

My World in English

Class – III

TEXTBOOK DEVELOPMENT AND PUBLISHING COMMITTEE

Chief Production Officer:

Prof. M.V. Rajya Lakshmi

Director, SCERT, Andhra Pradesh

Chief Production Organizer:

Sri. Ch. Pullaiah

Director, Govt. Textbook Press, Andhra Pradesh



Published by

THE GOVERNMENT OF ANDHRA PRADESH

***ALL FOR ONE
AND ONE FOR ALL***

***LESS POLLUTION
IS THE BEST SOLUTION***

© Government of Andhra Pradesh, Amaravati

New Edition
First Published 2016
New Impression 2017

All rights reserved

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means without the prior permission in writing of the publisher, nor be otherwise circulated in any form of binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

The copy right holder of this book is the Director of School Education, Amaravati, Andhra Pradesh.

This Book has been printed on 70 G.S.M. SS Maplitho
Title Page 200 G.S.M. White Art Card

Free Distribution by A. P. Government

Printed in India

at the Andhra Pradesh Govt. Text Book Press,
Andhra Pradesh.

PREFACE

English has become a preferred language of Education among students hailing from urban as well as rural areas. Therefore, the government of Andhra Pradesh introduced learning of English as a second language from class I onwards with effect from the academic year 2011-12. Since then, the State Council of Educational Research and Training (SCERT) has been putting in its best efforts to produce and publish the most appropriate textbooks to meet the requirements of the students and to reflect the pedagogical standards as maintained by the National Curriculum Framework 2005 (NCF 2005).

The SCERT had a good deal of discussions on the FEEDBACK, which it obtained from their teachers, students and parents in general on the existing English language textbooks. These discussions impelled the SCERT to review and redesign the English texts for classes I to V. The redesigning has continued the useful features of the existing books and brought in a few innovative ideas to make the books more useful. In the process of learning, the SCERT firmly believes that any textbook prescribed should not only ensure facilitation of learning but also enhance the acquisition of knowledge. Keeping in view the pedagogical interests of the teachers and the taught, the SCERT, while preparing the texts, has kept the following points in mind:

- Students are exposed to the known vocabulary initially, and then to the unknown
- Missing links at LKG and UKG are included for the students in classes I and II
- Flash cards are used for classes I and II, which is given under 'say aloud' in class I and in the 'appendix' in class II.
- Guidelines are provided to the teachers after every lesson showing clearly as to how each lesson can be taught to effect learning. This is based on the maxim *successful teaching is successful learning*.
- All the teachers at primary level should adopt a *bilingual instructional method* to facilitate the process of learning. Use of regional language should consistently be decreased from 80% to 10% in primary schools, class I to V
- Reading cards are included in the texts in classes III to V and the students should be encouraged to go beyond what is prescribed in the book
- Vocabulary has been graded according to their use and also their relatability to the experience of the students
- Pictures/ images are made expressive and relatable in all the texts
- The SCERT will be using online services to meet the academic needs of the students at large, especially for CDs
- The aim is to make the students, at the end of five years learning period, competent to read, write, speak, comprehend speech, elocute and communicate well

I hope these English textbooks will help teachers and students to reach their targets.

I thank all the teachers and staff members of the SCERT and others who contributed directly or indirectly to the successful production of these textbooks.

The SCERT welcomes any suggestion for the further improvement of these textbooks.

Date: 22-2-2016

Hyderabad

Prof. M.V. Rajya Lakshmi

Director, SCERT
Andhra Pradesh

TEXTBOOK DEVELOPMENT COMMITTEE

MEMBERS

- H.S.V.K. Ranga Rao**, Madaraju Guduru, Nellore District.
J.V.L. Narasimha Rao, ZPHS Gadilanka , Mummidivaram (M), East Godavari District.
N.Peraiah, SA, ZPHS, Ponnalur, Prakasam District.
G. Sreenivasa Rao, SA, Kankipadu, Krishna District.
G. Rajinikanthakumari, Chief tutor, DCE. Guntur District.
CH.N. Dora, SGT, MPPS, Ankampeta, Payakaraopeta (M), Visakhapatnam District.

EDITORS

- Dr. V.V.N. Rajendra Prasad**, Rtd., Professor, SK University, Ananthapuramu District.
Dr. B. Parvathi, Rtd., Professor, Andhra University, Visakhapatnam

MANAGING EDITOR

- Dr. S.D. Subba Reddy**, Rtd. Principal, Govt. College, Hyderabad.

CHIEF EDITOR

- Dr. Vennelakanti Prakasam**, Rtd. Professor, EFL University, Hyderabad

LAYOUT & ILLUSTRATIONS

Star Media Services, Hyderabad.

OUR NATIONAL ANTHEM

- *Rabindranath Tagore*

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarata-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.
Tava shubha name jage,
Tava shubha aasisha mage,
Gahe tava jaya gatha,
Jana-gana-mangala dayaka, jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya, jaya, jaya, jaya he!

PLEDGE

- *Pydemmaree Venkata Subba Rao*

“India is my country. All Indians are my brothers and sisters.
I love my country, and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect,
and treat everyone with courtesy. I shall be kind to animals

To my country and my people, I pledge my devotion.

In their well being and prosperity alone lies my happiness.”

Jai Hind.

Note to the teacher:

- I) Before coming to school, the children know their family and environment, and talk to each other in their own language. When they come to school, they realise that the same world can be viewed and talked about in a new language. Hence the title ***My World in English***.
- II) Mother tongue can be used very judiciously and methodically to teach a new language; *successful teaching is successful learning*. Textbooks are an excellent source for the teachers to teach and for the learners to learn.
- III) The new books are developed according to the principles enunciated in National Curriculum Framework (NCF) 2005, A.P state curriculum Framework (AP SCF) 2011 and they are in consonance with Right to Education (RTE) 2009.
- IV) These books are guided by two basic principles:
 - i. Grading of content and expression and
 - ii. Relatability to the experience of the children of Andhra Pradesh.

While introducing points of grammar, care has been taken for the minimal use of technical terms, and examples precede the concept for quick comprehension.

Class III

From class III onwards the textbooks take a multilane turn. In each lesson, there are three parts interrelated and focusing on the theme. Here the third part is actually an additional material called reading card. There is an add on to the tripartite set called listening input. The lessons are followed by glossary, comprehension questions, vocabulary, grammar and project work. This is followed by self-assessment and a note to the teacher. It has been well emphasized that regional language can be used as a resource which progressively gets less used.

The pictures in these lessons are extremely valuable because they are very expressive and also reflective of learning items. Very importantly, almost all the lessons have some social, ethical and practical angle in their content and presentation.

CLASS – III



CONTENTS



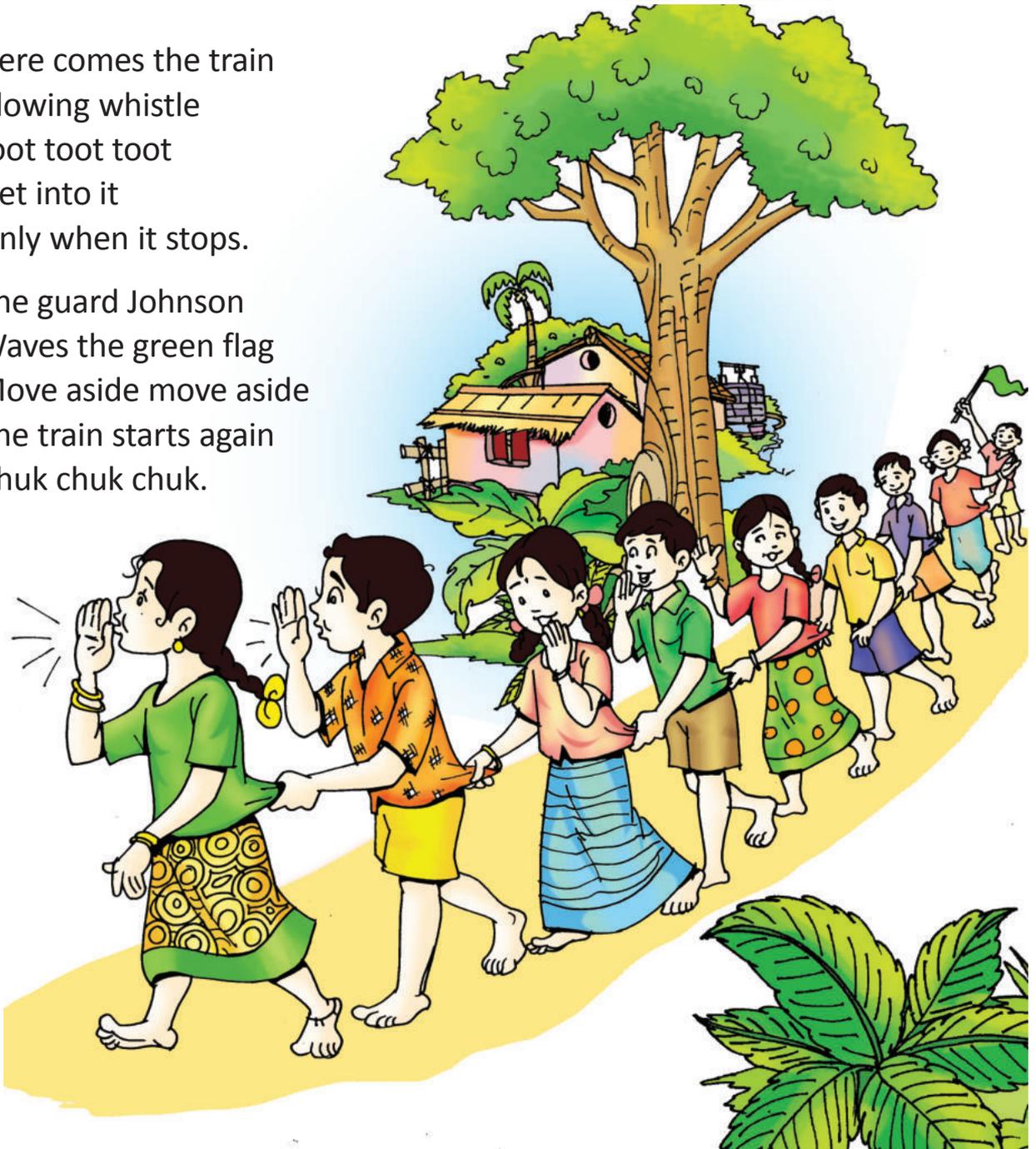
UNIT I	Kids Train Rail Raja Be careful	June – July 2 - 17
UNIT II	Good Morning Mrs. Hen Elephant and Friends The Farm Story	August 18 - 36
UNIT III	Going on a Holiday Grandmother's Gift Nine or Ten?	September 37 - 55
UNIT IV	The Fox The Cunning Fox The Three Friends	Oct - Nov 56 - 67
UNIT V	My Friend Think Before You Speak A Good Lesson	Nov - Dec 68 - 80
UNIT VI	The Ducklings School The Naughty Turtle Ramesh and the Wolf	Dec - Jan 81 - 98
UNIT VII	Holding Hands The Rabbit and the Mouse The Rude Peacock	January 99 - 116
UNIT VIII	I am a Beautiful Girl Real Beauty The Queen of Flowers	February 117 - 128

Part – A

Let's sing / recite:

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

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





Glossary:

blowing	:	make sound by pushing air through something.
whistle	:	the sound made as a signal
toot toot toot	:	the loud high sound a vehicle makes
guard	:	official in charge of a train
wave	:	hold up and move
flag	:	a coloured cloth used to give the signal
chuk chuk chuk	:	the sound of a train

Answer the following questions:

- 
1. What is the sound made by the train when it comes?
 2. How does the train come into the station?
 3. When do passengers get into the train?
 4. Why does the guard Johnson wave the green flag?
 5. What sound does the train make when it starts again?



Part – B

Picture for interaction:



Answer the following questions:

1. What do you see in the picture?
2. Who are the people there?
3. Where are the people standing?
4. What are the people doing?

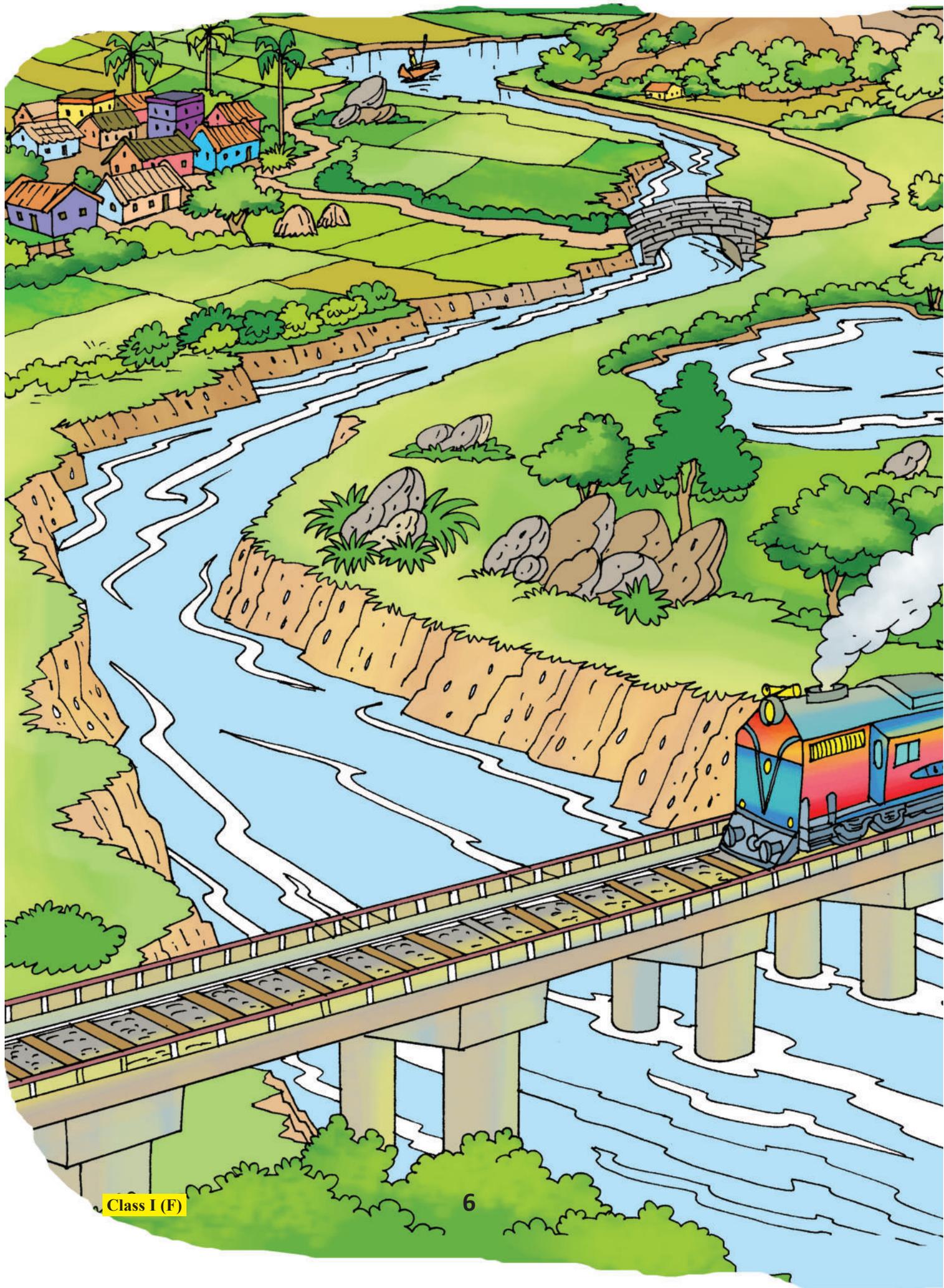
Rail raja

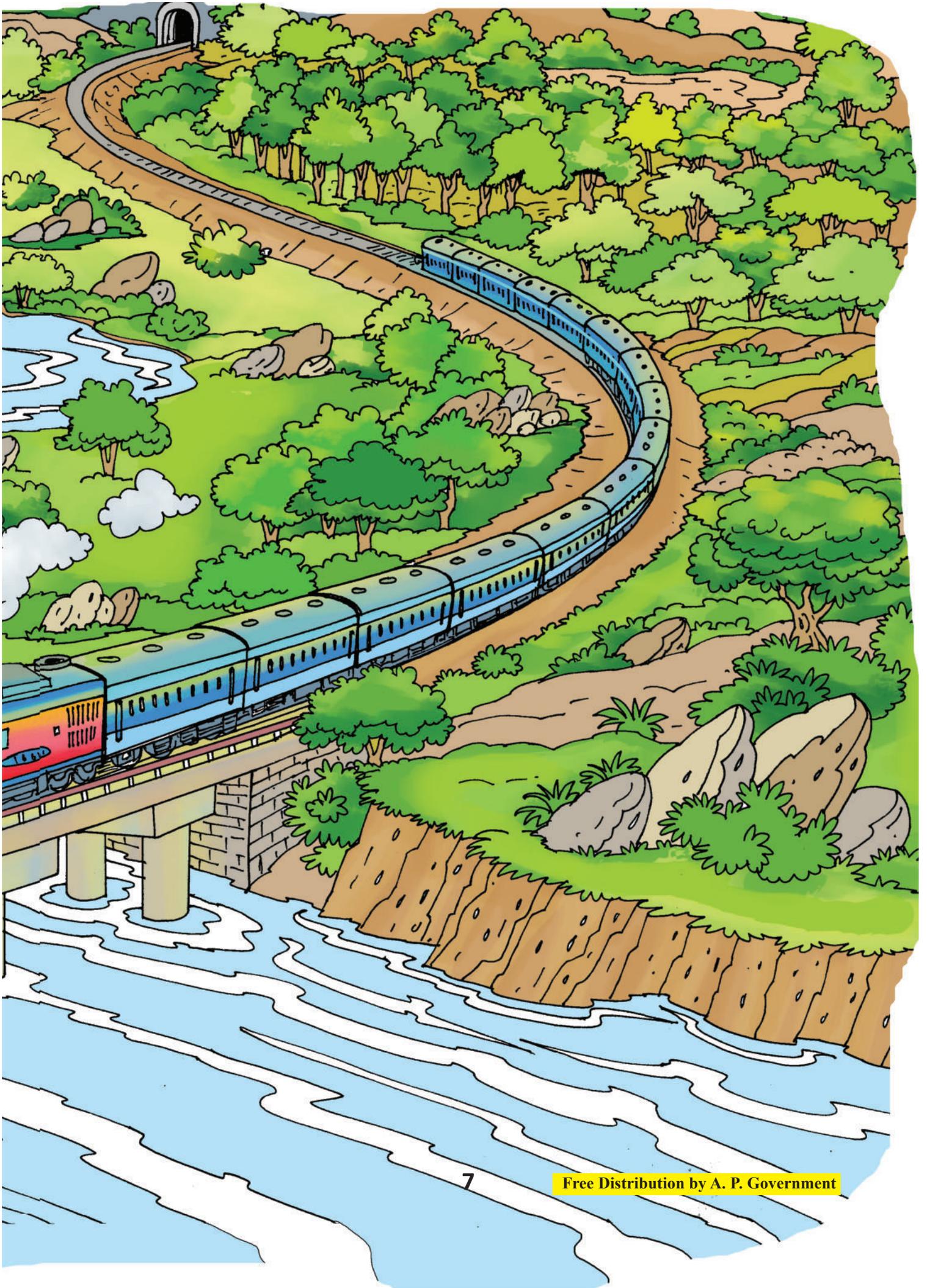
Hello, Children! Do you know my name? Have you ever seen me? I am a train. My name is Rail Raja. I am your friend.



I have many wheels. I run on rails. I have an engine on my face. I have bogies as my body. My tail is the guard's room. I am very long. I make the sound Coo... Coo ... Chuk... Chuk... I go to various places.

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





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

Look! The guard is waving the green flag now.
I am ready to leave. Hurry up! Get in. I will take you wherever you want to go.

Glossary:

wheels	:	round objects under the vehicles for moving
rails	:	pair of metal bars forming a railway track
bogies	:	railway carriage, coach, compartment
various	:	different and more than few
tunnels	:	passages built underground
pass	:	move over
desert	:	large region that gets very little rain
valleys	:	low land between hills or mountains
ponds	:	small areas of water
lakes	:	a large area of water that is surrounded by land
the rich	:	the people having a lot of money
the poor	:	the people having very little money
the young	:	young people
the old	:	aged people
the healthy	:	the people in good health
the unhealthy	:	the people who are not healthy
waving	:	moving sideways or up and down.
leave	:	going away from
hurry up!	:	be quick



Comprehension questions:

(A) Answer the following questions.

1. Who is the speaker?
2. What do the bogies of a train look like?
3. What is the sound made by Rail Raja?
4. What places does Rail Raja pass through?
5. Who can use Rail Raja?
6. Have you ever travelled by train? If yes, which places did you visit?
7. How does a train help us?

Vocabulary:

(A) Read the following sentence and notice the underlined words.

Everyone can use me - the rich and the poor, the young and the old, the healthy and the unhealthy.

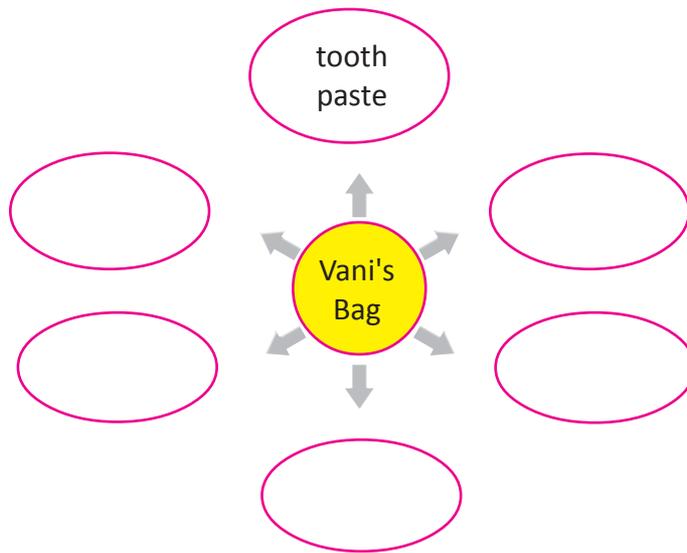
The word 'unhealthy' is opposite in meaning to the word 'healthy'. As you can see we add 'un' before 'healthy' to get the opposite of 'healthy'.

Now, read the following:

Asha was able to read English well. She was reading a story. The story was very interesting. It was about a wise man. She felt happy when she read the story.

Word	Opposite

- (B) Vani is going to her grandfather's village. Tell her what things she should carry with her. Write the names of the things in the balloons given below. You can add more balloons if you want.



Grammar:

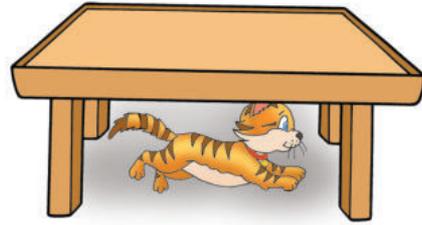
- (A) The train starts from the station, runs **through** forests and tunnels. It moves **over** rivers. It passes **under** bridges. It goes **through** deserts, fields and valleys. It goes **along** mountains, ponds and lakes. It reaches the station.

In the above passage, the words **through**, **over**, **under** and **along** are used to show the movement of the train. Look, how these words are used in the following situations.

1. The boy is passing **through** the door.



2. The cat is **under** the table.



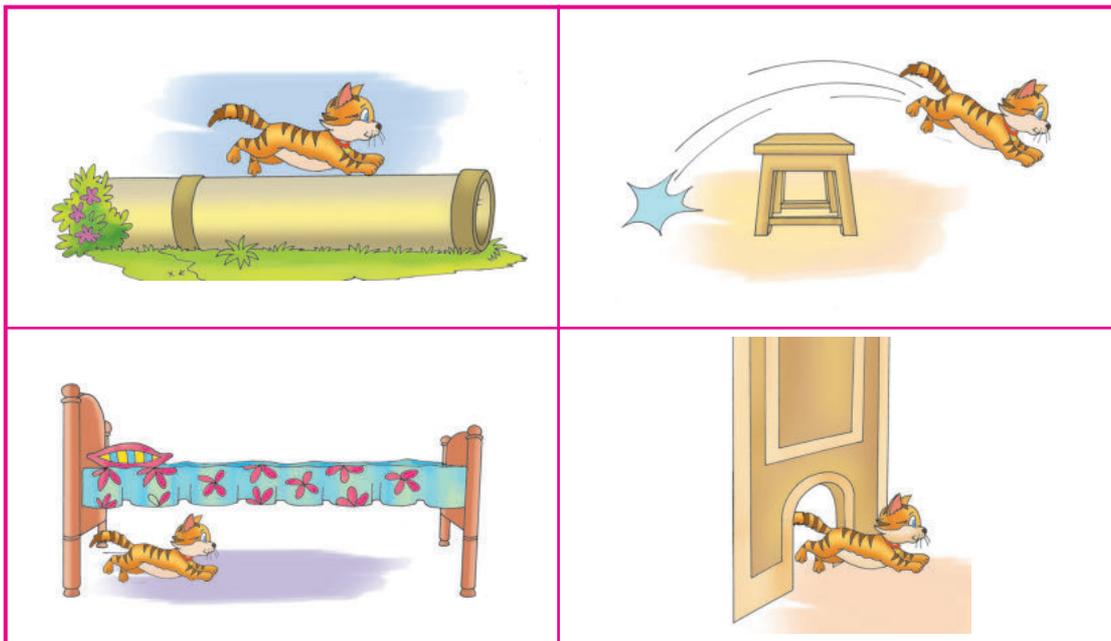
3. He is riding his bicycle **along** the road.



4. The aeroplane is flying **over** the clouds.

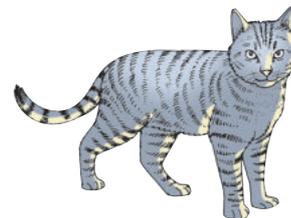


(B) Look at the pictures and fill in the blanks with 'under, over, along, through.'





1. The cat ran _____ the pipe.
2. It jumped _____ stool.
3. It ran _____ the cot.
4. It ran _____ the door hole.



Writing:

Rail Raja describes himself as follows.

I am a train. I have an engine. I have many wheels. I have many bogies. I am long. I carry people and their goods to their places.

Imagine you are another vehicle. Write about yourself.

I am.

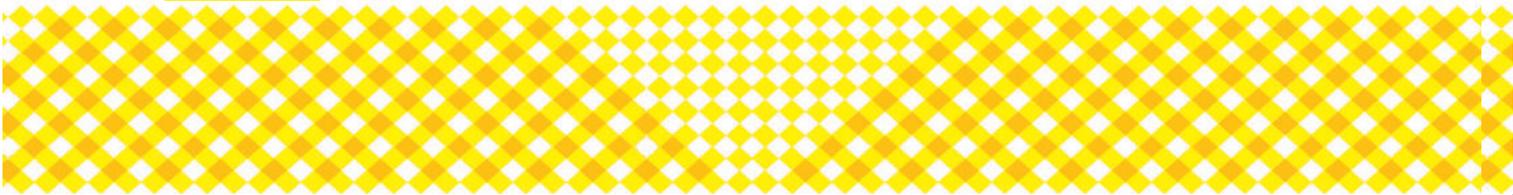
.....

.....

.....

Project work:

We use a train to go from one place to other. There are other vehicles that take us to different places. Collect the pictures of those vehicles and paste them in the boxes and write their names.



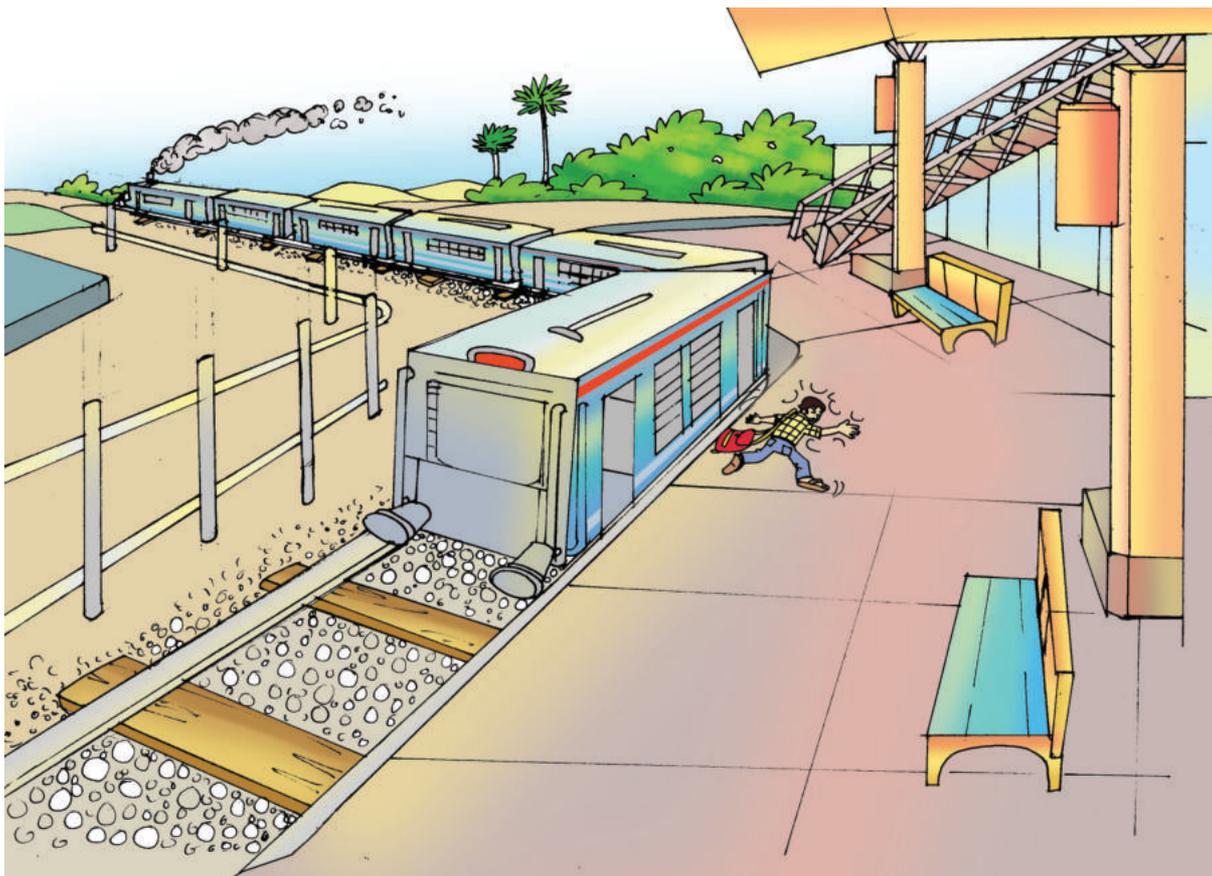
Part – C

Reading card:

Be careful!

Mohan was a tailor. He had a wife and two small children. He lived in a village. He had his tailoring shop in a town. He went daily to the town by train.

One day Mohan was late to the station. The train was about to leave the platform by the time he reached the station. He ran fast on the platform and tried to get into the running train. It became difficult to board the running train. He missed it and fell on the platform.



Unfortunately, he injured his leg. He was taken to a hospital by the Railway Police. His wife was informed of the injuries of Mohan. Mohan's wife rushed with her children to the hospital where Mohan was under treatment. She was shocked to see Mohan with a bandage around his leg. The doctors told her that he would be alright in two weeks. Everybody advised Mohan to be careful while boarding a train.



Glossary:

board	:	get onto
unfortunately	:	unluckily
injured	:	hurt / wounded
rushed	:	went in hurry
treatment	:	medical care



Answer the following questions.

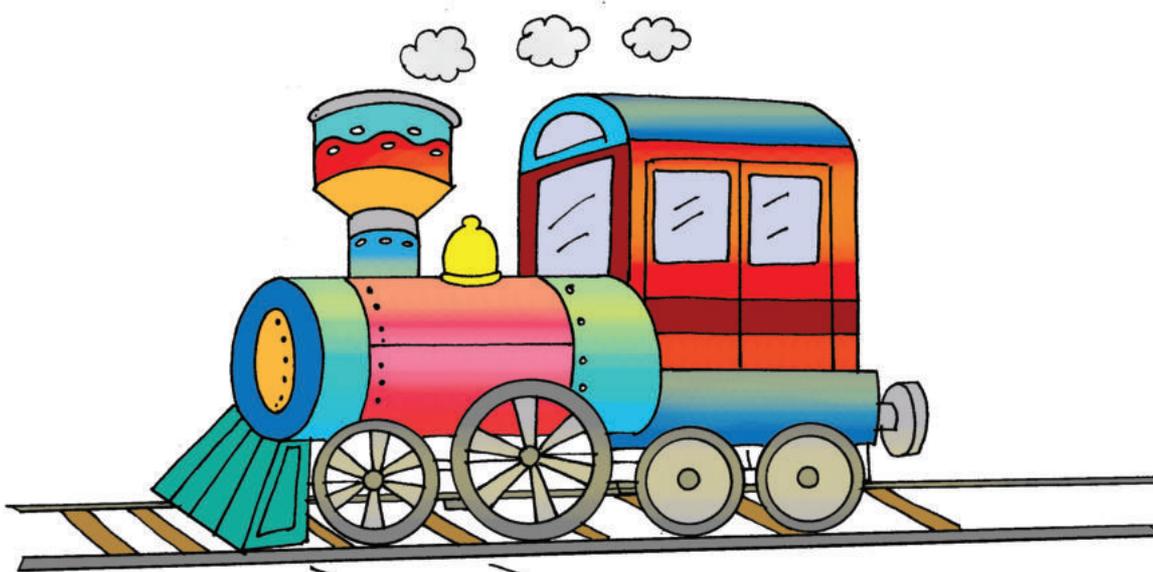
1. What was Mohan's injury?
2. Where was Mohan's tailoring shop?

3. How did he go to the town daily?
4. What happened to Mohan when he fell on the platform?
5. Who took Mohan to the hospital?
6. How did Mohan's wife feel when she saw him with his leg in a bandage?
7. What do you learn from this incident?
(Choose the best answer from the choices given below)
 - (a) Run faster and faster to catch a train.
 - (b) Don't try to catch a running train.
 - (c) Don't travel by train.

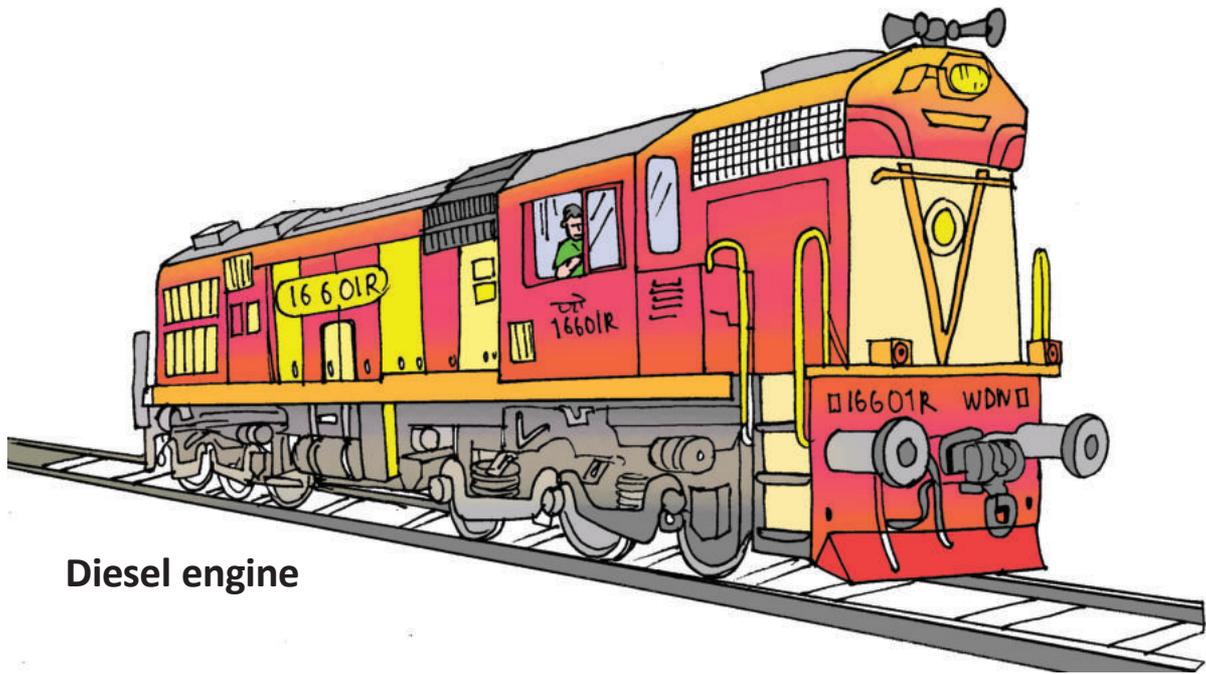
Listening input:

Train engine

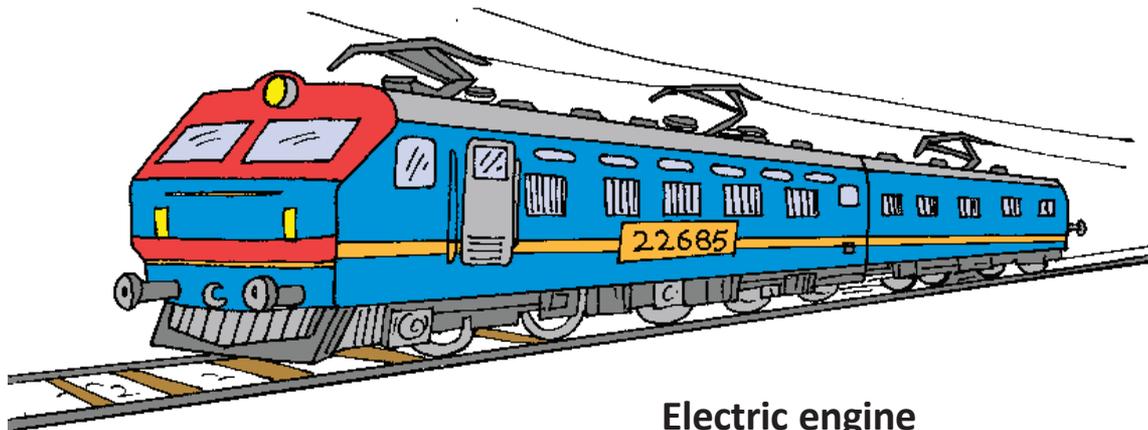
There are different types of train engines that can pull carriages.



Steam engine



Diesel engine



Electric engine

Some trains are pulled by a steam engine. The steam engine has a fire place. Coal is burning in the fire place of the steam engine. There is water in the engine too. The fire heats up the water. The boiling water makes steam. The hot steam makes the train go.

Some trains are pulled by a diesel engine. Diesel is a fuel. We can put it in cars, trucks and buses too to make them go.

Some trains are pulled by an electric engine. They can go with the help of power lines that are above.

Self-assessment:

S.no	Item	Yes	No	To some extent
1	I was able to read and understand the poem.			
2	I was able to interact with the teacher looking at the picture.			
3	I was able to read and comprehend the text 'Talking train.'			
4	I was able to do the exercises given under 'Vocabulary'.			
5	I was able to do the exercises given under 'Grammar'.			
6	I was able to do the exercises given under 'Writing'.			
7	I was able to do the project work.			

Note to the teacher:

1. Use the C.D for the recitation of the poem.
2. Introduce the children to a small dictionary. (Telugu-English or English - Telugu or English - English)
3. You can use more comprehension questions beyond the questions given in the textbook. Allow the children to give one word answers. Then ask them to say complete sentences.
4. Provide an opportunity for the children to understand the lesson and do the exercises.
5. Keep the focus on model reading.



Mrs. Hen and Her Chickens

“Good Morning, Mrs. Hen!

How many chickens have you got?”

“Madam, I have got ten

Four of them are yellow

Four of them are brown

Two of them are speckled red.

The nicest in the town.”



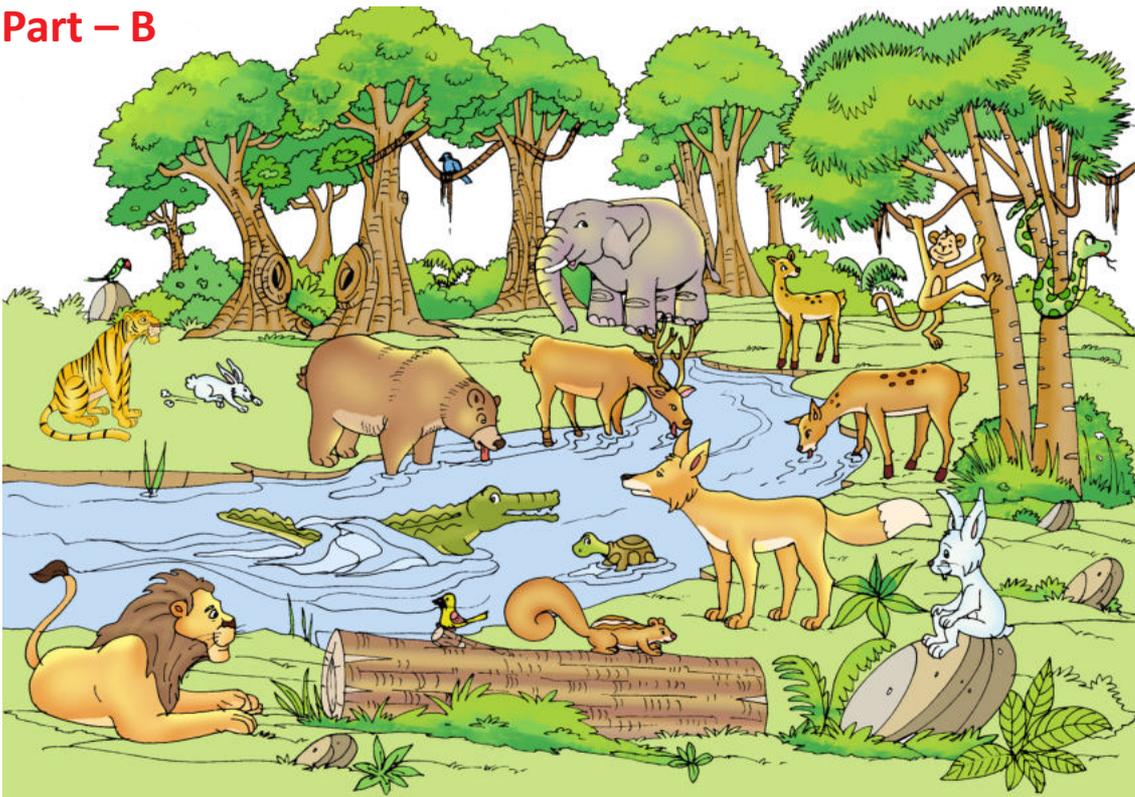
Glossary:

speckled	:	covered with small spots
nicest	:	very good

Now answer the following questions.

1. Who is asking Mrs. Hen about the chickens?
2. Is Mrs. Hen a woman? Who is she?
3. How many chickens does Mrs. Hen have?
4. How many of them are yellow?
5. How many of them are speckled red?
6. How many of them are brown?
7. How are the chickens?
8. Where are they found, in the town or the village?

Part – B



1. What do you see in the picture?
2. Have you seen such animals before?
3. Where did you see them?

Main reading text:

Elephant and friends

One day an elephant wandered into a forest in search of friends.

He saw a monkey on a tree.

“Will you be my friend?” asked the elephant.

Replied the monkey, “You are too big. You cannot swing from trees like me.”



Next, the elephant met a rabbit. He asked him to be his friend.

But the rabbit said, “You are too big to play in my burrow!”

Then the elephant met a frog.

“Will you be my friend? He asked.

“How can I?” asked the frog.

“You are too big to leap about like me.”

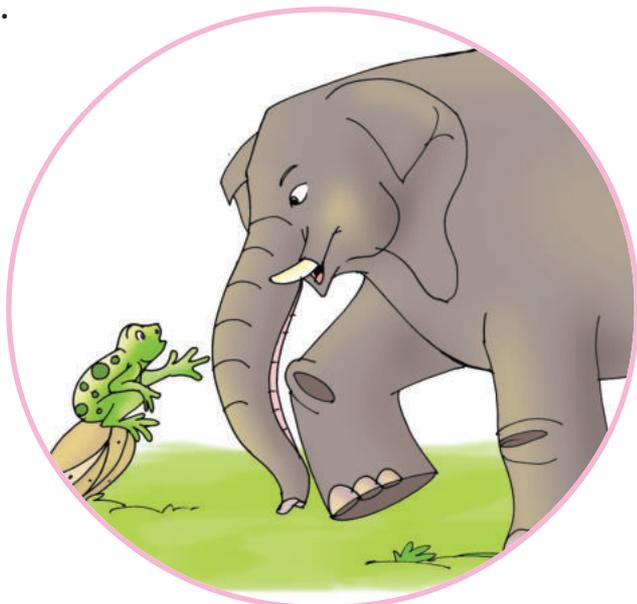
The elephant was upset.

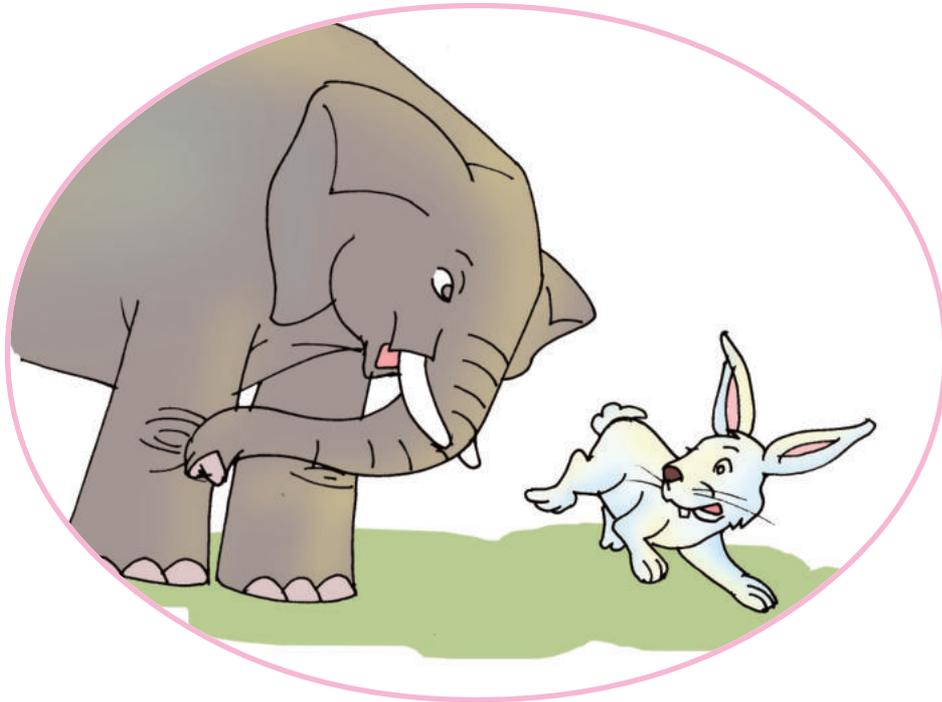
He met a fox next.

“Will you be my friend?”

he asked the fox.

The fox said, “Sorry, sir, you are too big.”





The next day, the elephant saw all the animals in the forest running for their lives.

It asked them what the matter was.

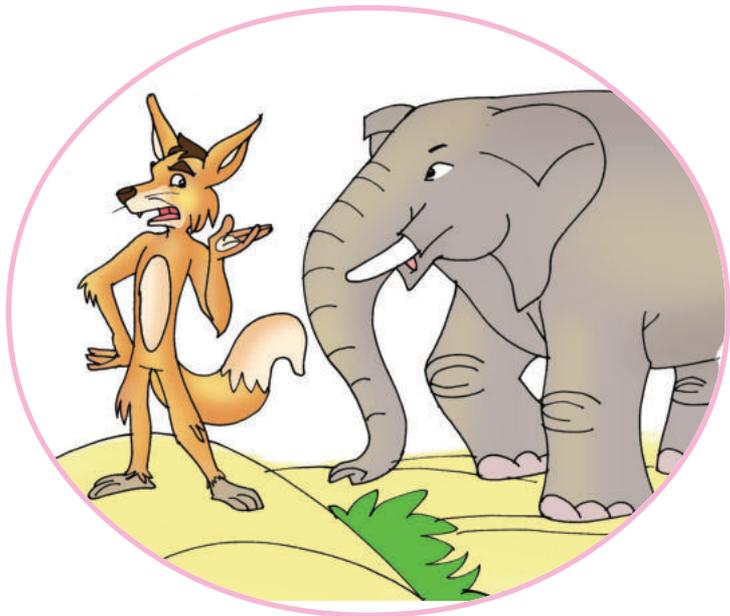
The bear replied, "There is a tiger in the forest. He's trying to gobble up all of us!"

The animals all ran away to hide.

The elephant wondered what he could do to solve the problem of everyone in the forest.

Meanwhile, the tiger kept eating up whoever he could find.

The elephant walked up to the tiger and said, "Please, Mr. Tiger, do not eat up these poor animals."



“Mind your own business!” growled the tiger.

The elephant had no choice but to throw the tiger away with its trunk.

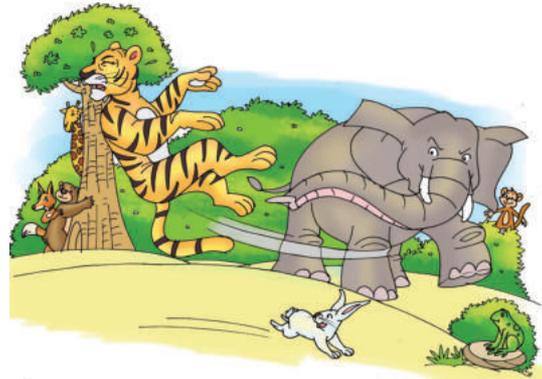
The frightened tiger ran for his life.

The elephant ambled back into the forest to announce the good news to everyone.

All the animals thanked the elephant.

They said, “You are just the right size to be our friend.”

A friend in need is a friend indeed.



Glossary:

wander : go from one place to another

search : lookup

swing : move forward and backward above the ground

burrow : hole

leap : jump

upset : unhappy

gobble : eat too fast

hide : to be out of sight

mind : take care to do something

growl : make a low sound of hostility in the throat

hefty : large and heavy

amble : walk at a slow and relaxed pace

indeed : in fact



Exercises:

1. Comprehensive questions:

1. Who was the elephant looking for in the forest?
2. Which animal did he want to make friends with first?
3. Why did all the animals refuse the request of the elephant?
4. Why were all the animals running?
5. Which animal started eating the poor small animals?
6. What did the elephant do to save them?
7. Why did all the animals agree to make friends with the elephant in the end?

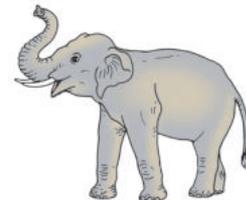
2. Say whether the following sentences are true or false.

1. The elephant wandered in the forest because he was hungry. ()
2. The monkey doesn't like to make friends with the elephant because he cannot swing like a monkey. ()
3. The elephant was upset because the animals refused to make friends with him. ()
4. The elephant was angry with the animals. ()
5. The elephant wanted to help the animals though they refused to make friends with him. ()

Vocabulary:

Write in blanks the words with the opposite meanings of the underlined words in the sentences.

1. The elephant is very big, and the frog is _____



2. The animals ran away to hide because they did not like to _____ themselves to the tiger.
3. Though the behaviour of the animals was bad, they listened to the _____ news from the elephant.
4. The elephant was a friend to the animals, but the tiger was their _____
5. The elephant decided to give the tiger a sharp kick because the tiger did not _____ his advice.

Grammar:

a. Observe the following sentences from the story.

1. You are too big to play in my burrow
2. You are too big to leap about like me

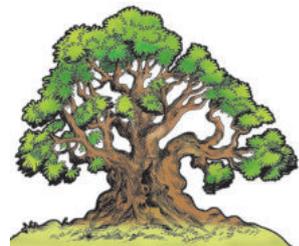
b. What do the two sentences mean? Do you understand the structure?

Too is followed by 'big' but to is followed by 'play' or 'leap'.

1. The first sentence means, 'you are so big that you cannot play in my burrow.'
2. The second sentence means, 'you are so big that you cannot leap about like me.'

c. Now fill in the blanks with the correct words from those given in the box below.

- (1) The coffee is too _____ to _____
- (2) The tree is too _____ to _____
- (3) The water is too _____ to _____





(4) The elephant is too _____ to _____ like a bird.

(5) The rabbit is too _____ to _____ a tiger.

small, hot, cold, high and big
drink, shower, fly, climb and fight

Read the following sentences from the story.

One day an elephant wandered into a forest in search of friends. He saw a monkey on a tree. "Will you be my friend?" asked the elephant. Replied the monkey, "You are too big. You cannot swing from trees like me."

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

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

Ram said to his friend will you come to the ground and play cricket with us. Shyam replied I will not come now. I will come in the evening.

Writing:

You have read and understood the story. Now write the story in your own words. You may begin the story like this :

The Elephant wanted to make friends with other animals in the forest. But the animals thought that the Elephant was too big for them

.....
.....

In the end the animals became the friends of the big elephant.



Project work: My plant.

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



1. Take an earthen pot.
Fill it with mud and manure.



2. Put a marigold seed
in the mud.



3. Keep the pot
in sunlight.



4. Water the seed every day.



5. The seed grows into a sapling.

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

I took an earthen pot.

Now, write what you have told the group.

My Plant



Part – C

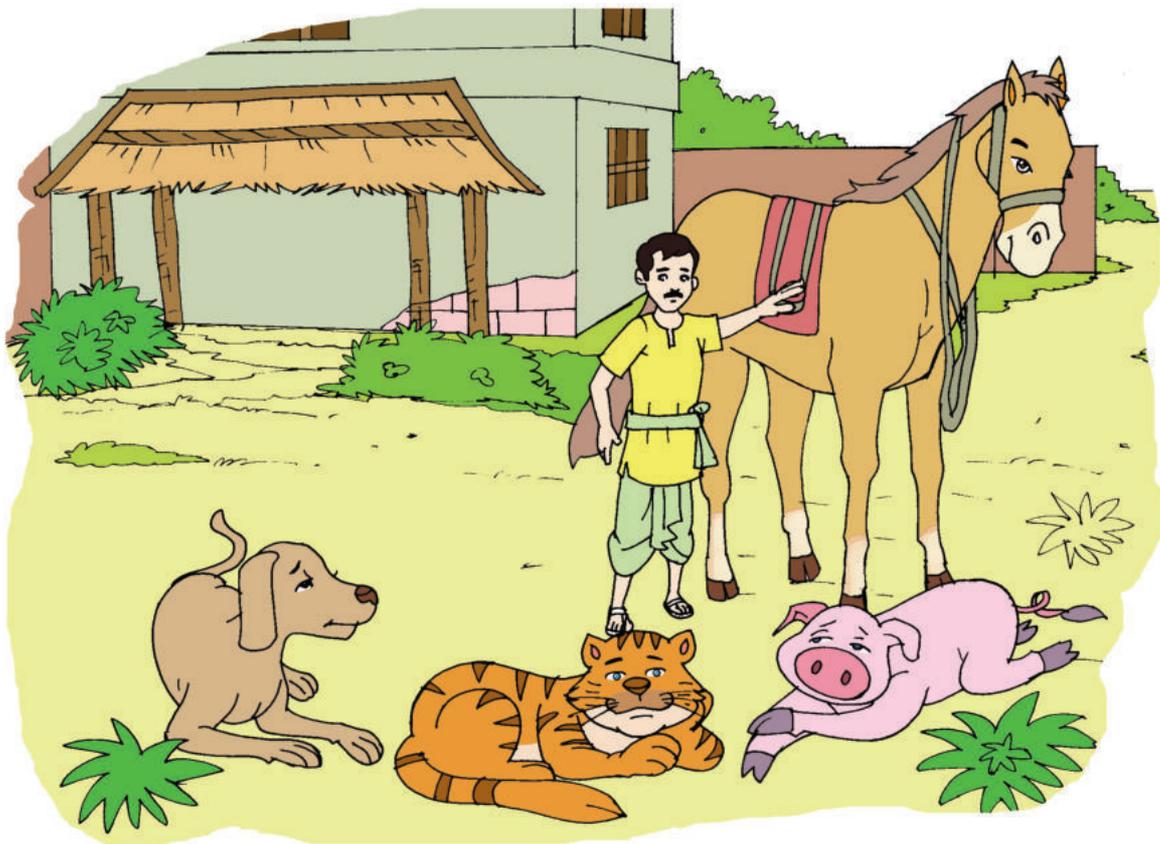
Reading card:

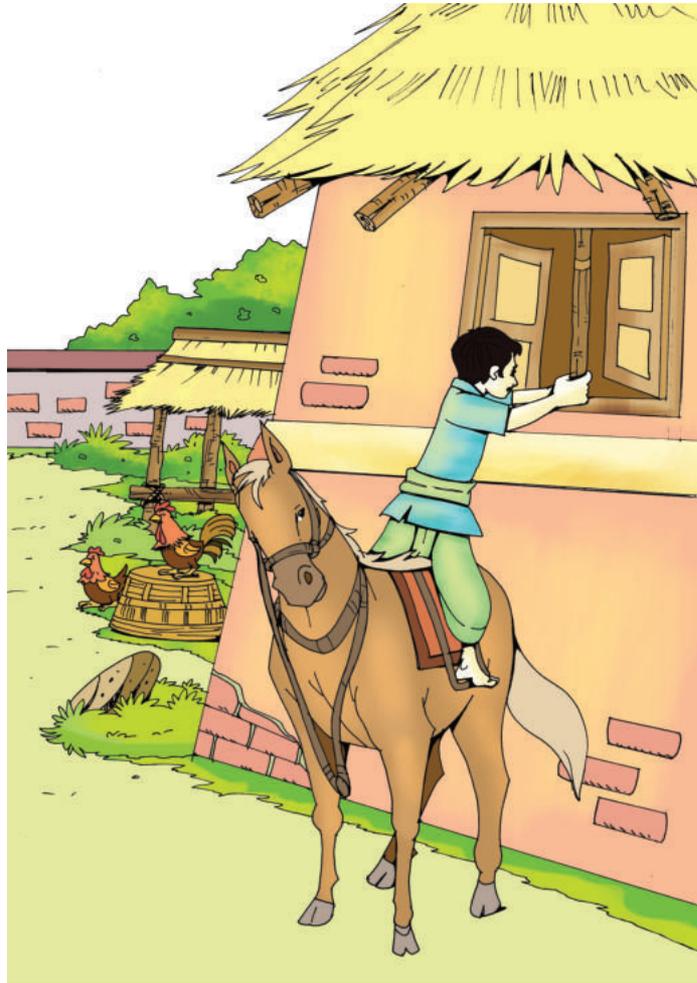
The farm story

One day something happened on the farm. The animals were neighing and moaning. They were bashing and barking and grunting and meowing. It was an awful noise. I went to see what was wrong

The horse told me, “Everyone on the farm is hungry. The farmer has not given us our feed this morning.”

I went to see the hens that were clucking around the rooster. The poor rooster had a fever and was lying in bed. It was sad that the rooster could not crow.





I asked the horse to let me climb on his back so that I could look through the window into the farmer's bedroom. It was nine o'clock in the morning, but the farmer and his wife were still asleep.

I thought it was not their fault. The rooster could not wake them up as he was suffering from fever. So they could not feed the animals.

Then I crowed loudly, "cock-a-doodle-doo! Cock-a-Doodle-Doo!" Just like the rooster.

The farmer and his wife woke up and rushed out of bed and soon gave all the animals their feeding.

Glossary:

neigh	:	the sound made by a horse
moan	:	making low sound because of pain
baa	:	the cry made by a sheep or lamb
grunt	:	the low sound made by an elephant or a pig
meow	:	the sound made by a cat
feed	:	food given to animals
awful	:	very bad
rooster	:	cock
clucking	:	the sound made by hen
asleep	:	in sleep
cock-a-doodle-doo	:	the crowing of a rooster

A. Exercises:

1. Fill in the blanks with the right words from the box.

One day the narrator went to a _____. The noise was awful there because all the animals were very _____. The farmer did not give them _____ because the rooster did not _____. It was not the farmer's _____. When the narrator crowed just like the rooster, he gave all the animals their feed.

fault, farm, crow, food, hungry



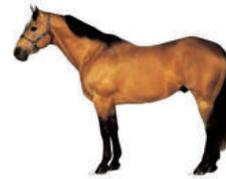
2. Comprehension questions

1. Why do you think the farmer did not give the animals their feed?
2. Why didn't the rooster crow?
3. What happened when the narrator crowed just like the rooster?

3. Who, do you think, were making these noises? Draw a line from the animal to the sound.

1. horse

a. clucking



2. cow

b. neighing



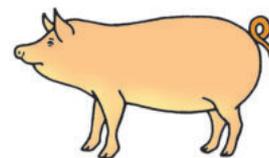
3. dog

c. meowing



4. hen

d. lowing



5. pig

e. barking

6. cat

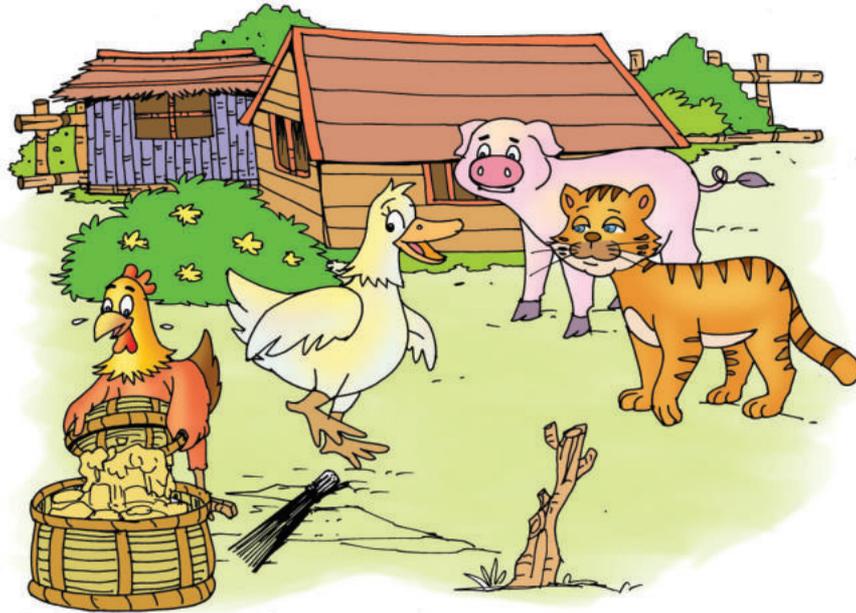
f. grunting



Listening Input:

Little red hen

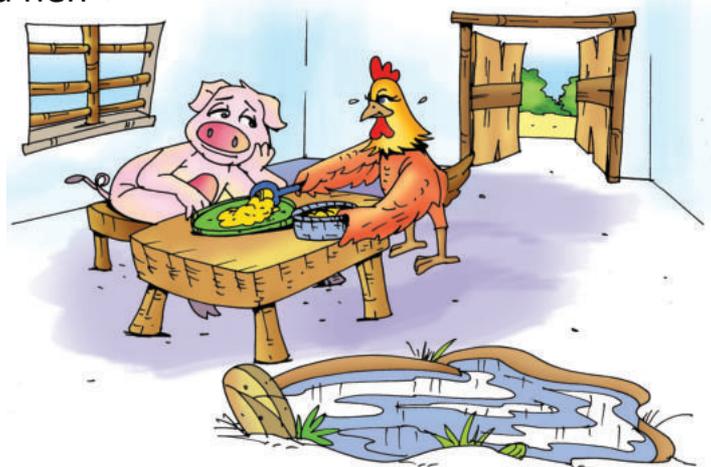
Once upon a time there was a little red hen. It had three friends: a pig, a duck, and a cat. They all lived in the same house. But the little red hen was different from the friends.



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

“Hey- You there.....” He called hen

“Get my meal ready.”





“Ok, dear! I will get your meal ready.” The hen said.

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

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

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

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

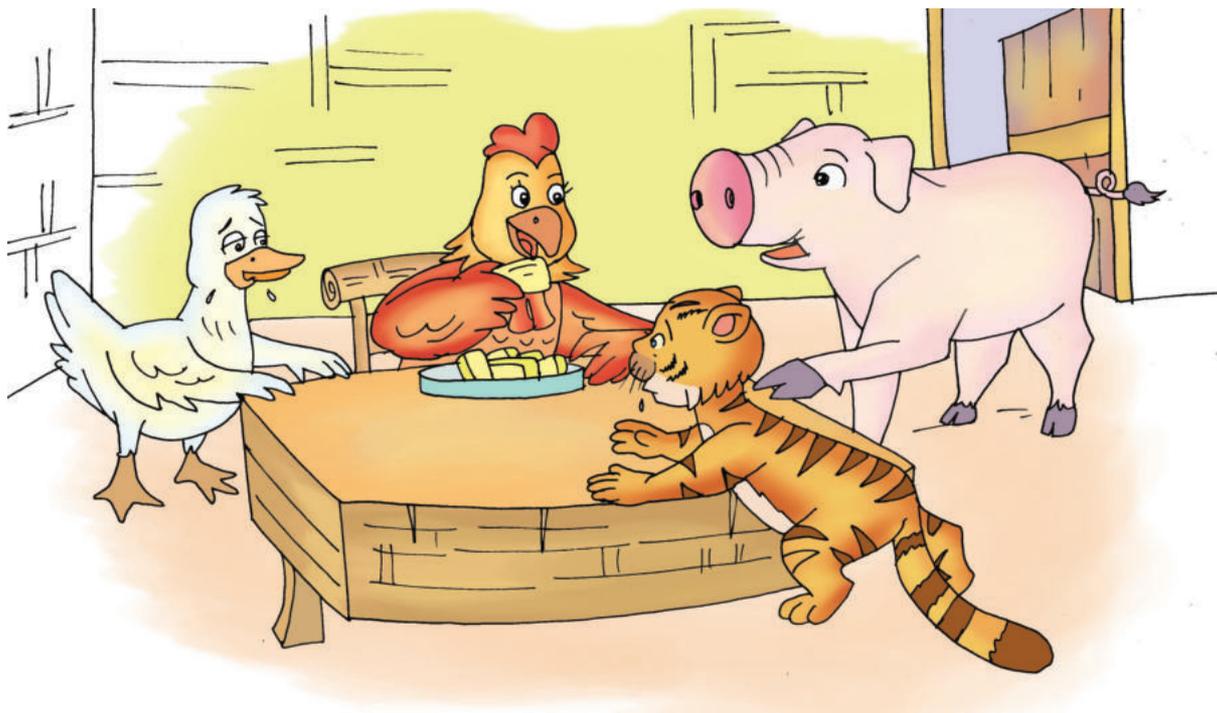


“Dear friend, will you make my bed tidy?” asked the cat.

“Why not? I’ll do it for you.”

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

One day, the hen made the bread with the wheat flour. She called the duck, the pig and the cat.



“Who is going to eat the bread?” asked the hen, “I will”, grunted the pig. “I will”, quacked the duck. “I will”, purred the cat.

“No, you will not. I made the bread. So, I will eat all the bread”, said the little red hen. And she started eating.

“We will not be lazy from today” said the pig, the duck and the cat.

Questions:

1. Who were the friends of the little red hen?
2. Who always got up late?
3. Who always made the place dirty?
4. What was the problem with the cat?
5. What unique quality did all the friends of little red hen have?
6. What did the little red hen decide to do in the end?

Self- assessment:

Item	Yes	No	To some extent
Part – A 1. I was able to recite the poem and understand it. (Mrs. Hen and her chickens). 2. I was able to answer the questions given under comprehension.			
Part – B 3. I was able to understand the main reading text (Elephant and friends) 4. I was able to understand the exercises given under comprehension, vocabulary, grammar, and writing.			

Self- assessment:

Item	Yes	No	To some extent
Part – C			
5. I was able to understand and do the project work.			
6. I was able to read the reading card and do the exercises. (The farm story)			
7. I was able to understand the listening input - (Little red hen).			

Notes to the teacher:

1. The teacher should make good use of the C.D in the class.
2. While teaching the poem, he/she should give importance to the comprehension of the poem by the learners.
3. The teacher may use the mother tongue judiciously.
4. The teacher should make the learners attempt all the exercises under grammar, vocabulary and writing.
5. Listening input is to help their learning skills.
6. Project work must be done by all the pupils.
7. The self-assessment columns must be filled in by all the pupils.

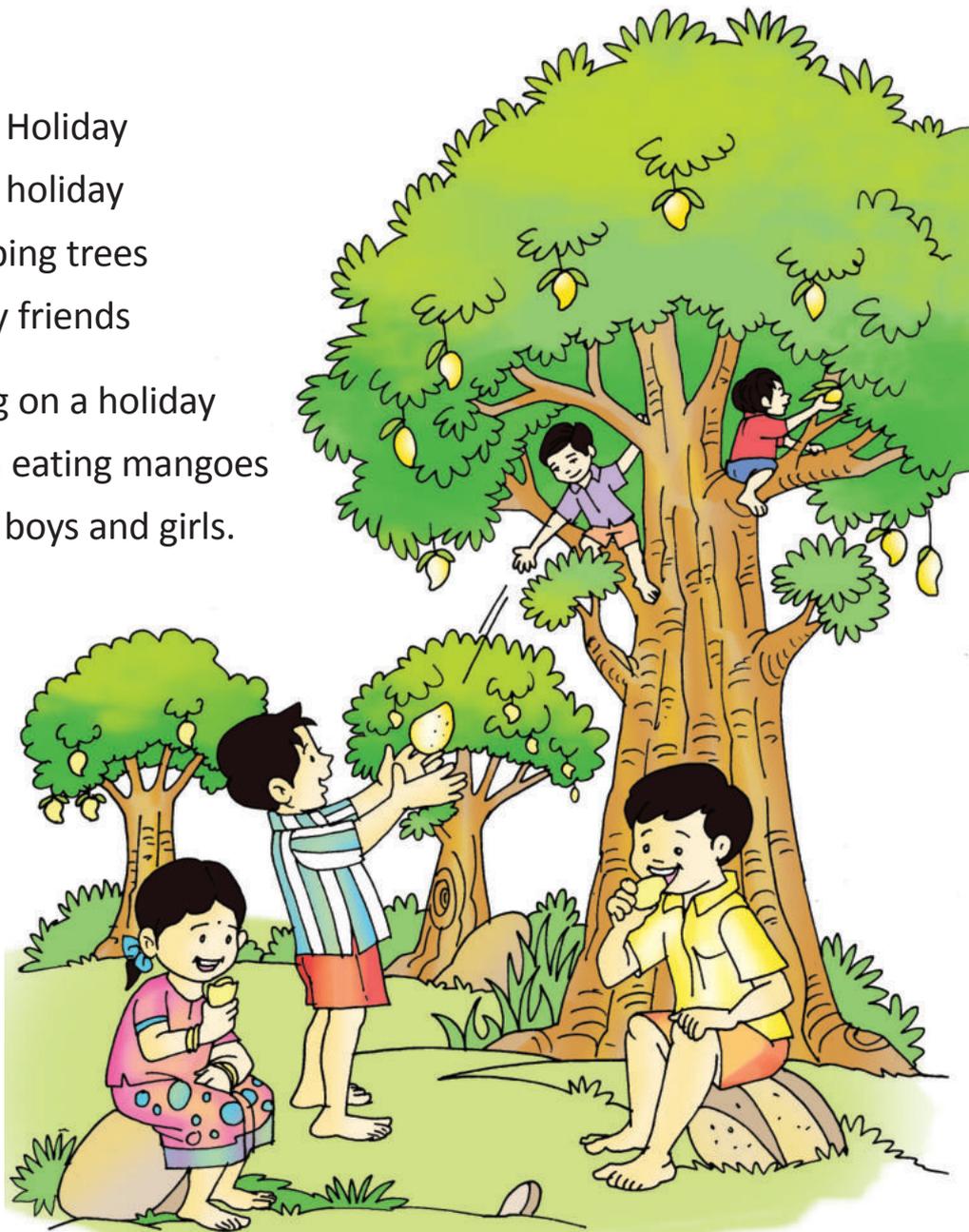


Part – A

Let's sing / recite:

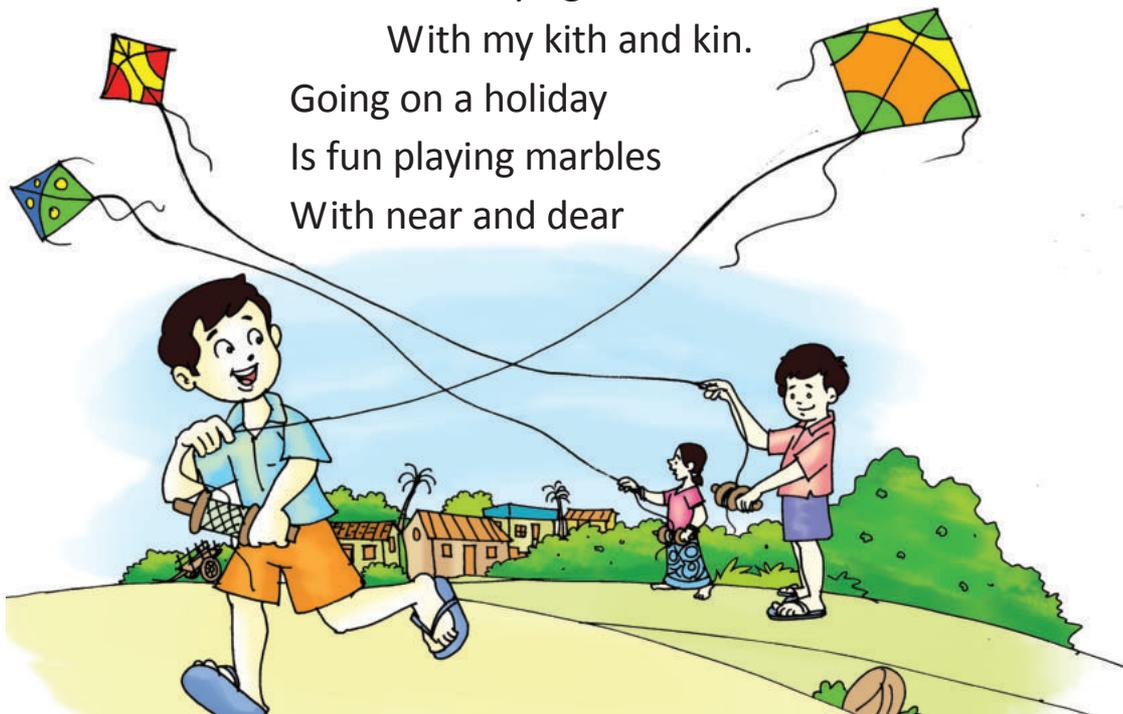
Going on a Holiday
Going on a holiday
Is fun climbing trees
With all my friends

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





Going on a holiday
Is fun building castles
With my sisters and brothers
Going on a holiday
Is fun flying kites
With my kith and kin.



Going on a holiday
Is fun playing marbles
With near and dear

Glossary:

fun	:	interesting thing
climbing	:	going up
building	:	making
castles	:	forts or towers (made of sand)
kith and Kin	:	friends and relatives

Comprehension:

Answer the questions:

1. Which fruit does the poet eat?
2. Which fruit do you like?
3. What does the poet do with sisters and brothers?
4. Who does the poet fly kites with?
5. What way does the poet have fun?
6. What does the poet build?



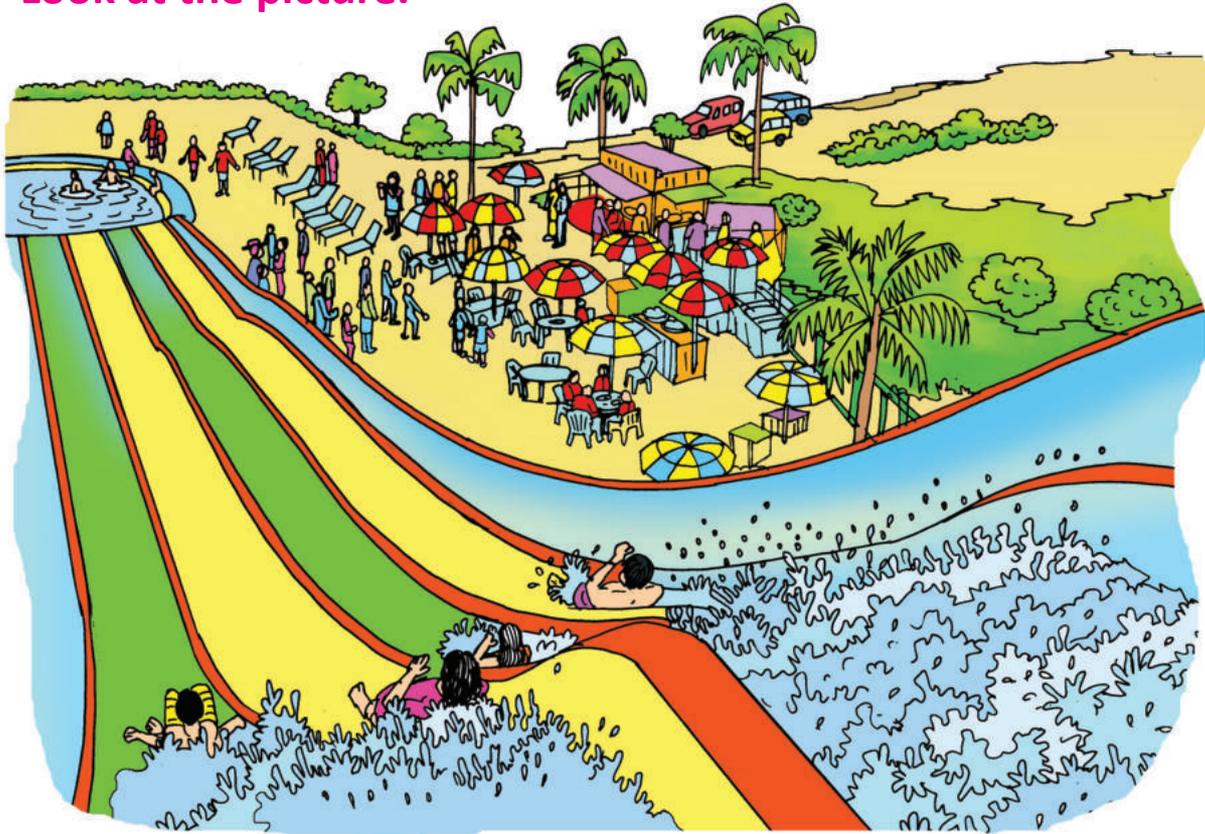
Match the following

A	B
climbing	games
eating	a kite
building	a hill
flying	laddus
playing	a house

A pink line connects 'climbing' in column A to 'a hill' in column B.

Part – B

Look at the picture.



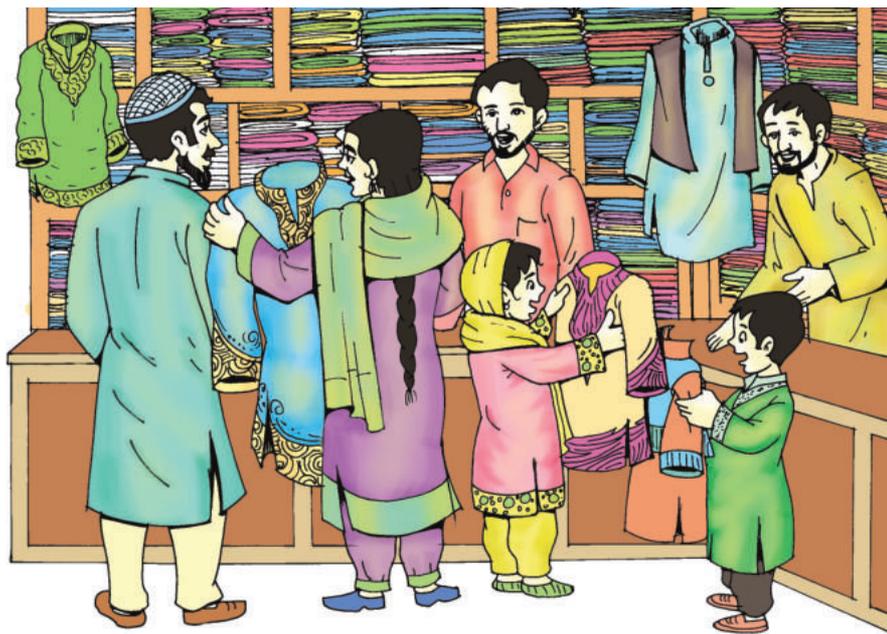
1. What do you see in the picture?
2. What are the people doing in the pool?
3. What do you see around the swimming pool?
4. What do you call the place where people are buying snacks and drinks?
5. When do people come to such places? Now and then or stay there all the time?
6. Do people go there now and then or staying there?

Read the story:

Grandmother's gift

Ahmed is a farmer. Naseema is his wife. Ahmed and Naseema have two children, Asif and Fathima. They wanted to buy clothes for the children to celebrate the Eid. They took the children to a garment store. The children liked some clothes there. Asif chose a white shirt and a pair of black trousers. Fathima selected a blue frock. Ahmed paid the bill for them.

The family came back in the evening. At the gate, Ahmed found a letter in the letter box. It was a surprise! A gold coloured envelope fell from it. It was very attractive. Who would have sent it so early?



“Open it! Open it!!” shouted Fathima. Ahmed eagerly opened the envelope. There was a letter in it. Asif took the letter and read it.

“Hurrah! We won a free holiday trip,” Asif shouted. They all jumped for joy. “I hope it's to the seaside,” said Asif, “I can swim in the sea and make sand castles.”

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

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

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

“I am ready to go wherever you decide,” said Naseema.

They started arguing.

Where to go?

Beach? Hills?? Museum???

They could not decide.

“Children! Let`s go in and decide,” said Ahmed.

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

Fathima answered it.



Where do you think the phone call was from?

“Hello! This is Happy Holidays. You have won a holiday trip to Vizag...”
Said the voice on the phone.



“Really! I can’t believe it,” said Fathima.

“It’s true,” said the voice.

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

“Yes, dear. This is your grandma, and you are speaking to your grandma”, informed the voice.

The envelope! The gold coloured envelope! It flashed in Fathima’s mind.

“Wow! Grandma! You have played a trick on us!” She said, “Now I understand that you sent the envelope”. She was thrilled.

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

“With great pleasure, grandma! We’ll have a great time,” said Fathima.

They packed their bags and left for grandma’s place.

Glossary:

celebrate	:	do something enjoyable
garments	:	clothes
pair	:	a set of two
trousers	:	pants
envelope	:	thin paper case
attractive	:	good looking
Eid	:	Muslim festival
castles	:	large strong buildings
museum	:	a place where interesting objects are kept
argued	:	spoke to each other forcefully
wondered	:	wished to know
thrilled	:	felt good



Comprehension:

A. Answer the following questions.

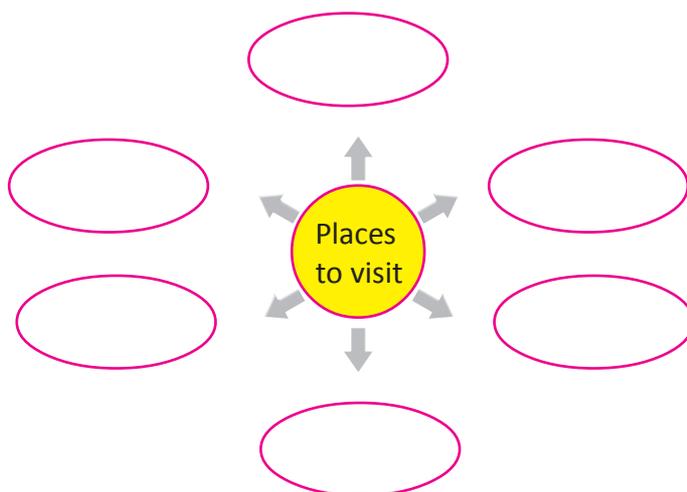
1. What surprised Asif's family when they came back?
2. Have you ever been on a holiday trip? If yes, where?
3. Where will Asif's family go in holidays?
4. Where would you like to go on a holiday trip? Why?
5. "You played a trick on us"! Said Fathima, What was the trick?
6. Grandma used the envelope and the phone to invite Asif's family. Which one did you like? Why?

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

S.No	Name of the Member	Place	He / She would like to go
1		A Hill Station	
2	Naseema		whatever the others do
3		seaside	
4			See ancient things

C. Asif's family were planning to go on a holiday. He wanted to visit certain places.

If you get a chance to go on a holiday, what places would you like to visit? Write them down.



Vocabulary:

D. Fill in the grid with the words using the clues given below. (should be designed as cross word puzzle)

1					3	
2						Y
H						
					D	
4		S				
N						

Across

- 2. No school. No work.
- 4. We take in air through

Down

- 1. The thing we use to talk to others.
- 3. You call your father like this...

Grammar:

Read the following sentences

1. I want to go to a hill station.
2. I would like to go to the museum.

Look at the underlined parts in the two sentences.

'Want to', 'would like to' are used to express the wish of the speaker. Though they convey the same idea, 'would like to' is more polite.

Now look at the following information. Use it and express your intention using 'want to' or 'would like to'.

Salim _____ go to market.

Suneel _____ have tea.

Ramya _____ study sciences.

Preethi _____ Visit her uncle.

Sharif _____ learn English.

David _____ listen to music.



1. Salim wants to go to market.
2. Ramya would like to study sciences.



Writing:

Read an imaginary letter written by your friend Deepika.

Tirupati,
10 - 10 - 2015.

Dear Maruti,

I am doing well. I hope you are fine there. When does your Dasara vacation start?

I would like to invite you to my place in Dasara Vacation.

I expect your reply soon.

Yours,
Deepika

Imagine yourself as Maruti. Write a reply to the letter. Include a response to every detail mentioned in the letter.

X X X X X
15 - 10 - 2015.

Dear Deepika,

I am fine. Thank you very much for the invitation.

Part – C

V. Project work:

- A. Collect the samples of the things you get from the stationery shop. Write them in your notebook.
 - B. Write a few lines about the things you have listed and how you are going to use them and present your work to the whole class.
- Eg: I can get an eraser from the shop. I can use it to erase pictures, notes, etc.
-
-

Speaking

Work in groups:

Talk to your friends in the group about the place (s) you visited in your holidays. Also, talk about how you would like to spend summer vacation.

Example:

I went to Srisailam last summer. I visited the place along with my parents. I visited Srisailam dam. The dam was excellently built. I liked it very much. Next time I would like to see Pulikat Lake in Nellore District.



Work in pairs:

All these people have come to make models with sand on the beach. Name them, talk about them with your friend.

Reading card:

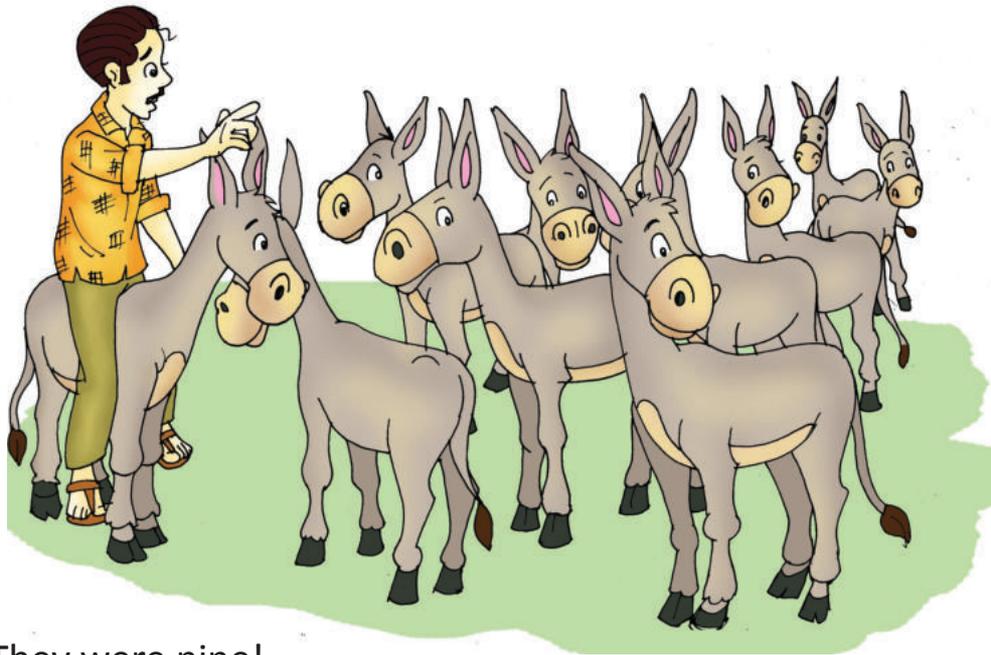
Nine or ten?

A young man was taking ten donkeys to a neighbouring village. The young man and donkeys walked a few miles. He was tired. He felt like relaxing a bit. So, he got onto the back of a donkey. He felt happy.

He wanted to check if all the donkeys were there in the herd. He counted them. There were only nine! One donkey was missing! At once, he got down from the donkey and walked back in search of missing donkey. He didn't find any donkey. He was sad.



The young man went back to the donkeys. There he found all the ten donkeys. Again he mounted one donkey. This time, he wanted to be careful. He counted them again.

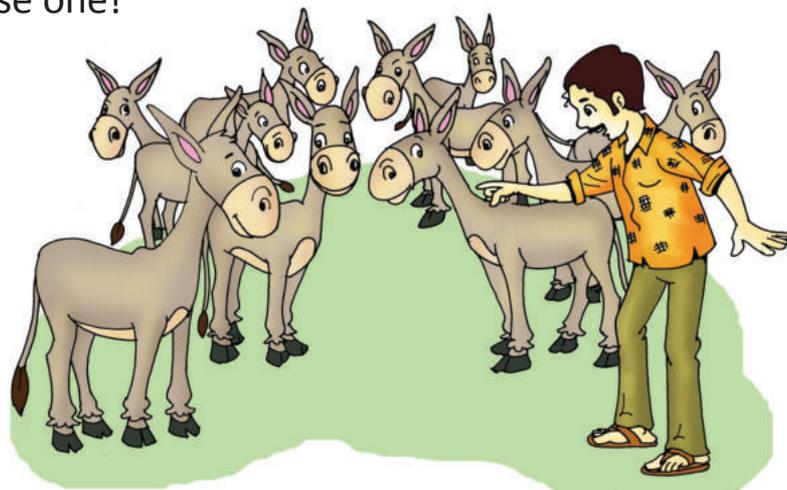


They were nine!

He was surprised, and he got down from the donkey and started looking for the donkey again. But there was no use. He quickly went back to the donkeys. He counted them again! And, it was surprising. All the ten donkeys were there. They were walking lazily.

The young man wanted to be very careful this time. He cursed himself. He got on to donkey again. He counted the donkeys. One was still missing!

He said, "I would rather walk and have all my donkeys than mounting on it and lose one!"





Glossary:

neighbouring	:	next or near by
relax	:	rest and become calm
herd	:	a group
counted	:	numbered
at once	:	immediately
mounted	:	got on
missing	:	not found
repeated	:	did it again

Answer the following questions.

1. Where was the young man going?
2. How many donkeys were there in the herd?
3. How was the donkey missing whenever he counted?
4. Suggest another title to the story?

Exercise:

**Write opposites to the underlined words in the sentences.
Choose the words from the story.**

1. An old man was walking to the next village.
2. The young man got off the donkey.
3. He slowly went back to the donkeys
4. He blessed himself.
5. He wanted to be careless.

Listening - input:

A journey

It was a Sunday. Manu was wearing his blue trousers and an old cotton shirt. It was cool outside. So, he decided to leave his bicycle at home. He was happy with his warm shirt and new slippers. He wanted to enjoy the walk.

It was just Manu, and there was nobody. He took nothing with him. And there was his dog along with him. Snoopy was his name. Manu entered the forest. The ground in the forest was wet. There were plants on the way. There were stones here and there. Manu could not see Snoopy. It was tiny. The plants covered him entirely.





Most of the part were rocks. He had to be careful. The rocks troubled Manu as he walked. He heard some sounds coming from a distance. They were a group of tourists. They made a big fire. Snoopy was terrified at the sounds. It didn't like the new places, picnics and campfires. Snoopy said, "I have a headache. I need to go back." They came back.

Answer the following questions.

1. What is the passage about?
2. What is the boy's name?
3. Who went with Manu?
4. What didn't Snoopy like?
5. Did Snoopy have a headache?

Self-assessment:

	Yes	No	To some extent
Part – A 1. I was able to read and understand the poem. 2. I was able to answer the questions.			
Part – B 3. I was able to read the story and understand the questions. 4. I was able to understand and do the exercises under vocabulary, grammar, and writing.			
Part – C 5. I was able to understand the project work and do it. 6. I was able to understand the story and do the exercises.			

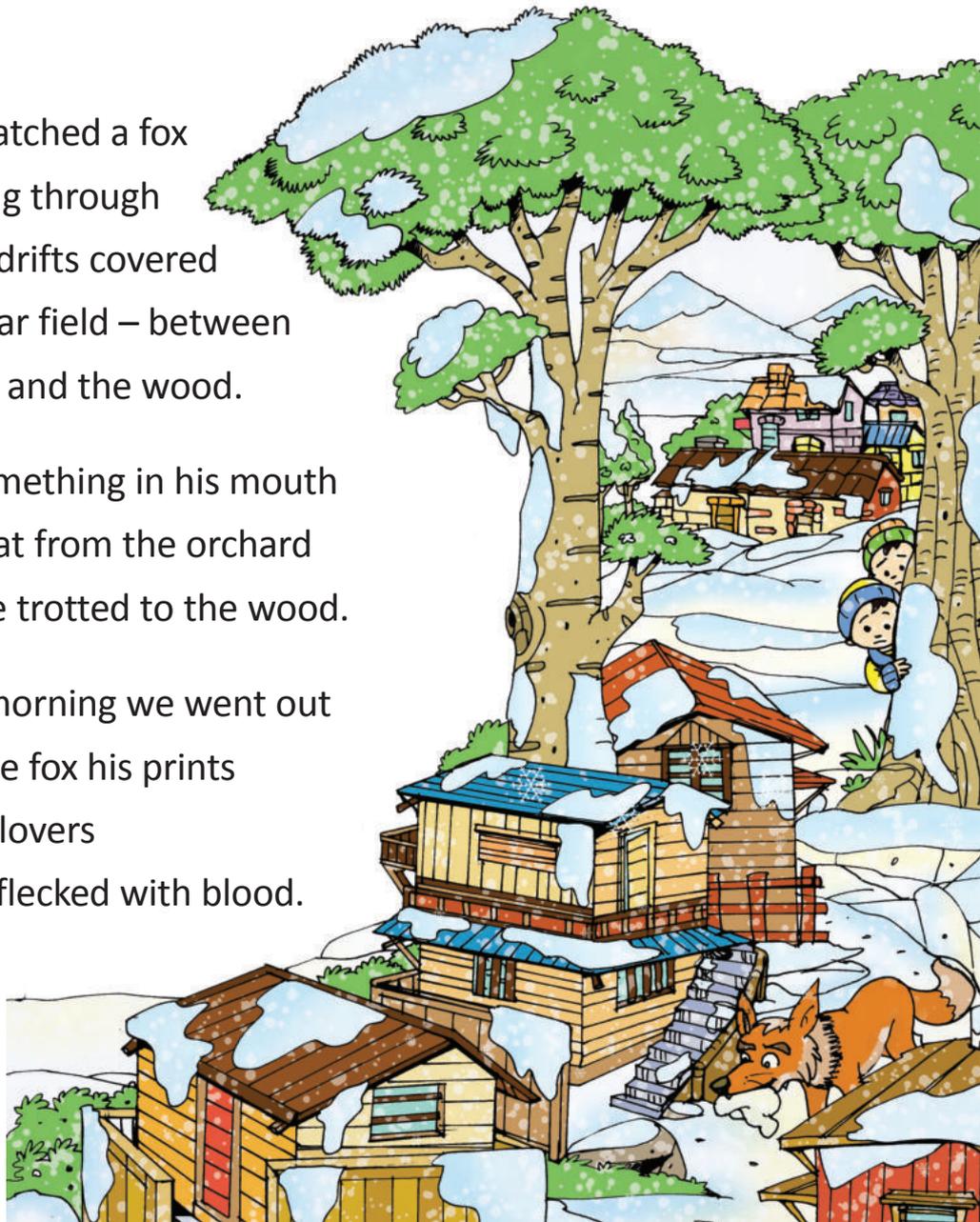
Note to the teacher:

1. The teacher should make good use of the C.D.
2. Make the children recite the poem rhythmically.
3. Provide an opportunity for children to understand the lesson and do the exercises.
4. Project work must be done by all the pupils.
5. The self-assessment columns must be filled in by all the pupils.
6. Keep the focus on model reading.
7. Help the children in completing the exercises under 'writing'.

We had watched a fox
loping through
The snow drifts covered
the far field – between
The house and the wood.

He had something in his mouth
A bird or rat from the orchard
Steadily he trotted to the wood.

The next morning we went out
To track the fox his prints
Like blue clovers
The snow flecked with blood.



Glossary:

loping	:	running with long jumping steps
drifts	:	physical movements
wood	:	forest
orchard	:	an area where fruit trees are grown
trotted	:	walked long distances
track	:	follow an animal by its foot prints
clover	:	a plant that have three round leaves
flecked	:	stained, marked

Comprehension:

1. Who do 'we' refer to?
2. What did they watch?
3. Where did the fox go?
4. What did they find in his mouth?
5. What did they go out for?
6. What did they find?

Part – B

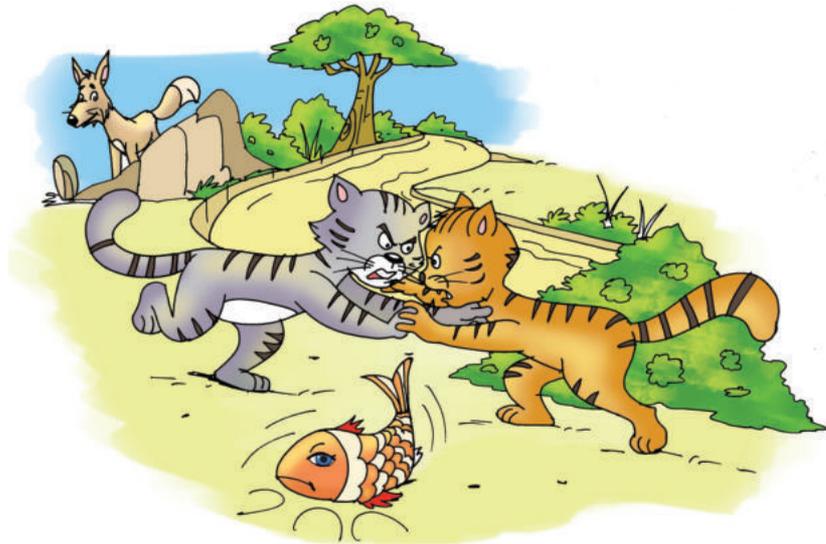
1. What do you see in the picture?
2. What is the fox doing in the picture?
3. Do you think the fox will get the grapes? Yes or no?
How can you say?



Main reading text:

The cunning fox

Once, there was a fox. He was very hungry. He went into the forest in search of food. He saw a flowing river. He stopped there to catch a fish from the river. But the river was very deep and the water was very cold. The fox was lazy. So he waited by the river side wishing to see somebody fishing. Fortunately he saw two cats fishing. He went near them. A huge fish was there on the ground. The two cats were arguing over their share. The fox decided to settle the dispute. The first cat said that he would need the bigger portion: "I pulled the fish out of water by its head. I put in a lot of effort, but my friend only pulled the tail. So I deserve the larger share."



The fox said, "Don't worry friends, I will make sure that both of you get a fair share of your catch. He cut the head of the fish and gave it to the first cat. Then the first cat felt very happy. Next the fox cut the tail of the fish and gave it to the other cat. He was equally pleased. Now the Fox announced "I deserve the middle portion of the fish as I am the judge." Then the fox ran away with the largest portion of the fish.

The two cats were shocked and understood their foolishness.

They realized that their lack of unity made them lose their shares. They remembered the proverb,

‘United we stand, divided we fall. It is always the third person who gains.’



Glossary:

deep	:	a long way inside
lazy	:	unwilling to work
fortunately	:	luckily
dispute	:	quarrel
deserve	:	to be worthy, earn as a right
judge	:	one who decides
realized	:	understood
proverb	:	a phrase expressing a basic truth

Comprehension:

1. Why did the fox go into the forest?
2. Who did the fox see fishing?
3. What were the cats fighting for?
4. What did the fox get as a fee for being a judge?
5. What is the moral of the lesson?

Vocabulary:

1. Replace the underlined words by words opposite in meaning, and rewrite the sentences. One is done for you.

a. The river was very deep.

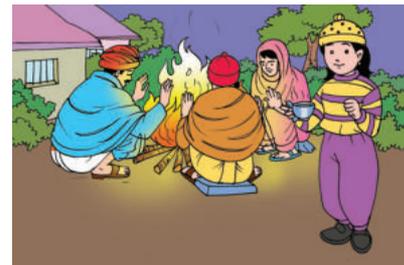
The river was very shallow.

b. The cat was very happy.

c. The water was cold.

d. The engine stopped.

e. The two cats lost their share.



Please note that words which are opposite in meaning are called *antonyms*.

Eg: 'Small' is an antonym of 'big' and 'weak' is an antonym of 'strong'.

1. Now give the opposite of the words below by adding **Un.**

- | | | |
|----------------|---|-------|
| 1. fortunately | X | _____ |
| 2. equally | X | _____ |
| 3. sure | X | _____ |
| 4. do | X | _____ |
| 5. fair | X | _____ |

Grammar:

Compare the sentences under A and B.

A) Now (Present time)

Use the help box to fill in the blanks.

- I _____ Satya.
- Dora _____ my friend.
- We _____ reading a story
- Revathi _____ my mother.
- Rajee and Harika _____ playing chess.



HELP BOX

am

is

are

B) Before Now (past time)

Use the help box to fill in the blanks.

- The fox _____ lazy.
- The two cats _____ fishing.
- The first cat _____ very happy.
- The two cats _____ shocked.
- The fox _____ pleased.

HELP BOX

was

were



Writing:

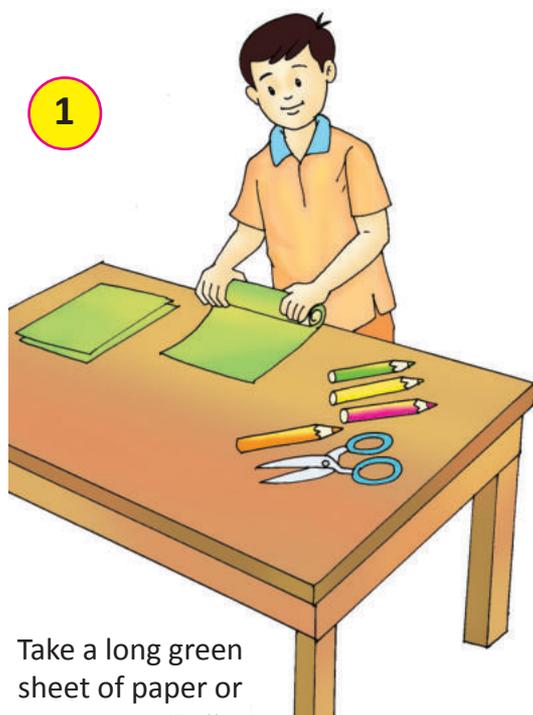
Who said these words? And to whom?

	Who said	To whom
"Don't worry friends"		
"I pulled the fish out of water by its head"		
"I deserve the middle portion of the fish as I am the judge".		

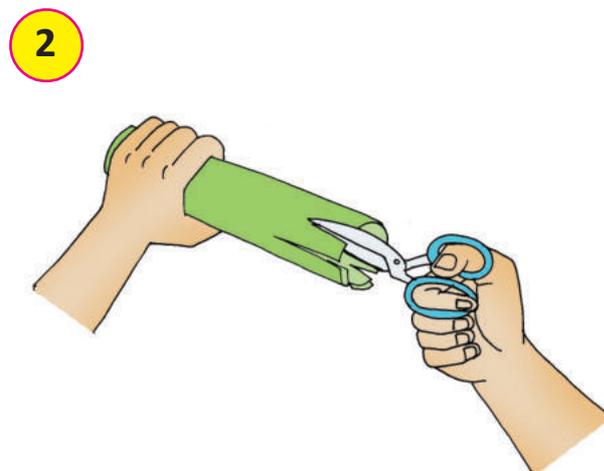
Part – C

Project Work:

Let's make a word tree:



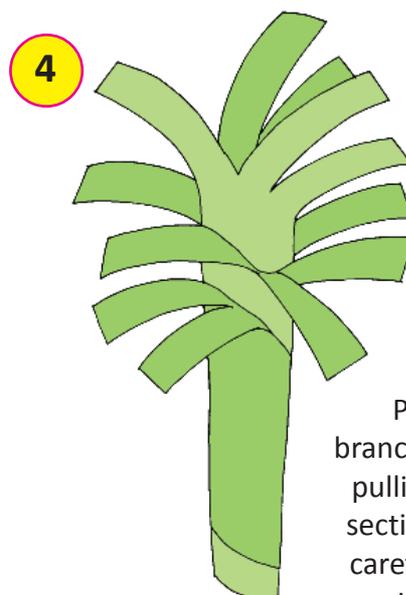
1
Take a long green sheet of paper or newspaper. Roll it like this.



2
Hold the roll of paper firmly in one hand and cut four slits from the top to halfway down the roll.



3
Holding the roll of paper firmly, bend back the four sections of the cut paper.

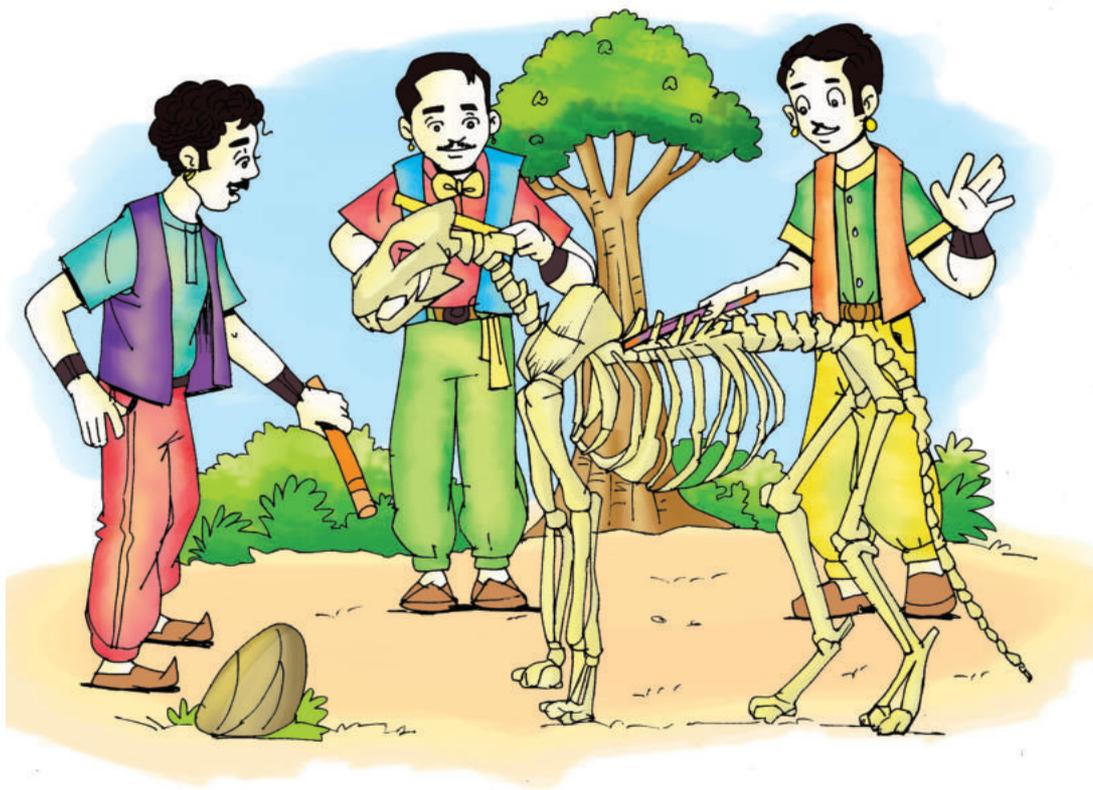


4
Put out the branches. Do this by pulling up the cut section slowly and carefully from the centre of this roll.

Reading card:

The three friends

Once there were three friends. They had learnt how to perform magic. One day they decided to perform magic in a nearby village. To reach the village they had to cross a forest. While walking through the forest, they talked about the tricks they knew. At noon they sat under a tree. Suddenly, one of them saw some broken bones on the ground.



He said, "I am going to put these bones together and make a complete skeleton!" Then he said a little prayer. The broken bones came together. It was the skeleton of a big tiger.

"I can give it flesh and blood!" said the second friend. He said a prayer and flesh and muscle covered the skeleton. "I can breathe life into it!" said the third friend.



“The tiger will be happy because we have given it life again!” said the friends.

In a moment they heard a loud roar. The tiger was alive. It jumped on the three friends and ate them up.

I. Answer the questions:

1. What did the first friend do?
2. What did the second friend do?
3. What did the tiger do to the friends?
4. Did their magic help them?

II. Look at the paragraph below. You will see that every fifth word had been left out. Fill in the blanks using words from the text.

Once there lived three _____. They learnt to perform _____.
_____ They wanted to perform _____ in a village located

across a near by forest. While walking through the _____, they saw some broken _____. It looked like the _____ of a big tiger.

III. Complete the sentences with the correct answers:

1. As they walked through the forest, they _____.
2. In the afternoon they _____.
3. The friends thought that the tiger _____.
4. The third friend _____.

Listening input:

Hungry crow

There once lived a crow. One day he was very hungry. He had not been able to get any food the previous day. "If I don't get anything to eat today I will starve to death," he thought. As the crow was searching for food, his eyes fell on a piece of bread. He quickly came down, picked it up and flew off.



Far away in a lonely place, he sat on a tree to enjoy its food. Just then the hungry fox saw the crow sitting on the tree holding the bread in his beak. The Fox thought of getting the bread.



The Fox decided to use all his cunningness to get the piece of bread from the crow. The crow guessed that the fox wanted to eat his bread. So he held it carefully and flew away. Then the hungry fox was disappointed and went into the forest in search of food.

Comprehension:

1. Why was the crow very hungry?
2. What kind of food did he find?
3. Who saw the crow?
4. What did the fox decide to do?
5. Did the fox succeed in getting the food?

Self-assessment:

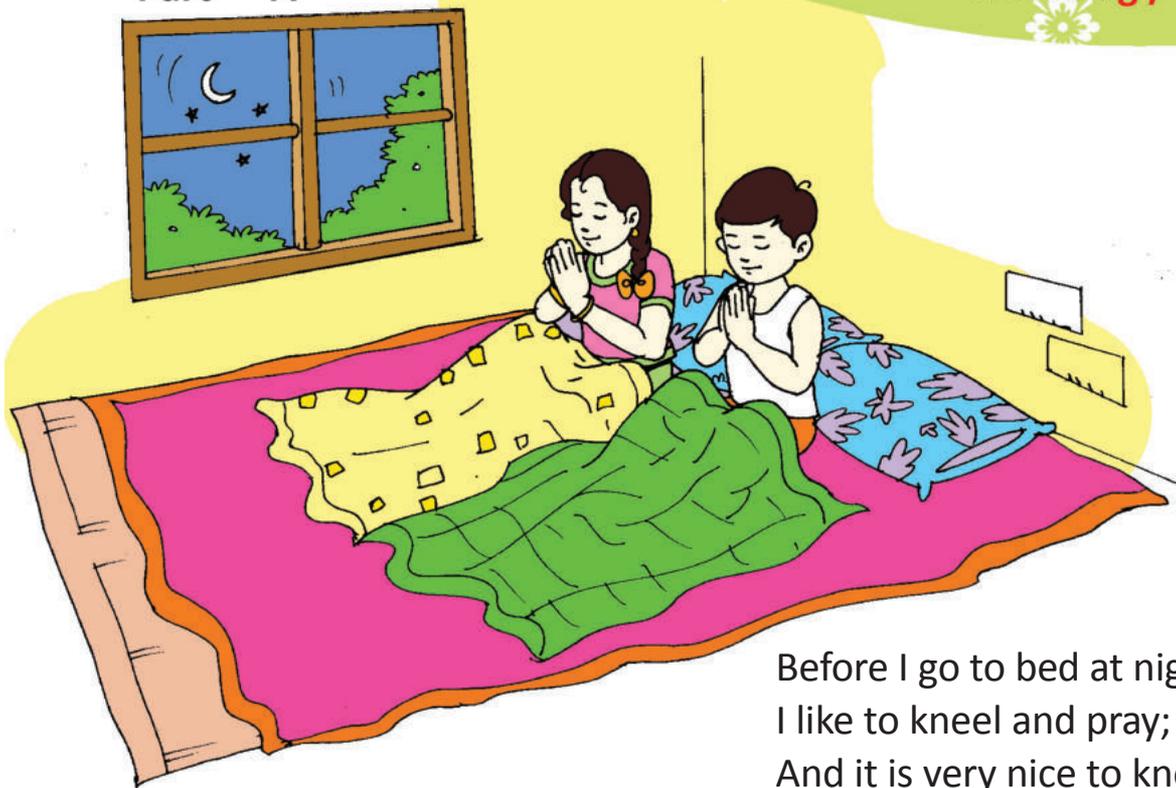
Item	Yes	No	To some extent
Part – A 1. I was able to read and understand the poem. 2. I was able to answer the questions.			
Part – B 3. I was able to read the story and understand the questions. 4. I was able to understand and do the exercises under vocabulary, grammar, and writing,			
Part – C 5. I was able to understand the project work and do it. 6. I was able to understand the story and do the exercises.			

Note to the teacher:

1. The teacher should make good use of the C.D.
2. While teaching the poem, he/she should give importance to the comprehension of the poem by the learners.
3. The teacher may use the mother tongue, especially to explain grammar. Examples from telugu or any other regional language will be useful to talk about present (now) and past (before now).
4. The teacher should make the learners attempt all the exercises under grammar, vocabulary and writing.
5. Listening input should be used to improve their listening skills.
6. Project work must be done by all the pupils.
7. The self-assessment columns must be filled in by all the pupils.

Part – A

Let's sing / recite:



Before I go to bed at night,
I like to kneel and pray;
And it is very nice to know
That God hears what I say.

I always tell Him, "Thank You, God,
For all your gifts to me."
I like to tell Him everything,
For He's my Friend, you see.

I never need to be afraid,
For God is always near;
I always try to please my Friend;
And then I never fear.

– By Lela Birky

Glossary:

kneel	:	go down on knees
pray	:	say things to God
afraid	:	fearful
please	:	make happy

Comprehension:

Answer the following questions:

1. What does God hear?
2. When does the poet pray to God?
3. Who is the friend of the poet?
4. Why is the poet not afraid of anything?

Part – B





Answer the following questions:

1. Who are the people in this picture?
2. What is the boy doing?
3. Would you like to do things like that?
4. Why should we do such things?

Main reading text:

Think before you speak

It was a sunny day. Everyone at the railway station was waiting for the arrival of a train. Among the crowd, there was a group of friends, youngsters who were going to a distant place to spend their vacation. An announcement was made regarding the arrival of the train. The group of friends made a loud noise to express their joy as the train entered the station. They ran to get their seats before anyone could get into the train.

An old man with a young boy aged around 15 years came running to catch the train. They entered the train, and the train started to move. They had their seats just near the youngsters.

The young boy, who came with the old man, was so surprised to see everything. He said to his father, 'Dad, the train is moving, and the things are moving backward.'





His father smiled and nodded his head.

As the train started moving fast, the young boy again screamed, 'Dad, the green trees run backward very fast.'

His father said, 'Yes dear' and smiled.

Just like a kid, he was watching everything with great interest and happiness filled with surprise.

The group was watching all the activities of this boy and asked the boy's father 'Is your son having any problem? Why is he behaving very differently?'

A friend from the group made fun of him saying, 'His son is mad, I think.' The father of the young boy, with patience, replied to the group. 'My Son was born blind. Only a few days ago he was operated on and he got the vision. He can see various things in his life for the first time.'

The young friends became very quiet and apologized to him and his son.

"We should not pass comments on the weaknesses of others"





Glossary:

arrive	:	reach
crowd	:	a large number of people
youngsters	:	young people
spend	:	pass time
vacation	:	a holiday period
announcement	:	public statement
express	:	speak out / convey
get into	:	enter
backward	:	go behind
nod	:	move one's head showing agreement
screamed	:	made a loud sound
activities	:	things done by a person or a group
behaving	:	acting in a certain way
make fun of	:	tease / laugh at
patience	:	calmness
vision	:	ability to see



Comprehension:

Answer the following questions:

1. How did the group of friends express their joy?
2. How did the young boy feel when he saw everything?
3. What did the group of boys think of the young boy?
4. What was the surprising truth about the boy?
5. Did the young friends realize their mistake? How can you say?





Vocabulary:

(A) Arrange the following words in alphabetical order (a, b, c...). One is done for you.

1. get arrive head made

Ans: arrive get head made

2. various move tree spend

Ans:.....

3. young life mad interest

Ans:.....

4. like group blind dear

Ans:.....

5. train fast green again

Ans:.....

6. very dear son old

Ans:.....



(B) Write the opposite words (antonyms) of the following choosing the words from the list given below. The first one is done for you.

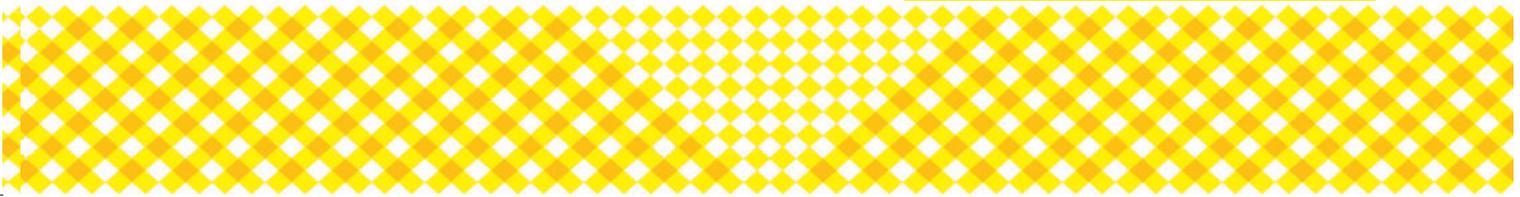
many, far, forward, quiet, old, departure, enemy

1. friend : enemy

2. arrival :.....

3. loud :.....

4. young :.....





5. near :
6. backward :
7. few :

Grammar:

Look at the following expressions and notice the underlined words.

loud noise



old man



young boy



green trees



great interest



- *The underlined words are describing words. They describe persons, places, animals, birds or things.*
- *They tell us about the colour, size, shape, number (quantity) or quality.*
- *They usually come before naming words (names of persons, places, animals, birds or things).*
- *Such words are called **adjectives**.*





Read the following sentences and circle the describing words.

1. Mohan is a tall boy.

2. Sindhu is a beautiful girl.

3. Aasha has many books.

4. This is a red rose.

5. Vijay has a round face.



Writing:

(A) Use the following words in your own sentences. The first one is done for you.

short : Gitika is a **short** girl.

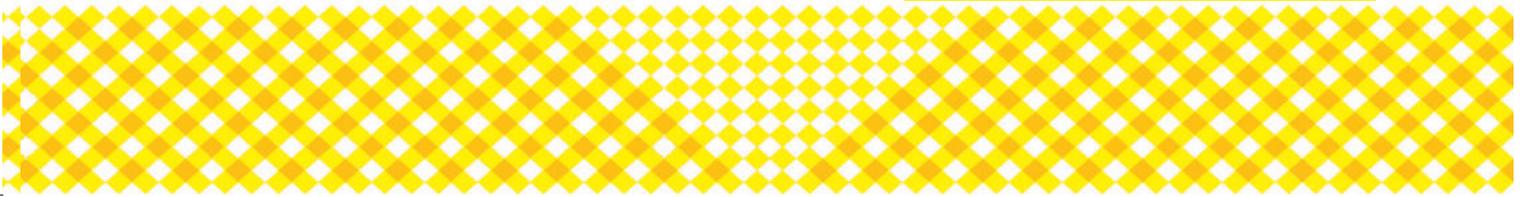
blue :

three :

sweet :

good :

easy :





Part – C

Project Work:

Put the following describing words under correct headings.



pink
orange
two
more
many
tiny
purple
huge
some
heavy

small
big
delicious
bitter
all
salty
brown
grey
spicy
sour

Words referring to colour	Words referring to taste	Words referring to number or quantity	Words referring to size



Reading card:

A good lesson

Anand and Vikram are small boys. They are the students of class III. They go to school together. One day they found an old rope on the road when they were going to school. Each one of them wanted to have it for himself. They began to quarrel for the rope.

Anand held the rope at one end and Vikram at the other end. Both were trying to pull it away from each other. All of a sudden the rope broke and the two boys fell backwards into the mud.



An old man noticed it and laughed. He said, “That’s what always happens to people who quarrel. They make a lot of noise over some useless things and in the end what do they gain? Nothing, except that they are covered with shame just as you two are covered with mud.”



Glossary:

Notice : saw

Answer the following questions.

1. Which class were Anand and Vikram in?
2. What was the reason for the quarrel between Anand and Vikram?
3. Why did the rope break?
4. What happened to the two boys at the end of the story?
5. What is the moral of the story? (Choose the best answer from the following.)
 - (a) Don't be angry with your friends.
 - (b) Don't quarrel for useless things.
 - (c) Don't go to school along with your friend.

Listening input:

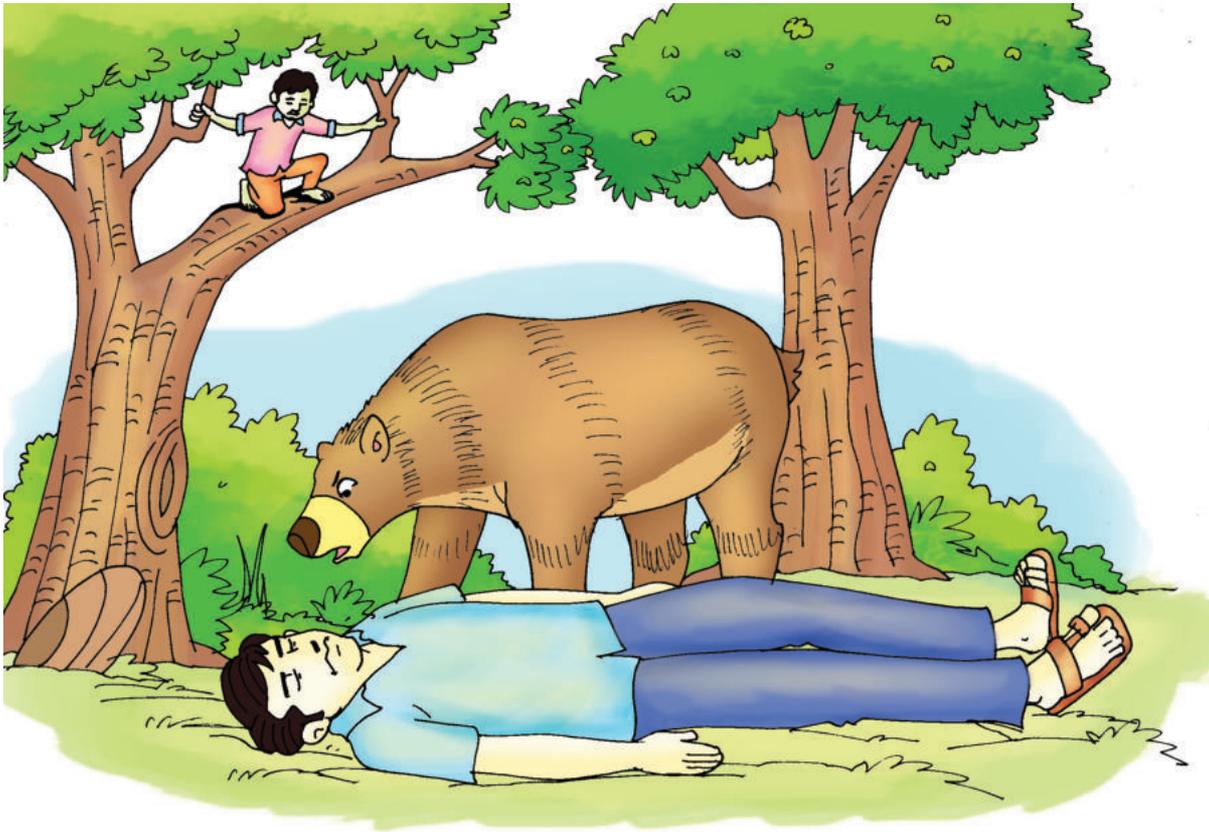
True friendship

Ramesh and Suresh were two friends. One day they were passing through a thick forest.

Suresh said, "Friend, I am afraid there are wild beasts in this forest. What will we do if a wild beast attacks us?"

"Don't be afraid, Suresh," said Ramesh, "I shall stand by your side if any danger comes. We shall fight together and save ourselves." Thus, talking they went on their journey. But suddenly they saw a bear coming towards them. Ramesh at once got up the nearest tree. He did not think what his friend would do.





Suresh did not know how to climb a tree. He had no way of escape. He was helpless. But soon he took a plan. He fell flat on the ground like a dead man. The bear came up to Suresh.

It smelt his nose, ears and eyes. It took him to be dead and went away.

Then Ramesh came down from the tree. He said to Suresh, “What did the bear whisper in your ear?”

Suresh said, “The bear told me not to trust a friend who leaves his friend in danger.”

An insincere friend is more to be feared than a wild beast.





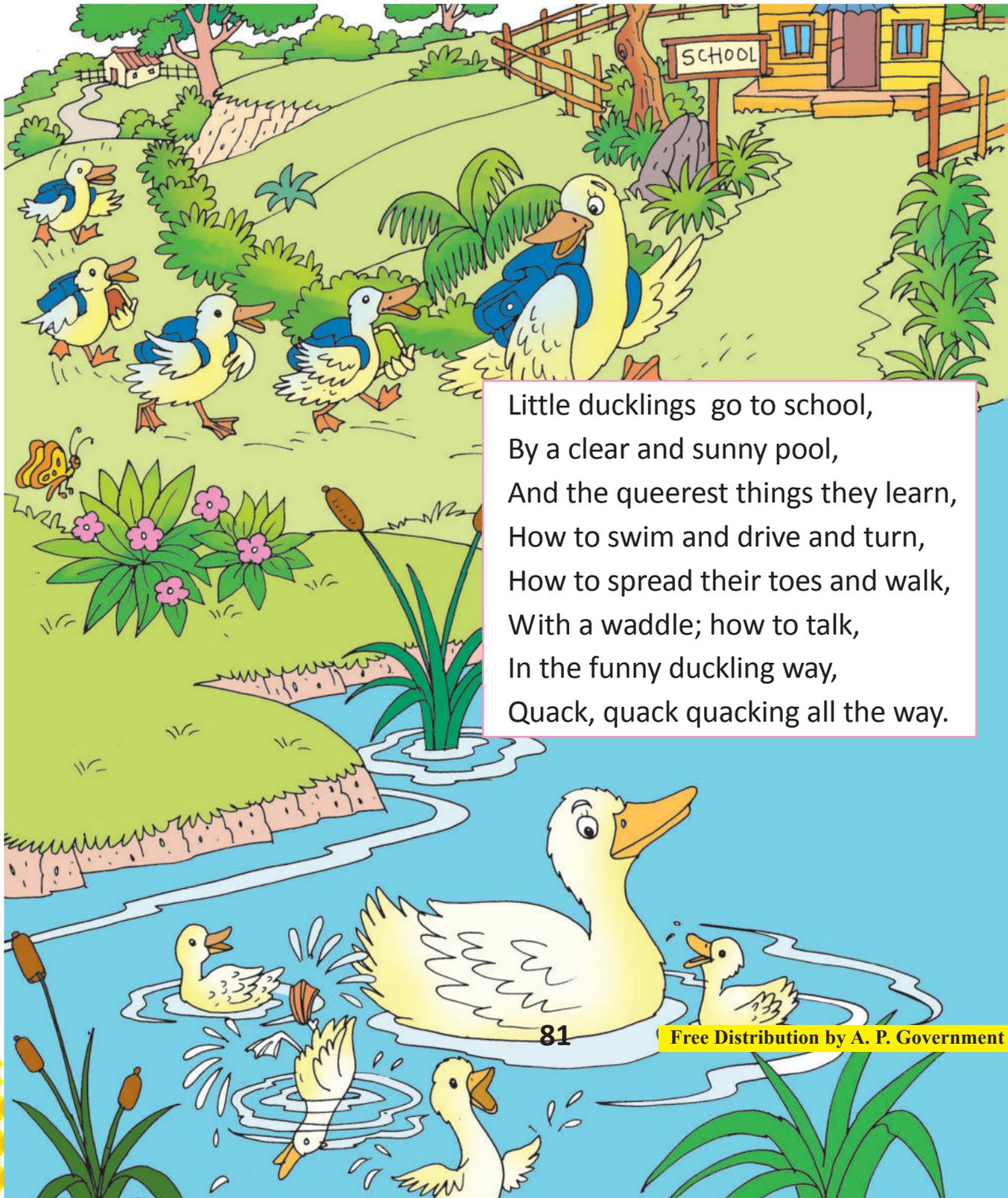
Self-assessment:

Item	Yes	No	To some extent
1 I was able to read and understand the poem			
2 I was able to interact with the teacher.			
3 I was able to read and comprehend the text 'Think before you speak'.			
4 I was able to do the exercises given under 'Vocabulary'.			
5 I was able to do the exercises given under 'Grammar'.			
6 I was able to do the exercises given under 'Writing'.			
7 I was able to do the project work.			

Note to the teacher:

1. Recite the poem two or three times before the class with the pupils and also use the C.D for this purpose.
2. Get oral answers from students for questions under comprehension.
3. You may use any other picture that is appropriate to the theme of the lesson for interaction. (picture for interaction)
4. Use instructional bilingualism in teaching.
5. Encourage children to attempt the exercises under vocabulary and grammar, and do them on their own.
6. Help the children while completing the exercises under 'writing'.
7. Provide and supply suitable examples to the students to make them understand the task clearly.
8. Please assist the students in completing the project work.





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



Glossary:

ducklings	:	baby ducks
sunny	:	with a lot of bright light from the sun
queer	:	strange
dive	:	jump into the water
spread	:	move legs or arms far apart
toes	:	finger-like parts of the feet
waddle	:	to walk with short steps and move from side to side
funny	:	silly
quack	:	the sound made by a duck.

Comprehension:

Now answer the following questions:

1. Who go to school?
2. How is the pool?
3. What strange things do they learn?
4. How do they talk?



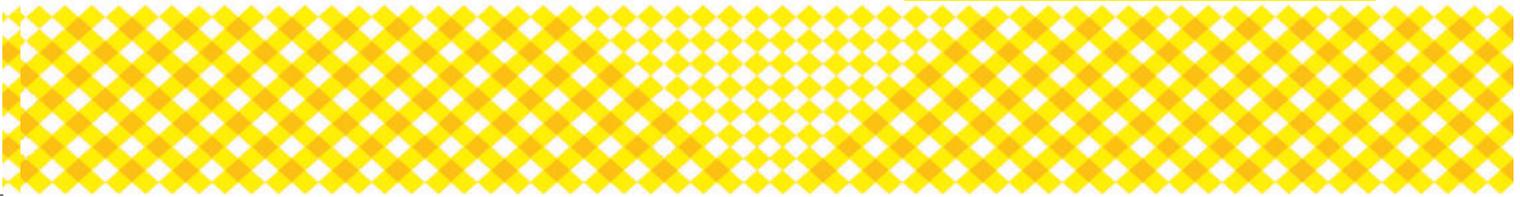


Part – B

Picture for interaction.



- i) What do you see in the picture?
- ii) Have you ever seen them before?
- iii) Do you like them? Why?





The main reading text:

The naughty turtle

Once upon a time, there was an old Father Stork and Mother Stork. Since they had no children, they brought up a baby turtle. He always lived in his shell home by himself. So they called him Home-Along. Home-Along was very naughty, but the two old storks loved him very much.



Once, the land became very hot and dry. As there was no food around anywhere, the storks had to fly a long way to live in a new place where they could get food and water.



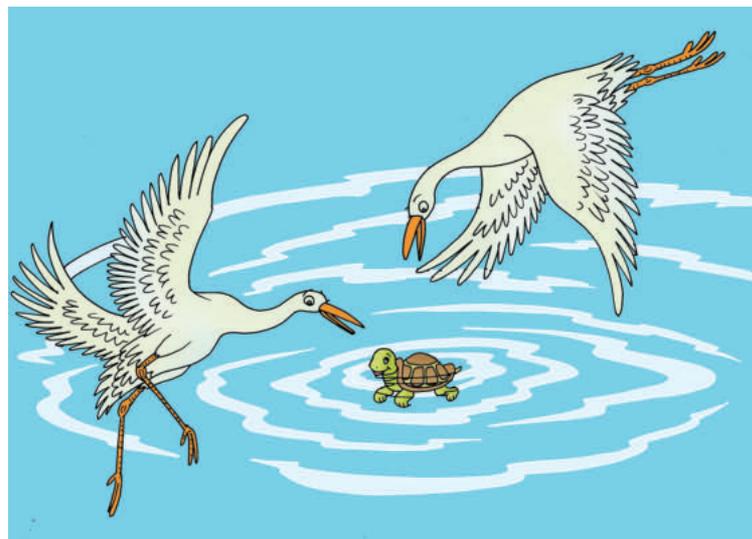


They could not dream of leaving Home-Alone behind. So, they made a clever plan to take him along. Between them they held a stick in their beaks and asked the baby turtle to hold it in his mouth, so he could bite it tightly and hang on to it. They warned Home-alone not to open his mouth.



Then, each Stork held one end of the stick, and they began to fly. They flew fast and high in the sky to reach the land of plenty. Home-Alone began to get bored. He remembered what his parents had told him many times but after a while, he decided to sing. The moment he opened his mouth, he fell.

Luckily, at that time they were flying low over the sea. Home-Alone did not die because he was a turtle, but he got a shock. The old storks had to search for a long time before they could find him swimming in the sea,



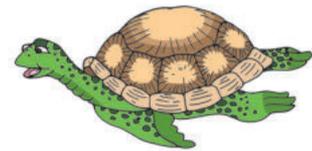


looking very scared. They forgave him because they loved him very much. The three of them then went on. At last, they reached a land where there was food.

From that day, Home-Along realized two things. When he did not obey his parents, he got into trouble. His disobedience also hurt his parents.

Glossary:

stork	:	a large black and white bird with a long beak and neck
turtle	:	large slow moving animal with hard shell living in water
naughty	:	silly
clever	:	intelligent
beak	:	hard pointed or curved outer part of a bird's mouth.
bite	:	to use the mouth to catch something
hang on	:	to attach something, keep doing
moment	:	a very short period.
search	:	to look carefully for something
shock	:	a strong feeling of surprise
scared	:	frightened



Comprehension:

1. Answer the following questions:

1. Why did the storks bring up a baby turtle?
2. Why did they call him Home-Along?
3. What kind of baby was the Home-Along?





4. Why did the storks have to fly a long way?
5. What did they warn the baby turtle about?
6. Why wasn't baby turtle hurt when he fell down?
7. Did the storks forgive the turtle? If yes, Why?
8. What two things did the turtle realize?

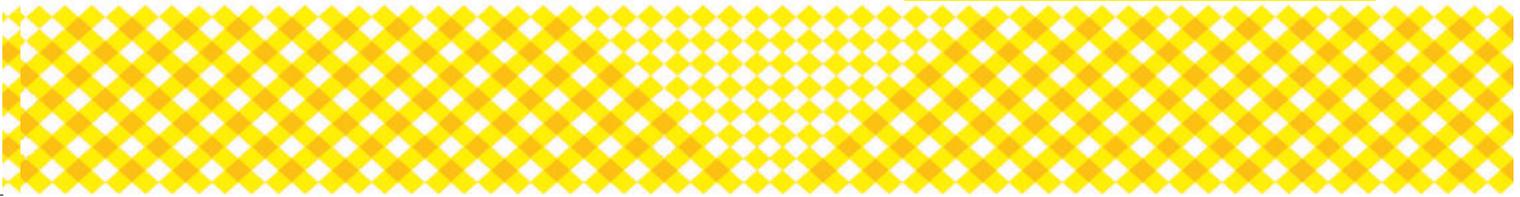
2. Say whether the following statements are true or false.

1. The two storks loved the baby turtle very much. ()
2. The two storks had to fly a long way to get in search of food and water. ()
3. The baby turtle forgot his parents warning and began to sing. ()
4. The storks could not forgive the turtle because he disobeyed their advice. ()
5. The baby turtle realized that he got into trouble because he disobeyed his parents. ()

Vocabulary:

1) Pick out words from the lesson that are opposite in meaning to the following.

1. serious x -----
2. cold x -----
3. foolish x -----
4. interested x -----
5. hate x -----
6. forget x -----





ii) Fill in the blanks with the words given in the box.

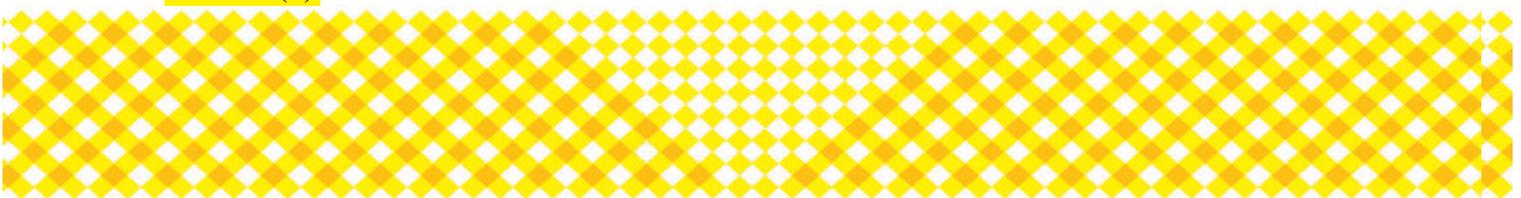
II. The storks brought up a turtle and _____ him very much. Since the land became very hot and dry, they decided to fly far away in _____ of food and water. They made a _____ plan. They held a stick in their _____. The turtle had to _____ it and could _____ on to it.

(bite, loved, clever, search, beaks, hang)

Grammar:

You have read the story and understood it. You might have noticed that the story happened long ago, and so the story was in the past tense and tells us what happened in the past. You might have also observed that most of the sentences are in the simple past. If the subject is followed by the second form of the verb, we say that the sentence is in the past tense. To describe what happened in the past (before now), we use the second form of a verb. Do you know about different forms of a verb. Here are some examples.

I form Base/present	II form Past	III form Past participle
want	wanted	wanted
write	wrote	written
live	lived	lived
bring	brought	brought
become	became	become
make	made	made





Now change words in the brackets into their corresponding second form of the verbs.

Once upon a time two storks _____ (bring) up a baby turtle, he always _____ (live) under his shell. The land _____ (become) very hot and dry. So the storks _____ (want) to fly far away. They _____ (make) a clever plan to take the turtle along.

Writing:

Some jumbled sentences are given below. Arrange them in the proper order and rewrite the sentences so as to get the story.

1. The baby turtle lived under his shell home by himself.
2. The storks brought up a baby turtle.
3. The storks had no children.
4. The land suddenly became hot and dry.
5. The storks loved the baby turtle very much.
6. So they called him Home-Alone.
7. The baby turtle fell into a sea.
8. The storks wanted to fly away for food and water.
9. They asked the turtle to bite the stick that is in between their beaks.
10. The turtle did not listen to their advice and began to sing.

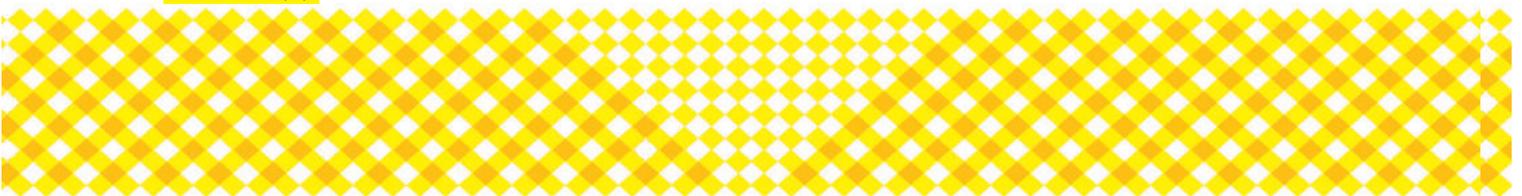
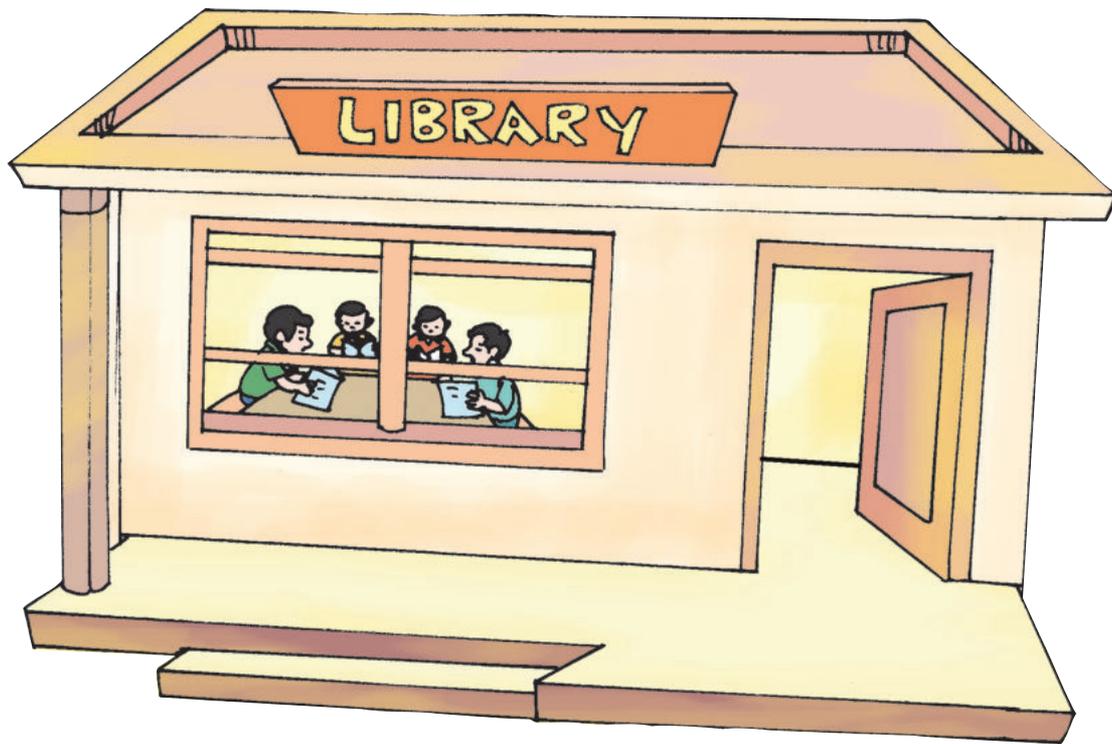




Part – C

Project work:

Please, go to the library and read a similar story from Jataka tales or Panchatantra and narrate a story to your friends in the class. Take the help of your teacher.



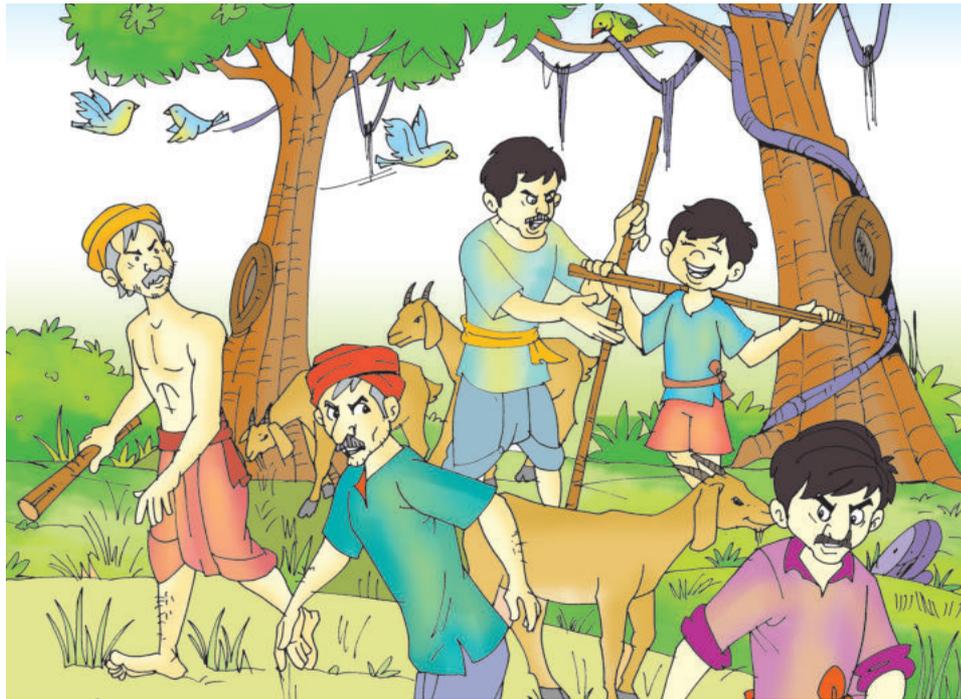
Reading card:

Ramesh and the wolf

Once upon a time, there lived a goatherd boy called Ramesh. He got bored tending goats every day.

One day, he thought to himself. “Why not play a trick on the villagers.”

He started shouting, “Wolf! Wolf!” The villagers thought that a wolf had come to eat the goats. They rushed up to the place. They grew angry with Ramesh because they knew that he had played a practical joke on them.



A few days elapsed. Ramesh played the same trick again and fooled the villagers. And they became angry and decided never to help Ramesh. After a few days, Ramesh sat on the hill thinking up another trick to play. Suddenly, he heard a low growl. Turning around, he saw a real huge wolf in front of him.



Ramesh screamed, “Wolf! Wolf!” The villagers thought that Ramesh was fooling them again. They did not come to help him. The wolf killed and ate some of his goats. He had to run very fast to save himself. He was hurt very badly. He repented for his mischief.

We should never try to fool others.

Glossary:

goatherd	:	a person who tends goats
tending	:	looking after
trick	:	deception
wolf	:	fox like animal
practical joke	:	a trick that is intended to make someone look silly
growl	:	to make a low sound in the throat with anger
huge	:	very big



repent : to feel ashamed and
sorry about a wrong done

mischief : bad behavior



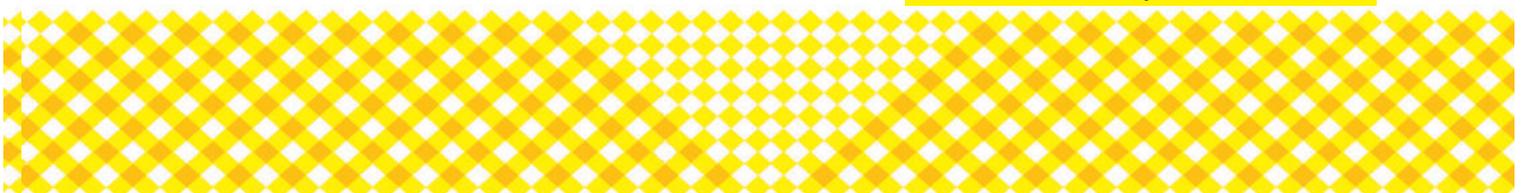
Exercises:

I) Now answer the following questions:

1. Why did Ramesh want to play a trick on the villagers?
2. What trick did he do?
3. Why did the villagers decide never to help Ramesh again?
4. What happened to Ramesh as a result of his trickery?
5. Did Ramesh repent for his mischief?
6. What moral do you learn from the story?

Match the following:

- | | | |
|----------|-----|---|
| 1. joke | () | a. the secret powers of appearing impossible things to happen |
| 2. trick | () | b. something that you say or do to make the people laugh |
| 3. fun | () | c. the feeling of enjoying yourself |
| 4. cheat | () | d. something that you do to make somebody believe something that is not true |
| 5. magic | () | e. to make somebody believe something that is not true to get money or something else |

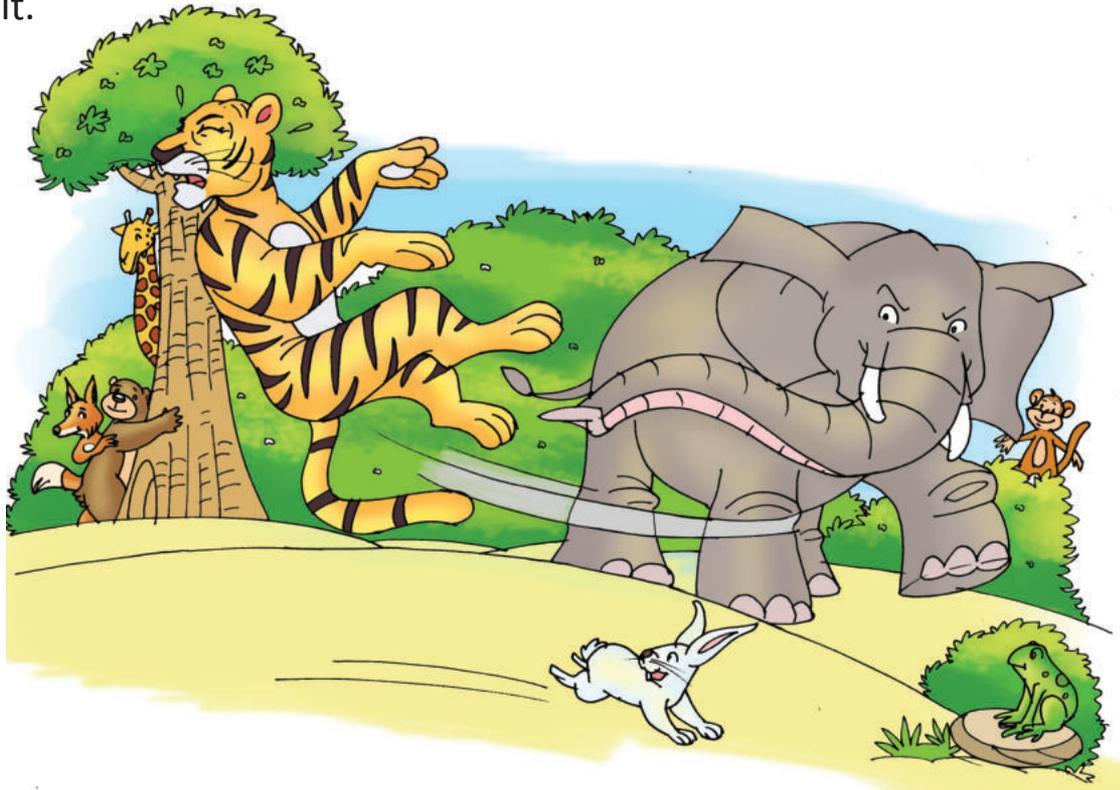




Listening input- narrative:

The animal school

It was a hot summer day. Many animals of the forest assembled in and near the (forest) pond. All of them were relaxing and talking. Just then, a crow came flying and sat on a branch. A rabbit saw it. "Welcome, Mr. Crow! Where did you go in the hot sun?" asked the rabbit.



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

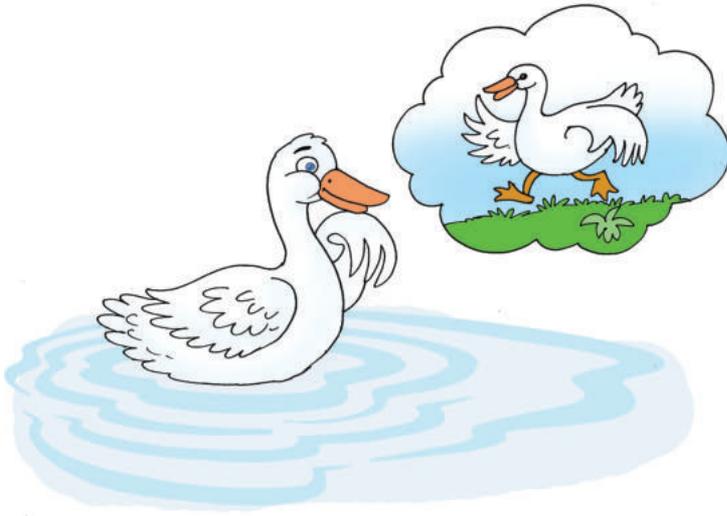
"Surprising? What was that?" asked a duck. "I saw an animal school deep in the forest," said the crow.

A squirrel that was lying in her burrow heard these words.

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

"Many things: running, jumping, flying, swimming and much more," said the crow.

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



The duck thought, “I can swim very well but I cannot run like other animals.

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

The rabbit thought, “Though I can run very fast, I cannot swim in water.



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

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



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

Thinking so, all the animals went to the school. The rat was the principal of the school. They all got admission in the animal school except the cat because digging and barrowing were not taught in the school. The duck was excellent in swimming. He was better than his teacher, but he got less marks in flying and was poor in running. So, he had to stay after school and stop swimming in order to practise running.



He practised until his webbed feet were badly wounded. So he became poor in swimming and he was not able to swim any more. The rabbit was good at running but became very tired soon. He had to learn a lot of swimming. So he practised swimming and forgot running.





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

An old monkey who was observing all these, went to the school and said to rat, "You did not listen to my words when I warned you about it. See what happened now. Teach them what they can learn."

The rat replied repenting, "Yes, we must never go against Nature."

Listening input:

Answer the following questions:

1. What were the animals doing near the pond?
2. Who came there flying then?
3. Who saw it?
4. Where did the crow go?
5. What did it see there?
6. What were taught at the animal school?
7. Do you like such a school?
8. Who do you think teach all those things there?





Self-assessment:

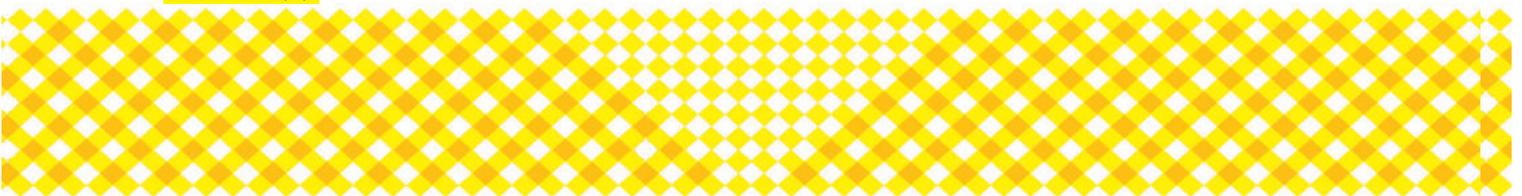
Item	Yes	No	To some extent
<p>Part-A</p> <p>1. I was able to read and understand the poem. “The Duckling’s school.”</p> <p>2. I was able to answer the questions.</p>			
<p>Part-B</p> <p>3. I was able to read the story and I answered the questions.</p> <p>4. I was able to understand and do the exercises under vocabulary, grammar, and writing.</p>			
<p>Part-C</p> <p>5. I was able to understand the project work and do it.</p> <p>6. I was able to understand the story and do the exercises.</p>			

Note to the teacher:

This unit like all the other units is divided into three parts- A, B, and C. Under A the poem “The ducklings school” is given which is available in the form of a CD also. The teachers are advised to make the children not only enjoy the poem but also make them understand it by asking a few questions given there under.

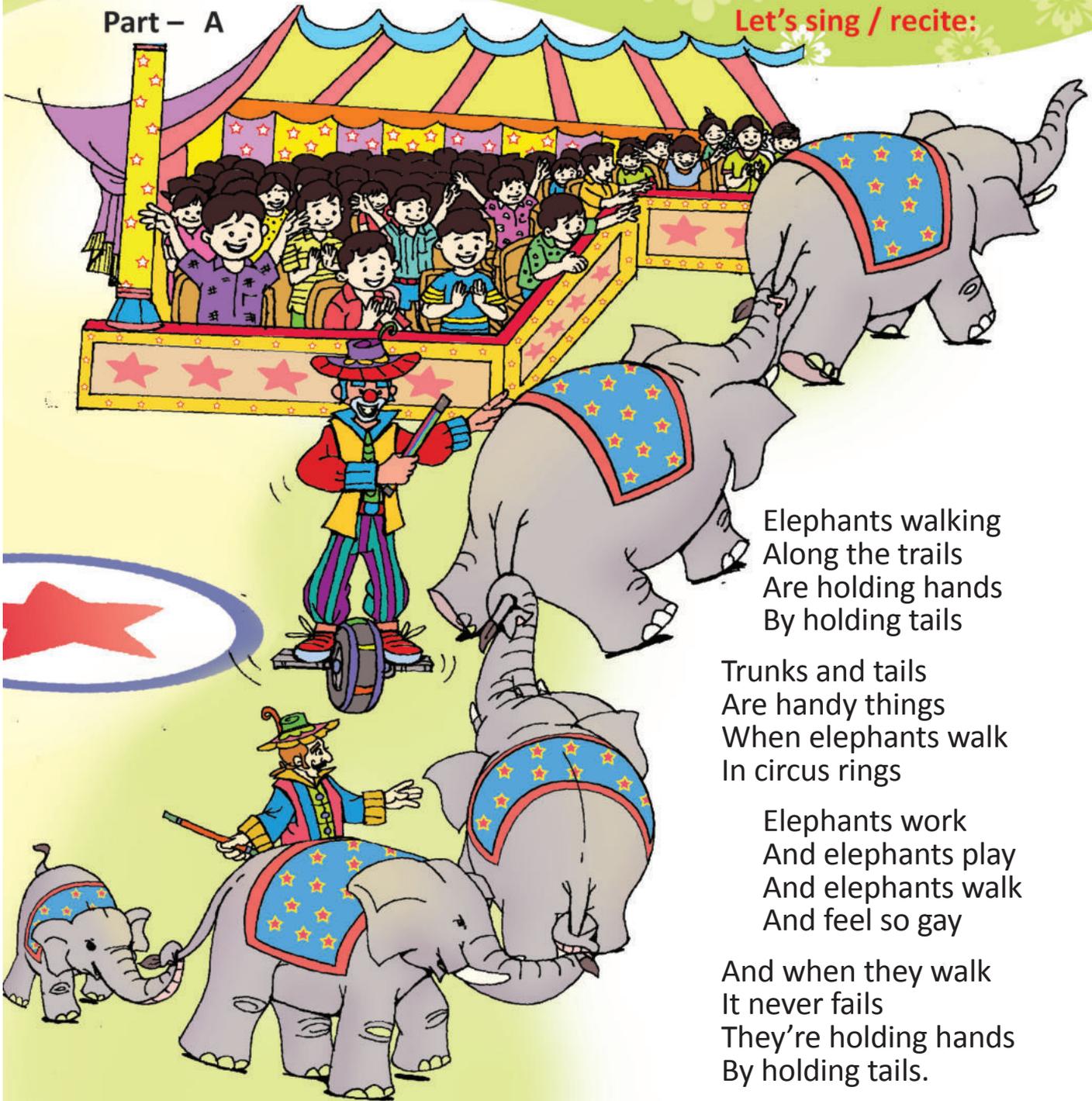
The second part B consists of the main reading text (The Naughty Turtle) which is available in the form of a CD also. The teachers are advised to lead the children towards the main reading text using the face sheet. They are advised to make children understand the text thoroughly using the comprehension questions and glossary. They are also advised to see to it that the exercises that are given under vocabulary, grammar and writing are attempted well by the children.

The third part consists of C which includes the project work, self-assessment, material for the extensive reading that is available in the form of a Reading card, “Ramesh and the Wolf”.



Part - A

Let's sing / recite:



Elephants walking
Along the trails
Are holding hands
By holding tails

Trunks and tails
Are handy things
When elephants walk
In circus rings

Elephants work
And elephants play
And elephants walk
And feel so gay

And when they walk
It never fails
They're holding hands
By holding tails.

- Lenore. M. link



Glossary:

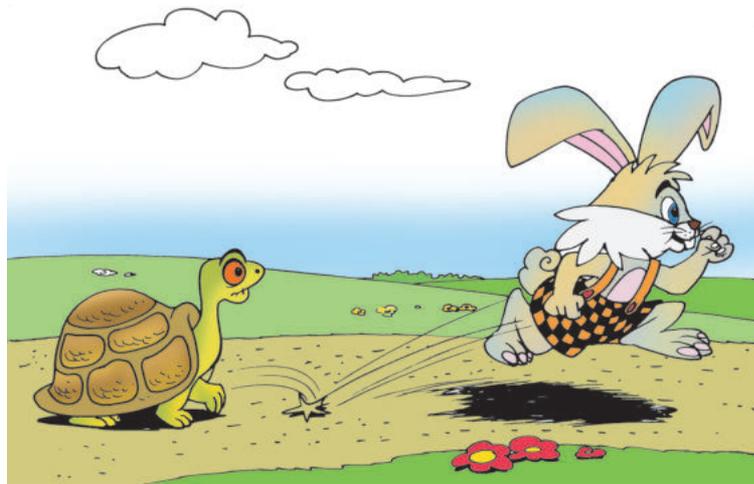
- trail : animals track, pathway
trunk : the long nose of an elephant
gay : happy

Answer the following questions:

1. How are the elephants walking?
2. How do the elephants feel when they walk and play?
3. What does holding hands mean?
4. What is the poet talking about?

Part – B

1. Look at the picture.



Now answer the following questions.

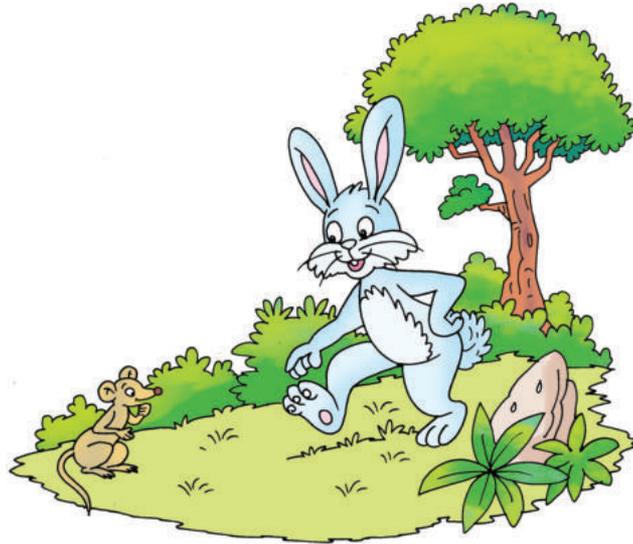
1. What do you see in the picture?
2. What are the animals doing?
3. Who will win the race?
4. Do you think the tortoise is a fast runner?





The rabbit and the mouse

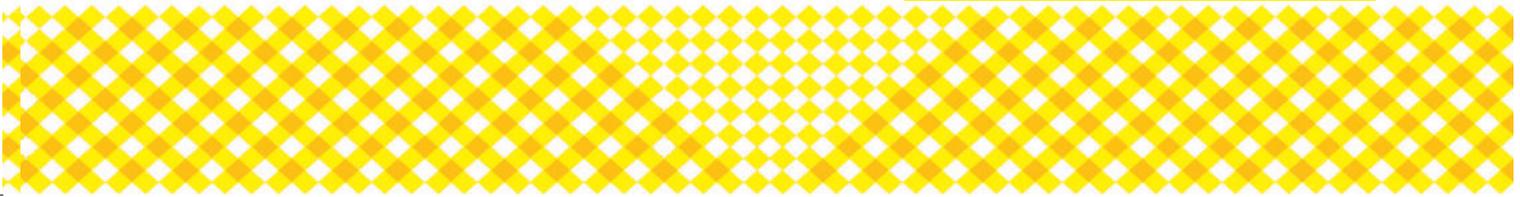
Once upon a time there was a rabbit. It lived in a forest. It was very proud as it was a fast runner. One day, it made fun of a mouse that also lived in the forest.



"You cannot run fast," the rabbit said to the mouse. "You see. Your legs are small. They are smaller than my legs. My legs are longer. I can run faster," added the rabbit.



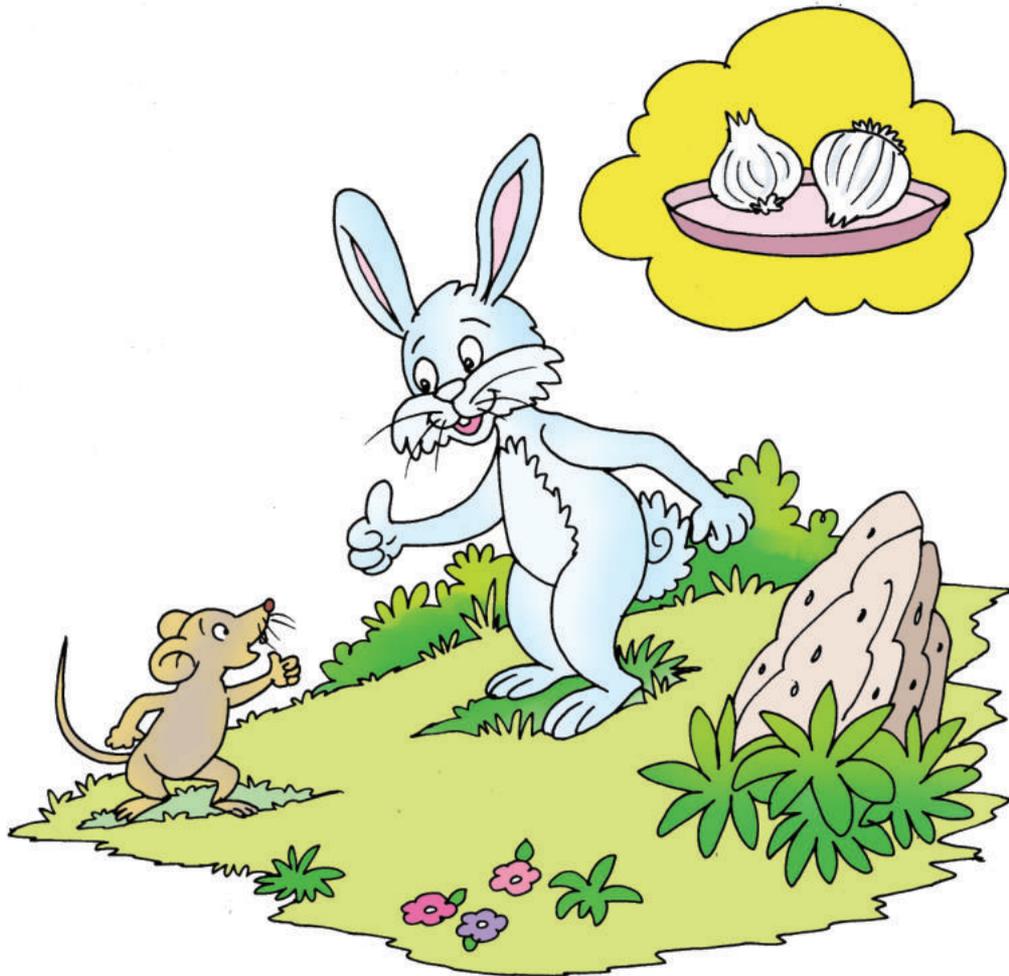
The poor mouse had a friend. The friend looked just like the mouse. The friend mouse knew what the rabbit had said. It said, "Very proud! We will teach the rabbit a lesson."





Next day;

The rabbit met the mouse. Again it teased. "Haa... Haa... Haa.... You cannot run fast, can you?" The mouse replied, "Sir, you say you can run fast. If you are so sure, can you bet that you can beat me in a race?"



The rabbit laughed at the mouse, "What! Beat you in a race?" The mouse asked, "Are you ready for the bet?"

"Tell me, what is the bet?" The rabbit asked. "A large meal of onions!" said the mouse.

"Agreed!" the rabbit replied. "We will run a race tomorrow from the forest pond," he said.



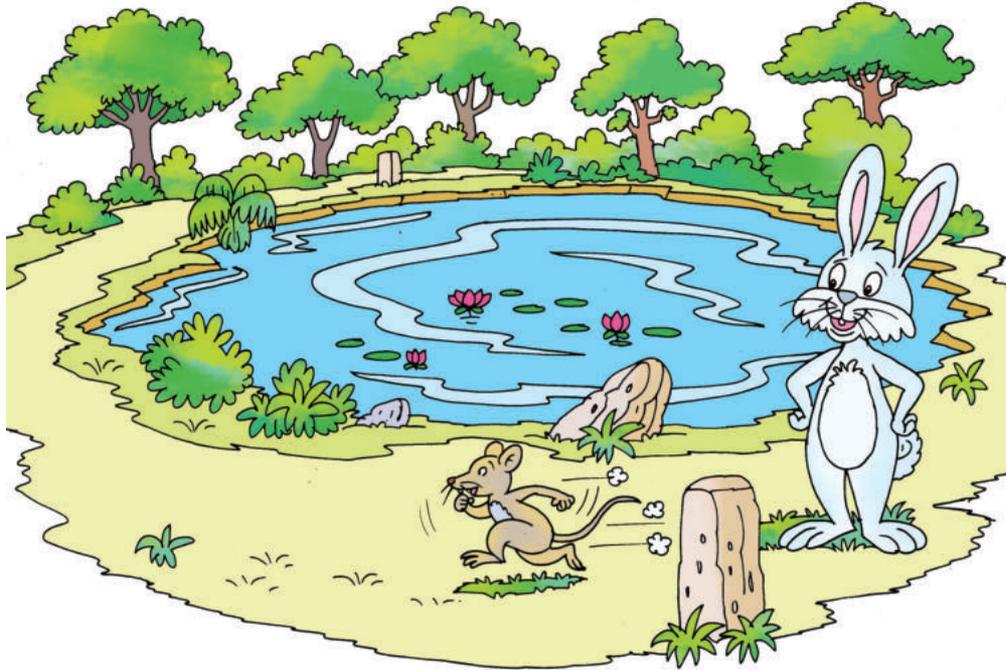


Next morning;

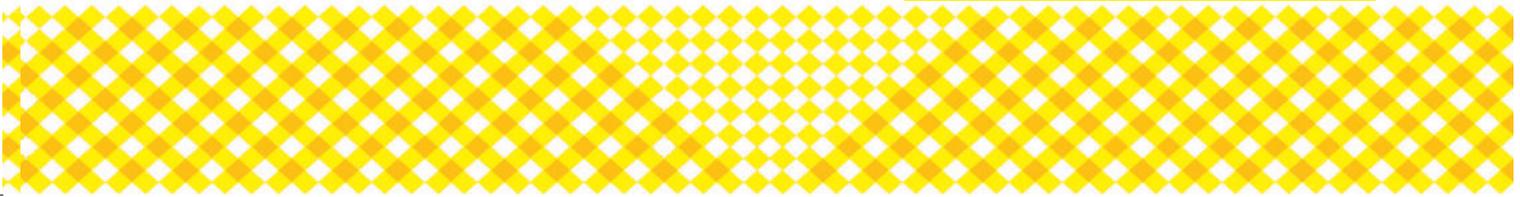
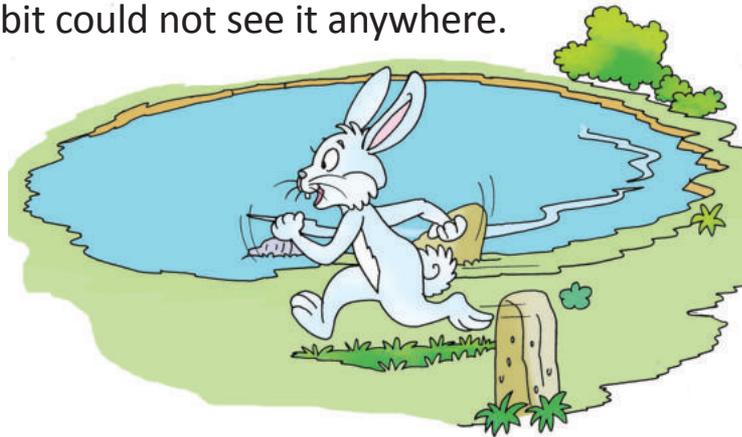
The rabbit and the mouse met at the forest pond. They began the race.

Who do you think will win the race?

The rabbit or the mouse?

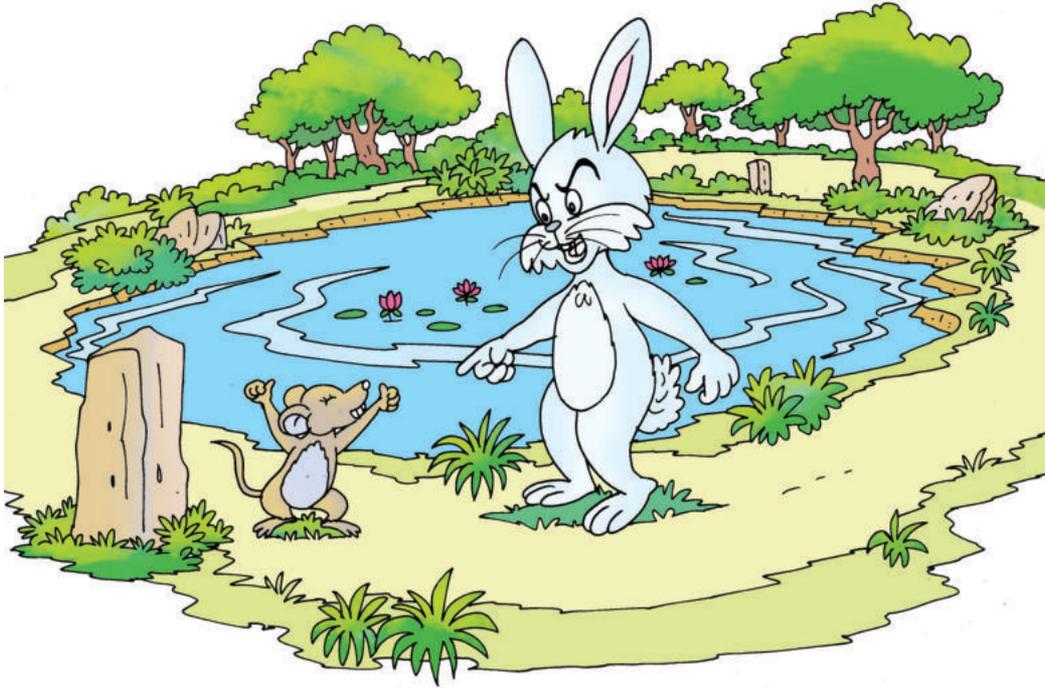


The mouse and the rabbit started running. The rabbit was sure he would win the race. He let the mouse take the lead in the race. The mouse was in the lead. The rabbit picked up speed. He ran. He ran and ran. "I'll overtake this little mouse in no time," he thought. But...Where was the mouse? The rabbit could not see it anywhere.

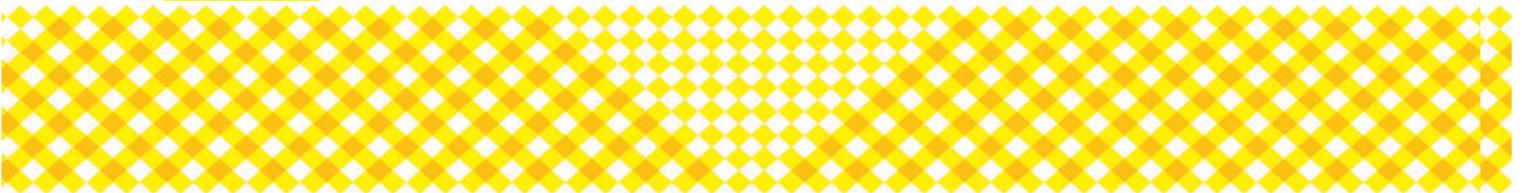
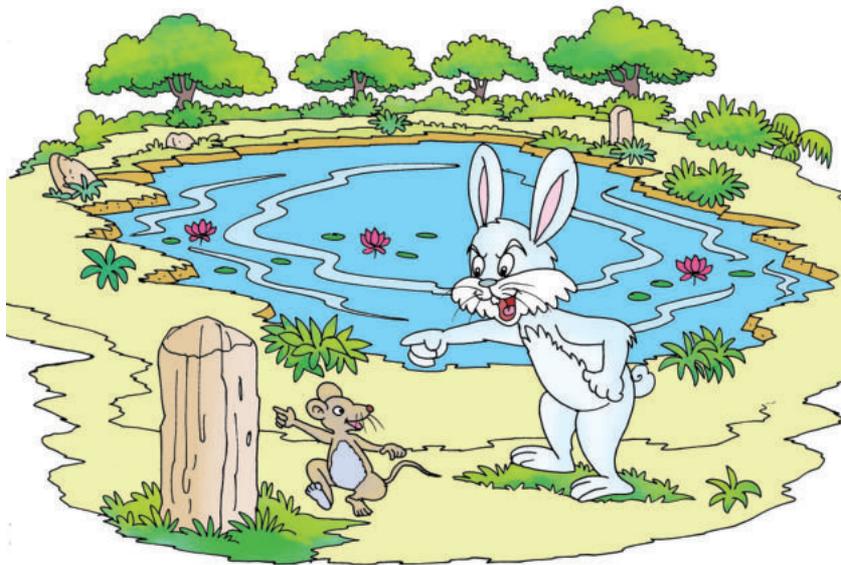




The rabbit reached the winning post. He thought, "I won the race!" But, the mouse was already there standing and smiling at the winning post. It waved its hand in joy.



The rabbit was gasping. But the mouse was fresh and active. The mouse said, "Dear friend, I reached the winning post first. But you are doubtful about my win, aren't you? Shall we race back to the forest pond again?"





The rabbit agreed. He was confident. "I will not fail," he thought. Again they started running.

The rabbit ran faster and faster and reached the forest pond. He thought he won the race. But the mouse was already there before the rabbit reached.

This time, the rabbit invited the mouse for a race again. The mouse agreed. They ran. The result was the same. The rabbit was mad with anger.



Now, the rabbit had to treat the mouse with an onion meal as the mouse won the race. The rabbit looked here and there to invite the mouse for the meal. But there was no mouse!

On the other side of the forest, two little mice had an onion meal. They looked alike. They said, "Pride leads to falling."





The friend mouse said to the mouse, ***You started the race well.***

The mouse said to the friend mouse, ***And you finished it very well.***

They shook their hands happily.

The rabbit did not know how he lost the race.

Glossary:

proud	:	thinking high of oneself
beat	:	win
pond	:	a small lake
take the lead	:	be ahead
overtake	:	catch up with and pass
picked up	:	increased
treat	:	feed
finished	:	completed



Answer the following questions:

1. How did the rabbit tease the mouse?
2. Why did the mice want to teach the rabbit a lesson?
3. What was the bet on the race?
4. Why did the rabbit allow the mouse take the lead?
5. What was the secret of the mouse's victory?





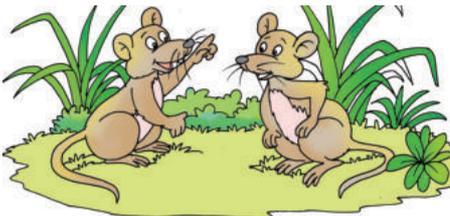
You read these sentences in the story. Match the pictures with the words; the first one is done for you.

Pictures

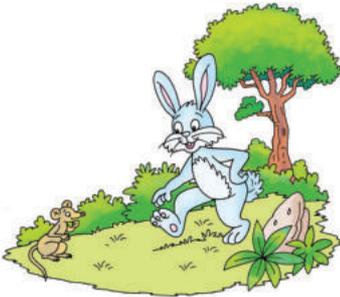
Sentences



I won the race.



My legs are longer.



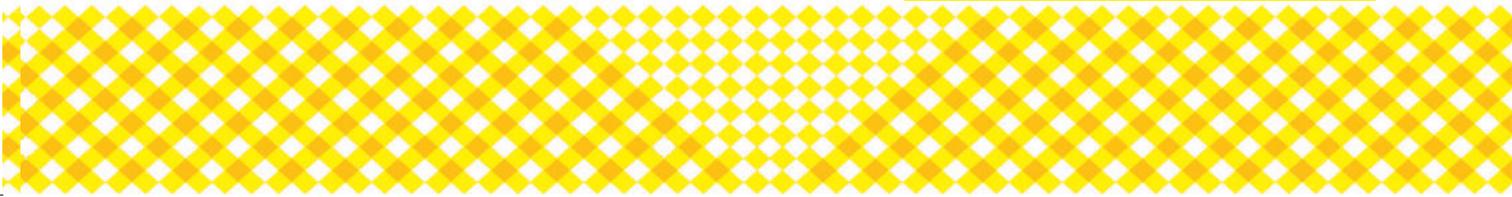
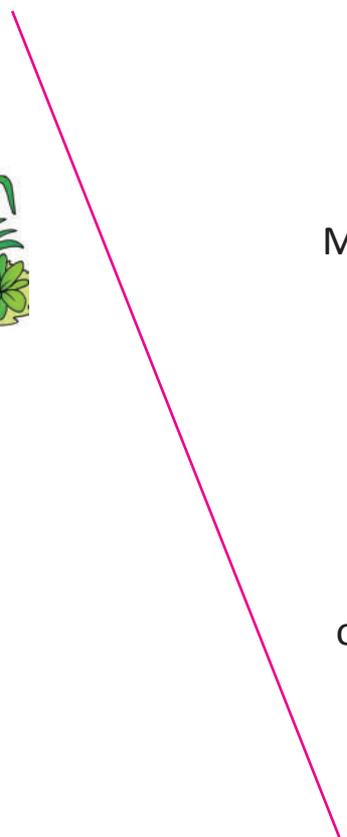
A large meal of onions is the bet.



I'll overtake the little creature.



Pride leads to falling.





Grammar:

Look at the underlined words used in the story and how they are used in a sentence.

1. The lion said to the cat, "You are small. You are smaller than me". We have the words 'small' and 'smaller' in the above sentence.

These are describing words. 'Small' is the base (positive) form and 'smaller' is the comparative form. Let us know positive and comparative forms of some more describing words.

Base (Positive) form	Comparative form
Fast	faster
Large	larger
Good	better
Happy	happier

Use the words in the paragraph appropriately

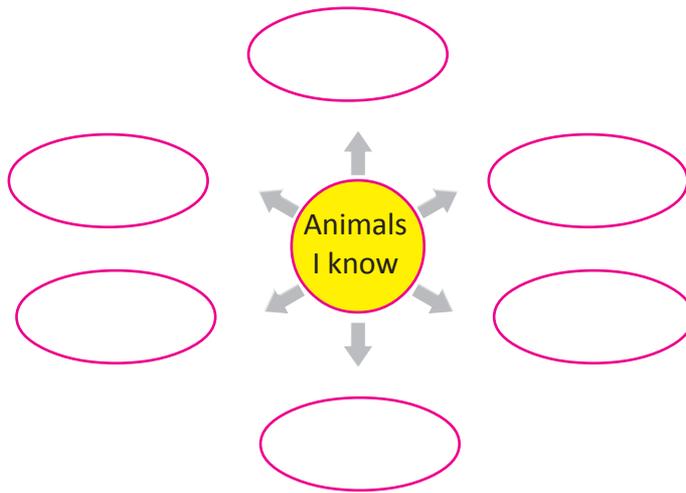
In Ramu's house, there live several pet animals. There are a dog and a cat. The cat is small. It is _____ (small) than the dog. The cat has good habits. The dog's habits are even _____ (good). The cat is a good runner. He runs _____ (fast). But, the dog runs _____ (fast). Though other dogs and cats always fight with each other, Ramu's cat and dog are _____ (happy). They are _____ (happy) than many other animals.





Vocabulary:

We find some animals in the story. Write the names of other animals you know in the circles given. Compare your picture with the picture prepared by your friend.



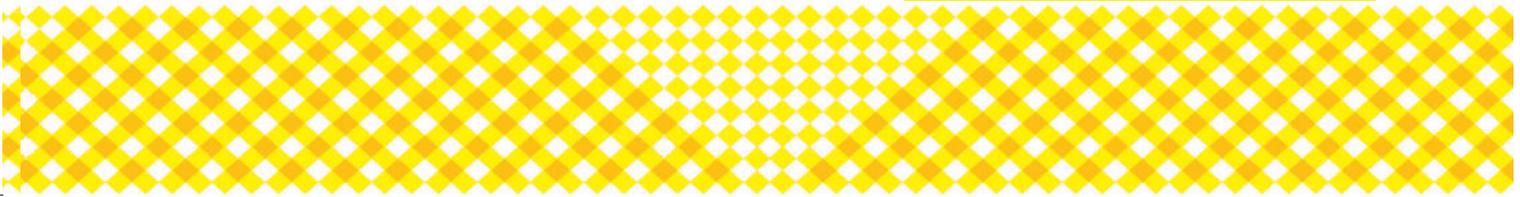
Writing:



Saturday,
October 31, 2015.

This forest is a nice place. I am happy in forest. I have many friends in the forest, the elephant, the deer and others. They are big. But there is a mouse. It is not big. It is small. It is smaller than the cat. But the mouse is bigger than ants and flies. He is not afraid of me.

Rabbit





This is a diary entry written by the rabbit. Read it.

Write a diary entry by the mouse. Use the ideas given in rabbit's entry.



This forest is a nice place. I am _____
 (happy/unhappy) in the forest. The rabbit has many
 friends in the forest. They are _____.
 _____. But I have only one friend. My
 friend is _____. The cat is rabbit's
 friend. He is _____ than me.

But he is _____ than the
 rabbit. There are ants and flies. They are
 _____ than me. The rabbit is bigger
 than me. But I am not _____ of
 the rabbit .

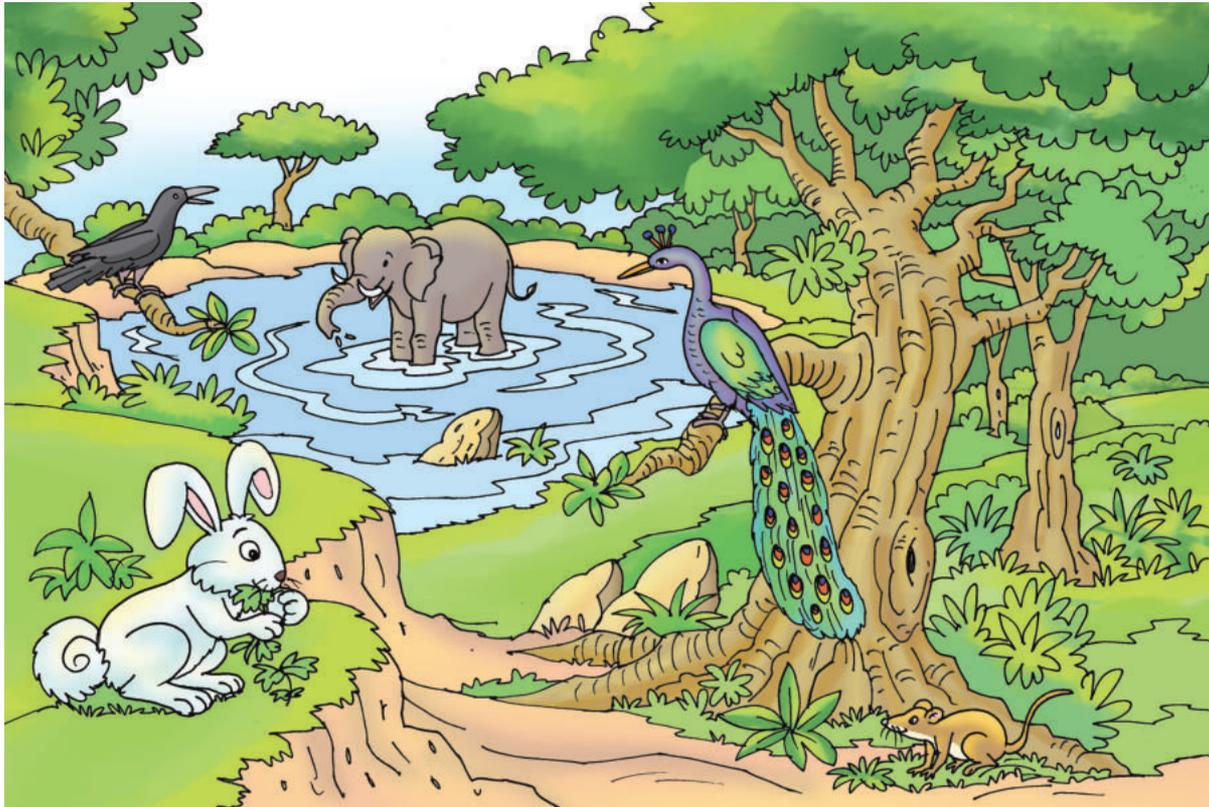
Mouse





Part – C

Project work:



Get into groups:

Describe the forest:

Talk about the animals shown in the picture.

Tell your friend which animal you like most.

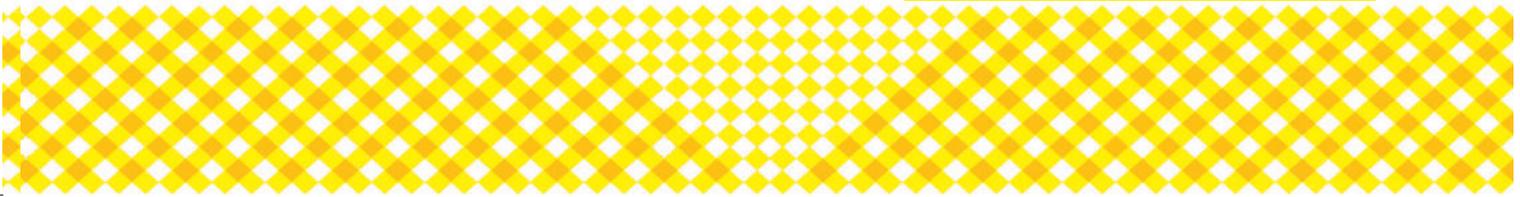
Give reasons for your choice. You can also use the stories in this unit to decide the choice.

Write the reasons:

1) _____

2) _____

3) _____





Speaking:

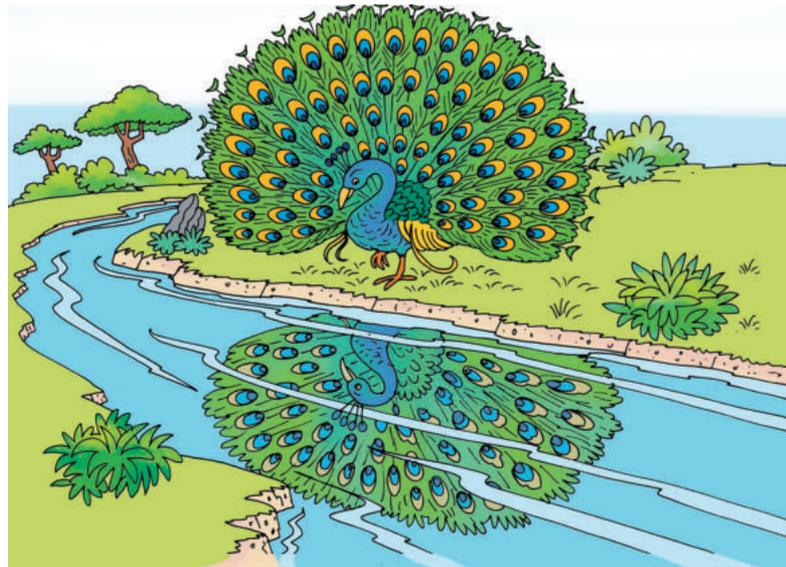
Get into pairs. Role play the conversation between the rabbit and the mouse.

Reading card:

The rude peacock

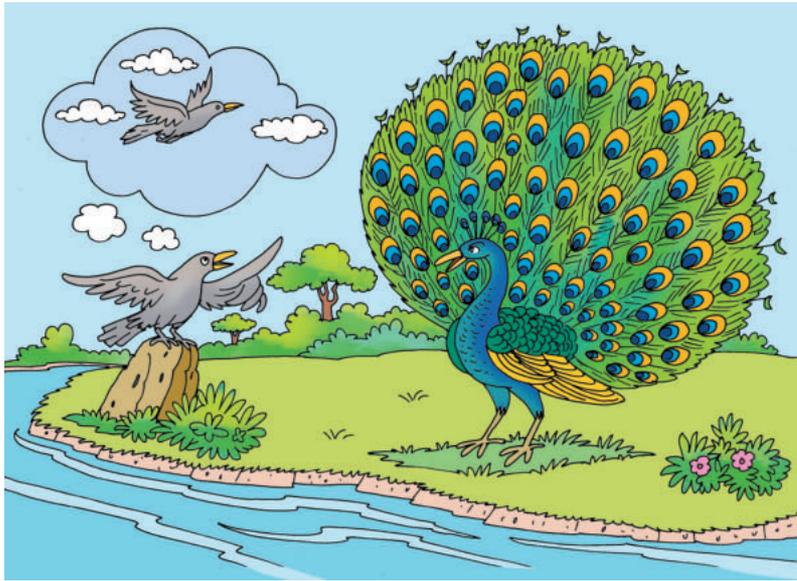
Read the story:

Once, there lived a very rude and selfish peacock who always boasted of his colorful feathers and attractive looks. Every morning he would go out to the river bank, stand there for a while and see his reflection in the water. He thought of himself to be the most handsome bird in the entire animal kingdom.



One day the Peacock saw a crow on the river bank. He looked at the bird, turned his face away and said rudely “What a dirty bird you are. Your feathers look dull. You are as black as coal. Nobody will marry you.” The crow replied, “Your feathers are surely beautiful, but you cannot fly high up in the sky. Look at me. My feathers are dull. But I can fly. Hunters can not harm me.”

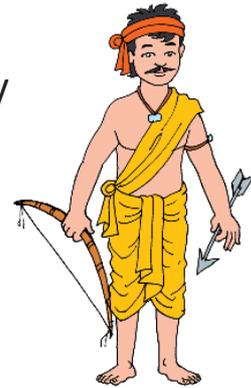




The peacock realized the truth. He never boasted of his feathers later.

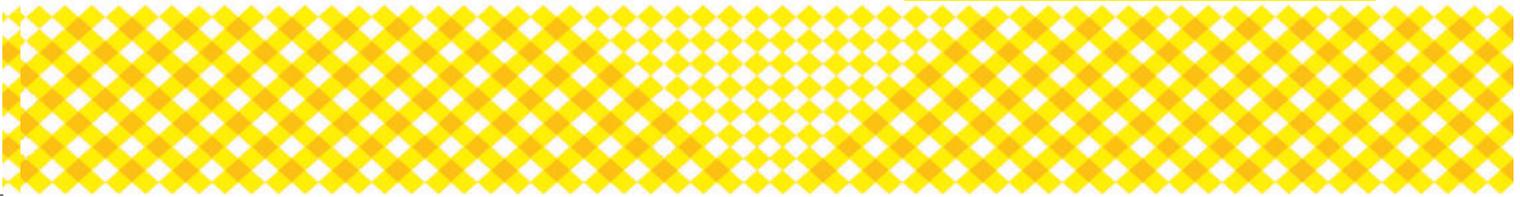
Glossary:

rude	:	not polite, rough
selfish	:	caring for one's interests only
excellent	:	fine
reflection	:	image
handsome	:	good - looking
entire	:	whole
kingdom	:	country
hunters	:	people who hunt animals and birds



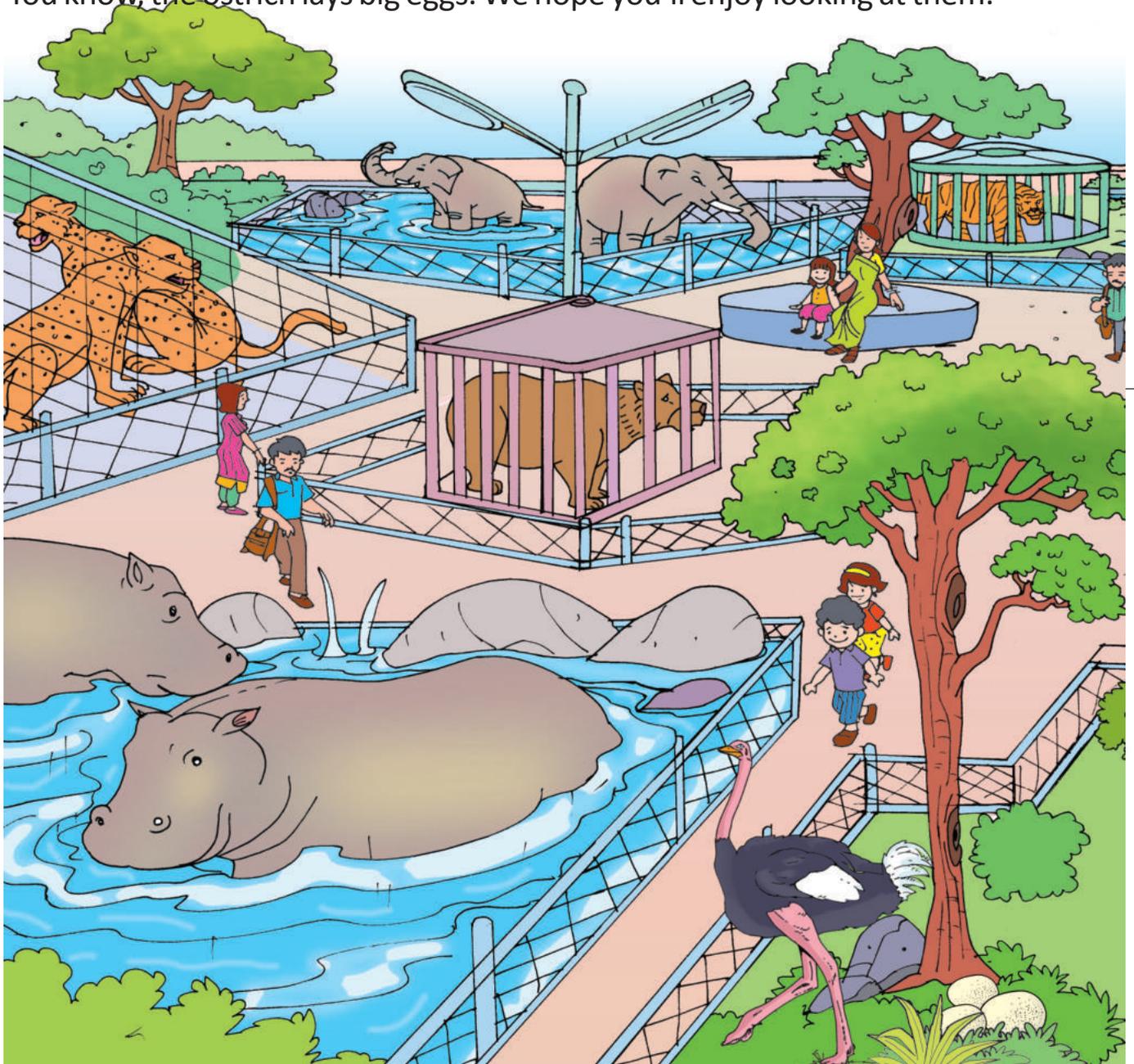
Answer the following questions:

1. What kind of a bird was the peacock?
2. What would the peacock do every day?
3. What did the peacock say to the crow?
4. What did the crow say to the peacock?
5. Who do you agree with, the peacock or the crow?
6. Why did the peacock never boast of his feathers later?



Listening input:

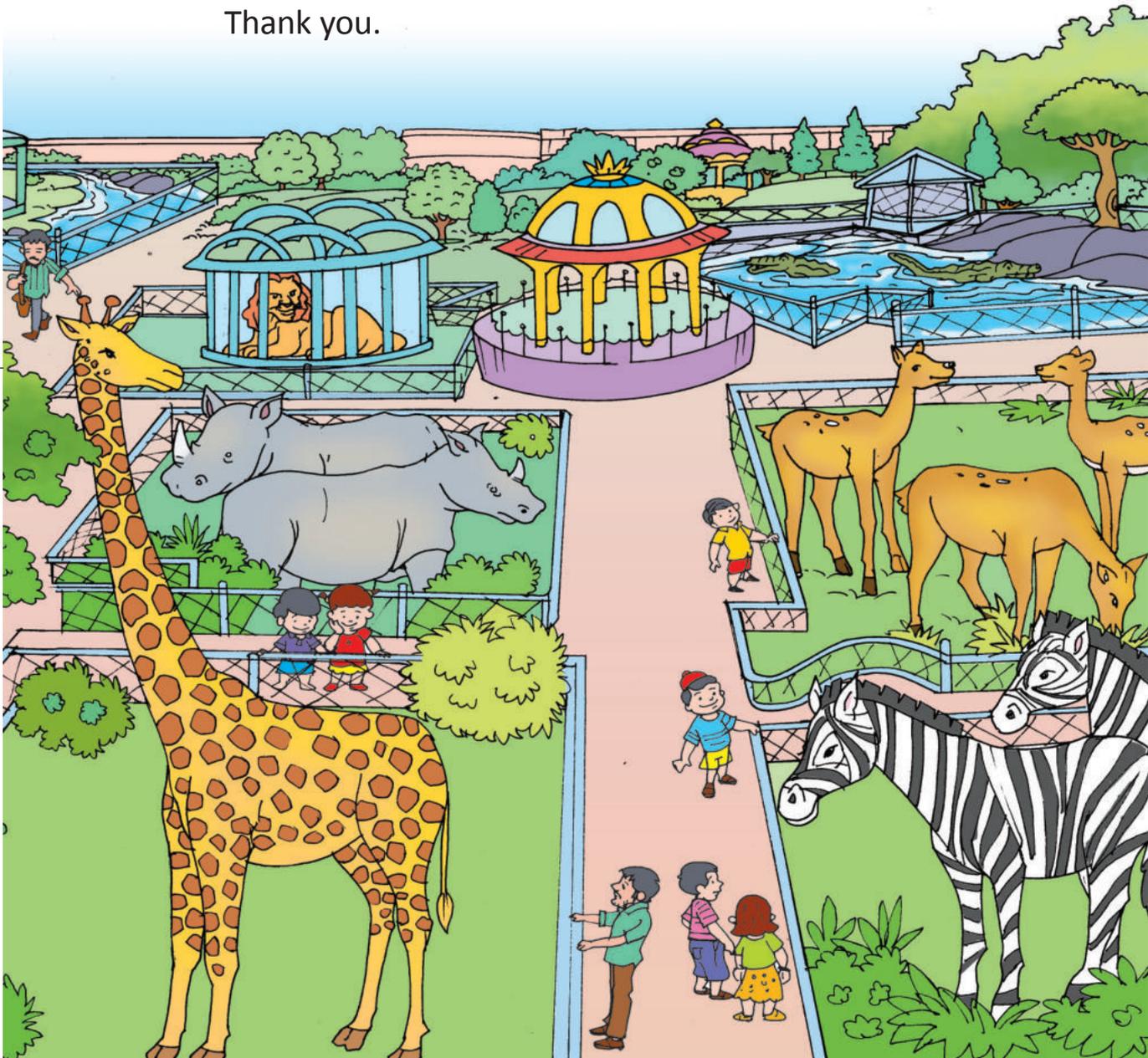
Welcome to the Nehru Zoological Park, Delhi. We hope you will find a lot of interesting things in the zoo. There is the African elephant on the left of the entrance. Have a good look at it. It has very big ears. You can also see a tiger at the centre of the zoo. Of course, it is in a cage. Sometimes, it growls. Don't get panicky. On the right side of the tiger's cage, there is an ostrich. It is a very big bird. You can also find a big egg. You know, the ostrich lays big eggs. We hope you'll enjoy looking at them.



We request the visitors not to feed the animals with biscuits, chips, and chocolates. If you give them biscuits and chocolates, the animals will not eat their food. They become sick.

We also request you not to disturb the animals. This is their place. Don't bring in any 'poly bag' with you. If the animals in the zoo eat the plastic bags, they will die. Remember! Shouting, throwing stones and running in front of the cages are prohibited. Animals love quiet surroundings. Please, maintain silence. Have a nice time!

Thank you.





Answer the following questions:

1. Can you name the interesting animals in the zoo?
Please arrange the names in the alphabetical order.
2. Which food items should not be given to animals?
3. Why don't they allow 'poly bags' inside the zoo?

Self- assessment:

Item	Yes	No	To Some Extent
Part-A 1. I was able to read and understand the poem. "Holding Hands." 2. I was able to answer the questions.			
Part-B 3. I was able to read the story and respond to questions. 4. I was able to comprehend and do the exercises under vocabulary, grammar, and writing.			
Part-C 5. I was able to comprehend the project work and do it. 6. I was able to read the story and do the exercises.			

Note to the teacher:

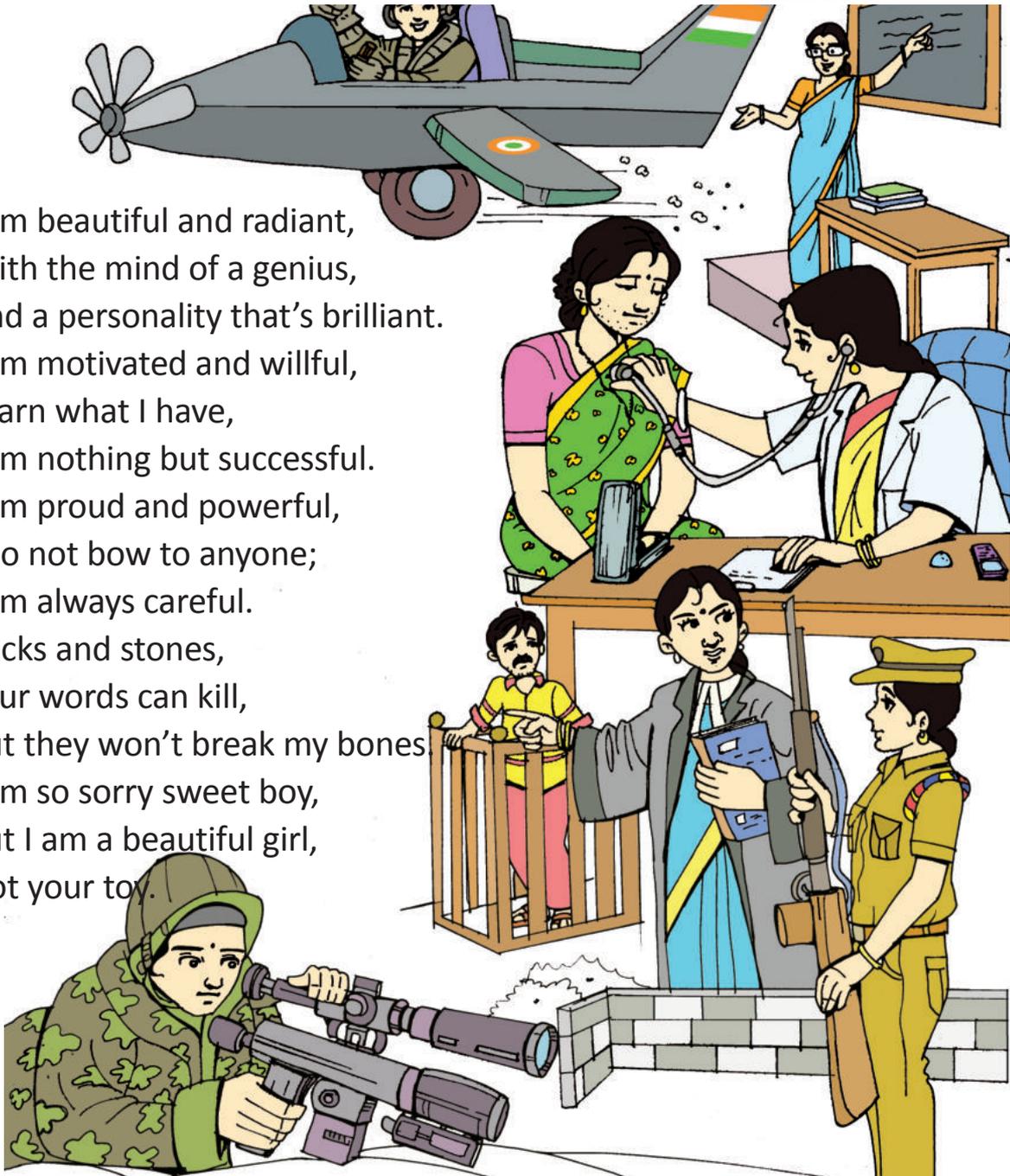
1. Make the children listen to the rhyme. You have the rhyme/ poem recorded in a C.D. Play it and make the children enjoy the sounds of English.
2. Use picture interaction stage for making the learners speak.
3. Use Reading cards.
4. Let the children read part-B and also listen to the CD, before doing the exercises. (Help them when they need your help).
5. Ask the children to sit in small groups of three, discuss the activities, and write.
6. Learning in groups makes the children more comfortable. So they learn well in groups.
7. Make sure your children use the reading cards. These cards promote reading habit in the learners.



Part – A

Let's sing / recite:

I am beautiful and radiant,
 With the mind of a genius,
 And a personality that's brilliant.
 I am motivated and willful,
 Learn what I have,
 I am nothing but successful.
 I am proud and powerful,
 I do not bow to anyone;
 I am always careful.
 Sticks and stones,
 Your words can kill,
 But they won't break my bones
 I am so sorry sweet boy,
 But I am a beautiful girl,
 Not your toy.





Glossary:

beautiful	:	fair
radiant	:	bright
genius	:	very intelligent person
personality	:	a manner of behaviour
brilliant	:	clever
motivated	:	willing to learn
willful	:	voluntary
proud	:	feeling honoured
bow	:	bend



Comprehension:

1. Who is the speaker of these lines?
2. What kind of personality does she have?
3. In what way is she motivated?
4. Does she like to be a boy's toy? If not why?
5. What is the central theme of the poem?
6. Pick out all the rhyming words in the poem.

Part – B





Points for discussion:

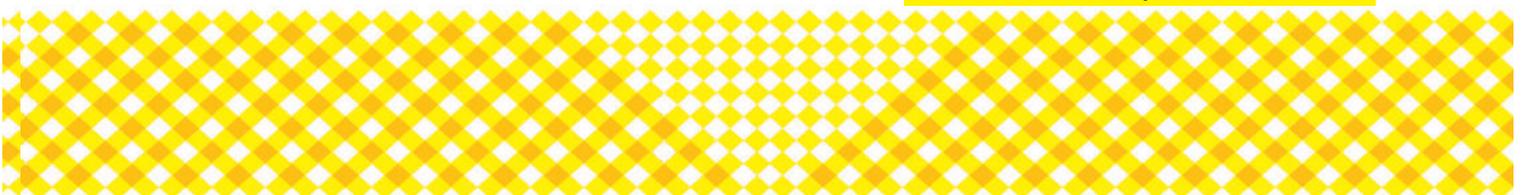
1. What do you see in the picture?
2. What are the girls competing for?
3. Have you ever seen such contests earlier?
4. Where did you see them?

Real beauty

It was a farewell day in school. The teacher announced a beauty contest for the girls on that day. All the girls felt very happy and started their preparations.

They came to school wearing beautiful dresses. They wore colourful bangles and ornaments. They had different hair styles. They painted their hands with mehndi. They wore fashionable chappals.

All the girls were ready to talk about their hobbies. One girl Madhurya was not interested in the contest.





She was poor and interested only in her studies. She spent her time in reading books. She came to school late wearing simple clothes. The teacher came and the girls surrounded her. They were waiting for the results. Surprisingly the teacher declared Madhurya as the most beautiful girl in the class.

The teacher said that she saw Madhurya help an old man cross the road. At the school the girl picked up some used disposable cups and put them in the dustbin. The teacher announced that “Real Beauty” lies in helping others and keeping the surroundings clean. Then the other girls understood real beauty is in the teacher's message and congratulated Madhurya.

Glossary:

farewell day	:	leave-taking day
contest	:	a competition
preparation	:	getting ready
wearing	:	clothing
ornaments	:	jewels
mehndi	:	henna paste
fashionable	:	stylish
hobbies	:	the activities a person enjoys doing
surrounded	:	encircled
surprisingly	:	unexpectedly
declared	:	tell officially
disposable	:	a thing to be disposed
dust bin	:	waste paper basket
lies	:	remains





Comprehension:

1. What did the teacher announce on the farewell day?
2. How did the girls come to school?
3. What were the girls ready to say?
4. Who did the teacher announce as the most beautiful girl in the class?
5. What kind of girl was Madhurya?
6. Why did she win the contest?
7. What is the moral of the story?

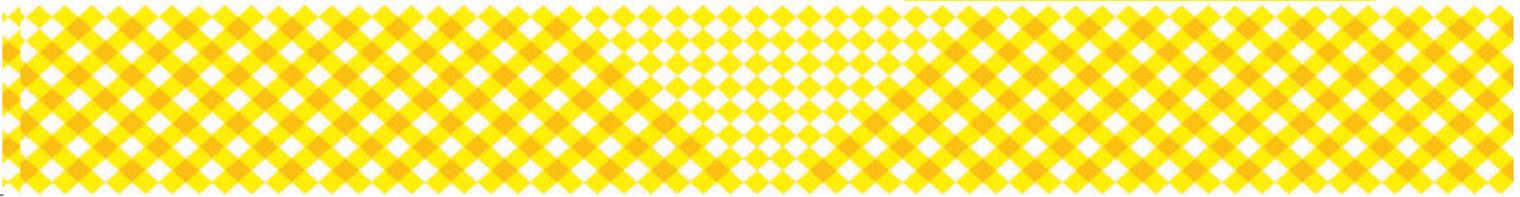
Vocabulary:

I. Locate the words that are similar in meaning to the words underlined. Write the correct letter in the box.

1. All the girls were ready ()
 a) prepared b) eager c) anxious
2. She came to school wearing simple clothes ()
 a) plain b) innocent c) complicated
3. Real beauty lies in helping others ()
 a) fake b) genuine c) imaginary
4. Madhurya was congratulated ()
 a) appreciated b) disliked c) envied

II. Fill in the blanks with a letter so that they give a similar meaning to the words given.

1. Beautiful : p__ t__ y
2. Intelligent : c__ e v__ r
3. Fashion : s__ y__ e
4. Modern : n__ w
5. Radiant : b__ i__ h__



Grammar:

Look at the following sentences from the lesson.

“All the girls felt very happy”.

The underlined word happy describes the condition of the girls.

That's why it is called an adjective.



Now pick out the similar describing words from the following sentences.

	Sentence	Describing word
1.	All the girls wore beautiful dresses.	
2.	They wore colourful bangles.	
3.	They wore fashionable chappals.	
4.	Madhurya was poor.	
5.	They had different hair styles	



III. Fill in the blanks with an appropriate describing word given in the box below.

Do you remember that describing words are called Adjectives?

1. A _____ dress.
2. A _____ distance.
3. An _____ boy.
4. An _____ lesson.
5. The _____ sky.



long, costly, blue, interesting, innocent

Part – C

Writing:

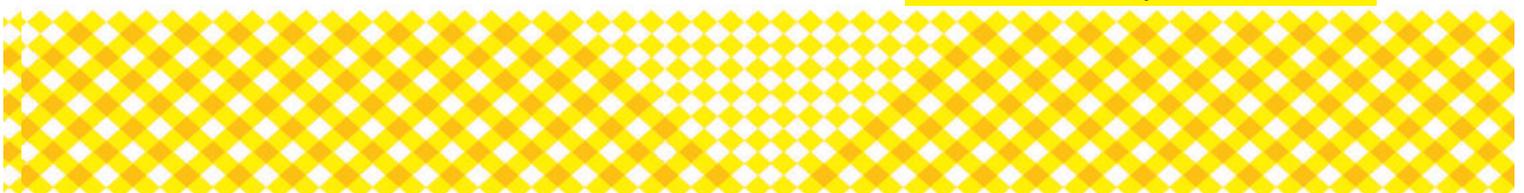
Arrange the jumbled sentences in order and make it a meaningful story.

1. All the girls came to school wearing beautiful dresses.
2. The teacher declared Madhurya as the most beautiful girl.
3. The teacher announced a beauty contest for the girls on the farewell day.
4. Madhurya was not interested in the beauty contest.
5. Madhurya was interested only in her studies

Project work:

Collect the pictures of the famous personalities who have served the society and paste them in the book, display in the class.

- Write their names.
- Write one sentence about each of them.

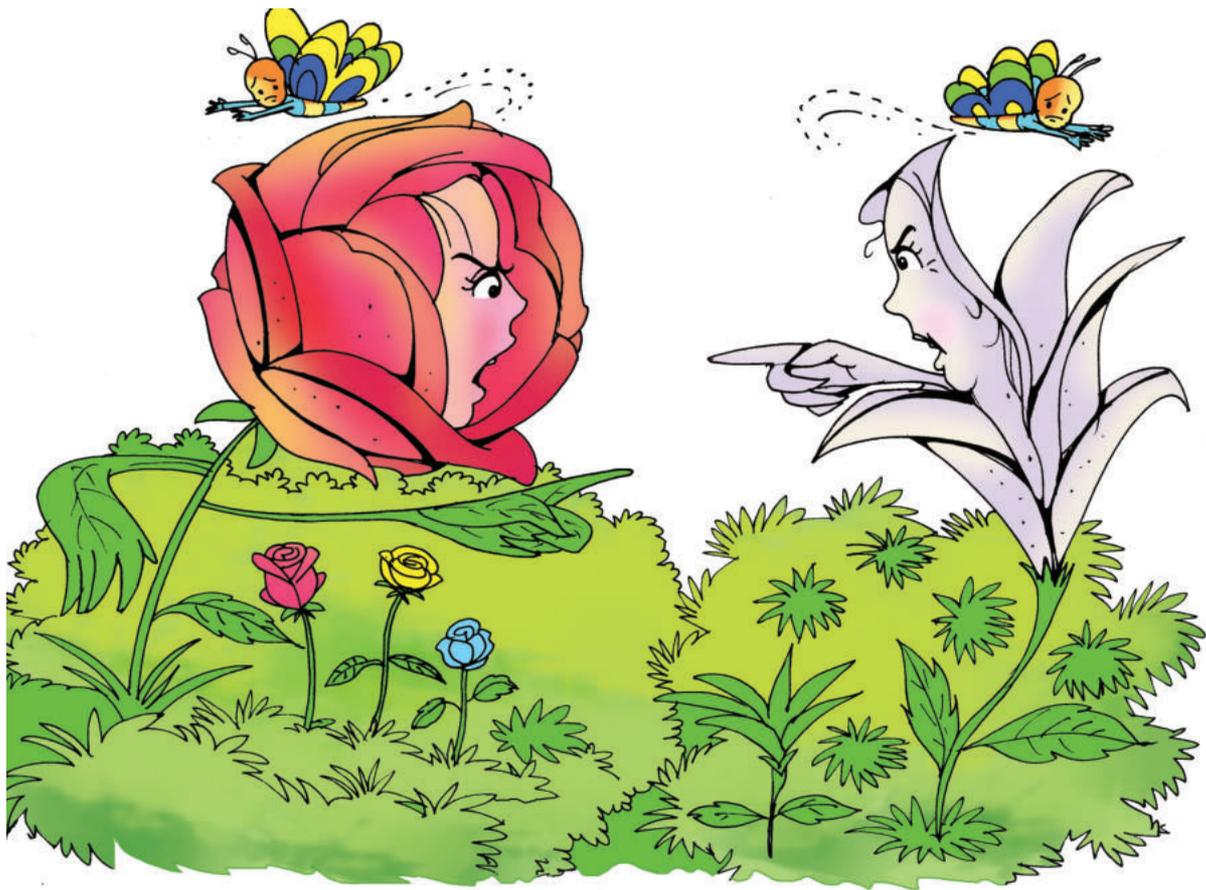




Reading card:

The Queen of flowers

One day the God of love came to 'Flora', the Goddess of plants. He asked her to give the Queen of the flowers. There was a dispute between the Lily and the Rose for that crown. The Lily thought that the Rose could not grow as tall as it could. It felt it had a stylish personality. The Rose felt that it was lovely and it had delicious petals.



They went to the Flora and asked her to choose one of them as the Queen of the flowers. First Flora thought of choosing the Rose for her beautiful colour. Then she thought that Lily was a lovely flower.

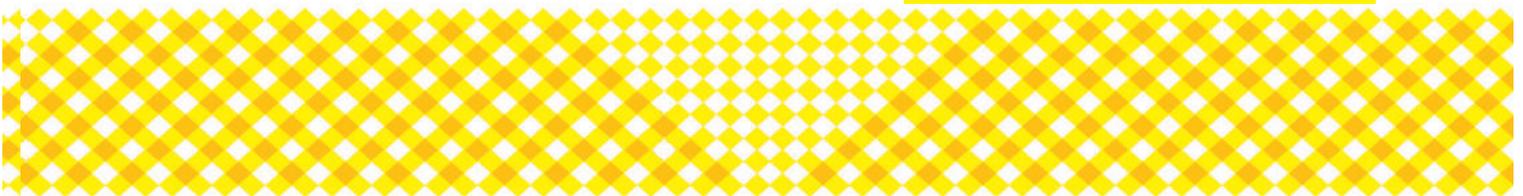


But, finally she created a flower that was red like Rose with the loveliness of a Lily. Thus, the Lotus became the Queen of the flowers.



Comprehension:

1. Why did the God of love go to Flora?
2. Who had a dispute over the crown of the Queen of the flowers?
3. Why did Flora choose the Rose as the Queen?
4. Why did she change her decision?
5. Who became the Queen of flowers?





Listening input:

Neha is a seven year old girl. Her favourite actress is Aishwarya Rai. She sleeps with a poster of the actress above her hand. She stores all her most treasured photographs in a purple box. She also likes watching music videos on TV. She makes up dances to the popular songs.

But most of all, she likes to collect stones. She proudly says this is my 'red collection', by unzipping her pink bag. She lays them in a line on the carpet and looks at them proudly. Neha is a confident little girl with many interests. She has wonderful eyelids. Her hair is very stylish. She wants to be a child beauty queen.



One day the teacher asked her "Would you like to participate in a beauty contest?" She replied, "Yes Madam! If my mother gives her consent."



Glossary:

poster	:	a large printed picture
actress	:	a female actor
treasured	:	valued
popular	:	famous
collection	:	a set of items
lay	:	place
carpet	:	a fabric used as complete floor covering.
confident	:	having faith in one's ability
wonderful	:	very good
participate	:	to take part

Comprehension:

1. How old is Neha?
2. Who is her favourite actress?
3. What does she watch on TV?
4. What is her hobby?
5. What does Neha want to be?
6. Does she want to participate in a beauty contest?





Self-assessment:

Item	Yes	No	To some extent
Part-A 1. I was able to read and understand the poem. 2. I was able to answer the questions.			
Part-B 3. I was able to read the story and to respond to the questions. 4. I was able to comprehend and do the exercises under vocabulary, grammar and writing.			
Part-C 5. I was able to comprehend and complete project work. 6. I was able to read the story and do the exercises.			

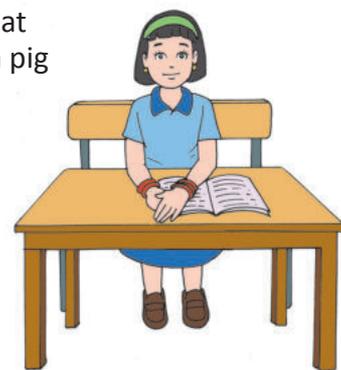
Note to the teacher:

1. Repeat the C.D. two to three times.
2. Extract oral answers from students for questions under comprehension.
3. You may use the picture that is appropriate to the theme of the lesson for interaction.
4. Use instructional bilingualism in teaching.
5. Encourage children to do the exercises under vocabulary and grammar.
6. Help the children while completing the exercises under 'writing'.
7. Provide and supply suitable examples to students to make the task easier.
8. You should assist students in completing the project work.



Words to remember :

actress	:	a female actor
afraid	:	fearful
amble	:	walk at a slow and relaxed pace
argued	:	spoke to each other forcefully
arrive	:	reach
asleep	:	in sleep
at once	:	immediately
awful	:	very bad
baa	:	the cry made by a sheep or lamb
beak	:	hard pointed or curved outer
beat	:	win
bite	:	to use the mouth to catch something
board	:	get onto
bogies	:	railway carriage, coach, compartment
bow	:	bend
burrow	:	hole
carpet	:	a fabric used as complete
clever	:	intelligent
clover	:	a plant that have three round leaves
cock-a-doodle-doo	:	the crowing of a rooster
crowd	:	a large number of people
deep	:	a long way inside
desert	:	large region that gets very little rain
dispute	:	quarrel
dive	:	jump into the water
drifts	:	physical movements
dust bin	:	waste paper basket
entire	:	whole
express	:	speak out / convey
feed	:	food given to animals
flag	:	a coloured cloth used to give the signal
fun	:	interesting thing
funny	:	silly
gay	:	happy
genius	:	very intelligent person
growl	:	make a low sound of hostility in the throat
grunt	:	the low sound made by an elephant or a pig
guard	:	official in charge of a train
hefty	:	large and heavy
herd	:	a group
hide	:	to be out of sight
huge	:	very big
judge	:	one who decides
kingdom	:	country
kneel	:	go down on knees



lakes	:	a large area of water that is surrounded by land
lay	:	place
lazy	:	unwilling to work
leap	:	jump
leave	:	going away from
lies	:	remains
mind	:	take care to do something
moan	:	making low sound because of pain
museum	:	a place where interesting objects are kept
nod	:	move one's head showing agreement
pair	:	a set of two part of a bird's mouth.
pass	:	move over
please	:	make happy
pond	:	a small lake
pray	:	say things to God
proud	:	thinking high of oneself
proud	:	feeling honoured
quack	:	the sound made by a duck.
queer	:	strange
radiant	:	bright
rails	:	pair of metal bars forming a railway track
relax	:	rest and become calm
rooster	:	cock
rude	:	not polite, rough
scared	:	frightened
search	:	to look carefully for something
stork	:	a large black and white bird
swing	:	move forward and backward above the ground
tending	:	looking after
the old	:	aged people
the poor	:	the people having very little money
the rich	:	the people having a lot of money the sun
track	:	follow an animal by its foot prints
trail	:	animals track, pathway
treat	:	feed
trick	:	deception
trunk	:	the long nose of an elephant
turtle	:	large slow moving animal with hard shell living in water
vacation	:	a holiday period
valleys	:	low land between hills or mountains
vision	:	ability to see
waddle	:	to walk with short steps and move from side to side
wander	:	go from one place to another
wave	:	hold up and move
waving	:	moving sideways or up and down.
wolf	:	fox like animal
wood	:	forest

