



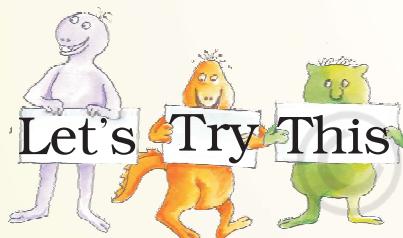
## OUR DAY



Hello! It **is** morning. Here **comes** the sun. It **rises** in the east. The birds **start** singing. Our day **begins** now. The sun **gives** us light and heat. The sun **sets** in the west.



It is evening. Now the moon and the stars **come** out. Birds go back to their nests. People **go** back home. They **have** dinner and go to bed.



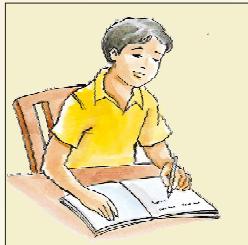
1. Complete the following.
  - (i) The sun rises in the \_\_\_\_\_.
  - (ii) Our day begins when the \_\_\_\_\_ comes out in the sky.
  - (iii) The sun gives us light and \_\_\_\_\_.
  - (iv) The moon and the stars come out at \_\_\_\_\_.
  - (v) Birds go back to their \_\_\_\_\_.

**To the Teacher**

- Make the children look at the pictures and talk about them in their mother tongue. Then read out the text. Make them notice the words in bold.



2. Look at the pictures and say who is doing what. You can use the words given in the box. One has been done as an example.

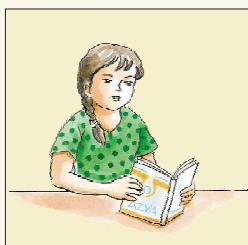


Mazhar is writing.

are running  
is dancing  
are eating  
am reading



Juri \_\_\_\_\_.



I \_\_\_\_\_.



Sarita and Raman \_\_\_\_\_.



They \_\_\_\_\_ bananas.

3. Read the following sentences.
- (a) Here comes the sun. It rises in the east.  
**It** refers to the sun.  
**It** is used for one.
- (b) Point out what **It** refers to in the following sentences.  
I like chocolate. It is sweet.  
I like the rain. It is beautiful.
- (c) Read the following sentences.  
People go back home. They have dinner.  
**They** is for people.  
**They** means more than one.
- (d) Point out what **They** refers to in the following  
Here are Neel, Anwar and Tulsi. They are singing.  
Look at the Boy Scouts. They are in uniform.
- (e) Try to make sentences of your own using **It** and **They**.

4. Listen to the following sets of words read out by your teacher.

Tick the word in each set, which has a sound different from the first word. One has been done for you.

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| (i)   | kite  | light | right | fit ✓ |
| (ii)  | bat   | gate  | rat   | mat   |
| (iii) | hip   | lip   | keep  | dip   |
| (iv)  | sheet | sheep | seat  | ship  |
| (v)   | but   | cut   | put   | hut   |

To the Teacher

- Help children learn to use **it** and **they** correctly.
- Read aloud the words given in Exercise 4 twice. Ask the children to listen to it carefully.

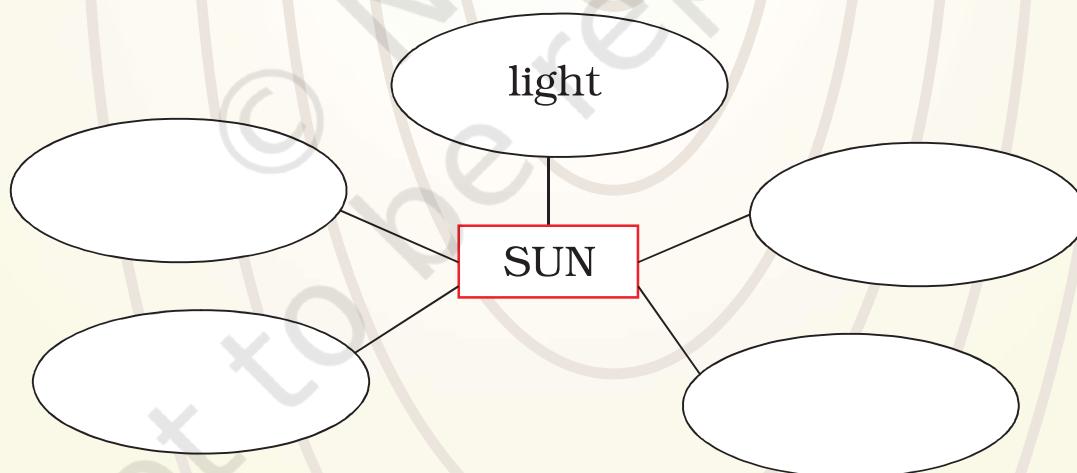


5. Given below are pairs of words. Your teacher will say one word from each pair. Listen to the teacher and tick (✓) the word you hear in each pair.

|      |   |      |
|------|---|------|
| thin | : | tin  |
| fill | : | feel |
| ship | : | sip  |
| coal | : | goal |
| pan  | : | fan  |
| full | : | fool |
| bat  | : | bet  |

Copy the words in your notebook.

6. When you hear the word ‘sun’, what are the things that come to your mind? Write them down in the circles. One has been done for you.



**To the Teacher**

- Say each word clearly and loudly, so that children can understand.  
Help them with a few examples.
- Help children fill in the circles.

