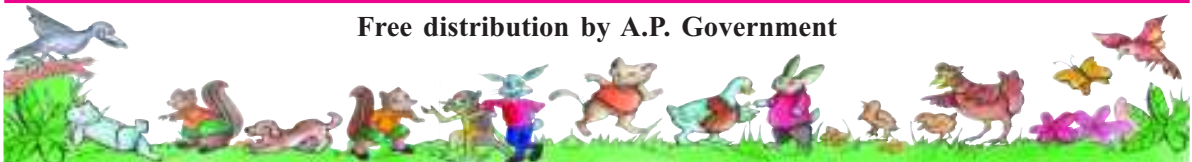
Suddenly, the lion woke up and roared in anger. He caught the mouse. The mouse trembled in fear. It begged the lion to leave it. The lion took pity on it and let it go.

The mouse thanked the lion. It promised that it would help the lion in times of need. The lion laughed at the mouse.

One day a group of hunters trapped the lion. The poor lion roared for help. The mouse heard the cries and came there. It cut the net with its sharp teeth. The lion came out and they became good friends.



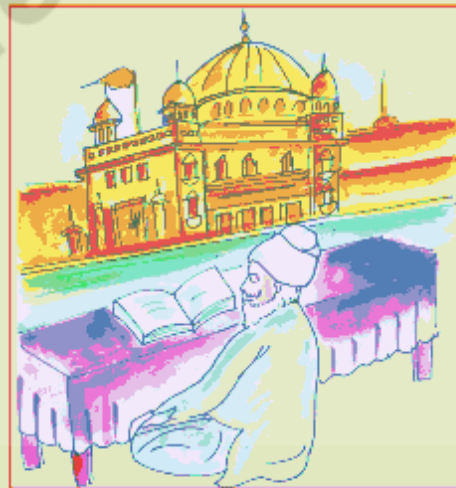
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UNIT - 5

DEEPAVALI

I. *Look at the picture.*



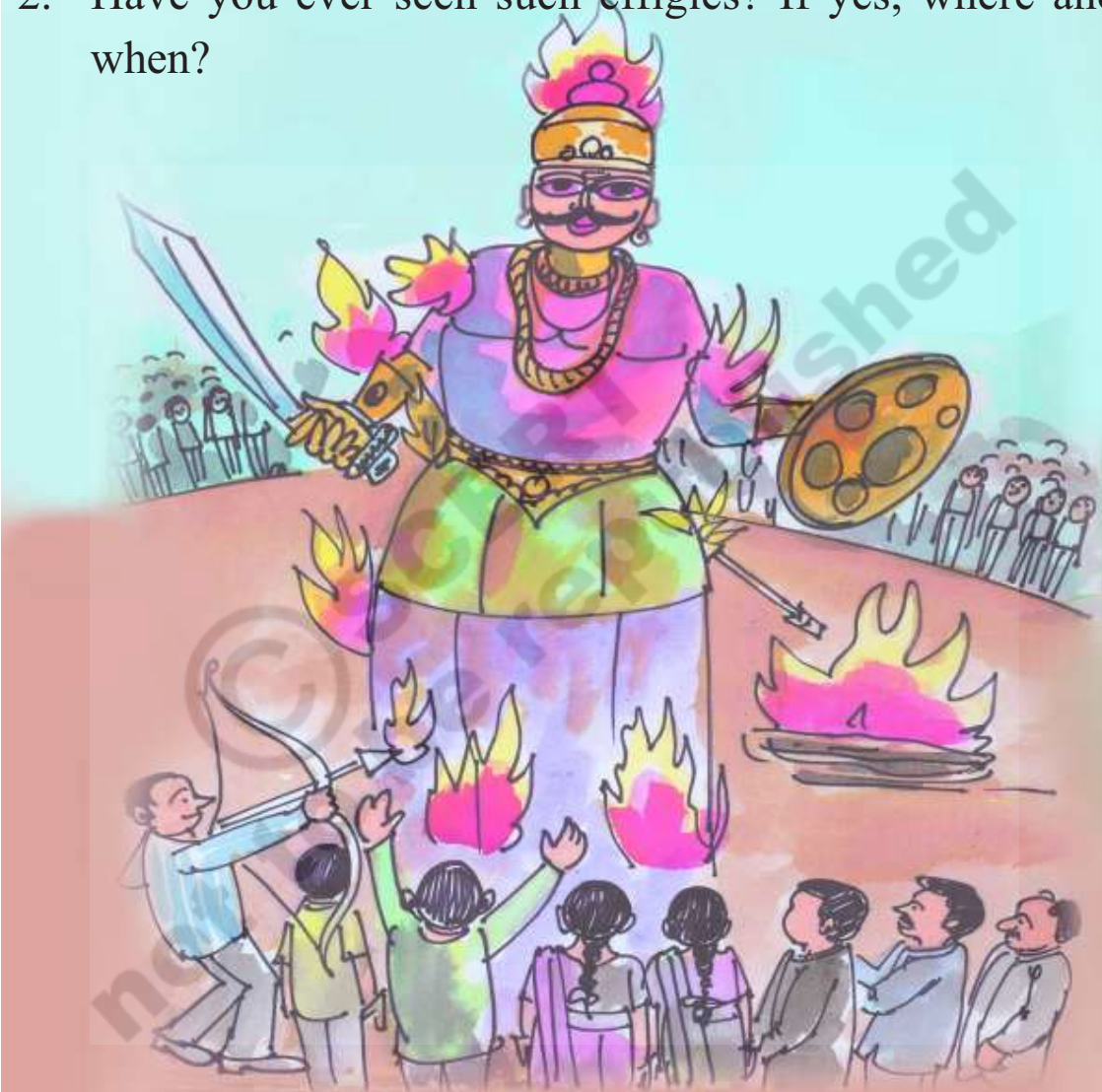
1. What do you see in this picture?
2. Do you celebrate any one of these festivals?
3. Which other festivals do you like and why?

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II.A. *Look at the picture and answer the questions.*

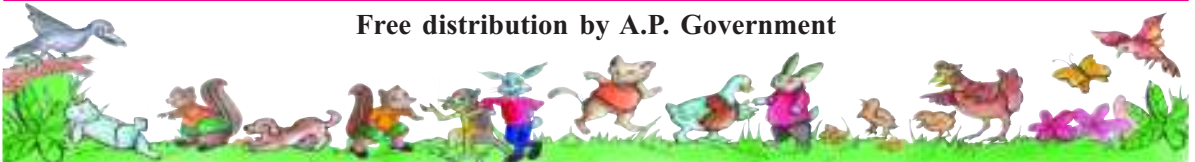
1. What do you see in the picture?
2. Have you ever seen such effigies? If yes, where and when?



B. Listen to your teacher and answer the questions.

1. What did Mohan see through the window?
2. What do you think the people will do with the effigy?
3. How do you think will Mohan celebrate the Deepavali?

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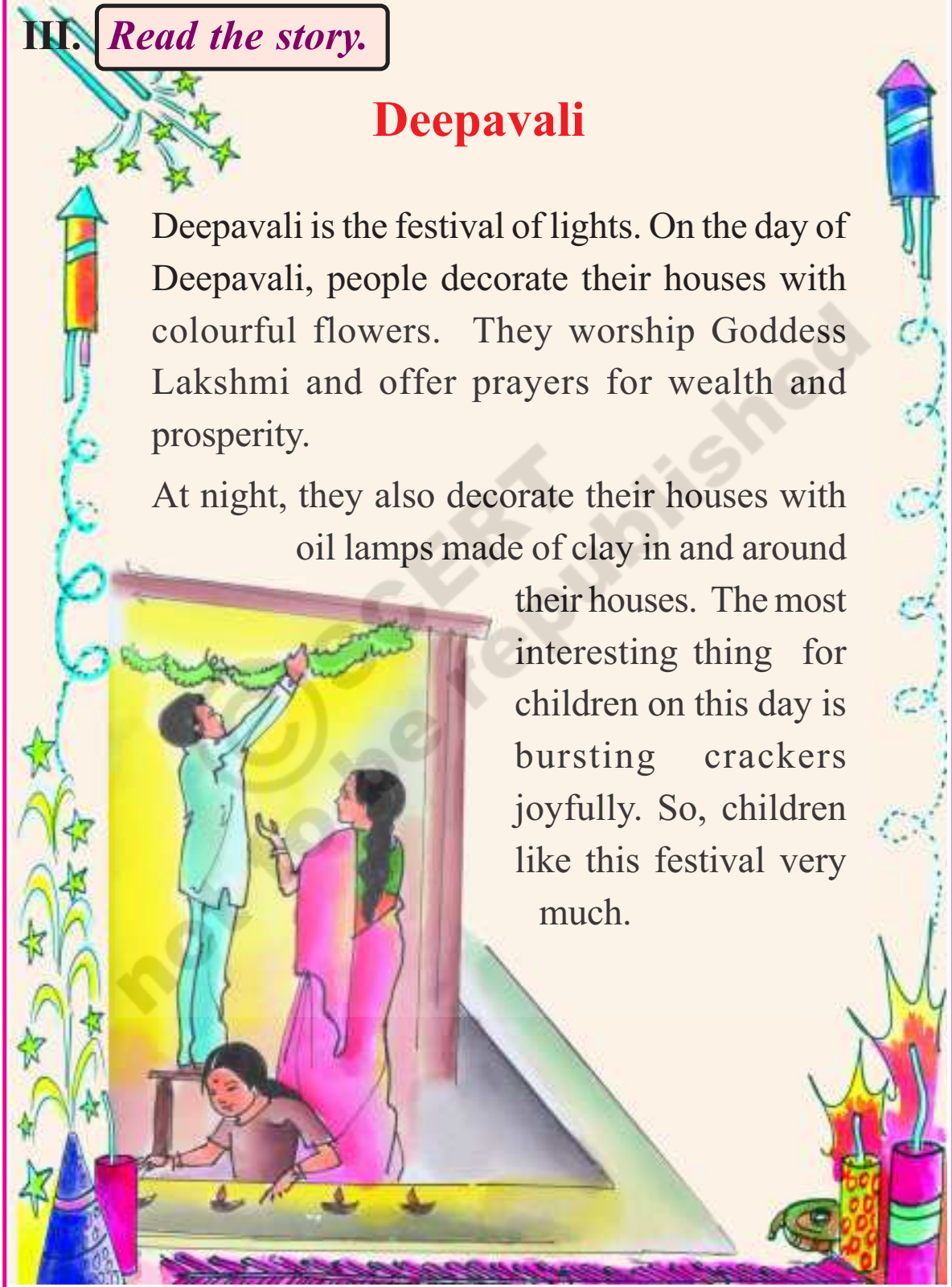


III. *Read the story.*

Deepavali

Deepavali is the festival of lights. On the day of Deepavali, people decorate their houses with colourful flowers. They worship Goddess Lakshmi and offer prayers for wealth and prosperity.

At night, they also decorate their houses with oil lamps made of clay in and around their houses. The most interesting thing for children on this day is bursting crackers joyfully. So, children like this festival very much.



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Mohan's grandfather brought him a big basket of crackers. Mohan opened the basket to look at the crackers.

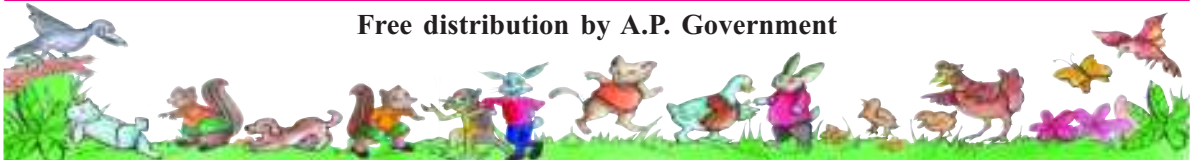
1. What crackers, do you think, are there in the basket?
2. What will Mohan do with them immediately?



There were sparklers, flower pots, bhoochakras, rockets and many other kinds of crackers.

In the evening, Mohan waited eagerly to burst crackers. He went to his grandmother and said, "Grandma, shall I burst crackers now?"

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She said, “Not now, only after Puja.” Then he went to his uncle and asked for permission to burst crackers. Uncle said, “You can, but put on cotton clothes first.”



Mohan wore cotton clothes. Meanwhile grandmother called him and gave him sweets. She said, “Now you can burst crackers, but take grandfather along with you.” Mohan ran to the basket of crackers and tried to burst one of them inside the house. “Not here! Let’s go out,” warned his grandfather. Later all the family members went out and burst crackers. The entire family celebrated Deepavali happily.

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A. Answer the following questions.

1. How do people decorate their houses on Deepavali?
2. What did Mohan do with the basket of crackers?
3. If you were Mohan, what would you do?
4. Why did uncle ask Mohan to wear cotton clothes?

B. You want to burst crackers with your friend. So you invite him to your house.

What would be the possible telephonic conversation between you and your friend?

Work in pairs and play the roles.

You: Hello, Ravi. How are you celebrating Deepavali?

Your friend :

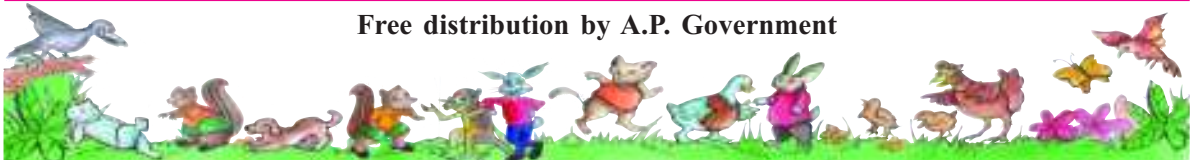
You :

Your friend :

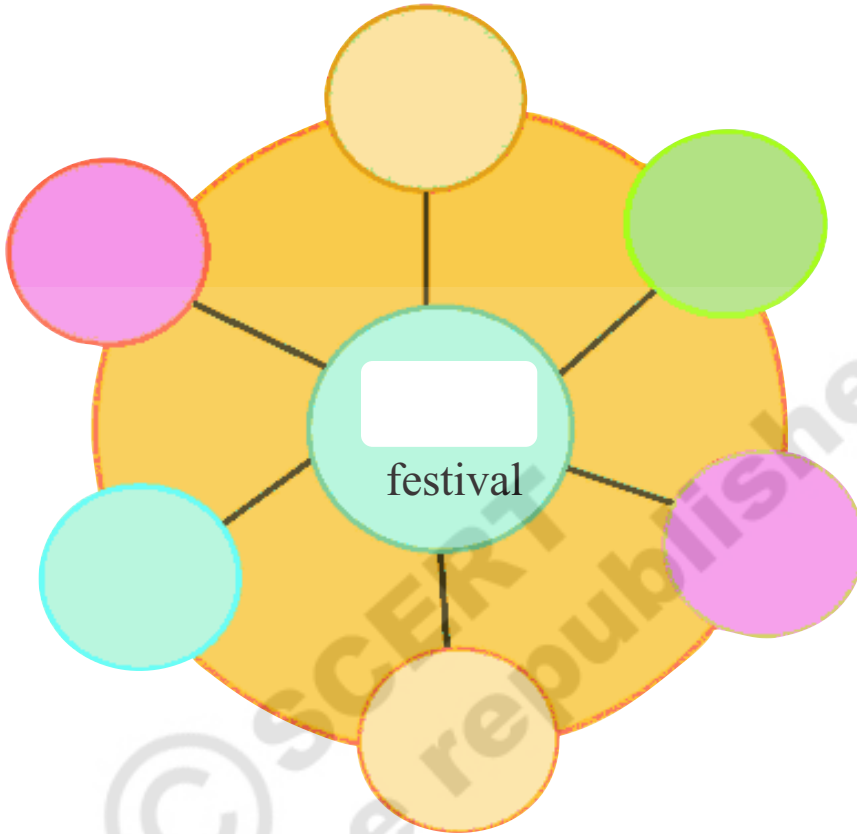
You :



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C. Write as many words as possible related to any festival you celebrate.



D. Look at the picture and write about it.



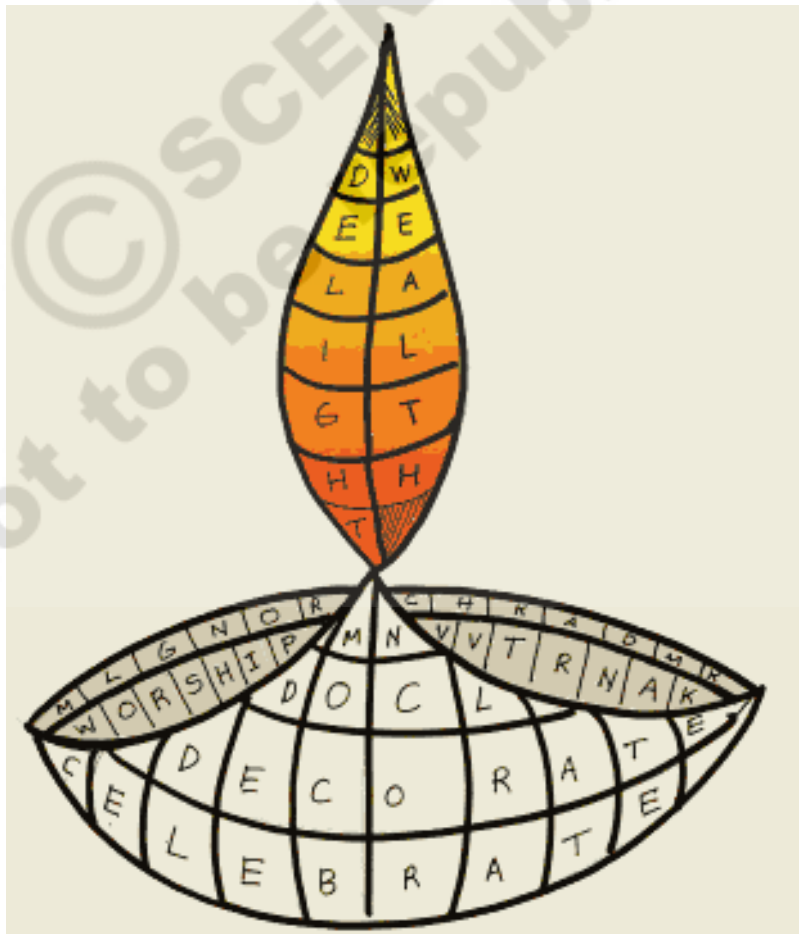
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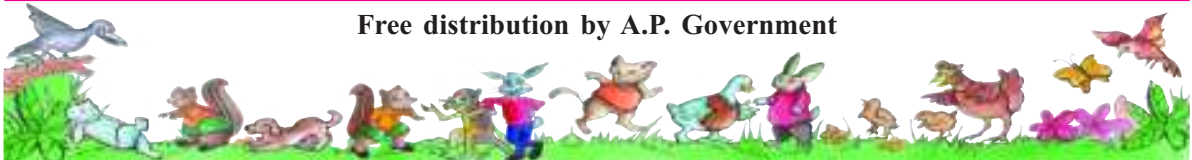
E. Look at the picture given below. Some words of the passage are hidden in it.

Find them and circle using the clues given below and write against the clues.

1. Something made to look more attractive.
2. The practice of showing respect for God.
3. We get this by bursting crackers.
4. Goddess Laxmi gives us this.
5. To enjoy in a particular occasion.



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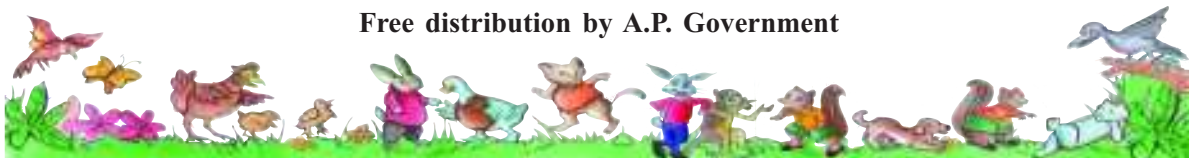


F. Draw the picture of any effigy. Write the list of materials you use to make it.



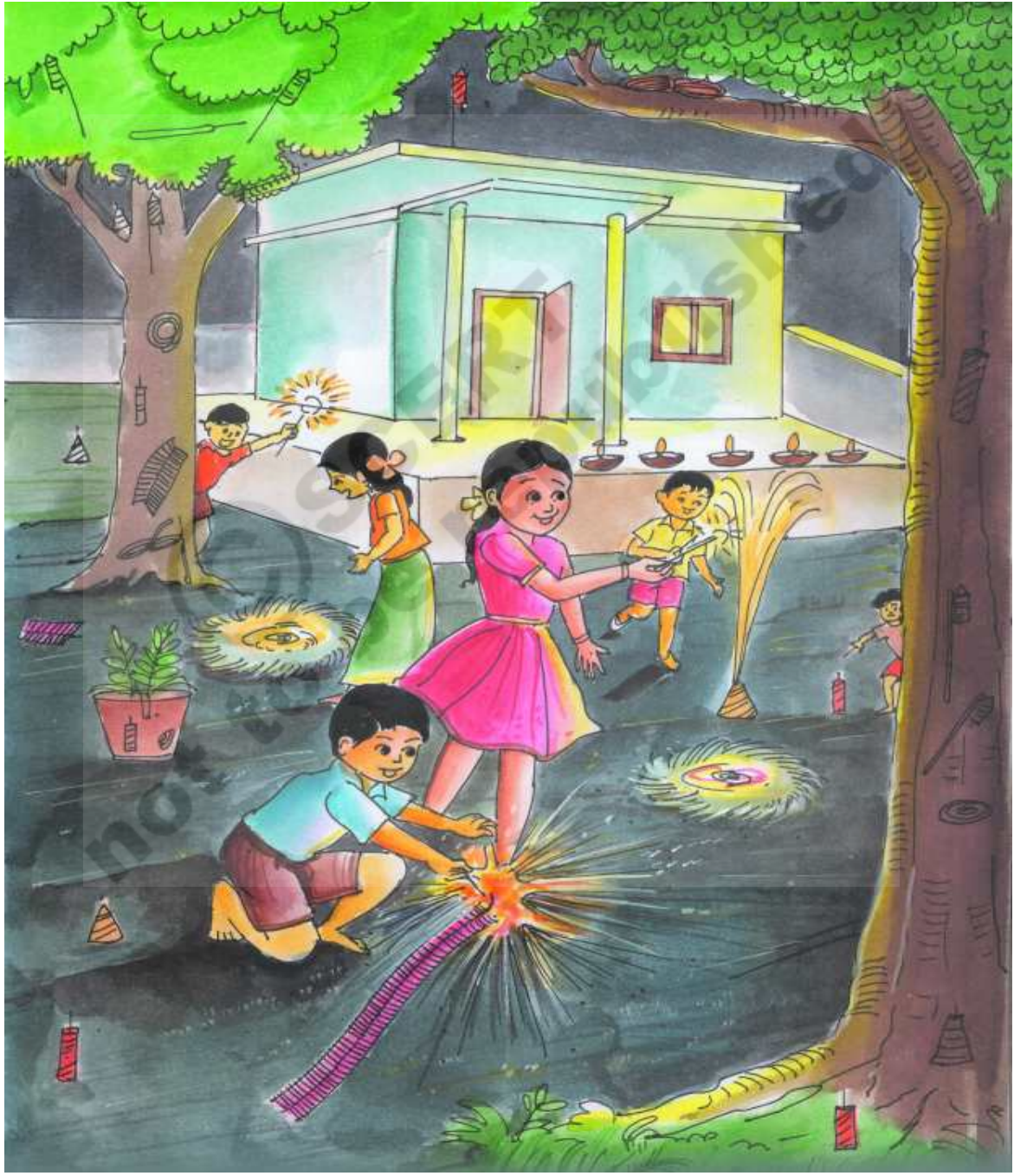
G. You have read about the festival of Deepavali. Now write about any festival that you have celebrated.



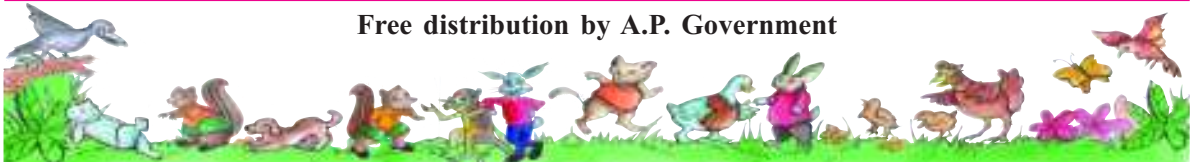


H. Work in pairs.

There are some crackers hidden in different places in the picture. Tell your friend to collect all of them. Help him/her by giving directions.



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IV.A. *Listen and recite the poem.*

Crackers

Laxmi bomb, Laxmi bomb

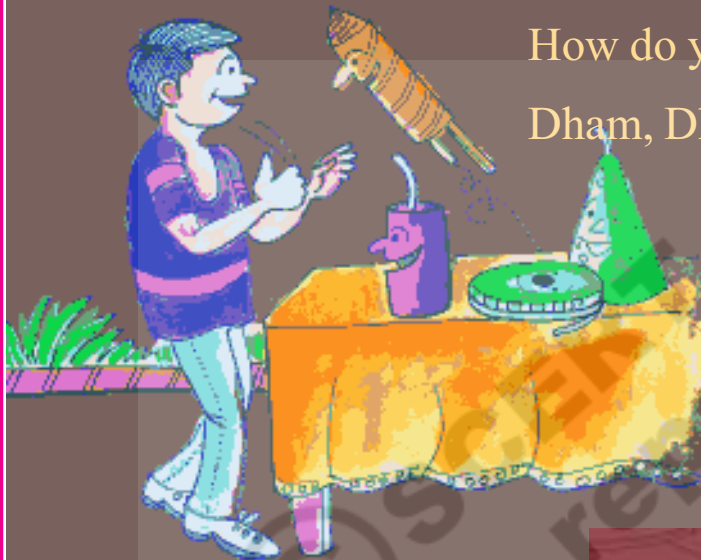
How do you sound?

Dham, Dham, Dhama!

Sparkler, Sparkler,

How do you glow?

Very bright I glow!



B. Add lines.

You may make use of the words given in the box.

Bhoochakra,

..... spin?

.....!

Rocket,.....

.....?

.....!



fast, high, fly



V. *Project work: Safety tips.*

Do the following.

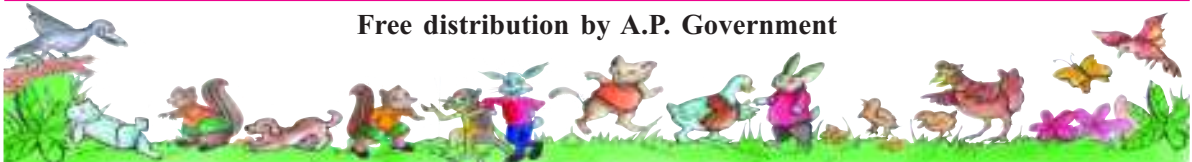
Deepavali is a day of celebration. It is time of joy, only when you take care of yourself. Sit in groups and prepare a chart about “Do’s” and “Don’ts” on Deepavali day and present it before your class.



Deepavali

Do's	Don'ts

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VI. *Story time.*

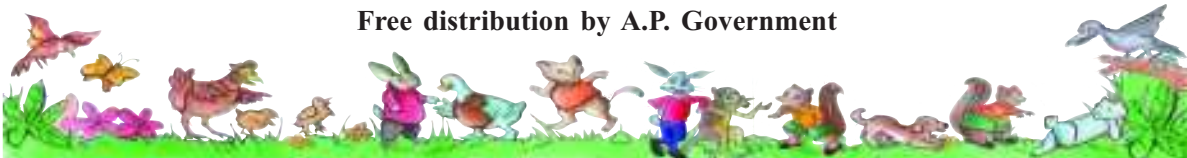
Ramzan

Ramzan is the most important festival of Muslims. Ramzan is actually the name of the ninth month of the Islamic calendar. It is believed that Prophet Mohammad received God's message from Angel Gabriel in the month of Ramzan. Later the message he received took the form of the holy book, the Quran.



In the Ramzan month, Muslims fast during the day. It is common to have one meal just before sunrise and another, immediately after sunset. The end of Ramzan month is marked by a big celebration called 'Eid', the festival of the Breaking of the Fast. On the day of Eid, Muslims dress themselves in their best clothes. They offer prayers, give alms to the poor and gifts to children. They spend time with their family and friends happily.

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II.A. Look at the picture and answer the questions.

1. Who do you see in the picture?
2. Are they ordinary people? What is special in them?
3. Do they look happy or sad?

**B. Listen to your teacher and answer the questions.**

1. Why are the people and animals on the Earth happy?
2. Why do you think Mother Nature became sad?

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III. *Read the story.*

Tree, the divine bliss

One day Mother Nature and the Angel came to the Earth to see the trees. They saw some men throwing stones at a tree for fruit. The Mother was shocked to see it and became sad. She said, “Oh my child! They are hurting you.”

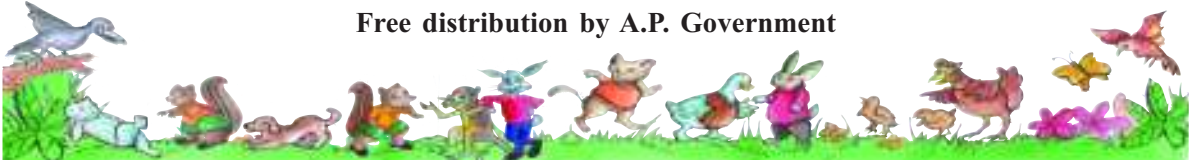
The tree said with a smile, “They are my children. I’ll bend low to give them fruit. Then, they will not throw stones at me.”

The Angel said sadly, “Bending before men? I can’t see this.”

“I can do anything for my children,” replied the tree with a smile.



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They left the place helplessly.

After a few days, Mother Nature and the Angel came to the earth again. They saw men cutting the trees with an axe. The Angel cried, “Oh my God, the tree is bleeding!”

Mother Nature asked the tree with tears rolling down her cheeks, “How do you bear such pain?”

The tree replied, “I don’t feel pain as long as they think I am useful for them.”

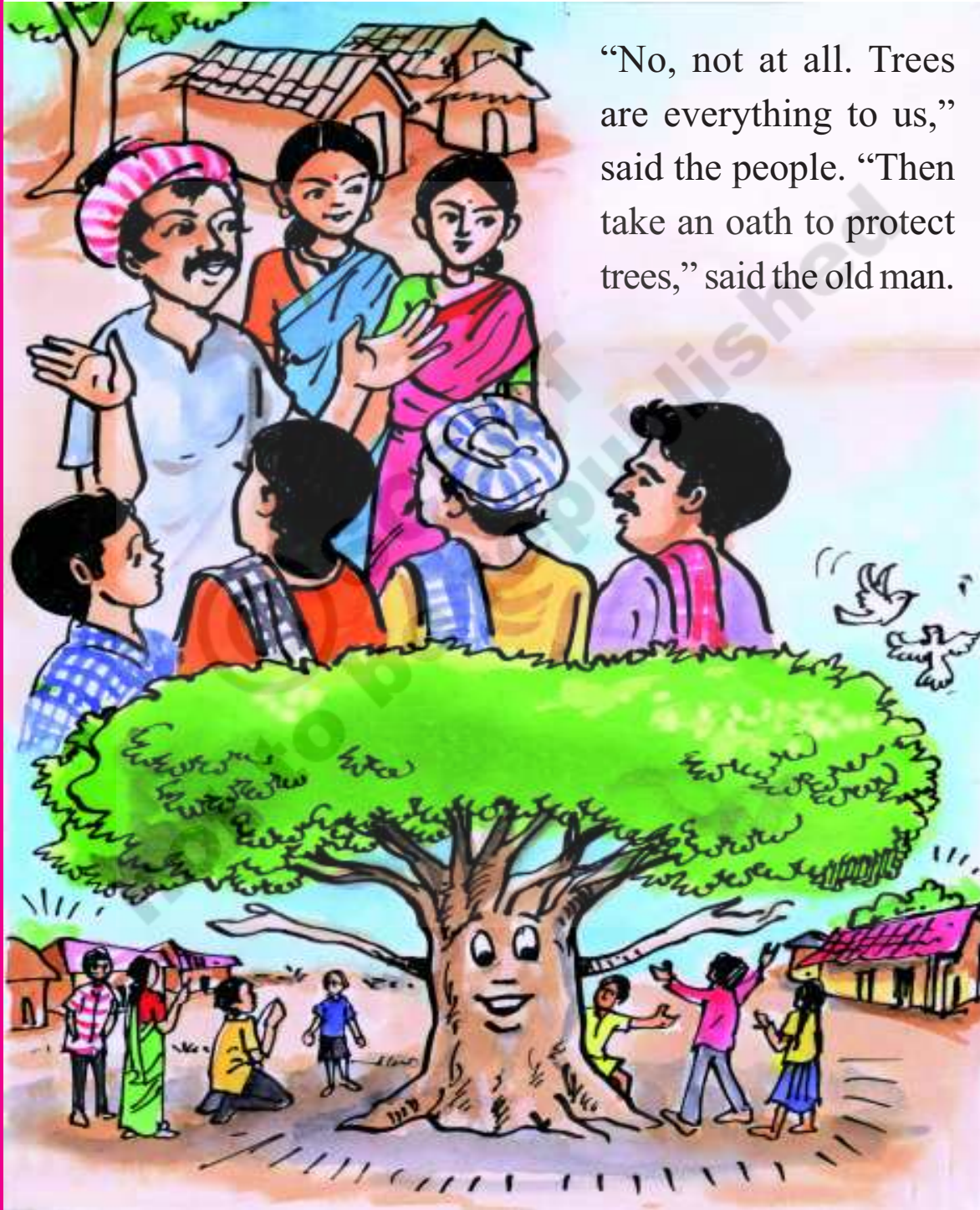
The Angel was angry. “They are hurting you. Still you show concern for them. How ungrateful the men are!”



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“Yes, it is only because of trees that there is life on this earth,” said the people. “Now tell me, is it right to cut the trees?” asked the old man.



“No, not at all. Trees are everything to us,” said the people. “Then take an oath to protect trees,” said the old man.

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A. Read the following. Tick (✓) the sentences said by the tree.

1. "They are my children."
2. "Save trees. Otherwise men and animals won't be able to live in future."
3. "I can do anything for my children."
4. "How do you bear such pain?"
5. "I don't feel pain."
6. "Trees are everything to us."



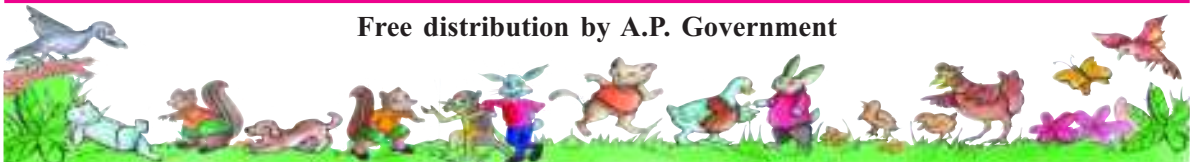
B. Answer the following.

1. Why do you think the angel said that the man was very cruel?
2. Who will be saved by the action of the old man?
Man or trees or both.

C. The old man held a meeting with all the people and told them that the tree gives them many things. Share with your classmates and write in the circles some more things that the trees give us. One is done for you.



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D. In the story, man uses an axe to cut trees.

Given below is a list of tools that we use to cut various things. What do you cut using these tools? Discuss with your friend and write.

	scissors	
	knife	
	saw	
	sickle	

E. Read the following.

When Mother Nature saw men throwing stones at a tree for fruit, she said, “Oh, my child!”

Pick out sentences / words from the story that end with exclamation mark (!) and write them here.

.....

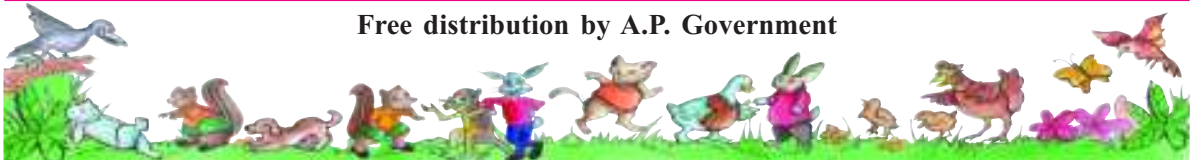


F. Imagine a mother elephant is telling her baby that they are leaving the place and going somewhere else. But the baby elephant does not want to leave that place. The Mother elephant tries to convince the baby.



Why do you think the mother elephant wants to leave the place? Take the roles of the mother elephant and baby elephant and continue the conversation.

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G. Read the following poster.



H. Fill in the blanks.

The poster is about _____. It is observed on _____ at _____. The venue is _____.

The title of the poster is _____. It is prepared by _____.

I. Write a paragraph on how you will save the Banyan tree.

Use the following clues.

(planting, taking rallies, displaying placards, conducting, meetings)

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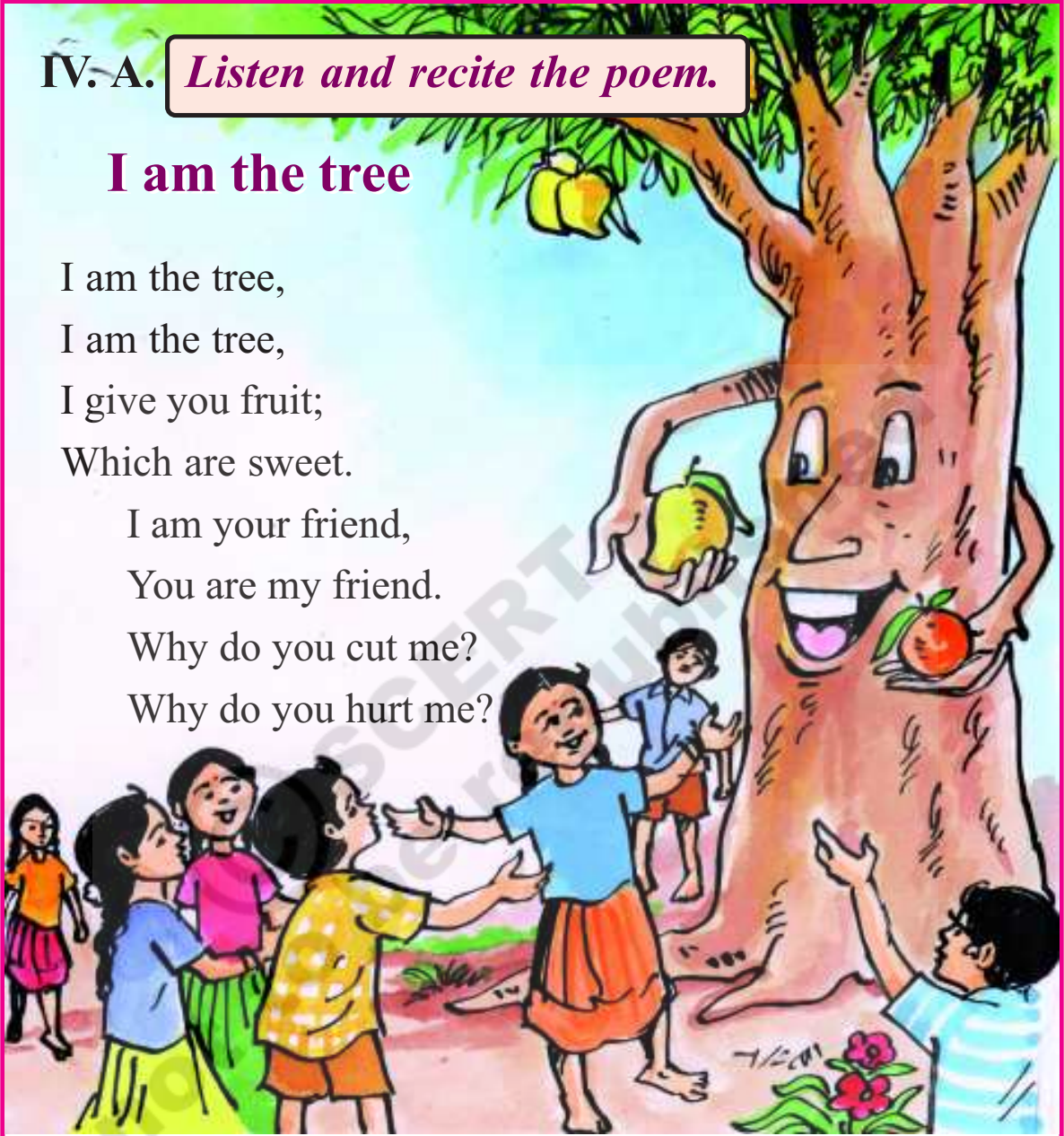


IV. A. *Listen and recite the poem.*

I am the tree

I am the tree,
I am the tree,
I give you fruit;
Which are sweet.

I am your friend,
You are my friend.
Why do you cut me?
Why do you hurt me?



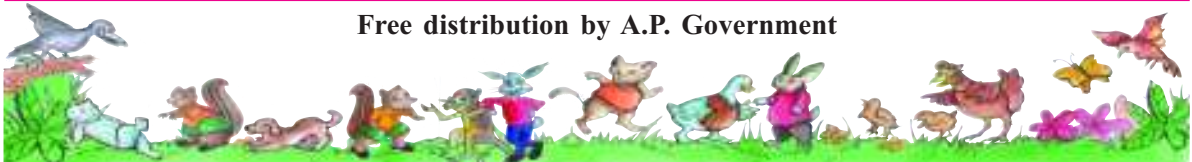
B. **Add lines**

You can make use of the words given in the box.

I am the tree,

food, fresh air, wood, flowers, leaves, shade

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V. **Project work: My friendly tree.**

A. **Work in groups and collect the following information about trees.**

- Names of trees in your school and surroundings.
- Write the things we get from them.

Name of the tree	Things we get from it

B. **Prepare a poster using any of the following slogans.**

- Protect plants and protect people.
- Plant a tree and plan your life.
- Trees are the boons of God.
- Love trees as you love yourself.
- Trees are friends. Love them.



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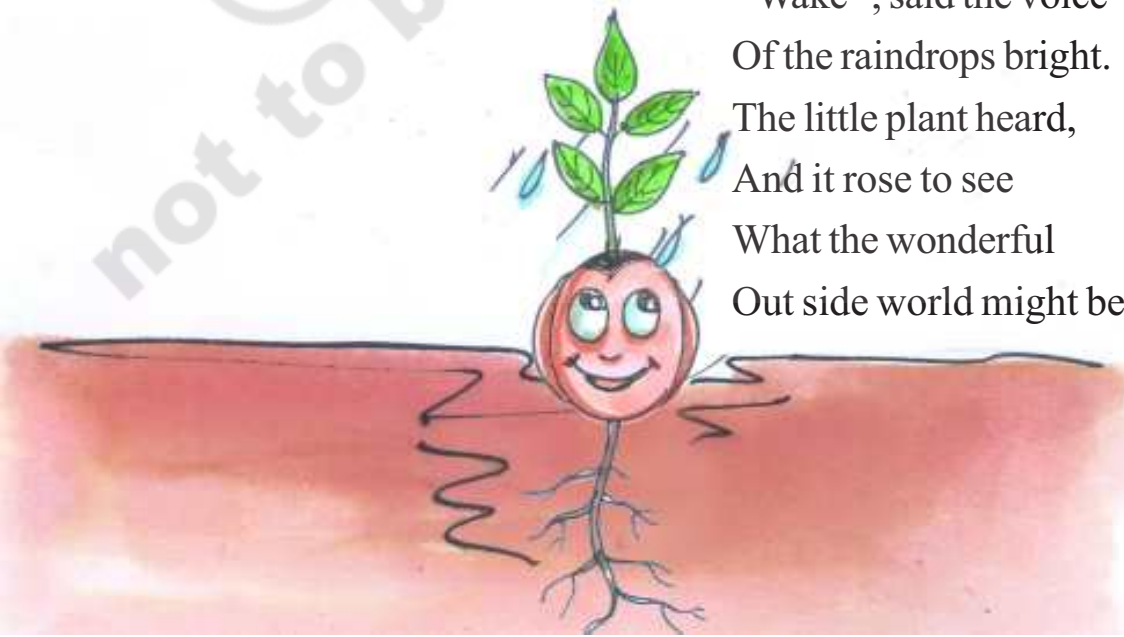
VI. **Story time.**

The little plant

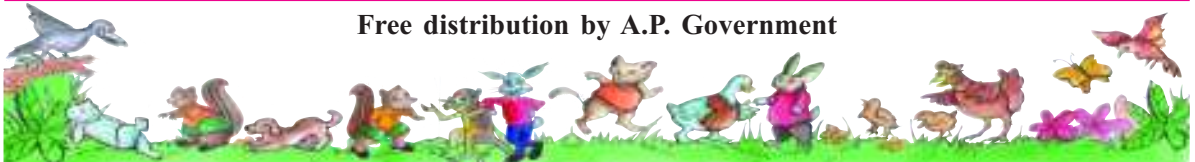


In the heart of a seed
Buried deep, so deep,
A dear little plant
Lay fast asleep.
“Wake”, said the sunshine
“And creep to the light.”

“Wake”, said the voice
Of the raindrops bright.
The little plant heard,
And it rose to see
What the wonderful
Out side world might be.



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UNIT -7

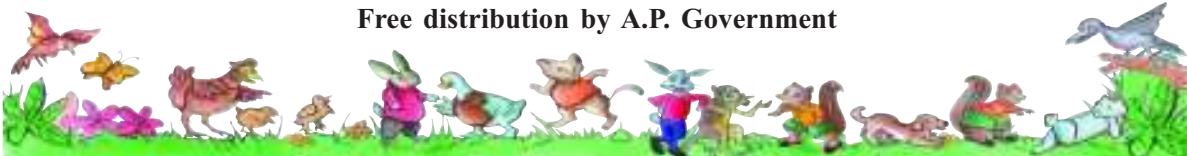
SWAMY AND THE MAGIC BEANS

I. *Look at the picture.*



1. What is the magician doing in the picture?
2. Have you ever seen any magician performing tricks? If yes, say what those are and where you have seen them.

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II.A. *Look at the picture and answer the questions.*

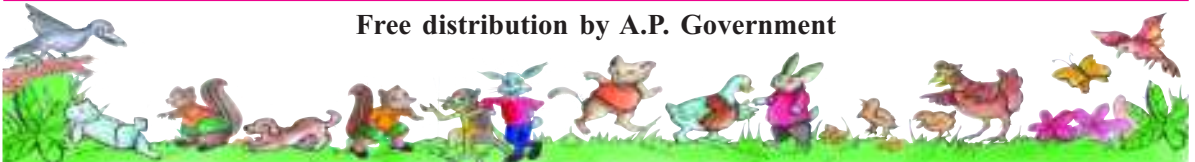
1. Who do you think is the strange looking man in the picture?
2. Why do you think he looks strange?
3. What is the boy doing with him?



B. *Listen to your teacher and answer the questions.*

1. Why do you think Swamy's mother told him to sell the cow?
2. What made the man look strange?
3. Why was Swamy's mother angry?
4. Why do you think Swami was shocked?
5. If you were Swamy, would you exchange your cow for magic beans? If yes, why?

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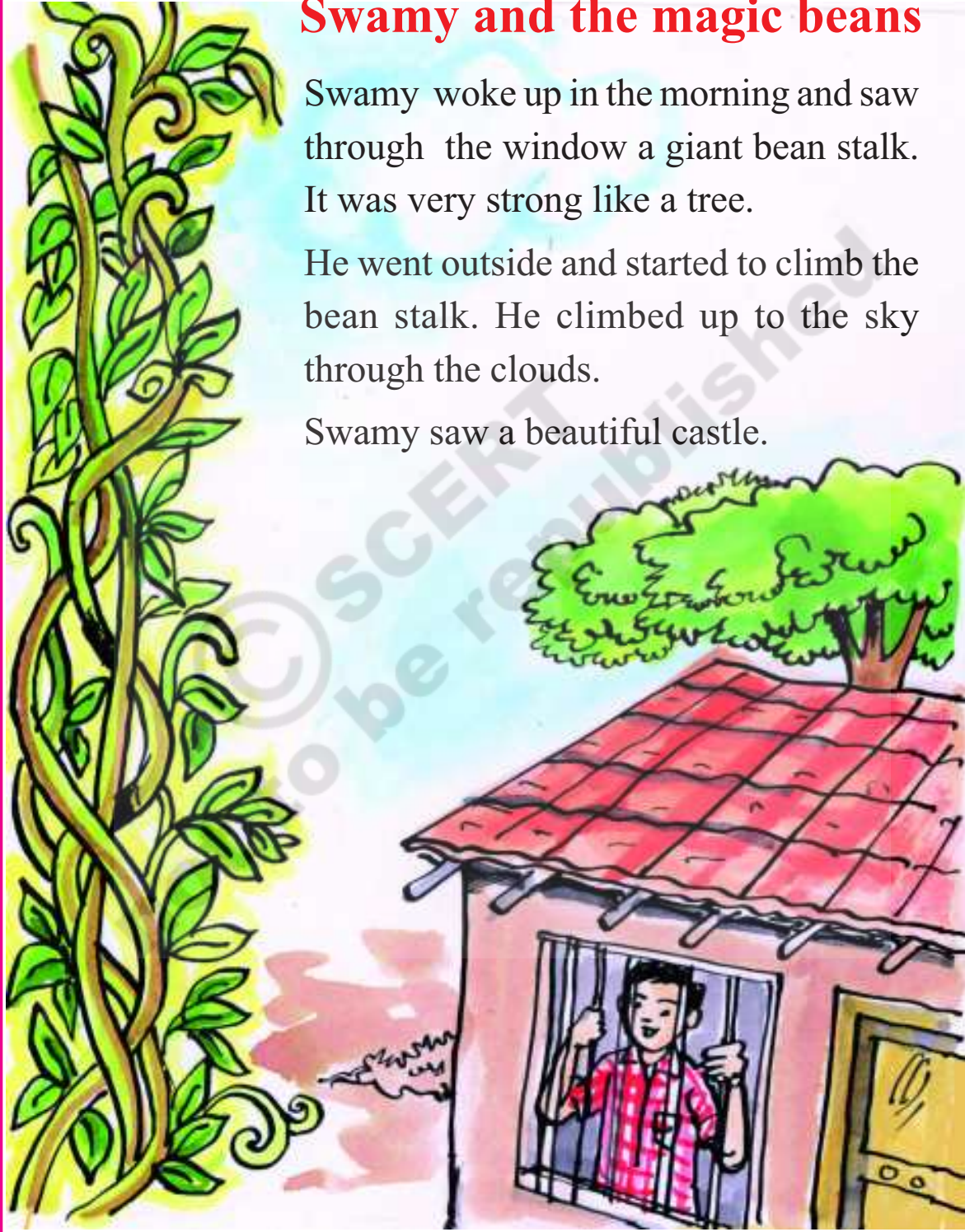
III. *Read the story.*

Swamy and the magic beans

Swamy woke up in the morning and saw through the window a giant bean stalk. It was very strong like a tree.

He went outside and started to climb the bean stalk. He climbed up to the sky through the clouds.

Swamy saw a beautiful castle.



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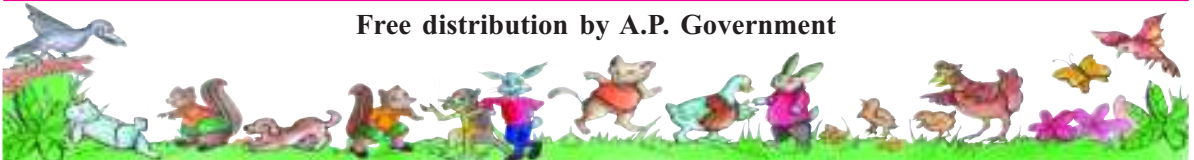


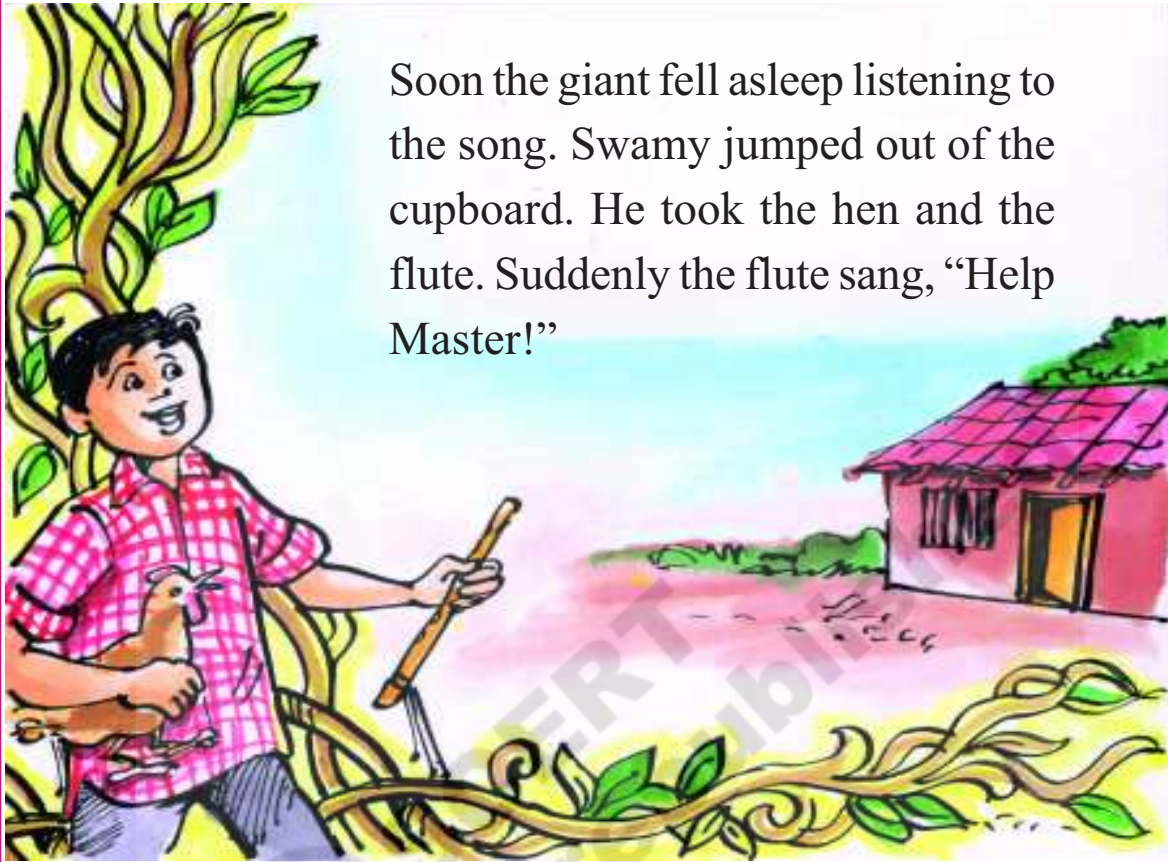
He went inside. Swamy heard a voice, "Fee, fi, fo, fun." Swamy was frightened and ran into the cupboard. An enormous giant came into the room and sat near a table. On the table, there were a hen and a golden flute.



"Lay!" said the giant. The hen laid an egg. It was made of gold. "Sing!" said the giant. The flute began to sing.

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Soon the giant fell asleep listening to the song. Swamy jumped out of the cupboard. He took the hen and the flute. Suddenly the flute sang, “Help Master!”

What do you think Swamy did then?

The giant woke up and shouted, “Fee, fi, fo, fun.” Swamy ran and started climbing down the bean stalk. The giant came after him.

Swamy came down and shouted, “Mother, Help!” Swamy’s mother took an axe and chopped down the bean stalk. The giant fell and crashed down to the ground. Nobody ever saw him again.

With the golden eggs and the magic flute, Swamy and his mother lived happily ever after.

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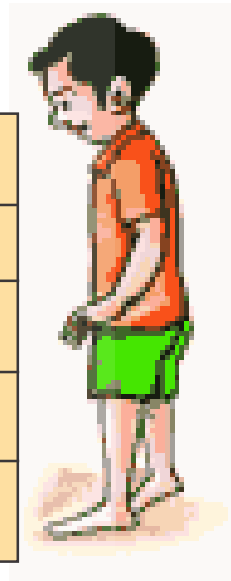


A. Answer the following questions.

1. What did Swamy see when he climbed up to the sky?
2. The flute sang, “Help, Master.” Who do you think was the master?
3. How do you think the flute would have been useful to Swamy?
4. If Swamy’s mother had not helped him, what do you think could have happened?
5. What made Swamy and his mother live happily for the rest of their life?

B. Match the following.

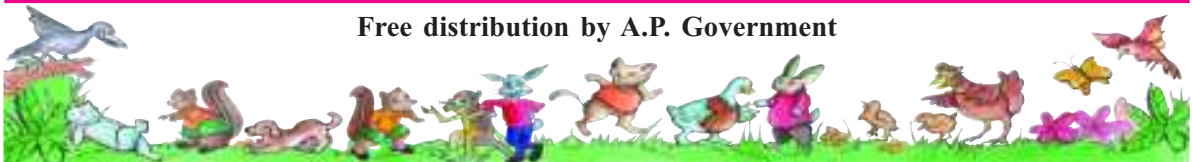
Swamy saw	“Help Master!”
The hen laid	a beautiful castle.
The flute sang	“fee, fi, fo, fun”.
The giant shouted,	the bean stalk.
The mother chopped	a golden egg.



C. The words that end with same sound are called rhyming words.

Ex. face- place; land-band; fish-dish

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Find the words that rhyme with the following words from the story.

- | | |
|-----------|------------|
| 1. pen - | 4. mean - |
| 2. ring - | 5. gown - |
| 3. peel - | 6. round - |

D. A hen laid a golden egg for you on the top of a cubic structure. But you need to climb up each step after filling the gaps with appropriate letters. Clues are given below. Missing letters are hidden in the cube. Find them from cubes.

- 1** It is silent in 'honest' 'hour' and 'honour'
- 2** You can find this letter in all these words: soap, paste, loss.
- 3** The letter is in pain but not in gain.
- 4** The letter occurs twice in the word 'riddle'.
- 5** It is the first letter in the English alphabet.

L	5	Y				
G	O	L	4			
H	A	3	P	Y		
A	2	L	E	E	P	
C	R	A	S	1	E	D



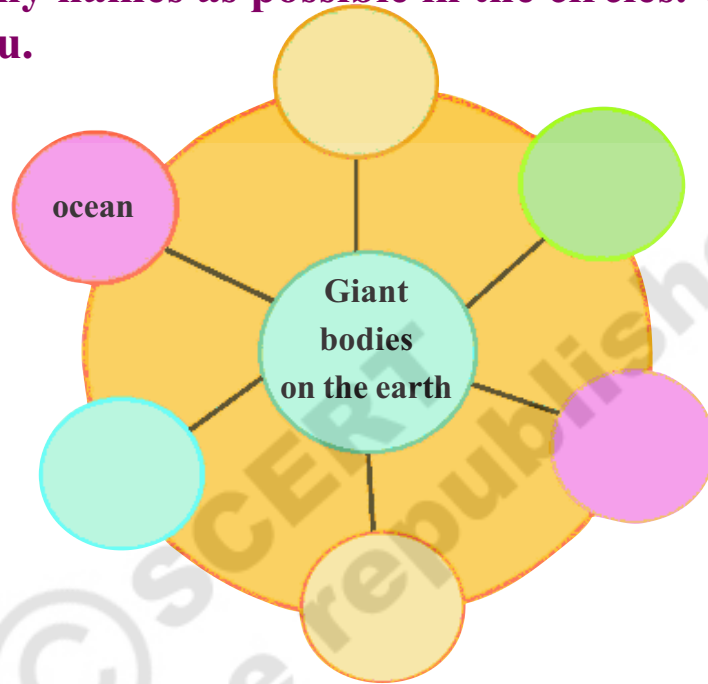
After you have completed the missing cubes, say sentences using these words.

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E. Swamy climbed the giant bean stalk. He saw a giant there.

We see many huge things/animals on this earth. Write as many names as possible in the circles. One is done for you.



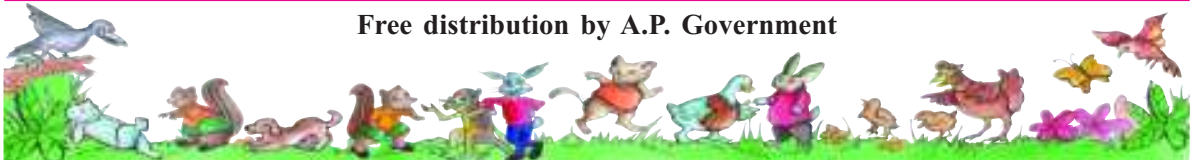
F. Read the following.



The giant said to the hen, “Lay an egg.” The hen laid a golden egg.

The giant said to the flute, “Sing a song.” The flute began to sing.

Here the sentences, “Lay an egg,” and “Sing a song.” are the instructions given by the giant.



1. **Imagine you are the teacher of your class. You give your students some instructions about how to keep their body clean.**

What instructions will you give?

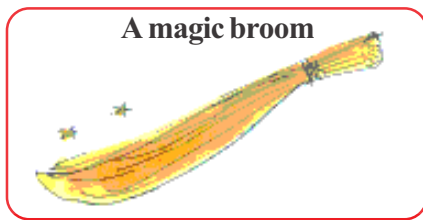
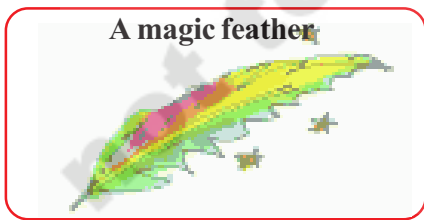
One has been given. Think of the others.

“Brush your teeth every day.”

2. **Give the directions to your friend how to come to your house from your school.**

G. Work in groups.

Imagine your group receives one of the following things with some magical powers. Discuss in the group what you will order it to do for you. Write a paragraph on how these things will be helpful to people.

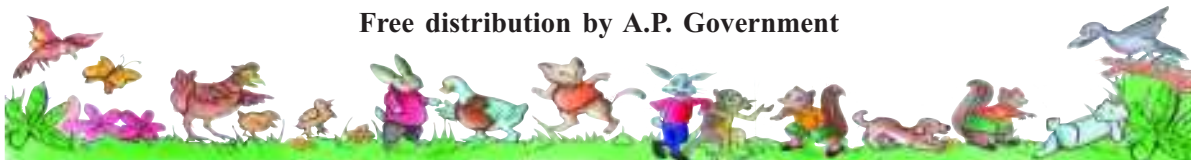


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.....

.....

.....



IV.A. Listen and recite the poem.

The Magic Wand



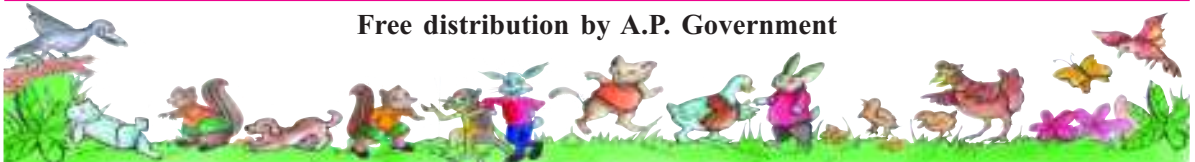
I have a magic wand,
 The nicest one,
 It beats the band,
 And makes things done.
 It brings me cookies,
 And cakes to eat.
 It gets me ice-creams,
 And gives me treat.



I have a magic flute,
 The prettiest one.
 It blows so sweet
 And makes the world stun.
 It loves me deep,
 And takes me high.
 It sings me lullabies,
 And makes me sleep.

B. Add lines to the rhyme

I have a magic pot,



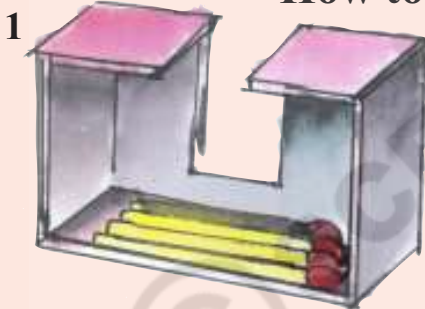
V. **Project work: My magic box.**

The following steps will help you in making a magic box.

Materials required:

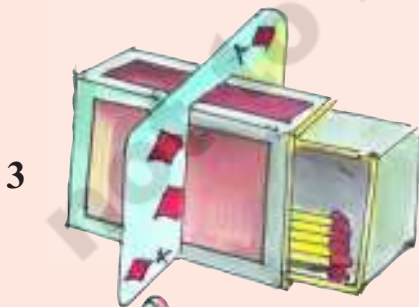
- An empty match box
- A few match sticks
- A playing card
- A cutter

How to do the magic box:



1. Stand the matchbox drawer on its side and cut away oneside as shown.

2. Make a slit through the center of the cover.



3. The playing card is placed in the slit and the drawer is moved to and fro.

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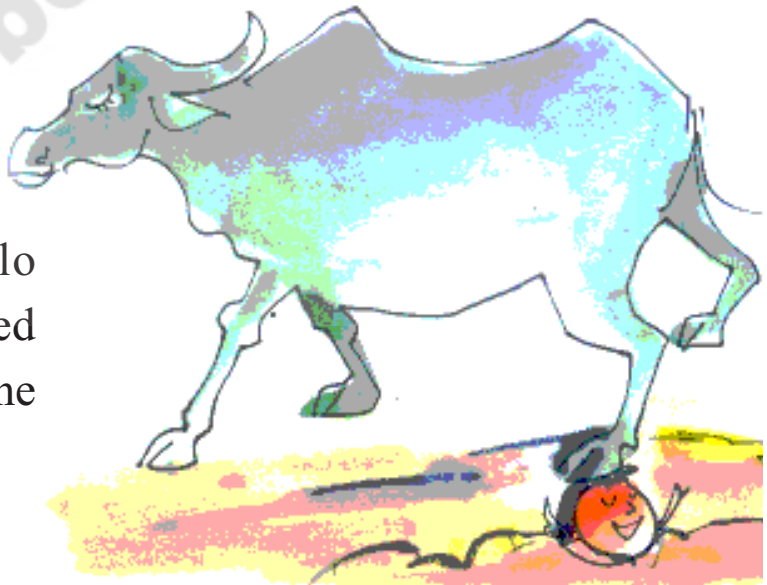


VI. *Story time.***The lucky seed**

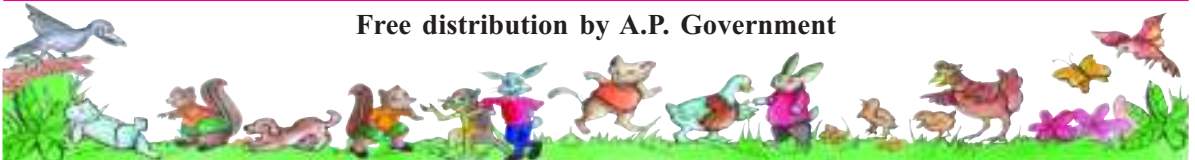
Long ago a farmer took a big bag of seeds to the market to sell. Suddenly a wheel of his cart hit a big stone. ‘Bump!’ One of the seeds fell out of the bag on the hot dry ground.

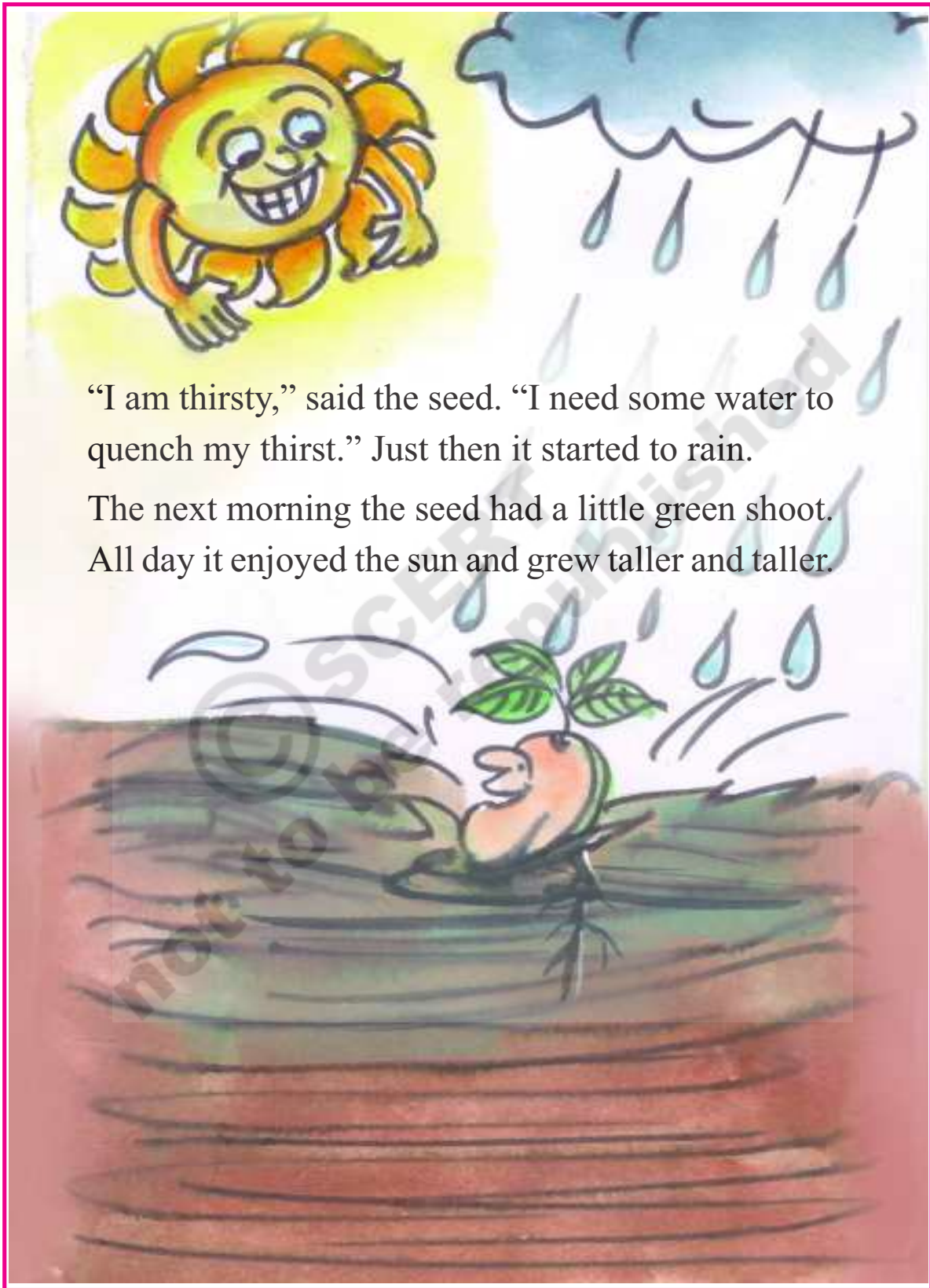
“I’m scared,” said the seed. “I need to be safe under the soil.”

Just then a buffalo walked on the seed and pushed it into the ground.



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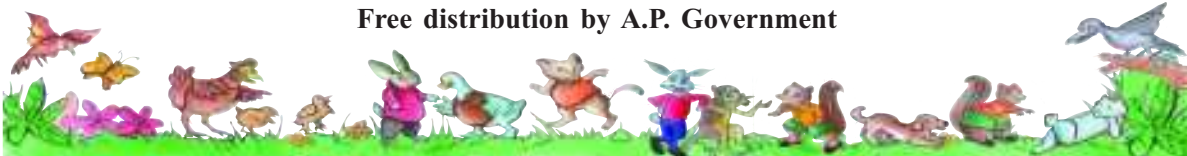




“I am thirsty,” said the seed. “I need some water to quench my thirst.” Just then it started to rain.

The next morning the seed had a little green shoot. All day it enjoyed the sun and grew taller and taller.

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UNIT - 8

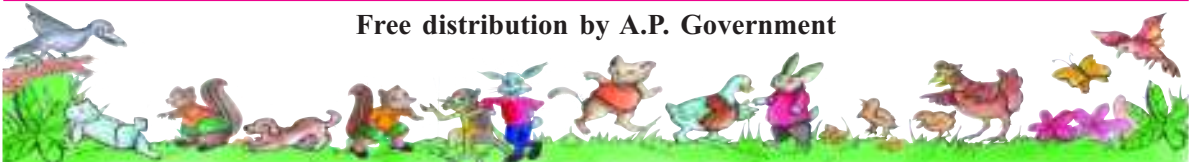
MARY AND THE THREE BEARS

I. *Look at the picture.*

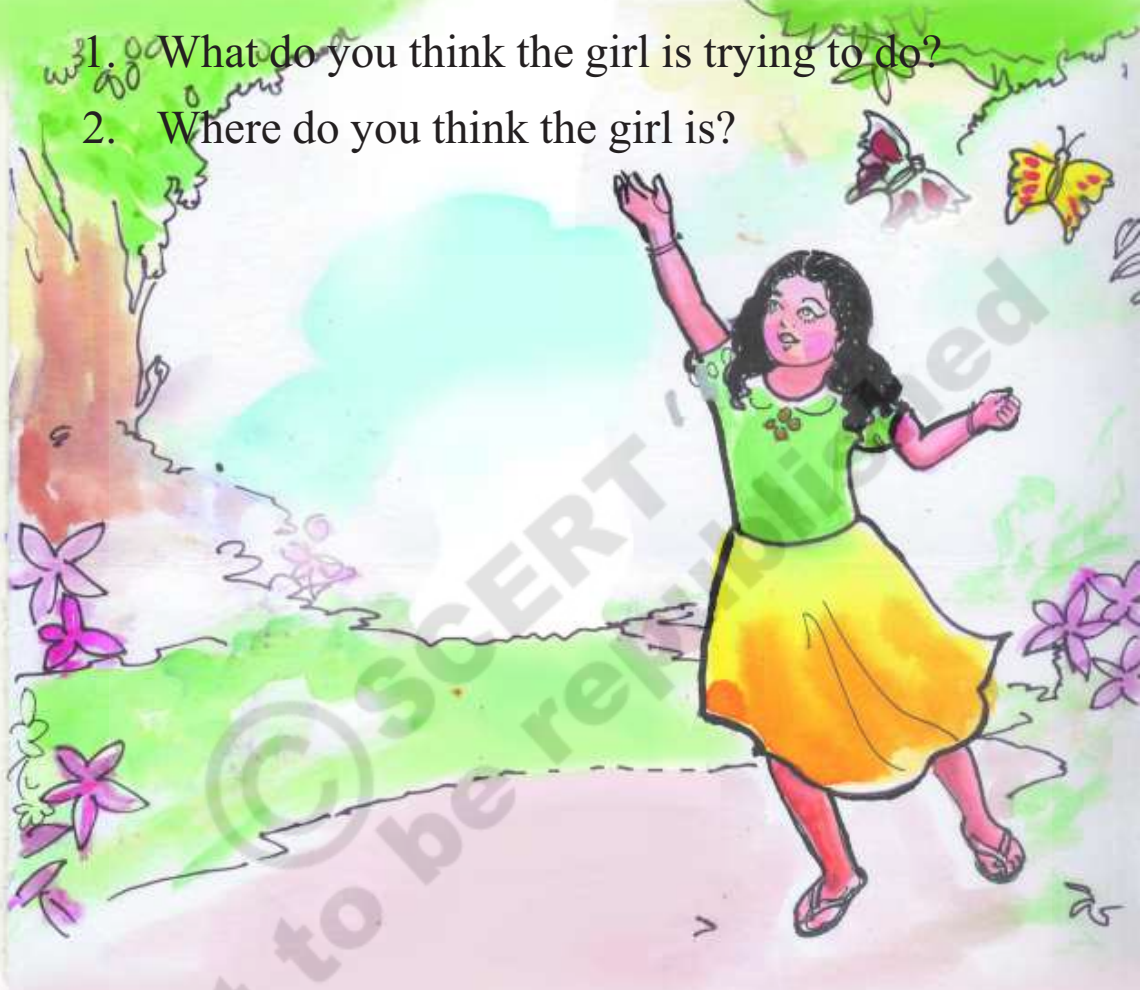


1. What do you think the people in the picture are trying to do?
2. Where do these things take place?
3. Have you ever seen such things happen?
4. What other animals are made to do like this?

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II.A. Look at the picture and answer questions.

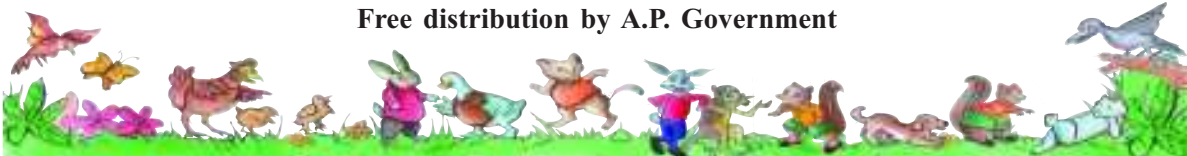


1. What do you think the girl is trying to do?
2. Where do you think the girl is?

B. Listen to your teacher and answer the questions.

1. Why do you think Mary entered the house?
2. Whose house it might be?
3. How did she reach the house?
4. What would you do if you were in Mary's place?

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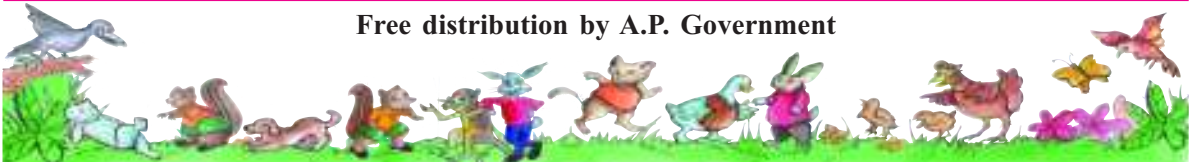
III. *Read the story.***Mary and the three bears**

Mary was very hungry. She tasted the porridge from the first bowl. “This porridge is too hot to eat.” Then she tasted it from the second bowl “This porridge is too cold to eat.”

Finally, she took a spoonful from the third. “This porridge is just right.” Mary gulped all the porridge.



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Mary was tired then. She wanted to sit on a chair. “This chair is too big to sit on !”



Then she tried to sit on the second chair.



“This chair is also too big!” And next she sat on the third chair. “This chair is just right.”



Mary started relaxing but alas! The chair has broken !



Mary was very tired. She got up and went upstairs. There were three beds in the bedroom. She lay on the first bed.

“This bed is too hard to sleep on.”

Then she went to the second bed.

“This bed is too soft to sleep on.”

Finally she went to the third bed.

“This bed is just right.” She lay down on the bed and fell asleep.

Soon three bears entered the house.



What will the bears do now?

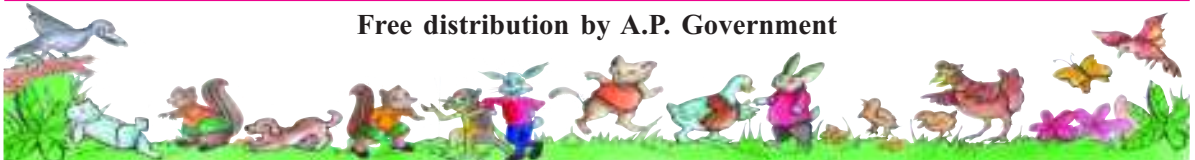
“Someone has eaten my porridge!” said Daddy bear.

“Someone has eaten my porridge too!” said Mummy bear.

“Someone has eaten my porridge and it’s all gone,” cried Baby bear.



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“Someone has been sitting on my chair!” said Daddy bear.

“Someone has been sitting on my chair too !” said Mummy bear.

“Someone has been sitting on my chair and it’s broken,” the Baby bear cried again. Now the three bears went into the bed room.

“Someone has been sleeping on my bed !” said the Daddy bear. “Someone has been sleeping on my bed too !” said the Mummy bear. “Someone has been sleeping on my bed too and is still there !” screamed the Baby bear.

Mary woke up. She was terrified to see the three bears. She jumped out of the bed crying, “Help!” and ran out of the house.



A. Arrange the events in the order of their happening in the story.

The bears found Mary.

Mary broke a chair.

Mary slept on the bed.

Mary ran out of the house.

Mary ate porridge. 1

The three bears returned home.

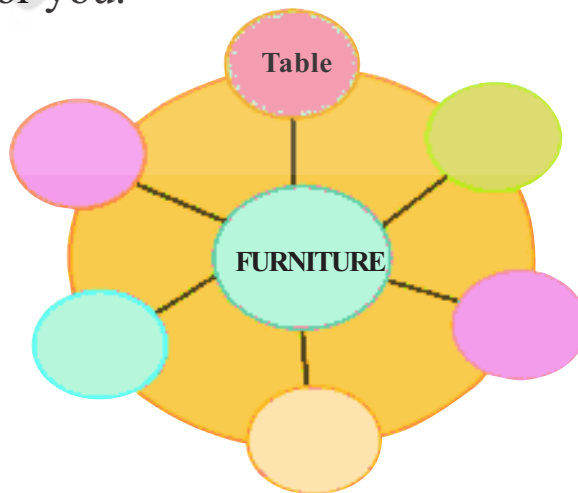


B. Answer the following questions.

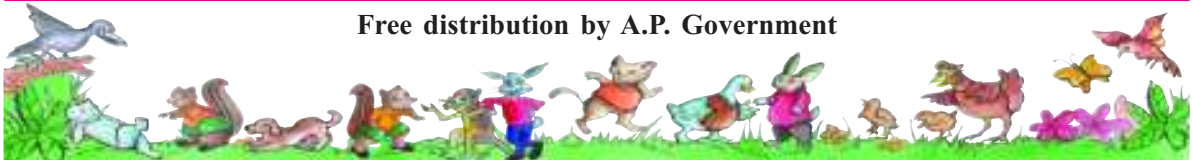
1. Why did Mary eat the porridge from the third bowl?
2. Do you think the bears will follow Mary? Why?
3. Will Mary visit the bear's house again?

C. Mary found different pieces of furniture in the bear's house. Can you think of some more?

Write as many words as possible related to **FURNITURE**.
One is done for you.



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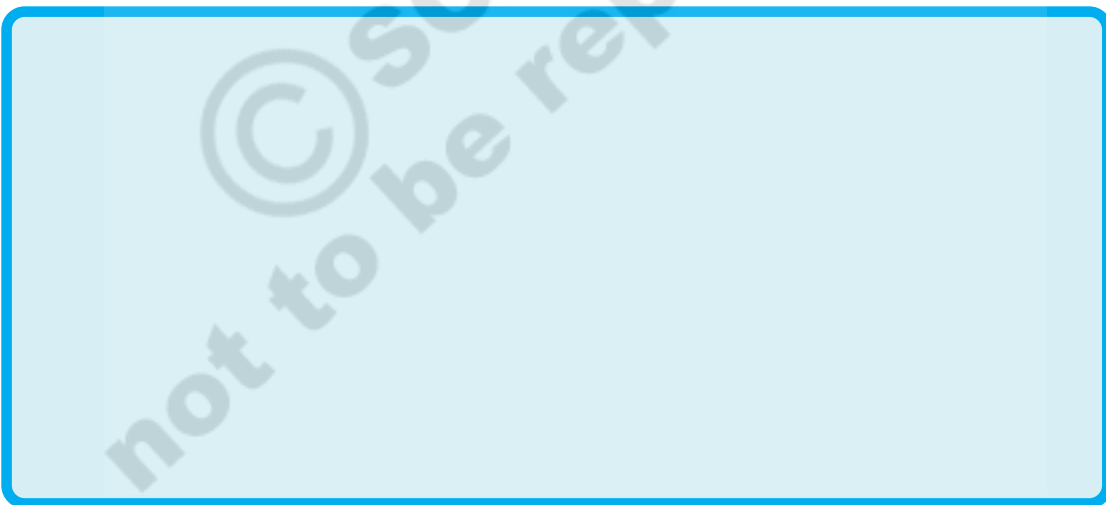
D. Find something which children love very much in this grid.

Clue: Colour the boxes which have the letters that are repeated in 'daddy; mummy; porridge; spoon'.

d	m	r	o	m	d	m	t
o	d	o	r	d	m	n	r
m	d	r	o	d	a	r	m
d	o	m	r	h	m	o	r
m	r	o	p	d	r	m	d
o	m	e	m	r	r	d	m
r	l	r	d	o	d	r	r
e	m	d	r	m	r	m	o

What did you get?

Can you draw and describe it!



E. Read the following.

Mary said, "This porridge is too hot to eat."

"This chair is too big to sit."

"This bed is too hard to sleep."

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Read the situations given below and say sentences using 'too...to'.

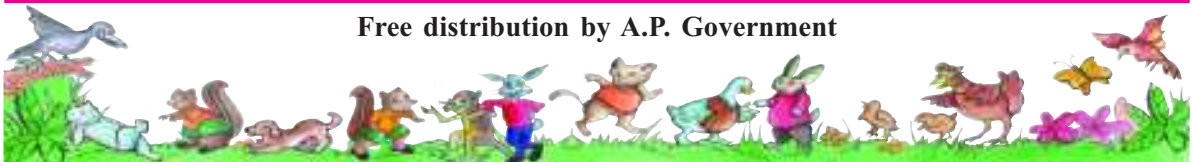
1. Imagine you are at a tea shop. The shopkeeper serves you a cup of tea which is very hot. He asks you to hurry up. What will you say?
2. Imagine your uncle asked you to carry a bag. But the bag is heavy. So you put it down. Your uncle asks you the reason. What will you say?
3. Imagine your mother asks you to bring the sugar tin from the cupboard. But the cupboard is very high. Your mother is calling you again. What will you say?

Look at the picture and write sentences using 'too...to'. One is done for you.



The fruit is too high for the girl to pluck it.

1.(heavy)
2.(hard)
3.(narrow)



F. You kept your school bag in your class and went out to play in the lunch hour. When you came back, you saw your bag open and all the things in your bag scattered. Work in pairs and speak to your friend about it.

You : My pen's cap.....
 (cap of the pen removed)

Your friend : someone has been

You :(slate broken)

Your friend :

(continue the conversation)

G. Describe Mary's house.



Use the words related to furniture, people and their placing.

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IV. A. *Listen and recite the poem.*

Run

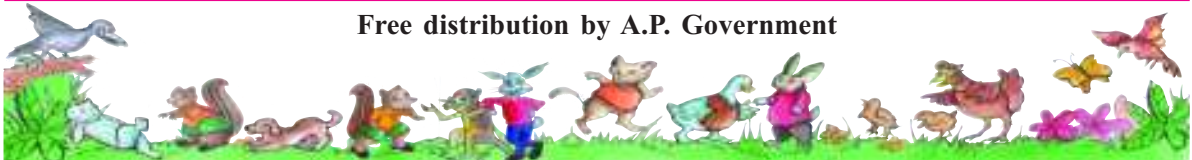


Away from the city
And into the sun
Out to the forest
Run! Run! Run!
Run in the rain drops
Run through the trees
Run little races
With each little breeze!
Run down the hillside
Run up the lane
Run through the meadow
Then run back again.

- Mary Daunt

B. Add lines.

Away from the Bear's house
Into the
Out
Run!



V. *Project work: Our furniture.*

List out the furniture in your house or in any body's house you wish.

Then fill in the following table.

What do you use these things for?

S.No.	Name of the thing	Use of the thing and where it is kept
1.	a cot	to sleep; in the bedroom

Fun time



Teacher : If $1+1=2$ and $2+2=4$, what is $4+4$?

Pupil : That's not fair! You answered the easy ones and left me with the hard one!



Teacher : How much is 6 plus 4? Now class I want you all to answer at once.

Class : At once!

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VI. *Story time.*

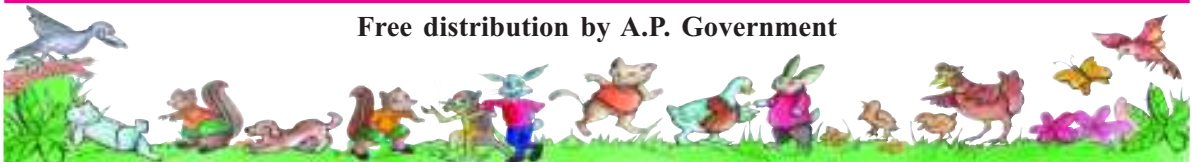
The sheep's new house

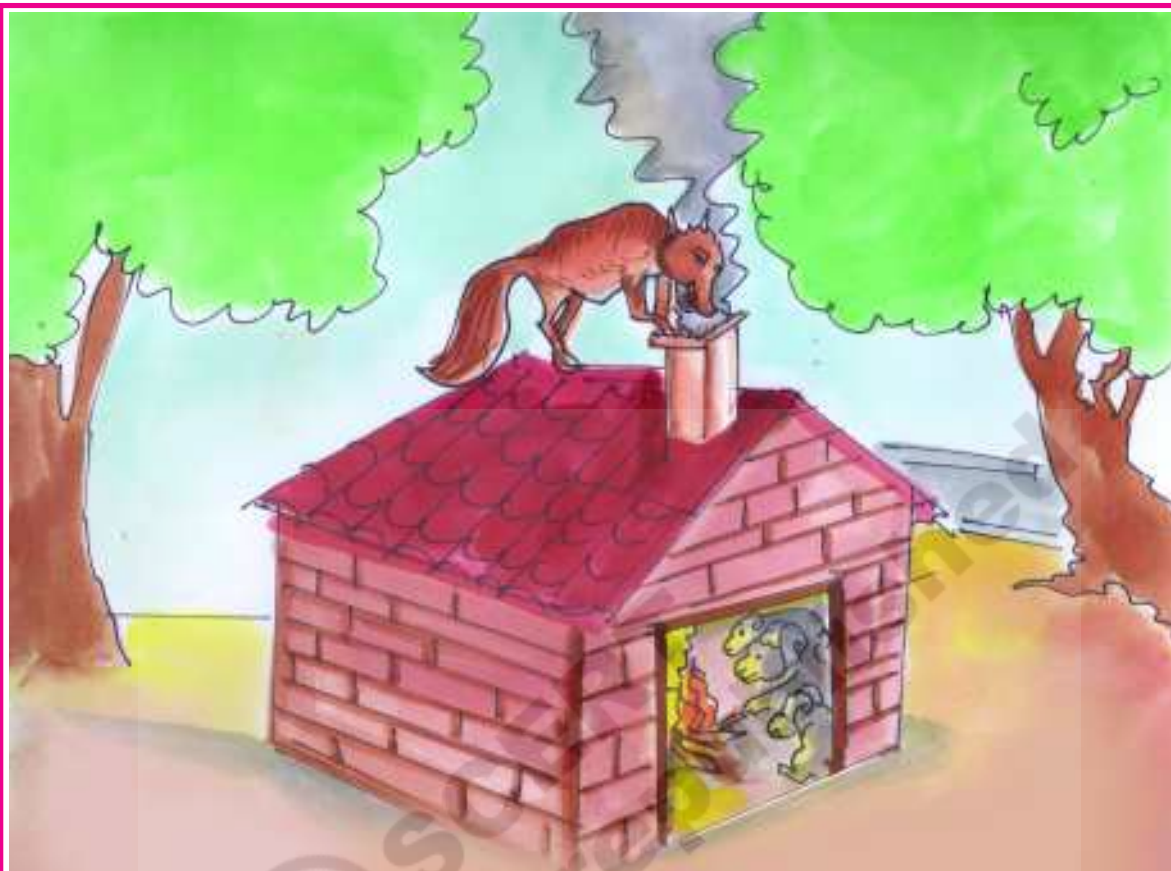
There lived three sheep in a straw pen. They were brothers. There also lived a jackal nearby. One of the sheep said to its brothers, "It is not safe for us to live near the home of a jackal. This straw pen is not strong enough to protect us".



So they bought stones and bricks from the market and built a house. The three sheep started living in their new house. One day the hungry jackal planned to eat the sheep. He went to the sheep's house and knocked at the door.

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But the clever sheep did not open it. So the jackal kicked the door very hard. He could not break open the door and his foot got hurt.

He angrily climbed up the chimney to enter the house. The sheep lit the wood at the fireplace just below the chimney.

The cunning jackal fell on the burning wood and screamed with pain. He ran out of the house and never returned.

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UNIT 9

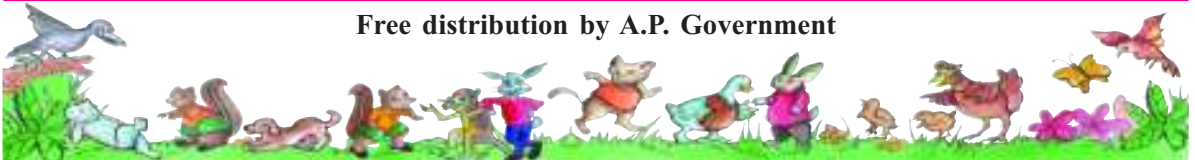
THE ANIMAL SCHOOL

I. *Look at the picture.*

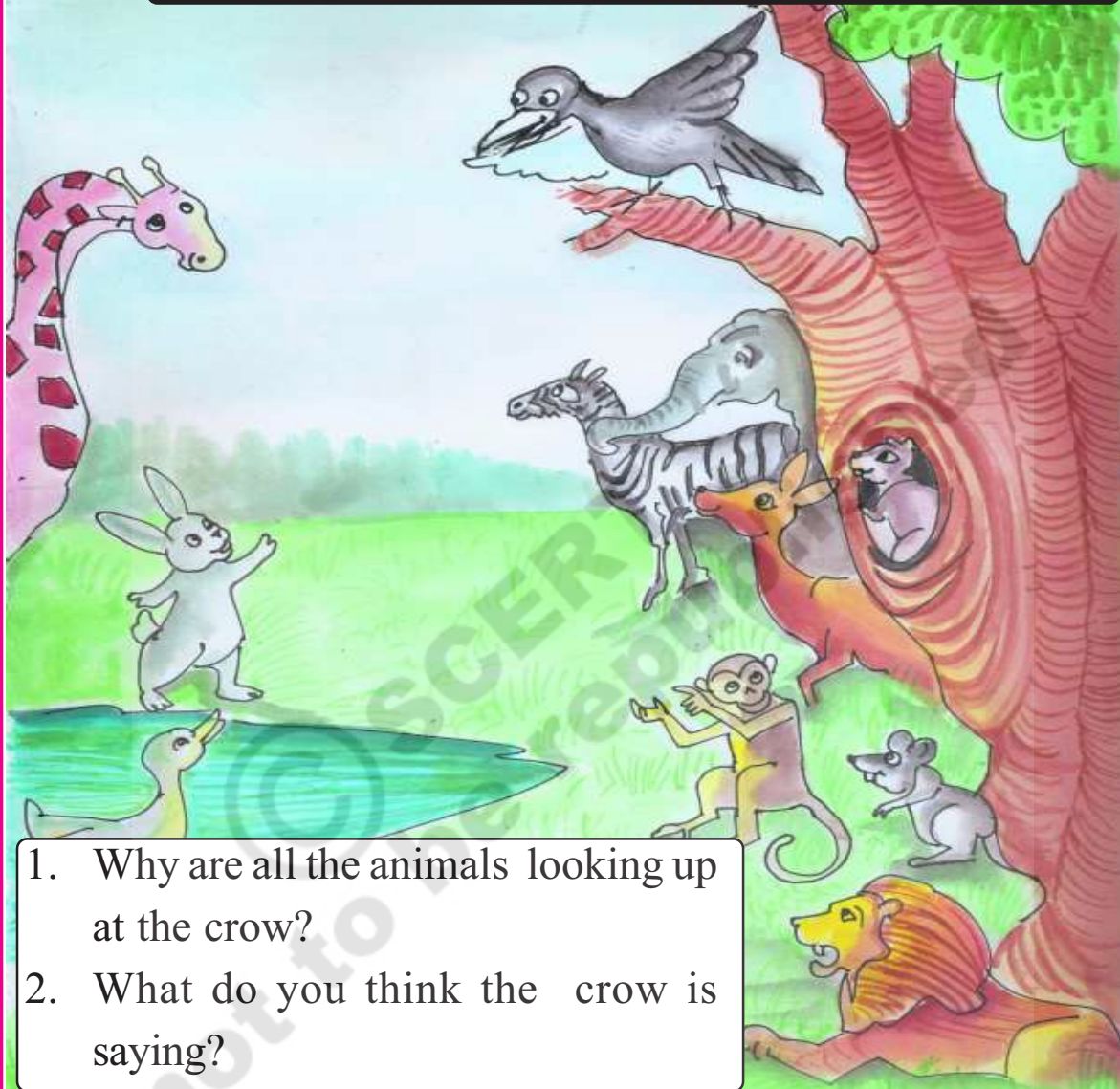


1. What do you see in the picture?
2. Where do you see these animals?
3. Why are they sitting in the class?

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II.A. Look at the picture and answer the questions.

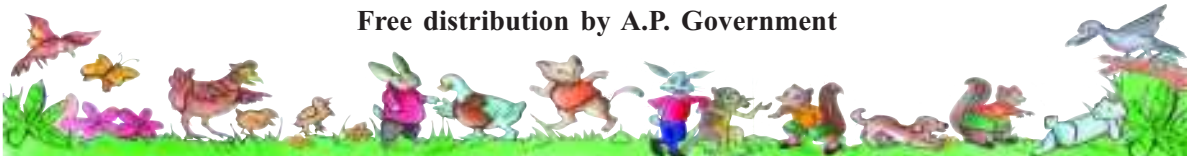


1. Why are all the animals looking up at the crow?
2. What do you think the crow is saying?

B. Listen to the story and answer the questions.

1. Why did all the animals want to join the animal school?
2. What would the duck like to learn in that school?
3. Who would be the teachers of that school?
4. Do you think that the animals will behave differently at school?

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III. *Read the story.*

The animal school

All the animals wanted to learn something new.

So they decided to join the school.

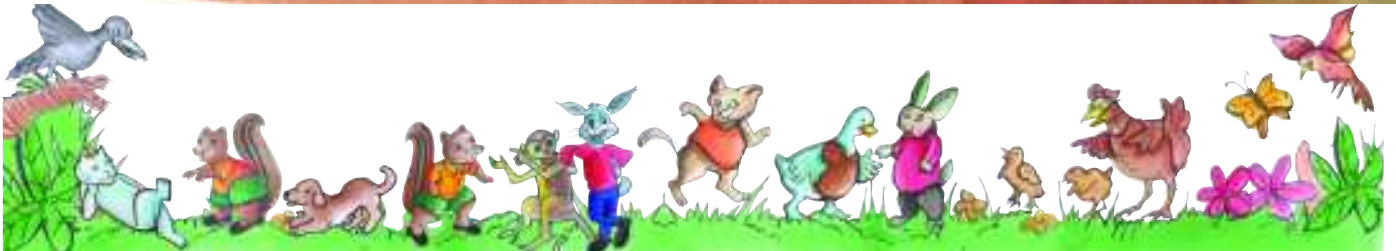
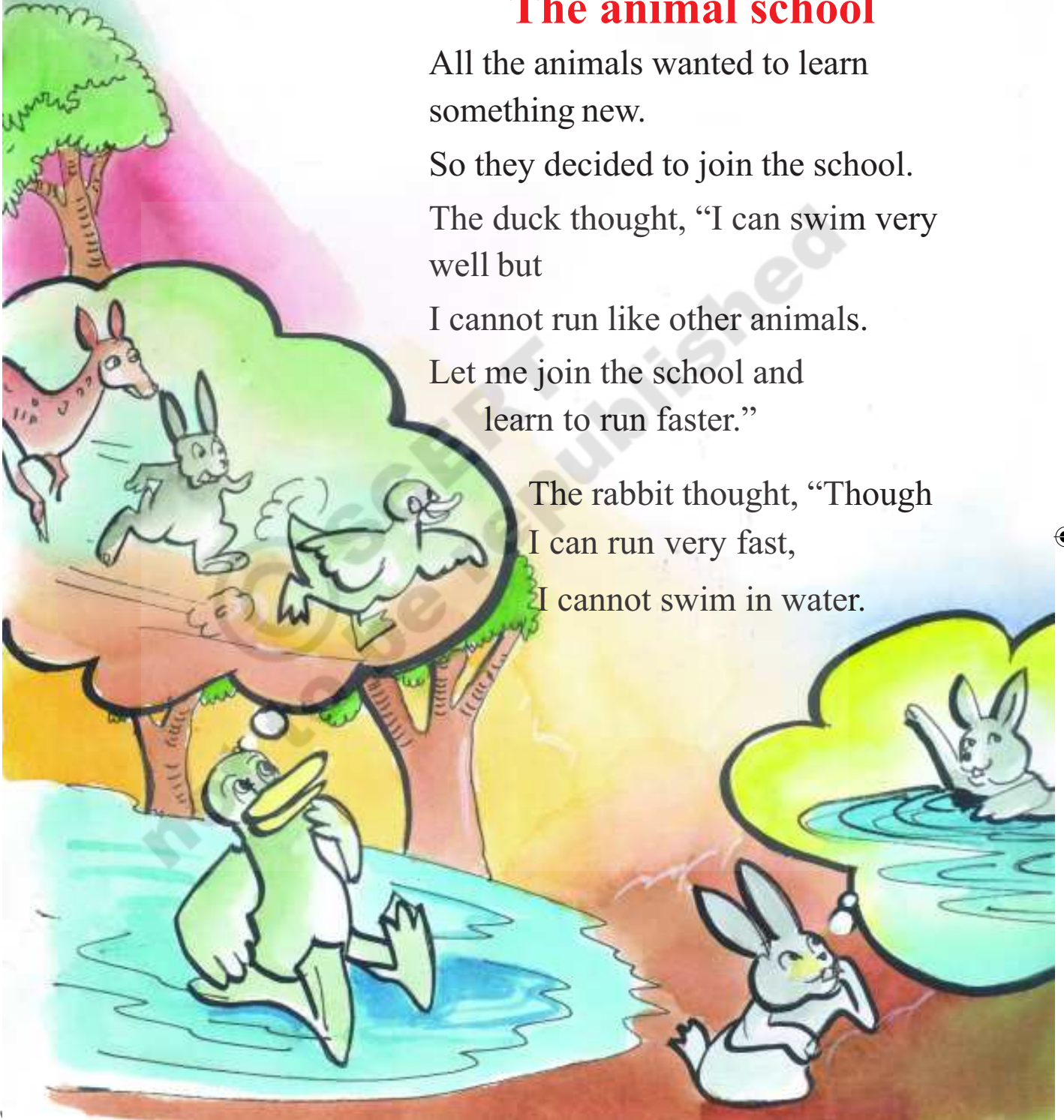
The duck thought, "I can swim very well but

I cannot run like other animals.

Let me join the school and learn to run faster."

The rabbit thought, "Though I can run very fast,

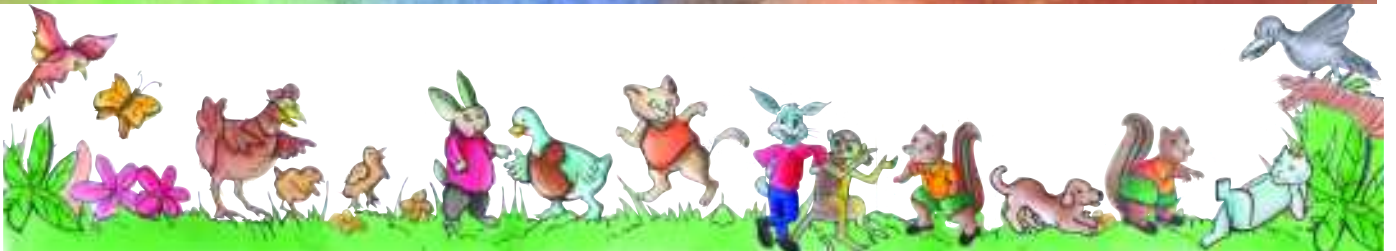
I cannot swim in water.



If I learn to swim, I can play in water.
Let me join this school.”

The squirrel thought, “Though I can
climb trees, sometimes I cannot
escape from my enemies. I must join
this school to learn flying.”

The cat thought, “I cannot dig
the soil. If I learn to dig, rats
cannot escape from me.”





Thinking so, all the animals went to the school. The rat was the principal of the school. They all got admission in the animal school except the cat because digging and burrowing were not taught in the school.

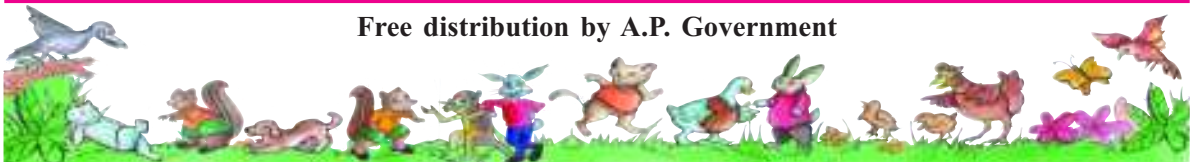
Why do you think digging and burrowing were not taught in the school?

The duck was excellent in swimming. He was better than his teacher, but he got less marks in flying and was poor in running. So, he had to stay after school and stop swimming in order to practise running.

He practised until his webbed feet were badly wounded. So he became poor in swimming and he was not able to swim any more.



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The rabbit was good at running but became very tired soon. He had to learn a lot of swimming. So he practised swimming and forgot running.



The squirrel was excellent in climbing. She practised flying and neglected climbing. At the end of the year, the animals did not learn anything but forgot their own skills.

An old monkey who was observing all these, went to the school and said to the rat, “You did not listen to my words when I warned you about it. See what happened now. Teach them what they can learn.” The rat replied repenting, “Yes, we must never go against Nature.”

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A. Who said these words? Draw the pictures and write their names in the boxes given below.



Though I can run very fast,
I cannot swim in water.

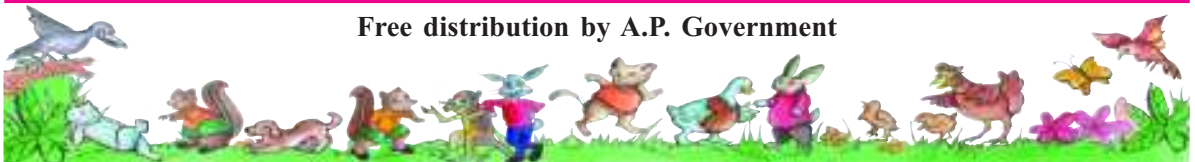


Though I can climb trees, I
cannot run fast to escape
from my enemies.



I cannot dig the soil. If I
know digging, rats cannot
escape from me.

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B. Answer the following questions.

1. Why did the squirrel join the animal school?
2. Why was the duck better than his teacher?
3. Why were digging and burrowing not taught in school?
If you were in the place of the rat, what would you teach?
4. What will happen if we go against Nature?

C. Write what each animal “can do” and “wanted to learn”. One is done for you.

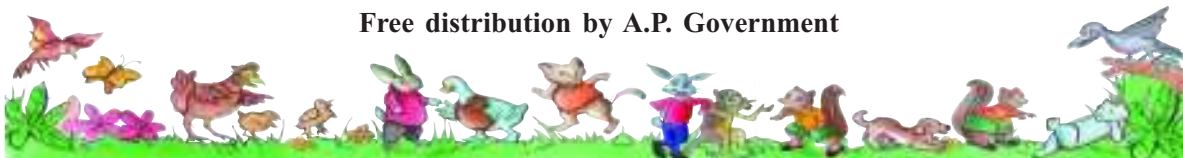
S.no.	Animal	Can do	Wanted to learn
1	duck	swim	running
2	rabbit		
3	squirrel		
4	cat		

D. Write as many words as possible related to SCHOOL.

Teacher

SCHOOL

Do you need more crayons? Draw them.





E. Pick out the words from the story to replace the underlined words.

1. The rabbit was not bad at running.
2. The duck was not poor in swimming.
3. I can run fast, so I may not get caught.
4. The animals could not remember their own skills.

F. The place where the animals went to learn is the animal school. We also go to different places to do different things.

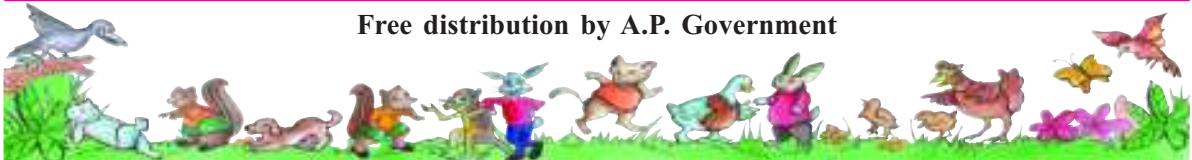
1. The place where we go to buy vegetables is _____
2. The place where we go to worship God is _____
3. The place where we go to read books is _____
4. The place where we go to watch films is _____

G. Some animals want to know about the “likes and dislikes” of other animals. What will they talk? Take the roles of animals/birds and speak wearing masks.



I like dancing but I don't like singing.

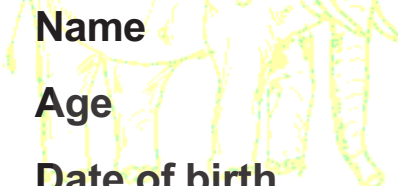
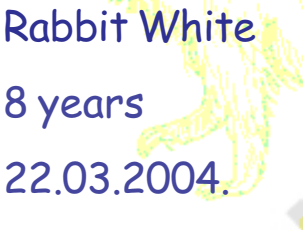

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H. Here is the Admission form of Mr. Rabbit White.

Admission Form

Admission No: **0852**

- 
- 
- 
1. **Name** : Rabbit White
 2. **Age** : 8 years
 3. **Date of birth** : 22.03.2004.
 4. **Father's name** : Mr.Hare White
 5. **Father's occupation** : Animal Doctor
 6. **Address** : 25, Bushy Street, Jungle deep.
 7. **Brothers and sisters** : One brother (Tiny White)
 8. **Name of the school** : Model Animal School
 9. **Hobbies** : Collecting leaves of different shapes.

Use the information given in the admission form of Mr. Rabbit White and write a few lines about him.

.....

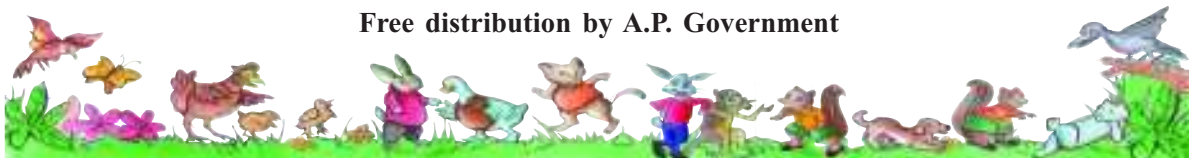
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IV. A. Listen and recite the rhyme.

The ducklings' school

Little ducklings go to school,
 By a clear and sunny pool.
 And the queerest things they learn;
 How to swim and dive and turn;
 How to spread their toes and walk;
 With a waddle; how to talk;
 In the funny duckling way
 Quack, quack quacking all the day,

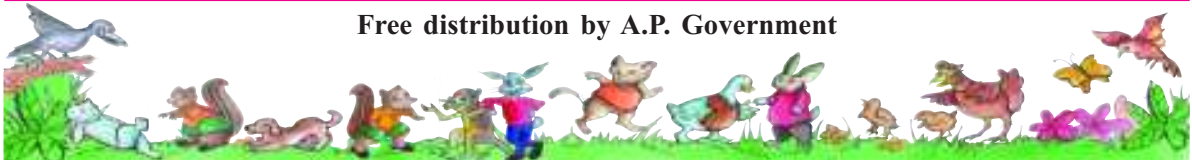


B. Add lines to the rhyme.



Little kittens.....
 By a
 How to _____
 How to _____
 In the funny kitten way
 Mew mew mewling all the day.

Little puppies



V. **Project work: My giraffe.**

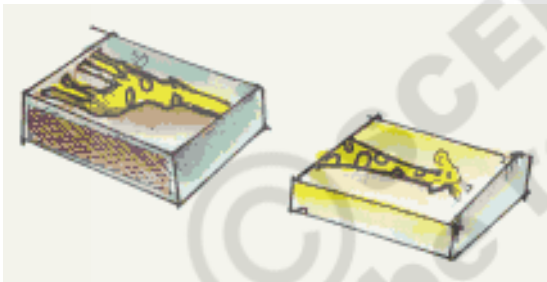
Here is the way to make a giraffe with stretchable neck.

Things you need:

An empty match box, white paper, drawing pencils/ colours.

Method:

1. Paste a white paper on the outer case and also on the inner case of an empty match box.



2. Open the match box and draw a giraffe as shown in the picture.

3. When the inner case is slid inside, the giraffe appears in its normal size.



4. On pulling out the inner case out, it appears as if it had a stretchable neck.

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VI. *Story time.*

The horse's wish

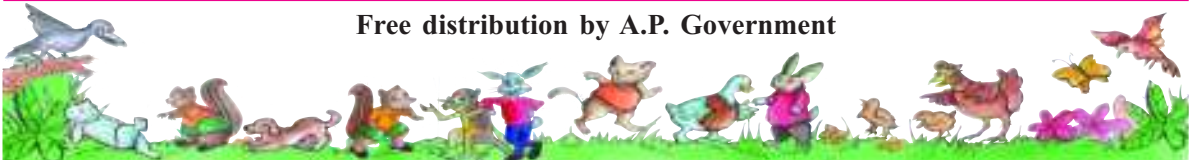
There was once a horse that lived in a farm. Just beside the horse's stable, there was a huge tree. One day a pigeon perched on the tree. The horse noticed that the pigeon looked very sad.

“You look really sad. What's the matter, my friend?” said the horse.



“My nest was destroyed in a big storm. Now, I don't have a home,” replied the pigeon.

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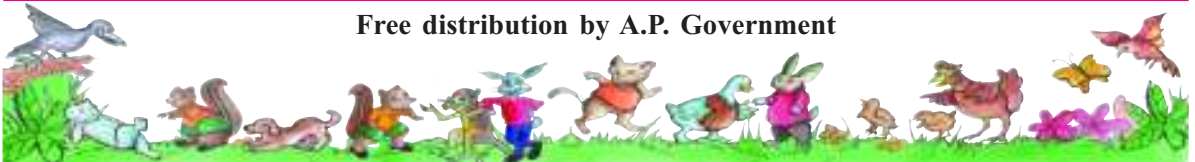
UNIT - 10

BIRBAL OUTWITS THE CHEAT

I. Look at the picture.



1. What are the children doing?
2. What is the boy complaining about?
3. What do you think the teacher will do?



II.A. *Look at the picture and answer the questions.*

1. Who do you think are these people in the picture?
2. Where are they?
3. Can you guess what is happening?



B. *Listen to your teacher and answer the questions.*

1. How can you say that Bajrang was greedy?
2. Will Bajrang succeed in the quarrel? Why?
3. When you quarrel with your friend how do you solve it?

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III. *Read the story to find out how Birbal helped Emperor Akbar to solve a case.*

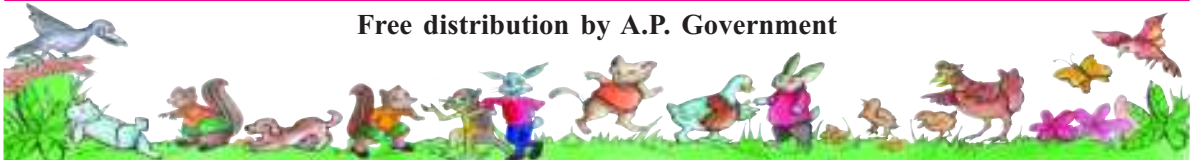
Birbal outwits the cheat

This is a scene from the court of Emperor Akbar. The king is sitting on his throne. He always had his trusted advisor and minister, Birbal, by his side. Birbal was known for his wisdom and wit. Now Bajrang went to the Emperor to complain about Gopal.

One day, in the court of Akbar



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My trusted minister, Birbal!
I have never heard such a
complaint before. Have you?

No, Your
Highness! I
too haven't
heard of
such a thing
before!

Bajrang was looking very pleased because this seemed to be a unique complaint and he was sure he would get his money.



Gopal has
paid you
for the
well. Does
the well
belong
to him?

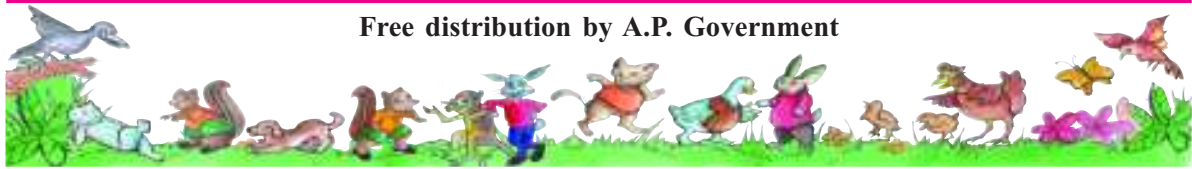
Yes, Mantriji....
But only the well.



He didn't pay you for the
water. So does the
water belong to you?

Yes, mantriji!

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So, your water is in Gopal's well ! Now you pay him for that.. or else..??

??



Take out your water immediately!

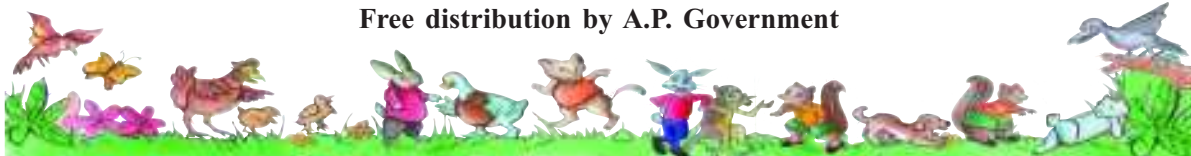
Your highness ! I do not want any money for the water ! I am sorry. I had tried to cheat Gopal! I will never do it again. Please forgive me ! Forgive me !

Bajrang realised that he had been outwitted by Birbal.



Ha.... Ha....
Ha.... !!!

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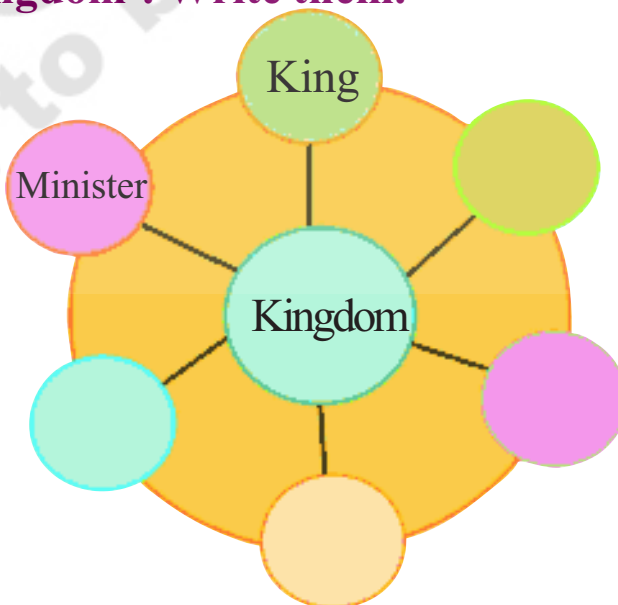
A. Answer the following questions.

1. Who was known for his wit and wisdom?
2. What was Bajrang's complain about Gopal?
3. What lesson did Bajrang learn?

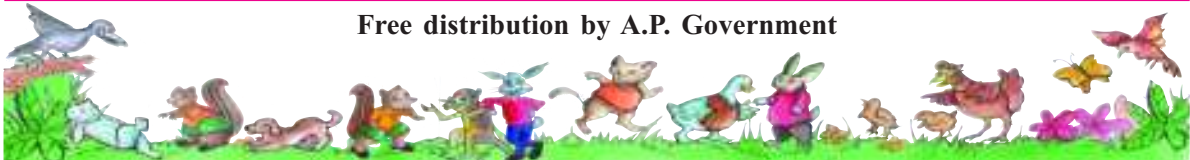
B. Read the story and complete the sentences.

1. Birbal was Akbar's _____
2. Bajrang went to the Akbar's court to _____
3. Bajrang said that he had seen Gopal using _____
4. Bajrang said that Gopal did not pay for the _____
5. Birbal asked Bajrang to _____

C. In olden days a person who ruled the Kingdom was called the 'King'. Do you know the words associated with 'Kingdom'. Write them.



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D. Here is a word game for you.

A four-letter word is given. Write another word, starting with the last letter of the given word and so on.

EX:	KING	GOAT	TAIL	LION
1.	WELL			
2.	FACE			
3.	LAST			
4.	PAID			

E. Fill in the missing letters and find out the word.

- Gopal..... for the well. 
- Bajrang gave Akbar a 
- Bajrang said he would not cheat 
- Bajrang was a 
- Bajrang came to Akbar's..... 

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F. Somebody has stolen your pen from your bag. You complain about it to your teacher. What will be the conversation between you and your teacher.

Your partner will take the role of your teacher.

You: Teacher, I **have** _____

Teacher : _____

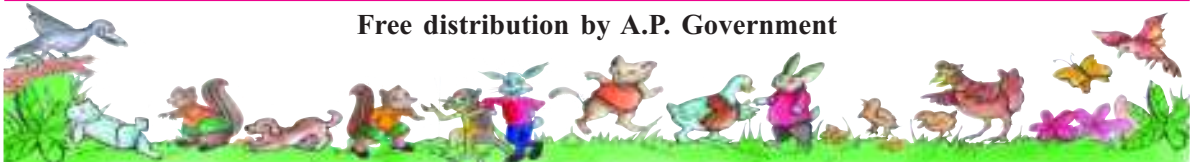
You: _____

Continue the conversation working in pairs

G. The letter 'n' is a good friend of the letters 'e', 'i' and 'o'. Spot the words from the story "Birbal outwits the cheat" in which 'n' is sitting close to 'i', 'e', and 'o'.

Ex. brings

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IV.A. *Listen and recite the poem.*

I am the KING

When I am the King
You shall be the queen.

Ring-a-ring-a-ring

Call up the men.

Set them to work

Ring-a-ring-a-ring,

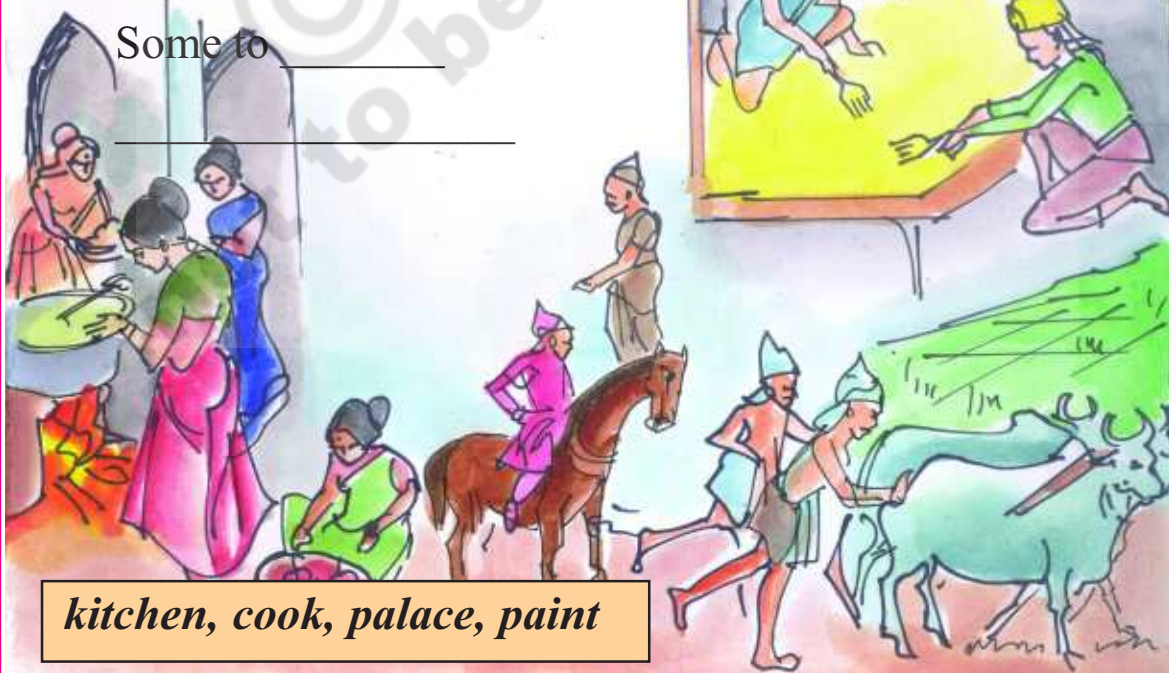
Some to the fields

To plough the ground.

B. Add lines to the rhyme.

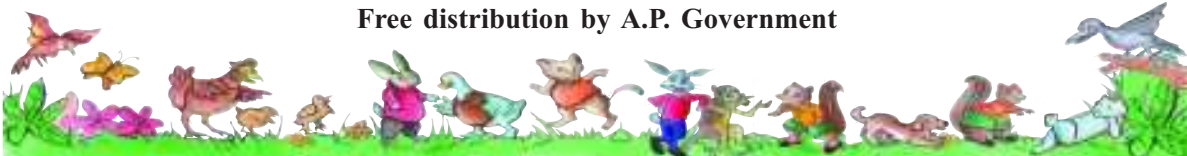
**You can make use of the words
given in the box.**

Some to _____



kitchen, cook, palace, paint

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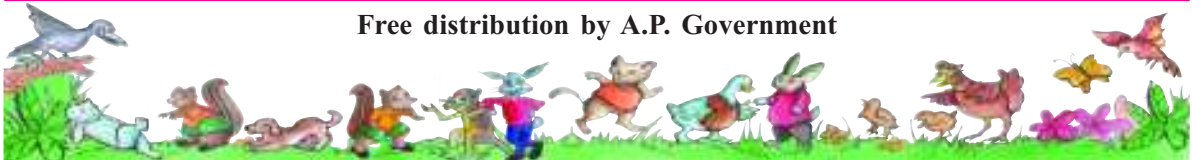


V.A. *Project work: Collecting a picture story.*

Collect any picture story and paste it in the box. Show it to your friends and talk about it.



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VI. *Story time.*

And then thurrrr.....

A story teller was tired of telling stories. But the children and the grownups who were around him were not yet tired of listening to them. They asked for more. So he began to describe how a vast number of birds were sitting on a tree. People asked as usual at a pause, “And then?”

He said, “One bird flew from the tree with the sound like Thurrrr...”

“And then?”

“Thurrrr,” went another bird, flying from the tree.

“And then?”

“Another bird went thurrr!”

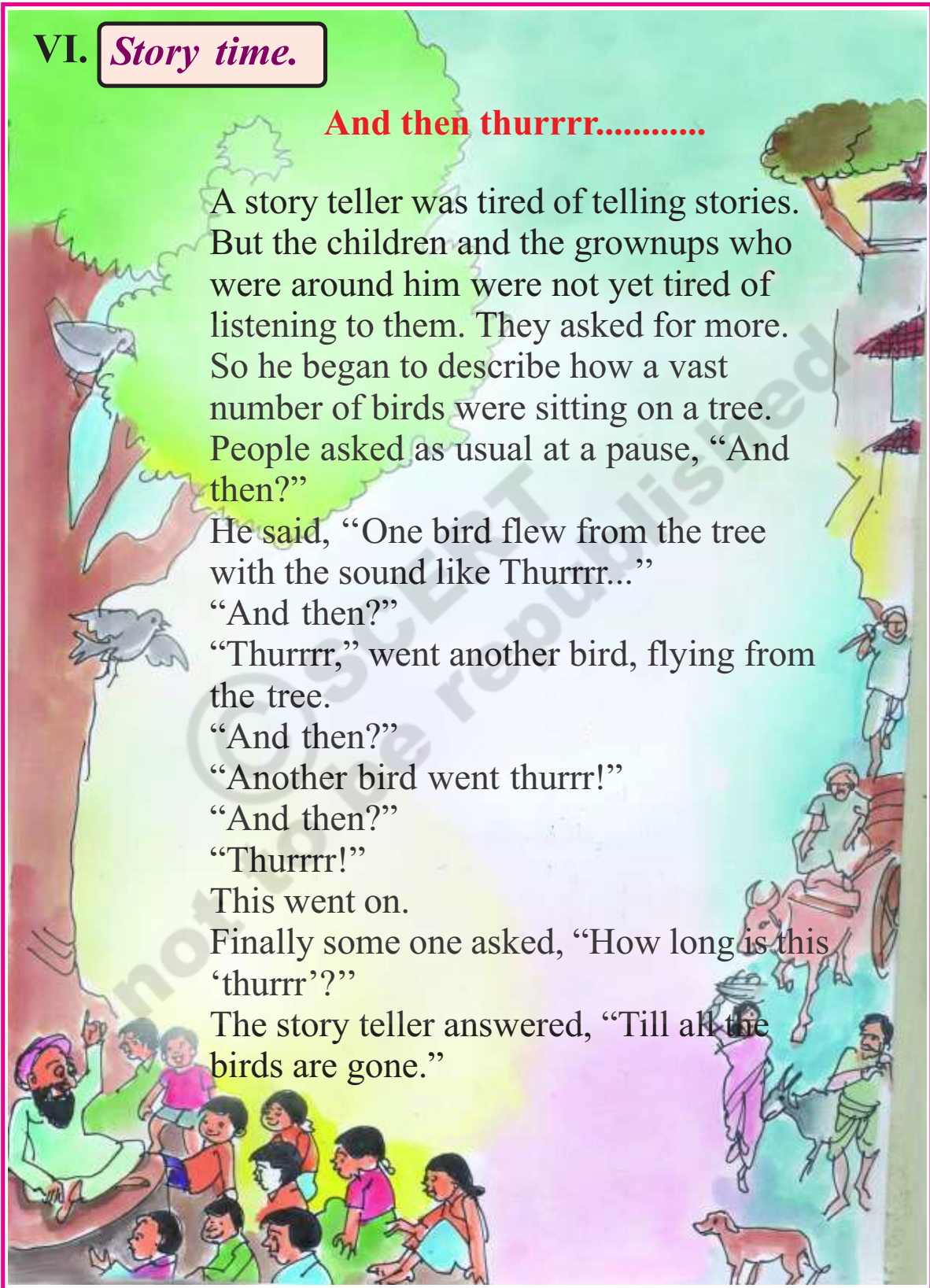
“And then?”

“Thurrrr!”

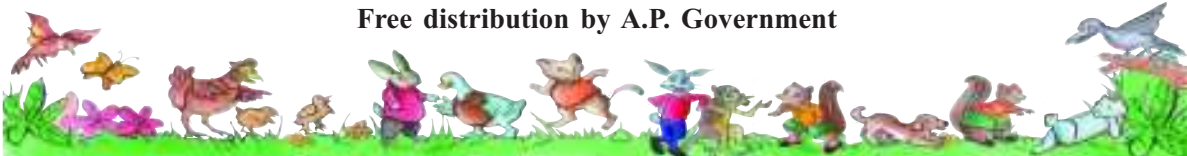
This went on.

Finally some one asked, “How long is this ‘thurrr’?”

The story teller answered, “Till all the birds are gone.”



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Appendix - I

Texts for Listening

Unit -1

TALKING TRAIN

Mary went to the railway station with her parents to receive her grandparents. Listen to the announcement Mary heard. It is read by your teacher.

“Your attention please! Train No. 12727 Godavari Express coming from Visakhapatnam is running late by 45 minutes. It will now arrive at 9.45 p.m. We regret the delay because of bad weather.”

Unit – 2

LITTLE RED HEN

Once upon a time there was a little red hen. It had three friends – a pig, a duck and a cat. They all lived in the same house. But the little red hen was different from the friends.

The pig always got up late. But he wanted his meals to be kept ready on the table.

“Hey – you there” he called the hen.

“Get my meal ready.”

“Ok, dear! I will get your meals ready.” said the hen.

The duck never used to do any work. She always made the place dirty.

“My dear little hen! Will you clean up my place? The duck requested the hen.

“Yes, my dear! I will do that for you,” said the hen.

The Cat was always sleeping and never kept its bed tidy.

“Dear friend, will you make my bed tidy?” asked the Cat.

“Why not? I’ll do it for you.”

After some days, the hen thought, “These fellows are being lazy. Will they ever do any work? I must do something.”

Unit -3

A PHONE CALL

Ahmed and Ayesha wanted to buy new clothes for their children, Asif and Fathima for Ramzan. So he took them for shopping. They went to a big market. Ahmed was about to enter a shop, then Fathima shouted, “Dad, look at that shopping complex. How beautiful it is!” Asif added, “Yes, they have decorated it with colourful lights and flowers.” Ahmed said, “It's a new one. It seems they have opened it only today.” Fathima asked eagerly, “Dad, shall we buy our clothes there?” “Yes dad. I too want to see that shop,” said Asif. Four of them went into the new shop. As they entered, they saw beautiful, colourful and variety of clothes hung in the glass almairahs. Fathima selected a nice dark blue frock and Ahmed took a white T-shirt and black trousers. Ahmed paid the money at the counter. The shop-keeper gave him a gift coupon along with the bill. Fathima asked surprisingly, “Have we got a gift? What is it?” The shop-keeper said with a smile, “No dear. You write your address on this coupon drop it in this box. After sometime we'll take the lucky draw and send the message to the winner by post.” Ahmed wrote his address and asked Fathima to drop it in the box. Then they left for home.

Unit -4

THE MOUSE AND THE PENCIL

Chintu fell asleep while doing his homework. He left his books on the table as they were. He left his pencil box open.

One long pencil suddenly woke up and stretched its hands and legs. It felt happy to find itself free.

It thought, “Yeah! How lucky I am! Today the box is open. I can breathe some fresh air. I can play for a while and take a walk. Ha.....Ha

The pencil stood up and looked down.

“Oh! The table is so high!” how will I get down ?”

It thought and thought. The pencil got an idea.

“Yes... I can slide down the leg of the table.”

It got down safely and started walking. It ran back and forth. It climbed up and down. Danced and rolled on the carpet. It got up and walked towards the drawing board. Suddenly, it saw something dangerous .It cried with fear.

Unit - 5

DEEPAVALI

Mohan lives with his parents in a town. He went to his grandparents house in the village to celebrate Deepavali festival. One day when he woke up in the morning, he heard some noise from outside. He peeped through the window to know what it is about. He saw a big monster like effigy erected in the open place in front of their house at a distance. He came out and asked his grandmother about it. She said, "Today is Naraka chaturdasi. People burn the effigy of Naraka at night." It is a mark of "victory over evil."

Mohan asked, "What are they doing now?"

They are making a heap of old things around it to burn. The festivals are celebrated in a more traditional way in villages. Deepavali is celebrated all over India on Karthika Amavasya. A day before Deepavali is called as Naraka chaturdasi. It is a tradition to massage the body with oil and have headbathe on this day.

Unit - 6

TREE, THE DIVINE BLISS

One day, an Angel was talking to Mother Nature about the beauty of the planet Earth. She said, "Mother! The Earth looks so beautiful because of you with green trees, colourful flowers, rivers, hills, water falls and...."

Mother Nature said, "Yes dear. The man and the animals live happily on the Earth because of them."

The Angel asked, "What will happen if there are no trees on the Earth?"

The Mother Nature said with a smile, "How foolish are you to think like that. Trees are part of me. I have sent them to the earth to look after the man and animals. They are there to give them fresh air to breathe, food to eat, and not only that they protect them from hot sun."

The Angel asked curiously, "Mother, shall we go to the Earth once?"

"Why not? Come, let's go and see the trees," said the Mother Nature.

They both came to the Earth. The Mother Nature looked at the trees and became sad.

Unit-7

SWAMY AND THE MAGIC BEANS

Once upon a time there was a boy called Swamy. He lived with his mother. They were very poor. They lived in a small hut. All they had was a cow.

One morning, Swamy's mother told him to take the cow to the market and sell her. On the way, Swamy met a man. He was strange looking with long beard and whiskers. He gave Swamy magic beans and took the cow. Swamy took the beans and went back home.

When Swamy's mother saw the beans, she became very angry. She threw the beans out of the window. The next morning, Swamy looked out of the window and was shocked.

Unit -8

MARY AND THE THREE BEARS

Once upon a time, there was a little girl. Her name was Mary. She had curly hair. She was very naughty.

One day Mary ran into a forest. She was chasing butterflies. She saw a house and knocked on the door. There was no answer. She pushed the door open. There was no one inside.

“What a beautiful house!” exclaimed Mary. “Is anybody there?” said Mary clapping her hands. But there was no response. Mary saw three bowls on the table. There was porridge in those bowls. Mary was very hungry.

Unit-9

THE ANIMAL SCHOOL

It was a hot summer day. Many animals of the forest assembled in and near the pond. All of them were relaxing and talking. Just then, a crow came flying and sat on a branch. A rabbit saw it.

“Welcome Mr. Crow! Where did you go in the hot sun?” asked the rabbit.

“I went deep into the forest and I saw something very surprising,” said the crow.

“Surprising? What was that?” asked a duck.

“I saw an animal school deep in the forest,” said the crow.

A squirrel which was lying in her burrow, heard these words.

She said, “School for the animals! “What do they teach there?”

“Many things... running, jumping, flying, swimming and much more,” said the crow.

“We would like to join that school!” shouted all the animals.

Unit -10

BIRBAL OUTWITS THE CHEAT

Once upon a time, in the kingdom of Akbar, there was a man called Bajrang. Bajrang was very poor. He wanted to start a business and become rich. But all he had was a well in his backyard.

One day he went to his neighbour Gopal and said, “Gopal! I want to sell my well. Would you like to buy this?”

“Of course, it will be useful for the vegetable garden in my backyard,” answered Gopal.

Bajrang sold the well and got quite a good sum. He started a business with the money. Within a year, he became very rich. But he became greedy too. He wanted to get his well back. And that too without paying anything. He went to Gopal and said, “Gopal! You have been using my water all these days. You have to pay me for that.”

“What? Are you crazy? I bought the well from you. So the water is mine,” said Gopal angrily.

“But I have sold you only the well, but not its water,” quarelled Bajrang.

Appendix - II

A Note to the Teacher

The new textbooks in English have been developed basing on National Curriculum Framework (NCF) 2005 and A.P. State Curriculum Framework (APSCF) 2011 and they are in tune with Right To Education (RTE) 2009. They envisage a shift in the teaching paradigm in the sense that the focus is on knowledge and language construction rather than the reproduction of a given set of information.

The textbook for class III has been developed keeping the following as the learning outcomes expected from the learners at the end of the academic year.

Learning outcomes expected at the end of the course

We expect the learners in class III to listen to narratives, descriptions, songs and dialogues, read them and construct the following discourses both orally and in the written form (possibly by virtue of graphic writing)

1. Descriptions (objects, persons and places, experience)
2. Conversations with at least two exchanges related to their likes, dislikes, needs, etc.
3. Story containing events and dialogues
4. Rhymes / songs
5. Recipe
6. Slogans
7. Posters
8. Messages

**Note: Use Teacher's Handbook
for effective classroom
transaction**

Salient Features of the new Textbooks

You may have noticed that the new textbook has a few features which make it different from the one that we have been using.

- Units are thematically organized with passages meant for listening, reading and reading for pleasure and activities focusing on comprehension, expansion of vocabulary and building up grammar consciousness.
- Efforts have been taken to ensure that the learners get holistic input of language rather fragmentary one, in terms of language elements, vocabulary items, etc.
- Vocabulary and grammar exercises have been contextually embedded avoiding de-contextualised treatment.

- A few questions and activities have been included from the point of view of continuous and comprehensive evaluation (CCE). They do not target on any fixed responses; instead they demand the learners to use language authentically by way of expressing themselves orally and in writing. The comprehension questions, vocabulary and grammar exercise, reading and listening are all stepping stones for the learners to gain proficiency in language and as such are not goals by themselves.

The Classroom Process

The general design of classroom transaction will be something like the following:

The pre-reading session:

- i. The teacher interacts with the learners in an informal way in order to instil in them a sort of communication expectancy so that they are psychologically tuned to involve in the activities that follow. The picture given in the beginning of the unit can be used as a trigger for sensitizing the learners on the theme around which the lessons in the unit have been woven. The interaction based on this picture will serve as warm up for engaging the learners in the activities that follow. The teacher can ask a few analytical questions that will elicit individual perceptions on the picture.
- ii. The second picture in the beginning of the unit is related to the listening input given to the learners. The interaction based on the picture will help the learners comprehend the passage presented to them orally. Individual perceptions and divergent thinking on the part of the learners are the prime focus of the interaction at this stage.
- iii. This is followed by the presentation of a narrative which will further sensitize the learners on the theme. The narrative makes the major listening input for the learners. The passage for listening has been given at the end of the book.
- iv. This is followed by a few more analytical questions eliciting free responses of the learners. Moreover, these questions will help the learners make intelligent predictions on what they are going to read.

Reading

The next language module to be transacted is reading. This involves a number of micro-processes:

- i. Individual reading: Note that children have already made some intelligent prediction on the content of the passage. They will be making an earnest attempt to check whether their prediction is borne true. Reading in this sense is need-based and is an intrinsically motivated activity. Of course they will be confronting with a few barriers, caused by the unfamiliar words or structural complexities.

- ii. Collaborative reading: Children sit in groups and share their reading experience within the group in terms of things like the following:
 - What they understood from the passage they read
 - What they did not understand
 - The parts that they liked most in the passage
- iii. This is followed by sharing of ideas with other groups with the facilitator's mediation. Sometimes a glossary or dictionary will be made use of.
- iv. When collaborative reading is over the facilitator asks a few questions related to the passage. These are not meant for checking comprehension. Instead, they are questions of an analytical nature such as reflective questions, inferential questions, cause-consequence questions and so on. These questions help the learners assimilate the text by virtue of localising and personalising it.
- v. The facilitator can read the passage aloud which will help the learners make better sense of the reading passage. Moreover, the teacher's reading will serve as a listening input for the learners in terms of some of the articulation features.
- vi. A mind mapping activity may be carried out which will act as a tool for teaching the thinking process of learners. They can describe the mind maps they have developed.

The post reading session

The major activity of the post-reading session is the construction of a discourse by the learners. By virtue of the inputs they have received through listening and reading they are in a position to take up a task which demands them to construct a specific discourse (conversation, description, story, etc.). Each discourse calls for a specific process without which the learners will not be able to construct it. The micro- process of discourse construction ensures

- individual construction,
- presentation by a few individuals,
- sharing in group for refinement,
- presentation by the groups,
- and the presentation of the facilitator's version of the targeted discourse.

Editing

The discourses constructed by the learners (whether individually or in groups) may have certain errors in them. These errors may be related to syntax or morphology or cutting across both. In addition to these there may be punctuation or spelling errors. These are to be rectified for which there is a meticulous process of editing. This is not a slot for teaching grammar. The learners are sensitized on these errors by evoking their

intuitive sense of well-formed structures which works like a conscious monitor. Note that this sense is to be acquired non-consciously and not by learning grammatical facts consciously.

The post reading session also includes some activities meant for the expansion of vocabulary and the strengthening of specific aspects of grammar. However, these activities are not meant for teaching any grammatical points explicitly. Both vocabulary and grammar are contextually embedded.

Addressing Listening, Speaking, Reading and Writing

Traditional classrooms give a lot of importance to the writing skills of learners. The underlying assumption is that skills can be developed through practice which in due course will lead to the mastery of language. However, a major chunk of the writing task assigned to children comprises of

- Writing answers to comprehension questions;
- Doing de-contextualized exercises involving vocabulary and structural items;
- Writing guided compositions (letter writing, developing story from the given outline, etc.);
- Writing copies;

This kind of writing is in a way, 'risk-free' because in most cases there will be only one correct answer. Since the thrust is on practising skills most of what children are expected to write have a direct bearing upon the information given in the textbook. This is supposed to be necessary for avoiding or at least minimizing the possibilities of learners making errors. This being the general situation of writing tasks undertaken by the learners there is no point in sharing ideas with others. Therefore, there is hardly any scope for refining one's written work through collaboration.

Discourse Oriented Pedagogy does not address skills placing them in watertight compartments. Instead, they are treated embedding them in the context of discourses to be listened to, to be read and to be produced orally and in the written form by the learners; there is wider scope for integrating skills.

Assessment

Language learning process is a continuous one and assessment is not an activity distinct from learning. Since learning is facilitated through group discussions, pair discussions and individually, assessment also operates at the individual level, in peers and in groups. This will help the learners to compare their strengths and weakness and make modifications in their learning. We propose **Continuous and Comprehensive Assessment** at all levels of language learning. The thrust is on formative assessment which can be interpreted as assessment **for** learning and assessment **as** learning which

are distinct from summative assessment of learning. It is important that the teacher does not judge the child's nature, instead notices the inherent potential of the child as a learner in the context of his / her nature.

As has already been pointed out the development of language skills and thinking skills is taken care of by the various activities that are to be carried out in the class room such as listening to and reading authentic texts and responding to them. None of the grammatical concepts and vocabulary items is meant for de-contextualised testing as was done in our examinations; the learning of various grammatical concepts and vocabulary items are to be tested only by placing them in authentic discourse contexts.

Tools available for performance assessment related to a specific unit

- Assessment page of Teacher's Lesson Plan (Teaching Manual)
- Diary containing anecdotes revealing snapshots of learner achievement
- Student portfolio (Collection of the work done by the individual learner)
- Big books or other products evolving in groups through collaboration
- Feedback collected from parents
- Peer assessment tools (specific tools to be evolved)
- Worksheets in a specific assessment context

Stages of Assessment

Let us see how the Unit Analysis is done for materialising Continuous Assessment. The following stages may be useful:

1. Identifying the modules or segments (listening, reading, exercises, etc.) to be transacted in each unit. At each stage of transaction the facilitator has to bear in mind a few questions:
 - What are the competencies addressed in this segment /unit?
 - What are the constructs (concepts, skills, processes, attitudes, etc.) formed at this stage?
 - What activities /classroom processes are to be carried out for facilitating the construction of knowledge at each stage?
2. Using appropriate tools for assessment with specified indicators
3. Giving proper positive feedback to the learners in the form of qualitative statements
4. Recording assessment in terms of the indicators

You should rise above the textbook and appreciate the fact that language can be taught using any /every material available in the classroom or outside the class room. The textbook is only a skeleton that represents the syllabus. The teacher should give it flesh, blood, and life by bringing into the classroom a wide variety of stimulating materials like photographs, pictures, riddles, models, art, craft, dance, and anything under the sun that facilitates teaching learning process and makes it a joyful experience. We hope you could do that. **Happy teaching!**