



Government of Karnataka

# **English Reader Cum Activity Book**

**(REVISED)**

## **SECOND LANGUAGE**



### **THIRD STANDARD**

**Karnataka Textbook Society (R.)**  
100 Feet Ring Road,  
Banashankari 3rd Stage, Bengaluru - 85



# PREFACE

The Textbook Society, Karnataka has been engaged in producing new textbooks for Standards I to X since 2010. These books have been prepared according to the new syllabi which in turn are designed on NCF – 2005 and KCF 2007, Textbooks are prepared in 12 languages, and seven media.

In view of the low standard of attainment of Kannada Medium students in English, the Government of Karnataka introduced English from Standard I in the year 2007. A series of books were prepared and they have been in use ever since. With the introduction of the new textbooks in all subjects. The Government decided to replace these books and the new books prepared now satisfy the redefined objectives of NCF 2005. The new objectives are -

- connecting knowledge to life activities
- learning to shift from rote methods
- enriching the curriculum beyond textbooks
- providing learning experiences for the construction of knowledge by learners
- making education relevant to the present and future needs.

The new book for Standard I to 4 is called English Reader - cum - Activity book. Children learn spoken English through activities relating to their immediate environment and personal experiences. The book is full of attractive pictures in colours. These pictures represent objects which the learners encounter in their life. Learners begin learning English by naming objects and then use them in sentences. In the early stages, a lot of importance is given to fluent communication in the spoken form.

The emphasis gradually shifts to learners using language to express their needs, feelings and emotions in the simplest possible form. Then come simple stories which they listen to and enjoy.

Then they begin to read pictures, words and simple sentences off the black board and from the Textbook. The learners are slowly introduced to writing the letters of the English alphabet. This process continues in standard II and by the end of the second year it is hoped that learners should be able to read and write the letters of English alphabet, simple words and short sentences in English.

There is not going to be the Teacher's Source Book as we used to have for the earlier package of Practice Books. All the materials and instructions are given in the Textbook itself.

In the books for classes I and II a number of rhymes are included to help learners master the rhythm of the language. The rhymes are very simple and children enjoy saying these rhymes after the teacher.

Listening to stories begin half way through the first year and continues throughout the course (four years). In class I the teachers may use a bit of the learner's mother tongue and reduce the use of it gradually. Let the children use English. Do not insist on grammatical accuracy to begin with. Let the learners feel confident that they can speak English like any others.

The Textbook Society expresses grateful thanks to the chairpersons, writers and scrutinizers for their sincere efforts in preparing the books and making them interesting.

**Prof GS Mudambadithaya**  
**Co-ordinator**  
**Curriculum Revision and**  
**Textbook Preparation**

**Nagendra Kumar**  
**Managing Director**  
**Karnataka Textbook Society®**  
**Bengaluru**



## A WORD WITH THE TEACHER

The 'English Reader cum Activity Book' is a completely new book. The book is based on ten different topics some of which have already been introduced in earlier classes i.e. classes I and II. In such cases (e.g. Parts of the Body, Plants and Trees), new words have been introduced and higher level activities have been designed for Class 3 learners. Also, in Class-3, some new topics have been discussed. For example, topics such as 'Celebrations', 'Let's Count', 'Keep Fit' and 'Have Fun' are newly introduced.

The major focus in this book is on developing the topic knowledge and the vocabulary of children in English. This is in tune with the principles of NCF 2005 which advocates constructivist pedagogy in the classrooms. In this book, children are encouraged to construct knowledge about different topics that are relevant to the world they live in. The book provides an exposure to different aspects of English language such as words and phrases, spellings, pronunciation, handwriting practice, etc. It also provides them opportunities to listen to English and to read different passages in English. In addition, children get opportunities to use language i.e. to speak and write in English.

Each Unit of the book has the following components:

1. A rhyme to listen to and recite
2. A short dialogue to practice
3. Activities for vocabulary development
4. Activities for learning spelling and pronunciation
5. Handwriting practice exercises
6. Short texts for reading and simple writing tasks
7. Proverbs related to the topics

In addition to these, a few stories have been given at the end of the book. As a teacher you are expected to narrate these stories in the class and develop the listening skills of the students. Interesting activities for drawing and colouring have also been included in the book. Each Unit ends with 'My Progress' where students evaluate the learning outcomes they have achieved.

We sincerely hope that children will make the best use of this book to enhance their English language skills.

**Ravinarayan Chakrakodi**  
**Chairperson**  
**ravirie@gmail.com**



# TEXTBOOK COMMITTEE

## Chairperson :

**Shri Ravinarayan Chakrakodi**

Faculty, Regional Institute of English, South India,  
Jnanabharathi Campus, Bengaluru-560 056

## Members :

1. **Shri Prakash R.H.**  
Government P.U. College for Boys (High School)  
Sindhanur-584 128, Raichur
2. **Smt. Ashwini T.S.**  
Asst. Teacher, G.H.P.S., New Colony  
C.G. Halli, Chitradurga Taluk
3. **Shri Imtiyaz Ahmad Khan**  
Asst. Mistress, Govt. Higher Primary School  
Kalamandaragi, Gulbarga Taluk & Dist.
4. **Smt. Jacintha G.**  
Asst. Master, Govt. High School  
Kadabagere, Bengaluru North-1

## Artists :

1. **Shri Ramappa**  
Drawing Teacher, Govt. High School, Pottery Town, Bengaluru-46
2. **Shri Ramachandrachar**  
Drawing Teacher, Govt. High School, Gangasara,  
Pavagada Taluk, Madhugiri Educational Dist.

## Chief Coordinator :

**Prof G.S. Mudambadithaya**, Curriculum Revision and Textbook Preparation,  
Textbook Society, Bengaluru.

## Chief Advisors :

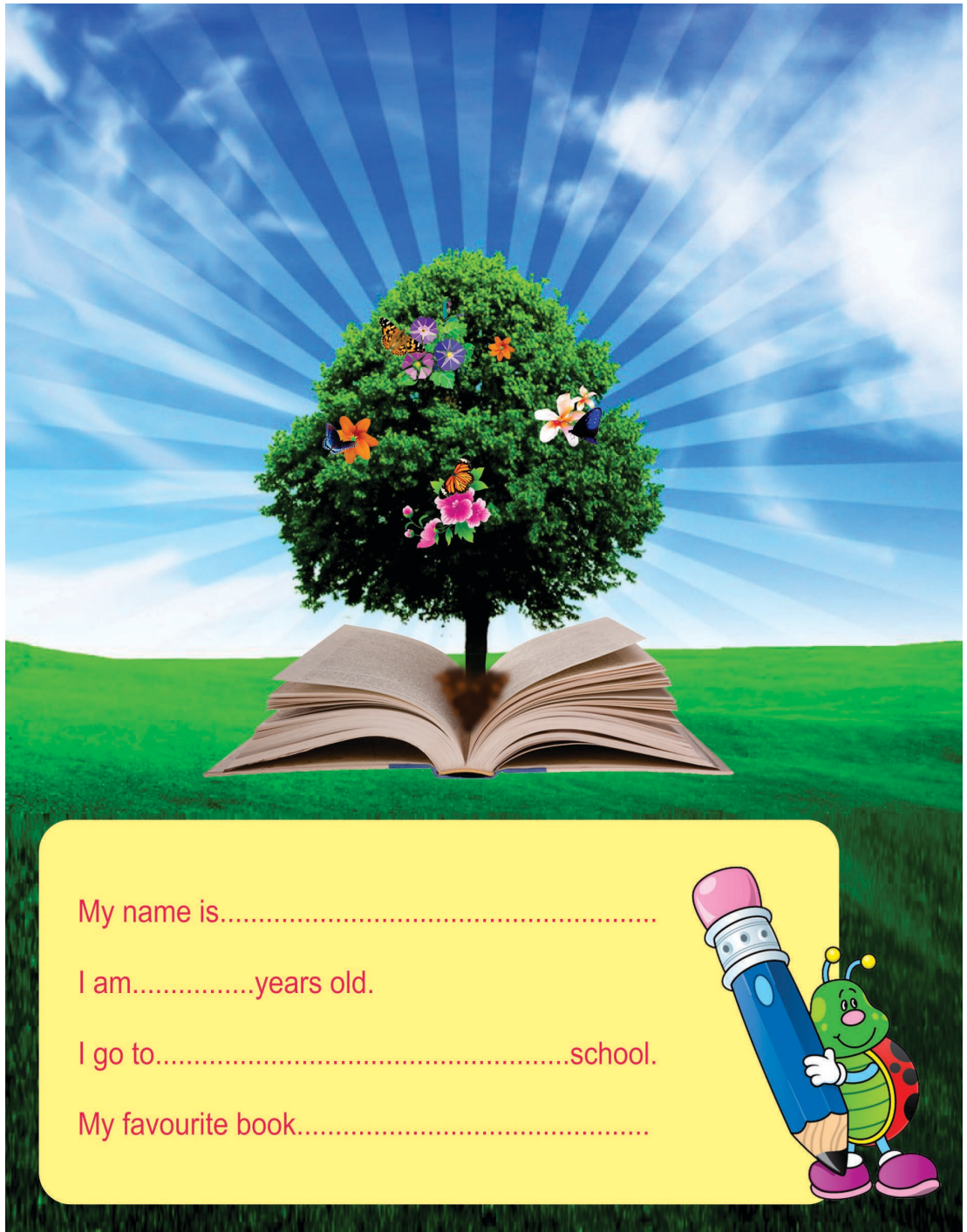
**Sri Nagendra kumar**, Managing Director, Karnataka Textbook Society, Bengaluru.

**Smt. C. Nagamani** Deputy Director, Karnataka Textbook Society, Bengaluru.

## Programme Co-ordinator :

**Smt. Sowmya N.S.** Asst. Director, Karnataka Textbook Society, Bengaluru.





My name is.....

I am.....years old.

I go to.....school.

My favourite book.....



## About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: “The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment”, he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They



were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers' Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisations were also invited for discussions. Thus, on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony.



While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society, who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also to the subject experts and to the associations who gave valuable suggestions.

**Narasimhaiah**

Managing Director

Karnataka Textbook Society (R)  
Bengaluru.

**Prof. Baraguru Ramachandrappa**

Chairman-in-Chief

State Textbook Revision Committees  
Karnataka Textbook Society (R)  
Bengaluru.



## REVISION COMMITTEE

### Chairman-in-Chief:

Prof. Baraguru Ramachandrappa, State Textbook Revision Committees, Karnataka Textbook Society, Bengaluru.

### Chairperson:

Dr. N. Shantha Naik, Dean and Chairman, Department of English, Vijayanagara Sri Krishnadevaraya University, Ballari.

### Members:

Smt. Vijaya.S , Asst. Teacher, Govt. High School, Sonnashettihalliy, Chintamani, Chikkaballapur.Dist.

Smt. A. Anantha Padma Priya, Asst. Teacher, Govt. Girl's High school, Hosakote town, Bengaluru Rural Dist.

Sri. Vishwanatha. N.Y. Asst. Teacher Govt. High school, Mandikal, Chikkaballapur, Dist.

Sri. Manukumar. H.M. Education Co. Ordinator B.E.O. Office, Shivajinagar, Bengaluru- North-3.

Dr. Komala D.R. Lecturer, Govt.P.U. College, Hadli Circle, Malavalli (Tq), Mandya Dist.

Smt. Dilshad Begum. Lecturer, Govt. Polytechnic College, Ballari.

### Artist:

Sri. Venkatesh, Drawing teacher, Govt. High School, Urumarakesalagere, Mandya South, Mandya Dist.

### High Power Review Committee Members:

Dr. G.Rajagopal, Professor (Retd) #716, Prashanathnagar, Bogadi, 2nd Stage- South, Mysuru.

Sri. M.G.Hegde, Professor, Department of English , Dr.A.V. Baliga Arts and Science College, Kumta, Uttara Kannada Dist.

Sri. Kannan, Professor, Department of English , P.G Center, Karnataka State Women's University,Vijayapura.

Dr.Ramaprasad, Professor, Department of English , Kuvempu University, Gnanasahyadri, Shankarghatta, Shivamogga , Dist.

Dr.Mallikarjun Patil, Professor, Department of English , Karnataka University, Dharwad.

### Chief Advisors:

Sri. Narasimhaiah, Managing Director, Karnataka Textbook Society, Bengaluru.

Smt.C. Nagamani , Deputy Director, Karnataka Textbook Society, Bengaluru.

### Programme Co- ordinator:

Smt. N.S. Sowmya, Assistant Director, Karnataka Textbook Society, Bengaluru.



# CONTENTS

Unit No.	Unit Name	Page No.
1	Greenwood	1 - 9
2	Head, Shoulders, Knees and Toes	10 - 26
3	Celebrations	27 - 40
4	Things we Use	41 - 58
5	Let's Count	59 - 68
6	Let's Talk	69 - 75
7	Keep Fit	76 - 83
8	Let's Play	84 - 94
9	My Surroundings	95 - 102
10	Have Fun	103 - 111
11	Stories for Listening	112 - 126



# UNIT - I

## GREENWOOD

### 1. Listen and repeat.



*Four seeds in a hole  
Four seeds in a hole  
One for the mouse,  
One for the crow,  
One to rot and one to  
grow!*



\* **rot** : decay, decompose

crow	hole	rot
grow	pole	hot

### 2. Listen and Speak : Your teacher will read the dialogues. Listen to him/ her. Taking roles of Sunita and Prajwal practice the dialogue.



**Sunita** : Why are you so excited?

**Prajwal** : I saw a nest in the tree!

**Sunita** : Where is it?

**Prajwal** : It's in our school garden. There are four eggs in it.

**Sunita** : Oh! Really? Take me there.

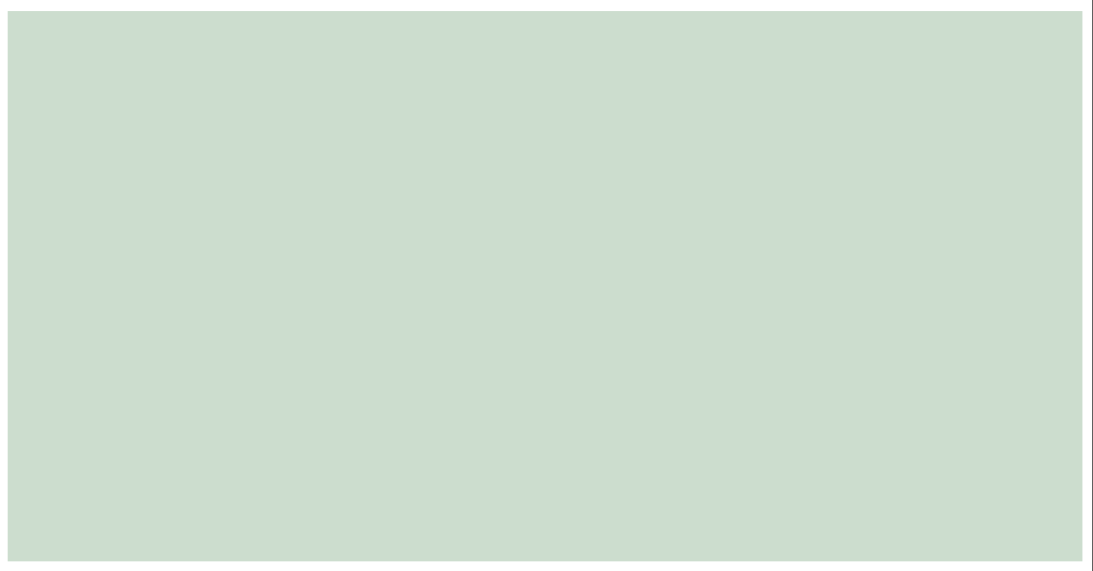
**Prajwal** : Let's go now.



**3. Look and Learn: Your teacher will take you around the school. S/he will show you different plants and trees. Learn the names of those plants and trees.**

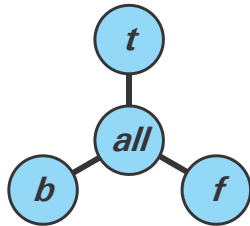
- a. Collect the leaves of different plants and trees.
- b. Keep the leaves in a book for a day and paste them in the space given below.

**My green corner**

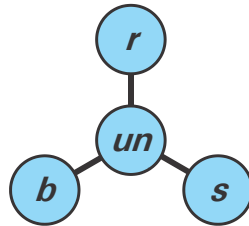


#### 4. Writing Practice:

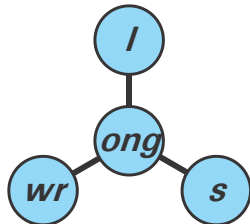
Make different words using the letters. One has been done for you.



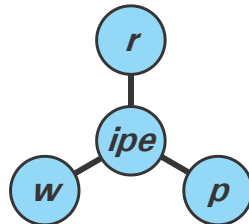
<i>tall</i>



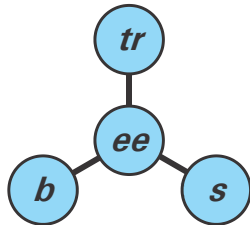
<i>run</i>



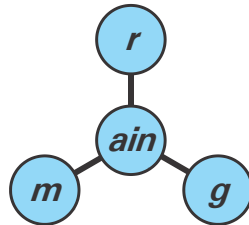
<i>long</i>



<i>ripe</i>



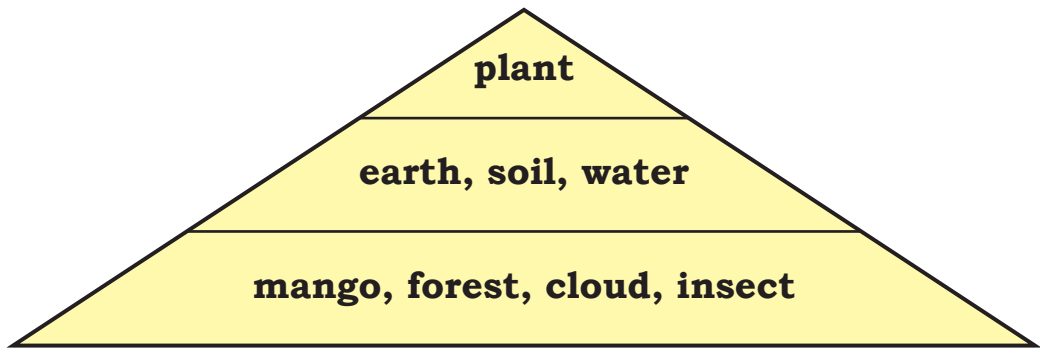
<i>tree</i>



<i>rain</i>



**5. Read the words in the triangle. Find a word within each word and write it. One is done for you.**



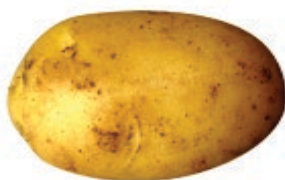
**e.g. : ant**











## 6. Let's go shopping!

How many vegetables and fruits can you find in this maze? Look at the pictures. Draw a circle around each word. One has been done for you.

E	M	L	B	A	C	P	G
I	A	Q	E	P	K	E	H
X	P	F	A	R	W	A	S
B	P	G	N	I	A	S	Z
T	L	M	S	R	E	S	J
A	E	B	A	N	A	N	A
P	D	C	A	R	R	O	T
O	J	O	Y	M	F	V	D
T	C	K	L	Q	O	H	P
A	N	T	O	M	A	T	O
T	W	C	J	E	H	U	L
O	I	F	T	G	X	N	K



## 7. Complete the boxes with suitable words.

	One	Many	
	<i>Insect</i>		
	<i>Mango</i>	<i>Mangoes</i>	
	<i>Bee</i>		
	<i>Apple</i>		
	<i>Sparrow</i>	Sparrow <i>s</i>	
	<i>Potato</i>		

## 8. One word in each set is different from the others. Circle the odd one out.

1. banyan, neem, peepal, mango, snake, apple. (clue – trees)
2. peas, potato, tomato, sunflower, carrot, brinjal. (clue – vegetables)
3. lion, horse, goat, cow, kangaroo, melon. (clue – animals)
4. peacock, parrot, squirrel, crow, sparrow. (clue – birds)
5. rose, lily, sunflower, lotus, cauliflower. (clue – flowers)



**9. These sentences are jumbled. Write them in the correct order.**

1. have / home / at / I / garden/a .....
2. make/the/honey/bees/will .....
3. plants/my/I/in/grow/garden. ....
4. water/the/I/plants/everyday. ....

**10. Trace the following and copy them in your four line book.**

*Trees give us fruits, shadow and oxygen.*

*Grow trees, save the forest and the earth.*

**11. Project work : Grow a plant**

a cup



soil



seeds



1. Take a cup.
2. Put in some soil.
3. Plant a seed.
4. Water the seed every day.



## 12. Proverbs / Sayings :

Can you think of any proverbs/sayings related to plants and trees in English or your mother tongue? Rearrange the sayings given below. Add a few more.

1. forest / save / the / earth / save the. \_\_\_\_\_
2. walk / on / the / green / grass / do / not. \_\_\_\_\_
3. do / pluck / not / the / flowers. \_\_\_\_\_
4. avoid / environment / and / save / the / plastic. \_\_\_\_\_
5. \_\_\_\_\_



## MY PROGRESS

Read the competencies listed below and put a tick (✓) mark :

Sl. No.	What I have learnt	😊	😐	☹
1	I can recite the rhyme without mistakes.			
2	I can take roles and read the dialogues aloud.			
3	I have found all the words related to plants and trees in the puzzle.			
4	I can rearrange the proverbs and sayings.			
5	I can write words and copy sentences in a four line book.			



## UNIT - II

# HEAD, SHOULDERS, KNEES AND TOES

### 1. Listen and repeat after your teacher.

Two little eyes to look around,



Two little ears to hear each sound,



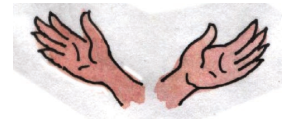
Two little feet to walk the way,



Two little lips to talk all day,

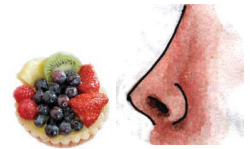


Two little hands to work so smart,



And one little nose to smell the tart.

(tart : open pie containing jam or fruit.)



### Read the words aloud.

around

way

smart

ear

sound

day

tart

hear



**2. Listen to your teacher. Then take the roles of Spandana and Pragati. Practise the dialogue.**

**Spandana:** Hey! Come, let's play in the park.

**Pragati :** Wow! This is really a beautiful park.  
Can you see a butterfly there on the flower?

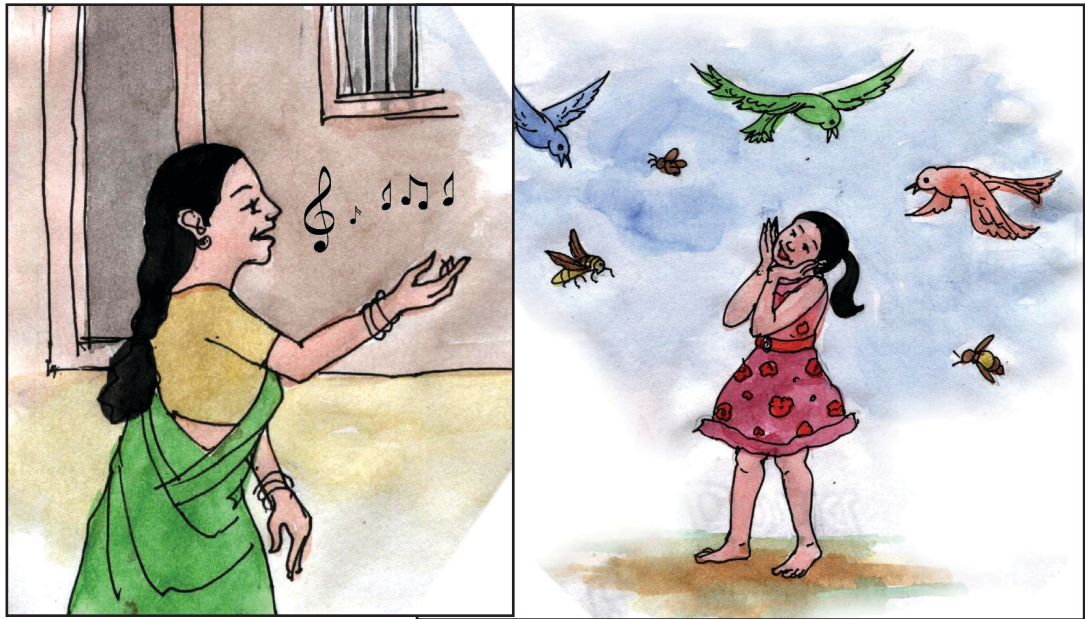
**Spandana:** Come slowly, we will catch the butterfly.

**Pragati :** No, we can just watch and enjoy the moment.



### 3. Can you read the story given below?

Spoorti is eight years old. She has black shiny eyes. She enjoys herself looking at butterflies, flowers and trees. 'How wonderful



to be able to see things!,' feels Spoorti. For a while Spoorti shuts her eyes with her hands. She cannot see anything.

Spoorti has sharp ears. She can hear the sounds.

She hears the birds singing, the bees buzzing and more than anything, her mother singing. 'How wonderful it is to hear sounds!' says Spoorti to herself.



**a. Answer the following questions.**

1. How old is Spoorti? \_\_\_\_\_
2. What does she look at? \_\_\_\_\_
3. How can she hear the sounds? \_\_\_\_\_

**b. Read and match the following.**

**A**

1. We hear with our
2. We clap with our
3. We kick the ball with our
4. We eat food with our
5. We see with our

**B**

- hands  
eyes  
mouth  
legs  
ears

**4. (a) Opposites:**

When your teacher says 'old', you should say 'young'. Use the words given below and continue.

**Teacher's words**

old  
open  
bottom  
far  
in  
white

**Your words**

young  
close  
top  
near  
out  
black

These words are called opposites.



**(b) Read the words given in the cloud. Group them as 'naming words' and 'action words'.**

bee, see, eye, hear,  
nose, breathe, taste, leg, kick,  
ear, hand, mouth, buzz, Spoorti,  
clap, eat

**Naming words**

**bee**

---

---

---

---

---

---

---

---

---

---

**Action words**

**buzz**

---

---

---

---

---

---

---

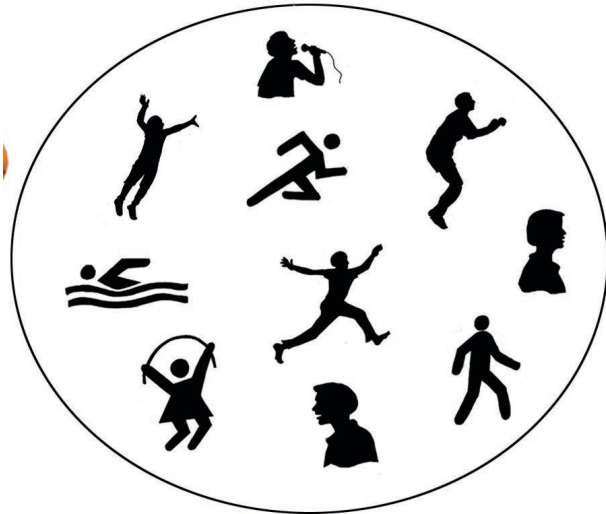
---

---

---



(c) There are different ways to move. Tick (✓) only the movement words in the balloons. Match them with the pictures. Draw lines.



5. Now let's learn about our body parts and their functions.

- |                |  |
|----------------|--|
| <b>Head</b>    | – It is the topmost part of the body covered with hair.  |
| <b>Neck</b>    | – It joins the head to the rest of our body.   |
| <b>Chest</b>   | – The air that we breathe goes into this. The action of breathing in and breathing out takes place here. |
| <b>Stomach</b> | – The food that we take in is stored here.   |
| <b>Hands</b>   | – We can pick up things, write, draw, clap with the help of these.                                       |
| <b>Legs</b>    | – These help us walk and go to school, we can jump, run and hop with these.                              |



All the parts of the body are important. Each part helps us to do some work.

## 6. What can I do?

**Say what each of these can do. Choose words from the box.**

*fly*    *swim*    *write*    *sing*    *jump*    *run*

I can \_\_\_\_\_



I can \_\_\_\_\_



I can \_\_\_\_\_



I can \_\_\_\_\_



I can \_\_\_\_\_



I can \_\_\_\_\_



**Now write four things that you can do.**

1. I can \_\_\_\_\_

3. I can \_\_\_\_\_

2. I can \_\_\_\_\_

4. I can \_\_\_\_\_



**7. Listen to your teacher and repeat after him/her.**

After a bath, I try, try, try,  
To wipe myself till I am dry, dry, dry,  
Hands to wipe, fingers and toes,  
And two wet legs and a shiny nose,  
Just think how much less time I'd take  
If I were a dog and could shake, shake, shake!

**Aileen Fisher**



**Read the words aloud.**

*try*

*toes*

*take*

*dry*

*nose*

*shake*

*cry*

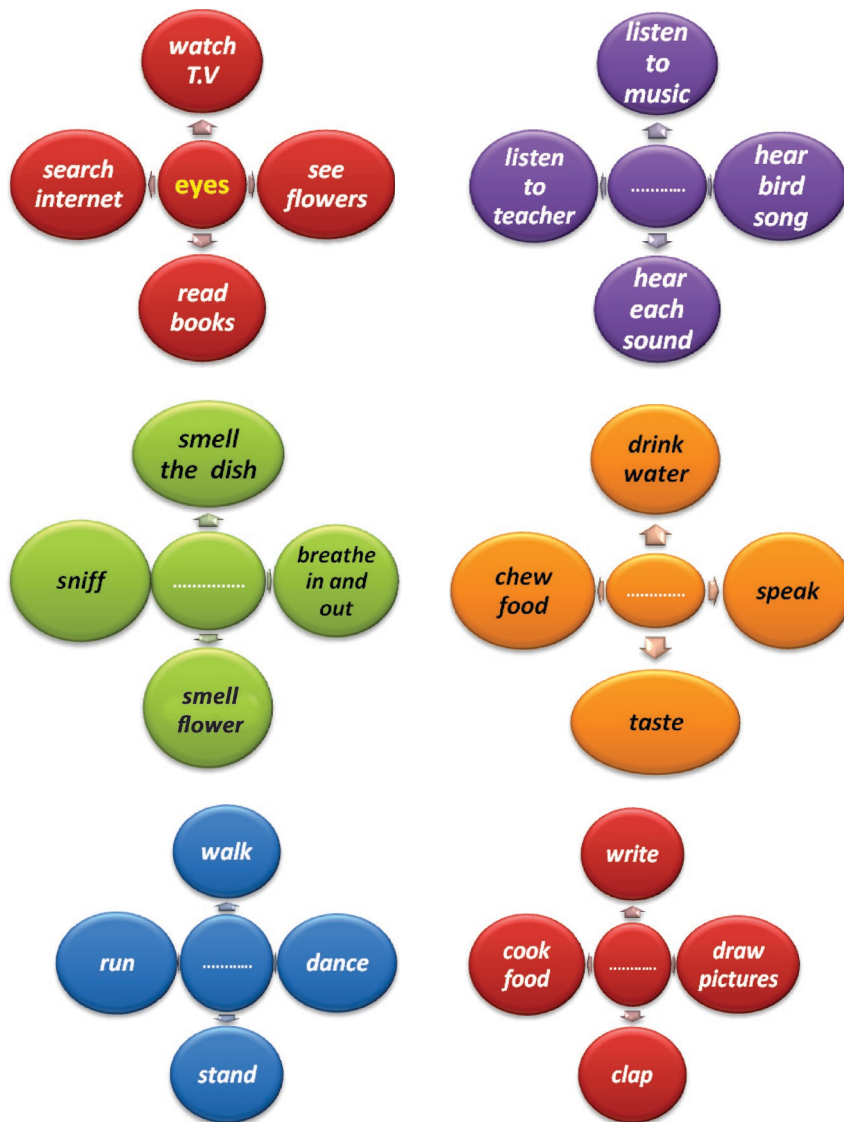
*rose*

*lake*



**8 (a) Write the parts of the body used to do the actions.**  
**Choose words from the list.**

**ears      eyes      nose      hands      legs      mouth**



**(b) Correct these sentences and write the answers in the boxes.**

1. We see with our **nose**.

2. We hear with our **eyes**.

3. We smell with our **tongue**.

4. We taste with our **ears**.

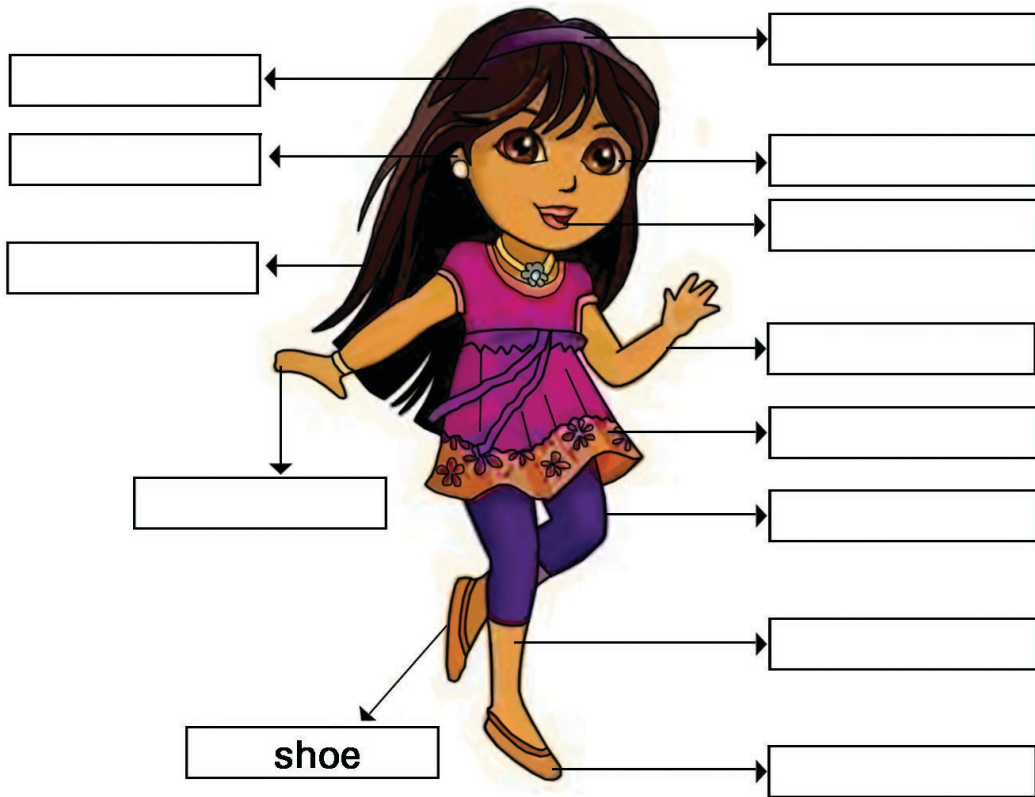
**9. Read the actions below. Draw 😊 if it is True and ☹ if it is False. One is done for you.**

1.	Brush your teeth twice a day.	
2.	Wash hands before you eat.	
3.	Don't cut your nails.	
4.	Early to bed, early to rise.	😊
5.	Avoid junk food and soft drinks.	
6.	Comb your hair.	
7.	Don't apply oil to your hair.	
8.	Rinse mouth after having food.	



## 10. (a) My doll - Jolly Janaki

Write the words in the space given.

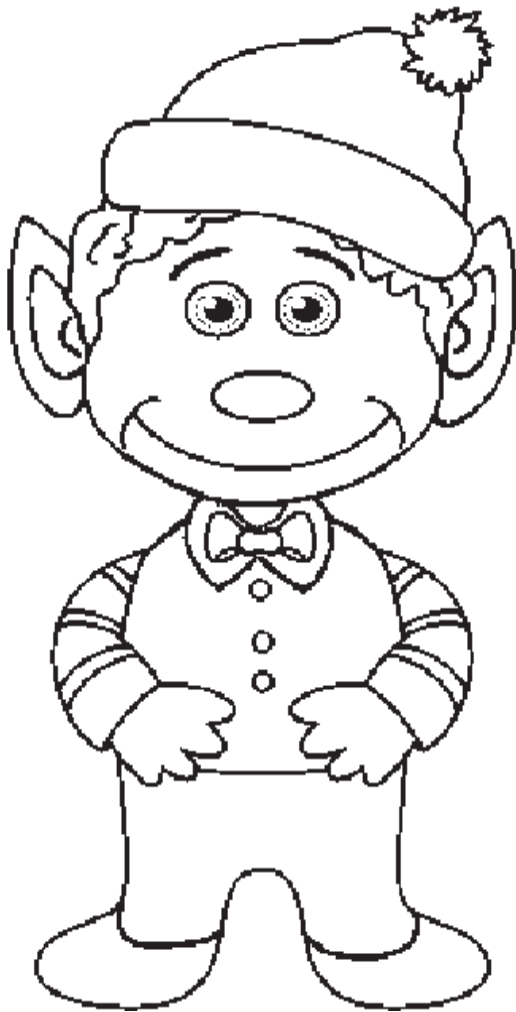


## (b) Complete the description.

My doll's name is Jolly Janaki. She has \_\_\_\_\_  
and \_\_\_\_\_. She has a big \_\_\_\_\_  
on her face. She is wearing \_\_\_\_\_  
and \_\_\_\_\_. I love her very much.



**(c) Colour Me:**



## 11. Game Time:

Make a pop-up house.

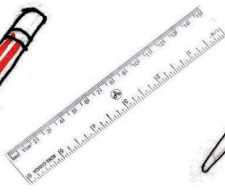
You need



Card



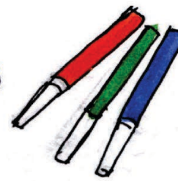
Pencil



Scale

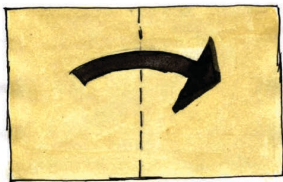


Scissors



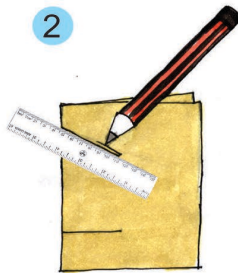
Coloured pens

1



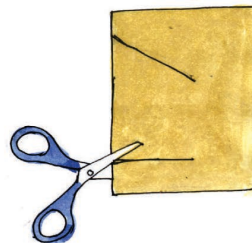
Fold the card in half.

2



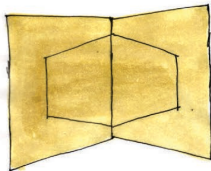
Draw two lines.

3



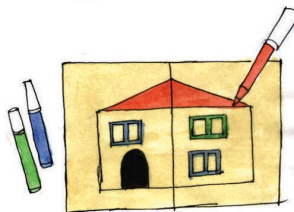
Cut along the lines.

4



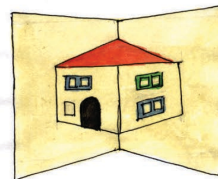
Push the house through and fold.

5



Open the card.  
Colour the house.

6



Now you have a pop-up house.



## 12. Shadow play.

Use your hands to show the animals and birds.



HORSE



WOLF



DONKEY



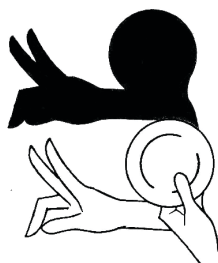
GOAT



SWAN



EAGLE



SNAKE

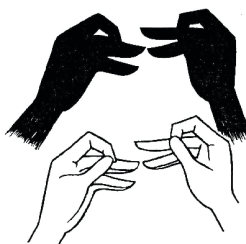


DUCK





ROOSTER



GEESE



RABBIT



RABBIT EATING



DOG



CAT



GIRAFFE



BULL



DEER



ELEPHANT



### 13. Action game: Do as I Say

**Stand in a semicircle. Do as your teacher says.**

If the teacher says 'Touch your eyes' you should touch your eyes. But if the teacher says, 'Don't touch your eyes,' then you should not do it.

#### **Instructions:**

look up , look down , don't look back , keep your hands on shoulders, touch your knees, spread your lips, don't stretch your hands, touch your elbows, rotate your wrists, thumbs up, don't touch your feet etc.

### 14. Proverbs/Sayings:

Can you think of any proverbs related to human body and its functions in English or your mother tongue? Rearrange the proverbs/sayings given below. Add a few more.

1. godliness / is / next / cleanliness / to \_\_\_\_\_

2. worship / work / is \_\_\_\_\_

3. index / is / of / mind / face / the \_\_\_\_\_

4. an apple / doctor / a day / away / the / keeps \_\_\_\_\_

5. \_\_\_\_\_



## 15. Riddles:

### Solve the riddles.

What is broken when you speak? \_\_\_\_\_

What has two legs and flies in the sky? \_\_\_\_\_

What can't you hold for long, though it is as light as air?  
\_\_\_\_\_

What runs from Delhi to Mumbai without moving? \_\_\_\_\_

What has eyes but no head? \_\_\_\_\_

What is most useful when broken? \_\_\_\_\_

What has a head but no face? \_\_\_\_\_

What always comes after a dog? \_\_\_\_\_

**Answers: Silence, a bird, your breath, the road, a potato, an egg, a pin, its tail.**

### MY PROGRESS

Sl. No.	What I have learnt	😊	😐	☹
1	I can recite the rhyme without mistakes.			
2	I can take roles and read the dialogues aloud.			
3	I can read the text aloud with correct pronunciation.			
4	I have answered all the questions related to the text.			
5	I know the parts of the body and their functions.			
6	I know the naming words and action words.			



## UNIT - III

# CELEBRATIONS

### 1. Let's Listen and Sing

I salute my flag  
I salute my flag  
It makes me proud  
I am an Indian  
It says out loud  
Three bright colours  
adorn my flag  
Saffron, white and green  
make me glad.  
The Ashoka Chakra  
Blue on white  
spins for progress  
flying high.



### Repeat after the teacher

proud

loud

cloud

green

keen

seen

white

tight

site

high

fly

sky

glad

bad

pad

## 2. Let's Remember

Celebrations bring joy and happiness.

Celebrations unite people and unite families.

Celebrations lead to national integration among the people.

## 3. Let's Speak

### Repeat after the teacher.

**Lavina** : We have a lot of things to do for Chirag's birthday party. Look, I have made a list.

**Radha** : Good idea, who's going to help us?

**Lavina** : Bhuvan. He's going to send the invitations.

**Radha** : Good. Who is going to decorate the house?

**Lavina** : Mother and father will decorate the house.





**Radha** : Great! What are we going to buy for Chirag?

**Lavina** : Let's get him a bicycle.

**Radha** : That's a nice gift. Come, let's go to the market.

Did you learn any new words from this conversation? Write them down.

_____	_____	_____
_____	_____	_____
_____	_____	_____



#### 4. Now let's read and understand the lesson on 'Children's Day Celebration'.

Children are the best gifts of God to the parents.

Children's day in India is celebrated on November 14th every year. November 14th is the birthday of Pandit Jawaharlal Nehru. As a tribute to Jawaharlal Nehru and his love for children, his birthday is celebrated all over India as children's day.

Children affectionately called Jawaharlal Nehru 'Chacha Nehru' or 'Chachaji' because he was fond of both children and roses. He said that children are like the buds in a garden.



They should be carefully nurtured. Children are the future of the nation and the citizens of tomorrow. He felt that children are the real strength of a country. On



children's day schools have cultural programmes, games and these are managed by students themselves.



Teachers perform various cultural activities for their beloved students.

### New Words

tribute : respect

affection : love

fond : like

nurture : take care

bud : little one of flower. (ಮೊಗ್ಗು)

### Let's Understand

#### a. Answer the following questions.

1. In India children's day is celebrated on  
☐ November 14    ☐ November 20
2. Nehru was fond of both children and\_\_\_\_\_
3. Who are the real strength of a country?  
\_\_\_\_\_ are the real strength of a country.
4. Children affectionately called Jawaharlal Nehru  
☐ Chachaji    ☐ Mamaji

#### b. Rearrange the letters and find the words hidden. Write their plural forms.

1. tfig        -        gift        =
2. dlihc      -        \_\_\_\_\_ =
3. yad        -        \_\_\_\_\_ =



4. ubd      -      \_\_\_\_\_ =
5. esor      -      \_\_\_\_\_ =
6. amge      -      \_\_\_\_\_ =

**c. Fill in the blanks with the suitable letters given in the box.**

a, e, i, o, u

1. ch\_\_ldr\_\_n
2. g\_\_ft
3. t\_\_m\_\_rr\_\_w
4. str\_\_ngth
5. b\_\_l\_\_ved
6. b\_\_ds
7. d\_\_te

**d. Re-write the jumbled words in the correct order to make meaningful sentences.**

1. are/the buds/garden/in/a/like/children  
\_\_\_\_\_
2. are/the future/the nation/children/of  
\_\_\_\_\_
3. Children's day/celebrate/we/on/November 14.  
\_\_\_\_\_
4. fond/was/Nehru/children/of  
\_\_\_\_\_



## 5. Do you Celebrate?

Stand in a circle. Meet at least three friends and ask which festivals they celebrate.

e.g. Do you celebrate Children's day? If they say YES put a ✓ If they say NO put a X.

Celebrations	Friend 1	Friend 2	Friend 3
Children's day			
Teacher's day			
Ramzan			
Deepavali			
Onam			
Muharram			
Ganesha Chaturthi			
Buddha Poornima			
Mahaveera Jayanthi			
Ambedkar Jayanthi			
Christmas			
Independence Day			



6. Some celebrations are mentioned below. Write the month and date on which they are celebrated.

Helping Hand + Use the Calendar



**Teacher's Day**

\_\_\_\_\_



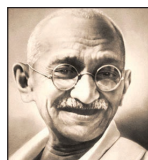
**Ambedkar Jayanthi**

\_\_\_\_\_



**Children's Day**

\_\_\_\_\_



**Gandhi Jayanthi**

\_\_\_\_\_

Say a sentence each about these celebrations.

1. Teacher's Day is celebrated on September 5.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



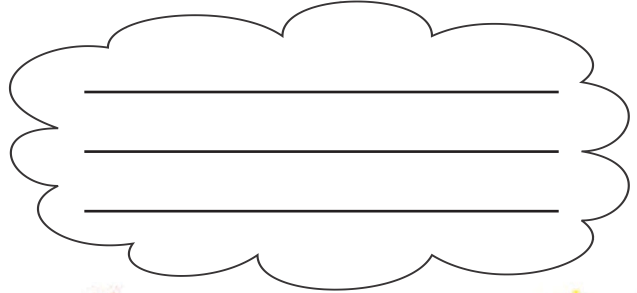
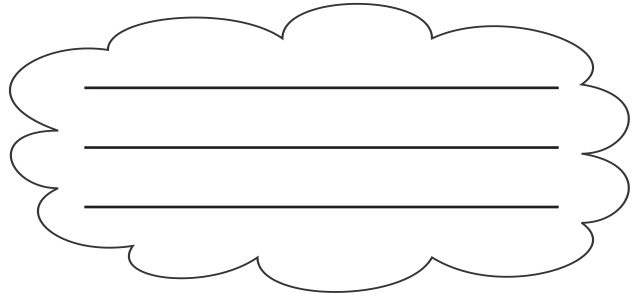
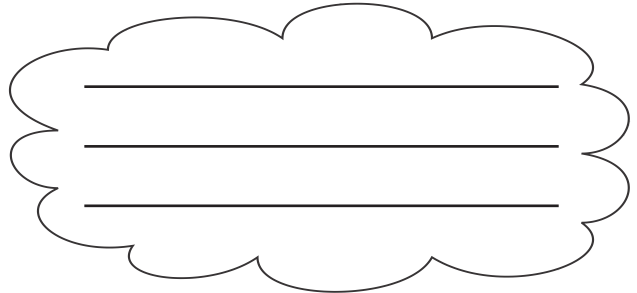
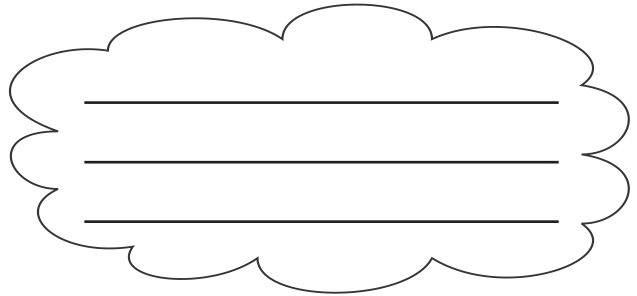
## 7. Asking Questions

Move around the class. Meet four friends and collect information about their age and in which month they were born by asking questions.

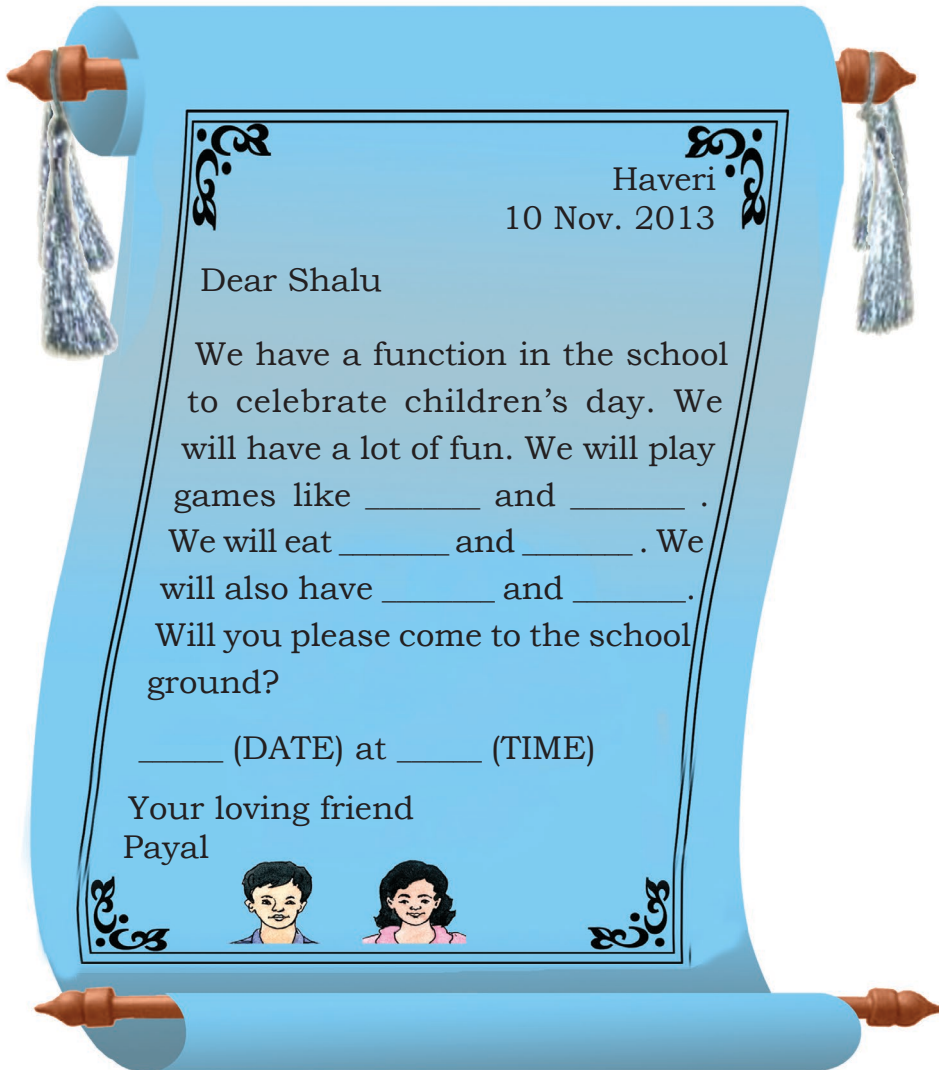
**e.g.**

Hello, I am Ameena.  
I'm six years old.  
I was born on 10th  
August.

What is your name?  
How old are you?  
When is your birthday?



**8. All the students have planned to celebrate children's day. Payal, the class leader, has written this letter of invitation. Fill in the blanks with your choice of food, games and fun activities.**



**9. Listen to your teacher and complete the sentences.**

1. I am \_\_\_\_\_ sweets.
2. Nehru was \_\_\_\_\_ on November 14.
3. We \_\_\_\_\_ Deepavali in November.
4. My parents give \_\_\_\_\_ on my birthday.
5. Children are the \_\_\_\_\_ of our nation.

**10. Copy the sentences in the lines given below.**

*Celebrations bring joy and happiness*

*Celebrations unite people and families*

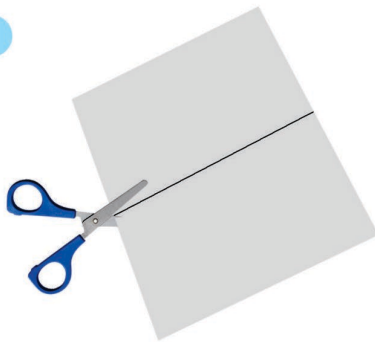


## 11. Prepare a greeting card on 'Teacher's Day' and present it to your teacher.

You need

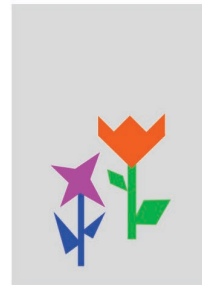


1



Cut the drawing sheet

2



Paste some pictures on the drawing sheet

3



Make some designs with the colour pencils/pens

4



Write a message on the sheet



**12. Look at the picture. Read the sentences below the picture.**

Colour the box green if the sentence is true or red if it is false.



- |  | TRUE                     | FALSE                    |
|--|--------------------------|--------------------------|
| 1. The girl is five years old today.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. There are three boys at the party.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. There are seven gifts on the floor. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. There are five candles on the cake. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The cat is on the chair.            | <input type="checkbox"/> | <input type="checkbox"/> |



## Let's Listen

**Note to the Teacher :** Read the following words aloud - fond of, born, celebrate, gifts, future.

**Remember :** All the flowers of all the tomorrows are in the seeds of today.

### MY PROGRESS

Sl. No.	What I have learnt	😊	😐	☹
1.	I can ask simple questions.			
2.	I can respond to simple questions.			
3.	I can pronounce the words correctly.			
4.	I can rearrange the letters to make words.			
5.	I can arrange the words in a proper order to make sentences.			
6.	I have answered all the questions related to the text.			
7.	I can take roles and read the dialogue aloud.			
8.	I was able to complete the box with appropriate words.			



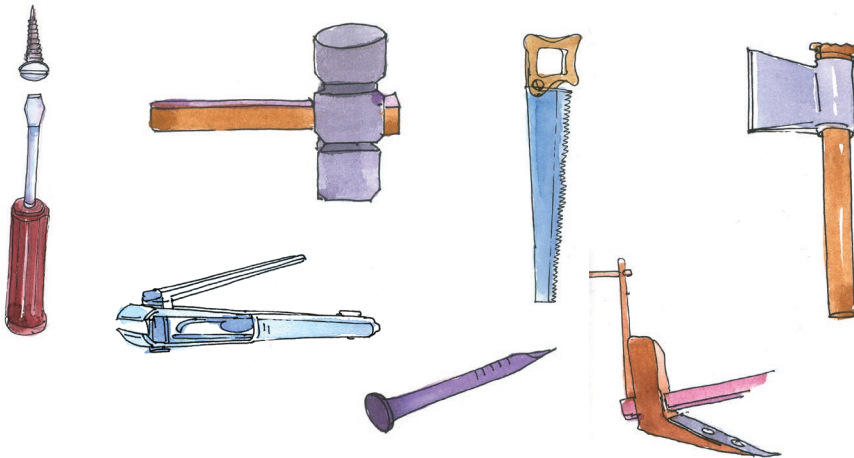
## UNIT - IV

### THINGS WE USE

**1. What do you use for the following? Name the things.**

- e.g. for cutting nails  
Nail cutter
- for sharpening a pencil
- for cutting papers
- for opening a lock
- for cutting vegetables.

**2. Identify the tools shown below:**



---

---

**3. Show the class what you do with the above tools.**

e.g. Show the action of cutting your nails if the tool is a nail cutter.



#### 4. Match the tools with their uses.

a.	Sharpener	1.	It's used for ironing the clothes
b.	Nail cutter	2.	It's used for sawing the wood
c.	Needle	3.	It's used for ploughing the field
d.	Hammer	4.	It's used for sharpening the pencils
e.	Axe	5.	It's used for cutting the nails
f.	Knife	6.	It's used for sewing the clothes.
g.	Saw	7.	It's used for hitting the nails
h.	Plough	8.	It's used for cutting the vegetables / fruits
i.	Iron	9.	It's used for chopping the wood.

**Read the sentences aloud. e.g. A sharpener is used for sharpening the pencil.**

#### 5. Identify the persons



**Answer me:**

Do the above people use tools in their professions? Yes/No  
What tools do they use?

a) I'm a doctor. I use .....

b) I'm an electrician. I use...

c) I'm a farmer and I use.....



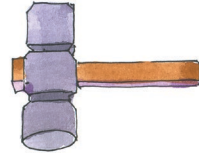
## 6. Singular/plural

- Singular number indicates only one object.
- Plural number indicates two or more than two objects.

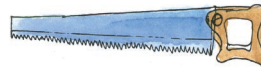
**Complete the following:**

**A)**

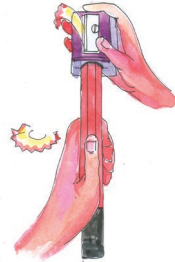
a. hammer – hammers



b. saw – saws



c. sharpener – \_\_\_\_\_



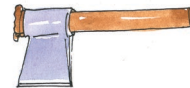
d. nail – \_\_\_\_\_



e. screw driver – \_\_\_\_\_



f. axe – \_\_\_\_\_

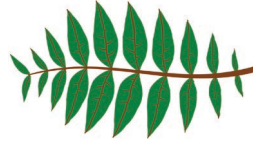


**B)**

a. Knife – knives



b. leaf –

**7. Rearrange the jumbled letters:**

Clue: The first letter is given in capital.

a) efinK \_\_\_\_\_

b) exA \_\_\_\_\_

c) mreHam \_\_\_\_\_

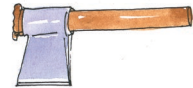
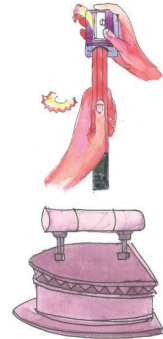
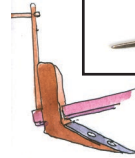
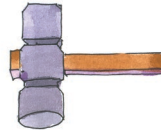
d) wSa \_\_\_\_\_

e) dleNee \_\_\_\_\_

f) ghlouP \_\_\_\_\_

g) arpeShren \_\_\_\_\_

h) Inor \_\_\_\_\_



Re write the above words using the appropriate articles using 'a' or 'an'.

e.g.

a knife

a. \_\_\_\_\_

e. \_\_\_\_\_

b. \_\_\_\_\_

f. \_\_\_\_\_

c. \_\_\_\_\_

g. \_\_\_\_\_

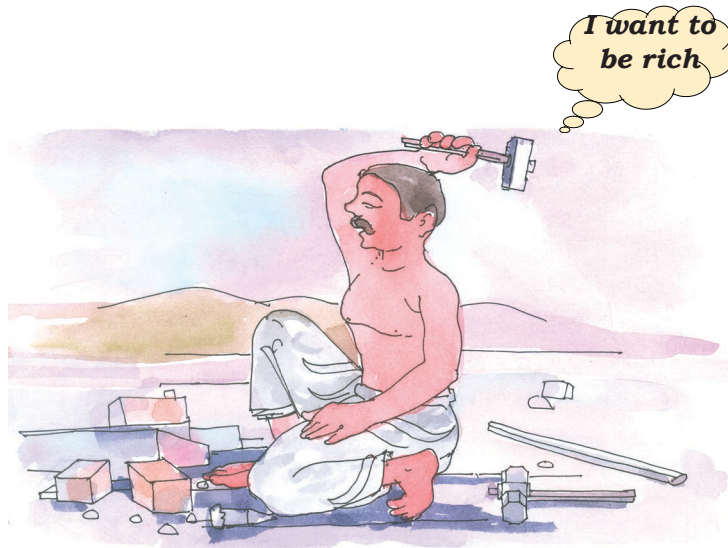
d. \_\_\_\_\_

h. \_\_\_\_\_



## 8. Read and understand the story.

Deepu was a poor stone-cutter. It was very hot and Deepu did not feel like working. So he put his hammer down and said :



Suddenly, an angel came down from heaven.



And Deepu became rich. He ate and drank all day.



**One day he saw a king.**



*Money isn't  
enough. I want  
to be a king.*



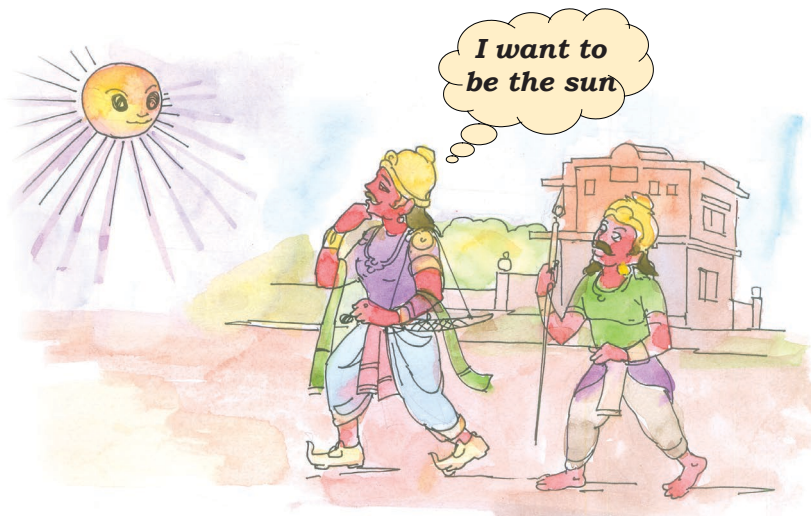
**The angel came again and made him a king.**



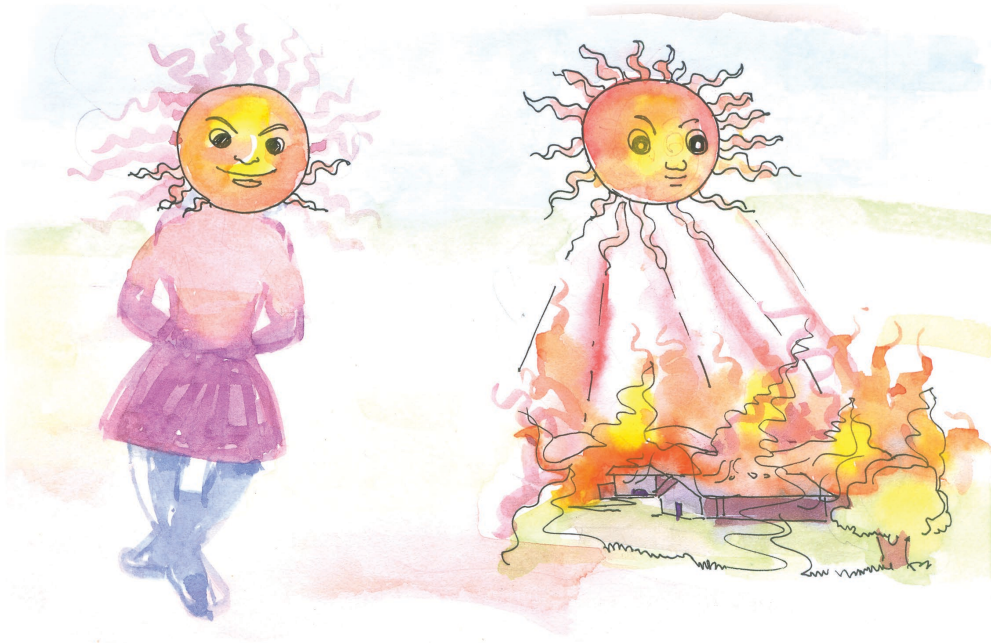
**Now everybody in the village bowed to him. Deepu was happy.**



**One day he was going around his kingdom.  
The hot sun burnt him. Suddenly Deepu shouted...**



**The angel came again and turned Deepu into the sun. Deepu burnt everything. He was happy.**



**But after some days, he saw a cloud below him. It was a strong cloud. Now the sun could not reach the earth anymore. And of course Deepu wanted to be a cloud.**



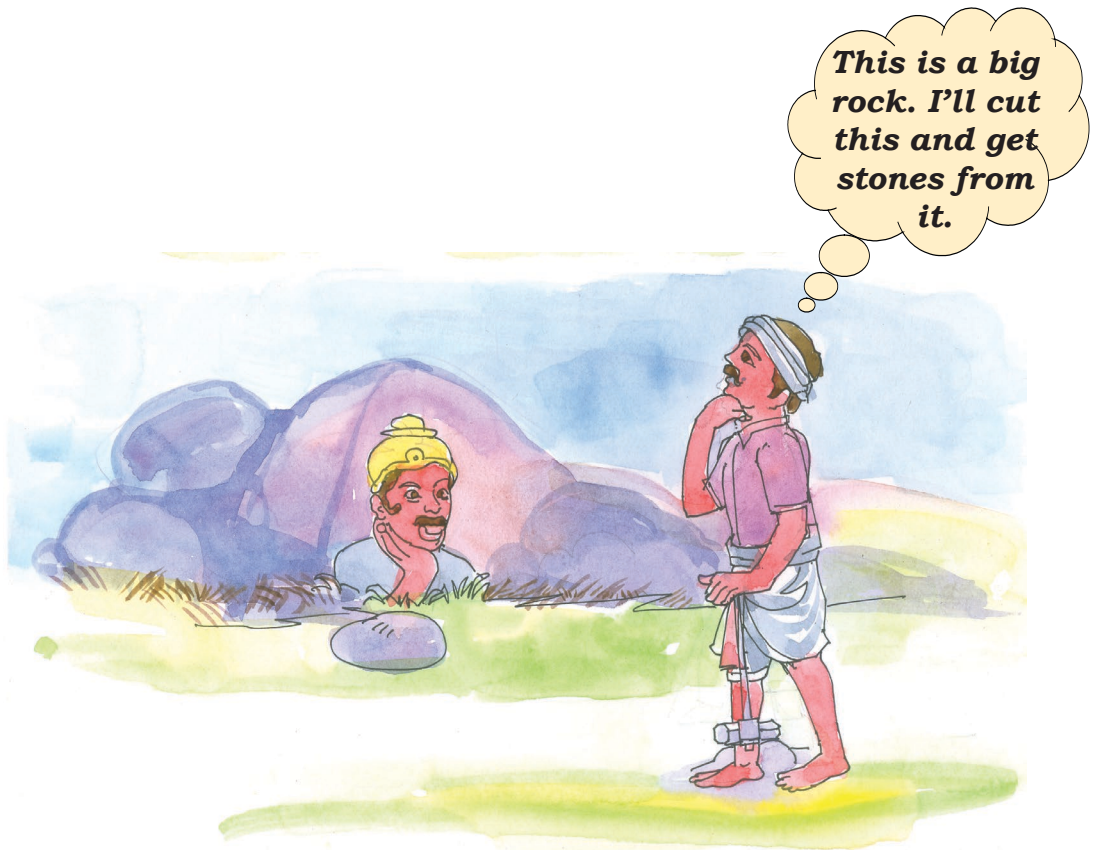
**The angel came again and turned Deepu into a cloud. The cloud rained everyday. The rain water fell on a rock but the rock did not move. Deepu as a cloud saw this and shouted :**



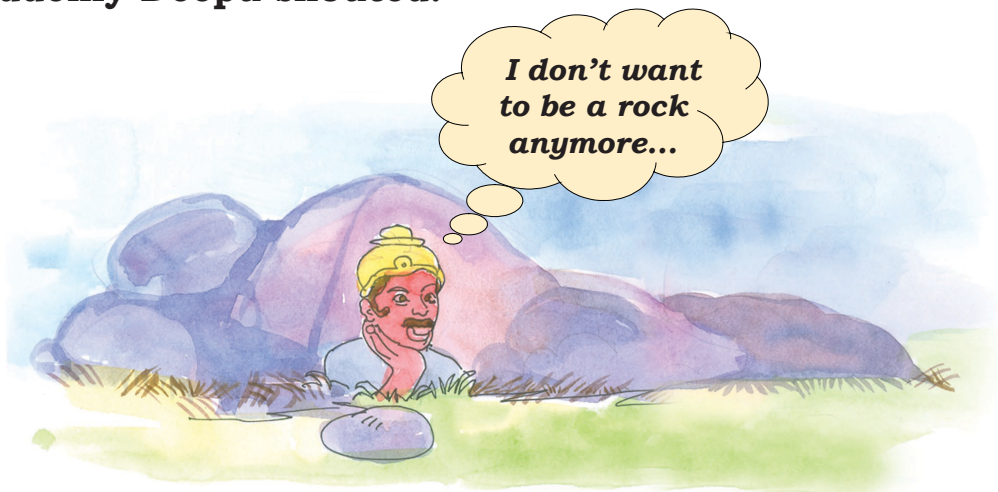
**The angel came down and turned Deepu into a rock. The rock did not move when it rained.**



**One day, a man with a pick-axe came and saw the rock.**

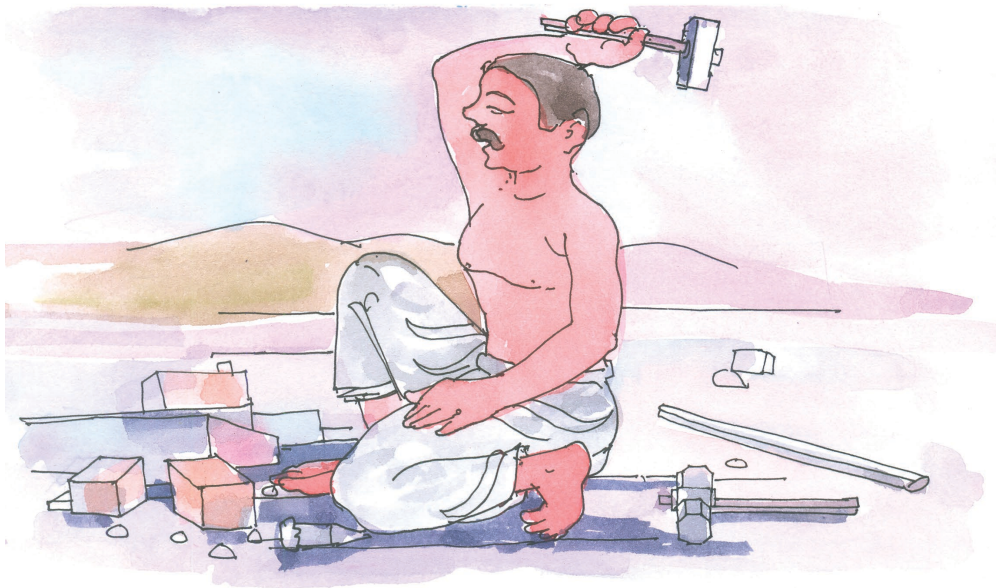


**Suddenly Deepu shouted:**



**The angel came down for the last time and said:**





**Finally, Deepu was a stonecutter again. He was poor but he was happy.**

***Did you understand the story?***

**I. Choose 'a' or 'b' to complete each of the sentences given below:**

- 1) First of all, Deepu wanted to be \_\_\_\_\_  
a) a King    b) rich
- 2) When Deepu became a king, he \_\_\_\_\_  
a) went around the country  
b) ate and drank all day
- 3) The sun burnt him, when he was \_\_\_\_\_  
a) a king    b) a cloud
- 4) When the water fell on the rock, \_\_\_\_\_  
a) it was washed away    b) it did not move
- 5) Finally, the angel turned Deepu into a \_\_\_\_\_  
a) stone - cutter    b) pick - axe



**II. You have read the story, right? Now, complete the dialogue given below.**

**Deepu :** I want to be rich.

**Angel :** You shall be rich, my son.

**Deepu :** I want to be a king.

**Angel :** \_\_\_\_\_

**Deepu :** I want to be the sun.

**Angel :** \_\_\_\_\_

**\* Can you enact the story by taking the roles of the Angel and Deepu?**

**9. Do you know these words?**

**Make new words:**

1) screw + driver

2) chair + man

3) foot + ball

4) neck + lace

5) wrist + watch

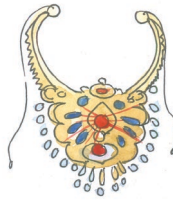
6) star + fish

7) class + teacher

8) motor + cycle

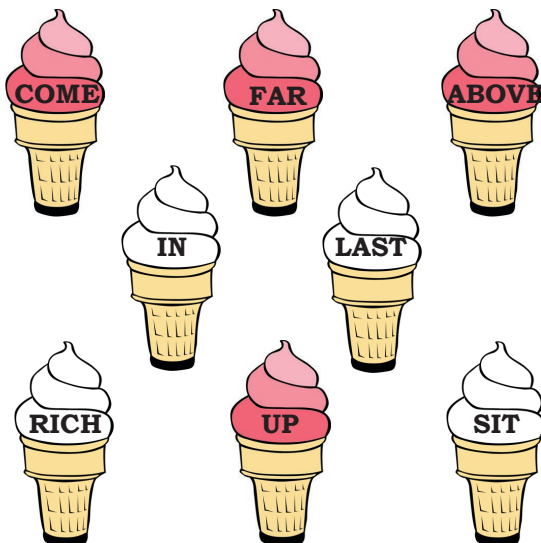
9) straw + berry


10) ice + cream



## 10. COMPLETE THESE ICE-CREAMS.

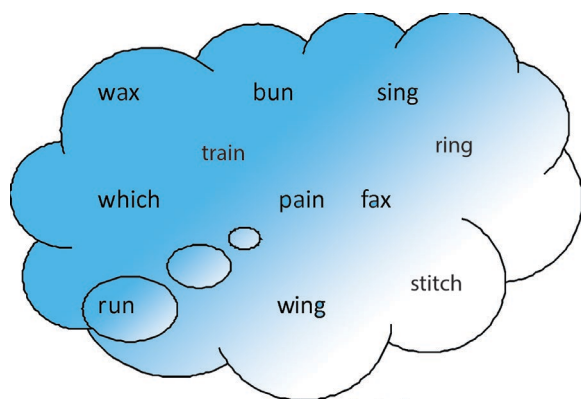
In the ice-cream cones given below, you find words. In the ice-cube box, you find the opposites. Match the words with their opposites and eat the ice-creams!



	Stand	poor	out	go	
	near	down	first	below	

## 11. (A) Rhyming words

Pick the rhyming words from the cloud and write them in the blanks below.



axe = wax, fax

sun = \_\_\_\_\_, \_\_\_\_\_

king = \_\_\_\_\_, \_\_\_\_\_

rich = \_\_\_\_\_, \_\_\_\_\_

rain = \_\_\_\_\_, \_\_\_\_\_



**(B) Read the words aloud.**

**Try to frame sentences using the above words.**

e.g : 1) The sun gives us light.

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

**12. Fun with words**

*Read the word backwards and make new words.*

CLUE : Look at the pictures. One has been done for you.

1) PAT      TAP



2) TOP      \_\_\_\_\_



3) BUT      \_\_\_\_\_



4) GUM      \_\_\_\_\_



5) BIN      \_\_\_\_\_



6) NET      \_\_\_\_\_



7) DUB      \_\_\_\_\_



8) WAS      \_\_\_\_\_



### 13. Now, check these words.

Read them backwards. You will get the same word.

MOM

POP

DAD

DID

DEED

PEEP

MALAYALAM

NUN

### 14. Let's practice sounds:

Repeat after the teacher.

*cock*

*rain*

*see*

*pan*

*king*

*pit*

*plate*

*ball*

*bake*

*well*

*take*

*mat*

*sell*

*wing*

*bell*

*hit*

*fee*

*rock*

*call*

Now group the words that sound alike:

e.g: bell      sell      well

- 1) fat      \_\_\_\_\_
- 2) van      \_\_\_\_\_
- 3) train      \_\_\_\_\_
- 4) ring      \_\_\_\_\_
- 5) cake      \_\_\_\_\_
- 6) fall      \_\_\_\_\_
- 7) bee      \_\_\_\_\_
- 8) pit      \_\_\_\_\_
- 9) gate      \_\_\_\_\_
- 10) lock      \_\_\_\_\_



### 15. MY SPACE:

- 1) Do you have a tool box or a tool kit in your home?
- 2) Name the tools that your father uses at home.
- 3) Name the tools that your mother uses in the kitchen.
- 4) Name the tools that you use both in school and at home.

**Say aloud:**

**I CAN THINK OF SIX THIN THINGS.**



### 16. Read the proverbs given below.

- a) Children and fools must not play with edged tools.
- b) Man is greater than the tools he invents.
- c) A speaker needs no tools.
- d) A wise man without a book is like a workman with no tools.
- e) A wise man will make tools of what comes to hand.

**Think of some more either in English or your mother tongue.**



## MY PROGRESS

Sl. No.	What I have learnt	😊	😐	☹
1.	I can name the tools in English.			
2.	I am able to say the uses of the tools.			
3.	I am able to classify the tools used in different professions.			
4.	I am able to rearrange the letters to get meaningful words.			
5.	I am able to identify the singular and plural forms.			
6.	I am able to read and understand the story.			
7.	I am able to enact the dialogues of Deepu and Angel.			
8.	I am able to identify the opposites.			
9.	I am able to find out the rhyming words.			



## UNIT - V

# LET'S COUNT

### 1. Hima and her mother have gone shopping.

Hima wants to buy some things.

**Read the dialogue.**

**Hima** : Have you got some water colours, please?

**Shopkeeper** : No, I'm sorry but I have some crayons.

**Hima** : Can I have a box of crayons?

**Shopkeeper** : Yes, of course.

**Hima** : How much does it cost?

**Shopkeeper** : It's 25 rupees per box, dear.

**Hima** : Ok Sir, here it is. Thank you.



### 2. Listen and repeat after your teacher.

#### BIG MONEY

Big money goes around the world

Big money goes underground

Big money gets a mighty voice

Big money makes no sound.

\* What else does 'big money' do?



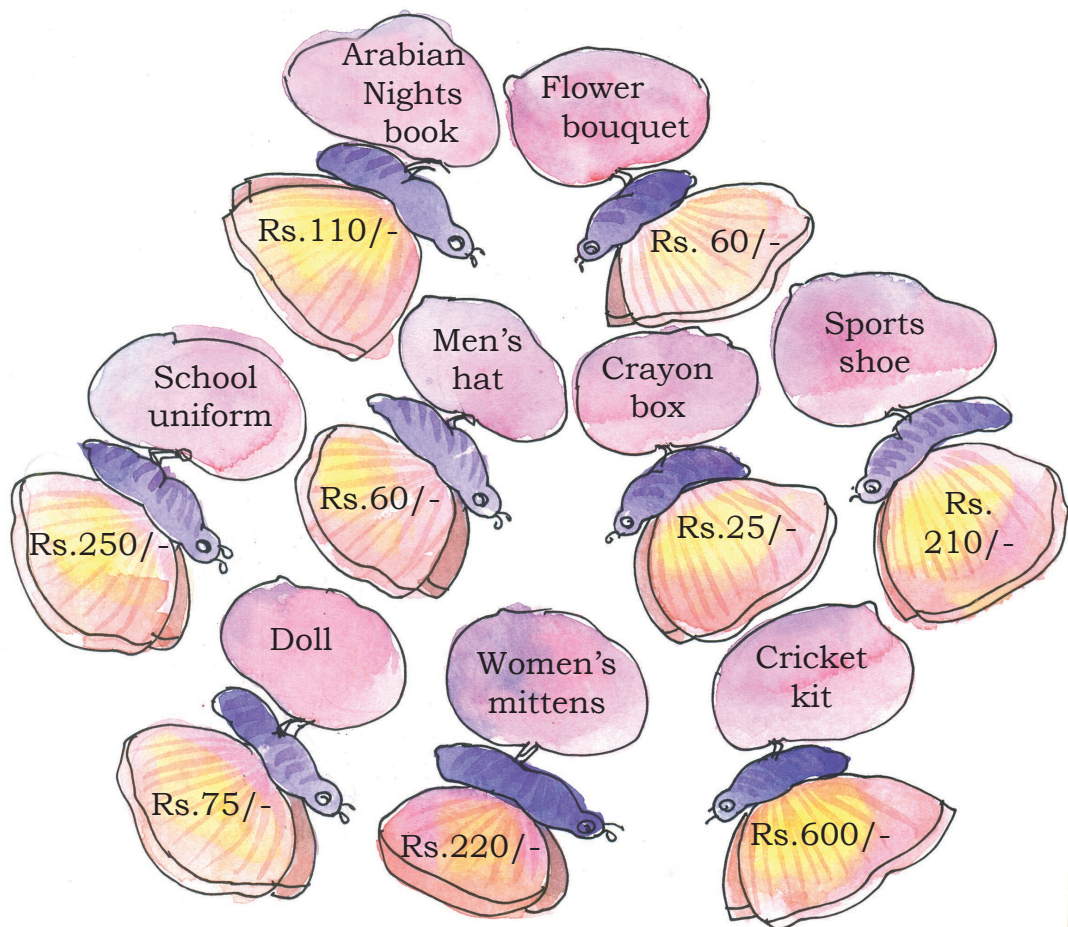
**Read these pairs of words aloud.**

ground  
sound

money  
honey

coin  
join

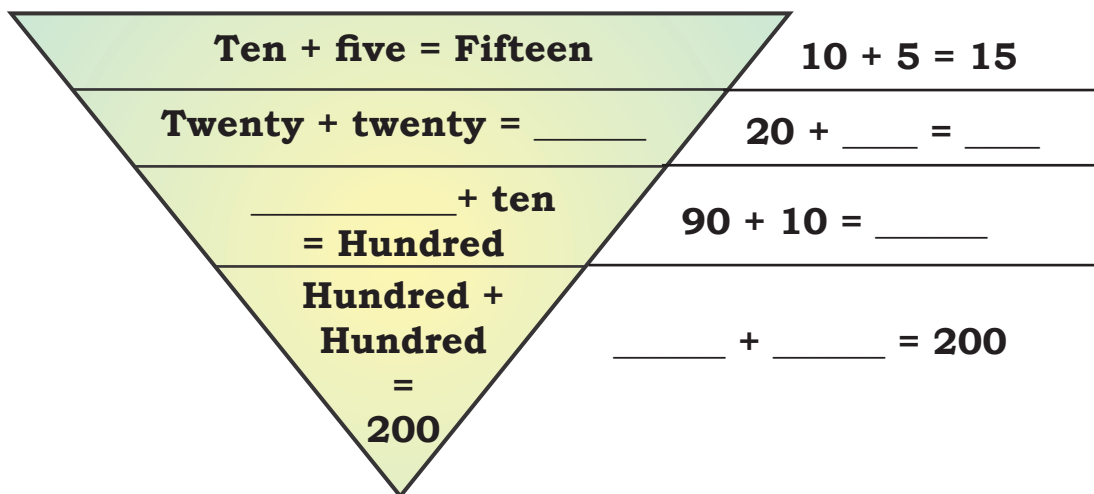
**3. Look at the price labels on the articles and complete the table.**



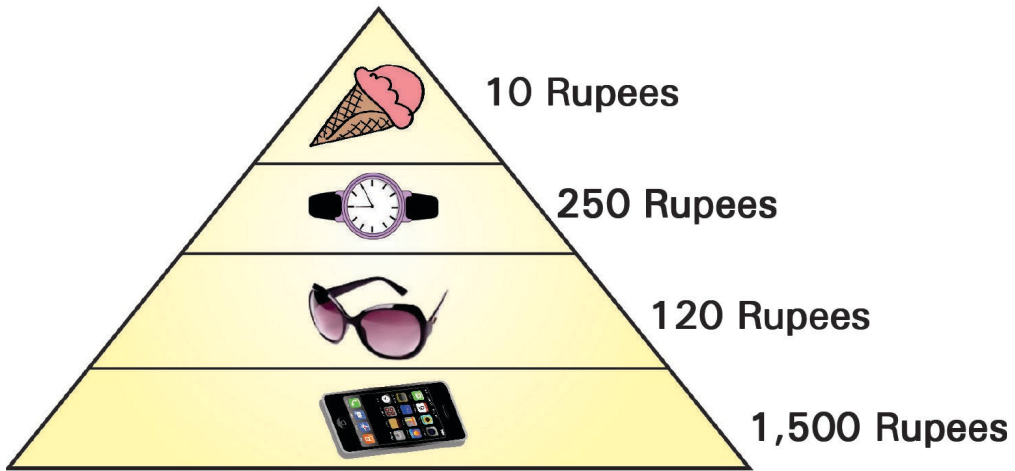
Sl. No.	Name of the item	Cost of the item	Would you like to buy this	
			Yes	No
1.	Arabian Nights book			
2.	Flower bouquet			
3.	Sports shoe			
4.	School uniform			
5.	Women's mittens**			
6.	Men's hat			
7.	Crayon box			
8.	Doll			
9.	Cricket Kit			

\*\* Mittens = a type of glove that covers all the fingers

**4. (a) Complete the pyramid given below. One has been done for you.**



**(b) Make sentences using the following clues. An example is given.**



1. This is an ice-cream. It costs ten rupees.
2. This is \_\_\_\_\_. It \_\_\_\_\_
3. This \_\_\_\_\_. It \_\_\_\_\_
4. This \_\_\_\_\_. It \_\_\_\_\_

**5. Here is a two thousand rupee note. Describe the note in your own sentences.**

**For example:**

It is a two thousand rupee note.

It is pinkish purple.

What will you do if you win two thousand rupees in a competition?



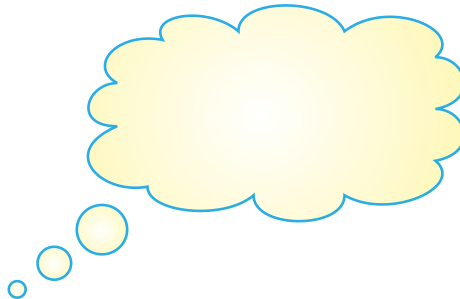


## 6. Fun : Draw and enjoy

Imagine you are in a shop / a market / a fair. You have 100 rupees with you. Write three things you want to buy. **One has been done for you.**



I have 100 rupees with me. I'm going to buy apples, ice-cream and a ball.



I have 100 rupees. I'm going to buy \_\_\_\_\_



**7. Look at the pictures below. Observe them carefully.  
With the help of the clues given, build a story.**

Clue : Shamim and Mary are planning to save \_\_\_\_ for themselves.



Clue : Everyday both of them start saving money. They put \_\_\_\_ in their boxes.



Clue : The boy spends all his money by \_\_\_\_\_



Clue : But the girl does not spend money. She keeps collecting because she dreams of \_\_\_\_\_



**8. Here are some action words. Which of them can be used with the word 'Money'? One has been done for you.**

(pick, place, give, feel, take, grant, cry, keep, save, buy, go)

1. **Place** the money on the table.
- 2.
- 3.
- 4.
- 5.

**9. Repeat after the teacher:**

door	jar	book	watch	nest	umbrella
kennel	lorry	cave	can	owl	igloo
people	bag	cart	bat	train	mug

**Now answer these in a sentence each.**

1. Which three can be opened?

Ans: The three which can be opened are **a can , a jar and a book.**

2. Which three have wheels?

Ans: \_\_\_\_\_

3. Which three have handles?

Ans: \_\_\_\_\_

4. Which three are homes?

Ans: \_\_\_\_\_

5. Which three come out in the dark ?

Ans: \_\_\_\_\_



## 10. My Space:

**Note: A piggy bank is a box or a container in which we store the coins that we save.**

1. Have you saved money?
2. Do you have your own piggy bank?
3. How much money is there in your piggy bank?
4. What would you like to buy with that money?



## 11. Say aloud:

If you want to buy, buy

If you don't want to buy, bye-bye.



**12. Here are some proverbs. Read them and try to add some more proverbs either in English or Kannada.**

1. Honesty is the best policy.
2. If wealth is lost nothing is lost.  
If health is lost something is lost.  
If character is lost everything is lost.
3. Money can buy....  
a friend not friendship.  
a book but not knowledge.  
a bed but not sleep.



## MY PROGRESS

Sl. No.	What I have learnt	😊	😐	☹️
1.	I am able to construct simple sentences.			
2.	I am able to enact the dialogue.			
3.	I am able to say a few things about money.			
4.	I am able to describe the pictures.			
5.	I am able to build a story.			
6.	I am able to read and understand the proverbs.			



# UNIT - VI

## LET'S TALK

### 1. Look at the word:

**communication**

Using the above word, how many words can you make?

Try now!

Mat, \_\_, \_\_, \_\_, \_\_, \_\_, \_\_, \_\_, \_\_, \_\_, \_\_, No.

### 2. Fill in the blanks with the missing letters.

**Hint:** Use only a, e, i, o, u.

1) T\_\_lev\_\_si\_\_n

2) C\_\_mp\_\_t\_\_r

3) C\_\_llph\_\_n\_\_

4) T\_\_leph\_\_n\_\_

5) R\_\_di\_\_

6) N\_\_wsp\_\_p\_\_rs

### 3. Match the pictures with the names by drawing lines.

Cell phone

Computer

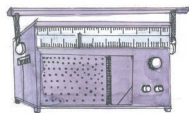
Letters

Radio

Television

Newspaper

Magazine



#### 4. Decode me!

- Instructions :**
- 1) All the letters of the alphabet are numbered. Read them.
  - 2) Write the letter for the number to find out the hidden word. One has been done for you

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

1.	20	5	12	5	22	9	19	9	15	14
	T	E	L	E	V	I	S	I	O	N

2.	18	1	4	9	15

3.	3	15	13	16	21	20	5	18

4.	20	5	12	5	16	8	15	14	5



5.	14	5	23	19	16	1	16	5	18	19

6.	13	1	7	1	26	9	14	5	19

**5. Answer the questions. Say 'Yes I do' or 'No, I don't'.**

- i) Do you watch television? \_\_\_\_\_
- ii) Do you listen to radio? \_\_\_\_\_
- iii) Do you read newspapers? \_\_\_\_\_
- iv) Do you write letters? \_\_\_\_\_
- v) Do you use a cell phone? \_\_\_\_\_

You can write a few more questions as above.

**6. Riddles: Who am I?**

- a) I help you listen to songs.  
I help you talk to people.  
I help you type messages.  
I am portable and can be carried anywhere.  
Who am I ?

--	--	--	--	--	--	--	--	--



- b) I help you read news.  
I have topics related to all the fields.  
I will reach your home early in the morning.  
Compared to others, I'm very cheap.  
Do you know who I am?

--	--	--	--	--	--	--	--	--

- c) I help you watch different programmes.  
I show both black and white and colour pictures.  
I am mostly rectangular in shape.  
Who am I ?

--	--	--	--	--	--	--	--	--	--

- d) I help you share ideas with your friends.  
I help you write messages on birthdays and festivals.  
I was used very widely before the mobiles came.  
To get my name, just change a letter in this word 'Latter'.  
Who am I?

--	--	--	--	--	--

- e) I'm just like a television.  
I always need electricity to run.  
I will give you information from all parts of the world.  
Using me, you can watch movies, listen to songs,  
gather information, send an e-mail, and download pictures.  
Who am I ?

--	--	--	--	--	--	--	--



## 7. Letter Writing

### (a) READ THIS LETTER CAREFULLY.

*Sindhu has written a letter to her grandfather.*

H.No. 1948/72 A  
Vinobanagar.  
DAVANGERE

14 September 2013

**Dear grandpa**

**Thank you for the nice gift of Panchatantra stories.  
You will be happy to know that I read one story  
everyday.**

**With love  
Sindhu**

### (b) With the help of the clues given, write a letter to your friend.

**Dear Kshama,**

I am \_\_\_\_\_. How are \_\_\_\_\_? For the summer holidays I am going to \_\_\_\_\_ with my \_\_\_\_\_. What are you planning to do in your \_\_\_\_\_? If you are \_\_\_\_\_ please come with me for the \_\_\_\_\_. Both of us will play and \_\_\_\_\_ a lot.

How are aunty and \_\_\_\_\_? How is your \_\_\_\_\_ Manu? Give my regards to them. I will be waiting for your reply. \_\_\_\_\_ a letter to me fast.

**With love  
JALAJA**

*[uncle, brother, fine, you, Goa, Parents, free, holidays, enjoy, trip, write]*



**8. Read the telephonic conversation between Nandini and Mohan.**

**Try to enact it in the classroom taking roles of Nandini and Mohan.**

**Nandini :** Hello!

**Mohan :** Hello Nandini! Mohan here, how are you?

**Nandini :** Oh, fine. Thank you Mohan. And you?

**Mohan :** Fine. Thanks.

**Nandini :** Mohan, next Sunday we are planning to go for a picnic. Please come with us.

**Mohan :** That's nice! I'll ask my parents. If they agree, I am ready to come Nandu.

**Nandini :** Ok yaar, talk to your parents today itself and call me back.

**Mohan :** Ok Nandu bye, take care.

**Nandini :** You too take care Mohan, bye!






## SAY ALOUD :

If two witches were watching two  
watches, which witch would  
watch which watch?



## MY PROGRESS

Sl. No.	What I have learnt			
1.	I am able to make new words from the given word.			
2.	I am able to ask 'Yes or No' questions.			
3.	I have answered the riddles.			
4.	I have completed the letter using the clues given.			
5.	I am able to enact the dialogue by taking roles.			



## UNIT - VII

### KEEP FIT

#### 1. Let us Listen and Sing.

I had a loose tooth  
I had a loose tooth  
A wriggly, jiggly loose tooth  
I had a loose tooth  
A-hanging by a thread.

I pulled my loose tooth  
My wriggly, jiggly loose tooth  
Put it beneath my pillow  
And then I went to bed.

The fairy took my loose tooth  
My wriggly, jiggly loose tooth  
And now I have a quarter  
And a hole in my head.



*Repeat the rhyme with actions.*

#### 2. Let us remember

- A cool mouth and warm feet live long.
- After dinner sit a while, after supper walk a mile.
- An apple a day keeps the doctor away.
- Laughter is the best medicine.



### 3. Repeat the dialogue after your teacher.

**Joseph** : Excuse me mam, could you tell me where the hospital is?

**Pragathi** : Which hospital are you asking for?

**Joseph** : I want to consult a doctor. I have fever.

**Pragathi** : Yes, there is a good hospital. But it's far away from here.

**Joseph** : How far is it?

**Pragathi** : I think it's about eight kilometers from here.

**Joseph** : Ummmm! How can I get there?

**Pragathi** : Walk up to the next cross. You will find autorickshaws.

**Joseph** : Thank you very much for your help.

**Pragathi** : You are welcome.



### 4. Have you ever been to a Hospital? YES / NO.

Have you ever consulted a doctor during illness? YES / NO

What comes to your mind when you hear the word 'hospital'? Close your eyes. Think, recall and write down the words in the space given below.

- |           |           |
|-----------|-----------|
| 1. doctor | 6. _____  |
| 2. _____  | 7. _____  |
| 3. _____  | 8. _____  |
| 4. _____  | 9. _____  |
| 5. _____  | 10. _____ |



**5. Match the words with the correct pictures. Say the words aloud.**

cough



headache



temperature



sore throat



cold



backache



**6. Circle the word that does not belong to the group.**

1. Doctor, Teacher, Nurse, Patient.
2. Scissors, Bandage, Plaster, Paste.
3. Tablets, Dettol, First aid box, Soap.
4. Thermometer, Cough Syrup, First aid book, Hammer
5. Winter, Cough, Cold, Hedache.

**7. Listen carefully and repeat after the teacher.**

wake  
sake  
take

hot  
got  
pot

pain  
gain  
main

cold  
gold  
bold



8. Imagine that you are a doctor. Which of the following materials do you wish to keep with you in a first aid box? Write the names of the materials in the space given.



### First Aid Box



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



**9. Preparation of Health card. Sit in pairs and prepare a Health Record Card of your friend.**

Put a ✓ or a X on the Health Record Card.

Patient's Name	Health Record Card		
	This Year	Last Year	Never
cough			
headache			
fever			
backache			
sore throat			
cold			
flu			
measles			
whooping cough			



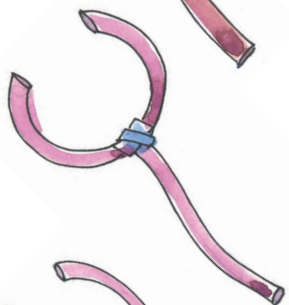
**10. Prepare a stethoscope using the materials given (pipe, funnel, gum tape, balloon). Using this, listen to the heartbeat of your friend.**



Take a “U” shaped pipe.  
Make a hole as shown.



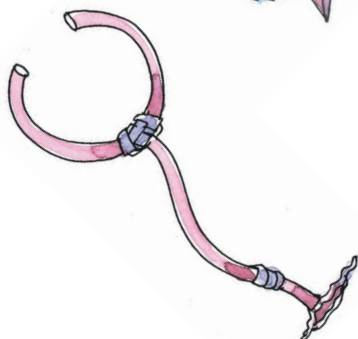
Take another pipe and pierce  
it into the U shaped pipe's  
hole.



Cover the hole with a (plaster)  
gum tape.



Pierce a funnel into the pipe  
as shown and cover the hole  
with a (plaster) gum tape.



**Your stethoscope is ready  
now. Listen to the heart  
beat of your friend.**



## 11. Do's and Don'ts during illness.

Read the statements. Put ✓ mark if it is True for you or put X mark if it is Not True.

SL. No.	Statements	True	Not true
1.	I drink hot water during illness.		
2.	I swallow tablets with cold water.		
3.	I take rest during illness.		
4.	I wear thin clothes when I have fever.		
5.	I wear neat and clean clothes.		
6.	I keep the windows wide open to breathe in fresh air.		
7.	I keep myself warm during illness.		
8.	I wear warm clothes during illness.		
9.	I follow the instructions of the doctor.		
10.	I take bath in cold water when I'm suffering from fever.		

## 12. The letters are jumbled. Rearrange them in the proper order.

1. mdience - \_\_\_\_\_
2. pihotsla - \_\_\_\_\_
3. ruspy - \_\_\_\_\_
4. dloc - \_\_\_\_\_
5. ucgho - \_\_\_\_\_
6. rfvee - \_\_\_\_\_



### 13. Copy the sentences in the lines given below.

*Health is wealth*

*Cleanliness is next to Godliness*

### MY PROGRESS

Read the statements and put a tick mark in the box.

Sl. No.	What I have learnt	😊	😐	☹
1.	I was able to rearrange the jumbled letters.			
2.	I was able to pronounce the words correctly.			
3.	I learnt some new words.			
4.	I learnt how to be neat, clean and tidy.			
5.	I was able to match the pictures with the diseases.			
6.	I learnt how to prepare a stethoscope.			
7.	I was able to copy the sentences in the lines.			
8.	I was able to prepare the 'Health Card' of my friend.			



## UNIT - VIII

### LET'S PLAY

#### 1. Listen to your teacher and repeat after him/her.

Boys and girls come  
out to play,  
The moon does shine  
as bright as day;  
Come with a hoop and  
come with a ball,  
Come with a good will  
or not at all;  
Lose your supper and  
lose your sleep,  
Come to your  
playfellows in the  
street;  
Up the ladder and  
down the wall,  
A half packet biscuit  
will serve us all.



#### 2. Listen and repeat after your teacher:

play  
day  
may

wall  
all  
ball

sleep  
sweep  
keep



**3. How many games do you know? Can you find out the names of some games with the help of your friends? Match them with the pictures.**

nsaeks and  
ddlaers



ohpstchco



sches



dehi dna eeks



morcar



Write your favourite game and a favourite player.

My name is.....



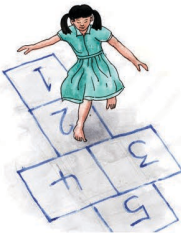


My favourite game is.....

My favourite player is.....

I like to play.....



4. Ask three of your friends what they like playing. Write their names. Then put a tick (✓) or a cross (X) in the box.

Do you like to play.....?	Name	(✓)	(X)
	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>





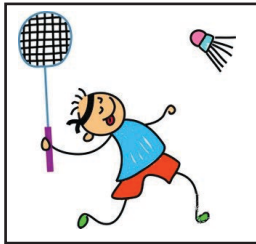
## 7. Match the games with the players.

<b>1.hockey</b>		(a) Rahul Dravid plays <u>cricket</u> .
<b>2.cricket</b>		(b) Maradona plays . .....
<b>3.football</b>		(c) Arjun Halappa plays .....
<b>4. running race</b>		(d) Vishwanathan Anand Plays .....
<b>5.tennis</b>		(e) P.T. Usha is a .....
<b>6.boxing</b>		(f) Sania Mirza plays .....
<b>7.chess</b>		(g) Mary Kom is a..... (boxer/wrestler)

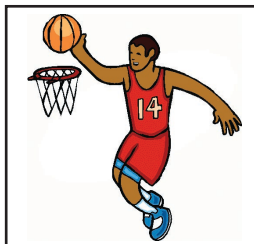


8. Read the words given in the box. Write the name of the sport/game below each picture.

tennis table tennis chess badminton athletics  
hockey football volleyball basketball swimming



1. Badminton    2 .....    3 .....    4.....



5.....    6.....    7.....    8.....



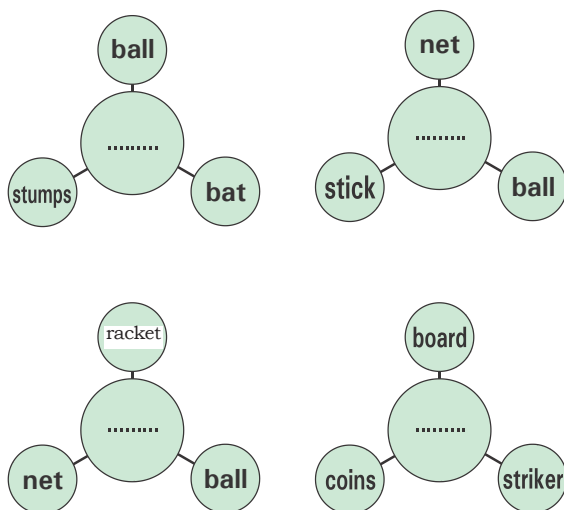
9 .....    10.....



**9. We play many games in the ground (outdoor). Some of us play inside the building (indoor). Say which game is indoor and which one is outdoor. Tick the box. One is done for you.**

Sl. No.	Game/Sport	Indoor	Outdoor
1	Boxing		
2	Badminton		
3	Chess		
4	Cricket		
5	Carrom	✓	
6	Football		
7	Hockey		
8	Tennis		

**10. Write the name of the game in the circle. Use the clues given.**



Cricket

Carrom

Tennis

Hockey



### 11. Read the sentences and write Yes or No.

1. I follow the rules of the game. \_\_\_\_\_
2. I always win. \_\_\_\_\_
3. I hate others if I lose the game. \_\_\_\_\_
4. I enjoy playing games. \_\_\_\_\_
5. I respect the umpire's decision. \_\_\_\_\_

### 12. What will you say when :

1. someone wins a game?
  - a. Congratulations, well done!
  - b. You tried your best. Better luck next time.
2. someone loses a game?
  - a. Congratulations, well done!
  - b. You tried your best. Better luck next time.

### 13. Can you think of any proverbs related to sports and games in English or your mother tongue? Rearrange the proverbs given below. Add a few more.

1. steady / Slow / and / race / the / wins.
2. a / body / mind / in / sound / sound / A.
3. there/ is / a / way / will / there / is / a / where.
4. strength / Unity / is.
5. ....



**14. Fill in the blanks and complete the sentences. One is done for you.**

fly paint watch make listen ride read play

1. e.g. : fly a kite

2. .... pictures.

3. .... T.V.

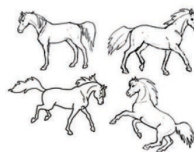
4. .... a sandcastle

5. .... to music.

6. .... horses.

7. .... a book.

8. .... the guitar.



**15. Write five sentences with the words given below :**

**difficult**

**easy**

**great**

**fun**

**boring**

1. Flying a kite is fun.

2. ....

3. ....

4. ....

5. ....



## 16. Game Time: Make a ball in the cup.

You need to have



pencil



paper cup



string



foil



scissors

1



Make a hole in the bottom of the cup.

2



Put some string through the hole.

3



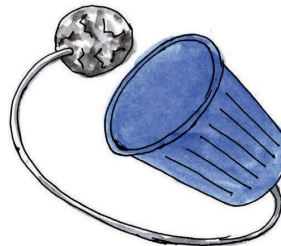
Tie a knot.

4



Make a foil ball at the end of the string

5



Now play ball in the cup game



## MY PROGRESS

Sl. No.	What I have learnt	😊	😐	☹️
1	I can recite the rhyme without mistakes.			
2	I can take roles and read the dialogue aloud.			
3	I can ask questions to friends about games.			
4	I know many words related to sports and games.			
5	I can rearrange the proverbs and sayings.			



## UNIT - IX

# MY SURROUNDINGS

### 1. Let's listen and sing.

Good Morning Mr. Sun  
How are you today?  
Will you shine bright and  
strong?  
Will the rain spoil our play?  
Your sunbeams through my  
window  
Gently wake me up.  
As I get ready for school  
And drink milk from a cup.  
I love you Mr. Sun  
for you brighten up the day  
Making everything so  
colourful  
And make the trees to sway.



\*sway - move

Please sing the rhyme aloud with actions.

### 2. Listen carefully and repeat after the teacher.

sun  
bun  
run  
fun

lay  
play  
sway  
pay

long  
song  
wrong  
strong



### 3. Let's Remember

In the morning we say 'Good Morning.'  
At noon we say 'Good Afternoon'.  
In the evening we say 'Good Evening'.  
Before going to bed we say 'Good Night.'

### Let's Speak

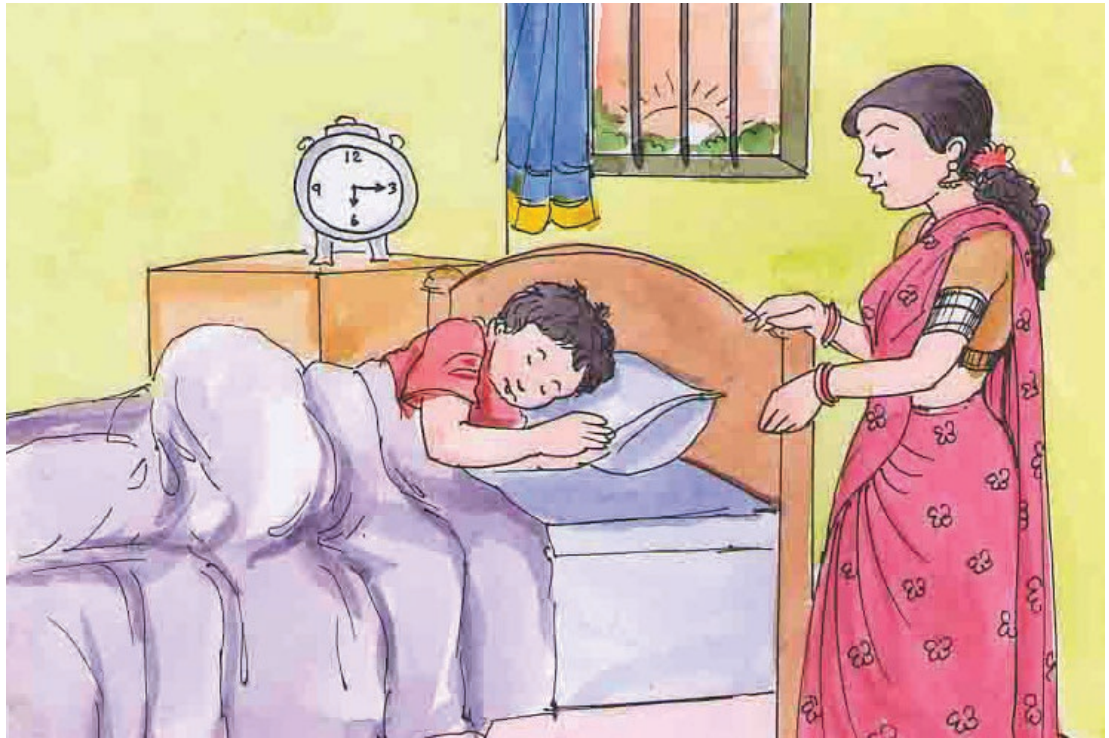
#### 4. Read the dialogue given below.

Mother : Good Morning Preetam. Please get up.

Son : It's dark outside. Let me sleep mummy.

Mother : You are getting late for school. Please get up from the bed, get ready.

Son : It's dark outside. Let me sleep mummy.



Mother : Yes, I know. It's cloudy. So it's dark outside.  
But look at the clock. It's already 6-15.

Son : Oh, then I'll get up mom. I'll brush my teeth,  
have a bath and get ready to go to school.



**5. Say what will happen if....**

- a. all the buses are stopped for a day
- b. it rains heavily
- c. all the hospitals are closed
- d. there is no rain
- e. there are no holidays

**Clues**

Patients will suffer.  
We can't go anywhere.  
I can't play.  
I can't travel to faraway places.  
Farmers will be in trouble.



## 6. Match the pictures and say the pairs of words aloud.

i. bird



children



ii. child



trees



iii. tree



birds



iv. squirrel



flowers



v. flower



squirrels



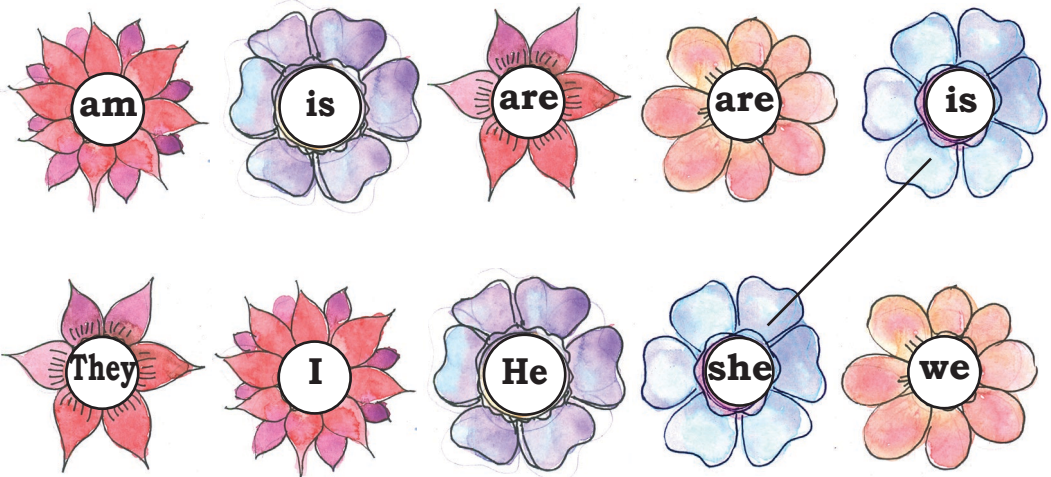
## 7. Listening

Listen to your teacher and write down the words.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |



8. Join the flowers of the same type to find out the correct pairs. Write the words in the space provided.



- a. She is                      b. \_\_\_\_\_                      c. \_\_\_\_\_  
d. \_\_\_\_\_                      e. \_\_\_\_\_

**Use these words in your own sentences.**

She is a girl.

---

---

---

---

---

---



**9. Using the words in the table below, frame as many meaningful sentences as you can. One is done for you.**

Birds		dancing
The sun	is	playing
Boys	are	shining
Girls	am	eating
I		sleeping
We		running
He		writing
She		singing

1. Birds are singing.

2.

3.

4.

5.

6.

7.

8.

9.

10.



## 10. Complete the words.

1. s\_\_ui\_\_r\_\_l

2. ho\_\_ey b\_\_e

3. e\_\_r\_\_h

4. ch\_\_l\_\_re\_\_

## 11. Copy the sentences.

*Health is wealth*

*Cleanliness is next to Godliness*

## 12. Proverb: What does this proverb mean?

The best time to plant a tree is twenty years ago;  
the second best time is now.

## 13. Rearrange the letters to get the names of trees.

Write the names in your mother tongue.

ncuocot

lepaep

ahsko

yanbna

nogam

enem

ampl

abanan



## Listening :

### Note to the teacher.

Dictate the following words.

food                  blue                  tree

children              home                  bird

mother                wind

earth                  flower

### MY PROGRESS

Read the statements and put a tick mark ✓ in the appropriate box.

SL. No.	What I have learnt	😊	😐	☹
1.	I learnt some new words.			
2.	I was able to construct simple sentences.			
3.	I know singular and plural forms.			
4.	I was able to express my ideas in English.			
5.	I was able to arrange the letters in a proper order.			
6.	I enjoyed reading the rhyme.			
7.	I was able to read and understand the dialogue.			



## UNIT - X

# HAVE FUN

### 1. Let's sing

Dance, little Baby, dance up high,  
Never mind, Baby, Mother is by;  
Crow and caper, Caper and crow,  
There, little Baby; there you go;



Up to the  
ceiling,  
down to the ground,

Backwards and forwards, round  
and round;

Dance, little Baby, and Mother  
will sing,

With the merry coral, ding, ding,  
ding!

**Please recite the rhyme aloud with actions.**

### 2. Let us Remember

- \* A day without sunshine is like a night.
- \* Laughter is the best medicine.



### 3. Take different roles and read the dialogue aloud.

**Kajal** : Hi, Vidya. How are you?

**Vidya** : Hello Kajal. I'm fine thank you. How about you?

**Kajal** : I am also fine. Thank you. Where were you yesterday?

**Vidya** : I went to the circus with my family.



**Kajal** : Oh, is it? What is the name of the circus company?

**Vidya** : Rambo Circus. It is nice.

**Kajal** : Did you enjoy the show?

**Vidya** : Yes, I did. I enjoyed a lot.



#### 4. Match the words with the pictures.

1. an amusement park \_\_\_\_\_
2. a dance performance \_\_\_\_\_
3. a play \_\_\_\_\_
4. a cricket game \_\_\_\_\_
5. a football game \_\_\_\_\_
6. a concert \_\_\_\_\_
7. a movie \_\_\_\_\_
8. a circus \_\_\_\_\_
9. a magic show \_\_\_\_\_

**B. What types of entertainment do you like? Rank them from 1 to 9. (1 = like the most, 9 = don't like at all.)**



(A)



(B)



(C)



(D)



(E)



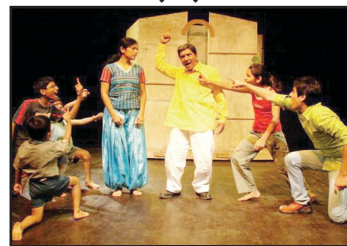
(F)



(G)



(H)



(I)



**5. a. Match the following forms of folk dance.**



Kolata



Gombe Kunitha



Kamsale



Suggi Kunitha



Veeragaase

**b. Know more about these:**

**Veeragaase** : This dance is performed during festivals in the months of Shravana and Karthika.

**Suggi Kunitha** : Popular form of folk dance performed after harvesting of the crops.

**Kolata** : Dance performance (to folk songs) by both men and women with coloured sticks in their hands.

**Gombe Kunitha** : It is the dance performed on stage using dolls.

**Kamsale** : It is a unique folk dance performed by the devotees of God Mahadeshwara. Kamsale is a musical instrument made of brass. Its origin is traced to the Mythological period.



**c. Now write.**

Which of the above folk dances do you like?

- a. \_\_\_\_\_ c. \_\_\_\_\_  
b. \_\_\_\_\_ d. \_\_\_\_\_

**6. Speaking : Likes and dislikes.**

**A. Look at the boxes. Circle what you like. The first one is done for you.**

<b>My likes</b>		<b>My Choice</b>					
1. a. I like to	watch	on TV	at home	in	with		
b. I don't like to	movies			theatre	friends		
2. a. I like to	watch	bharatanatyam	drama	yakshagana	dance		
b. I don't like to							
3. a. I like to	play	in the	with	with	with		
b. I don't like to		park	friends	my	my	alone	
			brother	sister			
4. a. I like to	play	cricket	football	kabaddi	khokho		
b. I don't like to							
5. a. I like to	visit	a park	a	a	an	an	
b. I don't like to			zoo	garden	exhibition	amusement	
						park	
6. a. I like to	watch	a	an	a	an	a	
b. I don't like to		horror	action	comedy	animated	3-D	
		movie	movie	movie	movie	movie	

**B.**

- e.g. (A) I like to watch movies on T.V.  
(B) I like to watch movies at home.

- (A) I don't like to watch movies at home.  
(B) I don't like to watch movies with friends.



**7. Work in pairs. Ask the following questions to your partner. Let him/her answer “Yes, I can” or “No, I can’t”.**

- 1) Can you ride a bicycle?
- 2) Can you play kabaddi?
- 3) Can you swim?
- 4) Can you dance?
- 5) Can you sing a song?

What else can you do? Write a few sentences on what you ‘can’ do and what you ‘cannot do’.

**8. Fun with learning :** Make a paper hat.

**You need to have**

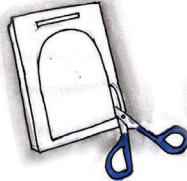


**Paper bag Pencil scissor Stapler Coloured pens**

1



2



3



**Draw a hat on the Paper bag Cut out the two pieces Your teacher staples the hat**

4



**Colour the hat**

5



**Now you have paper hat**

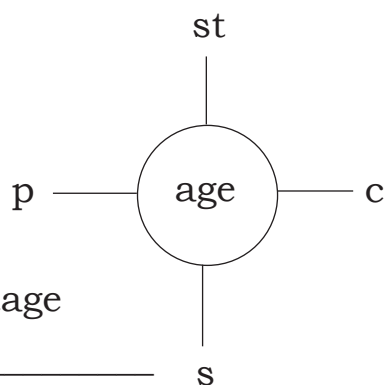


**9. Make ten words using some of the letters given in the box.**

c, e, t, a, k, v, r, o, i, h, m, n, g

e.g. : kite.

**10. Sit in pairs and make new words. Read them aloud. One is done for you.**

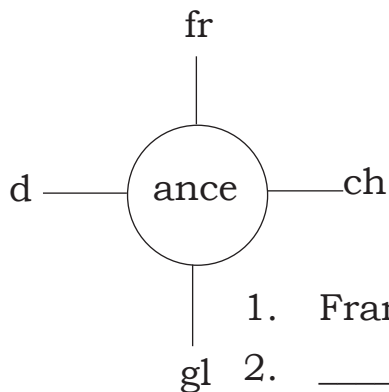


1. stage

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

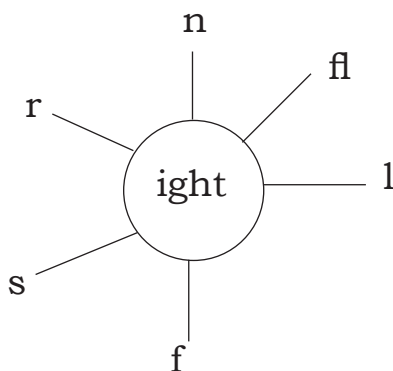


1. France

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



1. flight

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_



**11. Listen carefully and repeat after the teacher.**

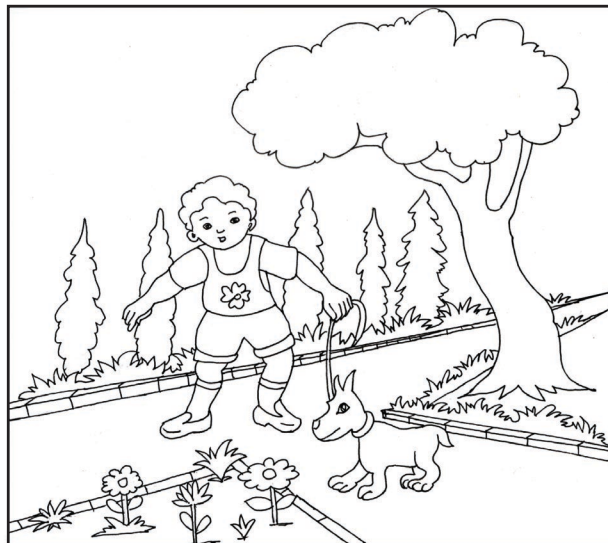
lead	group	style	light
plead	soup	smile	bright
read	troop	while	height

**12. Copy the sentences in the lines given below :**

*A day without sunshine is like a night*

*Laughter is the best medicine*

**13. Colour the picture using crayons or colour pencils.**



## 14. Project Work

### Preparation of a Scrap book

Collect pictures of different folk dance forms of our State and dance forms of other States of India. Paste them in a note book.

### 15. Proverb : Say the meaning of the proverb.

Hard work pays off in future; laziness pays off now.

### MY PROGRESS

Read the statements and put a tick mark ✓ in the appropriate box.

Sl. No.	What I have learnt	😊	😐	☹
1.	I was able to read and enact the dialogue.			
2.	I was able to match the pictures with the words.			
3.	I know the different folk dance forms of Karnataka.			
4.	I am able to express my likes and dislikes.			
5.	I am able to respond to simple questions.			
6.	I am able to construct simple words.			





# Stories for listening



## The Apple Tree

There was once an old apple tree in a farmer's garden. It could not bear fruit anymore. But a large number of sparrows, grasshoppers, squirrels and other small birds and insects lived in the tree.



One day, the farmer decided to cut down the tree. "It has become useless," he said to himself. "But its wood is still strong. I can make some tables and chairs with the wood." He took a sharp axe in his hands and struck at the roots of the tree. At once, the birds and animals in the tree cried aloud. The grasshoppers, the sparrows and the squirrels came out of their holes and nests.





“Please, sir,” they begged the farmer. “Save this tree. It’s our only home!”

But the farmer only struck harder at the roots. “We’ll sing to you as you work,” said the sparrows. “That’ll make you happy,” said the squirrels. But the farmer did not listen to them.

He went on striking at the tree – harder and harder. He was in a hurry and wanted to finish off the chopping by the afternoon. As the farmer raised his axe one more time, he saw something in the hollow of the tree. It was a beehive. He looked closer. It was full of honey. He tasted the honey. “Ummmm! It tastes so sweet,” he said.





“So,” said the farmer, “the tree is not useless after all. If I take some honey now, the bees will make more. They won’t go away from their good home.”

“Listen!” he cried to the birds and insects. “I shall not cut down this tree. It’s your home. You can live in peace now.” And he threw away his axe.

“The farmer isn’t a kind man,” said the sparrows, the grasshoppers and the squirrels. “He wants the tree because there is honey in the beehive.”





But they cried out in joy. Their homes were safe.

**New words :** axe, chopping, hollow, beehive, nest, grasshopper



**1. Match the words with the pictures. Draw lines.**

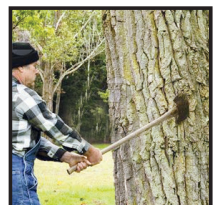
**axe**

**chopping**

**hollow**

**beehive**

**nest**



## 2. Answer the following questions:

1. Who lived in the old apple tree? Tick ✓ the correct answers.

Squirrels ☐ insects ☐ monkeys ☐ sparrows ☐  
snakes ☐ grasshoppers ☐

2. Why did the farmer decide to cut down the tree?  
Choose the right word and write below.

The farmer said to himself, "The tree has become  
.....(useful / useless)

3. Where was the beehive?

The beehive was .....of  
the tree. (on the branch / in the hollow)

4. Do you think the farmer was a kind man? .....  
(Yes, he was / No, he was not).



### 3. Match the speakers with their words.

Farmer  
says

Sparrows,  
Squirrels and  
grasshoppers  
say

"Please, sir, save this tree. It's our only home!"

"We'll sing to you as you work,  
that'll make you happy".

"Ummmm! It tastes so sweet."

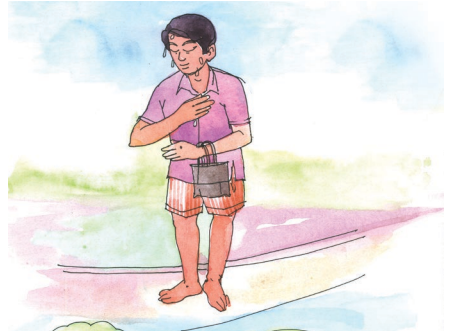
"I shall not cut down this tree.  
It's your home, you can live in peace now".

"The farmer isn't a kind man".



# Manu and the Money

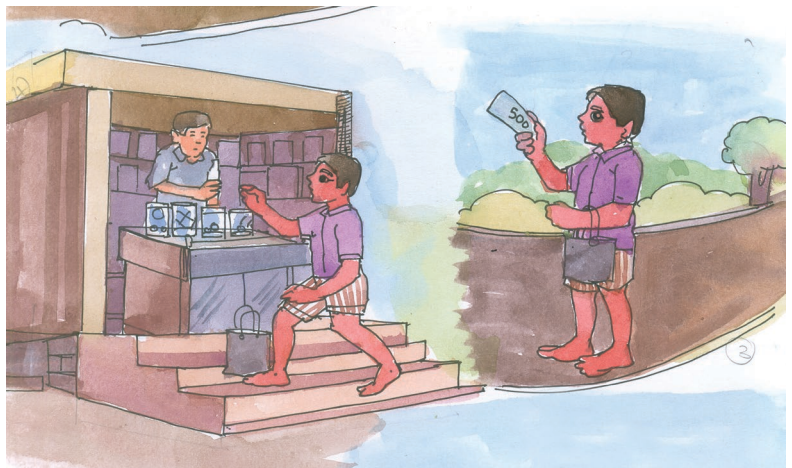
One day Manu was going to his grandma's house. On the way he found a 500 rupee note. He picked it up and looked here and there, to know whose money it was. He didn't find anyone around.



So, he kept the money with him and went on. After sometime he felt thirsty. He didn't have water. He saw a grocer's shop nearby. He went to the shop and asked for

water. The shopkeeper said, "I don't have water right now. But I have juice bottles. If you want, you can buy juice".

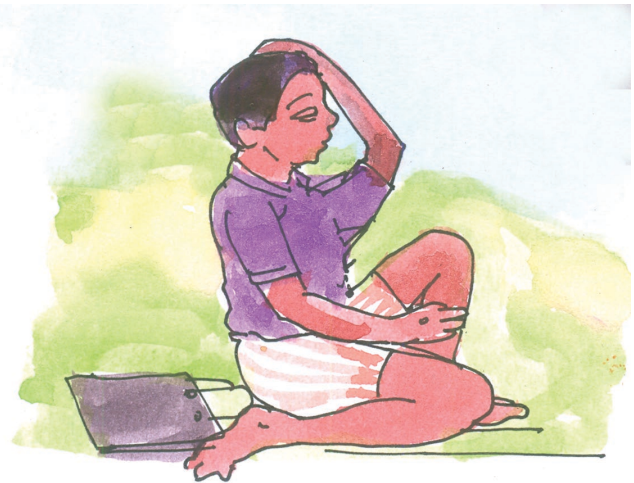
Manu took a juice bottle and paid for it. He drank the juice and started walking again. A little later, he found a woman on the road who was searching for

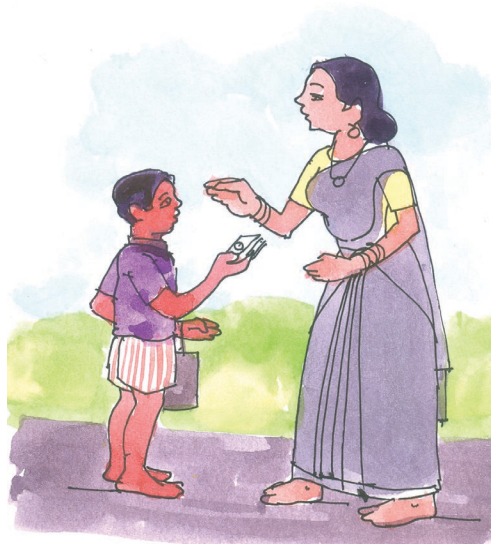




something. He stopped there and asked the woman, “What are you searching for, aunty?” The woman replied, “I have lost my 500 rupee note. I need the money urgently. I must take medicine for my son who is in hospital”.

The boy then realized and said, “Oh! Aunty, please stop searching. I have your money. I found it a little behind on the path. I didn’t see anyone around. So I kept the money with me. Now take this and buy medicine”.





Manu continued, "But, aunty, I am so sorry. I bought a juice bottle worth rupees 20/- from your money as. I was very thirsty. Here's rupees 480/-. I am really sorry. I will return your twenty rupees after I go home aunty...! Please give me your address." The woman was happy at the boy's honesty.

She blessed him and rushed to the hospital.

**\* Answer the following in a word or a phrase each.**

1. Where was Manu going?

Ans: Manu was going to \_\_\_\_\_

2. Who did Manu ask for water?

Ans: Manu asked the \_\_\_\_\_

3. What was the woman searching?

Ans: The woman was searching for \_\_\_\_\_

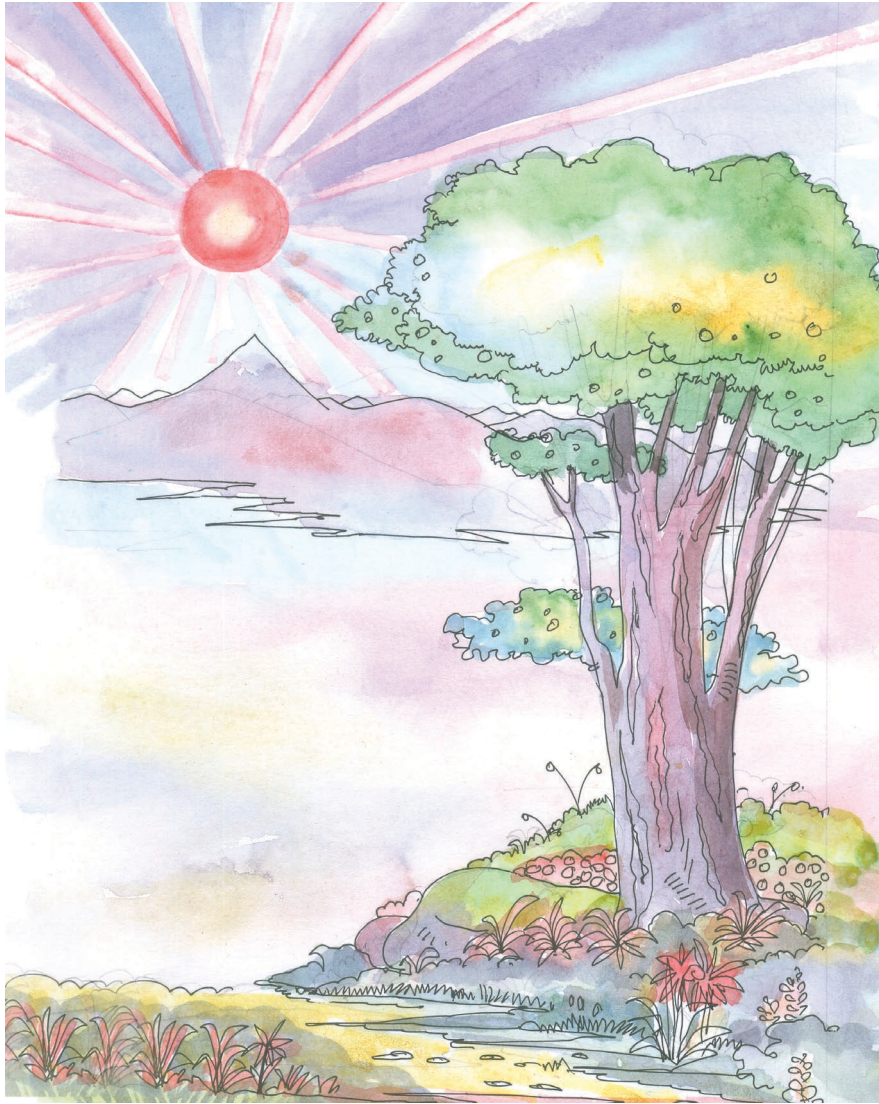
4. Did Manu give the money to the woman?

Ans: \_\_\_\_\_



# The Sun on a Holiday

One fine Sunday, Mr. Sun thought he would take a holiday. He suddenly disappeared from the sky. Darkness covered the earth.



**Sparrow** : Why is it so dark? Where is the Sun? He is nowhere.

**Squirrel** : Something is wrong with the Sun. May be he is ill.

(Both rushed to their homes)



**Plant** : Where's the sun? I can't grow without his rays. I too should take a holiday.



**Crow** : (Looking out of its nest, whispered to its chicks)

Darlings, its dark outside. The Sun cannot be seen. I can't find grain for you. You will have to go hungry today.



**Honey-bee** : Without sunlight. I will not be able to find any flowers! I will also rest today.



**Drop of Water** : What? The Sun is not shining?. Without the Sun I cannot be turned into vapour. I cannot climb up into the sky. I shall miss my trip to the sky!

**Men and Women**: The Sun cannot take a holiday! What is going to happen now?

The Snow was very happy. It moved as it liked. It got colder and colder. The water in ponds, lakes and rivers froze.

Mr. Sun saw what everybody was doing while he was resting. He was shocked.

**Mr. Sun** : I am really sorry. I did not mean to harm anyone. I will give up my holiday and shine again.

The Snow and the cold got scared and went away. The honeybee started buzzing. The drop of water started dancing. The wind began to move and sing. The crow left its nest to find food. Squirrels and sparrows began to jump and play.



Men, women and children came out of their homes. They welcomed the Sun. The Sun was very happy. From that day on, the Sun shines forever.

**1. Answer the following questions in a word, a phrase or a sentence each.**

1. Who disappeared from the sky suddenly?
2. "Something is wrong with the Sun. May be he is ill". Who said this?
3. Why was the Sun shocked?
4. What did the Sun decide to do in the end?

**2. Fill in the blanks with the words given below.**

left, sunlight, scared, holiday.

1. Mr. Sun thought he would take a \_\_\_\_\_
2. Without \_\_\_\_\_ I will not be able to find any flowers.
3. The snow and the cold got \_\_\_\_\_ and went away.
4. The bird \_\_\_\_\_ its nest to find food for its chicks.

