

ગુજરાત શૈક્ષણિક સંશોધન અને તાલીમ પરિષદ, ગાંધીનગરના પત્ર-ક્રમાંક
જીસીઈઆરટી/અભ્યાસક્રમ/માધ્યમ/૨૦૧૫/૬૪૧, તા. ૯-૧-૨૦૧૫-થી મંજૂર

English

(First Language)

Standard 3

(First Semester - Second Semester)



PLEDGE

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 respect my parents, teachers and all my elders and treat everyone with courtesy.

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

Price : ₹ 44.00

Name of Student : _____

Name of School : _____

Class : _____ Roll No. _____



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Preface

In view of NCF 2005 and RTE – 2009, many far reaching changes have been carried out in the curriculum as well as the whole education system in Gujarat. While the focus of these changes has been on the fundamental concepts regarding the very process of education, the perceptible difference can be noticed in the new orientation given to the classroom interaction between the teacher and the learner as also among the learners themselves. This new orientation aims at promoting creativity, critical thinking and analytical abilities. In language education, particularly, this change of orientation can be noticed in the shift from predictable, content based comprehension and expression to constructive, meaningful interaction. This shift of focus requires the teacher to discourage memorisation of text based answers and encourage variation in response generated by authentic experiences in real life situations. This has been done by providing learning tasks in the form of activities rather than text based exercises.

We have also received valuable cooperation of H. M. Patel Institute of English Training and Research in this process. The textbook has been prepared in the light of constructive suggestions given by subject experts as well as practicing teachers. Care has been taken to retain the good elements that were tried and tested in the earlier textbooks, and new elements have been added in the light of the new orientation. Thus, efforts are made to prepare an error free and pedagogically effective textbook. However, we shall welcome constructive suggestions to improve the quality of the work.

With all good wishes.

Dr. Bharat Pandit
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Date : 3-3-2015

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FUNDAMENTAL DUTIES

It shall be the duty of every citizen of India : *

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage or our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild-life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) to provide opportunities for education to his /her child or ward by parent or guardian as the case may be, between the age of six and fourteen years.

*Constitution of India : Section 51-A.

INTRODUCTION

With the ever changing realities of the world and the needs of human life, our understanding of teaching learning process in general and English language teaching in particular requires a state of the art Insight Booster to make our practices more learning-generative, enjoyable and rewarding. Here are some core underpinnings and mechanics of this insight booster.

The human brain is hard-wired for learning multiple languages. Children are natural language acquirers; they are self-motivated to pick up the language without any conscious learning unlike adolescents and adults. They have the ability to imitate pronunciation and work out the rules for themselves. They use their innate language-learning strategies to acquire their mother tongue and soon find they can also use these strategies to pick up English. While facilitating our students to learn English, we need to understand the psychological needs of the children, the nature of how they learn everything in life in general and language in particular.

Learning for life is generally not linear or didactic. We human beings construct our own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we reconcile it with our previous ideas and experiences, may be changing what we believe in or may be discarding the new information as irrelevant. This is termed as Constructivist pedagogy. Constructivism taps into and triggers the students' innate curiosity about the world and how things work. Students do not reinvent the wheel but rather attempt to understand how it turns, how it functions. They become engaged by applying their existing knowledge and real-world experience, learning to hypothesize, testing their theories, and ultimately drawing conclusions from their findings. This theory proposes a radical change in the traditional view of teaching-learning.

In the constructivist classroom, the focus tends to shift from the teacher to the students. The classroom is no longer seen as a place where the teacher ("expert") pours knowledge into passive students who wait like empty vessels to be filled up. In the constructivist model, the students are motivated to be actively involved in their own process of learning. The teacher functions more as a facilitator who facilitates mediates, prompts and helps students develop and assess their understanding, and thereby checking their learning. Moreover, in the constructivist classroom, both teacher and students think of knowledge not as inert factoids to be memorized but as a dynamic, ever-changing view of the world we live in and the ability to successfully stretch and explore that view.

So, now we think of 'learning' as a process that is student active, contextualized, reflective and collaborative. Combining these theoretical concepts with the psychological needs of young learners and the principles of communicative approach, we may derive the following implications for our classroom practices :

- Students need to feel secure and to know that there are some obvious reasons for using English. Usage of the language is the only way to learn the language.
- Learning activities need with be linked with some interesting everyday activities about which they already know.
- Activities are accompanied by input language material to be read, serving as a foundation for the vocabulary, structural patterns and expressions to be used meaningfully in English.
- English sessions are funny and interesting, concentrating on concepts which children already understand in their mother tongue. [In this way children are not learning two things, a new concept as well as new language, but merely learning English to talk/write about something they already know.]
- Activities are backed up by specific contexts, games, creative activities wherever possible as this help understanding and increases general interest as well as divergent thinking.
- While children are doing the tasks and activities, the quality of the produced language is evaluated in terms of its appropriateness and fluency not correctness. Thus, tolerating the errors of the children in the used language is expected. Mistakes need to be welcomed as testimony of learning.
- Collaboration encourages natural and meaningful communication. Activities done in groups and pairs become instrumental in natural language learning.
- Both silence and noise are parts of our day-to-day life. Activities requiring think-time, trigger *constructive silence* and activities requiring dialogues, inquiry, sharing, reporting and narration trigger *creative noise*.

Thus, facilitation in learning of English goes beyond memorising facts of the content or mastering the structure of grammar. It requires us to create an environment like a music class where nothing is passive, pre-planned, linear and lop-sided.

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UNIT - 1

The World of Flowers

ACTIVITY - 1

a) Write the names of two flowers you like.

_____, _____.

b) Talk to your friend and find out which flowers s/he likes.

c) List five flowers both of you like.

_____, _____, _____,
_____, _____.

ACTIVITY - 2

Look at these pictures of flowers. Can you tell their names? Fill in the details in the table given below.



Name of the flower	Where did I see this flower?	What do I like about the flower?
1.		
2.		
3.		
4.		
5.		
6.		

ACTIVITY - 3

(A) Listen to your teacher as s/he reads the story.

(B) Read it silently.

(C) Read aloud some parts as directed by your teacher.

THE MAGIC GARDEN

The magic garden was in a school playground. It was very pretty. Sunflowers and roses stood high against the wall. There were also marigolds, poppies and pansies.

The sunshine fell on this garden more than on any other garden and the flowers danced and sang happily. They said to one another. "We have hundreds of little gardeners." They were talking about the children from the school.

One sunny morning the flowers were talking to the birds. "I love all the children, but I love the dear little ones most of all, said a poppy. "I like that they bring their watering cans and water my thirsty roots."

"Yes," said the



marigolds, "The children are good to us too."

"They dig the ground so well!"

"We love the little children," said a tiny bird. "They are kind and they feed us."

All the flowers said, "We must work hard to make our dresses very pretty, for the children will be here soon."

The sun said, "I will also help you, for nothing pleases me more than to see the children playing in the golden sunshine."

Then the children came out laughing and singing, and the flowers stopped their songs to listen to them.

"Oh, look at the tall sunflower!" said one child, and the sunflower lifted its head very proudly.

Another child said, "I love the marigold in its golden dress." The marigold smiled happily.

It was indeed a magic garden because it had fairies too. They danced and sang sweet songs which only the children could hear.

After a while the fairies came out dancing and talked with the children. Their dresses were made of flowers and their wings of sunshine.

The magic garden was quiet that night. The flowers and birds were asleep and dreaming of the next day when the children would come again.

[Adapted from 'The Fairy Garden' by Margaret H. Bolton]



Key Words :

pretty – nice looking, beautiful

sunshine – bright sun light

watering cans – can for watering plants

pleasing – giving pleasure, enjoyable



ACTIVITY - 4

A) Answer the following questions.

1. Why did the flowers love the little children?
2. What did the birds say about the little children?
3. Name five flowers growing in the magic garden.
4. What sounds could the children hear in the garden?

B) Find out words or group of words which describe:

- a. Beauty of the magic garden: _____, _____, _____.
- b. Actions performed by flowers: _____, _____, _____.
- c. Actions performed by children: _____, _____, _____.

ACTIVITY - 5

There are some things that you have never seen in your life. How would you feel if you happen to see such things in your garden?

Happenings	How would I feel?
Flowers dancing and singing.	I would also like to dance with them.
Flowers talking to birds.	
Flowers dressing up in pretty clothes.	
Flowers begin to sing.	
Marigold wearing a Golden dress.	

ACTIVITY - 6

Make A Flower Greeting Card.

- a. Collect five flowers.
- b. Put each flower carefully between the pages of an old book/magazine.

- c. Place some heavy books on top of the old book. Leave it for some days.
- d. Stick the pressed flowers carefully on cards.
- e. Write one or two sentences on each card and draw a nice border. Your flower cards are ready!
- f. Display some cards in your school.

ACTIVITY - 7

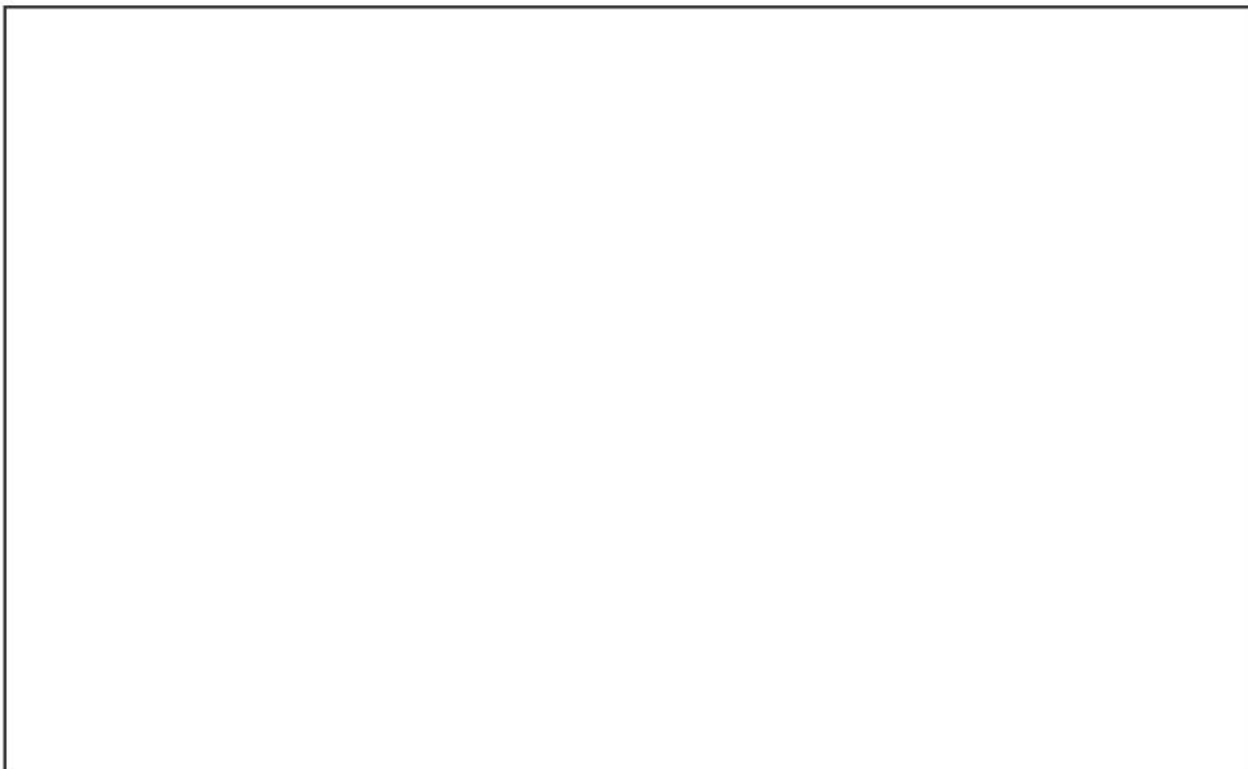
Read this description of Yumthang Valley.

Yumthang is a beautiful valley in north Sikkim. It is 3,500 metres above the sea-level. It is home to many beautiful Himalayan flowers. It is also called the Valley of Flowers. Yumthang Valley has beautiful, green slopes covered with trees. The river flows right through the valley. A visit to Yumthang Valley makes the visitors happy.

Use internet or library resources to find out places which are known for beautiful flowers. Share your information with your friends. Give names of flowers available in Yumthang Valley.

ACTIVITY - 8

(Imagine you have a garden. What would it look like? Draw a picture here.)



Now complete this paragraph:

This is my garden. It is _____ . I like to grow

_____ . I love my garden.

ACTIVITY - 9

Fun time : You have visited your school garden and seen different kinds of plants, shrubs and trees. This grid has the names of different parts of a tree. Look for these words - **BUD, POD, LEAF, STEM, ROOTS, THORNS, BRANCHES** and **FLOWERS** as fast as you can - vertically, horizontally and diagonally.

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

Let's Talk.

1. Do you have a garden at home ?
2. Name some flowers which grow in your garden or near your house.
3. Give another word for 'thirsty feet'.

ACTIVITY - 10

Read this poem.

To some of you
A bunch of plants may
Not be special
In any way.

But to me
Flowers are beautiful
They calm me down
Like my best friend.

Their scent is so nice
It may seem
They make me feel so happy
As if I am in a dream.

Whenever I am sad
The flowers sing like birds
They do not just sit there
They speak a million words.

-Anonymous

Flowers mean a lot for the child who sings this song of flowers.

Now, write your own 'Flower poem' using your own words in the blanks :

To me flowers are _____;

They _____ me.

Like _____.

Their _____ is _____,

It makes me _____.

Source: Flowers, Flower Poem <http://www.familyfriendpoems.com/poem/flowers-4#ixzz27Xf5uHgNwww.FamilyFriendPoems.com>



Helpline

ACTIVITY - 2

Give time to students to observe the pictures carefully. You may ask them to bring actual flowers too. Make them work in pairs. Before they write the details in the table, they should describe their experiences.

ACTIVITY - 3

Read the lesson aloud. Allow students adequate time to read the text on their own. Encourage students to mark words that are unfamiliar to them while reading. Don't give meanings directly. Encourage students to use collaborative effort to build vocabulary. When students don't know a word, first encourage them to ask other classmates if they know the unfamiliar word. In this way, the vocabulary of the class will be elicited with a little effort. If some words are left, encourage the use of dictionary. You may use the one or two words and use them in some other context to make their meaning comprehensible.

ACTIVITY - 4

Help students to understand questions and instructions. In writing answers, encourage originality of language. Ask students not to pick-up sentences as answers but ask them to present answers in their own words. For question No. 5 and B encourage divergent thinking. Don't expect 'the only answer' from students.

ACTIVITY - 8

Read the description aloud. Make the students underline difficult words and elicit their meanings from their classmates or by using a dictionary. Give sample descriptions from website either on computer by saving web pages or give print outs. Ask them to come with such descriptions in their notebooks. Divide them in groups of four to share their description in turns.

ACTIVITY - 2 : 1, 2, 3, 4, 5, 6

ACTIVITY - 8 : Encourage the children to use phrases from Activities 3 and 7.

UNIT - 2**The Yellow Butterfly****ACTIVITY - 1**

Here are sentences about the actions of some children. Write “well done” if you like their actions. Write “not done” if you do not like their actions.

1. Aman has a pet parrot. He always keeps it caged. _____
2. Sanjana has a feeding corner for birds in the balcony of her house. _____
3. When Daksh went for bird watching, he did not disturb the birds. He watched them from a distance with his binoculars.

4. Alice is afraid of street dogs. So whenever she passes by the street, she throws stones at the dogs. _____
5. Naresh enjoys harassing the caged monkeys in the zoo. _____
6. On finding a baby sparrow in the nest, Aarzoo protects the nest from a cat. _____

ACTIVITY - 2

Imagine that you have a puppy in your street. What will you do and what will you not allow your friends to do? Fill in the table.

I will do....	I will not allow others to do.....
I will bring milk for the puppy.	I will not allow others to disturb the puppy when its mother is feeding it.

ACTIVITY - 3

Follow the story as your teacher reads it. Read it silently. Read some parts aloud when your teacher tells you to do so.

THE YELLOW BUTTERFLY

A yellow butterfly flew around in Sonu's garden.

Sonu saw the butterfly. He ran to catch it.

The butterfly flew to the rose bed. It sat on a red rose.

"Now I can catch it!" said Sonu. He walked slowly and silently to catch the butterfly. He came closer, closer, and still closer, but then....

Off flew the butterfly!

Where did the butterfly go? Near the garden was a pond. In the pond was a white lotus. Around it grew round leaves. They floated in the water.

The butterfly went and sat on a floating leaf.

Sonu went splash into the water and

Off flew the butterfly!

Where was it? Sonu looked up, he looked down. Near the wall was a champak tree. It had white flowers. The butterfly sat on a pretty flower.

"I can catch you!" shouted Sonu. He climbed up the tree. Up, up he climbed. But

Back it flew, down from the tree.

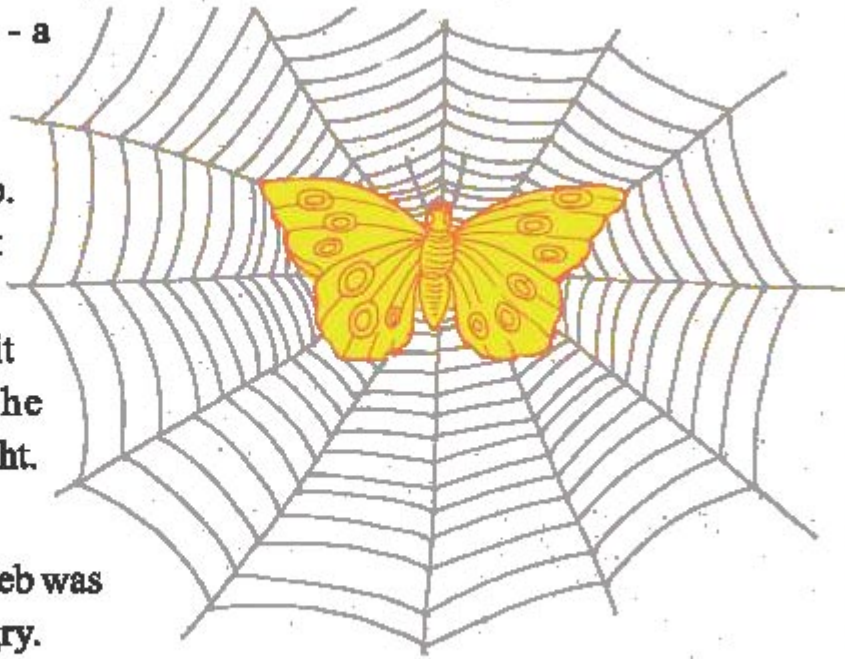
Sonu jumped down too. He chased the butterfly.

From the rose, to the lotus, and up the champak tree, but.... he could not catch the butterfly.

Sonu could not see it at all. He looked everywhere. Once again he saw the butterfly.



There was a big web - a spider's web in the guava tree. The butterfly was caught in the spider's web. It was eager to escape. It fluttered its wings. It twisted and turned. But it could not escape. The spider's web held it tight. Poor butterfly!



In the middle of the web was a big spider. It looked hungry.

It wanted to catch the butterfly.

Closer and closer crawled the black spider.

Before the hungry spider could grab it, Sonu ran and
he caught the butterfly!

It was so pretty. It had brown spots on its yellow wings.

Sonu loved the little butterfly.

But it looked sad in Sonu's hand.

Sonu wanted it to be happy.

"Go." said Sonu, "Fly away!"

He let the butterfly go. It went and sat on the red rose. It flew to the champak tree and then it went to the lotus leaf. Sonu smiled as he saw how the butterfly flew merrily from flower to flower.

Key Words :

floated – stayed on the top of water

pond – a small area of water

peace – quiet and calm

escape – get free from somebody or something

fluttered – shook, trembled

crawled – moved slowly with the body close to the ground

ACTIVITY - 4

(A) Answer the following questions.

1. Where did Sonu first see the yellow butterfly?
2. Name the places where the butterfly rested.
3. Why did Sonu chase the butterfly?
4. From where did Sonu catch the butterfly?
5. Why did Sonu let the butterfly go?

(B) Here are some expressions. Match the correct options :

A	B
1. It sailed from flower to flower.	spider
2. There was a white lotus in it.	Sonu
3. He walked slowly and silently to catch the butterfly.	pond
4. It was hungry.	butterfly

ACTIVITY - 5

Study this sentence.

Off flew the butterfly. In other words: The butterfly flew off.

There is one more sentence.

Up he climbed. (He climbed up)

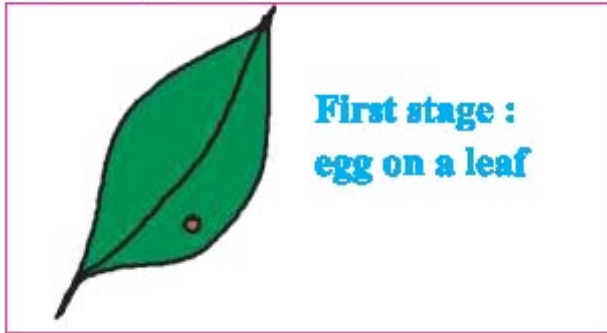
With the help of your teacher, find three similar sentences from the story.

Two examples are done for you.

1. _____
2. _____
3. _____

ACTIVITY - 6

With the help of the pictures given tell your friend about the life cycle of a butterfly.



ACTIVITY - 7

Sing the poem with your teacher.

Use the tone of "Row, Row, Row, your boat".

Hatch, hatch little egg,
I'm so very small.
Teeny tiny caterpillar,
You can't see me at all.

Crawl, caterpillar, crawl,
Munching on a leaf.
Crawling, munching, crawling,
munching,
Eat and eat and eat.

Form, form chrysalis,
I'm a different shape;
Hanging by a silken thread
Until I can escape.

Rest, rest, chrysalis
Dreaming of the sky;
Now at last my time has come
To be a butterfly.

Stretch, stretch, pretty wings,
It's a special day;
Soon they will be strong enough
For me to fly away.

Fly, fly, butterfly,
Fly from flower to tree;
Find a place to lay my eggs
So they can grow like me.

- Suzy Gazlay

ACTIVITY - 8

Look at these pictures. Talk to your friend using the words given in bracket to describe the butterflies.

big/small, colourful, pretty, delicate, spots, wings, flying, sailing



Now write two sentences each about the butterflies.

ACTIVITY - 9

(A) Butterflies are unique insects. They have four wings and six legs. They can fly through the air or rest on a flower. Describe a butterfly, you have seen. Here are some words you might use.

small	delicate	fragile	colourful	flying
antenna	wings	legs	proboscis	body

Butterflies fly from flower to flower to drink nectar. They use their wings to fly through the air. When you see a butterfly, observe how it flies. Try to describe what you see.

very	slowly	fast	quickly	happily
delicately	gliding	sailing	soaring	swiftly

Butterflies use their wings to fly through the air. When you see a butterfly, try to describe its wings. Here are some words that describe the wings.

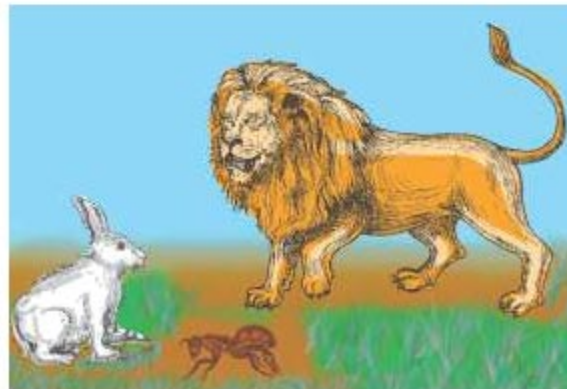
small	still	colourful	bright	light
large	moving	shiny	dots/spot	dark

(B) Read the following story carefully. Select appropriate words from the box to fill in the blanks.

fun, sent, invited, whatever, ear, be, noticed

Why are there Ants Everywhere?

When King Lion held a party, he _____ everyone to the party. But when the little Ant arrived, the other animals made _____ of her, so she left. But the next morning, the Lion awoke with a pain in his ear. All the other animals tried to reach whatever it was in Lion's ear. But the Lion _____ that the



Ant wasn't there. So the Lion _____ the Rabbit to ask the Ant to come and help him. The Ant agreed and climbed into the Lion's _____ to remove a worm that was biting his eardrum. The Lion offered the Ant _____ she wanted and the Ant said that she wanted her children to _____ able to live anywhere and that is how things are to this day.

ACTIVITY - 10

Imagine you are a butterfly. A boy has caught you. Write about your feelings. You may begin like this :

Set me free. I want to sail from flower to flower.....

Helpline

ACTIVITY - 2

For the will/will not do table, make them study the examples. You may facilitate by modelling the first entry or by explaining the process.

ACTIVITY - 6

Difficult words from the poem can be understood by using a dictionary. Get sentences from students using the difficult words. Divide the class in pairs for presenting the life-cycle of a butterfly.

ACTIVITY - 9

Make the students write 6-7 sentences using the first group of words. Then make them share their writing with that of their classmate. You may write some sentences on black-board and point out the general mistakes. Encourage students to collectively find out their mistakes. This is how written sentences can be enriched.

ACTIVITY - 10

This activity requires imagination. Give adequate time. If students need some vocabulary or expressions, pair them with other students to find out better expressions. When they finish writing, make some of the students play the role of a butterfly.

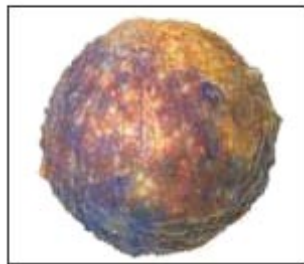
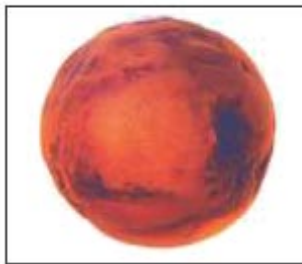
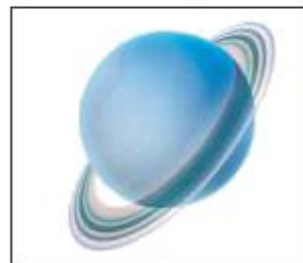
UNIT - 3**Our Solar System****ACTIVITY - 1**

Observe the seating arrangement of your class carefully and answer the following questions about your classmates.

1. Who sits closest to the blackboard?
2. Who sits farthest from the blackboard?
3. Who sits on your left/right?
4. Who sits behind you?
5. Who sits in front of you?

ACTIVITY - 2

Have you seen the sky at night? The night sky is a beauty. Here are some pictures of the planets. Repeat their names after your teacher.

**Mercury****Mars****Saturn****Earth****Venus****Neptune****Jupiter****Uranus**

ACTIVITY - 3

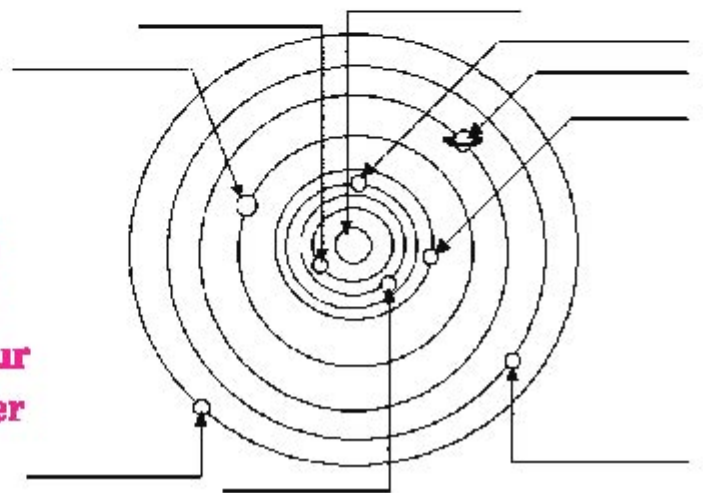
Let's take attendance of the planets. Check if all are present in the poem given below. (Sing the song in chorus.)

PLANET ROLL CALL

Eight planets around the sun,
Listen as I call each one:
Mercury? Here! Number one,
Closest planet to the sun.
Venus? Here! Number two,
Shining bright, just like new!
Earth? Here! Number three,
Earth is home to you and me.
Mars? Here! Number four,
Red and ready to explore!
Jupiter? Here! Number five,
Largest planet, that's no jive!
Saturn? Here! Number six,
With rings of dust and ice that mix.
Uranus? Here! Number seven,
A planet tilted high in heaven.
Neptune? Here! Number eight,
With one dark spot whose size is great.
- Meish Goldish

ACTIVITY - 4

Look at the following diagram carefully. It is the solar system. The Sun is at the centre of the solar system. The Mercury is the closest to the Sun. Now label the other planets with the help of your partner and share with your other classmates.



ACTIVITY - 5

A) Now, let's read another poem on the planets of the solar system.

PLANETS

I know the planets one by one
Starting with the one that's closest to the sun.
Mercury, Venus, Earth and Mars,
Are the first four among the stars.
Jupiter, Saturn, Uranus, Neptune
Are the next planets in tune.
Neptune is the farthest one from the sun.
I know the planets one by one.

- Cassie Sherman

Facts about the Earth

- Earth is a small, rocky planet which supports a variety of life!
- Earth is the third planet from the Sun.
- It is the fifth largest of the eight planets.



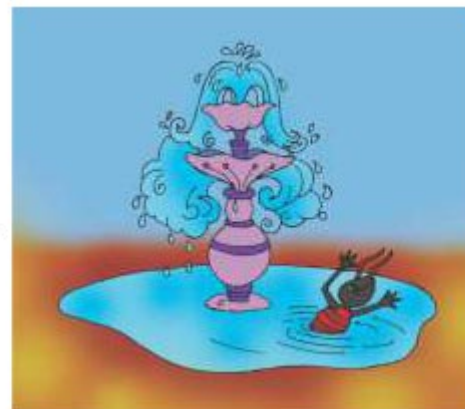
ACTIVITY - 6

Read the following story :

THE ANT AND THE DOVE

On his way home, an ant saw a sparkling fountain. He crawled on to its wall to take a closer look.

Suddenly he slipped and fell into the water. He gurgled and panicked and waved his legs in



Key Words :

gurgle - to make sound from throat

panic - a feeling worry or nervous

tiny - very small in size

drown - to die because you have been underwater too long and you cannot breathe

coo - a soft sound made by dove or pigeon

glide - to move smoothly and quietly



the air. "Help! I can't swim." He cried. Luckily, just at that moment, a friendly dove flew by. She saw that the tiny ant was drowning and quickly flew to a nearby tree.

She pulled off a leaf and let it glide down to the ant. "Here you are," she cooed, and flew away.

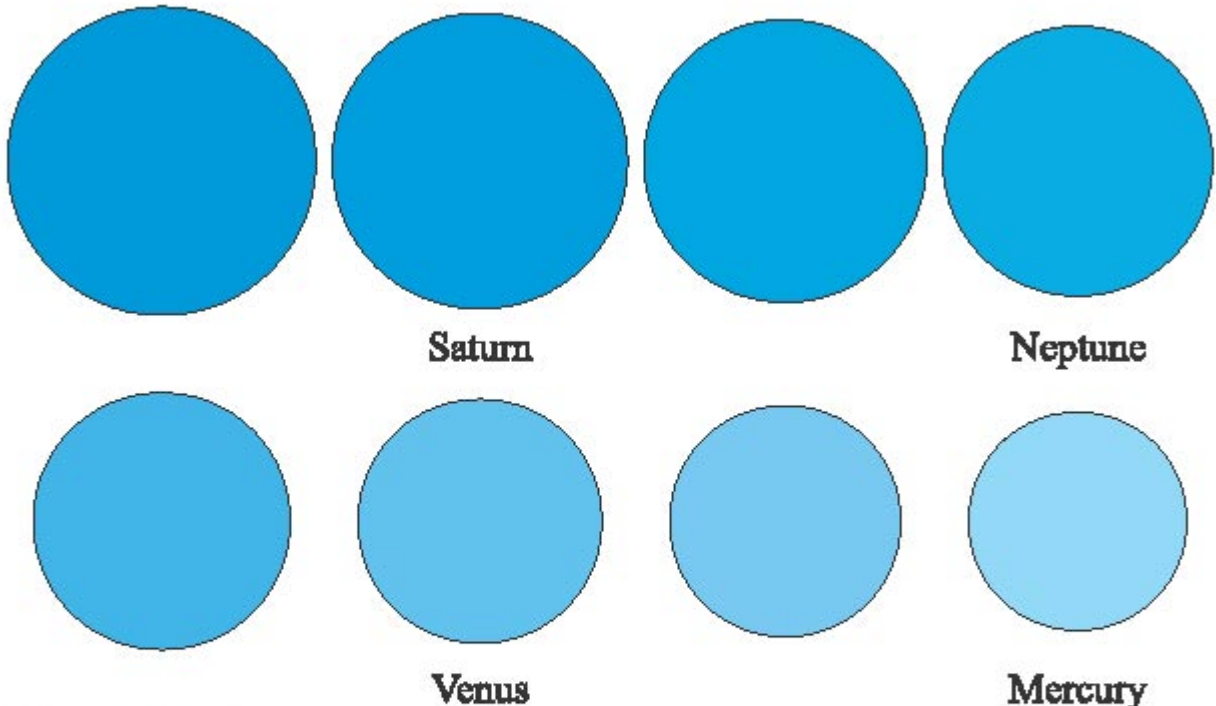
(Adapted from Aesop's Fables)

Rewrite the story. Imagine you are the ant and you are telling the story.

ACTIVITY - 7

Read the following sentences carefully and according to their size arrange the planets from the largest to the smallest.

The mercury is the smallest of all 8 (eight) planets. The jupiter is the biggest of all. The venus is the sixth in size. The earth is the fifth. The uranus is bigger than the neptune. The mars is smaller than Venus.



ACTIVITY - 8

Read and solve these riddles :

1. What did the tree say when it couldn't solve the riddle ?
"I am stumped."

2. Where do crazy plants grow ?
"In the crackpots."
3. Who's the most boring alligator ?
Crocodull
4. What would you get if you crossed a rabbit with computer software ?
A bunny with *floppy* ears
5. What does a bee use for shaving ?
A *blade* of grass
6. What sea creature is found in every car ?
A *steering* whale
7. What is a mouse's favourite game ?
Hide'n squeat
Ha...Ha... Ha...

ACTIVITY - 9

Look at this picture carefully and discuss it with your friend sitting next to you. It is said that when you watch a star falling from the sky, the wish desired by you is fulfilled.



1. Are you fond of watching the sky at night?
2. Have you ever watched a star falling from the sky?
3. What would you wish when you see a falling star?
4. What is the wish of your friend?

ACTIVITY - 10

Let's take up a challenge at the end. Solve the following riddles.

1. I'm the fifth planet from the sun.

I'm the biggest planet....I'm an outer planet.... I'm named after the Greek king of gods....I'm _____.

2. I'm the second from the sun.

I'm bigger than the uranus....I'm an inner planet....I'm the Greek goddess of love and beauty....I'm _____.

3. I'm the closest to the sun.

I am bigger than the pluto and smaller than the earth....I'm an inner planet.... I'm the Messenger of the Greek Gods.... I'm _____.

4. I'm not a planet.

I'm a star....I'm the centre of the Solar System....I'm _____.

Helpline

ACTIVITY - 3

The entries on the table may vary from student to student. In the same way, there is not a single right answer for each question. Accept variations in answers. Your focus here is on the structure of the answer and meaning of the words like closest, farthest...

ACTIVITY - 6

Encourage students to find out more facts about the earth.

ACTIVITY - 7

It would be easier and interesting, if samples of each metal are brought and shown to the class.

ACTIVITY - 9

Divide students in pairs and encourage them to share their experience of watching a falling star... Encourage them to list down the wishes. To make the activity interesting they can be encouraged to make funny wishes too.

ACTIVITY - 1

Are you interested in animals? Here are some facts. Why not surprise your friends with all the animal knowledge you gather from here. May be you can quiz them and show them how smart you are...

- A rat can survive longer than a camel without water.
- Sharks are very healthy, as they are immune to all known diseases.
- Insects and fish have no eyelids. Hardened lens protect their eyes.
- The spine-tailed swift is the fastest bird, flying at the speed of 170 km/h.
- Squirrels accidentally plant millions of trees, as they bury their nuts and forget where they are.

Which of these animals do you think is best? Give them numbers 1 to 5. Then compare your list with your friends.

Rats Sharks Fish Swift Squirrels

ACTIVITY - 2

Read the following poems. Guess who the animal is.

Who Am I?

<p>White is my colour. My fur is so fluffy like no other. Tail so bushy; nose so pink. Whiskers so long, they make me unique. Pointed ears on top of my head, I can't wait until I am fed Who am I, What can I be?</p> <p>I am _____</p>	<p>I am an animal, you really like the most. The biggest on land, You can truly boast. With huge floppy ears, a super long snout. Wait till you hear me SHOUT!</p> <p>I am _____</p>	<p>Let's take a trip, just you and me, Through the blue and sparkling sea. I'll give you a ride upon my tail. You'll see what it's like to be a blue _____. We'll leap and dive and chase the fish, Then swim and splash as long as we wish. And when we're done and playing in the icy deep, We'll let the waves rock us to sleep. I am _____</p>
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Want to meet these three animals in a story? Here they are :

ACTIVITY - 3

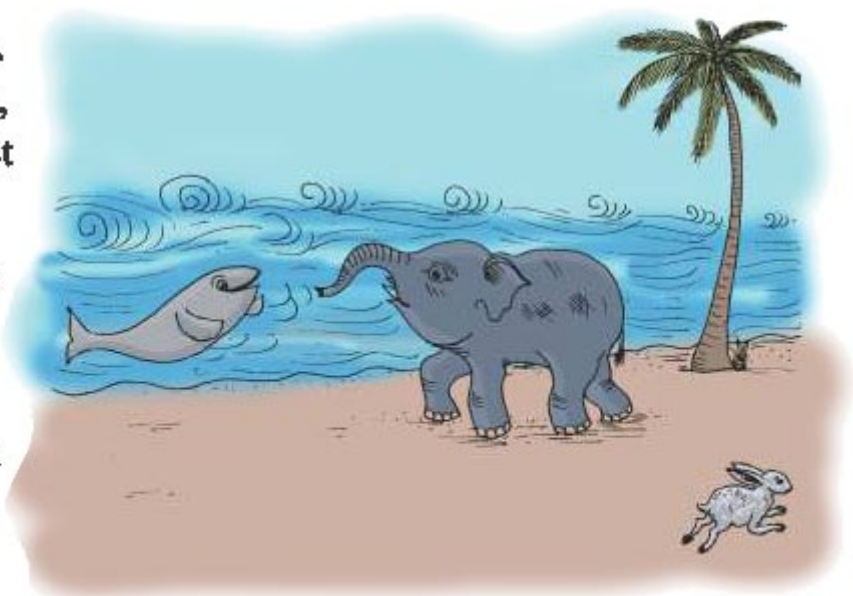
MR. RABBIT PLAYS A PRANK

One day little Mr. Rabbit was running along the beach, lippety, lippety, when he saw Mr. Whale and Mr. Elephant talking together.

"You are the biggest creature on land, Mr. Elephant," said Mr. Whale, "and I am the biggest creature in the sea."

"Yes, and we are best friends."

Little Mr. Rabbit was watching them. He wanted to have some fun. So he decided to play a prank.



He ran away and got a very long, very strong rope. Then he brought out his big drum and hid it in the bushes.

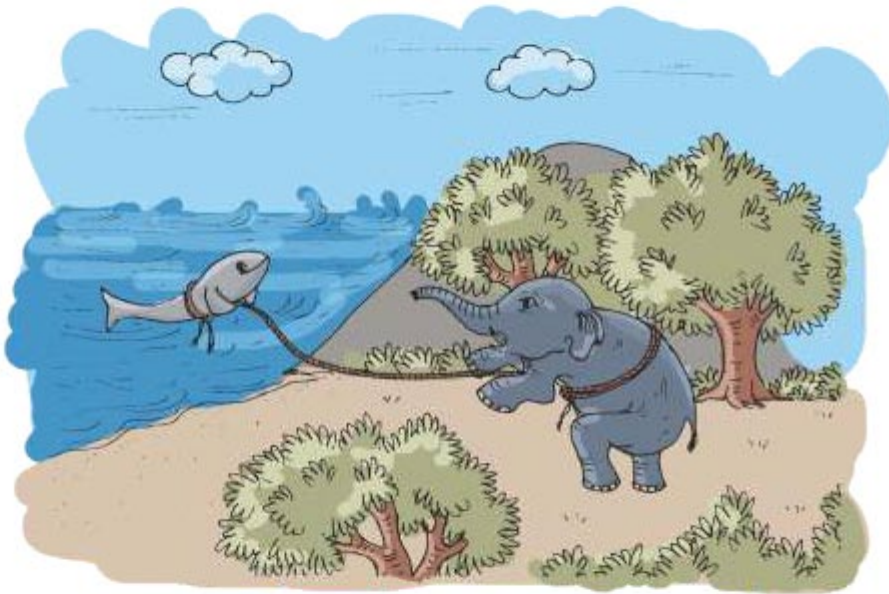
He took the rope in his hand and went to the beach where Mr. Whale was swimming.

"Oh please, dear Mr. Whale," he said, "will you please help me?"

"What is it, Mr. Rabbit?" Mr. Whale asked. "You look worried. What happened?"

"Oh, Mr. Whale," said Mr. Rabbit, "my cow is stuck in the mud, near that hill. Will you please help me pull her out? I asked so many animals, but no one is as strong as you. None of them could pull her out. Please, please help me."

Mr. Whale was so pleased, he smiled and said, "Yes," at once.



"Thank you, Mr. Whale," said Mr. Rabbit. "This is what I'll do. I have this strong rope, I'll tie one end around you and the other end around my cow. Then when I'm ready I'll beat my drum. When you hear the sound, pull very, very hard, for my cow is stuck deep in the mud."

"Huh!" said Mr. Whale, "I'm strong enough to pull out even twenty cows from the deepest ocean."

Little Mr. Rabbit tied one end of the rope around Mr. Whale, and ran off, lippety, lippety, to the hill where Mr. Elephant was eating some juicy leaves.

"Oh, Mr. Elephant," he said, "will you please help me?"

"What is it?" asked Mr. Elephant.

"My cow is stuck in the mud, near the beach," said little Mr. Rabbit, "and I cannot pull her out. I'm sure you could, since you are so big and strong. No one is as strong as you."

"Certainly," said Mr. Elephant, "I'll help you."

"Thank you, Mr. Elephant," said Mr. Rabbit. "This is what I'll do. I have this strong rope, I'll tie one end around your trunk and the other end around my cow. Then when I'm ready, I'll beat my drum. When you hear the sound, pull very, very hard, for my cow is stuck deep in the mud."

"Huh! Don't worry," said Mr. Elephant, "I could even pull out twenty cows."

Mr. Rabbit tied the other end of the rope tightly round Mr. Elephant's trunk, and ran away into the bushes. There he sat down and beat the big drum.

"This seems to be a very heavy cow," said Mr. Elephant. "But I'll pull her out. After all, I am the mighty Mr. Elephant!" And he dug his feet into the ground, and gave a big pull.

"Dear me !" said Mr. Whale. "That cow must be stuck really deep," and he pulled with all his strength.

Mr. Whale pulled harder, and Mr. Elephant pulled harder. 'This must be a very huge cow,' thought Mr. Whale. And he jumped deep into the sea pulling the rope with him. The pull was so strong, Mr. Elephant came slipping and sliding towards the beach. Now Mr. Elephant was terribly angry. 'How could the cow pull me so far ?' he thought.

He pulled with all his might and up came Mr. Whale out of the water.

"Who is pulling me ?" shouted Mr. Whale.



"Who is pulling me ?" trumpeted Mr. Elephant.

They began to pull again. But this time the rope broke, Mr. Whale turned a somersault and landed deep into the water. Mr. Elephant fell over backwards and landed plop on the hill.

Little Mr. Rabbit sat in the bushes and laughed, and laughed and laughed.

Key Words :

creature – a living thing
 hid – put out of sight
 stuck – caught, jammed
 pleased – happy
 certainly – surely
 mighty – powerful
 slipping – moving smoothly over something by mistake and fall

sliding – move smoothly across something
 terribly – dreadfully
 trumpeted – announced / cried loudly
 somersault – a movement when you turn your body with your feet going over your head, flip over
 plop – put down, place, fall with a thud

ACTIVITY - 4

Find the sentences with the following phrases from the story. Guess their meanings. Then match A with B.


A	B
play a prank with all his might have some fun	

ACTIVITY - 5

A) What happened when? Write numbers 1 to 8 in the space as they occur in the story.

- _____ Mr. Rabbit asked for help to Mr. Elephant and Mr. Whale.
- _____ Mr. Rabbit ran into the bushes and beat the drum.



- 
- _____ Mr. Rabbit tied another end of the rope around Mr. Elephant's Trunk.
- _____ Mr. Elephant and Mr. Whale talked about their size.
- _____ Mr. Rabbit laughed a lot on seeing them fallen.
- _____ Mr. Whale and Mr. Elephant pulled each other with all their strength.
- _____ Mr. Rabbit tied one end of the rope around Mr. Whale.
- _____ Mr. Elephant fell over backward and Mr. Whale turned over in the air.

(B) Answer the following questions.

1. What are the special physical characteristics of the animals of this story?
2. Why did the Rabbit play a trick?
3. Did Mr. Rabbit really have a cow?
4. What happened when they pulled each other?
5. Who was the strongest, Mr. Rabbit, Mr. Whale or Mr. Elephant?

ACTIVITY - 6

Read the sentences about the steps taken by Mr. Rabbit.

- Mr. Rabbit got a very long and a strong rope.
- Mr. Rabbit bought a big drum and hid it in the bushes.
- Mr. Rabbit asked Mr. Whale to help him bring out the cows stuck in the mud.
- Mr Rabbit pleased Mr. Whale by saying that no one is as strong as Mr. Whale.
- Mr. Rabbit pleased Mr. Elephant by saying that he is strong and big.
- Mr. Rabbit asked both of them to pull the rope when he beats the drum.

Now answer these questions.

1. Did you like the prank played by Mr. Rabbit ?
2. What did you like most about Mr. Rabbit ?

ACTIVITY - 7

(A) Work in groups. Collect some objects like pencils, erasers etc. from all the group members and compare their sizes. Use expressions like “as long as”, ‘longer than’, ‘the longest’, ‘as big as’, ‘bigger than’, ‘the biggest’.

(B) Read the following sentences about Laura and then answer the questions about her family



Hello, my name is Laura. I'm eleven years old. This is my family. My mummy is taller than my dad. My uncle Pablo, is 35 years old and my aunt Betty is 30 years old. They are both shorter than mummy. I also have a little cousin Bang- Bang, and he is older than my little sister.

Answer the questions.

1. Who is the tallest?

2. Who is the youngest?

3. Is Laura's dad taller than her mummy?

4. Who is older: Betty or Pablo?

ACTIVITY - 8

Read the following article and answer the questions about the CD_ROM and the books.

TRULY AMAZING !!!

All the information in the enormous Encyclopaedia Britannica now comes on one small disk. Which do you prefer – the CD-ROM or the set of 30 books? Let's compare them.

The CD-ROM is smaller and lighter than the books and it is cheaper. We think it's more interesting, too, because it has video and sound – you can hear animals, musical instruments and famous people talking. So some people may think the 30 books are good, but we think the CD-ROM is better : what do you think ?



Answer the questions.

1. Which is heavier?

2. Which of the articles is more boring?

3. Are the books bigger than the CD-ROM?

4. Is the CD-ROM more expensive than the books?

ACTIVITY - 9

Weigh and measure different things you have at home. Write four sentences comparing their size, weight, etc.. one is done for you.

Follow the examples :

My brother's cycle is bigger than mine.

The ball I have is bigger than the one my brother has.

1. _____

2. _____

3. _____

4. _____

ACTIVITY - 10

Look at these pictures and compare them using the adjectives in the box.

**big - expensive- fast- heavy- light-
slow- small- comfortable**







Helpline

ACTIVITY - 4
Make the student read the story given in Activity - 3. They will locate the phrases listed in Activity - 4. Don't give the meaning directly. Encourage them to infer the meaning from the context. Same phrases can also be used in other contexts too. The inferred meaning and the dictionary meaning can then be compared. To make these phrases a part of active vocabulary, ask students to use these phrases in new context.

ACTIVITY - 6
For questions given below the tricks, make the students express their likings with justification. Encourage them to give as many justifications as possible for their likings. Accept divergent thinking.

ACTIVITY - 7 (B)
The paragraph is an input which serves the purpose of presenting the structure for comparing things. Make the students mark such comparisons, study the structure and then answer the questions.

ACTIVITY - 1

List some of the indoor and outdoor games that you like to play.

Now look at the pictures given below.

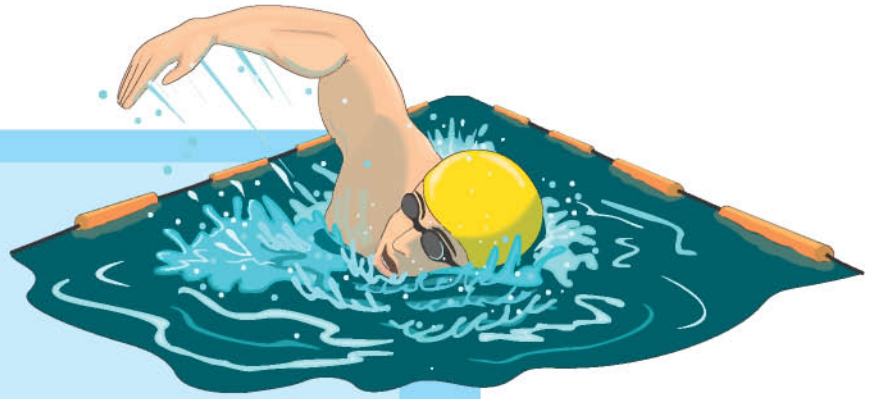


Discuss these pictures with your friends and name the sports.

1. How many students in the class know how to swim?
2. Do their parents/brother(s) or sister(s) know how to swim?
3. Where do they go for swimming?
4. Ask your friend whether s/he has ever visited any water park? Where?
5. Describe the fun you had there.

ACTIVITY - 2

Enjoy the poem:



SWIMMING

When all the days are hot and long
And robin bird has ceased his song,
I go swimming every day
And have the finest kind of play.
I've learned to dive and I can float
As easily as does a boat;
I splash and plunge and laugh and shout
Till Daddy tells me to come out.
It's much too soon; I'd like to cry
For I can see the ducks go by,
And Daddy Duck - how I love him -
He lets his children swim and swim !
I feel that I would be in luck
If only I could be a duck!

- Clinton Scollard

Key Words :

ceased : stopped





float : keep oneself on the surface of water

splash : make water fly up, cause water to fall on something in scattered drops

plunge : go deep into water

ACTIVITY - 3

Look at the words in (A) and match them with the images in (B).

A	B
dive	
float	
boat	
robin bird	
plunge	
splash	

ACTIVITY - 4

(A) Answer the following questions :

1. Which season is the boy talking about?
2. What is the boy's daily activity?
3. What does the boy do while swimming?
4. How does he feel when his father asks him to stop swimming?
5. Why does the boy like Daddy Duck better than his own daddy?

(B) State whether the following statements are true or false: Write T or F in the box.

1. The boy starts crying when he is called by his father.
2. The boy has a keen desire to be a duck.
3. The boy compares himself with a robin.
4. The boy envies the young ones of the duck.
5. The boy considers himself lucky.
6. The boy feels that he hasn't been allowed to play to his satisfaction.

(C) There are some words that rhyme with each other.

Example : 'long' - 'song' :

Find out more such rhyming words from the poem.

ACTIVITY - 5

Study the sentences given below and try to make some other sentences with the help of words given in bracket.

E.g. I can float as easily as a boat.
I can swim as quickly as a fish.

Run, Fly, Walk, Paint, Write, Read

ACTIVITY - 6

Look at the words in column A. Then rewrite as shown in column B. Notice the change in spelling or words in column B. Find out some common features of these words given in the table below. And then use these words in sentences.

E.g. A woodcutter is cutting the tree.

A	B
cut	cutting
shut	
run	running
stop	
swim	

ACTIVITY - 7

Fun with sound words.

Some interesting words sound like the noises for which they stand. You use a different tone of voice when you say these words. The voice becomes louder and more forceful.

For Example : Zoom ! went the care.

Bang ! went the door.

Say the following and write what would make these words or actions.

Click !

Chirp !

Whisper !

Bravo !

Oh !

Ah !

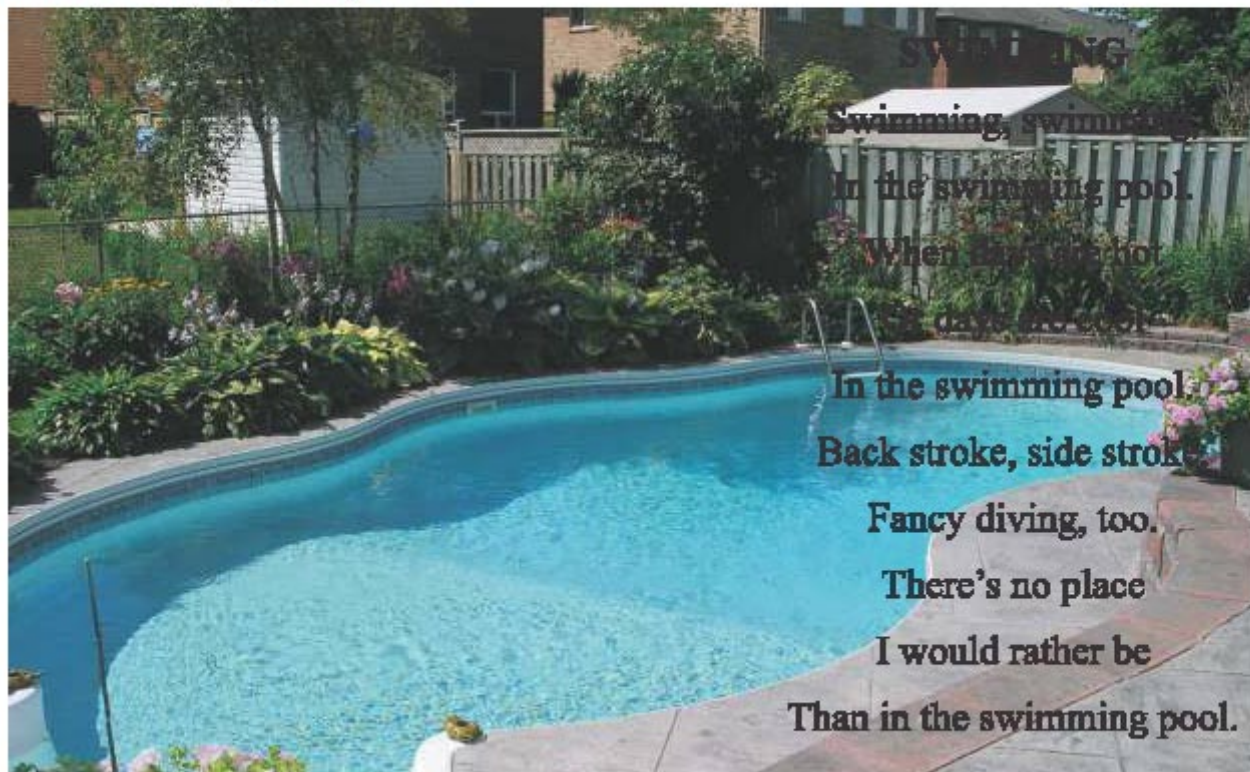
Hurrah !

Alas !

Wonderful !

ACTIVITY - 8




Read and enjoy the poem.



SWIMMING
Swimming, swimming
In the swimming pool.
When days are hot
And days are cool
In the swimming pool
Back stroke, side stroke
Fancy diving, too.
There's no place
I would rather be
Than in the swimming pool.

ACTIVITY - 9

Look at the words in (A) and match them with images in (B).

A	B
back stroke	
side stroke	
fancy diving	

Discuss these styles of swimming with your teacher and friend. Find if there are any other styles of swimming. Try to show them in front of the class.

ACTIVITY - 10

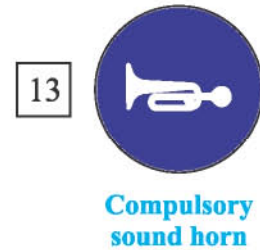
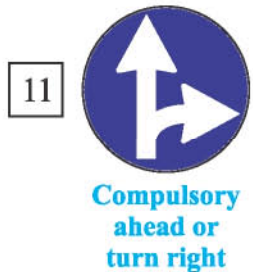
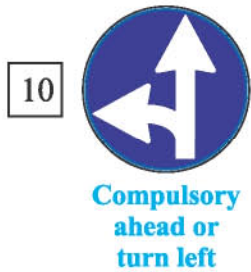
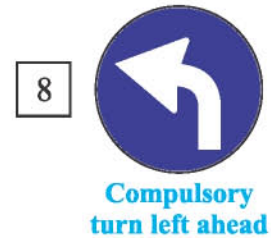
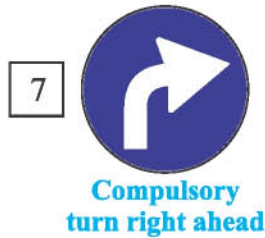
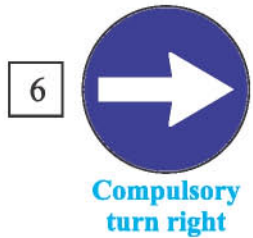
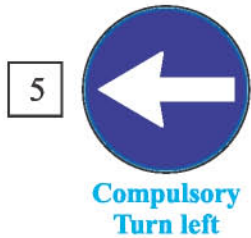
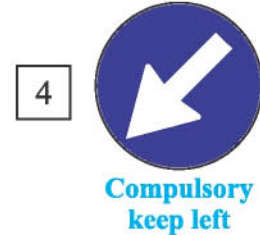
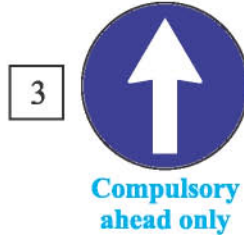
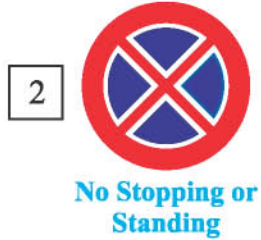
Find out what is similar in the poems in Activity - 2 and Activity - 8. Note any two similarities. Discuss them with your teacher and friends.

UNIT - 6

Traffic Lights

ACTIVITY - 1

Study the following traffic signs and their meanings. You have to identify places where you see these signs .



Signal	Meaning	Where do you see the sign?
3	Compulsory	On the walking areas in the garden



ACTIVITY - 2

Sing this rhyme in chorus.



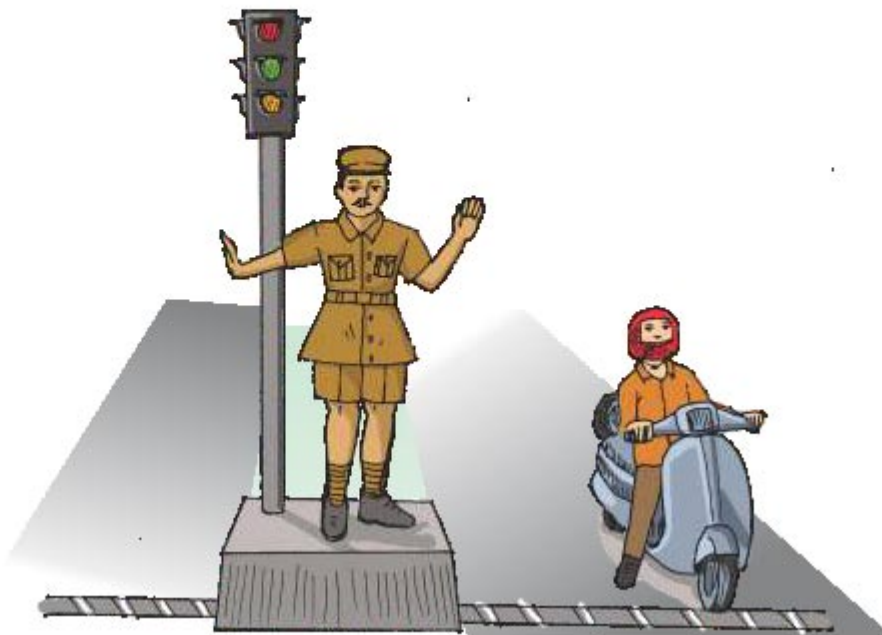
Red light! Red light!
What do you say?
I say stop! stop!
Stop right away.
Orange light! orange light!
What do you mean ?
I mean wait! wait!
till the light goes green.
Green light! green light!
What do you say?
I say go, and go right away.

ACTIVITY - 3

Listen to your teacher as s/he reads the story. Then read it silently. Read aloud some parts as directed by your teacher.

TRAFFIC LIGHTS

On a busy crossroad there were three traffic lights - Red, Orange and Green.



"There is so much traffic on the road today. So many cars, scooters, rickshaws and buses," said Red.

"We have to control all of them," said Green.

Just then, a traffic police officer came up to the lights and switched them on. They had great fun together.

They enjoyed stopping the vehicles, letting the people cross and then allowing the vehicles to go.

Blink ! Blink ! Blink ! They went.

They worked hard all day and by night they were really tired. So they were glad to be switched off.

"It has been such a busy day," said Orange, "I want to rest now."

"Busy ?" asked Red raising his eyebrows.

"And tired ?" laughed Green.

Orange was puzzled at their questions. "What do you mean ?" he asked.

"Hey, what did you do to get so tired ?" asked Red.

"Red stopped the cars and I let them go," said Green.

"But I came on between you two," cried Orange.

"Huh, only for a few seconds," mocked Red.

"We don't need you. You are useless," shouted Green.

Orange felt hurt and miserable. That night he kept remembering what Red and Green had said.

"I am really useless," he thought at last, "Why should I work then ?"

Next morning, when the lights were switched on, Orange did not work.

After a while, there was chaos on the busy road.

Traffic came to a halt when the lights suddenly turned Red. Again when



they suddenly turned Green, there was more confusion. Pedestrians ran here and there. 'Honk ! honk !' Drivers kept honking angrily. To top it all, some cows came to the middle of the road and settled down merrily chewing the cud. A scooterist skidded and had a nasty fall when the red light suddenly went off.

When the traffic police officer realized that Orange was not working, he said, "Why isn't Orange working? Without Orange how can I control the traffic? Let me switch them off now and check again in the evening."

Red and Green heard the officer's words. They realized that everyone is important in her /his own way. They were sorry for being rude to Orange and for what they had said to him. Without Orange they were not a team. They could not work by themselves. And now, Orange was not working because of them.

And Orange ? He was thrilled to hear the police officer's words. He was so happy, he wanted to sing and dance.

"Without me the police officer will not operate the lights. That means I am also useful," murmured Orange.

Red and Green heard him and felt that his work was equally important.

"We are sorry, Orange," said Red and Green. "We really need you."

Then Orange hugged them and said, "We are friends."

That evening when the police officer switched on the lights, Orange was very cheerful and excited. He glowed even brighter than before.

The three lights worked well together ever after.

And "Go," says Green.

Key Words :

crossroad – a place where two roads cross each other.

control – the power to make people or things do what you want

switched on – pressed to start

allow – permit

switched off – pressed to stop something

puzzled – confused

mock – make fun of

useless – of no use

miserable – unhappy

chaos – not in order

halt – stop

suddenly – all of a sudden

pedestrians – those who walk

honking – beeping, sound of horn

skidded – slipped

nasty – bad, not nice

rude – not polite,

thrilled – feeling strong excitement

murmur – speak in a low quiet voice

ACTIVITY - 4

Answer the following questions.

- (a) How did Red, Orange and Green have great fun together?
- (b) Why did Orange feel hurt and miserable?
- (c) What happened when orange stopped working?
- (d) What did the police officer say when he saw that Orange was not working?
- (e) What do you think Red and Green felt when they heard the police officer's words?

ACTIVITY - 5

Read the following words/ group of words. Write them in the appropriate box.

Traffic jam, smooth traffic, vehicles follow signals, chaos, people cross the road easily, people getting confused, honking, accidents.

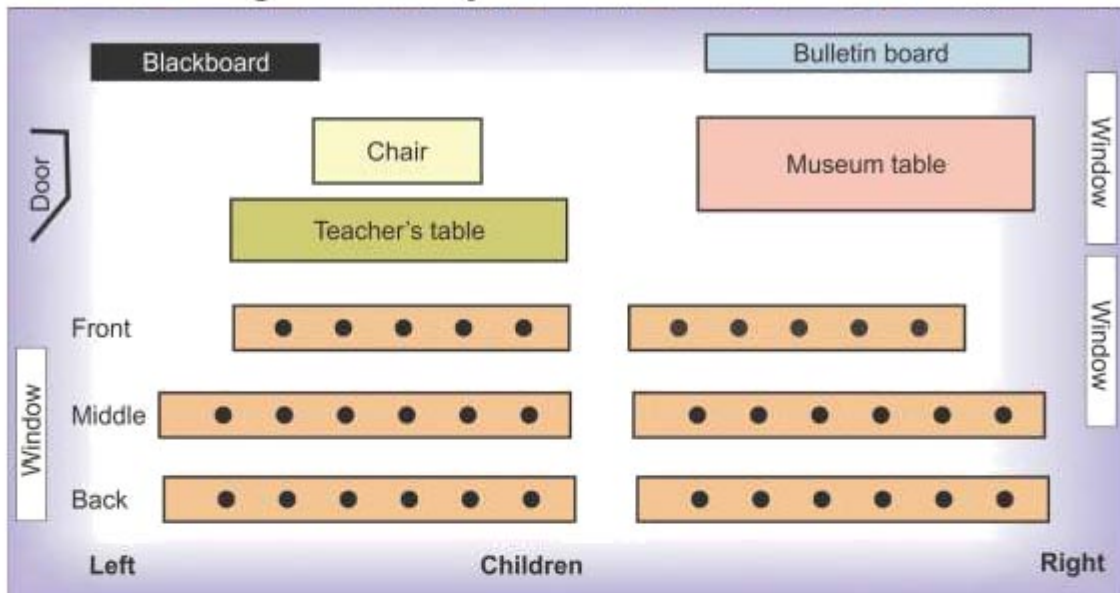
Add more words/group of words in each box.

When all the three lights work properly	When one of the traffic lights stops working



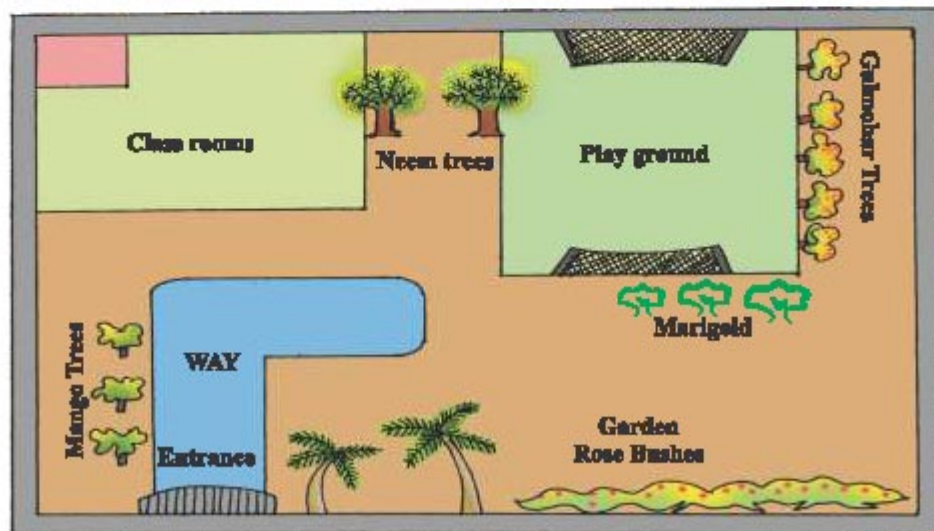
ACTIVITY - 6

Reading a map.



Look at the view of the classroom from above. Now answer the following. You can use words like front, back, left and right.

1. How many doors and windows are there in the classroom?
2. Where are the blackboard and the cupboard?
3. How many rows of desks are there in the middle and back rows?



1. There are _____ trees between the classroom and the playground.
2. The _____ trees line the passage from the entrance.
3. Many _____ trees are along the side of the playground.

ACTIVITY - 7

Use the map to answer the questions.



1. What does the dotted line on the map show?
2. Which road would Ajay take to get to the boat club.
3. Which building is next to the picnic area?
4. Which road passes by Ajay's house?
5. What other way could Ajay use to get from his house to his grandmother's house ?

Use verbs like : go, turn, cross

Use prepositions like : across, between, in front of, beside, near, behind

ACTIVITY - 8

Read the pairs given here.

Cars Ply Ships sail

The word ‘ply’ describes the movements of ‘cars’. Similarly, the word ‘sail’ describes the movement of ‘ships’. Look at the words given below and match them. Verify the answers with your friend.

A	B
Rivers	swim
Flags	Crawl
Kangaroos	Jump
Trees	Flow
Clouds	Sway
Babies	Flutter
Birds	Drift
Fish	Fly

Now take turns to come to the front of the class and say each pair and mime the action

ACTIVITY - 9

Study the following sentences taken from the lesson.

- There is so much traffic on the road today.
- Some cows came to the middle of the road.

(A) The words ‘on’, ‘to’, and ‘of’ show position or direction. Some other words of the same type are “in, into, under, over, near, between, behind, beside, above”. Now look at this picture and fill in the blanks using given words.



1. The clock is _____ the wall.
2. The ball is _____ the table.
3. The cat is _____ the armchair.
4. The table is _____ the arm chair.
5. The carpet is _____ the floor.
6. The lamp is _____ the table.
7. The flowers are _____ the vase.
8. The table is _____ the chair and the armchair.

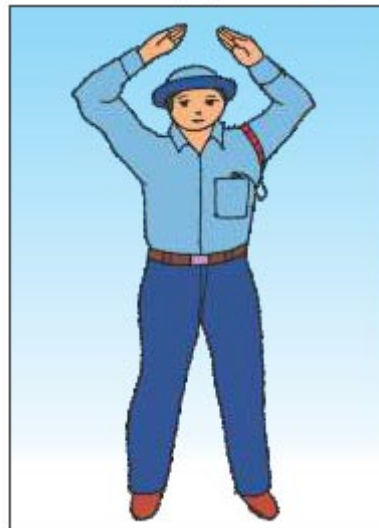
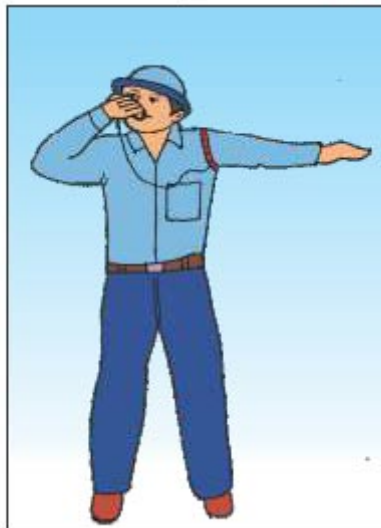
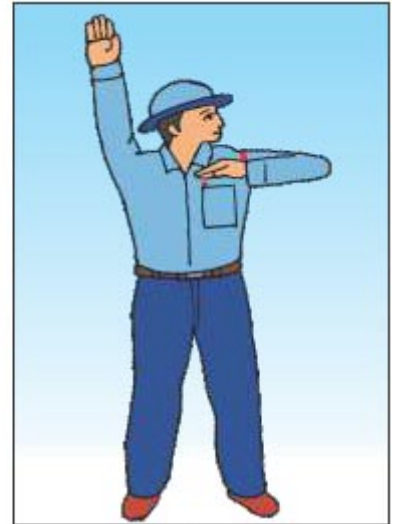
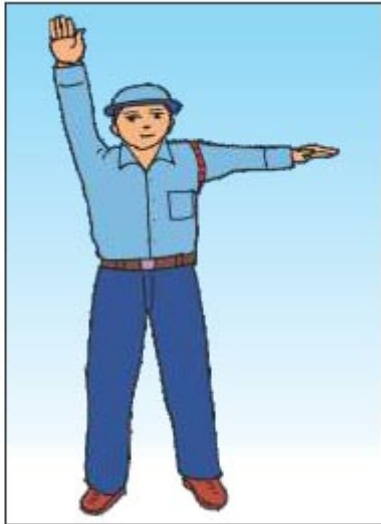
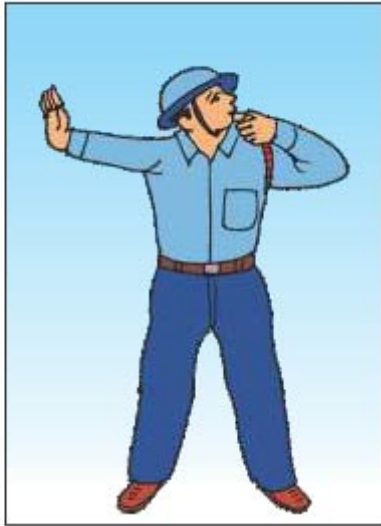
B) Work in pairs. Look around the classroom and ask each other three questions each, such as “Where is the duster?”, “Where is my pencil?” etc. Answer by saying “On the table”, “In your pencil box” etc. Write down those six questions and answers in the following table.

Questions	Answers



ACTIVITY - 10

(A) Given below are the pictures showing hand signals used by traffic policemen.



Meet a traffic policeman and understand the meanings of these hand signals. In the empty box, stick a photo (with hand signal) of the traffic police whom you met.

(B) Take up roles of each traffic light one by one. Complete the paragraphs.

I am Green. I _____

I am Orange. I _____

I am Red. I _____

Helpline

ACTIVITY - 1

The filling up of the table is to be given in pairs. Encourage students to recall where they have seen the symbols or ask them where such symbols are needed.

ACTIVITY - 3

After students have listened to the model reading, the dialogues can be dramatised in small groups.

ACTIVITY - 7

The response to various situations will vary from student to student. Focus should be on appropriateness of the language produced by them. So if for situation - 1, a student responds that when there is much traffic on the road, he will dance, ask him/her to think of an appropriate response.

ACTIVITY - 10 (A)

Give adequate time for planning to enact the scene. Facilitate the students to incorporate expressions in English while enactment.

Evaluation Activity

ACTIVITY - 1

Imagine that you have a magic garden, what would you like to see in your garden? Write five sentences about it.

1. _____
2. _____
3. _____
4. _____
5. _____

ACTIVITY - 2

Here are some words that describe Lion – the King. Use these words and write a paragraph.

King	Dangerous	Roar	Strong	Brave	Violent
------	-----------	------	--------	-------	---------

ACTIVITY - 3

Answer the following questions.

1. Which is the smallest planet of all eight planets?

2. Which planet is smaller than the venus?

3. What is at the centre of solar system?

4. Which is the biggest planet of all eight planets?

ACTIVITY - 4

Arrange the sentences in the sequence as they occur in the story.

Mr. Rabbit asked for help to Mr. Elephant and Mr. Whale.

Mr. Rabbit ran into bushes and beat the drum.

Mr. Rabbit tied another end of the rope around Mr. Elephant's Trunk.

Mr. Elephant and Mr. Whale talked about their size.

Mr. Rabbit laughed a lot on seeing them fallen.

Mr. Whale and Mr. Elephant pulled each other with all their strength.

Mr. Rabbit tied one end of the rope around Mr. Whale.

Mr. Elephant fell over backward and Mr. Whale turned over in the air.

ACTIVITY - 5

Answer the following questions from the poem you studied.

1. Which season is the boy talking about?

2. What is the boy's daily activity?

3. What does the boy do while swimming?

4. How does he feel when his father asks him to stop swimming?

5. Why does the boy like Daddy Duck better than his own daddy?





ACTIVITY - 6

Write a paragraph on different colours of traffic lights – Green , Orange and Red.

UNIT - 7**Robinson Crusoe****ACTIVITY - 1**

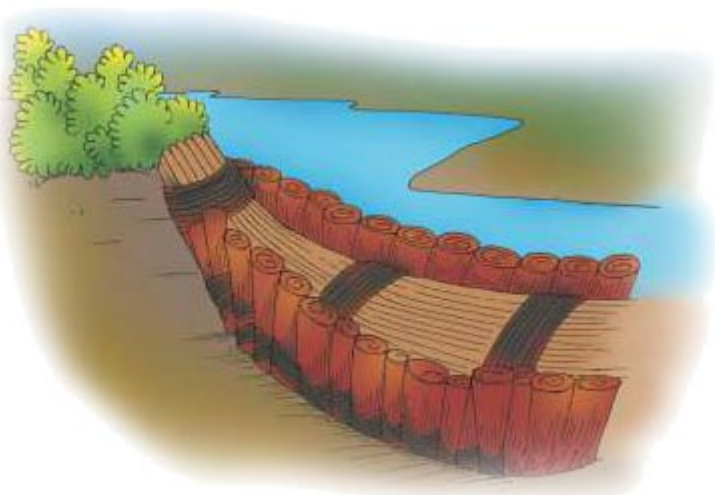
Read the following story.

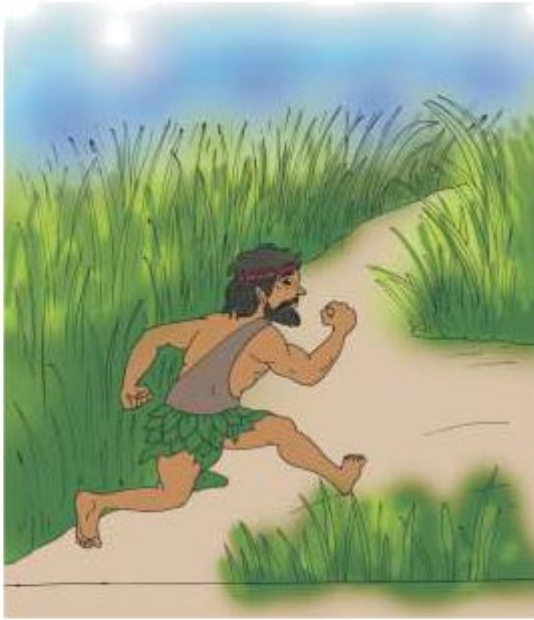
Robinson Crusoe's ship had been destroyed by sea. He lived alone for many years on an island and longed for company. One day he discovered a footprint on the sand. Let's find out what he did then.

One day, when I was going towards my boat, I was surprised to see the footprint of a man on the sand. I stood amazed! I listened; I looked around me; I could neither hear nor see anything. I went up higher to look down; I went up and down the shore, but it was no good; I could find no other footprint but that one. I went to it again to see if there were any more footprints and to tell if it had been my imagination. But I was not mistaken, for there was exactly the print of a foot - toes, heel, every part of a foot. I could not imagine how it came there.

I stayed a long time thinking, but became more and more confused. At last I returned home very frightened, looking behind me after every two or three steps, mistaking every bush and tree to be a man.

When I came to my cave (which I called my castle). I ran inside it, as if I was being chased. I do not remember whether I used the ladder or went in by the hole in the rock, which I called the door. I ran for cover, faster than any animal could run.





I did not sleep that night. The more I thought about what I had seen, the more afraid I became. I thought it could be one of the savages of the mainland who had wandered out to the sea, in a small boat.

Luckily I was not on shore at that time, but what if he had seen my boat! If he had seen the boat he would have realised that someone lived on the island and would soon return with others to kill and eat me.

And so I lay frightened for many days and prayed for protection. In doing so, I was much comforted and began going out. But even now as I went forward, I looked behind frequently, because I was still very frightened.

However, as I went about for two or three days and saw nothing I became a little bolder. I decided to go down to the shore again and examine the footprint once more. I decided to measure it with my own footmark.

As I came closer to the footprint, I realised that it could not be my footprint because I had not come to this part of the beach since a long time. Secondly, as I placed my foot alongside that footprint, it seemed larger than my own.

My fear returned! I went home again, believing that there was someone there.

(Adapted from Daniel Defoe's Robinson Crusoe)

Key Words :

amazed – very surprised

frightened – feeling fear

castle – a large building with high walls (that was built in the past to live in and to defend people from attack)

chase – to run after something

ladder – a piece of equipment that is used for climbing up something

savage- a cruel and violent person





ACTIVITY - 2

Say whether the following statements are 'True' or 'False' :

1. Robinson Crusoe was a sailor. _____
2. He met a stranger on the island. _____
3. He built a home for himself. _____
4. Crusoe noticed the footprints of a large animal. _____
5. Crusoe compared the size of his foot with his footprint. _____

ACTIVITY - 3

Match the words in A with their antonyms in B.

A	B
1. Part	unluckily
2. Frequently	outside
3. Forward	in front of
4. Luckily	whole
5. Behind	rarely
6. Inside	backward

ACTIVITY - 4

Enjoy reading the poem.

RIDING A RAINBOW

I'll ride on a rainbow
to soar through the sky.
I'll ride on a kite
as it flies way up high.
I'll ride on a dragon.
I'll ride a balloon.
I'll ride on a rocket
and ride on the moon.



I'll ride on the wind
and the sun and the stars,
on floating bananas
and flying guitars.

I'll ride on a cloud
and a unicorn too.

I'll ride in the seat
of a magical shoe.

But why would I ride
on the sun and the stars?
It's so much more fun
than just riding in cars.

-Kenn Nesbitt

ACTIVITY - 5

Notice that the words in the first stanza "sky" and "high" have a similar sound. They are called rhyming words. Given below are some words from the poem. Find the words that rhyme with them :

balloon	_____
stars	_____
too	_____
cars	_____

ACTIVITY - 6

Read the following story :

ALICE IN WONDERLAND

One day, Alice was lying under a tree listening to her sister reading a story.

Suddenly, she saw a white rabbit. He had pink eyes and was wearing a blue coat. He took out a big watch from his pocket and as he hurried away, he said, "Oh dear, I will be too late!"

She thought there was something very different about this rabbit. It could

talk, it wore a red coat and it carried a watch. Alice wondered, "A talking rabbit? A rabbit who wears a coat!" Alice was burning with curiosity and she followed the white rabbit.

The rabbit started running and Alice followed him. The rabbit suddenly popped down a large rabbit hole. Alice jumped into the rabbit hole too! The rabbit went down and down and down and down into the rabbit hole.

Alice said aloud, "Where am I? How many miles down have I fallen? I must be getting somewhere near the centre of the earth." She wondered, "Will I slip through, Will I slip through the earth to the other side?"

Thump! Alice landed on a pile of dry leaves. She looked around quickly and suddenly saw the white rabbit again. He disappeared saying, "Oh, my God! How late it's getting!"

Alice stood up and saw a small door about fifteen inches high. It was too small for her to go through.

She saw a glass table with a golden key on it. She tried the little golden key in the lock and to her delight it fitted! Alice opened the door and looked into the loveliest garden, she had ever seen! How she longed to be among those beds of bright flowers and those cool fountains! But she could not even get her head through the doorway.

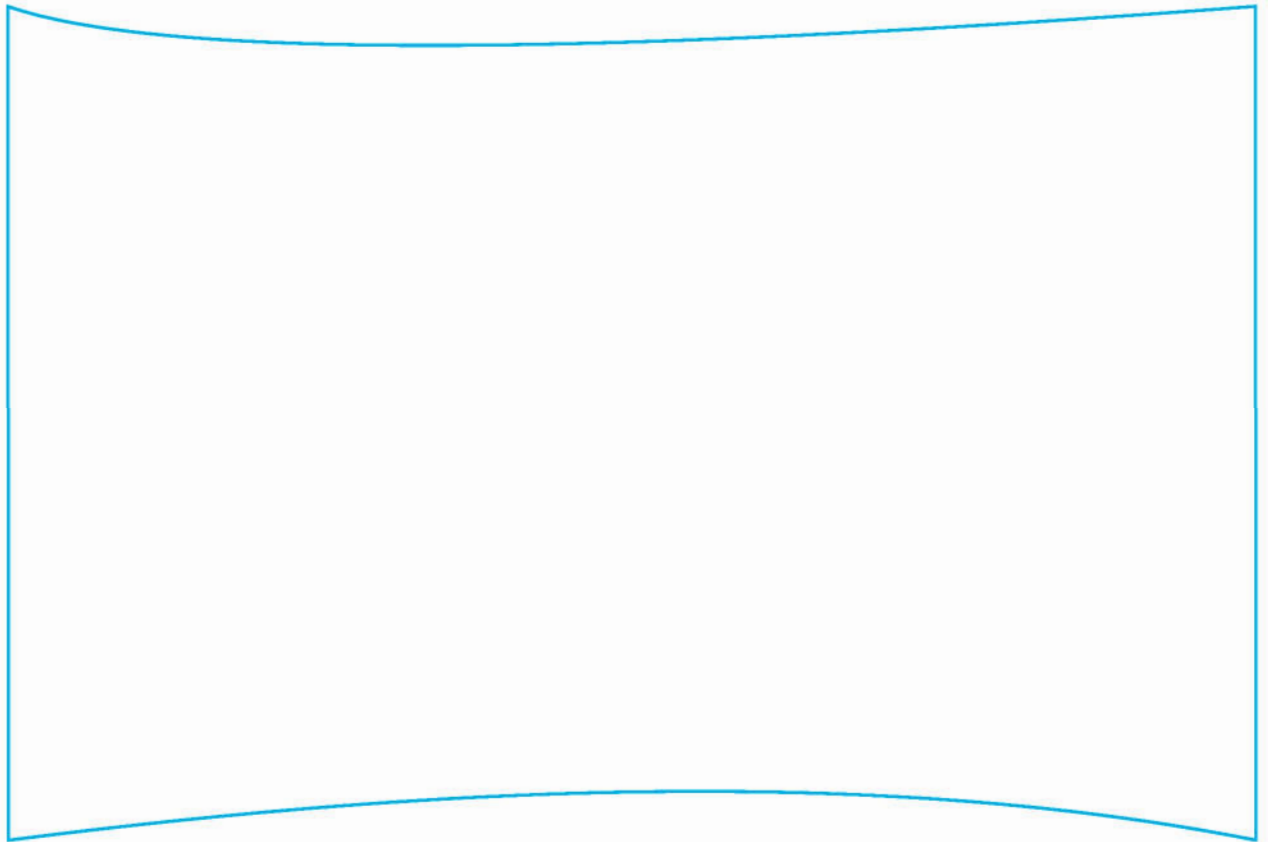
(Adapted from Alice in Wonderland by Lewis Carroll)



ACTIVITY - 7

Answer the questions.

1. While listening to the story, what did Alice see?
2. What was different about the rabbit that Alice saw?
3. Where did the rabbit go?
4. What strange things did Alice see?
5. Describe in your own words the garden that Alice saw.
6. Draw the garden of your dreams.



ACTIVITY - 8

Tick the correct answer.

1. The rabbit had
 White eyes big eyes pink eyes
2. Who was burning with curiosity?
 Alice the rabbit children

3. Who fell down and down and down?

Alice

a mouse

the rabbit

4. The garden Alice saw was

big

lovely

small

ACTIVITY-9

Find one word from the story that means

(a) to walk fast h _____

(b) to think w _____

(c) happy d _____

(d) to be seen nowhere d _____

(e) at once q _____

(f) to be inquisitive c _____

ACTIVITY-10

Enjoy reading the poem.

I wonder why the grass is green,
And why the wind is never seen?

Who taught the birds to build a nest,
And told the trees to take a rest?

O, when the moon is not quite round,
Where can the missing bit be found?

Who paints the rainbow in the sky,
And hangs the fluffy clouds so high?

- By Jeannie Kirby



ACTIVITY - 1

A science fair is going to be held in Gandhinagar for children of your age. Asmi would like to participate in it. She decided to take with her a self-prepared herb booklet.

Dhruvi was trying to sharpen a pencil with a blade when she cut her finger and it started bleeding. Immediately her mother brought a pinch of turmeric powder, applied it over the wound, and pressed it hard. The bleeding was controlled.

Dhruvi asked her mother why she applied turmeric powder to the wound.

Her mother replied, "My mother used turmeric powder whenever we were hurt. Later on, I read in magazines that turmeric powder acts as a good antiseptic."

"What is an antiseptic, mother?"

"Well I think, an antiseptic is something that heals a wound."

**ACTIVITY - 2**

Dhruvi meets a doctor.

"Hello, Dr. Kalyani! How are you?"

"What a pleasant surprise, Lakshmi! We are meeting after a long time.

It is nice Dhruvi has also come with you.

"My mother says turmeric is an antiseptic. Is that so?" was Dhruvi's next question.

"Yes, it is," Dr. Kalyani had no hesitation in replying.

"Doctor, can you tell me more about the turmeric plant? Which are its other uses?"

"Which science deals with the study of medicinal plants?" Dhruvi listed her queries.

"Nowadays botany is dealing with the study of a few medicinal plants.

"There is also the Indian system of medicine"

"You mean Ayurveda?" Dhruvi intervened.

"Yes Ayurveda means the 'science of life'. Ayurveda deals with prevention and cure of diseases. Through Ayurveda, one can learn about the action of different herbs on various diseases. Such study of herbs is a part of our science.

"How does turmeric act on cold?"

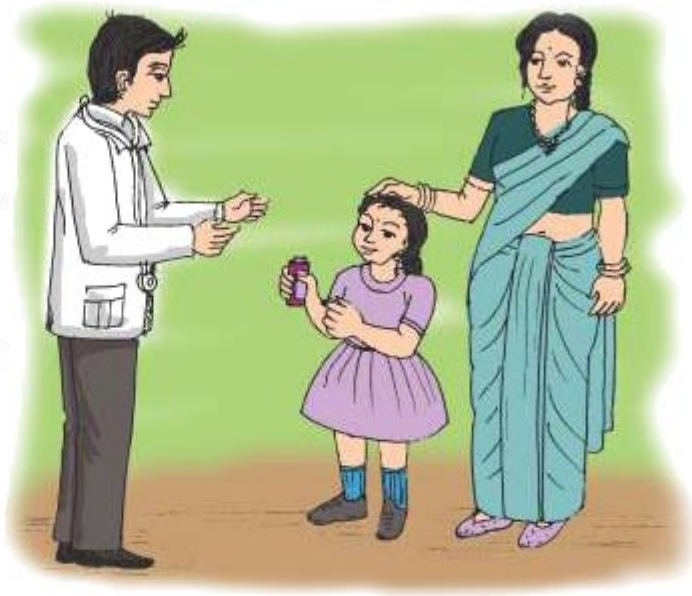
"You know that cold is a viral infection. Turmeric has an anti-viral effect."

"Indian women apply turmeric on their feet. Is there any reason behind this habit, too?"

"Yes, there is. Most of the women work in water for a long time. This can lead to infection of the feet. Turmeric prevents infections. Hence women apply it on their feet."

"Now I understand why some advertisements talk of turmeric in creams."

"Thank you, doctor. You have given me so much information about common herbs and why they are used in our daily life."



Key Words :

hesitation - to speak slowly because you feel nervous

query - a question that one asks when he/she has doubt about something

intervene - to interrupt a person when he/she is speaking

prevention - stopping something bad from happening

ACTIVITY - 3

Say whether the following statements are "True" or "False":

1. A science fair will be held in Ahmedabad. _____
2. Dhruvi's mother applied sugar to her wound. _____
3. Turmeric is antiseptic. _____
4. Dhruvi is a curious student. _____
5. Dhruvi wants to buy a booklet about herbs. _____
6. Ayurveda is the 'Science of life'. _____

ACTIVITY - 4

A breathing exercise

- Close your right nostril with your right thumb.
- Inhale slowly through your left nostril till your lungs are filled with air.
- Now close your left nostril with your second and third fingers.
- Remove your finger from the right nostril and exhale through it.
- Repeat this exercise slowly in the beginning and with practice increase your speech.



ACTIVITY - 5

This is Rajiv's family. They are a healthy family. See what each one does to remain healthy. Write a sentence about each member of Rajiv's family.



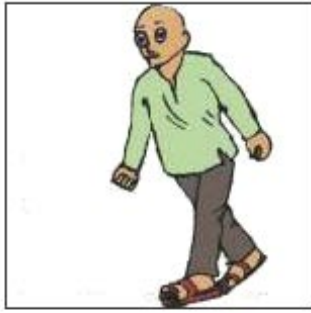
Father



Mother



Sita



Grandpa



Grandma



Rajiv

ACTIVITY - 6

Herbs are good to eat. It is easy to grow herbs. Here is a great way to start.

Plant a herb in a paper cup. You can plant different herbs in a window garden. Herb that is easy to grow from seeds to basil. Sprinkle the seeds on top of the soil and lightly sprinkle soil on top (only about $\frac{1}{4}$ inch). Keep it watered and place it in a sunny window. Bring it to your school and show it to your friends.

ACTIVITY - 7

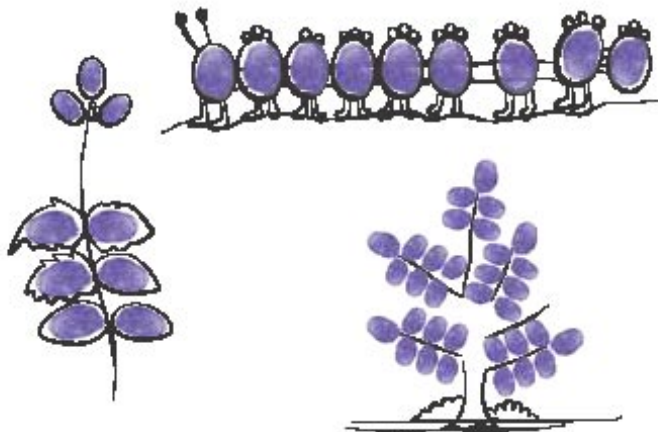
Collect four to five types of leaves and paste them on a chart paper. Write the name of the plant and display it on the bulletin board.

ACTIVITY - 8

Collect wrappers of different herbal products such as beauty creams, tablets and syrups. Paste them on a chart paper with their names and display them.

ACTIVITY - 9

Observe the pictures drawn here. They are drawn using a thumb print. What other things can you draw with your thumb print? Draw them in your notebook.



ACTIVITY - 10

Your school wants you to join Gardening club, planting seeds and watching them grow.

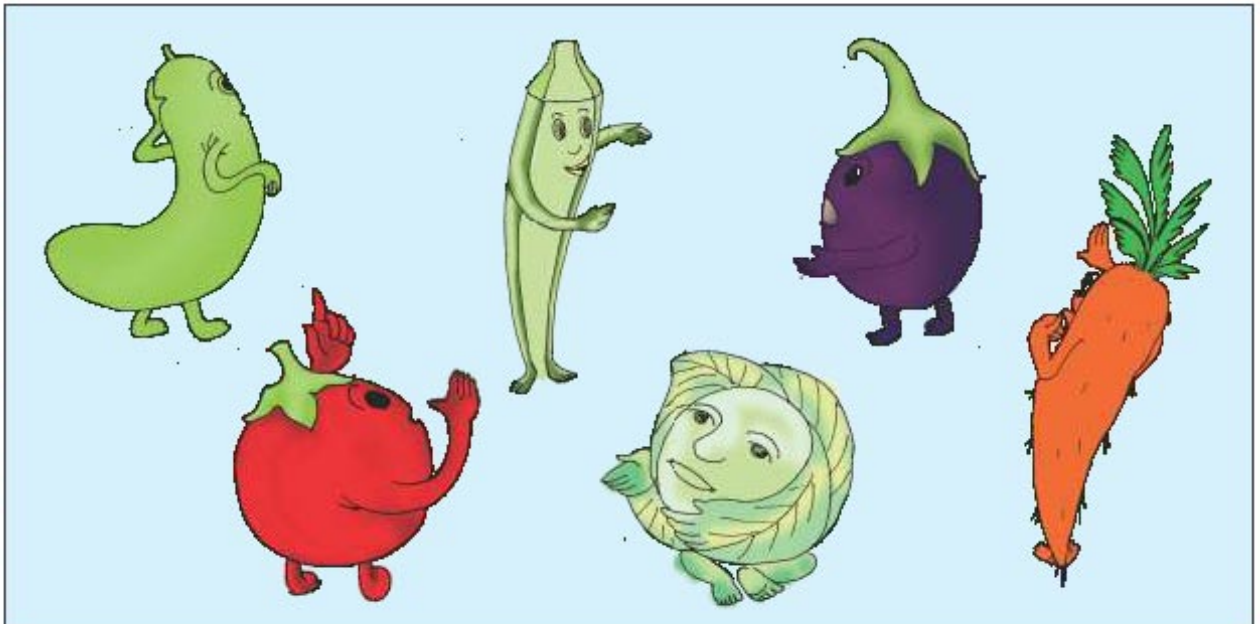
Plant a variety of herbs, from onion, garlic and sweet-scented mint and basil. Observe the growth of the herbs and write three sentences on them.

UNIT - 9

Mulla Nasruddin

ACTIVITY - 1

I am a seven letter vegetable,
My first three letters are a vehicle,
The next three letters are a type of luggage,
And my last three letters change every year.
Who am I? _____



What 11-letter word does everyone pronounce incorrectly?

Answer is in the question only.

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

Everyone has me but nobody can lose me.
It always follows me in light but it disappears in darkness.

Who am I? _____



ACTIVITY - 2

Here are hilarious Mulla Nasruddin stories.

Once, Mulla Nasruddin was lying on his bed with his eyes closed when his brother-in-law approached him. "Are you asleep?" the brother-in-law asked Nasruddin. Nasruddin replied, "Why? What is it?" The brother-in-law said, "I wanted a loan of three hundred rupees. I was wondering if you could lend me the money." Nasruddin replied, "Oh, in that case, let us return to your first question, 'Are you asleep?' and the answer to that is 'Yes, I am asleep'. So go away and do not bother me."

If you were Mulla Nasruddin what answer would you give to the brother-in-law. Share the answers with your classmates.

If I were Mulla Nasruddin I would _____

ACTIVITY - 3

Read the story silently.

One day, Mulla Nasruddin was talking to his neighbour. The neighbour looked very miserable. Nasruddin asked him what was bothering him. The man started to complain about the lack of space in his house and said, "It is such a small house, Mulla. My wife, my three children, my mother-in-law and I, all have to live together in the same little



cottage. It is very cramped and there is hardly any space to move around." He asked Nasruddin for some advice on how to deal with this problem.

Nasruddin said, "Do you keep chickens in the yard?" "Yes, ten of them," replied the man. "Good. Bring them inside the house and keep them there," said Nasruddin. "But, Mulla!" the man exclaimed. "My house is already overcrowded." "Just do as I say," Nasruddin replied.

The man was really very troubled and wanted to find a solution to his problem. He decided to give the Mulla's advice a try. So the man went home and brought all the chickens into the house. Next day, he went to meet Nasruddin again. He said, "Mulla, I followed your advice and took the chickens into the house. But it did not solve anything. In fact, it has made matters worse. My house is even more cramped now.

"I see," said Nasruddin. "Now take your donkey and keep it inside your house. The man did not think much of this idea but Nasruddin managed to convince him to do it.

Do you think Mulla Nasruddin is giving an appropriate advice? What other ideas, according to you, can he suggest? Discuss with your classmates.

The next day, the man came to Nasruddin, looking very distressed, and said, "Now, it's six humans, ten chickens and a donkey inside my house. It is so crowded that one can hardly move." Nasruddin replied, "You own a goat too, don't you?" "Yes, I do," said the man. "Great!," Nasruddin said. "Take it inside the house too." The man objected, "How is that going to solve anything?" but Nasruddin once again convinced him to do as he had said.

The next day, the man walked up to Nasruddin in a state of anger and distress and said, "Your plan has made our lives miserable. The house is now so crowded that we are finding

Key Words :

approach- to speak to someone about something

wonder- a polite way of asking someone to do something

bother- to annoy, worry or upset someone

lack- not having enough of something

cramp – a sudden pain in body muscles because of cold or too much exercise

convince- to make someone believe that something is true

miserable- very unhappy or uncomfortable

it difficult to even breathe. My family is upset and everyone is complaining about lack of space."

"Don't get so upset, friend," said Nasruddin. "Go back home and take all the animals back outside." The man did as he was told.

Next day, when the man came across Nasruddin, he was beaming. He said, "I must thank you, Mulla! Your plan has worked wonders. Now that all the animals are outside, there is enough space in the house for all the family members. Everyone is happy and content with the house now."

ACTIVITY - 4

Answer the following questions.

1. What did Mulla's brother-in-law ask? How did Mulla reply?

2. Why was Mulla's neighbour sad?

3. What was Mulla's advice to his neighbour?

4. How did Mulla solve his neighbour's problem?



ACTIVITY - 5

Here is a story of Akbar and Birbal.

One fine day, Akbar lost his ring. When Birbal arrived in the court, Akbar told him "I have lost my ring. My father had given it to me as a gift. Please help me find it." Birbal said "Do not worry your Majesty, I will find your ring right now."



He said, "Your Majesty, the ring is here in this court itself; it is with one of the courtiers. The courtier who has a straw in his beard has your ring." The courtier who had the emperor's ring was shocked and immediately moved his hand over his beard. Birbal noticed this act of the courtier. He immediately pointed towards the courtier and said, "Please search this man. He has the emperor's ring."

Akbar could not understand how Birbal had managed to find the ring. Birbal then told Akbar that a guilty person is always scared.

Think that the king Akbar gave you the task of finding his ring.
What would you plan to find out the ring ?

Here is a phrase : The ring of the emperor – The emperor’s ring

Now make some phrases:

1. The idea of Birbal _____
2. The advice of the courtier _____
3. The palace of the king _____
4. The den of the Lion _____

ACTIVITY - 6

Listen and repeat the following pairs after your teacher :

pan	pane	tell	tale	mop	mope
wet	wait	pull	pool	best	beast
fell	fail	call	cool	ship	sheep
sell	sail	bed	bad	live	leave

ACTIVITY - 7

Recite these sounds along with your teacher :

Thunder booms	A sparrow chirps
A plate clatters	A cock crows
A phone rings	A snake hisses
A horn blows	A monkey chatters
A lion roars	A mouse squeaks
A donkey brays	A bear growls
A sheep bleats	An owl hoots
A dog barks	A cow moos
A cat mews	An elephant trumpets
A horse neighs	



ACTIVITY - 8

Who am I ?

Look at the pictures and read the clues. Then complete this crossword puzzle. The first clue is done for you.

			5				
		3	O				
1	S	2	H	E	E	7	P
						9	A
				8			
			6				
		4	O				

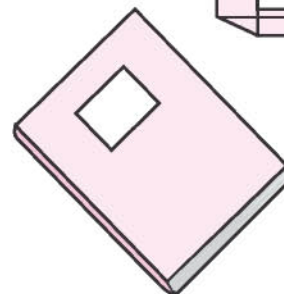
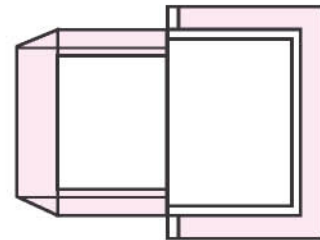
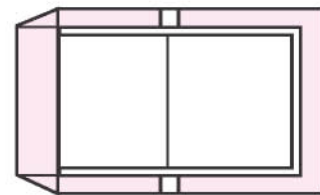
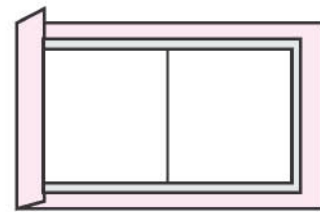
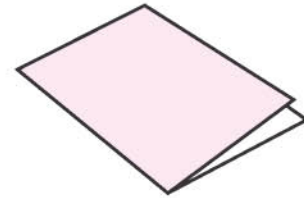
1. I give wool
2. I lay eggs
3. I give you milk
4. I carry loads
5. I neigh
6. I am man's best friend
7. I live in a sty
8. I bleat
9. I am the ship of the desert



ACTIVITY - 9

Let's cover our book.

1. Spread your notebook on a brown paper which is four inches bigger than your notebook, as shown in the picture.
2. Fold the paper into two halves with the book inside it in the middle.
3. Fold the two open flaps of paper inside the first and the last page of the book and press to crease.
4. Fold the closed end of the two top and bottom flaps of the paper, forming a triangle. Crease the paper and cut it.
5. Fold the two front flaps inside the first page and crease it.
6. Fold the two back flaps under the last page and crease it.
7. Now your book is neatly covered.
8. Write your name and class on the cover. Then write the subject you will use this notebook for.



ACTIVITY - 10

Find a funny story about Mulla or Birbal or Tenali Raman. Tell the story to the class.

UNIT - 10

The Scholar's Mother Tongue



ACTIVITY - 1

Read the story.

THE SCHOLAR'S MOTHER TONGUE

A learned Pundit once visited the court of Akbar. He told the King and his courtiers that he had mastery over many different languages.

The Pundit could speak many languages fluently. He was so fluent that no one could find out what his mother tongue was. He challenged everybody at the court to name his mother tongue. When everyone failed, the challenge was taken up by Birbal.

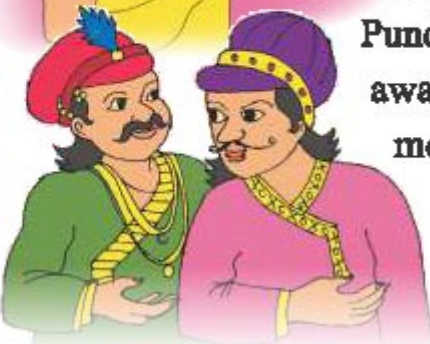
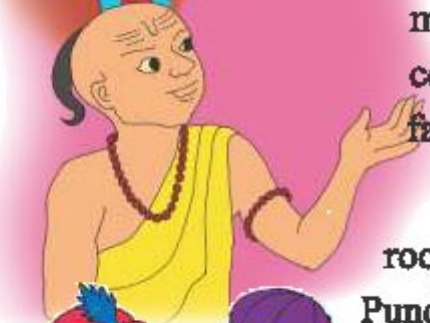
On one night, Birbal went quietly to the Pundit's room when he was asleep. He whispered into the Pundit's ear and tickled it with a feather. The Pundit, half awake, cried out suddenly and shouted out words in his mother tongue.

Birbal came to the court the next day and told everyone that the Pundit's mother tongue was Telugu.

The Pundit was surprised and accepted the truth.

King Akbar then asked Birbal, "How did you find the truth?"

Birbal answered, "In times of difficulty, a person speaks only in his mother tongue." He also told the King how he had gone to the Pundit's room at night to find out the truth.



ACTIVITY - 2

Match the words in Column A with their synonyms in Column B.

- | A | B |
|--------------|------------------|
| 1. learned | 1. silently |
| 2. mastery | 2. amazed |
| 3. quietly | 3. replied |
| 4. shouted | 4. command |
| 5. surprised | 5. knowledgeable |
| 6. answered | 6. cried |

ACTIVITY - 3

Say whether the following statements true / false / not mentioned.

- | | |
|--|----------------------|
| 1. A scholar came to Akbar's court. | <input type="text"/> |
| 2. The scholar was fluent in one language. | <input type="text"/> |
| 3. The challenge was taken up by Akbar. | <input type="text"/> |
| 4. Birbal met the Pundit in the evening. | <input type="text"/> |
| 5. Birbal tickled the Pundit with a peacock feather. | <input type="text"/> |
| 6. The Pundit's mother tongue was Telugu. | <input type="text"/> |

ACTIVITY - 4

Read the poem.

Little pretty flowers,
Little busy bees,
Little tiny babies,
All the little things,
Make us happy.

Little drops of water,
Little grains of sand,
Make the mighty ocean,
And the beautiful land,
Make us happy.



Little hugs and kisses,
Little bit of love,
Will go around the world,
Till we all have enough,
And make us happy.

ACTIVITY - 5

Match the adjectives in column A with the nouns in column B.

A	B
pretty	ocean
mighty	babies
tiny	flowers
little	land
beautiful	hugs

ACTIVITY - 6

Match the rhyming words.

A	B
yell	test
bed	spoon
cake	bell
shoes	red
potato	broom
room	take
mop	tomato
moon	top
best	loose

ACTIVITY - 7

The following are sentences related to some action. Read the sentences and tick mark “✓” the sentences which are related with bravery according to you. Discuss your views on "What is bravery?" with your teacher and classmates.

1. An elephant fights with a lion to save a deer. _____
2. A soldier fights for the country and dies. _____
3. A child fights with his friend. _____
4. You meet with an accident and start quarrelling. _____
5. A person jumped into the river to save somebody's life. _____

ACTIVITY - 8

Following are some sentences describing the real story of a twelve years old brave girl Mittal Patadiya from Ahmedabad. She won the Geeta Chopra Bravery Award in 2012. But the sentences are not in the proper order. Arrange the sentences in the proper order.

1. The thieves were caught.
 2. The neighbours rushed in.
 3. She caught one of the man by his hair and shouted.
 4. The man shut the door and attacked her.
 5. They asked for water.
 6. Mittal went to bring water.
 7. She won the Geeta Chopra Bravery Award in 2012.
 8. She saw a driver she knew and two other men.
 9. On November 3, 2010 Mittal opened the door when the bell rang.
1. _____
 2. _____





3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

ACTIVITY - 9

Who is afraid of what? Following are the steps to play the game.

- (1) Divide the class into two groups.
- (2) Each group will be given 10 minutes for discussion on “I am afraid of ...”.
- (3) Each group will have to make a list of the things they are afraid of on a piece of paper.
- (4) Then each group will choose a speaker for its group. Both the speakers from the groups will come on the stage.
- (5) One by one, they will be given a minute to speak as many sentences as they can, beginning with “I am afraid of ...”.
- (6) Here are some examples.
 - I am afraid of fire.
 - I am afraid of a lizard.
 - I am afraid of my father.
 - I am afraid of dogs.
- (7) The group speaking more number of sentences correctly in one minute will be the winner group.

ACTIVITY - 10 (A)

Sing the following song with your classmates .

WE SHALL OVERCOME

We shall overcome
We shall overcome
We shall overcome
Some day...

Oh, deep in my heart,
I do believe
We shall overcome
Some day...

We'll walk hand in hand
We'll walk hand in hand
We'll walk hand in hand
Some day...

Oh, deep in my heart,
I do believe
We shall overcome
Some day...

We are not afraid
We are not afraid
We are not afraid
To-day...

Oh, deep in my heart,
I do believe
We shall overcome
Some day...

We shall overcome
We shall overcome
We shall overcome
Some day...

Oh, deep in my heart,
I do believe
We shall overcome
Some day...

ACTIVITY - 10 (B)

Enjoy reading the poem.

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier than these.

There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.



UNIT - 11**Indian Music****ACTIVITY -1**

Do you know the history of Indian Music? Here is a very brief outline for you. Note down the points you like in your notebook and share with your family members. Identify the instruments with the help of your friends.



India has a very long history of music; North Indian music, in particular, is over 2000 years old. It has been developed in temples and royal palaces. Indian classical music has two basic components, which are RAGA (the melody) and TALA (the rhythm). There are hundreds of Ragas and Talas. However, if we learn the basic composition of the Tala, it is not hard to follow some Indian music by tapping along!

Helpline

Bring short clips of recorded music to class and develop an inclination towards Indian music among the learners along with a bit of exposure of English language.

ACTIVITY - 2

Work in two groups : A and B. Group A will make a list of the Indian Musical Instruments. Group B will make a list of Western Musical Instruments.

ACTIVITY - 3

Here is a inspiring passage about a person who devoted her entire life to music.

LATA MANGESHKAR : A LIVING LEGEND

Lata Mangeshkar is one of the most famous singers of the Hindi film industry. She has sung more than 30,000 songs in 20 different languages.

Lata Mangeshkar was born on 28th September, 1929 in Indore. Her father Dinanath Mangeshkar was also a famous singer. Lata learnt music at a very young age.



Lata Mangeshkar was very young when her father passed away. To take care of her family, Lata acted in eight films. Her first Hindi playback was for the film Aap ki Sewa Main (1947). In 1949, she had four major hit films Barsaat, Andaaz, Dulari and Mahal.

She sang songs with famous singers like Mohammed Rafi, Kishore Kumar, Mukesh and Sonu Nigam. Her success and determination made her one of the most famous women in the industry. She is the 'melody queen' of the Indian music world.

Lata Mangeshkar has received many awards. The highest honour among these awards was Bharat Ratna. After receiving all these

Key Words :

components- parts of something

determination - the quality of doing something which is difficult

accept- to receive something as suitable

legend- a very famous person in a particular field, who is admired by other people

awards, she stopped accepting awards to promote new talent. She continues to sing even today and perform live also. Lata Mangeshkar is truly a living legend of Indian Music.

ACTIVITY - 4

Study the information.

First Gramophone Record

The First gramophone record was made in Kolkata in the year 1898. Thomas Edison invented a sound machine which was called Phonograph in 1877. Hemendra Mohan Bose of Kolkata imported the Phonograph machine and made the gramophone record. The records were popularly known as Bose's Records.

First Music School

The First Music School in India was "Gandharva Mahavidyalaya" in Lahore (which was then a part of India). It was set up by "Pandit Paluskar", who was born in Maharashtra.

ACTIVITY - 5

Study the information.

First Musician to receive Padma Bhushan Award

The First musician to receive Padma Bhushan was M S Subbulakshmi. she received Padma Bhusan Award in the year 1954. She was popularly known as the Nightingale of India. She was born on September 16th 1916 in the temple city, Madurai.

Say whether the following statements are "True" of "False" :

1. M S Subbulakshmi started the first music school in India.
2. Subbulakshmi was called "the Koel".
3. The first gramophone record of India was made in Mumbai.
4. Gandharva Mahavidyalaya was set up by Pandit Paluskar.

ACTIVITY - 6

Look at these pictures related to music. Choose the right word for each picture from the words given in the bracket.

(Live Performer, Orchestra, Concert, Accompanist)



1. _____

2. _____



3. _____

4. _____



ACTIVITY - 7

Here are two news items published in English newspapers. Read the news and write a paragraph on “Music Therapy”.

Music Therapy in the Kitchen

January 9, 2014

Listening to music while cooking takes away the boredom from this everyday activity. Listening to good music is always pleasant experience. Listening to music while working in the kitchen and doing chores makes it a more relaxing experience.

Music therapy soon in govt hospitals

May 1, 2012 | TNN

SHIMOGA: The state government has decided to bring music therapy in government hospitals. Health education minister announced this in Shimoga on Monday. The programme will be introduced in government hospitals in Shimoga, Bangalore and Mysore.

ACTIVITY - 8

Read the passage.

TANA RIRI

According to a legend, once the Mughal emperor Akbar heard about the wonderful effect of Raga Deepak. He was fascinated by this idea and asked his court musician Tansen to sing Raga Deepak, the raga of fire.

Tansen was a great musician. He knew the raga. But he also knew that it will create an intense fire effect in the singer's body. However, since the emperor wanted it, he had to sing the raga.

Tansen sang it in a wonderful manner. The effect was such that all the lamps in the courtyard lit up by themselves. But Tansen's body became so hot that he had to sit in the nearby river to cool himself. However, the river water began to boil, and it was clear that Tansen would soon boil to death.

Tansen knew that the body can be cooled only if someone sings Raga Malhar to bring showers of rain.

He set out on a search to find someone who could sing Raga Malhar to cure him. In due course he reached Vadnagar, in Gujarat, where he found two sisters, Tana and Riri, who could sing Raga Malhar. Tansen asked for their help. They agreed to sing Raga Malhar to cure him.

Tana and Riri were also great musicians. When they sang Raga Malhar, rains came down in torrents, which cooled Tansen's body and saved his life.

ACTIVITY - 9

Say whether the following statements are true or false :

1. Tansen sang the Deepak Raga with great perfection.
2. Only Bhairavi Raga can bring showers of rain.
3. Tana and Riri were classical singers of Maharashtra.
4. Tana and Riri's music healed Tansen's heat of the body.
5. Vadnagar is a town in Gujarat.
6. Tansen had to fulfil Emperor Akbar's wish.

ACTIVITY - 10 (A)

Read the poem.

A PIPER

SEUMAS O'SULLIVAN

A piper in the streets to-day
 Set up and tuned, and started to play,
 And away, away, away on the tide.
 Of his music we started; on every side
 Doors and windows were opened wide,
 And men left their work and came,
 And women with petticoats coloured like flame,
 And little bare feet that were blue with cold,
 Went dancing back to the age of gold,
 And all the world went grey, went gay,
 For half an hour in the street to-day.

ACTIVITY - 10 (B)

Say whether the following statements are true or false :

1. The piper plays upon his pipe everyday.
2. Only men and women were fascinated by the piper's music.
3. It was the summer when the piper set out to play.
4. Everyone who heard the music was extremely delighted.
5. The piper played on his pipe for the whole day.
6. The piper's music had a magical impact on the listeners.

ACTIVITY - 1**Read this rhyme.**

Early to bed and early to rise
makes a man healthy, wealthy, and wise.

Work in pairs and discuss the following questions.

- Do you get up early?
- Do your parents advise you to go to bed early and get up early? Why?
- What other advice is given to you to stay healthy.

Work in pairs. List the advice given to you by your elders to make you healthy.**ACTIVITY - 2****Read this passage.**

Hygiene is all about keeping oneself clean and healthy. You are a very important person and you should keep yourself healthy. Hygiene promotes the health of people and the community. There are some clean habits everyone should try to follow.

Let's learn the importance of cleanliness.

For example; dental hygiene is made up of brushing your teeth at least two times each day and trying not to eat too many sweets. Taking good care of your mouth and teeth will help you to have a nice smile.

Habits for good health include :

- getting a good night's sleep.
- eating a good breakfast (don't skip breakfast because it gives you the energy you need to

Key Words :

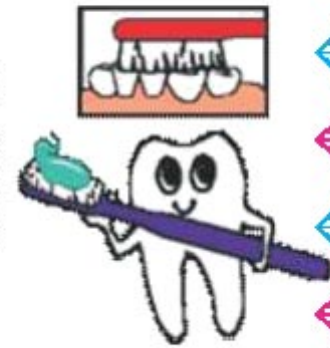
hygiene - keeping yourself and your living and working areas clean

promote - to help something to happen or develop

swell - to become bigger or rounder

blister - swelling on the surface of the skin that is filled with liquid by burn

ointment - cream that you rub or apply on the skin to cure a wound



make it through to lunch)

- washing your hands frequently to avoid spreading germs.
- taking a bath daily to keep the dirt and odour away
- walking, playing, riding your bike (don't forget to give some exercise to your brain by reading and doing your school work too!)



ACTIVITY - 3

Work in groups of four. Find out what your friends do to keep healthy. Then report it to the class.

ACTIVITY - 4

Study the following information.

First aid is the care given to a person who is hurt. Accidents and injuries happen once in a while. How can you help?

You need to try your best to stay calm. You can save a life just as much as anybody can!

For example; here are some general first aid tips for a person who has got burns.

First, see what type of burn it is and then treat it in one of the following ways:

First degree

- There will be redness and pain, no blisters and the area may also swell
- Hold the burn under cold/cool, running water
- Do not apply butter or ointments.

Second degree

- The skin may look wet, this burn is usually very painful.
- There will be blisters.



- Get help right away.
- Do not put ice.
- Do not break the blisters.
- Do not use cotton balls to clean the area.
- Do not apply any ointments, let a doctor decide how to treat this burn.

Third degree

- This burn will appear brown or black with the part under it sometimes looking white
- Do not try to treat this type of burn
- Take the person to the hospital. This burn type needs to be treated at a hospital as soon as possible

ACTIVITY - 5

Work in groups. Contact your science teacher or a doctor and find out first aid tips for the following problems.

Problem	First aid tip
Bleeding	
Broken bones	
Snake bite	

ACTIVITY - 6

Prepare posters for spreading first aid awareness for the above mentioned problems and exhibit them in your school.

ACTIVITY - 7

Here are some words and expressions related to health. Categorize them in the following table.

- I'm ill.
- I have a broken / sprained / twisted ankle / wrist.
- Relax.
- Sleep early (= don't stay up late!)
- Brush your teeth regularly.
- I have a bruise / cut / graze / wound.
- I have a headache / stomach ache / earache / toothache / backache /
- I feel great / well





- I'm shattered
- She is hale and hearty
- Exercise regularly.
- Eye drops
- Syringe
- Eat healthy food.
- Have regular medical check up.
- I have a flu / cold / runny nose / fever / high temperature / sore throat
- Go on a diet.
- Drugs
- Medicine bandage
- Dose (of medicine)
- Pain-killer
- Pill
- I am alive and kicking
- Operation / surgery
- Prescription
- I feel good
- I have a pain in my back / tooth / head...
- I feel sick. I'm feeling nauseous.
- Check-up
- Diagnosis
- Syrup
- Tablet

To say you are ill	
To say you are feeling OK	
Health problems	
Health advice	
Treatment	

ACTIVITY - 8

Do you love to go for exercises? Select one exercise your teacher makes you do. You want other children to do that exercise. Write down instructions for them.

Instructions: for example : Stand straight



ACTIVITY - 9

Read the poem.

DO YOUR BEST

Do your best, your very best,
And do it every day.
Little boys and little girls,
That is the wisest way.

Whatever work comes to your hand,
At home, or at your school,
Do your best with right good will;
It is a golden rule.

For he who always does his best,
His best will better grow;
But he who shirks or slights his task,
Lets all the better go.

What if your lessons should be hard?
You need not yield to sorrow,
For he who bravely works today,
His tasks grow bright tomorrow.

ACTIVITY - 10

Read : Wisest way

Now think and find appropriate words for the following :

happiest _____

saddest _____

biggest _____

smallest _____

softest _____

hardest _____

tallest _____

shortest _____

Evaluation Activity

ACTIVITY -7

Say whether the following statements are 'True' or 'False' :

1. Robinson Crusoe was a sailor. _____
2. He met a stranger on the island. _____
3. He built a home for himself. _____
4. Crusoe noticed the footprints of a large animal. _____
5. Crusoe compared the size of his foot with his footprint. _____

ACTIVITY -8

Answer the following questions.

1. What is going to be held in Gandhinagar?

2. Who would like to participate in science fair?

3. What did Dhruvi's mother do when Dhruvi cut her finger while sharpening a pencil?

4. Why do Indian women apply turmeric on their feet?

5. What is the Indian system of medicine?

ACTIVITY -9

Make some phrases:

1. The house of man _____
2. Brother-in-law of Mulla _____





- 3. The bangle of a girl _____
- 4. The neighbour of Mulla _____

ACTIVITY - 10

Following are some sentences. Arrange the sentences in the proper order.

- 1. The thieves were caught.
- 2. The neighbours rushed in.
- 3. She caught one of the man by his hair and shouted.
- 4. The man shut the door and attacked her.
- 5. They asked for water.
- 6. Mittal went to bring water.
- 7. She won the Geeta Chopra Bravery Award in 2012.
- 8. She saw a driver she knew and two other men.
- 9. On November 3, 2010 Mittal opened the door when the bell rang.

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

ACTIVITY - 11

Write a paragraph on Music therapy in the Kitchen and Hospital.

ACTIVITY - 12

Write what will you do if you have;

* First degree burn

* Second degree burn

* Third degree burn



