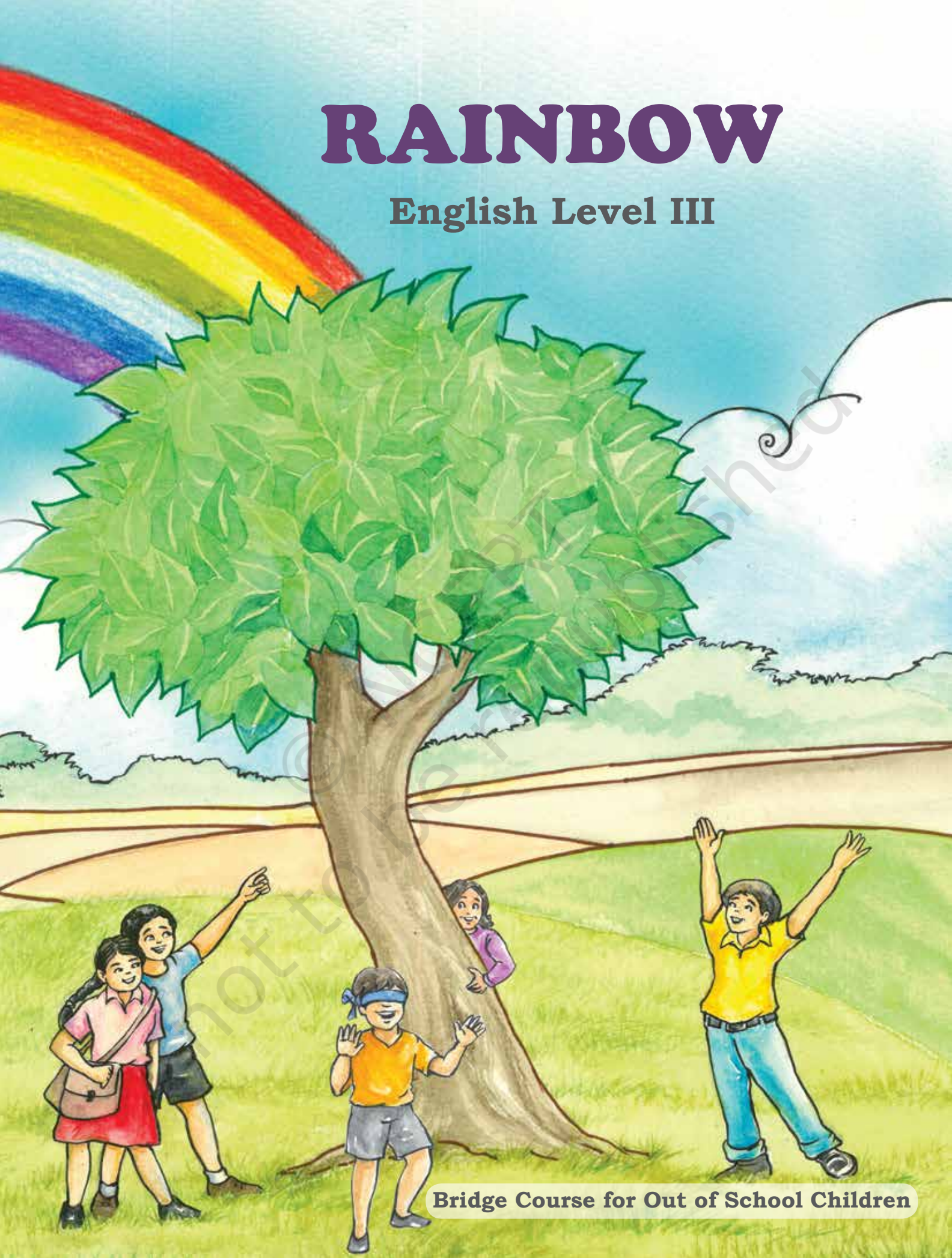


# RAINBOW

English Level III



Bridge Course for Out of School Children

प्यारे बच्चो!

यदि कोई आपको अनुचित ढंग से स्पर्श करे और यह स्पर्श आपको अच्छा न लगे तो, आप चुप न रहें। आप

1. स्वयं को इसका दोष न दें;
2. इस बारे में किसी ऐसे व्यक्ति को बताएँ जिस पर आप भरोसा करते हो;
3. आप **पॉक्सो ई.बॉक्स** के माध्यम से राष्ट्रीय बाल अधिकार संरक्षण आयोग को भी इस बारे में सूचित कर सकते हैं।

जब आपको कोई अनुचित ढंग से स्पर्श करता है तो आपको बुरा लग सकता है, आप दुविधाग्रस्त और असहाय अनुभव कर सकते हैं  
आपको "बुरा" अनुभव करने की आवश्यकता नहीं है, क्योंकि आपकी गलती नहीं है



इस बटन को दबाएँ

पॉक्सो ई.बॉक्स [NCPDR@gov.in](mailto:NCPDR@gov.in) पर उपलब्ध है।



यदि आपकी आयु 18 वर्ष से कम है और आप मुसीबत में हैं अथवा दुविधाग्रस्त हैं अथवा आपके साथ दुर्व्यवहार किया गया है अथवा संकट में हैं अथवा किसी ऐसे बच्चे को जानते हैं...

1098 पर कॉल करें... क्योंकि कुछ अच्छे नंबर  
जीवन बदल देते हैं।



चाइल्ड लाइन 1098 - विपत्ति में बच्चों के लिए 24 घंटे नि:शुल्क राष्ट्रीय आपातकालीन फ़ोन सेवा, महिला एवं बाल विकास मंत्रालय के सहयोग से चाइल्ड लाइन इंडिया फ़ाउंडेशन की पहल है।



एक कदम स्वच्छता की ओर



# RAINBOW

ENGLISH

LEVEL III

Bridge Course for Out of School Children



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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**OFFICES OF THE PUBLICATION  
DIVISION, NCERT**

NCERT Campus  
Sri Aurobindo Marg  
New Delhi 110 016 Phone : 011-26562708

108, 100 Feet Road  
Hosdakere Halli Extension  
Banashankari III Stage  
Bengaluru 560 085 Phone : 080-26725740

Navjivan Trust Building  
P.O. Navjivan  
Ahmedabad 380 014 Phone : 079-27541446

CWC Campus  
Opp. Dhankal Bus Stop  
Panihati  
Kolkata 700 114 Phone : 033-25530454

CWC Complex  
Maligaon  
Guwahati 781 021 Phone : 0361-2674869

**Publication Team**

Head, Publication Division : *Anup Kumar Rajput*  
Chief Editor : *Shveta Uppal*  
Chief Production Officer : *Arun Chitkara*  
Chief Business Manager (In charge) : *Vipin Dewan*  
Production Assistant : *Prakash Veer Singh*

Cover and Layout  
*Seema Jabeen Hussain*



## FOREWORD

Implementation of the Right of Children to Free and Compulsory Education Act, 2009 (RTE) brought with it the promise of a paradigm shift in the manner in which education was perceived and delivered. The RTE Act enumerated steps to fulfil the aspirations and dreams of children, who remained out of school or could not complete elementary education due to various reasons. It specifically provided the opportunity for admission to Out of School Children (OoSC) in the age-appropriate classes and suggested continued support to them till the completion of elementary stage of education for achieving the goal of Universalisation of Elementary Education (UEE).

With a view to bringing all children who have not been to school, or who have not completed elementary education within the ambit of schooling, a special provision was introduced in Section 4 of the RTE Act. It reads, “where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in class appropriate to his or her age.” In this context, it further stated that, “provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive ‘Special Training’ (ST), in such manner, and within such time limits, as may be prescribed.”

The OoSC are a heterogeneous group having diverse learning levels, age groups, socio-emotional and environmental contexts. To address these concerns, The National Council Educational Research and Training has taken the initiative to develop this Bridge Course, which is exemplar and can be adopted or adapted by the states as per their local contexts.

The Bridge Course has been designed in four levels. Level I addresses the Readiness Level and offers opportunities for hands-on-experience. Level II is aligned to the learning outcomes of Classes I and II for English, Hindi and Mathematics. The learning outcomes of Classes III–V for English, Hindi, Maths and Environmental Studies are addressed in Level III. The last, Level IV is aligned to the learning outcomes of Classes VI–VIII in all the subject areas, i.e. English, Hindi, Maths, Science and Social Sciences. The pedagogical approaches used in the bridge course attempt to address the diverse needs of children who will come to the Special Training Centres.

Participation of teachers in the development of the package and its trial in the Special Training Centres has made it possible to make the material user-friendly and serving to the heterogenous needs of the children coming to the Special Training Centres for overcoming their learning gaps. The efforts made by the experts in the development of this book are appreciated. We look forward to comments and suggestions for further improvement of the book.

Hrushikesh Senapaty  
*Director*

New Delhi  
*September, 2020*

National Council of Educational  
Research and Training



## PREFACE

The term Out of School Children (OoSC) is defined by the Ministry of Education (MoE) as “a child of 6–14 years of age will be considered out of school if they have never been enrolled in an elementary school or if after enrolment has been absent from school, without prior intimation for reasons of absence, for a period of 45 days or more”.

Certain provisions have been made in the Right to Education (RTE) Act for mainstreaming children in the age appropriate classes, which specifies that the duration of ‘special training’ shall be for a minimum period of three months extendable up to two years. There should be periodic assessment of learning progress made by such children in ‘special training’. The entry level assessment and benchmarking will determine the duration of ‘special training’ in each case and placement in an age-appropriate class thereafter.

Most of the states have developed bridge courses in their state languages. NCERT was asked by MoE to develop an exemplar bridge course which would cater to the needs of both kinds of children, i.e., ‘dropouts’ and ‘never enrolled’.

The exemplar bridge course is being developed at four levels.

### **LEVEL I— READINESS MODULE (NAVARAMBH PART I AND II)**

This is the first module which offers opportunities for hands-on activities for matching, sorting, classification, grouping, rhymes and songs, story-telling, educational games, dominoes, flash cards, language and math activities, drawing, and small project works. This module provides joyful learning and is intended to provide help to children to adjust to the school schedule. Teachers also get time to build rapport with the child.

## **LEVEL II**

The subjects covered in this level are English, Hindi, and Mathematics. This level provides the foundations of language learning and early Mathematics as it is the first step on which the subsequent learning is based. It is aligned to the learning outcomes of Classes I and II and the students can be mainstreamed to Class II at the end of this level.

## **LEVEL III**

This level is aligned to the learning outcomes of Classes III–V. The subjects covered are English, Hindi, Mathematics, and Environmental Studies. The student can be mainstreamed to Class V at the end of this level.

## **LEVEL IV**

This level is aligned to the learning outcomes of Classes VI to VIII. The subjects covered are English, Hindi, Mathematics, Science and Social Science. The student can be mainstreamed to Class VIII at the end of this level.

Except the Readiness Module, each module is sub divided in the following stages.

## **DIAGNOSTIC**

Each level in all the subjects has a diagnostic test in the beginning having three competency levels. The performance of the student will determine in which competency level they need to be placed.

Each level has further been divided into three competency stages— (i) Basic (ii) Intermediate (iii) Grade appropriate and at the end there will be an assessment to ensure that the child has acquired the competencies for that grade level.

## **BASIC STAGE**

The basic stage has the curricular material which aligns to the learning outcomes of Class VI. If the child finds it difficult to understand the concepts of this stage then the child has to start from Level III of the Bridge Course.



**INTERMEDIATE STAGE**

Once the students have mastered the basic stage which aligns to the learning outcomes of Class VI, they will study the curricular material of intermediate stage which aligns to the learning outcomes of Class VII.

**GRADE APPROPRIATE STAGE**

After the children have mastered the intermediate stage they will study at the grade appropriate stage, after which they will be mainstreamed in age appropriate class in the regular school.

**ASSESSMENT**

An assessment test has been designed at the end of each level to ensure that the child has acquired the competencies for that particular grade level. This will ensure that the child does not face difficulties or drop out of school after being mainstreamed.

Suniti Sanwal  
*Professor and Head*  
Department of Elementary Education  
NCERT

Although the Bridge Course has been developed for Out of School Children under the provisions of the RTE Act 2009, it can be used for bridging the learning gap arising out of COVID 19 pandemic as it is aligned to the learning outcomes of elementary education.



*I am uncompromising in the matter of woman's rights. In my opinion, she should labour under no legal disability not suffered by man. I should treat the daughters and sons on a footing of perfect equality.*



## DIALOGUE WITH THE TEACHER

### **DEAR TEACHER,**

We all gain proficiency in our mother-tongue (home language) because we are constantly listening to and speaking with our family and neighbours. But this does not happen with English in India, because learners do not get ample opportunities to listen and speak in the English language. Moreover, learners have inhibitions while using the English language. They lack confidence and are afraid of making mistakes. They often face problems with pronunciation, sentence construction, use of grammar and lack of appropriate vocabulary.

To overcome these obstacles we, as teachers, need to follow some strategies, such as,

- create a conducive environment in the classroom for interactive learning through maximum participation.
- connect themes and content with their day-to-day life experiences.
- use print-rich input, such as, posters, newspapers, magazines, advertisements, etc., in the classroom.
- use role-play, recitation of poem, situational enactment, story-reading and retelling to integrate all four language skills along with grammar and vocabulary.
- reading and writing skills have to be integrated with speaking and listening for effective use of language.

Remember, language is always used in context and to enhance the listening, speaking, reading and writing skills of the learners provide them with meaningful contexts. To fulfill this objective all the exercises in this course have been divided into the following sections—

- Reading and Comprehension of the text or a poem.
- Working with the text-exercises based on comprehension of text.

- Fun with words—exercises to enrich and enhance appropriate vocabulary in the given context.
- Working with language—use of grammar in context.
- Let's talk—activities to provide opportunity to the learners to express themselves orally and listen to others.
- Let's write—express themselves in writing using visual, verbal and written clues.
- Encouragement and constructive feedback would ensure that the learner makes progress at a steady pace and is ready to be a part of the regular schooling system.

### **Notes for the Teachers**

#### Reading and Comprehension

- It is important for teachers to focus on developing reading skills among learners so that reading becomes a life-long habit.
- Each lesson should be read aloud with the correct pauses and pronunciation first by the teacher and then by the students.
- Poems can be recited in groups. They may also be presented through actions and gestures. You could think of a suitable rhythm for the poem. You should also focus on the appreciation of the key ideas of the poem.

#### Working with the Text

- At the end of each lesson or poem, draw the children's attention to the given questions. Encourage them to read the text again independently and attempt the comprehension exercises.
- Let them attempt answering the questions orally first and write the answers in the space provided.
- You may provide the English equivalent of the words that they may know in their home-language while attempting to answer the questions. Spellings of new or difficult words could be written on the blackboard.

## Fun with words

- Learning vocabulary at school for second language (English) is not natural. Therefore, contextual learning is important. Words learnt in isolation are quickly forgotten. It is important that new words are presented in an interesting manner and are used in familiar contexts.
- Encouraging the use of dictionary from time to time would also help learners in understanding the meanings of the new words.
- Provide opportunities to learners to use the new words learnt through pair or group activities and discussions.

## Working with the Language

- Grammar in context helps learners discover the rules of grammar when they are given a number of appropriate examples and adequate practice.
- The focus of teaching and learning grammar should be on the use of grammar in context than on the study of the rules of grammar.
- The goal is that the learners use the language accurately and effectively.

## Let's Talk

- Students pick up English words which are a part of their environment but find it difficult to speak.
- Connecting the classroom learning to the learners, daily life through role-plays given scope for interaction and engages their interest.
- To develop speaking skills we need to practice listening and speaking in a graded manner, i.e., easy to difficult.
- Expose the learner to new vocabulary through group discussions and pair or group activities. This will provide confidence and practice in conversation and dialogues.
- The learner should be able to interact in simple English and take part in discussions.



## Let's Write

- Before beginning a writing task encourage the learners to talk, share experiences.
- Provide a variety of visual, verbal and written clues to help the learners put their thoughts into words.
- Appreciate the learner's work through realistic feedback and provide guidance for further improvement.

## **ASSESSMENT**

Assessment is an integral part of the teaching-learning process. There are three stages of diagnostic tests—basic, intermediate and grade appropriate.

Diagnostic test will be conducted at the entry level at the special training centres (STC). The purpose of this diagnostic test is to determine the competency level of every student. No marks have been assigned to the questions to give flexibility to the teacher while making the judgement about the students.

In case you feel a student is ready for the next stage, you may put them there. But just in case they cannot cope with it, they may be brought back to the previous stage until they attain the required competency.

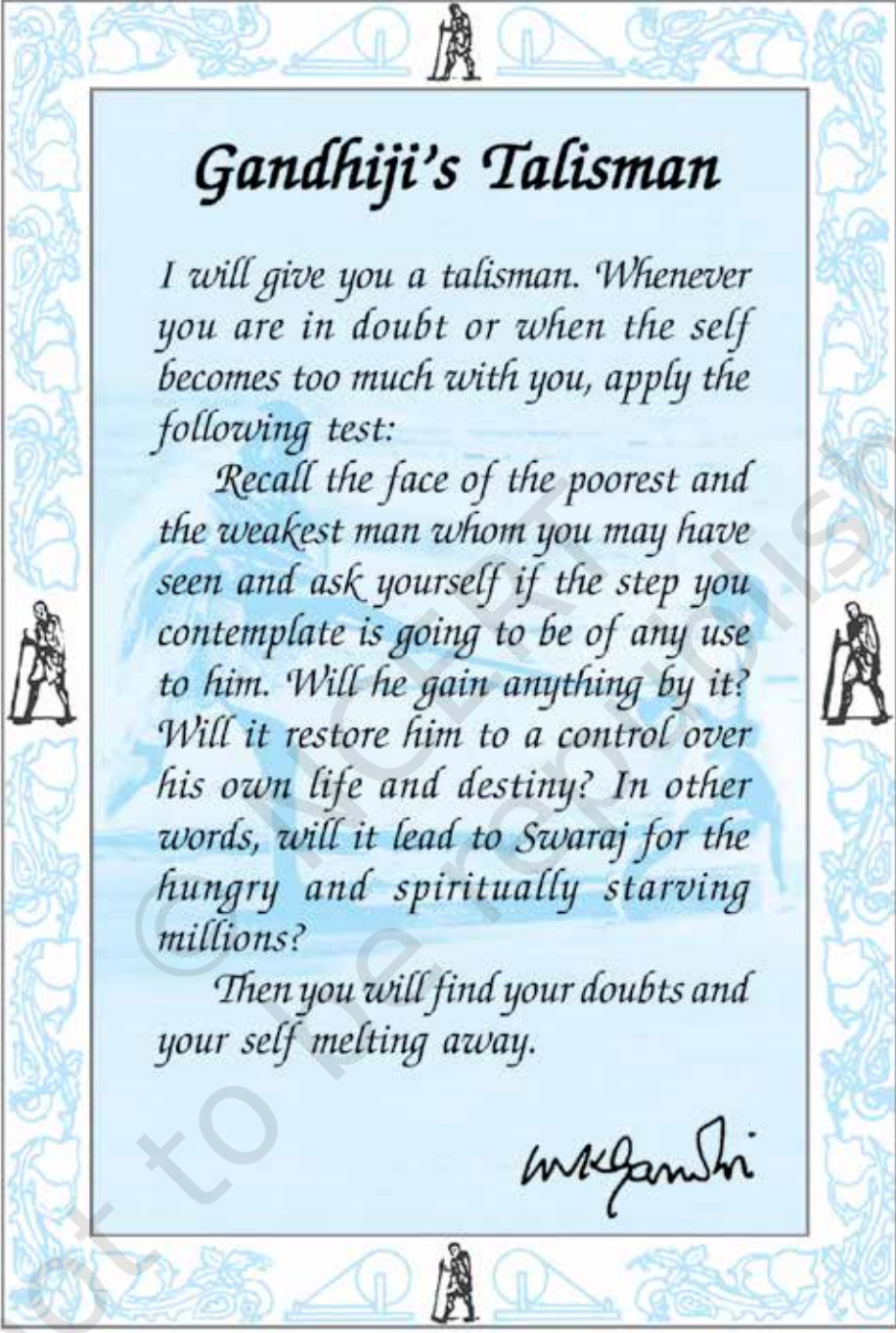
The day-to-day performance of the student should be monitored and recorded. If one attains the required competency of that particular level, one may be considered ready for mainstreaming in the age appropriate class in a regular school.

In case the student is unable to successfully complete the given assessment, the teacher may administer remedial techniques to help them to come up to the required level.

## **INSTRUCTIONS FOR THE TEACHERS**

- Confidentiality and rights of every child must be protected. Teachers are expected to show sensitivity and refrain from disclosing personal information and circumstances of the child publicly.
- Equal opportunities must be available to children of all genders.

- The teaching-learning processes must provide opportunities to every child who develops different life skills, participates in discussions and expresses oneself. Learning situations must be created where children make decisions, engage in analytical thinking and expressions, demonstrate creative work, so that children develop empathy and value inter-personal relationships.
- Beauty in the teaching-learning process should be such that help children achieve learning outcomes in different subject areas.
- The Diagnostic test should not be exclusively based on paper and pencil but include different assessment strategies like oral assessment, observation and discussion.
- To determine the learning level of the child, diagnostic test should be used. The child's learning level should not be determined by any preconceived notions or prejudices.
- A profile for each child must be created in which their achievements may be recorded from time to time.
- Teachers must pay attention to the fact that the child may be a different learning level in different subject areas, therefore it would be appropriate to use different teaching strategies according to different subject areas.



## Gandhiji's Talisman

*I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:*

*Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?*

*Then you will find your doubts and your self melting away.*

*M.K. Gandhi*

## TEXTBOOK DEVELOPMENT COMMITTEE

### **MEMBERS**

Bhargavi Neeraj, *PRT*, Salwan Public School, New Delhi

Harpreet, Former *Chief Editor* and *Author*, Salwan Public School, New Delhi

Jyoti Ramachandran, *Principal*, Maha Pragya Public School, Mumbai

Meena Sehrawat, *Senior Lecturer*, DIET, Ghumahera, New Delhi

### **ACADEMIC COORDINATOR**

Sandhya Rani Sahoo, *Professor*, DEL, NCERT, New Delhi

### **MEMBER COORDINATOR**

Suniti Sanwal, *Professor* and *Head*, DEE, NCERT, New Delhi

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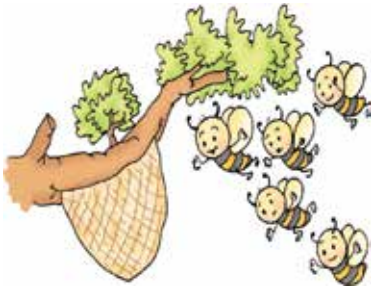




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# DIAGNOSTIC LEVELS

- BASIC
- INTERMEDIATE
- GRADE APPROPRIATE





## BASIC

1. Look carefully at the picture given below and read the names of each object.



Answer the questions based on the above picture.

- (i) We use a \_\_\_\_\_ to brush our teeth.  
(gel/toothbrush)
- (ii) I use \_\_\_\_\_ to take a bath. (soap/  
brush)
- (iii) The water comes from the \_\_\_\_\_ into  
the bucket. (tap/washbasin)
- (iv) I use a \_\_\_\_\_ to pour water on my  
body. (shampoo/mug)
- (v) I wipe my body with a \_\_\_\_\_ after a  
bath. (towel/bathtub)

**2. Read the passage and answer the questions that follow.**

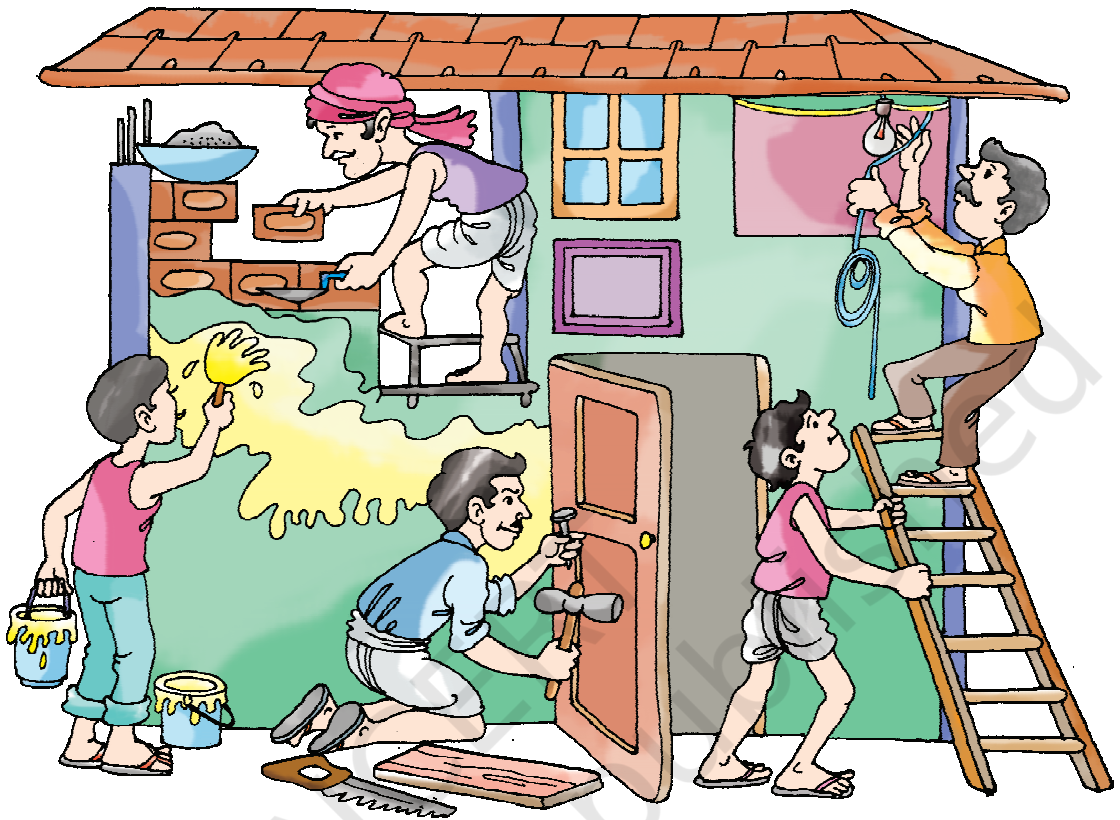
Ali went to the park with his brother. They carried a bat, a ball, and wickets. They played with their friends for two hours. It started to get very hot. So they went home. They had some lemon water. They had a great day.

- (i) Where did Ali go with his brother?
- (a) School
  - (b) Hospital
  - (c) Park
- (ii) What did they take with them?
- (a) A bat and a ball
  - (b) A pen and a pencil
  - (c) A football and a bag
- (iii) They played the game of \_\_\_\_\_.
- (a) cricket
  - (b) football
  - (c) carrom
- (iv) What did they drink?
- (a) Tea
  - (b) Milk
  - (c) Lemon water
- (v) What is the opposite of night?
- (a) Day
  - (b) Evening
  - (c) Morning





3. Observe the picture carefully and fill in the blanks listed below.



(i) The mason is \_\_\_\_\_ the bricks.

- (a) hiding
- (b) laying
- (c) picking

(ii) The painter is \_\_\_\_\_ the wall.

- (a) painting
- (b) drawing
- (c) writing

(iii) The carpenter is \_\_\_\_\_ the door.

- (a) knocking
- (b) breaking
- (c) repairing

(iv) The boy is \_\_\_\_\_ the ladder.

- (d) holding
- (e) pushing
- (f) carrying

(v) The man on the ladder is \_\_\_\_\_ the bulb.

- (g) breaking
- (h) fitting
- (i) pulling



## Writing

4. Write about the sky using the words given in the box.

moon, stars, birds, sun, blue

- (i) The sky is \_\_\_\_\_ in colour.
- (ii) \_\_\_\_\_ fly in the sky.
- (iii) The \_\_\_\_\_ is shining in the sky.
- (iv) There are many \_\_\_\_\_ at night in the sky.
- (v) The \_\_\_\_\_ changes its shape.

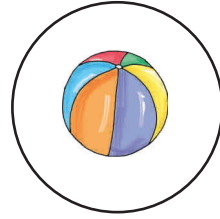
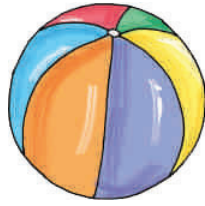
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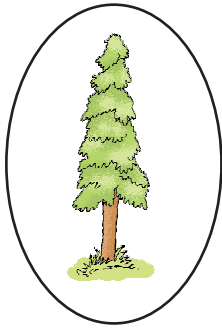
5. Tick (✓) the correct describing word for the encircled picture.

(i)



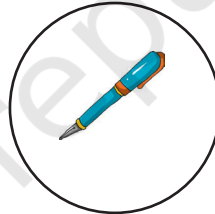
— Big / Small

(ii)



— Big / Small

(iii)



— Big / Small

(iv)



— Big / Small

## INTERMEDIATE

1. Read about Garv's family and choose the correct answer.

S. No.	Name	Relation	Age (years)
1.	Garv	Myself	8 years
2.	Nishu	Sister	14 years
3.	Honey	Brother	10 years
4.	Priya	Mother	38 years
5.	Mukesh	Father	42 years

(i) How old is Garv?

- (a) 14 years old
- (b) 8 years old
- (c) 10 years old

(ii) Who is 14 years old?

- (a) Garv
- (b) Nishu
- (c) Mukesh

(iii) Who is Priya?

- (a) Garv's Mother
- (b) Garv's Father
- (c) Garv's Sister



(iv) Nishu is Garv's \_\_\_\_\_.

- (a) Mother
- (b) Father
- (c) Sister

(v) Garv's family has \_\_\_\_\_ members.

- (a) three
- (b) four
- (c) five

**2. Read the story. Choose the correct answers for the questions that follow.**

Once there was a donkey. He was very lazy. He did not like to work. One day as he looked up at the sky, he saw some birds flying. He thought, "Those birds look so happy. They do not have to do any work. They just fly." So he made two wings. He put on the wings. He climbed on the roof of a house. He jumped up to fly. He did not fly, but fell down and broke his legs.

(i) This story is about a \_\_\_\_\_.

- (a) happy bird
- (b) zoo
- (c) lazy donkey

(ii) The donkey saw \_\_\_\_\_ flying.

- (a) crows
- (b) birds
- (c) kites

(iii) The donkey thought that the birds are \_\_\_\_\_.

- (a) sad
- (b) happy
- (c) angry





(iv) Who jumped up to fly?

- (a) donkey
- (b) birds
- (c) children

(v) The donkey was \_\_\_\_\_.

- (a) clever
- (b) beautiful
- (c) foolish

3. Observe the given poster carefully and write three sentences on when we should wash our hands.



**Example:** We should wash our hands after **coughing** or **sneezing**.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



4. Look at the picture and fill in blanks.

in, near, behind, on, under



- (i) The birds are flying \_\_\_\_\_ the sky.
- (ii) The cat is sitting \_\_\_\_\_ the tree.
- (iii) There is a nest \_\_\_\_\_ the tree.
- (iv) The well is \_\_\_\_\_ the house.
- (v) The hills are \_\_\_\_\_ the house.



## GRADE APPROPRIATE

### 1. Read the passage and answer the questions.

We can see webs in the corner of our houses. All spiders make webs. Webs help spiders to hold eggs. Their eggs are safe in webs. Webs help spiders to hide. It is difficult to find a spider in the web. Webs help spiders to catch flies, ants, etc. When spiders are hungry they eat these flies.

- (i) This passage is about \_\_\_\_\_.
- (a) spider man
  - (b) spider webs
  - (c) ants
  - (d) flies
- (ii) Webs help spiders to \_\_\_\_\_.
- (a) catch snakes
  - (b) find water
  - (c) hold eggs
  - (d) find fruits
- (iii) It is difficult to see a spider when it is in the \_\_\_\_\_.
- (a) house
  - (b) corner
  - (c) web
  - (d) tree
- (iv) The opposite of safe is \_\_\_\_\_.
- (a) unsafe
  - (b) difficult
  - (c) dangerous
- (v) The two verbs used in the passage are \_\_\_\_\_.
- (a) see, make
  - (b) run, walk
  - (c) read, write





## 2. Read the passage and answer the questions.

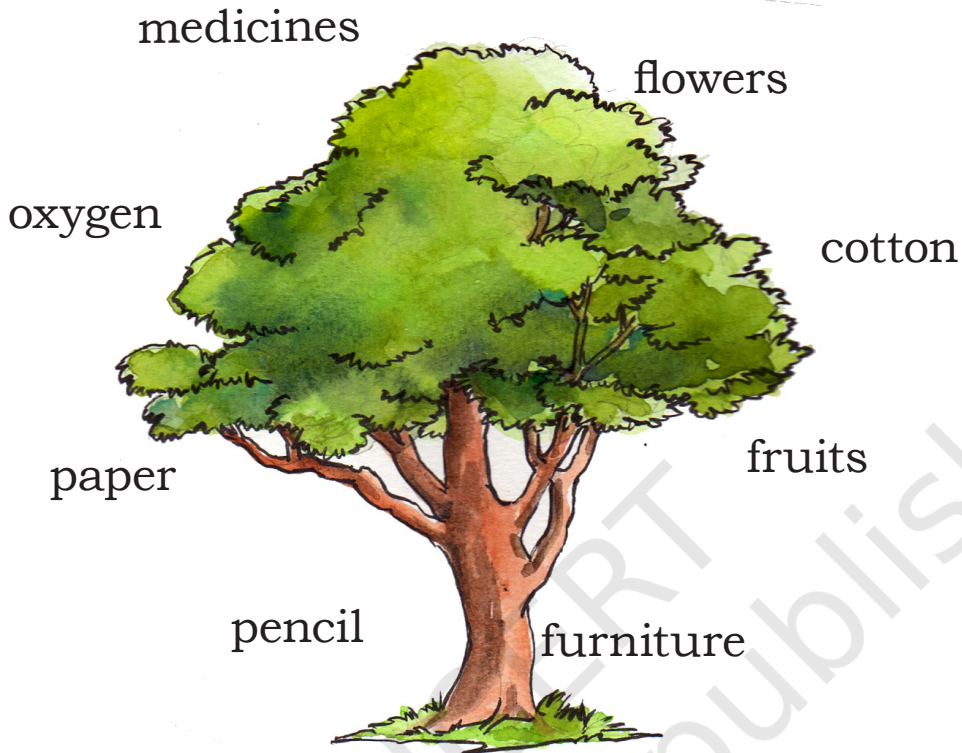
Once there were two sisters— Anshu and Nishu. One day they went to school by bus. Anshu fell down. She got down from the bus at school. Her foot got hurt. She cried. The teacher and Nishu helped her to get up. Teacher took her to the doctor. The doctor bandaged her foot. The doctor also gave her toffees to eat. The teacher called her mother. Anshu's mother came to school. She took her daughter back home.

- (i) Anshu and Nishu were two \_\_\_\_\_.
- (a) teachers
  - (b) doctors
  - (c) sisters
  - (d) mothers
- (ii) Who fell down from the bus?
- (a) Anshu
  - (b) Nishu
  - (c) a teacher
  - (d) a doctor
- (iii) Who took her to the doctor?
- (a) Nishu
  - (b) mother
  - (c) the teacher
  - (d) the principal
- (iv) What did the doctor give to Anshu?
- (a) cakes
  - (b) biscuits
  - (c) toffees
  - (d) chocolates
- (v) Find any two pronouns used in the passage.
- (a) \_\_\_\_\_
  - (b) \_\_\_\_\_





3. Look at the picture and write 4–5 sentences about the 'Uses of Trees'. You may use the words given in the picture.



**Trees are useful to us because**

1. They give us fruits
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_









# ANSWER KEY

## BASIC

- 
- Q.1. (i) Toothbrush (ii) Soap (iii) Tap (iv) Mug (v) Towel  
Q.2. (i) (c) (ii) (a) (iii) (b) (iv) (c) (v) (a)  
Q.3. (i) (b) (ii) (a) (iii) (c) (iv) (a) (v) (b)  
Q.4. (i) blue (ii) birds (iii) sun (iv) stars (v) moon

## INTERMEDIATE

- 
- Q.1. (i) (b) (ii) (b) (iii) (a) (iv) (c) (v) (c)  
Q.2. (i) (c) (ii) (b) (iii) (b)  
Q.4. (i) in (ii) under (iii) on (iv) near (v) behind

## GRADE APPROPRIATE

- Q.1. (i) (b) (ii) (c) (iii) (c) (iv) (a) (v) (a)  
Q.2. (i) (c) (ii) (a) (iii) (c) (iv) (c)

# BASIC LEVEL

## CHAPTER 1

### TWO LITTLE HANDS

Two little hands go clap, clap, clap.

Two little feet go tap, tap, tap.

Two little fingers go click, click, click.

Two little fists go thump, thump, thump.

Two little legs go jump, jump, jump.

#### NOTE FOR THE TEACHER

- Read the poem with actions. Ask the students to repeat the poem with the actions. While enacting, stress on the body part you are talking of.
- Talk to your students about body parts.
- Write the poem on chart paper and paste it on the wall so that a print rich environment can be created in the classroom. Use the chart to draw children's attention towards rhyming words.





## Let's do some Actions

### NOTE FOR THE TEACHER

- Ask the children to follow your actions. Read the sentences while you do the actions. You may add more sentences.
- Repeat the keywords by the actions.

- Nod your head
- Raise your hands
- Touch the ground
- Put your head down
- Open your mouth
- Clap with your hands
- Put your hands on your head
- Put your hands on your knees
- Bend your hands on your shoulders
- Stretch your arms
- Touch your feet

### Let's Write

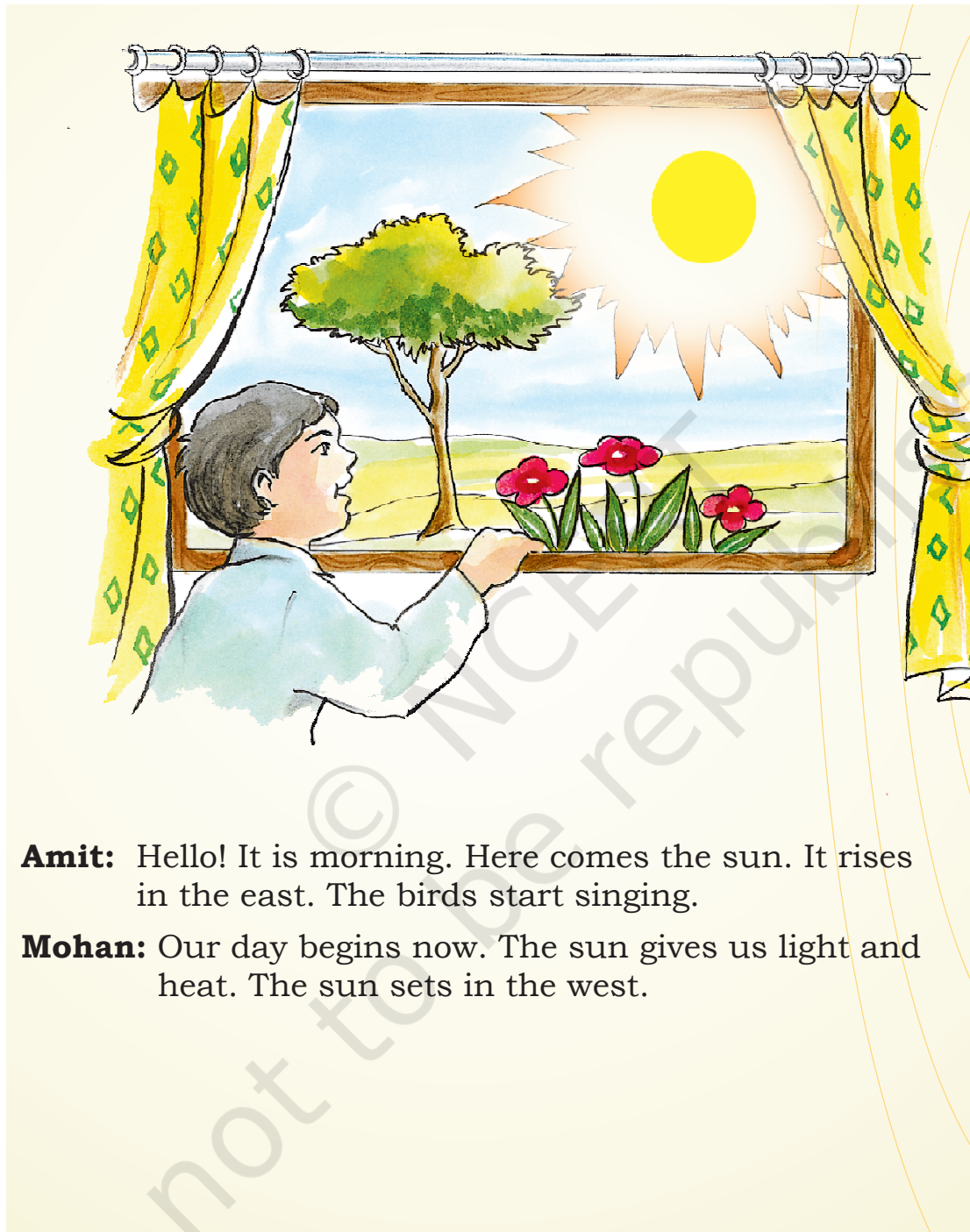
Write the action which we do with the help of our following body parts.

Parts of the body	Action and doing words
Hand	Clapping, writing
Legs	
Ear	
Eyes	
Mouth	

Learning, Running, Talking, Shouting, Eating,  
Jumping, Enjoying Music, Looking, Walking,  
Seeing, Watching, Listening, Smiling



# OUR DAY



**Amit:** Hello! It is morning. Here comes the sun. It rises in the east. The birds start singing.

**Mohan:** Our day begins now. The sun gives us light and heat. The sun sets in the west.



**Amit:** 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.

**NOTE FOR THE TEACHER**

- Make the children look at the pictures, and talk about them in their mother tongue.
- Read the text aloud.

**Let's Try This**

**1. Fill in the opposite of the word written in bold.**

- (i) The sun rises in the east, but \_\_\_\_\_ in the west.
- (ii) The tea is **hot**, but the water is \_\_\_\_\_.
- (iii) Radha was **sad**, but Rita was \_\_\_\_\_.
- (iv) The sun appears in the **day**, and the moon at \_\_\_\_\_.





## Let's Write

2. Rewrite the sentences by using punctuation like question mark, full stop or capital letters, wherever necessary.

(i) Ram went to delhi

---

(ii) have you completed your work

---

(iii) mohan is a good boy

---

(iv) the sun rises in the east

---

(v) are you crying

---

## Word Building

3. Match the body parts with their numbers

Nose

Toes

Hands

Head

1

2

10

Ears

Eyes

Fingers

Legs

Mouth







# ACTION SONG

**H**op a little,  
Jump a little,  
One, two, three.



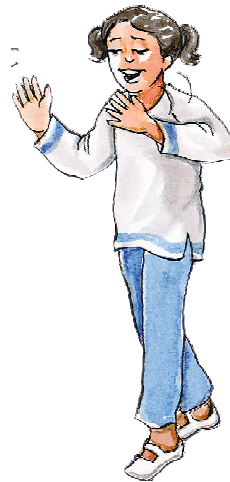
Run a little,  
Skip a little,  
Touch your knee.



Bend a little,  
Stretch a little,  
Close your eyes.



Clap a little,  
Laugh a little,  
Touch your thighs.



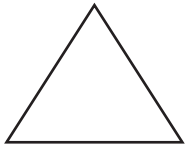
## NOTE FOR THE TEACHER

- Sing the song with actions.

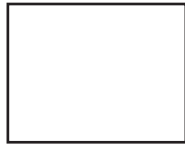


## Fun Time

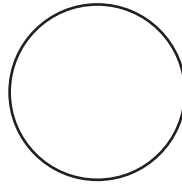
1. Look at these shapes.



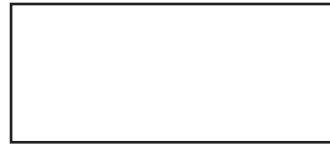
Triangle



Square

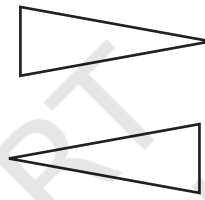
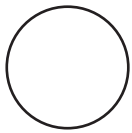


Circle

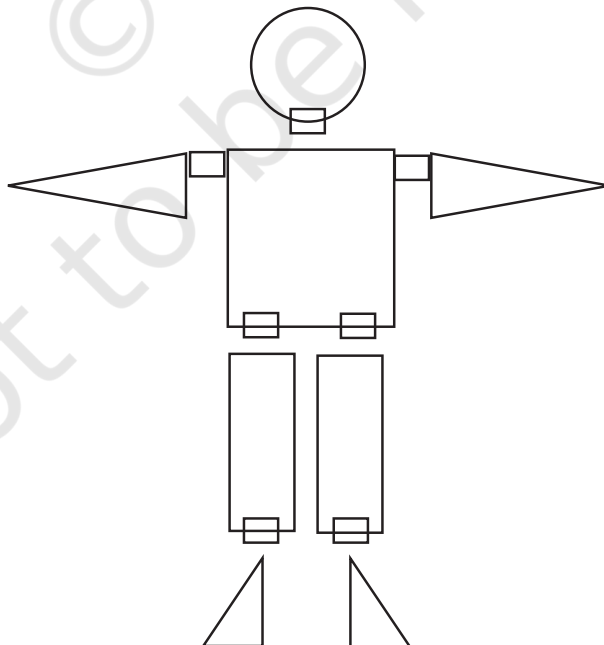


Rectangle

- Draw these shapes on a paper.
- Cut out the shapes



- Paste the shapes on a plain paper or chart and try to make a man, car, house, door or anything. One is done for you.



## CHAPTER 2

# MAY I HELP YOU?

Kavya : May I help you Madam?

Teacher : Yes, Kavya could you carry these notebooks to the staffroom?

Kavya : Sure, Madam.

Teacher : Please follow me.

Kavya : Oh! I am sorry madam, I dropped few notebooks.

Teacher : That is okay. I will pick them up. Thank you for helping me.

Kavya : You are welcome Madam.

### **NOTE FOR THE TEACHER**

Use this conversation to do a role-play in the class. Talk of situations where we use polite words. Encourage students to use these words in their daily conversation in the classroom and at home. Encourage children to share and talk about their experiences.

### **Let's Write**

- 1. List the polite forms of words used in the above conversation.**

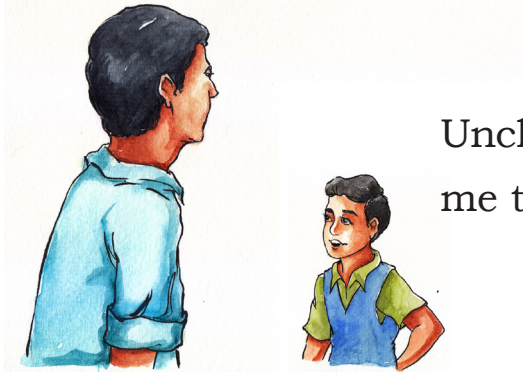
**Example:** May I, \_\_\_\_\_

---

### **Let's Talk**

- 2. Share any incidence where you used polite words like— please, sorry, thank you, and made the other person feel happy.**

3. Look at the pictures and fill in the blanks and write down the words— please, thank you, may I and sorry



Uncle, can you \_\_\_\_\_ tell me the way to the post office?

Mummy, \_\_\_\_\_ come with you to the market?



\_\_\_\_\_ for helping me to cross the road.

\_\_\_\_\_, I cannot come out to play with you.





## Word Building

4. Match the polite words with the situation. One has been done for you.

Returning toys after playing.

Thank You

I could not finish my homework.

Broken a cup by mistake.

May I

On receiving a gift.

Asking your sister to help you in your homework.

Please

You are late at school.

On receiving a new dress.

Sorry

Requesting to go to the market with your father.

On helping the needy.

Spoken rudely to your younger brother.





# WATCHING THE CLOUDS



I like to look up  
Into the sky.  
And watch the clouds  
Go sliding by.



I like to see them  
Large and small,  
I like to try  
To count them all.

I like them when  
They're dark, before  
The rain begins  
To pour and pour.



I like to see them  
Shaped like faces,  
Or maps of many  
Different places.

I'm glad when clouds  
Are in the sky,  
So I can watch them  
Sliding by.

—Vivian G. Gould





**1. Reading is fun.**

- (i) Why does the child like to look up?
- (ii) What happens when the clouds became dark?
- (iii) Which faces do you see when you look at the clouds?

**2. Word Building. Pick up the rhyming words from the poem.**

- (i) Sky            (ii) Small            (iii) Before            (iv) Places

**3. Fill in the blanks with the opposite word and frame sentences below.**

Opposite

- (i) Look up \_\_\_\_\_
- (ii) Sliding up \_\_\_\_\_
- (iii) Large and small \_\_\_\_\_
- (iv) I'm glad \_\_\_\_\_
- (v) The rain begins \_\_\_\_\_

**Frame sentences**

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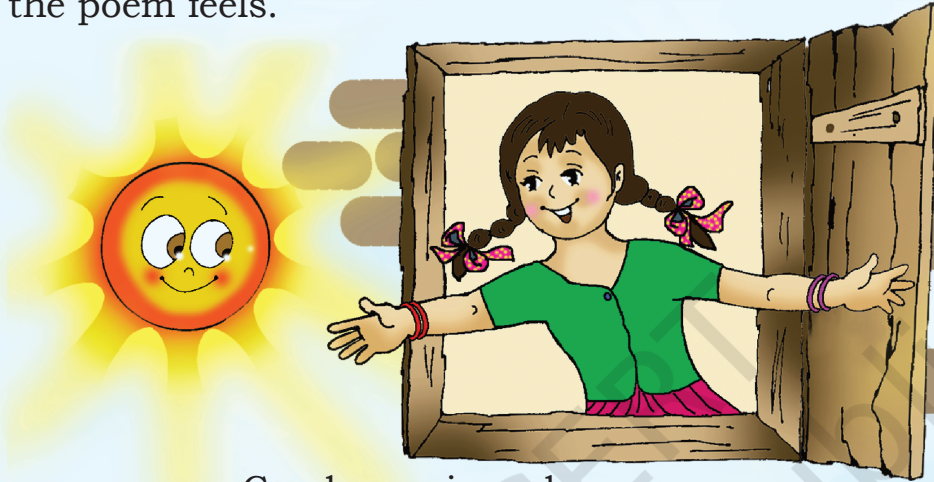
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## CHAPTER 3

# GOOD MORNING

Do you like to wake up in the morning? See what the child in the poem feels.

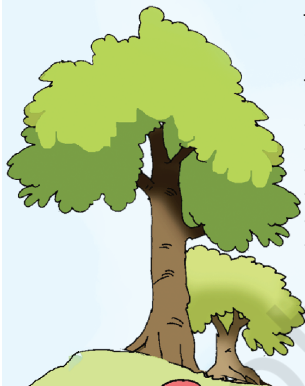


Good morning, sky  
Good morning, sun  
Good morning, Little winds that run!  
Good morning, birds  
Good morning, trees  
And creeping grass, and brownie bees!  
How did you find out it was day?  
Who told you night had gone away?  
I'm wide awake  
I'm up now, too.  
I'll be right out to play with you!

—Fannie R. Buchana

### **New Words**

Creeping, awake, gone away





## Talk Time

Wish your teacher a 'Good Morning', shake hands with your partner and also wish them 'Good Morning' daily.

## Word Building

1. In the morning, we say, 'Good Morning'. What do we say in the— (tick the correct answer)

(a) Afternoon

Good  
night

Good  
afternoon

Good  
bye

(b) Evening

Good  
morning

Good  
night

Good  
evening

2. List the things that you see in the sky and around you in the morning.

(i) In the sky

**Example:** Blue Sky, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_

(ii) In the park

**Example:** Newspaper, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_

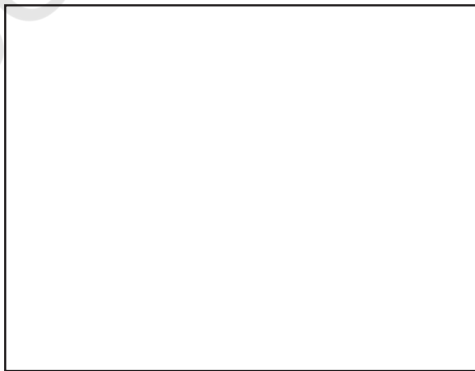
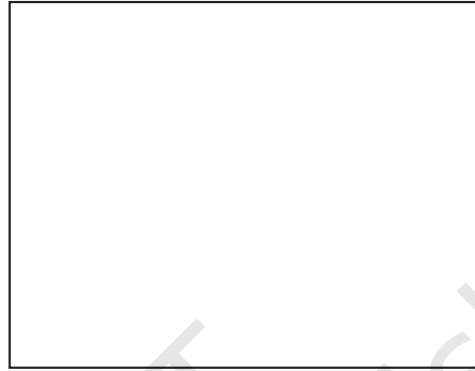
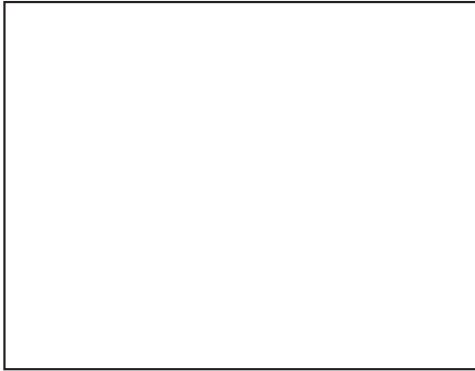


## Let's Draw

3. Draw three objects each that you see in the morning and night.

Morning

Night



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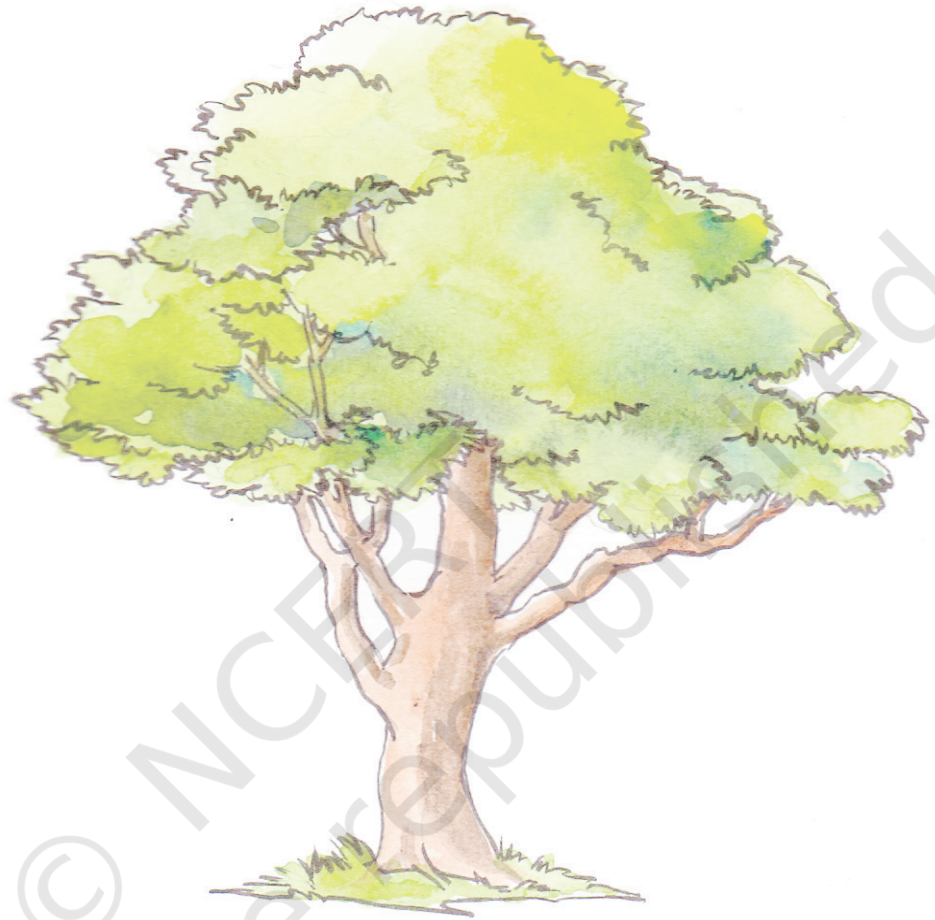






## Let's Read and Write

4. Let's complete the picture.



### Draw as Directed

- (a) A bird is sitting on the tree.
- (b) The cat is hiding behind the tree.
- (c) Man is standing under the tree.
- (d) Children are playing near the tree.
- (e) We can see eggs in the nest.

### NOTE FOR THE TEACHER

- The teacher can explain that the words that tell the position of a noun are called **prepositions**.



## CHAPTER 4

# MY FAMILY

### NOTE FOR THE TEACHER

Talk to the students about the names of family relations in English. Help the students to read the table.

#### 1. Let's read about Soma's family.

I am Soma. This is my family. I study in Class IV.

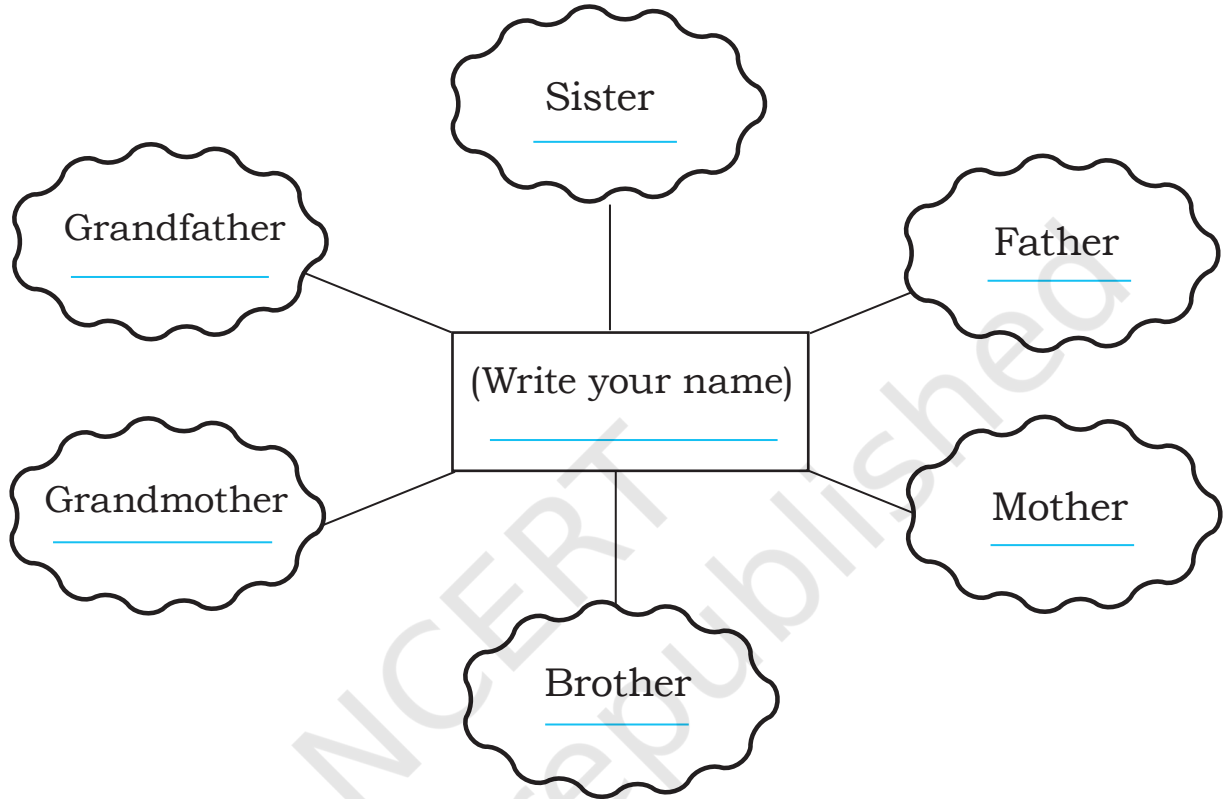
S.No.	Name	Relationship	Work they do
1.	Dilip	Grandfather	Teacher
2.	Geeta	Mother	Singer
3.	Rajiv	Father	Works in bank
4.	Rama	Sister	Studies in Class IX
5.	Garvit	Brother	Works in post office

- (i) Who is the singer in the family?  
(a) Mother                      (b) Father                      (c) Sister
- (ii) Who studies in Class IX?  
(a) Soma                      (b) Rama                      (c) Garvit
- (iii) Garvit is Soma's \_\_\_\_\_.  
(a) father                      (b) grandfather                      (c) brother
- (iv) Who work's in the bank?  
(a) Geeta                      (b) Rajiv                      (c) Garvit
- (v) Who is eldest in the family?  
(a) Father                      (b) Mother                      (c) Grandfather



## Let's Write

2. Given below is a family chart. Write your name in the centre, and then fill the other clouds by writing the names of your family members.



## Let's Talk and Write

3. Form pairs and talk about your family with your partner.

You may start like this—

- (i) My grandfather is \_\_\_\_\_. He loves me a lot. I help him in \_\_\_\_\_.
- (ii) My grandmother is \_\_\_\_\_.
- (iii) My father works in \_\_\_\_\_.
- (iv) My mother cooks tasty food. The best dish she cooks is \_\_\_\_\_. She works in \_\_\_\_\_.



(v) I have an elder \_\_\_\_\_.

(vi) I have a younger \_\_\_\_\_.

**4. Ask your friends and family members about their birthdays. And plan what will you give them on their birthdays. Write the details in the table given below. One has been done for you as an example.**

S.No.	Name	Relation	Date of Birth	Your Birthday plan
1.	Neha	Friend	24 June	Prepare a birthday card.
2.				
3.				
4.				
5.				
6.				



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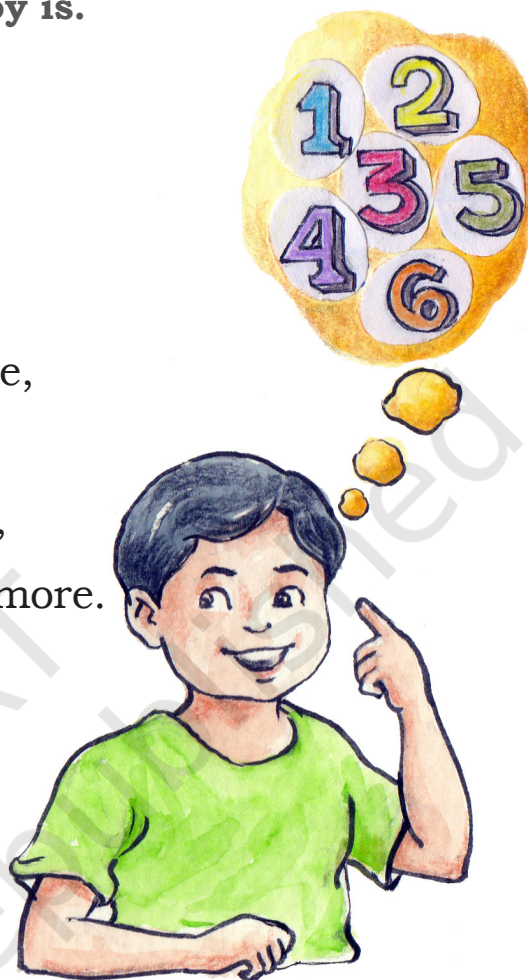


5. **How old are you? Let's read this poem and try to find out how old this boy is.**

When I was one,  
I had just begun  
When I was two,  
I was nearly new.

When I was three,  
I was hardly me.  
When I was four,  
I was not much more.

When I was five,  
I was just alive  
But now I am six,  
I'm as clever as clever.  
So I think I'll be six,  
Now forever and ever.



—A.A. Milne

### Talk Time

6. **How old is the boy? Discuss with your friend how you celebrated your last birthday. What is your plan for this birthday?**

### Activity Time

7. **Prepare a greeting card for your friend.**





## Game Time

### 8. Game : Run and Write

#### NOTE FOR THE TEACHER

Teacher will divide the students in four groups, ask them to run to the blackboard and write the following:

Group I	Group II	Group III	Group IV
Name	Place	Animal	Things

The one who completes the line first will be the winner.

After this activity the teacher will explain that all of them are known as nouns.

### Let's Write

9. Paste a picture of your family member whom you love the most and write few sentences on her/him.



My \_\_\_\_\_  
\_\_\_\_\_





## Help Box

- What is her/his name?
- Your relationship with her/him.
- Age
- Profession
- Daily routine
- Why do you love her/him?
- How he/she helps you?
- You want to make him/her happy by.....

---

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## CHAPTER 5

# MY FIRST DAY IN SCHOOL

### NOTE FOR THE TEACHER

- Ask the students to read the passage aloud. Check the pronunciation from time to time and discuss the new words.

### Read the passage and answer the questions

Neelam was very happy to join her new class in the school. She was excited to see her friends again and meet her new teachers. She was most excited about her new books, bag, colours, pencil box, etc. She sat down on the floor with all her new things.

First, Neelam put her crayon colours in the bag. She would use it for drawing and colouring pictures in the art file. Next, she put the pencil box with new pencils and rubber in it. After packing the bag Neelam zipped up the bag and put it near the table. She smiled as she thought what a great day it would be.

### 1. Choose the correct option

- What is the first thing Neelam put in her new bag?  
(a) Pen                      (b) Pencil      (c) Crayon
- What did Neelam put in her bag just before the pencil box?  
(a) Books                  (b) Pens        (c) Colours
- Where did Neelam put her bag?  
(a) In the school bus.  
(b) Near the table.  
(c) Near the bed.
- Neelam was excited to see her \_\_\_\_\_.  
(a) grandmother  
(b) mother  
(c) friends



## Activity Time

2. Circle on the given faces to show how you feel.

(i) When you come to school.



(ii) When you eat food in the school.



(iii) When you draw and colour pictures.



(iv) When you play games in school.



(v) When you sing rhymes and songs.



(vi) When you study Maths.



(vii) When you learn English.

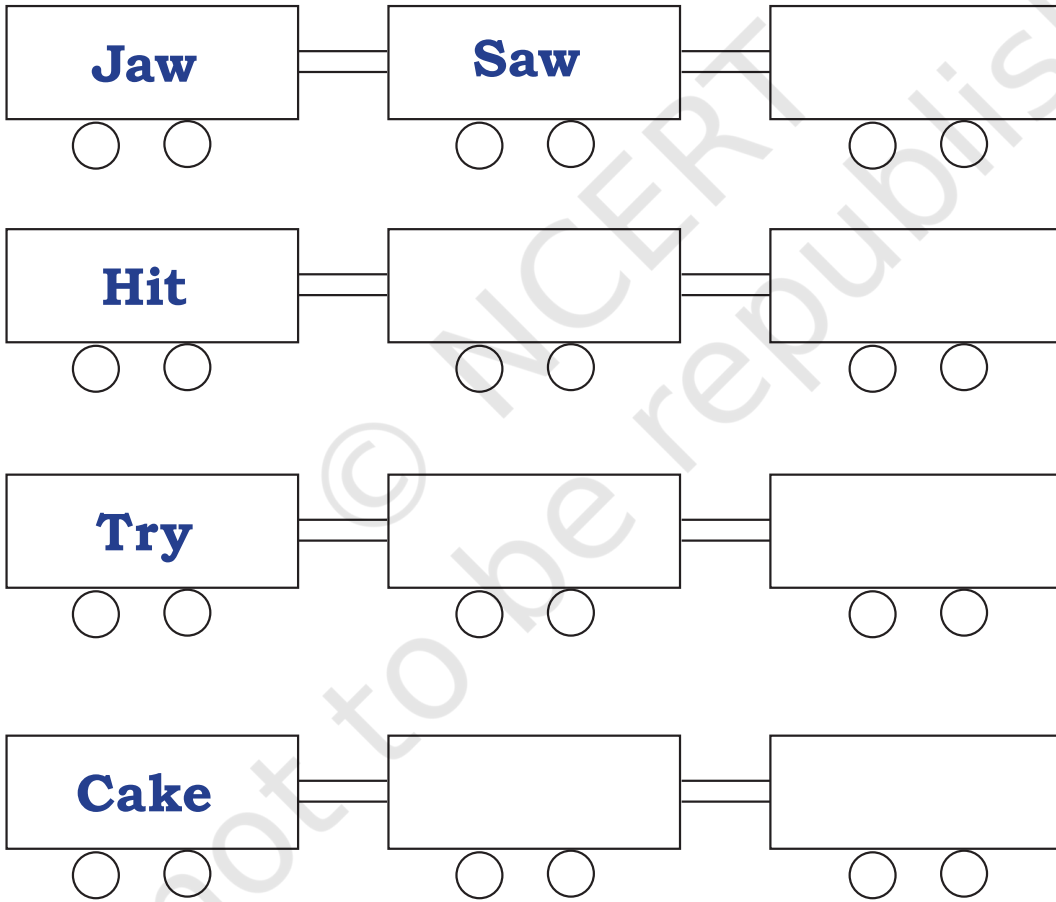


## Let's Write

3. Fill in the train with rhyming words from the cloud. One has been done for you.



Read aloud with appropriate pronunciation and understand sounds.







## Theme Based Vocabulary

4. Do you see these places around you? If yes, then tick (✓) where you find them.

Place	Near House	Near School	On your way to school
1. Market			
2. Bank			
3. Post office			
4. Hospital/ Dispensary			
5. Police station			
6. Bus stop			
7. Place of worship			
8. Park			
9. Library			
10. Cinema hall			

\* **The names of these places are common nouns.**

### NOTE FOR THE TEACHER

- Explain nouns and different types of nouns.
- Encourage the children to identify different types of nouns.



## CHAPTER 6

# THE HONEY BEE

### Pre-reading

- Have you ever tasted honey? How does it taste?  
(a) Sweet            (b) Sour            (c) Bitter
- Let's read to find out who creates honey for us.

Man has known honey bees for thousands of years. Four kinds of honey bees exist in the world. They differ in their colours, size and also in the length of their tongue. Some work in poor weather, some eat more than others, but one thing common to all is that all of them produce honey. Honey is good for health and gives us energy quickly.



Bees live in hives. The person who looks after them is called the beekeeper. The group of hives he looks after is called an apiary.

Did you know that honey bees can also dance? Whenever a worker bee finds food called nectar, it dances. It comes back to the hive and dances to show the other bees that food is available somewhere. Depending on how the worker bee dances, the other bees get to know the direction and location of the nectar.

**1. Write true (T) and false (F) on the basis of the text you read.**

(i) There are three kinds of bees in the world.

(ii) Honey is good only for children.



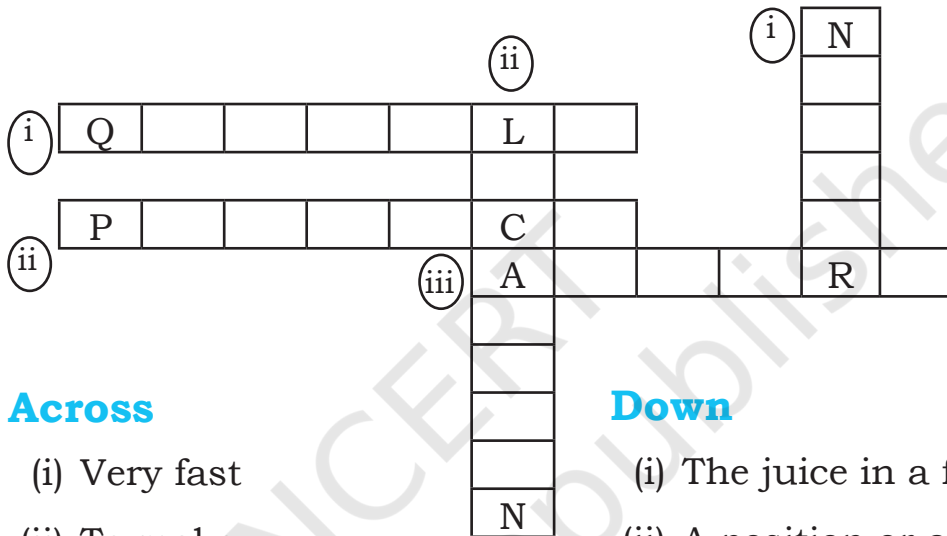
(iii) Honey bees live in hives.

(iv) A group of hives kept by the beekeeper is called a bunch.

(v) Honey bees dance when they find nectar.

## Word Building

2. Read the clues and solve the given crossword puzzle.



### Across

- (i) Very fast
- (ii) To make
- (iii) A group of hives

### Down

- (i) The juice in a flower
- (ii) A position or a place.

3. **Underline the action words (verbs) in the given sentences.**

- (i) Bees work in poor weather.
- (ii) Some bees eat more than others.
- (iii) Honey gives us energy.
- (iv) Bees live in hives.
- (v) The bee dances when it finds food.

### NOTE FOR THE TEACHER

- Recapitulate verbs discussed in class and what could be the outcome of such actions.
- Encourage the students to identify the verbs in the given sentences.



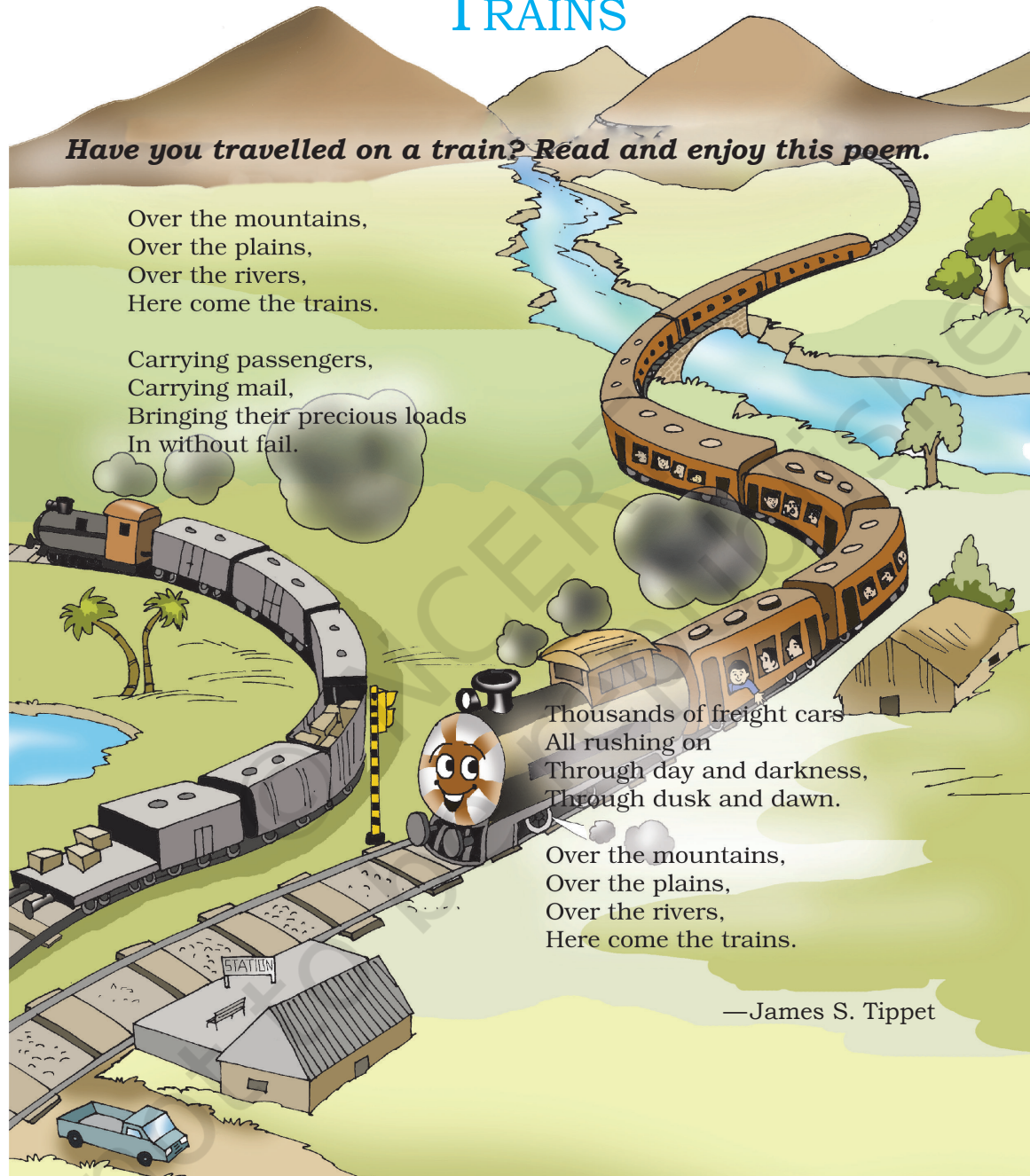




# INTERMEDIATE LEVEL

## CHAPTER 1

### TRAINS



*Have you travelled on a train? Read and enjoy this poem.*

Over the mountains,  
Over the plains,  
Over the rivers,  
Here come the trains.

Carrying passengers,  
Carrying mail,  
Bringing their precious loads  
In without fail.

Thousands of freight cars  
All rushing on  
Through day and darkness,  
Through dusk and dawn.

Over the mountains,  
Over the plains,  
Over the rivers,  
Here come the trains.

—James S. Tippet

#### NOTE FOR THE TEACHER

- Recite the poem to, know about the different types of trains. Encourage students to talk about their experiences of a train journey or any journey



## Word Building

1. Name the different landforms that the train passes through in the poem.



M



R



P

### NOTE FOR THE TEACHER

1. Explain the various landforms.
2. Encourage the students to speak about trains.





## Let's Read and Write

2. Dusk means evening. Dawn means early morning. What do you call dusk and dawn in your home language? Write it in the table.

Dusk	Dawn

3. Count the number of coaches in the picture given along with the poem

- (i) Passenger train \_\_\_\_\_ (in numerals and words)
- (ii) Goods train \_\_\_\_\_ (in numerals and words)

## Let us Try

4. You are visiting your grandmother's house, make a list of the items you would carry in your suitcase.

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## Vocabulary Building

7. Sort out the different means of transport into correct groups. One is done for you.

Bus Boat Truck Ship Bike Sail Boat

Bicycle Aeroplane Train Rocket Helicopter

Land	Air	Water
Taxi	Hot air ballon	Yacht



## CHAPTER 2

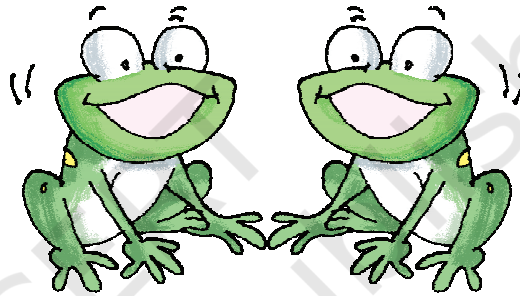
### NOTE FOR THE TEACHER

- Read the story aloud and discuss the importance of not giving up in difficult situations. Explain the meaning and use of new words.

## TWO FROGS

### 1. Read the passage and answer the questions that follow.

Once there were two frogs. They were playing, jumping and singing. Suddenly, while jumping, they fell into a big jar. The jar was full of milk. They were very happy to find themselves in a jar of milk. It was time to go out of the jar.



One, two, three, four, ten times they jumped, but every time they fell back into the jar. They turned pale because of fear. They took rest for few minutes. Again they started their struggle to come out of the jar.

One frog became hopeless, and said, “I think we can’t get out of it. We shall die here. What is the use of trying again and again?” and, “Stopped jumping.” Soon, the frog died. The other frog thought, “I must try hard and keep jumping”. The frog kept jumping. Slowly, the milk in the jar became thick and turned into curd. The frog then, had a solid base to take a long jump. It took a long jump, and got out of the jar. Since, The frog who kept on trying was finally saved.

### 2. Choose the Correct Option

- (i) The two frogs were in a \_\_\_\_\_ mood.
- (a) sad
  - (b) angry
  - (c) happy





(ii) The jar was full of \_\_\_\_\_.

- (a) milk
- (b) butter
- (c) water

(iii) The frogs turned pale because of \_\_\_\_\_.

- (a) fear
- (b) anger
- (c) hunger

(iv) This story tells us that we should \_\_\_\_\_.

- (a) keep on trying to save ourselves
- (b) keep on jumping
- (c) always do counting before jumping

(v) Pick out the opposite of **sad** from the passage.

**NOTE FOR THE TEACHER**

- Encourage the children to read aloud.
- Explain meanings of the difficult words.
- Help them to comprehend.



# WALKING THROUGH THE JUNGLE

## Let's Recite a Poem

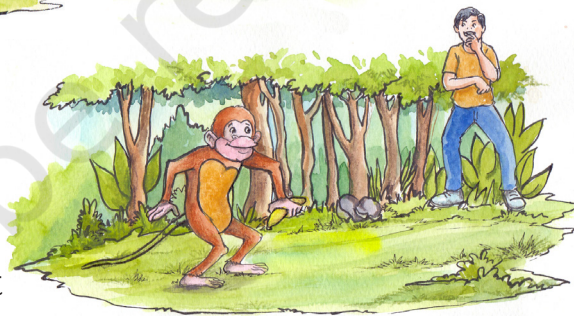


Walking through the  
jungle  
What did I see?  
A big lion roaring at me,  
me, me.



Walking through the jungle  
What did I see?  
A slippery snake hissing at  
me, me me.

Walking through the  
jungle  
What did I see?  
A baby monkey smiling at  
me, me me.



—K.A. Mattlen

### NOTE FOR THE TEACHER

- Encourage the students to recite the poem aloud with proper intonation actions and expressions.
- Help them to comprehend the meaning.





1. Match the animals with the sounds they make.



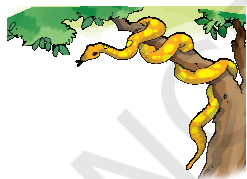
Barks



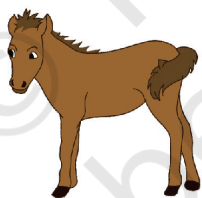
Neighs



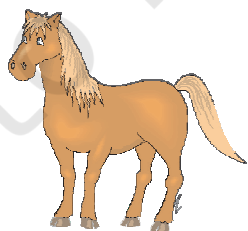
Bleats



Roars



Brays



Hisses



Croaks



2. Fill in the blanks with appropriate prepositions (eg, on, in, at, into, under).



- (i) There was a lot of water \_\_\_\_\_ the pond.  
 (ii) The brown monkey was \_\_\_\_\_ on a tree.  
 (iii) The frogs were hiding \_\_\_\_\_ the bush.  
 (iv) The monkey was staring \_\_\_\_\_ the frogs.  
 (v) Soon the frogs started jumping \_\_\_\_\_ the pond.

### Let's solve the riddle

#### 3. Who am I?

I am the King of the jungle.

I hop and keep my baby in my pocket.

I can live both on land and in water.

I am the biggest animal on land with a long trunk.

I live in a stable and run very fast.

I give milk to you and my baby calf.

My baby is called cub.

I breathe through my gills in water.



## Let's Talk

4. We keep some animals with us, such as, dog, cat, cow, buffalo, horse, donkey, rabbit, parrot, pigeon, ox, etc.
- What will you call them— pet or domestic animals? Discuss with your partner.
  - Also try to find out what is the difference between pet and domestic animals.

### NOTE FOR THE TEACHER

- Help the children to solve the riddles.
- At the end of the discussion done by the learners, teacher will explain the difference between pet and domestic animals.

## Let's Read and Write

5. Write five sentences on pet and domestic animals. You may keep these points in your mind while writing.
- Why should we keep animals?
  - How do they help us?
  - How can we care and protect them?
  - Suggest any name for your animal.

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## Vocabulary Building

6. Make compound words. One has been done for you.

Book	head
Butter	pot
Fore	man
Super	mark
Tooth	fly
Tea	case
Suit	paste

Book + mark = Bookmark



Butter + \_\_\_\_\_ = \_\_\_\_\_



Fore + \_\_\_\_\_ = \_\_\_\_\_



Super + \_\_\_\_\_ = \_\_\_\_\_



Tooth + \_\_\_\_\_ = \_\_\_\_\_



Tea + \_\_\_\_\_ = \_\_\_\_\_



Suit + \_\_\_\_\_ = \_\_\_\_\_



## CHAPTER 3

# MICE

### NOTE FOR THE TEACHER

1. Recite the poem with actions, expressions and correct intonation, focus on the rhyming words.
2. Let the students enact the sounds of different animals.

### Let's Recite a Poem

I think mice  
Are rather nice.  
Their tails are long  
Their face is small,  
They haven't any  
Chins at all.  
Their ears are pink  
Their teeth are white  
They run about  
The house at night  
They nibble things  
They shouldn't touch  
And no one seems  
To like them much  
But I think mice are nice.

## Word Building

### 1. Fill in the blanks with the correct words.

- (i) Mice have \_\_\_\_\_ tail. (long/short)
- (ii) They have \_\_\_\_\_ teeth. (black/white)
- (iii) They have \_\_\_\_\_ face. (big/small)
- (iv) They run about the house during the \_\_\_\_\_.  
(day/night)
- (v) Poet thinks that mice are \_\_\_\_\_. (good/bad)

The words which you have filled in the blanks are describing the quality of a noun (here, mice) so, they are called describing words (adjectives).

### Let's Observe

### 2. Look at the picture and write a describing word (adjective) in the given blank. One has been done for you.

**handsome, cute, beautiful, many, red, blue, big, pointed, black, long**

- (i) Beautiful girl
- (ii) \_\_\_\_\_ balloon (size)
- (iii) \_\_\_\_\_ balloons (colour)
- (iv) \_\_\_\_\_ turban
- (v) \_\_\_\_\_ shoes
- (vi) \_\_\_\_\_ skirt
- (vii) \_\_\_\_\_ man
- (viii) \_\_\_\_\_ sky





## Word Building

### NOTE FOR THE TEACHER

- Explain the describing words.
- Encourage the children to pick out appropriate describing words.

3. Pick out from the poem the words that are opposite in meaning to the following words.

(i) Short \_\_\_\_\_

(ii) Big \_\_\_\_\_

(iii) Black \_\_\_\_\_

(iv) Day \_\_\_\_\_

(v) Everyone \_\_\_\_\_

4. Rhyming words end in a similar sound. Can you find some rhyming words from the poem?

(i) Mice \_\_\_\_\_ Nice \_\_\_\_\_

(ii) \_\_\_\_\_ (in line 4 and 6)

(iii) \_\_\_\_\_ (in line 8 and 10)

(iv) \_\_\_\_\_ (in line 12 and 14)

### Let's Talk

5. Is there any difference between a rat and a mouse? Discuss with your friend. Can you name few things and objects which had been nibbled by them?

### Let's Write

6. The poet says that he likes mice. Do you like mice?

(i) Write the name of the animal which you like.

\_\_\_\_\_.



(ii) Now write down the things that you like and the things you don't like.

**I like**

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**I don't like**

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## CHAPTER 4

# THE PROUD BATTU

*Woo-Woo*

*Cle-Cle*

*Click-click*

One summer night, Battu, a bat was flying up and down, shivering and clicking because it was cold. Elle, the eagle, the king of the birds heard him,

“Why are you crying, little Battu?,” he asked.

“I am crying because I am feeling very cold”, he replied.

Elle was puzzled. “Then, why don’t the other birds click and cry?”

“But why don’t the birds cry?”

“They don’t feel cold because they all have feathers. I haven’t any such features”.

Elle, the eagle thought a moment, and then he asked all the birds to give Battu, the bat a feather each.





When Battu had dressed himself, he was a splendid creature indeed! Each feather was of a different colour, and when Battu spread his wings the effect was quite dazzling. The bat grew very proud of his features. He would no longer speak to the birds, but just kept looking at himself and praising himself.



The birds went to Elle, the king and complained that Battu was boasting of feathers which were not really his own. He felt very proud and kept dancing like a peacock. The king called Battu and asked that you won't speak to them, is this true?

And the bat replied, "They are jealous, because I am far more beautiful than they are. Why don't you look and see for yourself."

Then Battu spread his wings.

"Very well", said Elle the eagle. "Now each bird shall take back the feather he gave to the Bat. If Battu is so beautiful, he doesn't need anyone else's feathers."

All the birds pounced on the bat and each took back his own feather. Battu now came back to his original black form, just as he had been before.

He felt so ashamed that from that time and now he always flies only at night.





## Answer the following questions

1. When do bats fly?

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2. Which colours are there on bats?

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3. What sounds do bats make?

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4. When can bats see— morning/ evening/ night?

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5. Can you make a mask of a bat?

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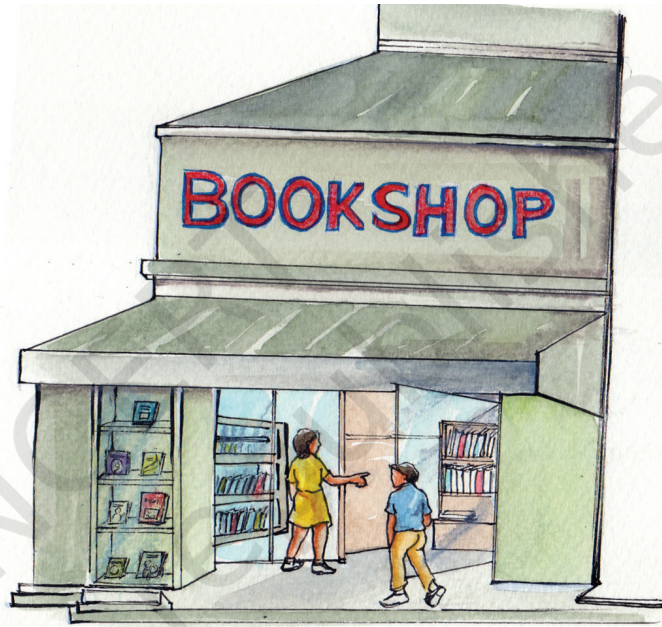


## CHAPTER 5

# GOING TO BUY A BOOK

### NOTE FOR THE TEACHER

- Discuss with the students why reading is important for us and the various types of children's literature such, as, picture books, comics, story books, etc.



One day, grandfather gave my brother  
and me some money.

“Go and buy books,” he said.

We both love to read.

Should we go now?

Should we go later?

Should we go today?

Should we go tomorrow?

We decided to go right now.



Should we go to the big market?

Should we go to the small shop?

Should we go with somebody?

Should we go alone?

We decided to go to the small shop,

Just the two of us.

We like the small bookshop.

It is small but it has many books.

The man in the shop likes us.

He always helps us.

Should I buy a book with a lot of pictures?

Should I buy a book with a lot of stories?

Should I buy a thin book?







I could not decide.

We did not know which book to buy.

The man in the shop smiled at us.

“Relax, come with me,” he said.

“These books are about animals.

Those over there are about wars.

Take what you want.”

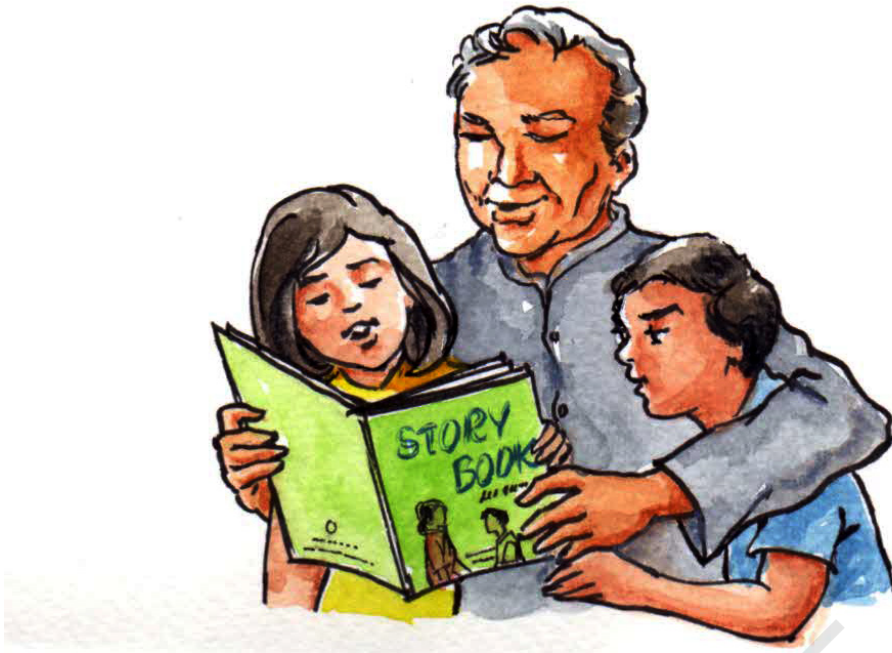
I picked some books.

My brother picked some books.

I sat on the floor.







He sat on the chair.  
And we read and we read and we read.  
It was very quiet.  
There was no sound.  
One hour passed.  
Two hours passed.  
Finally, we knew which books to buy.  
The man in the bookshop smiled at us.  
I got a fat book with many stories.  
My brother got a big book with many pictures.  
We ran home to our grandfather.  
We climbed on his bed.  
He put his arms around us and then  
We read, and read, and read.





### NOTE FOR THE TEACHER

- Encourage the students to read the text aloud with proper intonations.

### Let's Read and Write

#### 1. Fill in the blanks with — and, or , but.

- (i) Grandfather gave my brother \_\_\_\_\_ me some money.
- (ii) Grandfather told us to go \_\_\_\_\_ buy books.
- (iii) We thought should we go now \_\_\_\_\_ should we go later.
- (iv) The bookshop was small \_\_\_\_\_ it had many books.
- (v) We could not decide if we should buy a picture book \_\_\_\_\_ a story book.
- (vi) I liked the book about animals \_\_\_\_\_ my brother liked the book about machines.

#### 2. Rewrite the sentences using opposites of the underlined words

- (i) We were very happy.

\_\_\_\_\_

- (ii) We love to read books.

\_\_\_\_\_

- (iii) We went to a big market.

\_\_\_\_\_

- (iv) He is a fat boy.

\_\_\_\_\_

- (v) They wanted to buy an animal book.

\_\_\_\_\_



3. Write five lines for your morning assembly on the topic: "Books are our best friends"

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### Vocabulary Building

4. Use the picture clues to form a word.

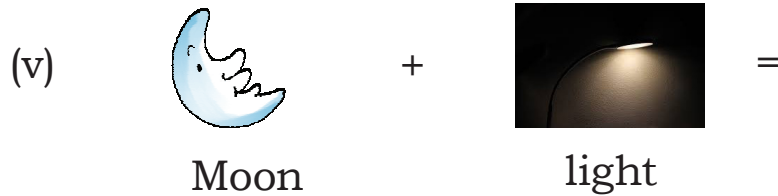
Example:  +  = Bookshelf  
Book shelf

(i)  +  =  
Milk man

(ii)  +  =  
Cup board

(iii)  +  =  
Black board





### Let's Read and Write

#### 5. Read the lesson and complete the sentences.

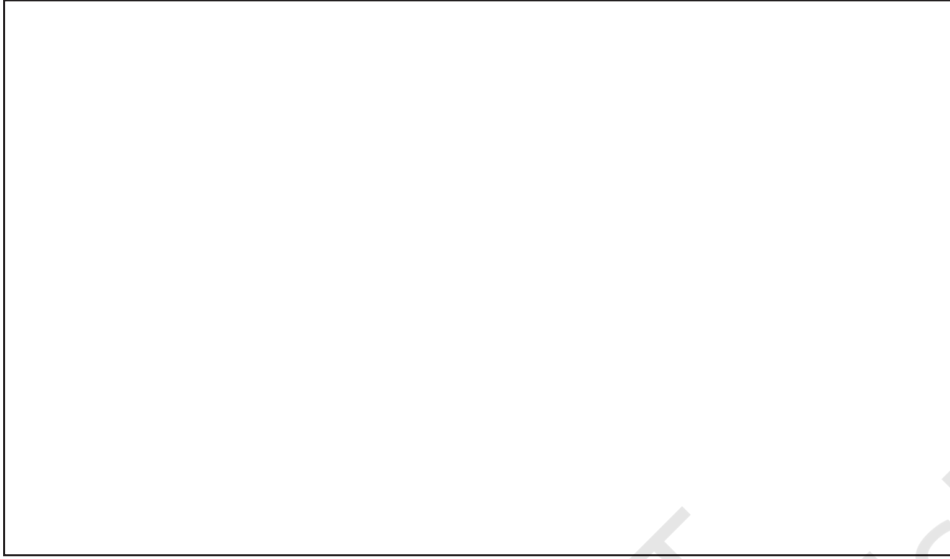
- (i) Grandfather gave children money to \_\_\_\_\_.
- (ii) They decided to go to buy books \_\_\_\_\_.
- (iii) \_\_\_\_\_ decided to buy the picture book.
- (iv) They spent \_\_\_\_\_ hours in the book shop.
- (v) The girl sat on the floor and her brother sat \_\_\_\_\_.

#### NOTE FOR THE TEACHER

- Discuss briefly about the topic.
- Encourage the students to complete the sentences.
- Encourage the students to draw and colour the pictures of the school.



**6. Draw your school and complete the following sentences.**



- (i) My name is \_\_\_\_\_.
- (ii) I am a student of \_\_\_\_\_ School.
- (iii) I study in class \_\_\_\_\_.
- (iv) My school has many \_\_\_\_\_.
- (v) There is a \_\_\_\_\_ playground in my school.
- (vi) I love to play \_\_\_\_\_.
- (vii) My favourite teacher is \_\_\_\_\_.
- (viii) \_\_\_\_\_ is my class teacher.
- (ix) The principal of my school is \_\_\_\_\_.
- (x) I love my school because \_\_\_\_\_.



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# GRADE APPROPRIATE LEVEL

## CHAPTER 1

### THE KING WHO DREAMT TO TOUCH THE MOON

Long, long ago, there lived a king in South India who spent all his time, day and night, wondering how he could reach the moon.

He thought and thought for many months, and one day he had an idea. He decided to have a tower built—a tower so tall that it would reach the sky. From its top, surely, he would be able to reach the moon.

He sent for a carpenter and ordered him to build a tower to the sky.

“A tower to the sky!”, asked the carpenter in surprise.

“Yes, the sky!”, shouted the king, “Now begin work immediately”.

What could the miserable carpenter do? He picked up his tools, called his assistants, bought wood and began taking measurements. Many months passed, and the king began to get impatient. He called the carpenter and ordered

“If you don’t built this tower for me in three days, I’ll have your head chopped off” The poor carpenter could already see his head on the block. He asked everyone he knew for advice on building a tower to the sky, but no one had a plan. No one knew how it could be done. So two days passed. On the third day the carpenter had an idea. He went to the king and said boldly

“I have examined the problem from all sides and I think I now know how to go about it. But when the tower is built,



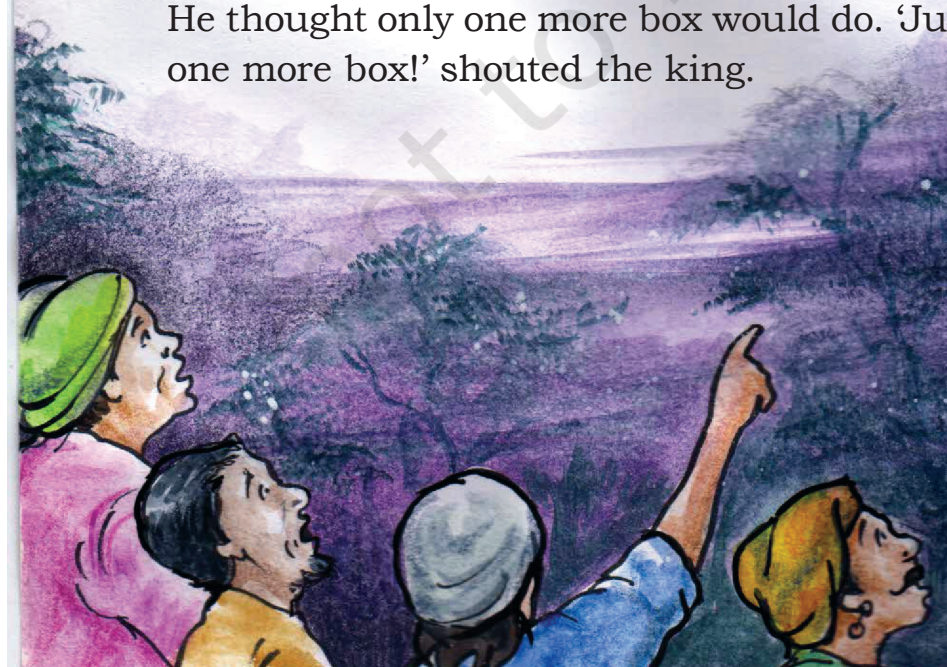
I think it would be best if I climbed it myself; for it will be a very dangerous climb.”

“Oh no, you won’t!”, said the king. “I am the King, I shall climb it.” Whoever heard of a carpenter climbing to such heights?’ Tell me your plan’.

The carpenter told the king what he had decided, and the king ordered all his subjects, under pain of severest punishments, to bring every box and chests they could lay their hands on to his town. The carpenter and his assistants then began piling the boxes and chests one on top of the other, higher and higher. In a short while there was a tall tower in front of the palace, but it did not reach the sky— and by now there were no more chests and boxes.

Then the king ordered all the trees in the kingdom to be cut down and placed into the planks, and these in turn were made into boxes. A tower was soon made. After this was done, the top to the tower was hidden in the clouds. The king decided it was time to climb it. He started climbing, and climbed and climbed till he reached the top. But he still had not reached the moon.

He thought only one more box would do. ‘Just one more box!’ shouted the king.







But alas, throughout the kingdom there was not a single box, nor was there even a chip of wood left.

The king was very angry indeed to be so close to the moon and yet not within reach of it. So he shouted down to the carpenters to pull out one of the boxes from the base on which the others were resting. The carpenters looked at one another in amazement, but what could they do? A king's order is to be obeyed. When the king shouted the order a second time, they did not hesitate and pulled out a box from the bottom of the pile.

You can just imagine what happened: the tower toppled over, and the king fell to the ground. And from that day no king has ever tried to build a tower to the moon again.

**A. Answer the following questions**

(i) What was the king's dream?

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(ii) How did he plan to reach the moon?

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(iii) What action did the carpenter take?

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(iv) Why did the tower topple down?

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## CHAPTER 2

# ABU ALI COUNTS HIS DONKEYS

### NOTE FOR THE TEACHER

- This is an Arabic fable (moral story), which will help acquaint one with a different culture.

One day Abu Ali went to the fair, and bought nine donkeys. He rode home on one of them and the rest of the donkeys followed behind. After a while Abu Ali said to himself, “ I must make sure that all my donkeys are here.” And he turned round to count them.

“One, two, three, four, five, six, seven, eight. Oh! Where’s number nine?” Abu Ali cried.

He jumped down from his donkey. He looked behind



the rocks and behind the trees. But there was no donkey to be seen.

“I’ll count them again,” Abu Ali said. “One, two, three, four, five, six, seven, eight, nine. Oh, he must have came back.”



So Abu Ali climbed back on to the donkey and trotted away.

After a while he counted his donkeys again. He counted only eight! Once more he looked behind the rocks and behind the trees. But there was no donkey to be seen.

“I will count again,” he said, and this time there were nine. Just then Abu Ali saw his friend Musa walking along the road, “Musa,” he called, “help me to count my donkeys. I keep losing one. When I stop to count I have only eight. But when I get down to look for the ninth, there he is again!”

“Well, I can see ten donkeys, Abu Ali,” laughed Musa.

“Ten? How can you see ten?” Asked Abu Ali.

“I can see the donkey you are sitting on and I see eight donkeys behind you,” said Musa.

“Of course!” cried Abu Ali. “How silly of me. But where is the tenth donkey?”

“He is sitting on top of the ninth donkey,” said Musa. “And his name is Abu Ali.”







## Let's Read and Write

1. Read the story carefully and answer the following questions.

(i) What did Abu Ali buy at the fair?  
\_\_\_\_\_

(ii) Where did Abu Ali look for the ninth donkey?  
\_\_\_\_\_

(iii) When he was counting where was the ninth donkey?  
\_\_\_\_\_

(iv) Who helped Abu Ali to find the ninth donkey?  
\_\_\_\_\_

(v) Choose the word you would use to describe Abu Ali:

(a) Intelligent

(b) Foolish

(c) Clever

(d) Kind

2. Fill in the blanks with the simple past tense (verb+ed) of the verbs given in the bracket.

(i) Ali \_\_\_\_\_ (jump) from the donkey.

(ii) Musa \_\_\_\_\_ (climb) up the hill.

(iii) Musa \_\_\_\_\_ (laugh) at Ali.

(iv) Ali \_\_\_\_\_ (count) his donkeys again and again.

(v) Ali \_\_\_\_\_ (ask) Musa to help him.



## Fun Time

3. Arrange the following letters into proper words. One has been done for you.

**for example**      ndkoey— Donkey

(a) norud— \_\_\_\_\_

(b) tuonc— \_\_\_\_\_

(c) ehom— \_\_\_\_\_

(d) ckor— \_\_\_\_\_

(e) kcab— \_\_\_\_\_

## Talk Time

4. Retell the story to your classmates. Try to use English as much as possible instead of telling the whole story in home language.

## Let's Write

5. Who do you think is clever? Musa or Ali? Give reasons.

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## CHAPTER 3

# WITH A FRIEND

**Lets' read and recite**



I can talk with a friend  
And walk with a friend  
And share my umbrella  
In the rain.

I can play with a friend  
And stay with a friend  
And learn with a friend  
And explain.

I can eat with a friend  
And compete with a friend  
And even sometimes  
Disagree.

I can ride with a friend  
And take pride in a friend  
A friend can mean

So much to me!

—Vivian G. Gouled

### **NOTE FOR THE TEACHERS**

- Recite the poem in a rhythmic manner. Focus on the theme of sharing and caring (recite and share a poem)

## Let's Read and Write

1. Read the poem carefully and answer the following questions based on it.

(i) What do the friends share when it rains?

\_\_\_\_\_

(ii) Do the friends always agree with each other?

\_\_\_\_\_

(iii) Who does the poet take pride in?

\_\_\_\_\_

(iv) List the rhyming words used in the poem, e.g., ride-  
pride

\_\_\_\_\_

2. Fill in the blanks with can/cannot.

(i) I \_\_\_\_\_ read.

(ii) I \_\_\_\_\_ swim.

(iii) I \_\_\_\_\_ ride a bicycle.

(iv) I \_\_\_\_\_ play the tabla.

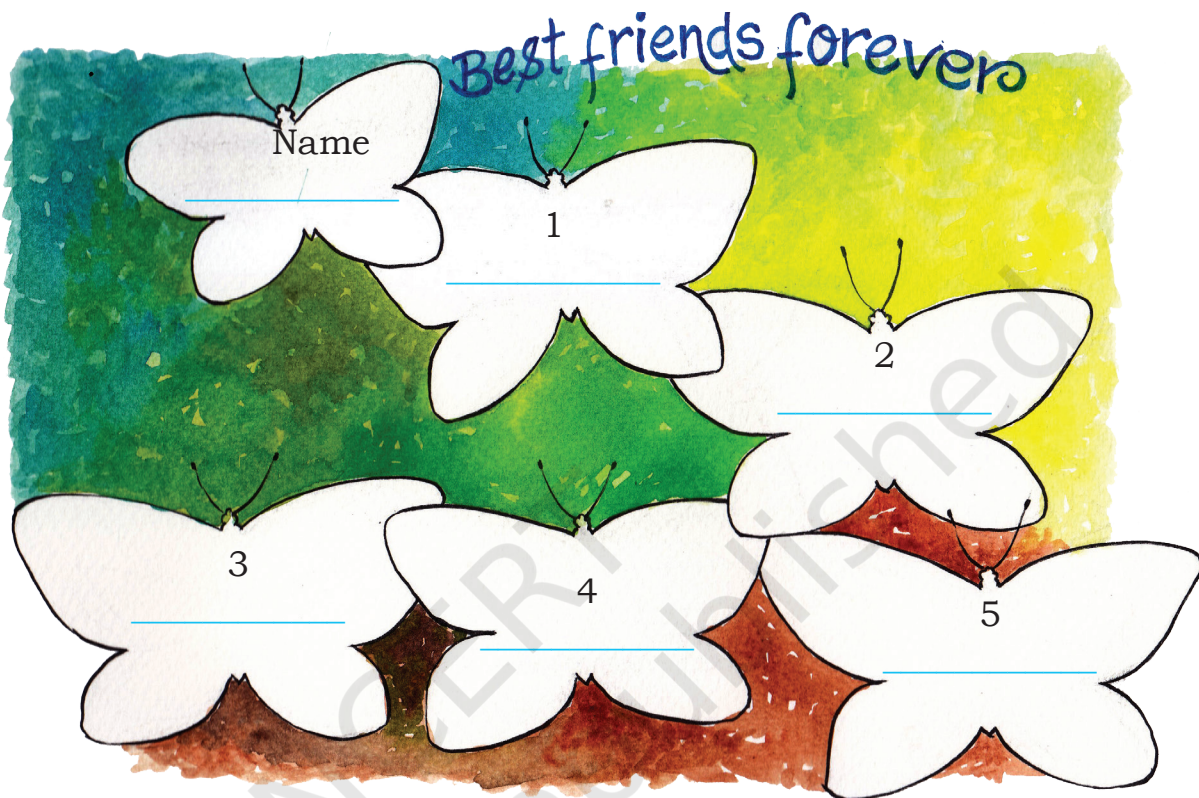
(v) I \_\_\_\_\_ sing a song.





## Let's Write

3. Name your best friend. Write five things (words) you like most about them.



Using the words write a short paragraph about your friend.

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## Let's Talk

4. Share an interesting incident that you experienced with your friend.

### NOTE FOR THE TEACHER

- Discuss about any historical monument in your city and how you can plan a visit, let the students write about their experiences.





## Let's Write

### 5. Write 10 sentences about your visit

(i) Name of the place.

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(ii) Who visited the place.

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(iii) How you travelled there.

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(iv) Description of the place.

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(v) Activities that you were engaged in.

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(vi) Why did you enjoy being there?

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(vii) What did you love to eat?

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## CHAPTER 4

### NOTE FOR THE TEACHERS

Discuss the various achievements made by Indian women, such as, Bachendri Pal, P.V. Sindhu, Sakshi Malik, etc. Explain that girls can achieve great success with the determination.

### KALPANA CHAWLA (1961–2003)

Kalpana Chawla was born in the Karnal district of Haryana. Since her childhood, she was very fond of flying, climbing mountains and reading. What she enjoyed most was flying. She received her school education in Karnal. She completed her college education from Punjab in 1982, after which, she went to the USA for higher studies.

Even as a little girl, Kalpana dreamt of flying. Though she lived in a small town, she rarely missed an opportunity to see the small Pushpak Aeroplanes as they flew over the town. She was always curious about where the planes were going. She joined the flying club in Karnal.

In 1994 Kalpana was selected as an astronaut. She was the first Indian woman to go to space. Kalpana was selected for the space mission for the second time because of her hardwork. Forty-one year old Kalpana Chawla's life is the success story of a small town middle-class girl, and it will continue to inspire all of us who wish to reach for the stars.



## Let's Read and Write

### 1. Re-arrange the given words to form meaningful sentences using appropriate punctuations

(i) a dream/had/Kalpana/of flying

\_\_\_\_\_

(ii) early education/Kalpana chawla/from Karnal/  
received her

\_\_\_\_\_

(iii) in Karnal/the flying club/she joined

\_\_\_\_\_

(iv) First/Kalpana/Indian woman/was the/ to space/to  
go

\_\_\_\_\_

### 2. Read the text again and complete the sentences

(i) As a child Kalpana enjoyed \_\_\_\_\_.

(ii) She went to \_\_\_\_\_ for higher studies.

(iii) In 1994 Kalpana was selected \_\_\_\_\_

(iv) Kalpana Chawla belonged to \_\_\_\_\_ of Haryana.

(v) Kalpana Chawla died in the year \_\_\_\_\_ at  
the age of \_\_\_\_\_

### 3. Create your own biography using the clues given below

Your name \_\_\_\_\_

Date of birth \_\_\_\_\_

Place of birth \_\_\_\_\_

Your favourite games \_\_\_\_\_

Food you like the most \_\_\_\_\_





Anything special \_\_\_\_\_

Achievements \_\_\_\_\_

### Let's Talk

4. Discuss with your classmates what you would like to become when you grow up.
5. Did you know that the person who goes to space is called an Astronaut?
6. Match the names of people who do the following work

(i) One who builds roads and bridges.

\_\_\_\_\_

(ii) One who flies an aeroplane.

\_\_\_\_\_

(iii) One who fights cases in courts.

\_\_\_\_\_

**Pilot**

**Lawyer**

**Engineer**

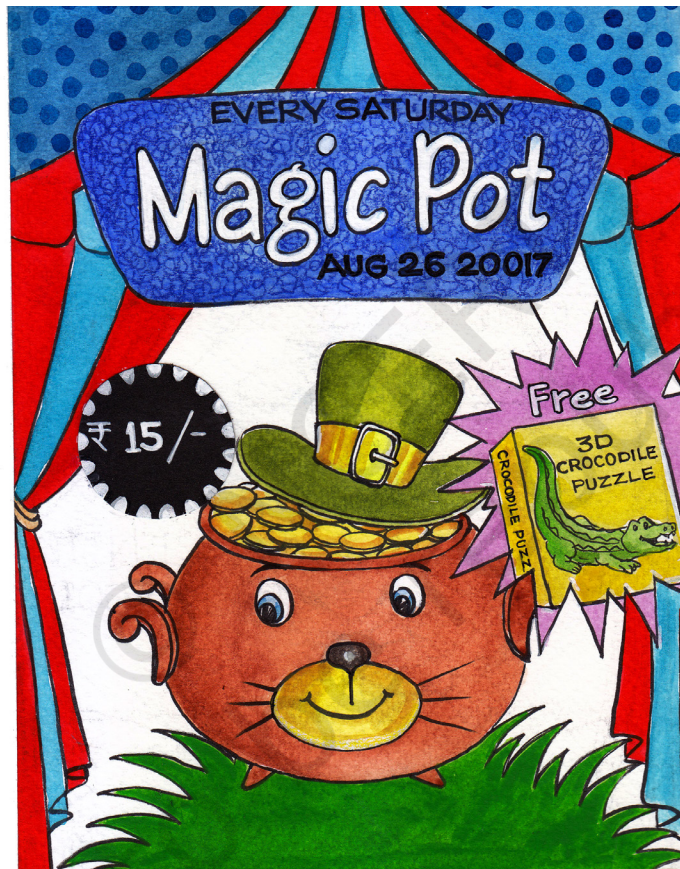


## Let's Observe

### NOTE FOR THE TEACHERS

- Show a few more examples of magazines and book covers that help them to observe the various details given on them. Example: Children's World, Alice in Wonderland, Jungle Book, Firkee.

7. Look at the picture carefully and answer the questions



- (i) Magic pot comes out on every \_\_\_\_\_.
- (a) Tuesday
  - (b) Wednesday
  - (c) Saturday





- (ii) The cost of each copy of Magic Pot is \_\_\_\_\_.
- (a) ₹ 5
  - (b) ₹ 25
  - (c) ₹ 15
- (iii) The image in the picture wearing the hat is of \_\_\_\_\_.
- (a) cat
  - (b) rat
  - (c) dog
- (iv) With this issue of Magic Pot \_\_\_\_\_ is free.
- (a) crocodile puzzle
  - (b) tiger puzzle
  - (c) cow puzzle

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## CHAPTER 5

# A STRANGE PUNISHMENT

### Pre-reading

- Have you ever heard of Akbar Birbal stories?
- What was Birbal famous for?
- Let's read a story about Birbal's wit and humour.

Akbar was a wise ruler and emperor of India. He had a keen sense of humour. He was fond of setting riddles and puzzles for the minister to solve. One day he asked his minister an unusual question. "Tell me", he said "what punishment should I give to someone who pulls my moustache?"





The ministers were puzzled and disturbed by the strange question. “Who would ever dare to pull the great king’s moustache?” They wondered. It was difficult for them to answer the emperor’s question. They were confused. But Akbar repeated the question. They were still confused. He then repeated the question in a louder voice.

The ministers now realised that the emperor would be angry if they remained silent. So they decided to suggest some punishments. “His head should be hanged till he dies,” said the first minister.

“His head should be cut off”, said another

“He should be crushed under the feet of an elephant,” said the third minister.

One after the other, all the ministers gave the answers, except Birbal. But the emperor was not happy with the answers.

At last, Akbar turned to Birbal, his most intelligent and witty minister, and said, “Well, Birbal, you have not said anything. Don’t you have any punishment to suggest?”

Birbal replied, “My Lord, give him a packet of sweets to eat.” Birbal’s answer shocked the ministers. The emperor smiled and said, “Tell me Birbal, why do you suggest such a sweet punishment?”

Birbal said, “My lord who would dare to pull your moustache? Who but your charming little prince? When he sits on your lap, doesn’t he play with such innocent actions? He does it because he loves you. Why then should you not punish him with sweets?”

The emperor burst into laughter, and all the ministers realised that Birbal was right once again.



## Let's Read and Write

### 1. Read the story silently and write who said to whom

(i) "What punishment should I give to someone who pulls my moustache?"

\_\_\_\_\_ said to \_\_\_\_\_

(ii) "His head should be hanged till he dies".

\_\_\_\_\_

(iii) "He should be crushed under the feet of an elephant".

\_\_\_\_\_

(iv) "Give him a packet of sweets to eat".

\_\_\_\_\_

(v) "Would you punish a child for such innocent action?"

\_\_\_\_\_

### 2. Match the words with their meaning.

Words	Meanings
Unusual	Give an idea
Puzzled	Wise and funny
Witty	Uncommon
Suggest	Confused





**3. Rewrite the sentences using correct punctuation (capital letters, full stops, question marks).**

(i) akbar was a great mughal emperor of India

---

(ii) Is birbal joking

---

(iii) Have you no punishment to suggest

---

(iv) Emperor Akbar laughed loudly

---

(v) They were confused

---

### **Let's Speak**

**4. Retell this story in your own words in the class.**

### **Let's Write**

**5. Write down a joke.**

---

---

---

---

Now, share this joke with your friends and family members.





## Let's Write

6. Write an application to the Principal of your school for granting you the leave for two days.



The Principal

Date : \_\_\_\_\_

\_\_\_\_\_ (Name of your school)

\_\_\_\_\_ (Place of your school)

\_\_\_\_\_ (State)

Sir/Madam,

With due respect, I want to say that I am \_\_\_\_\_  
\_\_\_\_\_ (reason). I will not be able to attend school  
for two days.

Therefore, I request you to grant me leave for \_\_\_\_\_  
days from \_\_\_\_\_ to \_\_\_\_\_ January, 2020.

Thanking you!

Yours Obediently,

Name : \_\_\_\_\_

Class : \_\_\_\_\_

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## CHAPTER 6

# HE IS MY BROTHER

Once upon a time there was a small hill. A path went up the hill. It went through thick and lovely woods of pine and fir trees. People often walked on it to the holy place.

One day when the sun shone high in the sky, many people were seen climbing up the hill. They were climbing slowly and carefully.

A girl also climbed the hill with them. Her name was Meena. Meena was twelve years old. She carried a small boy on her back. He was four years old. His hair was curly. His eyes were black, and his face was as fresh as the morning dew.



As the sunshine danced through the trees, Meena climbed the hill slowly and steadily. Meena was happy. The boy was also happy.

A man in the group looked at Meena. He felt sorry for her. He asked her, “My child, why are you carrying a boy on your back? Don’t you feel his load?” Meena looked at him in wonder. She could not understand him. (Her brother was unable to walk). Meena asked, “Load? Of course not! He is my brother!”

—Based on a story by Sanat Kumar Bhatt

### New words

understand, climbed, holy, slowly, sorry, load

## Reading is Fun

1. Where were the people going?
2. What did the man say to Meena?
3. Why do you think Meena was carrying her brother?



## Talk Time

### 1. Choose the correct answer.

- (i) What went up the hill?  
(a) a path (b) a street (c) a road (d) a rail line
- (ii) What is the name of the girl in the story?  
(a) Seema (b) Beena (c) Meena (d) Nina
- (iii) How old was Meena?  
(a) Ten (b) Twelve (c) Nine (d) Eight
- (iv) How old was Meena's brother?  
(a) Five (b) Four (c) Six (d) Seven

## Let's Write

### 2. Fill in the blanks using the correct given words.

rat sip box rug cot den pit

- (i) The boy fell in the \_\_\_\_\_
- (ii) I \_\_\_\_\_ hot milk.
- (iii) The kid is in the \_\_\_\_\_
- (iv) My toy is in the \_\_\_\_\_
- (v) The lion is in the \_\_\_\_\_
- (vi) The cat runs after the \_\_\_\_\_
- (vii) I sit on the \_\_\_\_\_





**3. Fill in the blanks with the opposite of the underlined word given in the sentence.**

- (i) The rat ran in when the cat ran \_\_\_\_\_.
- (ii) The lion is big but the ant is \_\_\_\_\_.
- (iii) The giraffe has a long neck but owls' are \_\_\_\_\_.
- (iv) The sun appears in the day and the moon at \_\_\_\_\_.
- (v) The tea is hot but the water is \_\_\_\_\_.
- (vi) Trees are tall but the bushes are \_\_\_\_\_.
- (vii) Ram was sad but Radha was \_\_\_\_\_.

**Team Time**

- (i) What are the difficulties that a child who can't see will face?
- (ii) Would you help a child who can't walk to school?
- (iii) How can you help such a child and make the child feel one of you?

**Activity— A Game**

Blindfold a child with a cloth. Then they must try to catch the other children. Whoever is caught has to be blindfolded next.



## Let's know these signs

Sign Language is a visual language, consisting of signs, gestures, finger spelling and facial expressions.

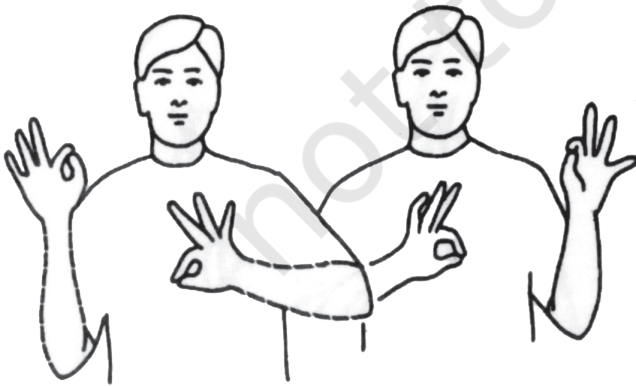
Children who cannot hear may use sign language for communication. Sign language uses the hands to send information and the eyes to receive them. It is a visual manual language system with its own sentence structure and word order. Sign language is a part of total communication method used with people who are hard of hearing. In addition to sign language, the total communication method involves other modes of communication like lip reading, voice amplification, writing, gesture, and visual imagery (pictures). Although using sign language is important for communication, it can also be a learning experience for everyone.

Here are some words that you can learn in sign language. Show and say as seen in the pictures below.



### **Sing**

Right 'open' hand, facing in touches the mouth and moves to the right like waving.



### **Dance**

Both 'zero' hands, facing out move from shoulder to front of chest alternately, twice.







### Read

Both 'open' hands, palms facing at the chest level, move from side to side in a symmetric way.



### Write

Act out as if writing on to the palm of the left hand.



### Loose

Right 'thumbs-up' hand, move from right shoulder to front of the chest to end with thumb pointing down.



### Win

Right 'thumbs-up' hand, move up to the right shoulder from front of chest.



### Sunset

Right 'bent five' hand, facing left, moves from the above the head to the head to the waist level on the left side, and rests facing down.



### Sunrise

Right 'bent five' hand, facing left, moves from the waist level on the right side, up above the head.





# ASSESSMENT

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1. Look at the picture carefully. Choose the correct answers.



- (i) Grandfather is \_\_\_\_\_ the newspaper.  
(read/reading)
- (ii) The girl is \_\_\_\_\_ sweets. (offer/offering)
- (iii) The father is \_\_\_\_\_ vegetables. (bring/bringing)
- (iv) The mother is \_\_\_\_\_ the clothes. (drying/dry)
- (v) Grandmother is \_\_\_\_\_ (smiles/smiling).

## 2. Read the text and choose the correct options.

The children were unhappy. The park they played in was very dirty. They decided to clean it. One Sunday morning, they got together in the park. They picked empty plastic bottles, packets, paper, and dried leaves and put them in the dustbins. By afternoon, they made the park look neat and clean. They were happy. They now had a nice place to play games.

- (i) Why were the children unhappy?
- (a) They had no place to play.
  - (b) The park they played in was dirty.
  - (c) They were not allowed to play.
  - (d) They had a lot of work to do.
- (ii) Who decided to clean the park?
- (a) Father
  - (b) Cleaner
  - (c) Mother
  - (d) The children
- (iii) What waste did the children collect?
- (a) Shoes, slippers
  - (b) Glasses, plates
  - (c) Bottles, packets
  - (d) Clothes, rags
- (iv) When they finished cleaning, it was \_\_\_\_\_ time.
- (a) breakfast
  - (b) lunch
  - (c) tea
  - (d) dinner
- (v) The opposite of happy is \_\_\_\_\_ (find from the passage).





**3. Read the conversation between Raj and his mother and answer the questions that follow.**

**Raj:** I don't want to read the story book mother.

**Mother:** You must read Raj. It will help you in school.

**Raj:** How will stories help me in school?

**Mother:** It will help you learn new words. You can use them while writing.

**Raj:** You are right mother. I will read books every day.

- (i) Raj does not want to \_\_\_\_\_.
- (a) eat the food
  - (b) drink milk
  - (c) play games
  - (d) read the story book
- (ii) Reading story books will help Raj to learn \_\_\_\_\_.
- (a) songs
  - (b) new words
  - (c) poems
  - (d) alphabets
- (iii) Raj can use the new words for \_\_\_\_\_.
- (a) writing
  - (b) painting
  - (c) singing
  - (d) playing
- (iv) Raj listens to his mother. He is a \_\_\_\_\_.
- (a) naughty boy
  - (b) lazy boy
  - (c) good boy
  - (d) healthy boy





- (v) The mother \_\_\_\_\_ Raj about reading.
- (a) scolded  
 (b) advised  
 (c) shouted  
 (d) praised

**4. Write 3–4 sentences on ‘Importance of Healthy Food and Exercise’ using the given words.**

<b>Energy</b>	<b>Body</b>	<b>Fit</b>	<b>Active</b>
<b>Balanced Diet</b>	<b>Fresh</b>	<b>Happy</b>	<b>Grow</b>
<b>Strong</b>	<b>Clean</b>	<b>Exercise</b>	<b>Sick</b>

**Example:** Exercise makes our body healthy.

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_

**5. Read the newspaper report and answer the questions**

**Daily Newspaper**

**New Delhi, Aug 29.** It was a celebration of women power in sports. The Olympic stars PV Sindhu, Sakshi Malik and Dipa Karmakar were today awarded with the Rajiv Gandhi Khel Ratna along with the Shooter Jitu Rai. It is India’s highest honour in sports. President Pranab Mukherjee, on National Sports Day, presented these awards. This awards ceremony was organised at the Rashtrapati Bhawan. They are the players at the Rio Olympics 2016. Our country is proud to have such players.

- (i) The Rajiv Gandhi Khel Ratna award was given on:
- (a) Olympic Sports Day      (b) World Sports Day  
 (c) International Sports Day    (d) National Sports Day





(ii) The Rajiv Gandhi Khel Ratna award was given by the \_\_\_\_\_.

- (a) Principal (b) Prime Minister  
(c) President (d) Sports Minister

(iii) The Rajiv Gandhi Khel Ratna in 2016 was awarded to \_\_\_\_\_.

- (a) Three men and one woman (b) Three women and one man  
(c) All men (d) All women

(iv) The National Sports Day in India is celebrated on \_\_\_\_\_.

- (a) 26th January (b) 15th August  
(c) 29th August (d) 2nd October

(v) Find another word that means the same as 'Prize'.  
\_\_\_\_\_.

6. Write 4–5 sentences on what you see in the picture given below. You may use the words given in the box.

**park children people walking swings  
trees flowers sitting benches  
fountain exercise playing**



There are many people in the park.

---

---

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---



**7. Read the notice given below and choose the correct answers.**

### Missing

A white puppy is missing from NPL Colony, Rewa since 3 August, 2016. The name of the puppy is Tommy. It has a blue collar with the name written on it. The person who finds it may contact—

Mahesh Kumar

Mobile No : 91320403\_\_

- (i) Where is the puppy missing from?
- (a) Nagpur
  - (b) Patna
  - (c) Rewa
  - (d) Mysuru
- (ii) The puppy is wearing a \_\_\_\_\_ collar.
- (a) blue
  - (b) black
  - (c) red
  - (d) green





(iii) The owner of the puppy is \_\_\_\_\_

- (a) Rakesh Kumar
- (b) Rajiv Shah
- (c) Deepak Sahu
- (d) Mahesh Kumar

(iv) The puppy will listen if we call the name \_\_\_\_\_

- (a) Rocky
- (b) Tommy
- (c) Sunny

**8. Complete the leave application using words from the box.**

obediently grant principal leave work not  
come say sincerely sir madam

To

\_\_\_\_\_  
Government Primary School  
Ramgarh  
Respected \_\_\_\_\_,

I want to \_\_\_\_\_ that I have an urgent \_\_\_\_\_ at home, I will \_\_\_\_\_ to school. Kindly \_\_\_\_\_ me \_\_\_\_\_ for today.

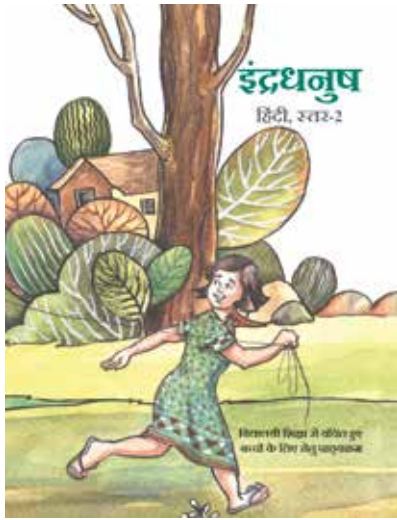
Thanking you,

Yours \_\_\_\_\_,

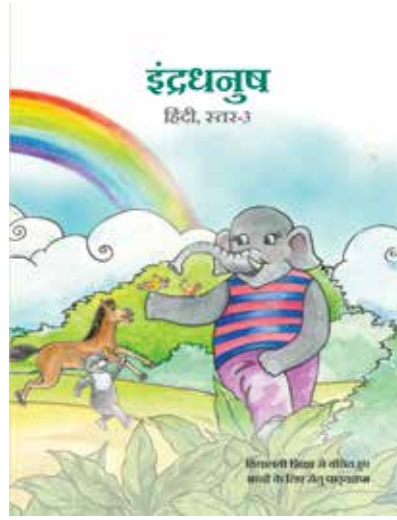
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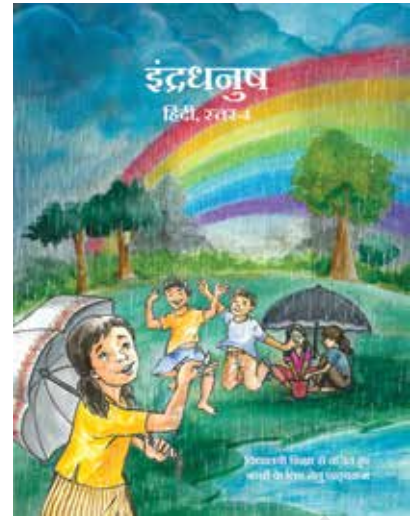




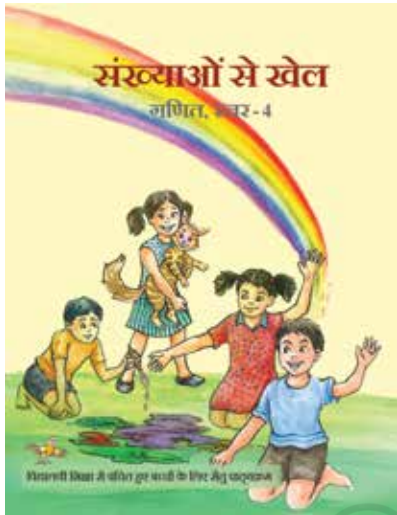
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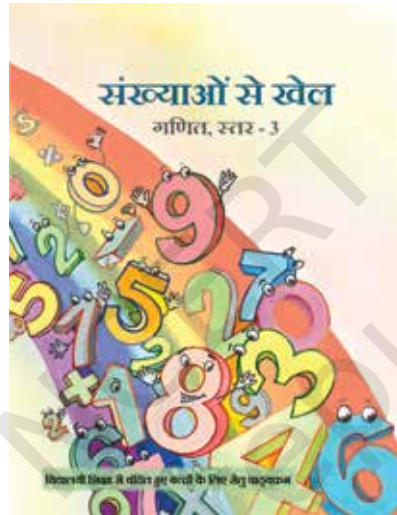
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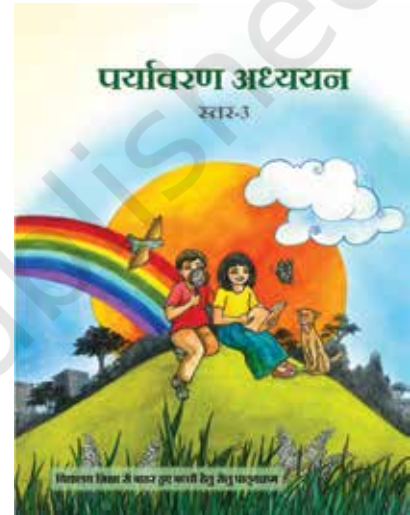
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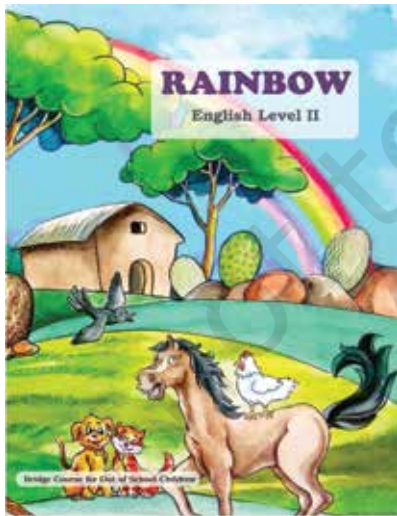
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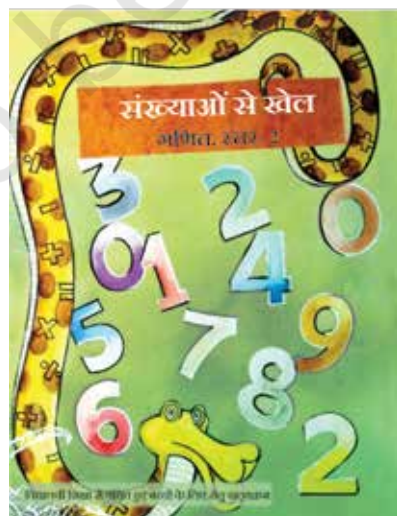
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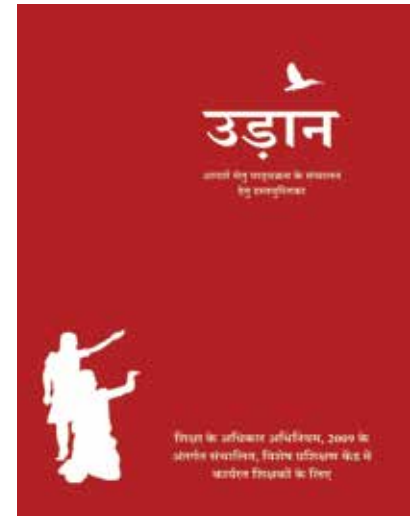
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23089

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
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