



**Government of Tamilnadu**

# **ENGLISH**

**III STANDARD**

**Untouchability  
Inhuman- Crime**

**Department of School Education**

**A Publication Under  
Government of Tamilnadu  
Distribution of Free Textbook Programme  
(NOT FOR SALE)**

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**First Edition - 2011**

(This Book published under Uniform System of School Education scheme)

**Text Book Team:**

**Mrs. S. Bharathi,** B.T. Asst, Municipal Middle School, Cuddalore Dist.

**Mrs. M. Christiana Rathnavathy,** M.C.C Hr. Sec. School, Chennai.

**Mrs. K. Thenmozhi,** Zion Matric. Hr. Sec. School, Chennai.

**Mrs. A. R. Pauline Jeba Nirmala,** B.T. Asst. Municipal Middle School, Manaparai.

**Mrs. S. Deivanai,** P.G. Asst, Velammal Matric. Hr. Sec. School, Chennai.

**Review Committee:**

**Mrs. S.A. Esther Leelavathy,** P.G. Asst, Good Shepherd Matric. Hr. Sec. School, Chennai.

**Mrs. V. Sasikala,** P.G. Asst, Vanavani Matric. Hr. Sec. School, Chennai.

**Chairperson:**

**Mrs. D. Seethalakshmi,** Principal, St . Mary's Matric . Hr. Sec. School, Chennai.

**Expert Committee:**

**Tmt. V. Vijayakanthi,** Principal(Retd.,) Govt. Teacher Training Institute for Women, Chennai.

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**Laser Typeset & Layout : M. Vijayasarithy, T.Raghu R. Anandhan.**

**Illustrations : N. Gopalakrishnan, M. Vijayasarithy**

**Book Wrapper : N. Gopalakrishnan**

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**Textbook Printing**

Tamilnadu Textbook Corporation,  
College Road, Chennai - 600 006

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**Price: Rs.**

This book has been printed on 80 GSM Maplitho Paper

**Printed by Offset at:**

## தேசிய கீதம்

ஜன கண மன அதிநாயக ஜய ஹே  
பாரத பாக்ய விதாதா  
பஞ்சாப ஸிந்து குஜராத மராட்டா  
திராவிட உத்கல பங்கா  
விந்திய ஹிமாசல யமுனா கங்கா  
உச்சல ஜலதி தரங்கா  
தவ சுப நாமே ஜாகே  
தவ சுப ஆசிஸ மாகே  
காஹே தவ ஜய காதா  
ஜன கண மங்கள தாயக ஜய ஹே  
பாரத பாக்ய விதாதா  
ஜய ஹே ஜய ஹே ஜய ஹே  
ஜய ஜய ஜய ஜய ஹே!

- மகாகவி இரவீந்திரநாத தாகூர்.

## THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka jaya he  
Bharata-bhagya-vidhata.  
Punjaba-Sindhu-Gujarata-Maratha-  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
Uchchhala-jaladhi-taranga  
Tava subha name jage,  
Tava Subha asisa mage,  
Gahe tava jaya-gatha.  
Jana-gana-mangala-dayaka jaya he  
Bharata-bhagya-vidhata  
Jaya he, jaya he, jaya he,  
Jaya jaya, jaya, jaya he.

- Rabindranath Tagore.

### SHORT VERSION

Jana-gana-mana-adhinayaka jaya he  
Bharata-bhagya-vidhata.  
Jaya he, jaya he, jaya he  
Jaya jaya, jaya, jaya he.

### AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

Thou art the ruler of the minds of all people,  
Thou dispenser of India's destiny.  
Thy name rouses the hearts of the Punjab, Sind,  
Gujarat and Maratha, of Dravid, Orissa and Bengal.  
It echoes in the hills of the Vindhya and Himalayas,  
mingles in the music of the Yamuna and Ganges  
and is chanted by the waves of the India Sea.  
They pray for Thy blessings and sing Thy praise  
The saving of all people waits in Thy hand,  
Thou dispenser of India's destiny.  
Victory, Victory, Victory to Thee.

## தமிழ்த்தாய் வாழ்த்து

நீராருங் கடலுடுத்த நிலமடந்தைக் கெழிலொழுகும்  
சீராரும் வதனமெனத் திகழ்பரதக் கண்டமிதில்  
தெக்கணமூம் அதிற்சிறந்த திராவிடநல் திருநாடும்  
தக்கசிறு பிறைநுதலும் தரித்தநறுந் திலகமுமே  
அத்திலக வாசனைபோல் அனைத்துலகும் இன்பமுற  
எத்திசையும் புகழ்மணக்க இருந்தபெருந் தமிழனங்கே!  
தமிழனங்கே!

உன் சீரிளமைத் திறம் வியந்து  
செயல்மறந்து வாழ்த்துதுமே! வாழ்த்துதுமே! வாழ்த்துதுமே!

— 'மனோன்மணீயம்' பெ.குந்தரனார்.

### INVOCATION TO GODDESS TAMIL

Bharat is like the face beauteous of Earth clad in wavy seas;

Deccan is her brow crescent-like on which the fragrant 'Tilak' is the blessed Dravidian land.

Like the fragrance of that 'Tilak' plunging the world in joy supreme reigns Goddess Tamil with renown spread far and wide.

Praise unto 'You, Goddess Tamil, whose majestic youthfulness, inspires awe and ecstasy.'

### THE NATIONAL INTEGRATION PLEDGE

"I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation."

"I further affirm that I shall never resort to violence and that all differences and disputes relating to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means."

### A STUDENT'S VOW BEFORE MOTHER INDIA

Name :

Class :

School :

I shall overcome the obstacles raised by caste and communal prejudices and work for the greatness of my Motherland putting to the fullest use the benefits that I derive through education.

Vande mataram!

Signature

## **CONTENTS**

| <b>Unit</b> | <b>Title</b>                                | <b>Page No.</b> |
|-------------|---|-----------------|
| 1.          | <b>The Next Time!?</b>                      | 1               |
|             | <b>The Day Everything Went Wrong (Poem)</b> | 9               |
| 2.          | <b>Beno And The Butterfly</b>               | 11              |
|             | <b>Colour Butterflies (Poem)</b>            | 19              |
| 3.          | <b>Who Saved The Tree?</b>                  | 21              |
|             | <b>Five Tall Teak Trees (Poem)</b>          | 32              |
| 4.          | <b>Unity Is Strength</b>                    | 35              |
|             | <b>My Friend (Poem)</b>                     | 43              |
| 5.          | <b>The Great Cultural Expo</b>              | 46              |
|             | <b>My India (Poem)</b>                      | 54              |
| 6.          | <b>An Introduction To Chess</b>             | 57              |
|             | <b>School And Me (Poem)</b>                 | 65              |
| 7.          | <b>The Magic Chisel</b>                     | 69              |
|             | <b>Bring Me A Letter! (Poem)</b>            | 85              |
|             | <b>Picture Dictionary</b>                   | 88              |

## A note to the teacher

This book has been designed for the use of STD III students who use English for different purposes. It uses the communicative approach to facilitate the teaching and learning of English. We believe that all new experiences interact with what the learner already knows. So this book allows the students to think, enjoy and work by providing them activities to improve on their existing knowledge. The basic aim is to impart to the students the LSRW skills required for their immediate day to day activities and later on in their professional pursuits.

In order to achieve these aims, this book provides a potpourri of enjoyable material to read, followed by Activity Based Learning. Therefore the activities are flexible to be handled in varied situations. They have also been carefully designed keeping in mind the linguistic skills of students. Care has been taken to avoid testing of rote learning and to provide student - centered approach so that it would be more enjoyable and effective.

We are happy to introduce the Advance Organizers for all units. It is used as a help-line for teachers to develop upon. It will trigger the student's interest and rouse the student's curiosity to motivate him\her to read the text. Every unit is thematic with a touch on Personality Development, Love for Animals and Nature, Friendship, Pride of being an Indian, Sports and Moral values. A lesson in comic form is introduced based on the premise that children will develop and enjoy reading. Poetic appreciation of the poem should be borne in mind while making the students enjoy reading. Over all, the topics included for Prose and Poetry are interesting, informative and thought provoking.

It is expected that the lessons are divided into manageable units and a detailed study of each unit is done by an intelligent interplay of questions and answers. Reading comprehension, grammar, word power and writing activities should initially be discussed before being written.

It is mandatory that teachers give students adequate practice in grammar. The comprehension exercises help the students to comprehend the text and develop reading strategies. The learners are taught the use of language to give them confidence and develop fluency in language. Pair work gives learners a space to practise the language meaningfully.

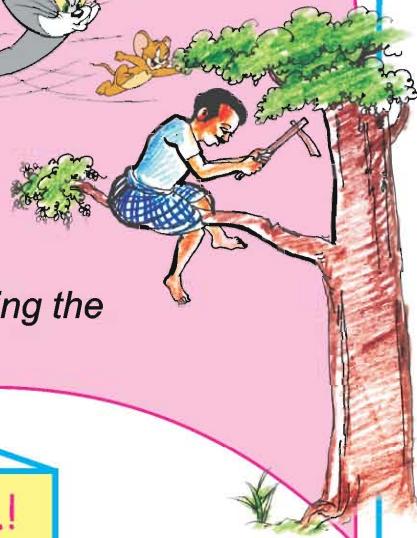
This text book is a blend of stories, dialogues, games and creative competencies. A sample Picture Dictionary to enhance the use of dictionary is introduced at the end.

The unified syllabus focuses on quality and standard education to all. We have tried to balance the need of all sectors in this book.

We hope this book is enjoyed by the students and learnt easily.

## Unit 1 - Prose

### Advance Organizer



- Identify and discuss the above characters.
- Think for a minute. Are you like the man cutting the tree?

THE NEXT TIME ..?...!

**Let us read and enjoy this story to know the right way of doing things.**

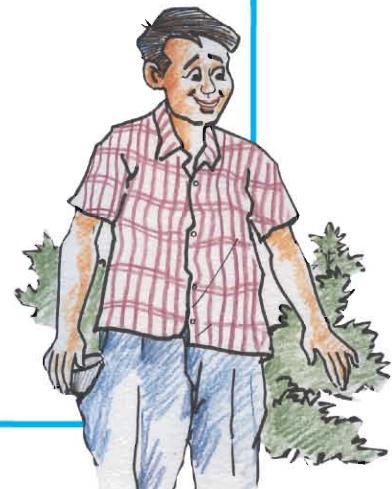
Once upon a time, there was a boy named Danny. His mother made her living by spinning. Danny had still not learnt to work. He was very lazy and so his mother was sad. The villagers made fun of him. So he decided to start working.

The next day, Danny worked in a neighbouring shop for a **penny**. However, as he was coming back home, he lost it while crossing over a stream. "My dear son!" said his mother, "You should have put it in your pocket."

**penny** - a coin of least value in Britain

"I'll do so the next time," replied Danny.

Well, the next day, Danny went out again to work with a shepherd. He got a bowl of milk for his day's work. On returning, he took the bowl of milk and was reminded of his mother's advice. He carefully placed the bowl into his pocket. But he spilled it all, even before he could reach home.





"Dear me!" said the mother, "You should have carried it on your head."

"I'll do so the next time," said Danny.

So the following day, Danny went to a farmer for work. The farmer agreed to give him a kilogram of cheese for his service. In the evening, Danny took the cheese. He went home with it on his head. By the time he got home, part of it was lost, and part of it got **matted** with his hair.

*matted - knotted*

"You foolish boy!" said his mother, "You should have carried it very carefully in your hands."

"I'll do **so** the next time," told Danny.

The next day, Danny went out to work with a baker, who could give him nothing but a cat. He was reminded of his mother's advice and began carrying it carefully in his hands. In a short while, the cat scratched him so much that he was **compelled** to let him go.



*compelled - forced*

When he got home, his mother said to him, "You're a silly boy! You should have tied it with a string, and dragged it along with you."

"I'll do so the next time," admitted Danny.

*drag - pull*

On the following day, Danny worked with a butcher. The butcher paid him a shoulder of mutton. He took the mutton and tied it to a string. He dragged it along with him in the dirt. By the time he had got home, the meat was completely spoilt. His mother was quite upset, angry and shouted, "You blockhead! You should have carried it on your shoulder."



*butcher - one who kills animals and sells meat*

"I'll do so the next time," answered Danny.

Well, on Monday, Danny went once more. Now, it was the washer man, who gave him a donkey to add to his trouble. Though Danny was strong, he found it difficult to carry him on his shoulders.

What happened next? Guess! Will Danny ever learn how to behave? Will his mother be happy ever after? What will you do? Teach Danny the right way of doing things.



### LET US FIND OUT:

#### I. Answer the following questions in a sentence:-

1. Why was Danny's mother sad?
2. What did Danny do with the bowl of milk?
3. What was the reply given by Danny to his mother's advice?
4. Have you ever done a foolish act like Danny?
5. Have you ever corrected any foolish act of your brother, sister or friend?

#### II. Complete the sentences, using the words given in the box:-

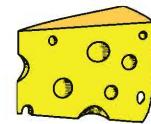
penny, cheese, drag, shepherd

1. Mithwin likes cheese.
2. He works for a shepherd.
3. He bought seeds for a penny.
4. He drag his toy wherever he goes.

**III. The wages received by Danny are hidden in this word search.  
See the pictures given as clue.**



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



**LET US LISTEN AND DO:**

**1. Form a circle. Sing along with your teacher and enjoy this action song:**



Put your right hand in, Put your right hand out  
 Put your right hand in, and shake it all about  
 Do the Boogie Woogie, turn yourself around  
 And that's what it's all about!



*[Do it with your left hand, right leg, right hand and your whole self]*

**2. The children listen to the teacher and respond accordingly.**

**Let us play a game:**

Select a leader. Let the leader give simple instructions like,  
**Granny says... 'Take the duster and clean the board.'**  
*The children do the action .*

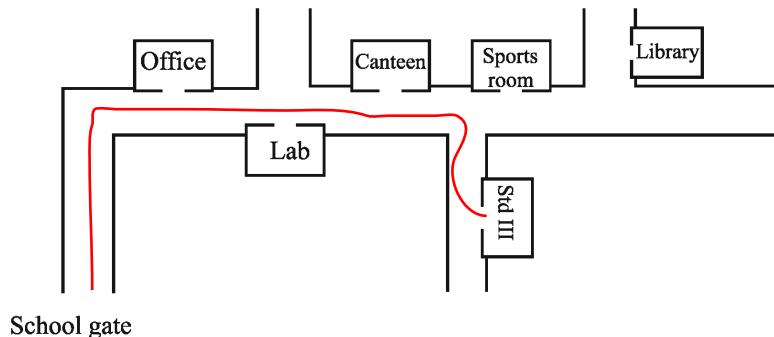


The leader says, '**Stand up and read the text.**'

Children don't do any action. If any child does the action , he is out of the game. This means they should listen to **Granny says...** carefully and then do the action.



### 3. Here is a route map from your class to the school gate.



- Guide a new comer to your library.



**LET US SPEAK OUR THOUGHTS :** (Work in pairs.)

1. **Being a good son/daughter is the best gift to give a parent.**  
Discuss with your friends the way to make your parents feel proud.

For example, ask your friend:-

What will you do to make your mother happy?  
Will you help your father in his work? How?



**LET US READ THE PICTURE:**

- I. Read the map and complete the sentences:-



1. **Kashmir** is in the North
2. **Assam** is in the east
3. **Tamil Nadu** is in the south
4. **Gujarat** is in the middle west
5. The **Arabian sea** is in the west
6. The **Indian ocean** is in the south
7. The **Bay of Bengal** is in the east

## FUNCTIONAL GRAMMAR

1. Read the word cards and write it in the proper box.

**Animal**

milk  
\_\_\_\_\_  
rat

**Place**

delhi  
\_\_\_\_\_  
chennai

**Person**

king  
\_\_\_\_\_  
lamb

**Thing**

boat  
\_\_\_\_\_  
dolly

Milk

Delhi

Lamb

King

Dolly

Boat

Chennai

Rat

These words are called **Naming words**. [NOUNS]

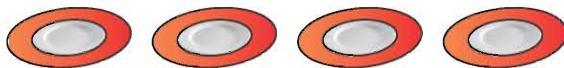
2. Fill in the right words.

e.g.



baby

Three babies



plate

four plates



leaf

five leaves



knife

six knives



Dress

seven dresses

**3. Decorate the cap with '-ies' and '-ves' words for loaf, fly, wolf, city, lily and thief.**



**4. In the following words there is a change in the vowels.**



a. tooth



consonants

teeth<sup>h</sup>



mouse



mice



man



men

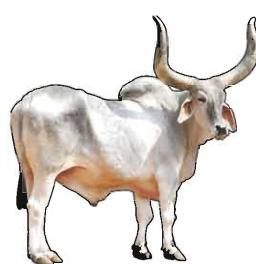
**5. There is a complete change in the following words.**



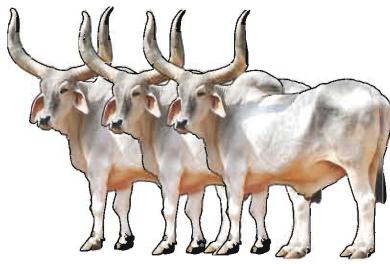
a. child



children

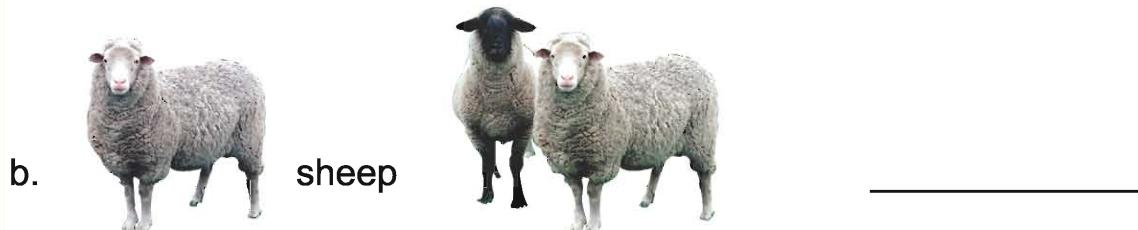


b. ox



oxes

## 6. Some nouns don't change whether they are one or many.

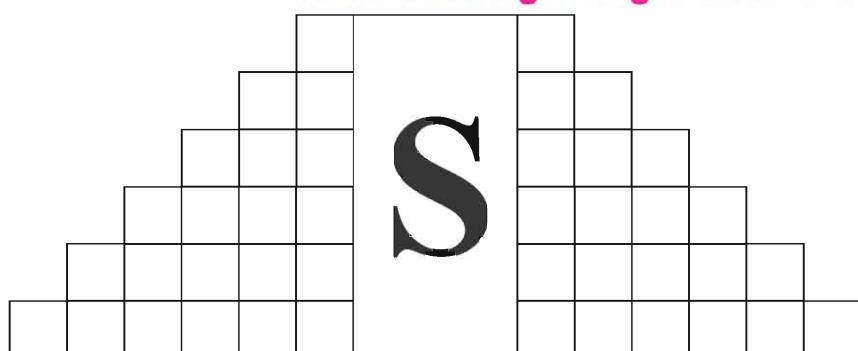


## 7. Change the number for each of the following.

- i) box, girl, heroes, churches, army, boys, balloon.
- ii) leaf, key, family, class, asses, shelf, chimney.
- iii) mosquito, book, wolves, lion, kite, brush, duties.

### FUN TIME: PUZZLE - S

*Fill in the blanks with the help of the clues given. All words on the left end with "S" and those on the right begin with "S".*



#### Clues Left

- 1. She \_\_\_\_\_ a good girl.
- 2. I go to school by \_\_\_\_\_.
- 3. Ram \_\_\_\_\_ to school by walk.
- 4. I need a \_\_\_\_\_ of milk.
- 5. I will go to the animal \_\_\_\_\_.
- 6. We should not be J\_\_\_\_\_.

#### Clues Right

- 1. I am sick. \_\_\_\_\_ I won't go to school.
- 2. The \_\_\_\_\_ shines brightly.
- 3. We like to \_\_\_\_\_ in a pool.
- 4. Many \_\_\_\_\_ are there in the sky.
- 5. The \_\_\_\_\_ spins its web.
- 6. \_\_\_\_\_ E is golden.

## Unit 1 - Poem

### Advance Organizer

(Draw the time)

What time is it? What time is it? What time is it? What time is it?



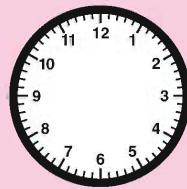
Wake up time



Breakfast time



Play time



Bed time

**Two proverbs on Punctuality are hidden in the two sets of words. Find them. You are given two minutes to go! (Work in pairs)**

Early to bed, healthy, and, early to rise, wealthy, is the way to be, and wise.

A stitch, in, nine, time, saves.

### THE DAY EVERYTHING WENT WRONG

On that day everything went wrong,  
I fell on the ground with a "BONG!"  
I hurt my elbows and my knees  
And misplaced my cupboard keys.



I dreamt of a horrible ghost,  
At breakfast I burnt my toast.  
I couldn't find my tie, I couldn't find my shirt  
And when I did find it, it was covered in dirt!



When I got to school, it was then I realised  
I had forgotten to do the work assigned!  
In vain, I asked to be excused,  
Obviously, I was refused!

Sowmya

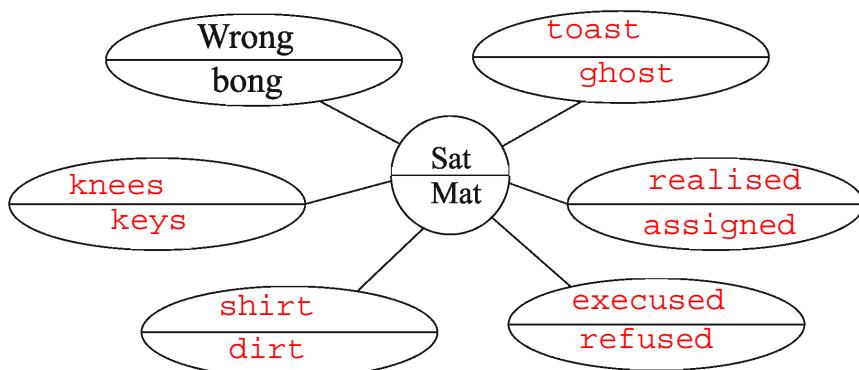


## LET US DISCUSS:-

### I. Answer the following questions:-

1. What happened to the girl when she fell down?
2. What did the girl prepare for her breakfast?
3. Did the girl complete her homework?

### II. Words like *mat* and *sat* rhyme. Pick out the rhyming words from the poem and write.



### III. Circle the odd sounding word in the group.

eg: **excused** - misused **touched** diffused  
  
shirt      -      **shot**      skirt      hurt  
toast      -      most      **lost**      post  
knees      -      fees      **peas**      size  
wrong      -      song      **monk**      long

### RHYME TIME:

Your teacher will sing the rhyme, for want of a.....

For want of a nail, the shoe was lost.  
For want of a shoe, the horse was lost.  
For want of a horse, the rider was lost.  
For want of a rider, the battle was lost.  
For want of a battle, the kingdom was lost.  
And all, for the want of a horseshoe nail.

Divide the class into two. The first group says, For want of a nail...., the second group completes it. The last line is said by the entire class.



## Unit 2 - Prose

urai nadai

### Advance Organizer



- ☛ Help the animals find their homes.
- ☛ Do you think the fish in the aquarium are happy?
- Are the **caged** pets happy?
- ☛ Have you ever thought of their feelings?



### BENO AND THE BUTTERFLY

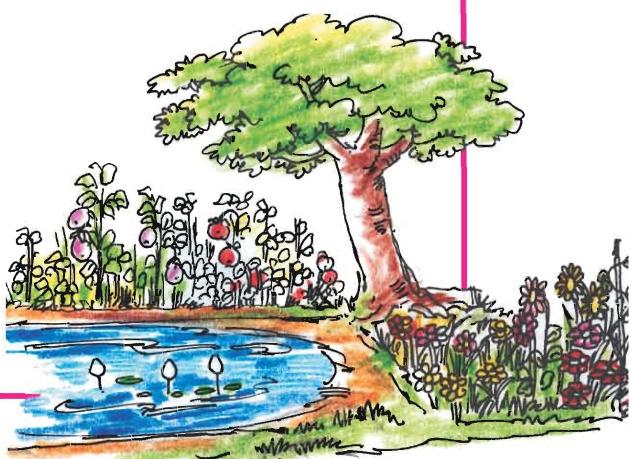


*Let us read to see the feelings of Beno, his mother and the butterfly in the hands of Beno.*

Beno had a beautiful garden in front of his house. There were red and pink roses, marigolds, shoe flowers, bright yellow sunflowers, jasmines and lilies. In the middle of the garden was a pond, where white lilies grew. Mom had her kitchen garden in one corner where she grew brinjals, ladies fingers, lime, chillies and greens. There was a **huge** bougainvillea with bright pink flowers. He spent his evening watering the plants. During weekends, Beno and his mother would loosen the soil, pull out the weeds, **sprinkle** manure and keep the garden clean. Beno was proud of his garden.

*huge - big.*

*sprinkle - spray*





One evening, Beno saw a beautiful butterfly with yellow wings **spotted** with violet dots. It was flying from one flower to another. He liked it and wanted to catch it. He ran towards the pink rose flower where the butterfly was. **Alas**, the butterfly flew away, and sat on the shoe flower. Beno was careful this time. He slowly **crept** towards the butterfly but he could not catch it. Then, Beno saw it on a white lily flower in the middle of the pond. He went **splash** into the water but off flew the butterfly and sat on the bougainvillea flower. "I will not let you go," thought Beno. Without making any noise, he walked very slowly.

*spotted* - dotted  
*alas* - unfortunately  
*crept* - move slowly  
*splash* - dash  
*grabbed* - took away by force

Before the butterfly

could fly away, he **grabbed** it. He was very happy. He ran into the house to show his mother.



"Ma, look what I have caught today. What a beautiful butterfly! Don't you think he looks lovely with his yellow wings and violet dots?" said Beno. The mother was shocked to see the butterfly in her son's hands.



The insect was **fluttering** and *flutter* - flap trying to get free.

"What are you going to do with it?" mother asked. "I am going to put it in a bottle. It is going to be my pet." Beno's mother was even more shocked to hear this but she decided to give him some time.

Beno ran to his room, put the butterfly in an ink bottle and closed it. Mother came in. "Ma, isn't it looking beautiful? What shall I name it?" he asked **excitedly**. "Yes it looks beautiful but I think it looks very sad. Perhaps it doesn't like to be inside a bottle."

*excited* - eager



"But why so?" asked Beno. "I will take good care of it." Mother looked at her innocent son and said, "Beno, how would you feel if I kept you locked inside a room for one whole day? Won't you be sad?

Won't you get angry with me? It's the same way with the *created* - formed, produced butterfly. Its place is not here inside this bottle. His place is outside in the garden. He is **created** to fly and be free. In fact he will help you get fruits from flowers."

Beno began to understand. He felt **ashamed** of his act. He opened the bottle and let out the butterfly. It first sat for a second or so

*ashamed* - feeling guilty

on his mother's shoulders as if to thank her and then flew away into the garden.



"Look! How happy he is now. Beno, we should allow the insects, birds and animals to be free. **Caging** them will make them unhappy. They have every right to be free as we are," said his mother.

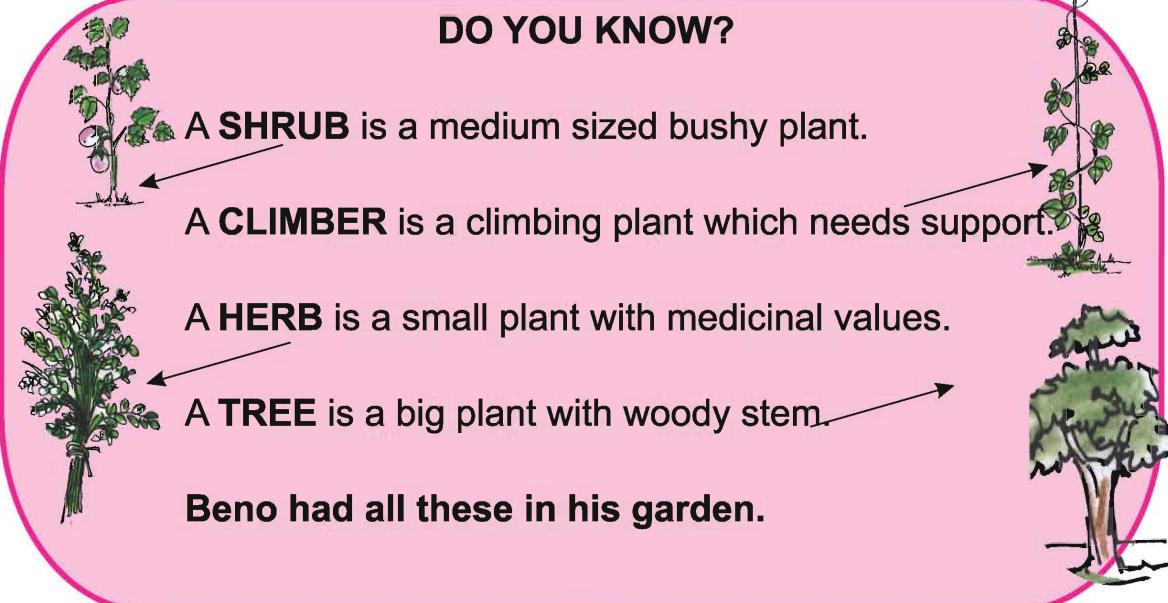
*caging* - locking up



"Sorry ma, I will not do this again," said Beno.

His mother was happy and she kissed him. Beno was also happy and so was the butterfly!

### DO YOU KNOW?



A **SHRUB** is a medium sized bushy plant.

A **CLIMBER** is a climbing plant which needs support.

A **HERB** is a small plant with medicinal values.

A **TREE** is a big plant with woody stem

Beno had all these in his garden.



## LET US FIND OUT:

### I. Answer the following questions:-

1. Name the four places the butterfly rested on?
2. What did Beno do to the butterfly?
3. What was the mother's reaction when she saw the butterfly?
4. Why did Beno let the butterfly go?
5. What lesson do you learn from the story?

### II. Complete the questions for the following sentences:

1. Beno had a beautiful garden.  
..... had a beautiful garden?
2. One evening he saw a butterfly.  
..... did he ..... a butterfly?
3. It looked beautiful.  
..... did ..... look?
4. He wanted to catch it.  
..... did he want to .....?
5. The butterfly sat on the lily plant.  
..... did the butterfly .....?

### III. Arrange the letters and find out the flowers in Beno's garden.

1. U N L O R E S F W  

|  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|
2. R O D L M A G I  

|  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|
3. S R O E  

|  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|
4. H E O F L W R S E O  

|  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|
5. M E J S A N I  

|  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|





## LET US LISTEN AND ENJOY:

(Teacher sings to the tune of **Skip, skip, skip to my Lou...**)



I'm a **caterpillar**, wiggle with me, (3)  
What will I be, my darling?      **(Chorus)**



A **chrysalis**, now sleep like me...



A **butterfly**, come fly with me...  
Come fly with me my darling.

Now all together, let's do all three...

**A caterpillar, a chrysalis, a butterfly -- three.**

**Move your body** like this with me...

The life of a butterfly, darling.

**(Chorus)** Fly, Fly, Butterfly (3)  
Fly up in the sky so high.



## LET US SPEAK:

- Imagine you are a bird or an animal in a cage. What will you say to someone who has come to look at you?
- Beno says, "Sorry ma, I will not do it again". Give a few examples of how you should say sorry.
  - To the teacher .....
  - To your friend .....
  - To your father .....

**"Thank you" wins friends and "I am sorry" keeps them.**



### LET US READ:

#### I. Read the following passage and answer the questions.

Today, Chiku woke up at six in the morning. She said her prayers. She had an English test and so she studied for it. She took her bath and dressed up beautifully. Taking her bag, she went to school with her mother.

1. **When** did Chiku wake?
2. **What** did she do before studying for the English test?
3. **How** did she dress up?
4. **Where** did she go?
5. **Who** went with her to school?



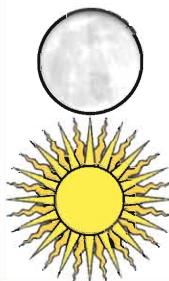
#### II. By adding just one letter we can make a new word.

#### THE MAGIC 'E'!

|      |     |     |     |     |     |
|------|-----|-----|-----|-----|-----|
| MAT  | HAT | BIT | NOT | HOP | TUB |
| E    |     |     |     |     |     |
| MATE |     |     |     |     |     |

### FUNCTIONAL GRAMMAR

#### I. Words used to describe a noun are called Describing words. Observe how the words in bold are used.



In the light of the **bright** moon, a **little** egg lay on a **green** leaf. On Sunday morning, the **warm** sun rose. Out of the egg came a **tiny** and **hungry** caterpillar. He started to look for **some** food.





On Monday morning, he ate one **juicy**, **red** apple but was still hungry. On Tuesday, he ate **two** pieces of **big green** pears but was still hungry. On Wednesday, he ate **three ripe** plums, but was all the more hungry. On Thursday, he ate through **four red** strawberries but was still very, very hungry. On Friday, he ate **five, big, round** oranges but he was never satisfied. On Saturday, he ate **one large** chocolate bar, a **tasty** ice-cream cone and a slice of **creamy** cake.

That night, he had stomach ache. The next day was Sunday. He was not hungry anymore and became a **fat** caterpillar. He built a **small** house and called it a cocoon. He slept inside for more than **two weeks**. Then he nibbled a hole in the cocoon, pushed his way out and came out as a **beautiful** butterfly.



*Words which **describe** a person, place or thing are called ADJECTIVES.*

### I. Find out the adjectives used for the following and write it above the nouns.

caterpillar

apples

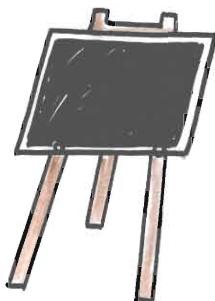
pear

cake

house

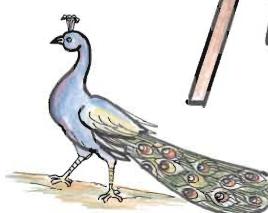
### II. Write down suitable words describing each picture.

1. a \_\_\_\_\_ woman.



2. a \_\_\_\_\_ pencil.

3. a \_\_\_\_\_ boy.



4. a \_\_\_\_\_ peacock.

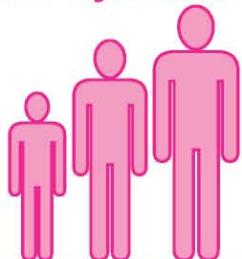
5. a \_\_\_\_\_ board.

### III. Adjectives can show comparison: (Observe the following.)

Tall

Taller

Tallest

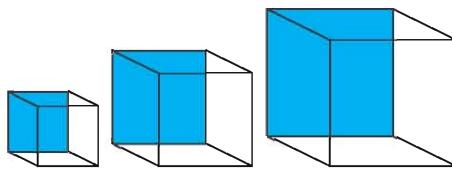


Fill in the words of comparison

Fat

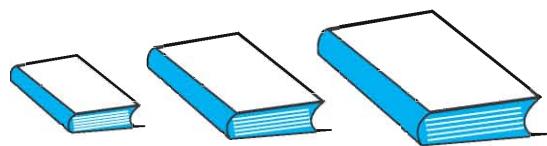
\_\_\_\_\_





Big \_\_\_\_\_

Thick \_\_\_\_\_



When we compare only two objects we add 'er' to the adjective.  
When we compare more than two objects we add 'est' to the adjective.

### 1. Write down the names of :-

★ Two fruits cheaper than an



\_\_\_\_\_ , \_\_\_\_\_ .

★ Two birds bigger than the



\_\_\_\_\_ , \_\_\_\_\_ .

★ Two animals stronger than the



\_\_\_\_\_ , \_\_\_\_\_ .

### 2. Fill in the blanks

★ \_\_\_\_\_ is the cheapest fruit.

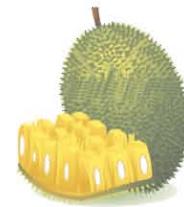
★ \_\_\_\_\_ is the biggest bird.

### V. Add 'er' or 'est':-

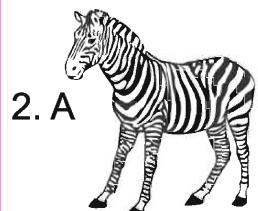
1.  are sweet.



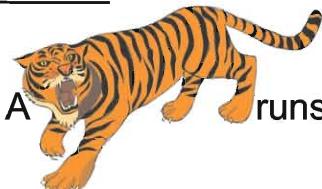
are \_\_\_\_\_ .



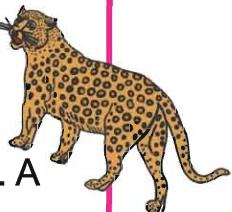
is the \_\_\_\_\_ .



runs \_\_\_\_\_ .



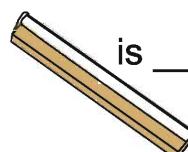
A tiger runs faster than a zebra. A



runs the \_\_\_\_\_ .



is \_\_\_\_\_ . The



is \_\_\_\_\_ . The



is the brightest.

## Unit 2 - Poem

### Advance Organizer

- **Form groups of five to play, 'Colour, Colour, what colour do you choose?'**
- **List the colours of a rainbow.**

#### COLOUR BUTTERFLIES

The first to come to the garden bed  
Is a lovely butterfly of **brilliant red**.



Then in comes another and that makes two,  
Fly right in, my friend of **blue**.

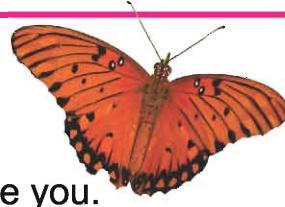


“The garden is fine, the best I've seen,”  
Says the butterfly of springtime **green**.



Our garden needs a sunshiny fellow,  
Fly in, butterfly with wings of **yellow**.

**brilliant** -  
very bright.



Little friend of **purple**, fly in too,  
This garden is waiting for a colour like you.

**Orange, orange**, you've waited so long,  
Fly right in where you belong.

spring time - season  
when plants grow

Butterflies, butterflies, you're such a sight,  
Flying together - a **springtime** delight!

Susan.M.Paprocki

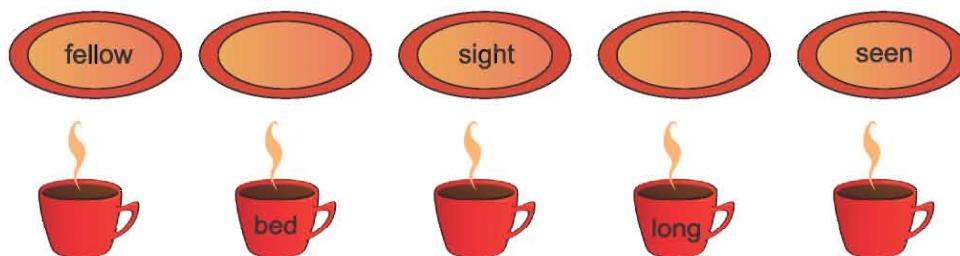


### LET US DISCUSS:

#### I. Answer the following questions:-

1. Which insect is the poet talking about?
2. How many butterflies come into the garden?
3. Which season is mentioned in the poem?
4. What does the green butterfly say?

#### II. Pick out the missing rhyming words and write in the cup or saucer:-



### RHYME TIME

#### Enjoy and read the rhyme given below:-

Caterpillar, warm and fury  
You are always in a hurry  
Munching, munching, munching leaves  
Eating anytime you please.



### Advance Organizer

- To which picture would you associate yourself?



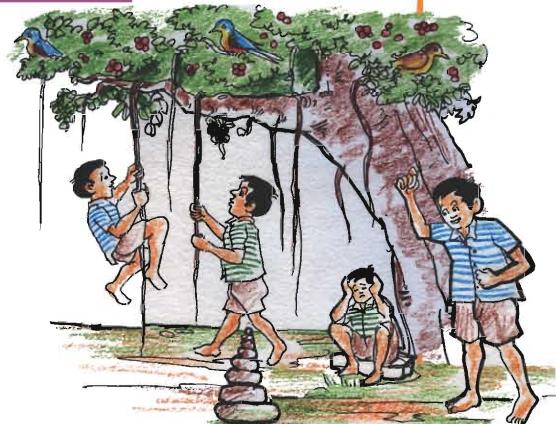
Guess the name of the tree from the clues given.

- It is the tree of life.
- It is the tree that can give shade to 10,000 people at a time.
- In a village, people assemble under this tree to take important decisions.

### WHO SAVED THE TREE?

Let us see in this story where Deepak and Arun go to play.

Deepak and Arun were two boys who lived near a forest. During holidays, they went to the forest and played under a banyan tree. Many children in that village found the place around this Banyan tree to be their perfect playground. They played Seven Stones around it. Sometimes, they even climbed the tree. They enjoyed their holidays sitting on its broad branches and swinging to and fro holding its hanging roots.



The Tree of Life was also the home of many birds and insects. Deepak and Arun enjoyed watching the birds build their nests. The tree had a lot of tiny little fruits in all its branches and they were fond of the tree.

One Sunday morning, Deepak and Arun saw two **strangers**. They were drinking tea at Ramu's tea-stall. They

**strangers** - unknown persons  
**axe** - a tool used for cutting wood

had two iron **axes** with them.



"How far is the forest from here?" one of the men asked Ramu. "Can you tell us the way to the forest?" asked the second.

Deepak and Arun looked at each other. "What will these men do with the axes? We must follow them and find out," Deepak said to Arun. Soon they heard a noise chuck... chuck.... thuk...thuk. They were **shocked** to see the strangers **chopping** trees in the forest.

"Stop that," Deepak shouted. "Why are you cutting these trees?"

"Get out from here," shouted one of the men. Deepak and Arun wanted to do something before the men could cut down the trees. "Let's go and ask for help," said Arun. They were terribly **upset**.

**shock** - a feeling of surprise or distress  
**chopping** - cutting  
**upset** - unhappy, worried



The children were shouting and running along the streets, "Save our trees." All the doors opened towards the forest. All the people **rushed** – men, women and children. There was only one sound – thumping of the footsteps. But what did they see there in the forest?

**rush** - move or act quickly  
**favourite** - loved

Hundreds of birds were flying all around their **favourite** Banyan tree. Several monkeys, deer, squirrels, parrots and owls were barking, screeching, screaming, and chirping . It looked like a battlefield. It was so sudden.

The villagers had never seen such a thing before. The strangers had never dreamt of it. They were scared, left their axes behind and ran towards the town for their lives. They will never come back. The villagers **appreciated** Deepak and Arun and were greatly thankful to one another. **Who do you think saved the Banyan tree?**

*appreciated* - put a high value on



### LET US DISCUSS:

(Every student says one reason.)

⇒ **Why should we not cut down trees?**



### LET US FIND OUT:

#### I. Answer in a word or two:-

- Where did the boys find the two strangers?
- What were the strangers doing in the forest?
- Who saved the tree?

#### II. Answer the following questions in a sentence:-

- Where did Arun and Deepak usually play?
- Why were the two boys shocked?

#### III. Form new words using the clues given by the side: -

|                   |                             |
|-------------------|-----------------------------|
| m o _             | (a crowd)                   |
| m o _ _           | (Night insect)              |
| m o _ _ _         | (30 days)                   |
| m o _ _ _ _ _     | (She loves you best of all) |
| m o _ _ _ _ _ _   | (Breakfast time)            |
| m o _ _ _ _ _ _ _ | (Himalayas)                 |

#### IV. Fill in the blanks with -ea, -ae, -ee.

- dr\_ \_ m
- br \_ \_ k
- tr \_ \_
- br \_ \_ the
- \_ \_ roplane
- j \_ \_ p
- t \_ \_ k
- l \_ \_ f
- \_ \_ rial
- r \_ \_ ch

**V. Write "S" if the words have similar meaning and "O" if they have the opposite meaning:-**

|          |          |          |          |        |          |
|----------|----------|----------|----------|--------|----------|
| 1. hot   | - cold   | <u>O</u> | 5. noisy | - loud | <u>S</u> |
| 2. start | - stop   | —        | 6. dry   | - wet  | —        |
| 3. smart | - clever | —        | 7. fast  | - slow | —        |
| 4. open  | - close  | —        | 8. large | - huge | —        |

**VI. a. Learn the months of the year by singing to the tune of, "Ten Little Indians."**

**January, February, March and April**

**May, June, July and August**

**September, October, November,**

**December**

These are the months of the year.

**(Students ask various questions to one another such as the spelling of the months, which month comes after... before....the third month is... the month you were born in..... and so on.)**

| JANUARY |    |    |    |    |    |  | FEBRUARY |    |    |    |    |    |    | MARCH     |    |    |    |    |    |  |  |
|---------|----|----|----|----|----|--|----------|----|----|----|----|----|----|-----------|----|----|----|----|----|--|--|
| MO      | 31 | 3  | 10 | 17 | 24 |  | MO       | 7  | 14 | 21 | 28 |    | MO | 7         | 14 | 21 | 28 |    |    |  |  |
| TU      | 4  | 11 | 18 | 25 |    |  | TU       | 1  | 8  | 15 | 22 |    | TU | 1         | 8  | 15 | 22 | 29 |    |  |  |
| WE      | 5  | 12 | 19 | 26 |    |  | WE       | 2  | 9  | 16 | 23 |    | WE | 2         | 9  | 16 | 23 | 30 |    |  |  |
| TH      | 6  | 13 | 20 | 27 |    |  | TH       | 3  | 10 | 17 | 24 |    | TH | 3         | 10 | 17 | 24 | 31 |    |  |  |
| FR      | 7  | 14 | 21 | 28 |    |  | FR       | 4  | 11 | 18 | 25 |    | FR | 4         | 11 | 18 | 25 |    |    |  |  |
| SA      | 1  | 8  | 15 | 22 | 29 |  | SA       | 5  | 12 | 19 | 26 |    | SA | 5         | 12 | 19 | 26 |    |    |  |  |
| SU      | 2  | 9  | 16 | 23 | 30 |  | SU       | 6  | 13 | 20 | 27 |    | SU | 6         | 13 | 20 | 27 |    |    |  |  |
| APRIL   |    |    |    |    |    |  | MAY      |    |    |    |    |    |    | JUNE      |    |    |    |    |    |  |  |
| MO      | 4  | 11 | 18 | 25 |    |  | MO       | 30 | 2  | 9  | 16 | 23 |    | MO        | 6  | 13 | 20 | 27 |    |  |  |
| TU      | 5  | 12 | 19 | 26 |    |  | TU       | 31 | 3  | 10 | 17 | 24 |    | TU        | 7  | 14 | 21 | 28 |    |  |  |
| WE      | 6  | 13 | 20 | 27 |    |  | WE       | 4  | 11 | 18 | 25 |    |    | WE        | 1  | 8  | 15 | 22 | 29 |  |  |
| TH      | 7  | 14 | 21 | 28 |    |  | TH       | 5  | 12 | 19 | 26 |    |    | TH        | 2  | 9  | 16 | 23 | 30 |  |  |
| FR      | 1  | 8  | 15 | 22 | 29 |  | FR       | 6  | 13 | 20 | 27 |    |    | FR        | 3  | 10 | 17 | 24 |    |  |  |
| SA      | 2  | 9  | 16 | 23 | 30 |  | SA       | 7  | 14 | 21 | 28 |    |    | SA        | 4  | 11 | 18 | 25 |    |  |  |
| SU      | 3  | 10 | 17 | 24 |    |  | SU       | 1  | 8  | 15 | 22 | 29 |    | SU        | 5  | 12 | 19 | 26 |    |  |  |
| JULY    |    |    |    |    |    |  | AUGUST   |    |    |    |    |    |    | SEPTEMBER |    |    |    |    |    |  |  |
| MO      | 4  | 11 | 18 | 25 |    |  | MO       | 1  | 8  | 15 | 22 | 29 |    | MO        | 5  | 12 | 19 | 26 |    |  |  |
| TU      | 5  | 12 | 19 | 26 |    |  | TU       | 2  | 9  | 16 | 23 | 30 |    | TU        | 6  | 13 | 20 | 27 |    |  |  |
| WE      | 6  | 13 | 20 | 27 |    |  | WE       | 3  | 10 | 17 | 24 | 31 |    | WE        | 7  | 14 | 21 | 28 |    |  |  |
| TH      | 7  | 14 | 21 | 28 |    |  | TH       | 4  | 11 | 18 | 25 |    |    | TH        | 1  | 8  | 15 | 22 | 29 |  |  |
| FR      | 1  | 8  | 15 | 22 | 29 |  | FR       | 5  | 12 | 19 | 26 |    |    | FR        | 2  | 9  | 16 | 23 | 30 |  |  |
| SA      | 2  | 9  | 16 | 23 | 30 |  | SA       | 6  | 13 | 20 | 27 |    |    | SA        | 3  | 10 | 17 | 24 |    |  |  |
| SU      | 3  | 10 | 17 | 24 | 31 |  | SU       | 7  | 14 | 21 | 28 |    |    | SU        | 4  | 11 | 18 | 25 |    |  |  |
| OCTOBER |    |    |    |    |    |  | NOVEMBER |    |    |    |    |    |    | DECEMBER  |    |    |    |    |    |  |  |
| MO      | 31 | 3  | 10 | 17 | 24 |  | MO       | 7  | 14 | 21 | 28 |    |    | MO        | 5  | 12 | 19 | 26 |    |  |  |
| TU      | 4  | 11 | 18 | 25 |    |  | TU       | 1  | 8  | 15 | 22 | 29 |    | TU        | 6  | 13 | 20 | 27 |    |  |  |
| WE      | 5  | 12 | 19 | 26 |    |  | WE       | 2  | 9  | 16 | 23 | 30 |    | WE        | 7  | 14 | 21 | 28 |    |  |  |
| TH      | 6  | 13 | 20 | 27 |    |  | TH       | 3  | 10 | 17 | 24 |    |    | TH        | 1  | 8  | 15 | 22 | 29 |  |  |
| FR      | 7  | 14 | 21 | 28 |    |  | FR       | 4  | 11 | 18 | 25 |    |    | FR        | 2  | 9  | 16 | 23 | 30 |  |  |
| SA      | 1  | 8  | 15 | 22 | 29 |  | SA       | 5  | 12 | 19 | 26 |    |    | SA        | 3  | 10 | 17 | 24 | 31 |  |  |
| SU      | 2  | 9  | 16 | 23 | 30 |  | SU       | 6  | 13 | 20 | 27 |    |    | SU        | 4  | 11 | 18 | 25 |    |  |  |

**b. Read the calendar for the month of August 2011 and fill in the blanks:-**

There are \_\_\_\_\_ days in a week.

There are \_\_\_\_\_ days in the month of August.

There are \_\_\_\_\_ Sundays in the month of August.

The first day in the month of August 2011 is \_\_\_\_\_.

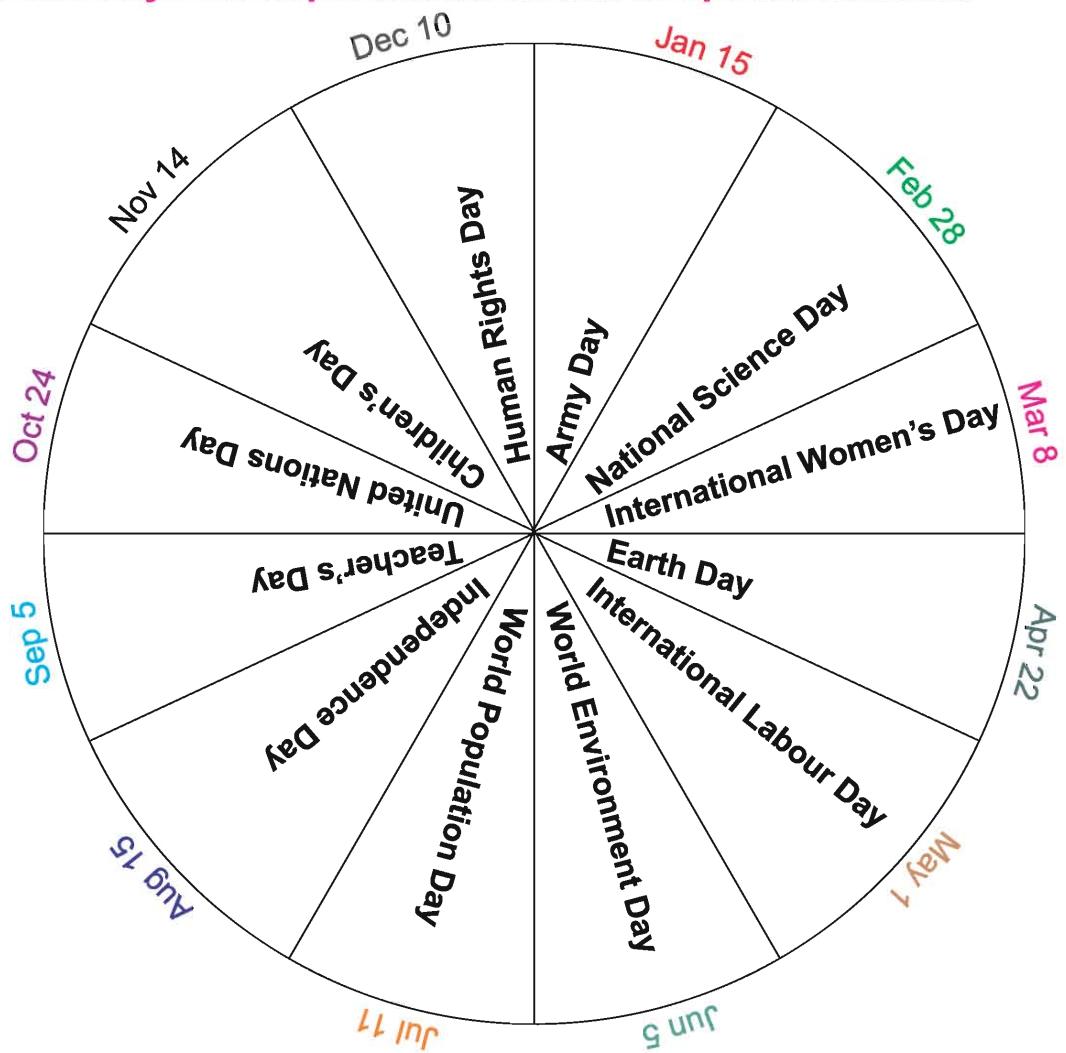
The last day in the month of August 2011 is \_\_\_\_\_.

The fifteenth day of August is \_\_\_\_\_.

**c. What is special about a Leap year?**

NOTE: A Leap Year comes once in every four years. The next leap year is 2012. Can you tell the next two? 1. .... 2. ....

**d. Some days are important for us due to special reasons.**



Colour each month of the year given above with different colours.



**LET US PLAY:**

Make a *Wheel of Fortune*. Two students can play at a time. One player rotates the wheel.

When the wheel stops, the second player says the month and the important day to gain one point. The second player now rotates the wheel and the game continues.





## LET US LISTEN AND LEARN:

### JACK AND THE BEAN STALK

In a far off country lived a poor old woman with her son, Jack. One day the old woman sold her cow and bought some bean seeds with it. She sowed the bean seeds in her garden. The next morning, to her great surprise, she saw a tall bean plant growing upward. The tip of the plant was so high that it hid behind the clouds.



Jack climbed the bean plant to see what was on the top. He climbed and climbed and to his wonder he saw a big palace where a giant lived. Jack walked into the palace and saw many magical things. He saw a hen that laid golden eggs. Jack took the hen and climbed down the bean stalk. The giant chased Jack down the bean stalk. Jack quickly cut the bean stalk. So, the Giant fell down with a crash and died.

Jack and his mother were never poor again because they had the magic hen which laid golden eggs every day

**Recall the story for a minute. Now answer these questions in a sentence:**

1. What did the old woman do with the cow?
2. What surprised her the next day?
3. How tall was the Bean Plant?
4. What happened to the giant?
5. What did the magic hen lay?



## LET US SPEAK OUR THOUGHTS:

*Speak about the event you enjoyed - give details on - what, when, where, who and how.*

***The teacher motivates and encourages the students to narrate their experiences.***



## LET US READ:



*On 20<sup>th</sup> July, during the State Swimming championship held in Chennai, Rahul proved to be one of Tamilnadu's most promising swimmers. Rahul competed in 200 metres free style event. The race began at 11.30 a.m. In a time of two minutes and four seconds, Rahul swam his way to finish the race and broke a State record. His excellent performance there gives him free training at the National Sports Academy for future events.*

### I. Say 'yes' or 'no':-

1. *Rahul took part in the State Swimming Championship.*
2. *The State Swimming Championship was held on 20<sup>th</sup> June.*
3. *Rahul competed in 200 metres Butterfly stroke.*
4. *Rahul broke a State record in 200 metres free style event.*
5. *Rahul was given free training at the NSA for future events.*

## FUNCTIONAL GRAMMAR

### I. a. Underline the correct action word:-



walk / run



fight / sing



sit / stand



write / read



eat / cut

### b. Now try to fill in using doing words:-

1. The baby



\_\_\_\_\_ milk.

2. Sarathy



\_\_\_\_\_ his teeth.

3. Anand



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

4. Ragu



\_\_\_\_\_ to school.

A Present Tense  
shows action in the  
present time.

5. Mala



\_\_\_\_\_ neatly.

c. Look at the pictures below and write what each person is doing:-



**What is the mother doing?**

The mother is \_\_\_\_\_.  
She is \_\_\_\_\_ lunch.

The **PRESENT CONTINUOUS** is formed by adding the “**-ing form**”.



**What is the father doing?**

The father is \_\_\_\_\_ on the sofa.  
He is \_\_\_\_\_ a newspaper.



**What is Rohan doing?**

Rohan is \_\_\_\_\_ football.  
He is \_\_\_\_\_ the ball.

d. Naveen did a lot of things on Sunday. He listed them out to his friend. Use the pictures and words:-

e.g.



go  
market



play  
cricket



prepare  
food



write  
home work



paint  
picture

## Now try to write meaningful sentences:-



e.g. 1. I went to the market.

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

A PAST TENSE is used to express an action that happened in the past.

## e. Plans for next week:-

**The mother plans the activities to be done by Kavya next week.**

e.g.

Mother : You must cut your hair Kavya.

Kavya : Ma, I will cut my hair on Monday.

Mother : You should go for Chess coaching.

Kavya : Ma, I \_\_\_\_\_ on \_\_\_\_\_

Mother : Kavya, can I ask your dance teacher to come on Thursday?

Kavya : No Ma, she \_\_\_\_\_ on Wednesday.

Mother : You must practice for the Speech competition, Kavya.

Kavya : Ma, I \_\_\_\_\_ on \_\_\_\_\_ and \_\_\_\_\_

Mother : Kavya, when will we visit your friend Nithya?

Kavya : \_\_\_\_\_ on Saturday.

Mother : You must polish your canvas shoes.

Kavya : Ma, I \_\_\_\_\_ on \_\_\_\_\_

A FUTURE TENSE indicates actions that will happen.

## II. Pick and drop the sentences in the appropriate row:-

1. The dog barked at the strangers.
2. The blind man will always walk slowly.
3. The sun gives us light and heat.

|         |  |
|---------|--|
| PRESENT |  |
| PAST    |  |
| FUTURE  |  |

### **LANGUAGE FUNCTION:**

**Read the following information and write a paragraph on this person shown in the picture.**

**Name** : Ms. Kiran Bedi

**Born** : 1949

**Family** : Four Sisters

**Education** : Ph.D, IIT Delhi

**Career** : Joined IPS (First Woman)

**Awards** : Police Medal For Gallantry, Ramon Magsaysay Award

**Appointed** : United Nations Advisor



**Now begin the passage like this:**

**Kiran Bedi was born \_\_\_\_\_**

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- Make a scrap - book collecting pictures of various trees and write a biography of a tree.**

## Unit 3 - Poem

### Advance Organizer



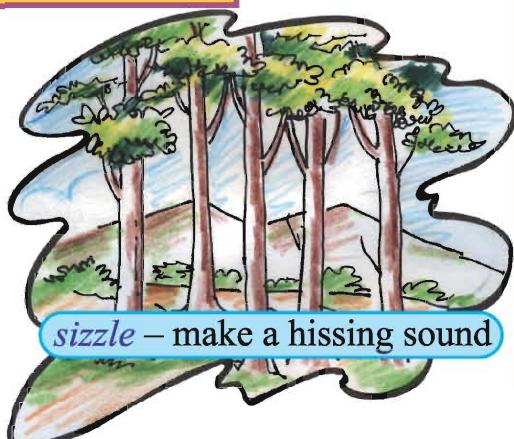
- Can you see any difference?
- Who is responsible for this change?

### FIVE TALL TEAK TREES

Five tall teak trees  
Reaching towards the sky  
**"Sizzle"** spoke the lightning  
Then there were four.



merchant – a person who buys and sells goods

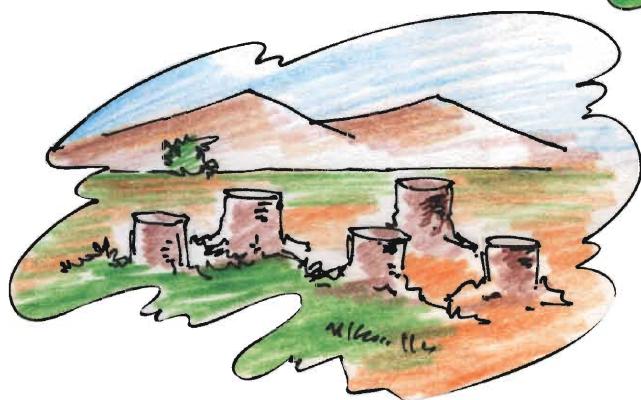


sizzle – make a hissing sound  
Four tall trees  
Branches, leaves and sticks  
**"Firewood"** smiled the merchant  
Then there were three.

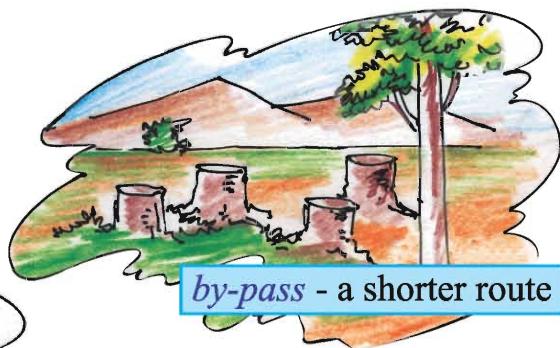
Three tall teak trees,  
Glad to be alive  
“**Charcoal**” breathed the furnace  
Then there were two.



One tall teak tree  
Wishing it would run  
“**Progress**” for by-pass  
Then there were none.



Two tall teak trees  
Still strong and tall  
“**Bridges**” shouted the builders  
Then there was one.



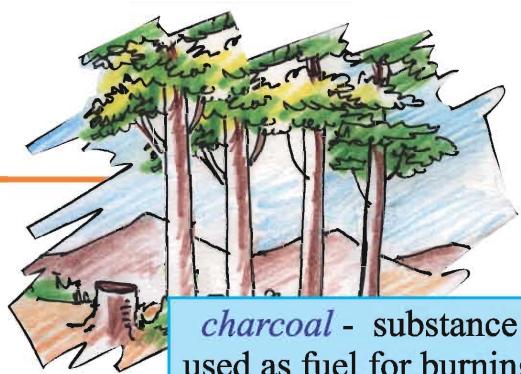
No tall teak trees  
Search the fields in vain,  
Only empty skylines  
And the cold, grey rain.  
(Anon)



### LET US DISCUSS:

#### I. Answer these questions:-

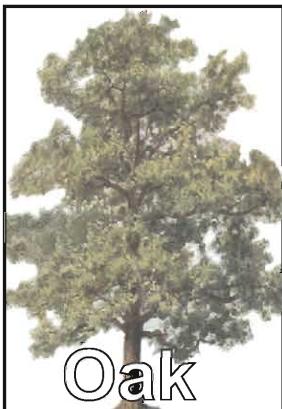
1. What happened to the teak tree in the first stanza?
2. Mention three things for which the trees were cut?
3. What was missing after all the trees were cut?



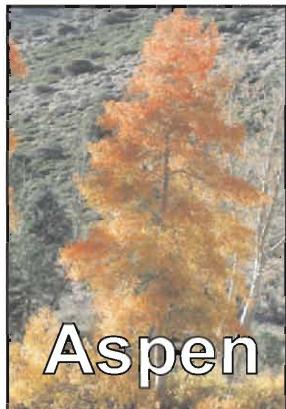
**charcoal** - substance used as fuel for burning  
**furnace** - enclosed fire place for heating a room

## RHYME TIME:

Read and enjoy this poem on, 'Trees' by Sarah Coleridge.



Oak



Aspen



Poplar

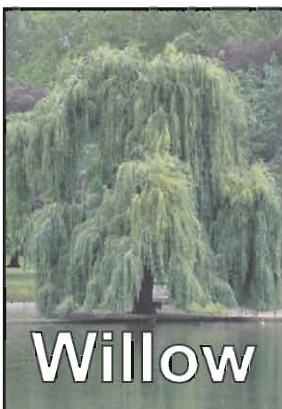


Peach

The Oak is called the king of trees,  
The Aspen quivers in the breeze,  
The Poplar grows up straight and tall,  
The Peach tree spreads along the wall,  
The Sycamore gives pleasant shade,  
The Willow droops in watery glade,  
The Fir tree useful in timber gives,  
The Beech amid the forest lives.



Sycamore



Willow



Fir



Beech

## FUN TIME:-

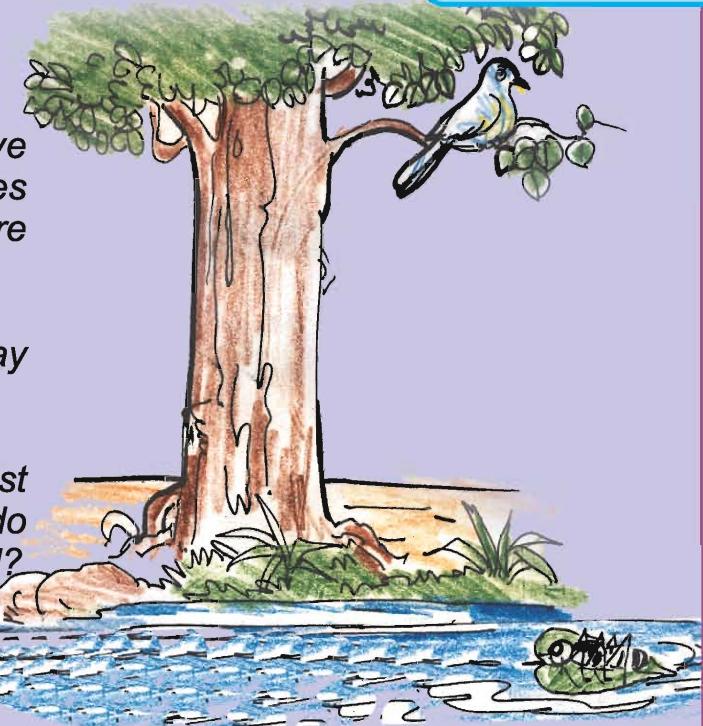
1. Q : Which letter of the alphabet is an insect? Ans : \_\_\_\_\_
2. Q : Which letter is a part of the head? Ans : \_\_\_\_\_
3. Q : Which letter is a drink? Ans : \_\_\_\_\_

Now it's your time! Frame such questions and make  
your friend answer it.

## Unit 4 - Prose

### Advance Organizer

- ⇒ The teacher calls five students and encourages them to read the picture and say it in a sequence.
- ⇒ Find out the friendship day of this year.
- ⇒ What would be the best thing you would like to do on that day for your friend?



### UNITY IS STRENGTH

*Let us see in this story that the strength of friends is unity.*

*There was a lake in the middle of a beautiful forest. Near the lake there lived four friends. They were a deer, a crow, a mouse and a tortoise. They met every day near the lake. One day other than the deer, all the other friends met.*

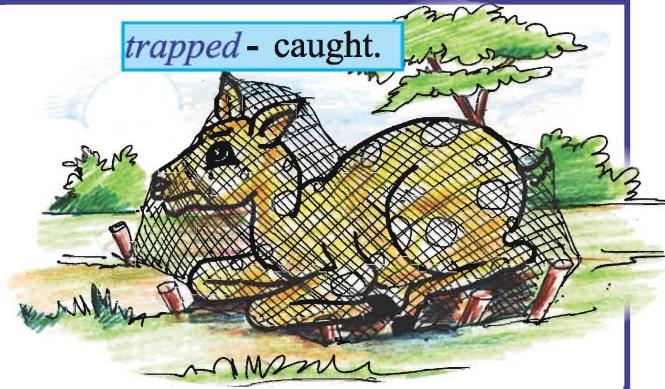
**Mouse :** Friends, we are waiting for a long time. The deer should have been here by now.

**Crow :** Yes, you are right. She may be in trouble. I will fly over the forest and look for her. (Soon he heard the deer's voice.)



**Deer:** Help! Help! Can someone hear me? I am **trapped**. I cannot free myself. Please..... help!  
*(The crow came down.)*

**trapped** - caught.



**Crow:** Don't be afraid. I'll tell our friends about you and we will save you from the hunter's net.

**Deer:** Please be quick or else the hunter will kill me for his food.

**Crow:** Oh, sure my friend! *(The crow quickly flew back to his friends and informed about the condition of the deer.)*

**Tortoise:** *(shocked)* Oh! No. Our friend mouse can cut the net with his sharp teeth.

**nibbled** - bite



**Crow:** That's a good idea. I will take him on my back.

*(Soon the crow flew off to the place where the deer was trapped. The mouse quickly nibbled the net with his sharp teeth.)*

**Deer:** It's very kind of you my dear friends. Thanks for saving me from the hunter. *(By the time the tortoise also came there.)*

**Crow:** Friends, be careful. The hunter is coming. Hide wherever possible.

**Mouse:** I will hide myself in this hole.

**Deer:** Oh, My God! Not again. I am running deep into the heart of the forest.

**Crow:** Here, I go flying.

*torn* - cut into pieces

**Tortoise:** Ooff. . . Ooff. . .(panting) How much ever I try I cannot move faster like my friends. (The hunter reached the place where he had laid his net.)

**Hunter:** Oh, my net is completely torn into pieces. Where is the deer? How did he escape? Okay. Better a tortoise than nothing at all. (The hunter caught the tortoise. He put it in his sack and carried it off. The deer, the crow and the mouse waited till the hunter had gone a little distance and then came out from their hiding place.)

*limping* - walk unevenly with wounded or broken leg



**Mouse:** Our poor tortoise has been caught. We must save our friend.



**Deer:** Ah! I have an idea. I will go limping in front of the hunter. When he sees me, he will drop the sack and run after me. I will take him far, far away. In the meantime, our mouse is here to help us anyway.

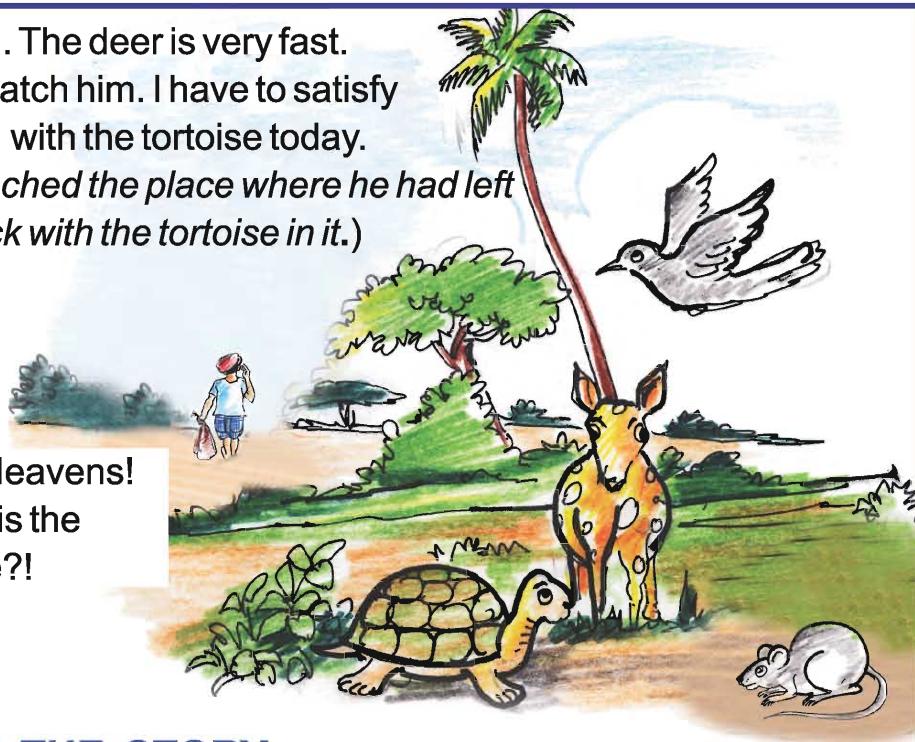
*merciless* - unkind, heartless

**Crow:** Be very careful. Don't let the hunter catch you again.

**Deer:** Don't worry. I will be very alert this time. (The deer went ahead of the hunter and started limping. On seeing it he dropped the tortoise sack and ran after the deer to catch him.)

**Deer:** Come on, *merciless man*, come. This is quite a safe distance for my friends to escape. I will now enter deep into the heart of the forest.

**Hunter:** Oops... The deer is very fast.  
I can't catch him. I have to satisfy  
myself with the tortoise today.  
*(He reached the place where he had left  
the sack with the tortoise in it.)*



**Hunter:** Good Heavens!  
Where is the  
tortoise?!

### LET US MAP THE STORY:

#### I. *Form small groups. Complete the story map.*

**Main characters:**

**Setting:** Forest

**Problem I:** Saving the deer.

**Event 1:**

**Event 2:**

**Event 3:**

**Solution:**

**Problem II:** Saving the .....

**Event 1:**

**Event 2:**

**Event 3:**

**Solution:**

#### II. Double an alphabet and fill in the blanks:

1. D\_\_R

3. F\_\_D

5. TRA\_\_ED

2. L\_\_KED

4. FO\_\_OW

6. NI\_\_LED

### III. Find the hidden animals:

e.g. beard - bear

1. PLANT
3. CROWDED
5. RATION

2. COWARD
4. CATCH
6. BATCH

### IV. Do magic by changing one animal into the other: Change one letter at a time.

e.g.



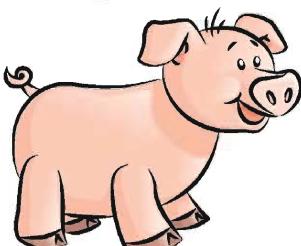
DOG → DOT → COT → CAT



COW → \_\_\_\_\_ → \_\_\_\_\_ → PUP



BEAR → \_\_\_\_\_ → DEER



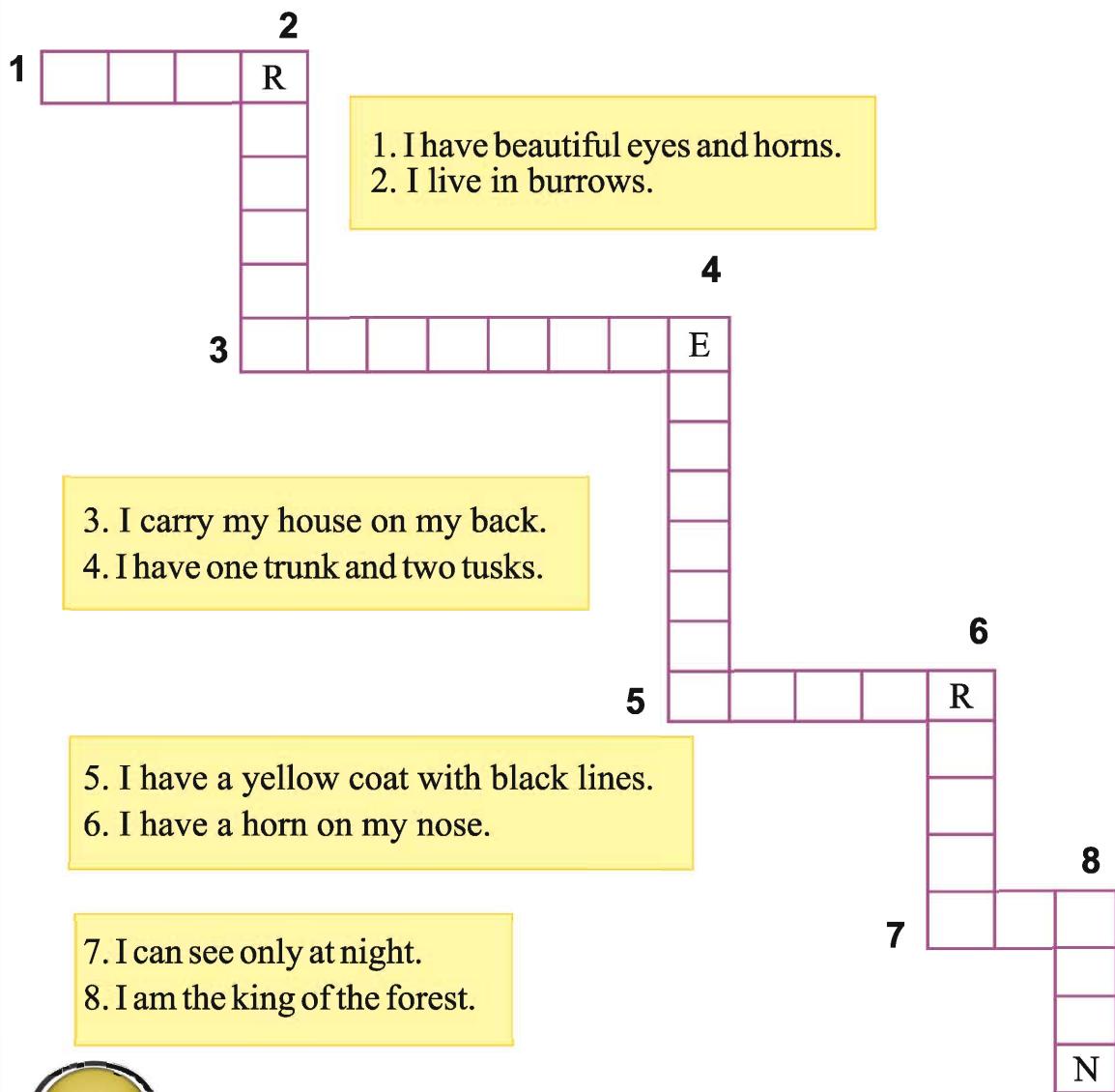
PIG → \_\_\_\_\_ → HEN



GOAT → \_\_\_\_\_ → BEAR

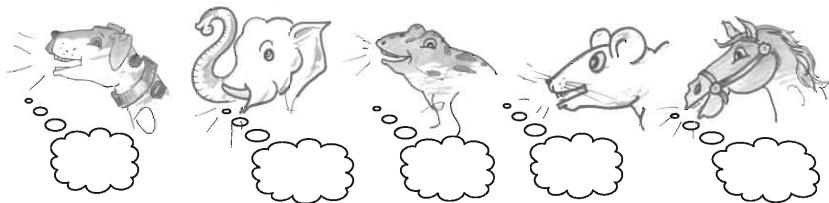


**V. WORD LADDER:** Identify the wild animals from the clues given below to climb down.



LET US LISTEN AND LEARN.

I.a. Look at the pictures below. Have you ever listened to them? Write the name of the animal and write its cries: - (squeaks, neighs, trumpets, barks, croaks)



- *Mime their cries.*

**b. Listen to the teacher (one word in each set to be read thrice) and underline the correct word:**

1. bit, pit      2. cold, gold      3. dot, taught      4. dam, jam



### LET US SPEAK OUR THOUGHTS:

**I. Use the given expressions in the box to suit the situations and say it to your friends:-**

sorry      pardon      excuse me      thank you      please

1. \_\_\_\_\_ may I know where is this address?
2. Give me your pen, \_\_\_\_\_.
3. \_\_\_\_\_ will you kindly tell your name once again?
4. I have hurt you very much, \_\_\_\_\_ friend.
5. \_\_\_\_\_ very much for your help.



### LET US READ:

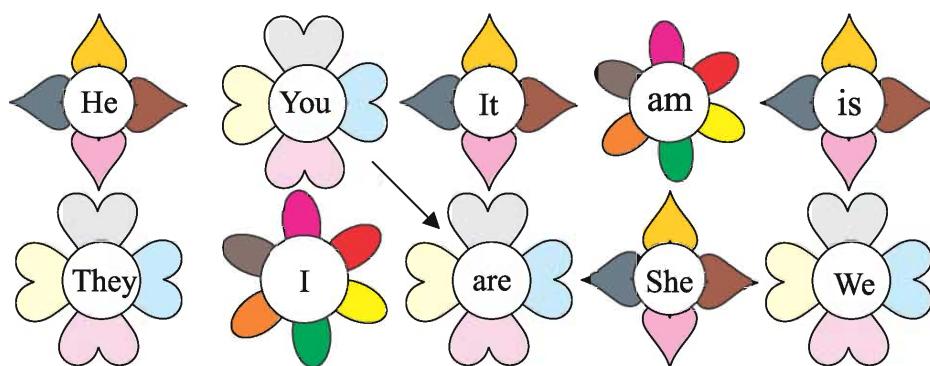
**A. Please help little Sabarish understand the following road signs and write it in his notebook:-**



No U turn  
No Parking  
Pedestrian Crossing  
No Entry  
Railway Crossing

### FUNCTIONAL GRAMMAR:

**I. Join the flowers of the same types to find out the correct pairs:-**



**II. Using the given words in the Substitution table below, frame as many meaningful sentences as possible:-**

|      |         |                       |
|------|---------|-----------------------|
| I    |         | playing cricket.      |
| We   |         | reading a book.       |
| You  |         | drawing a cartoon.    |
| He   | was     | singing sweetly.      |
| She  | is      | writing a letter.     |
| It   | will be | dancing at school.    |
| They |         | swimming in the pool. |

**LANGUAGE FUNCTION:**

**A. Make a list of five important things you will buy this month.**

| Book Stall         | Toy Shop     | Grocery     | Pharmacy        |
|--------------------|--------------|-------------|-----------------|
| e.g. <i>Wisdom</i> | <i>Teddy</i> | <i>Rice</i> | <i>Band-Aid</i> |
|                    |              |             |                 |
|                    |              |             |                 |
|                    |              |             |                 |
|                    |              |             |                 |

**ACTIVITY:**

**These are dance mudras to show some animals. Learn more from your dance teacher.**



**Lion**



**Tortoise**



**Peacock**