

Let's Learn English

Class - III



For Free Distribution in All Government Schools



State Institute of Educational Research and Training (SIERT)
Udaipur, Rajasthan



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Preface

In the multilingual milieu of India English has occupied the place of lingua franca between the different states of the country. So the knowledge and acquisition of competence in English is the need of the post independent India. The use of the English language in almost all the spheres of life, namely, computers, internet and several other fields has increased this need to a great extent.

The series of the text books titled 'Let's Learn English' is based on the syllabi of English approved by the state government in the light of NCF, 2005.

This text book has been designed to make the students competent in all the areas of learning in the English language. This book helps to develop the four language skills (i.e. listening, speaking, reading and writing) in the learners with the help of 'Textual Activities' designed in it for this purpose. It widens the students' knowledge through a variety of themes interwoven in the lessons in the text book. The themes range from self, family, neighbourhood, society, heroes, patriots to current state and national issues. The book also aims at making the students aware of the diverse genres of the English language by the manner of presentation of its text forms viz. description, story, dialogue, biography, process writing and one-act play which make learning a joyful and exciting experience. It evaluates the learning outcomes of the students with different activities/exercises through pair work and group work.

This text book contains two types of texts — prose and poetry. Both the texts broaden the head and heart of the students. Poetry texts provide them joy.

The themes cover the issues from local to global. They represent cultural ethos with universal values which inculcate the basic human values of love, sacrifice, kindness, cooperation, honesty, gratefulness, patriotism, hard work, tolerance and concern for others, etc. They reflect the rich and colourful culture of Rajasthan. The great personalities of our country and state have been given due place in the text book. There is a message of environment protection and conservation of water. Glossary at the end of the text helps the students overcome their lexical difficulties. This increases their vocabulary also. In this book five activities have been given for the ample practice of language by the students.

Activity-I : It helps to develop and test the students' comprehension of the content and language of the lesson. It includes various types of questions – viz., true, false; yes, no; multiple choice and 'wh' questions, etc.

Activity-II : It helps to test, practise and increase the students' vocabulary through different activities.

Activity-III : This explains the topics of grammar occurring in the text through examples. The rules of grammatical items are deducted after examples. Different types of exercises for practice and test are given in this activity.

Activity-IV : This caters to develop the students' skills of listening and speaking through pronunciation practice of words and answering the questions, etc.

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Activity-V : This has been designed to inculcate the writing skill in the students through paragraph writing, letter writing, story writing with the help of given hints, answering the questions and arranging the sentences of a paragraph, etc.

The poems given in the text book are meant to provide pleasure to the students and so they are to be recited with that very objective in mind. The learner with the teacher's guidance should be able to draw the main ideas of the poem. For conducting different language activities varied unstandardised instructions, have been given at the beginning of them with a view to exposing the learners to target language in different ways and thereby enhance their linguistic competence in English.

It is hoped that this book with stimulating and elevating lessons backed up with adequate language activities will help learners learn English with pleasure by their being the centre of teaching-learning process. Suggestions for improvement of text book, if any, will be most welcomed.

SIERT wholeheartedly appreciates all the members of UNICEF and is thankful to Mr. Samuel M., Chief, UNICEF, Jaipur, Dr. Sulagna Roy, Education Specialist for their timely financial support.

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We express our heartiest thanks to all the writers, poets, publishers, Rashtradeepika, Children's Digest, websites and other resources that have directly or indirectly helped us in shaping this text book.

Director
State Institute of Educational
Research and Training, Udaipur



Textbook Development Team

- Patron : Vinita Bohra, Director, SIERT, Udaipur
- Chief Coordinator : Narayan Lal Prajapat, Deputy Director, SIERT, Udaipur
- Coordinator : Hemlata Menaria, Principal, SIERT, Udaipur
: Sushma Ahari, Lecturer, SIERT, Udaipur
- Core Member : Prof. (Dr.) Suresh Kumar Agrawal, MGS University, Bikaner
- Convener : Damodar Lal Kabra, Retd. Principal, Chittorgarh
- Authors / Editors : Gajendra Kumar Sharma, Lecturer, GSSS Hindon City
: Poonam Sharma, Teacher, Govt. SS School, Kuchaman
: Madhav Lal Jat, Retd. Principal, Chittorgarh
: Subhash Chandra Mangal, Principal, G.H.S. School, Shergarh-Masuda (Ajmer)
: Saroj Kanwar, Principal, GGSSS Amarsar, Jaipur
: Purushottam Gupta, Principal, GSSS Khazalpura, Jaipur
: Rajeev Mishra, Principal, GSSS Dara Stn. Kota
: Rahul Sharma, CRP, DCE, DIET, Kota
: Ashutosh Tuli, Lecturer, SIERT, Udaipur
: Devendra Bhardwaj, Lecturer, GSSS, Durgapura, Jaipur
: Aruna Sharma, Sr. Teacher, KGBV, Dabich, Jaipur
: Manoj Dadhich, Sr. Teacher, G.S. School, Kaliwas (Girwa), Udaipur
: Tarun Mittal, Sr. Teacher, GSS Thunsra, Baran
: Ramakant Sharma, Teacher, G.H.S. School, Begus, Jaipur
: Dr. Dhiraj Joshi, Teacher, Govt. UPS Sundargram, Banswara
- Layout & Design : Dr. Jagdish Kumawat, Lecturer, SIERT
- Illustrator : Achal Arvind, Kota
- Technical Support : Hemant Ameta, Lecturer, SIERT, Udaipur
: Abhinav Pandya, SIERT, Udaipur
- Graphic Designing : Schematics Mining Pvt. Ltd., Dehradun, Uttarakhand

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शिक्षकों के लिए

साथियों, कक्षा III की अंग्रेजी की पाठ्यपुस्तक 'Let's Learn English' आपके हाथ में है। इस पुस्तक का लेखन इसी उद्देश्य के साथ किया गया है कि विद्यार्थियों में अंग्रेजी भाषा के ज्ञान के साथ-साथ अंग्रेजी भाषा के चारों मूलभूत कौशलों—(Listening) सुनना, बोलना (Speaking) पढ़ना (Reading) व लिखना (Writing) का विकास हो सके, जिससे वे इस भाषा में कुशलता के साथ-साथ संप्रेषण कौशल में दक्ष हो सकें।

अंग्रेजी भाषा में शिक्षण में आपकी भूमिका महत्वपूर्ण होती है। आपके शिक्षण की प्रभाविता आपकी पूर्व तैयारी एवं आपके कक्षा-कक्ष की स्वस्थ अध्यापन-अधिगम संस्थितियों पर निर्भर है। पाठ्यपुस्तक में समाहित समस्त गतिविधियाँ विद्यार्थियों की समान सहभागिता सुनिश्चित करते हुए सम्पादित की जानी अपेक्षित है। प्रत्येक गतिविधि भाषा के विशिष्ट पक्ष पर आधारित है। अतः समस्त गतिविधियाँ करवाकर आप विद्यार्थियों में वांछित भाषाई एवं संप्रेषण कौशल विकसित कर सकते हैं।

प्रत्येक पाठ प्रारंभ होने से पूर्व वाचन हेतु प्रश्न, कथन या चित्र दिये गए हैं। ये विद्यार्थियों के अनुभव व वातावरण को आपके द्वारा पढ़ाए जाने वाले पाठ से जोड़ते हैं। इस समय उत्तरों को अंग्रेजी में प्राप्त करने पर जोर देने की आवश्यकता नहीं है। विद्यार्थियों से उनकी स्थानीय बोली या हिंदी में भी उत्तर स्वीकार किये जा सकते हैं। बाद में धीरे-धीरे उन्हें अंग्रेजी में उत्तर देने के लिए प्रेरित किया जा सकता है। तत्पश्चात् आप पाठ के गद्यांशों या पद्यांशों को पढ़ें एवं विद्यार्थियों से उन्हें उचित उच्चारण, आरोह-अवरोह (intonation), बलाघात (stress), लय (rhythm), ताल (beat) इत्यादि के साथ कक्षा में व्यक्तिशः व समूह में वाचन करवाएँ।

अधिकांशतः पाठ के अन्त में 5 गतिविधियाँ दी गई हैं। इन गतिविधियों को विद्यार्थियों द्वारा समूह में या छोटे समूह में (जोड़े में) किया जाना अपेक्षित है। आपको कक्षा में विद्यार्थियों को बोलने, पढ़ने व लिखने के अधिकतम अवसर प्रदान करने होंगे, क्योंकि भाषा अधिगम में विद्यार्थियों की जितनी अधिक सहभागिता होगी उतना ही अधिक वे भाषा को समझकर उसमें दक्षता प्राप्त कर सकेंगे। पाठों का हिंदी में कम से कम अनुवाद करके पढ़ाएँ।

पहली गतिविधि पाठ की विषयवस्तु की बोधगम्यता से संबंधित है। इस हेतु विभिन्न प्रकार के प्रश्न दिए गए हैं। विद्यार्थियों द्वारा मौन वाचन के पश्चात् इन प्रश्नों का उत्तर दिया जाना अपेक्षित है। विद्यार्थियों को उत्तर ढूँढ़ने व उत्तर देने में वांछित Structure (व्याकरण के शब्द एवं वाक्य) और Lexical items (शब्द) उपलब्ध करवाएँ। उत्तर देने हेतु उन्हें बार-बार पढ़ने हेतु अवसर प्रदान करें।

दूसरी गतिविधि भाषाई शब्दों के ज्ञान व समझ से संबंधित है। इस हेतु बनाए गए विविध प्रश्नों का प्राथमिक उद्देश्य विद्यार्थियों को शब्द रचना, अर्थ एवं प्रयोग से अवगत करवाना है। इस गतिविधि का दूसरा उद्देश्य विद्यार्थियों के active, passive एवं adhoc

vocabulary के शब्द भण्डार में वृद्धि करना है। आप इस गतिविधि को पूर्ण करने हेतु उनकी सहभागिता सुनिश्चित करें। इस प्रकार विद्यार्थी सीधा हल प्राप्त न कर स्वयं प्रयास करेंगे।

तृतीय गतिविधि पाठ में समाहित व्याकरण के अभ्यास पर आधारित है। आपको व्याकरण के बिन्दुओं की परिभाषा नहीं देनी है। उदाहरणों के माध्यम से व्याकरण के बिन्दुओं को समझाना है जैसा कि उदाहरण में दिया गया है। तत्पश्चात् दिए गए विभिन्न प्रश्नों की सहायता से विद्यार्थियों से अभ्यास करवाना है क्योंकि भाषा को अभ्यास से सीखा जाता है न कि नियमों को सीखाने से। विभिन्न प्रश्नों को Pairs व Group में करवाएँ।

चतुर्थ गतिविधि में विद्यार्थियों के सुनने हेतु दिए गए शब्द, वाक्य, Poem गद्यांश आदि सुनाए व पुनः उनसे बुलवाएँ। साथ ही, छोटे छोटे प्रश्न भी पूछे जाएँ एवं उत्तर प्राप्त करने हेतु विद्यार्थियों को प्रेरित किया जाए।

पाँचवीं गतिविधि में विद्यार्थियों को लिखने का अभ्यास देना है। बालकों से वाक्य लिखवाएँ (प्रश्नों के उत्तर के रूप में, शब्दों को वाक्यों में प्रयोग करके, आदि)। दिए गए बिन्दुओं या प्रश्न की सहायता से कक्षा को Groups में बाँटकर पेरोग्राफ लिखवाएँ। मॉडल Paragraph देकर समानांतर पेरोग्राफ या Paragraph के वाक्यों के क्रम तोड़कर उन्हें क्रमानुसार करके पुनः लिखवाया जा सकता है। चित्रों की सहायता से या Outline की सहायता से कहानी लिखवायी जा सकती है। इस तरह से पत्र लेखन, कहानी लेखन, इत्यादि भी करवाया जा सकता है। इन गतिविधियों से बालकों में उनके शब्द भण्डार एवं व्याकरण के ज्ञान को सुदृढ़ करते हुए लिखित अभिव्यक्ति के कौशल को विकसित करने में निपुणता प्राप्त होगी।

विद्यार्थियों को पाठ से संबंधित चित्र या अन्य सामग्री संग्रहित करने का भी प्रयास भाषायी ज्ञान के विकास में अत्यंत लाभकारी हो सकता है। इससे विद्यार्थियों की पाठ एवं विषय के प्रति अभिरुचि और अभिवृत्ति का विकास होगा।

आपके प्रयासों और विद्यार्थियों की सक्रिय सहभागिता से भाषा शिक्षण एवं अधिगम एक सुखद एवं फलदायी अनुभव बनाया जा सकता है। आप अपने शिक्षण कौशल से विद्यार्थियों में भाषा के कौशलों का विकास कर उन्हें भाषा में कुशल बना सकते हैं। आपका निरन्तर प्रयास व विद्यार्थियों के साथ समुचित सहयोग और मार्गदर्शन उन्हें भाषा के ज्ञान एवं उसमें दक्षता प्रदान करेगा जिसे वे दैनिक जीवन में निष्पादित कर सकेंगे।

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1

Work While You Work

Discuss:

1. When do you go to school?
2. Do you play during study period?

Let's sing this rhyme:



Work while you work,
Play while you play.
That is the way,
To be happy and gay.

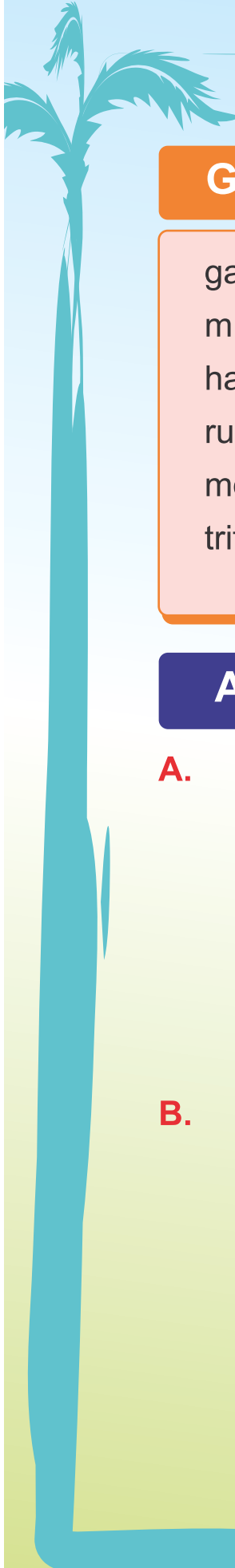
All that you do,
Do with all your might.
Things done by halves,
Are never done right.

One thing each time,
And that done well,
Is a very good rule,
As many can tell.



Moments are useless,
Trifle away.
So work while you work,
And play while you play.





Glossary

gay	-	खुशमिज़ाज
might	-	पराक्रमशक्ति
halves	-	आधे टुकड़े(यहाँ)अधूरे मन / शक्ति से
rule	-	नियम
moments	-	अत्यल्प समय
trifle away	-	बरबाद करना

Activity I

A. Tick (✓) the work, you do while reading in the class.

Put a cross (x) to another.

1. talk to your friend. ()
2. play with your friends. ()
3. listen to your teacher. ()
4. quarrel with your friend. ()
5. read your subject book. ()

B. Answer the following questions.

1. When do you play with your friends?
.....
2. What will happen if you don't complete your home-work in time?
.....

Activity II

A. Fill in the blanks with missing letters from the poem.

- a. h_ppy
- b. m_ght
- c. h_lv_s
- d. m_m_nts
- e. tr__fl_

B. Read the poem again and match column A with column B.

A

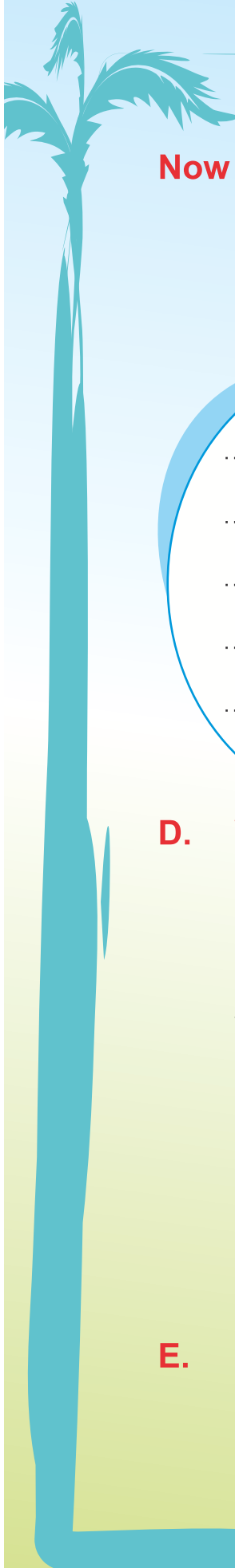
All that you do
Moments are useless
One thing each time
Things done by halves

B

and that done well
are never done right
do it with all your might
trifle away

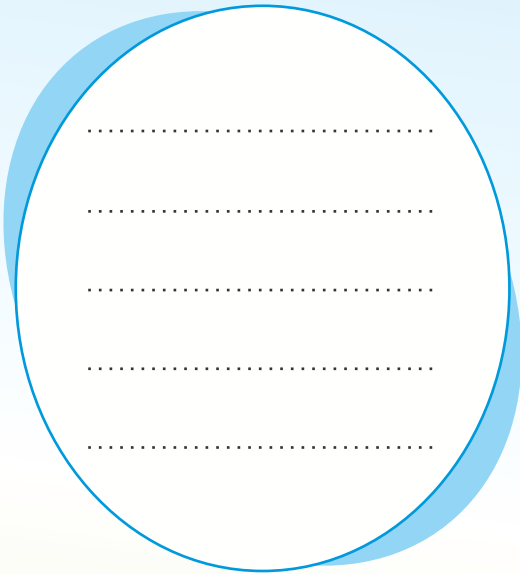
C. There are some names of outdoor and indoor games in the box given below:

Cricket	Tennis	Kho-kho	Snake & Ladder
Football	Basketball	Ludo	Chess
Kabaddi	Carrom		



Now put them in their balloon.

outdoor games



.....

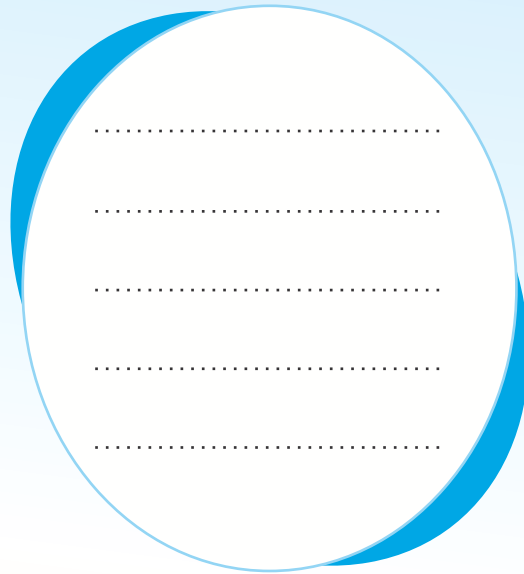
.....

.....

.....

.....

indoor games



.....

.....

.....

.....

.....

D. Write two rhyming words for each.

play	.....	.....
might	.....	.....
well	.....	.....
good	.....	.....
pen	.....	.....
bat	.....	.....
sing	.....	.....
call	.....	.....

E. There are some pictures given below. Think and tick(✓) the right picture and (x) the wrong one.



Activity III

Look at the following sentences



Can you make a boat?
Yes, I can.

Can you play football?
No, I can't.



Now, work in pairs. The first one will ask the question given below the other will answer.

1. Can you sing?
2. Can you skip?
3. Can you ride a bicycle?
4. Can you play kho-kho?
5. Can you swim?
6. Can you lift this table?

Activity IV

A. Number the jumbled picture story correctly.
Then write the story in proper order.



A little ant
worked hard.



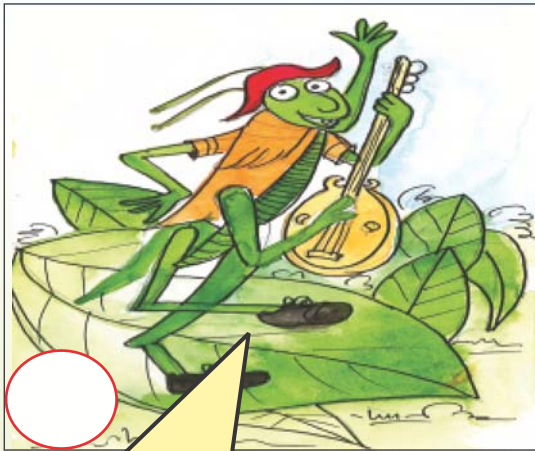
Soon winter came.



The Grasshopper promised to work hard.



The ant gave him food.



A grasshopper kept singing and dancing.



The Grasshopper begged for some food.

1.
2.
3.
4.
5.
6.

2

Smile with a Blessing

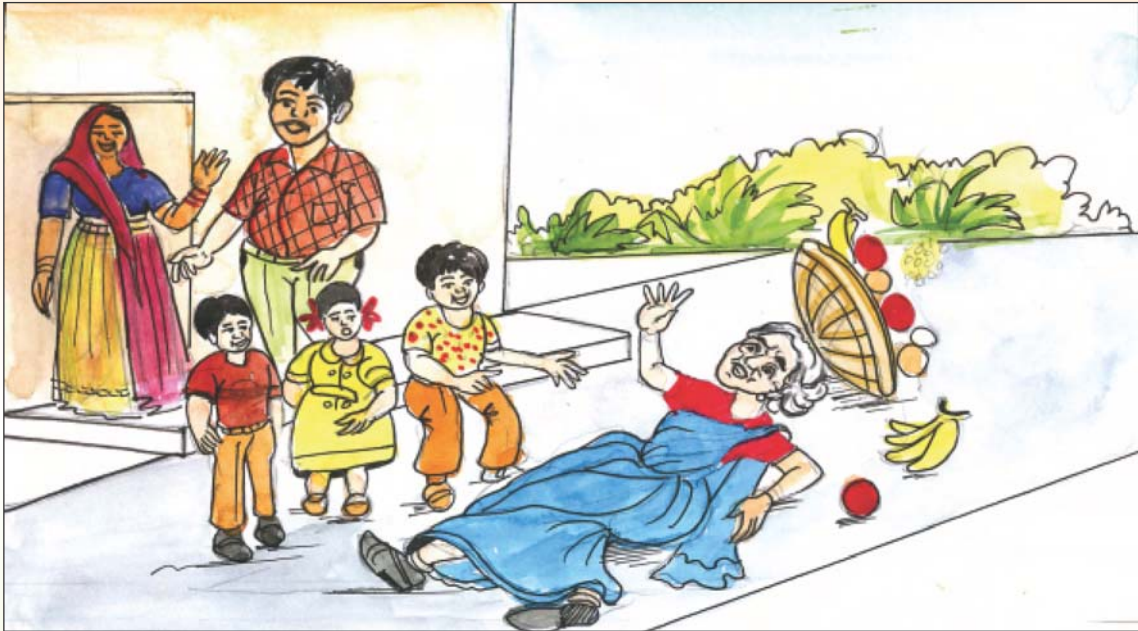


Discuss:

1. What do you see in this picture?
2. Who is helping the boy?
3. Have you ever helped someone? Tell us about the events.

Now let's read this story:

An old lady was going to market. She was carrying a basket of fruits. On the way, she stepped on a banana peel and fell down.



People started laughing at her. All her fruits scattered on the ground.

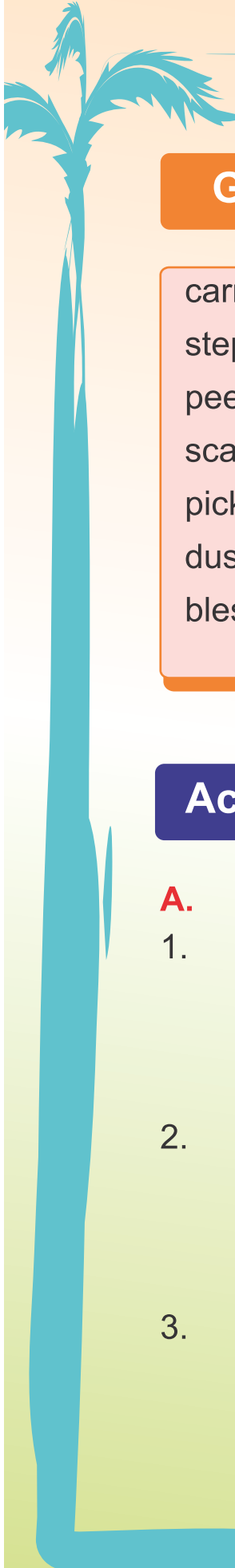




Meena helped the old lady to stand. She picked up all the fruits and put them into the basket. Meena threw the banana peel into a dustbin.

“Oh! Thank you so much. May God bless you!” said the old lady.





Glossary

carrying	- किसी वस्तु को एक स्थान से दूसरे स्थान पर ले जाना
stepped	- कदम रखा
peel	- छिलका
scattered	- बिखर गये
picked up	- उठाया
dustbin	- कचरा पात्र
blessing	- आशीर्वाद

Activity I

A. Tick (✓) against the correct option:

- An old lady was going to
 - hospital ()
 - school ()
 - temple ()
 - market ()
- The old lady stepped on the peel of
 - an apple ()
 - a banana ()
 - a papaya ()
 - an orange ()
- The old lady said to Meena
 - sorry ()
 - excuse me ()
 - thank you ()
 - nothing ()

B. Answer the following questions in brief.

1. What was the old woman carrying?

Ans.

2. Who helped the old lady to stand?

Ans.

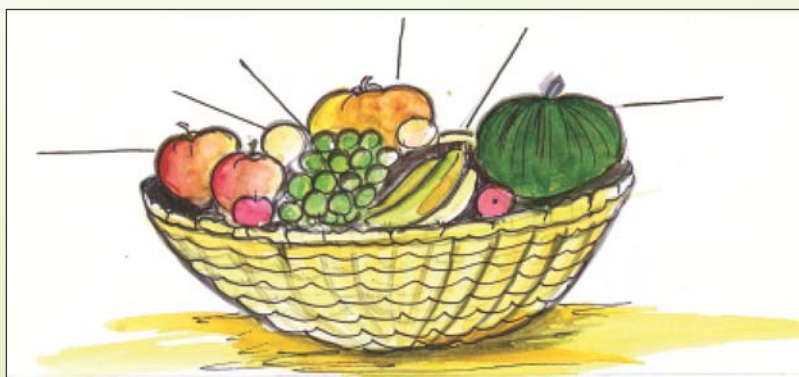
3. Where did Meena throw the banana peel?

Ans.

4. What did the old lady give to Meena?

Ans.

C. Look at the picture given below. There are various types of fruits in the basket. Write their names by choosing a suitable word from the box.



apple,
orange,

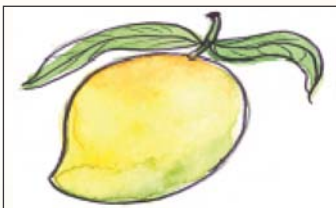
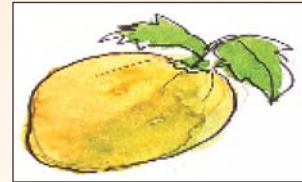
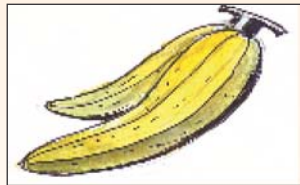
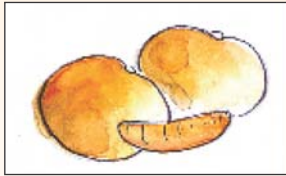
banana,
papaya

watermelon, grapes,

D. Look at the pictures

Some fruits I peel before eating and some I eat with skin.

Write **P** for the fruit you eat after peeling and **S** for the fruit you eat with skin.



Activity II

A. Give the opposites of the words listed below. You may choose these words from the box.

short empty stop weep sit take out

1. old - young
2. start -
3. give -

4. in -
5. stand -
6. laugh -
7. tall -
8. full -

B. Name the activity as shown in the following pictures by choosing word/s from the box.

eating	playing	laughing	carrying
skipping	digging	hiding	watering



Activity III

- A. The teacher will recite the poem aloud and ask the students to make pairs and read out the poem to each other.**

The students will recite this poem after their teacher.

Water and soap will make you sweet,
Brush and comb will keep you neat.
But 'Sorry' 'Please' and 'Thank you'
Will make a sweeter child like you.

- B - Look at the following pictures**



1



2

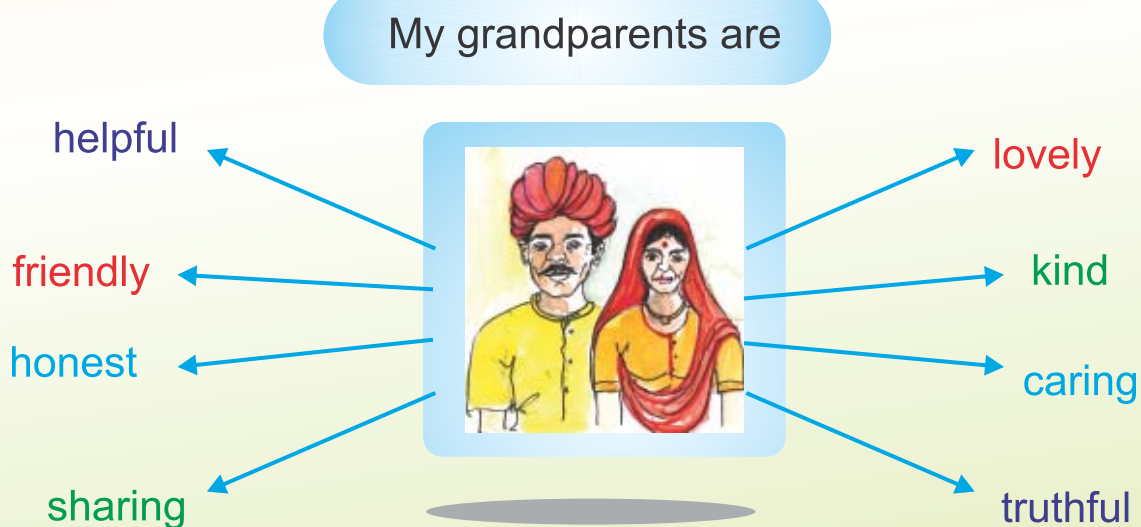
Now fill in the blanks by choosing suitable word for the given situation in each sentence:

1. Ravi helps Sita in her homework.
What will Sita say? (I'm sorry/ Thank you)

2. Your friend wishes you 'Happy Birthday'. What will you say to him? (I'm sorry/ Thank you)
3. You have lost your friend's note book. What will you say to him? (I'm sorry/ Thank you)
4. Your grandfather gives you a toy. What will you say to him? (I'm sorry/ Thank you)

Activity IV

Write five sentences about your grandparents with the help of the following chart.



1. My grandparents are lovely.
2. _____.
3. _____.
4. _____.
5. _____.

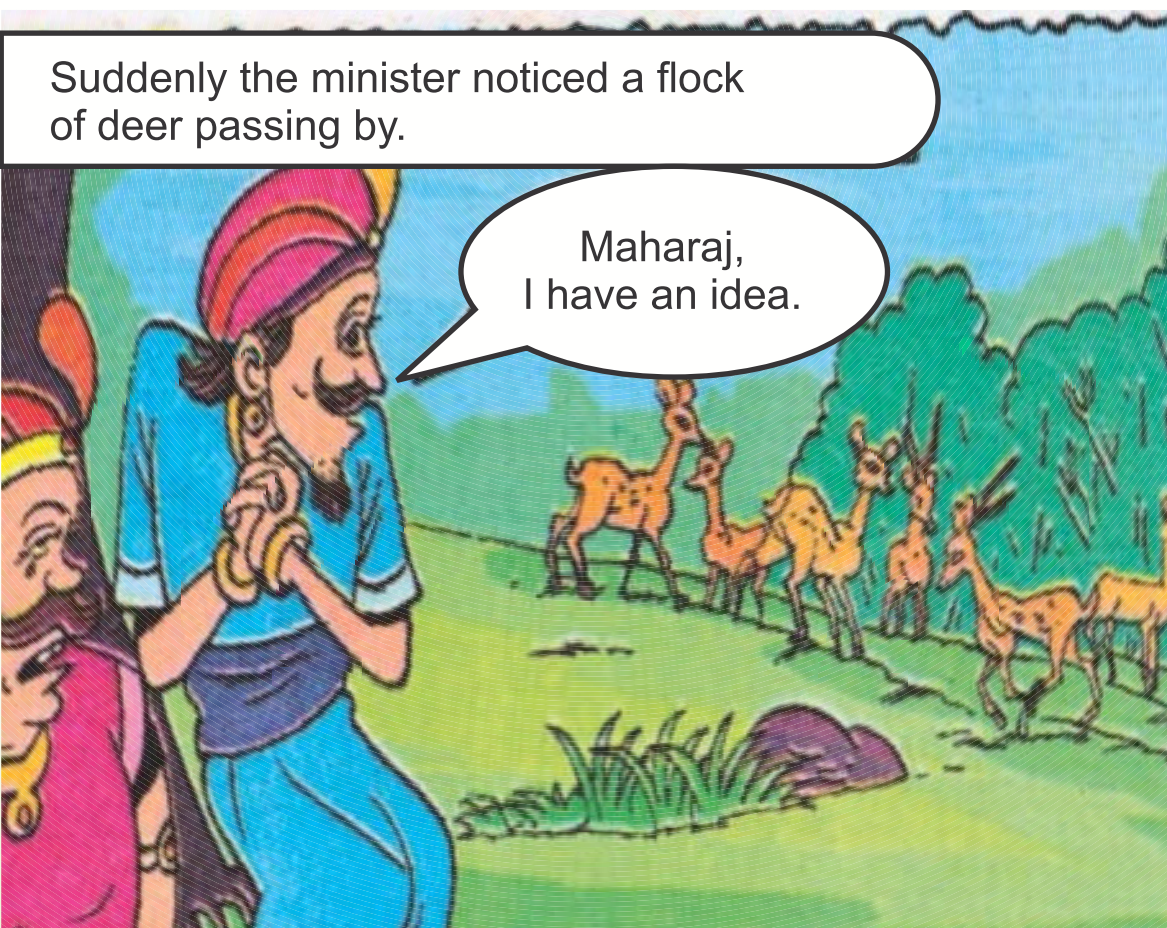
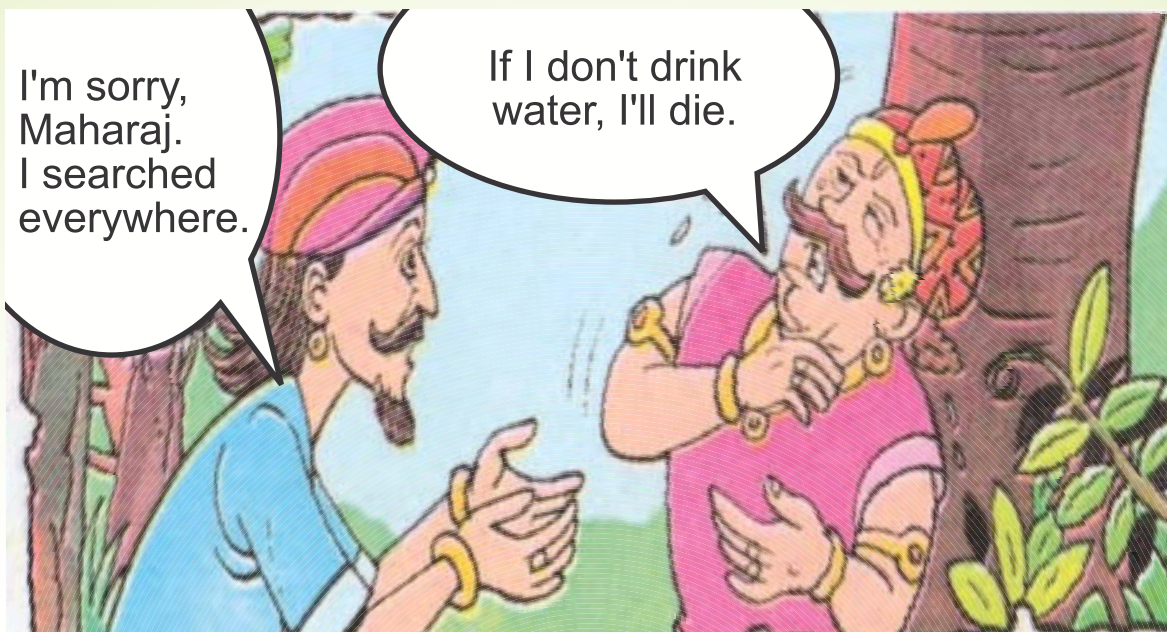
3

The Clever Minister

Now let's read this story:

King Somavarma and his minister were once lost in the forest.

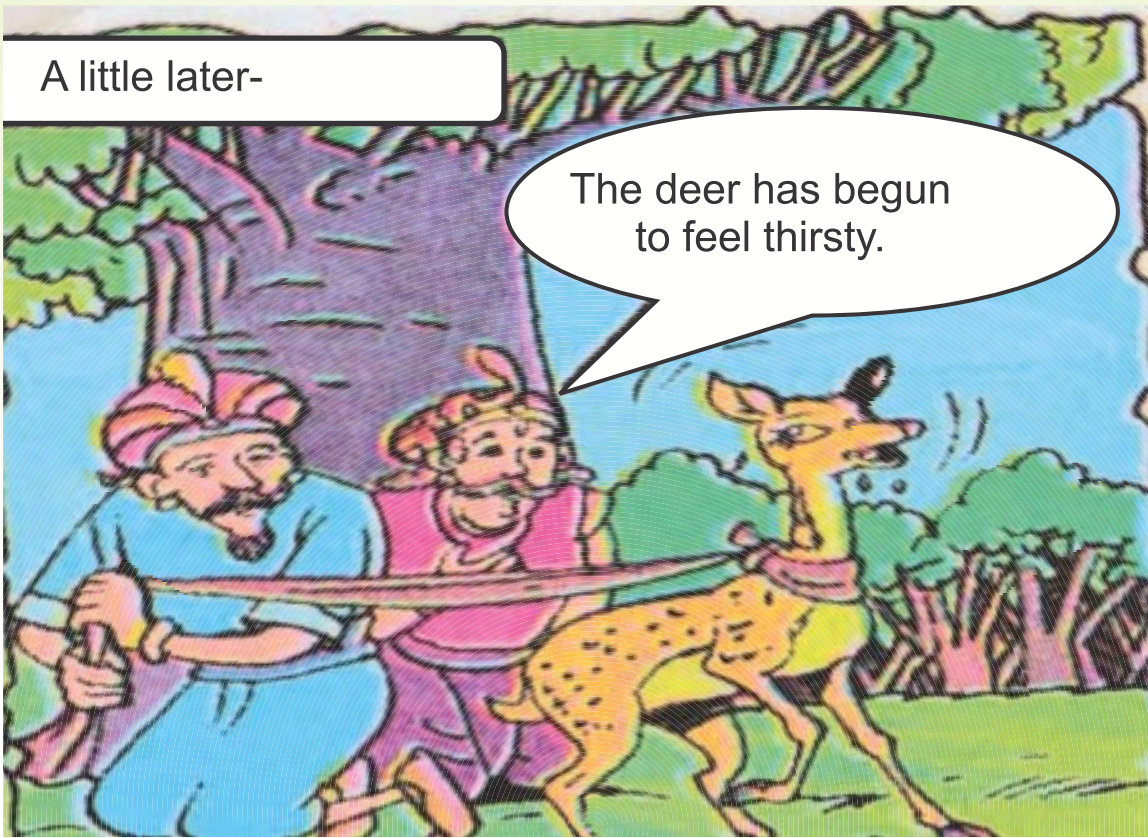






A little later-

The deer has begun
to feel thirsty.



Now we must
follow him.



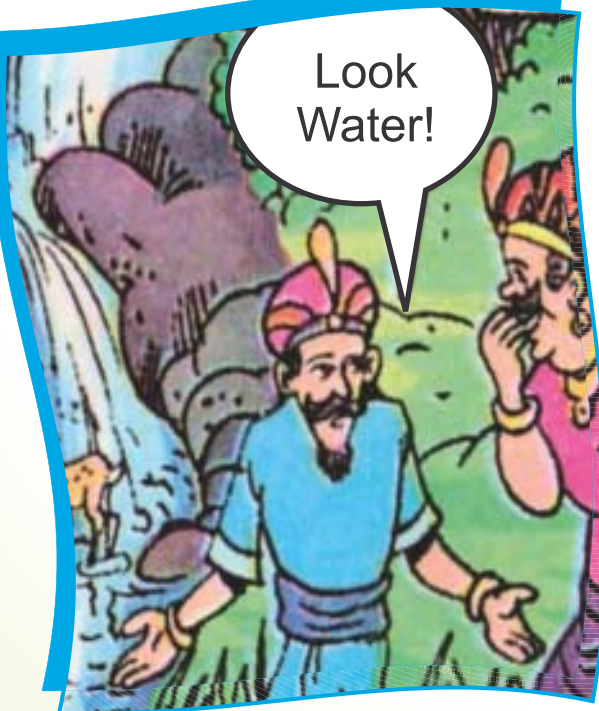
The minister set the deer free.

The deer
ran in search
of water

Come on.



Look
Water!



Minister, your
wisdom is
marvellous.



Glossary

thirsty	-	प्यासा
familiar	-	परिचित
language	-	भाषा
luggage	-	यात्री का सामान
caught	-	पकड़ा
wisdom	-	समझदारी
marvellous	-	बहुत बढ़िया

Activity I

A. Write T for true and F for false statements.

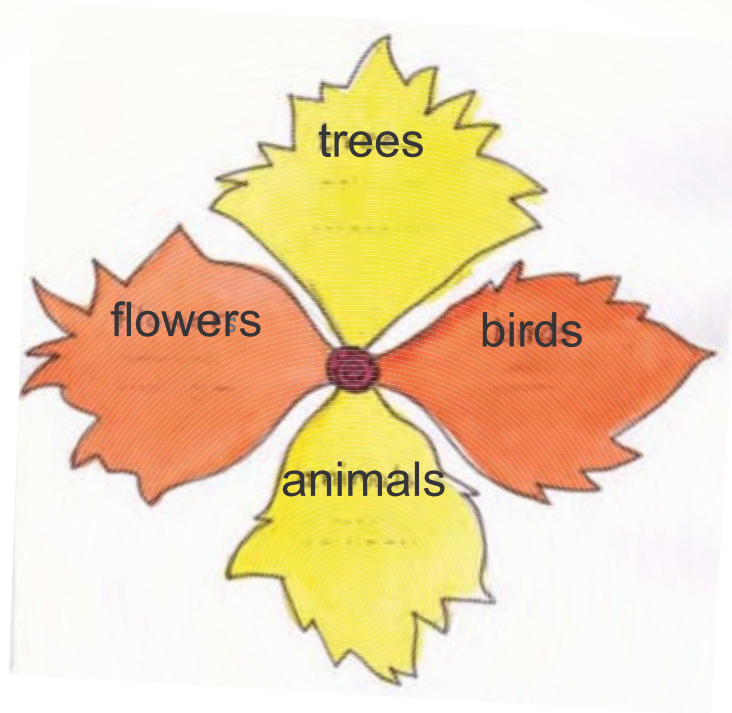
1. The king was thirsty. ()
2. The minister was familiar with the forest. ()
3. The minister fed sugar to the deer. ()
4. The king got water. ()

B. Answer the following questions.

1. What was the name of the king?
Ans.
2. Who didn't know whose language?
Ans.
3. Whom did the minister set free?
Ans.
4. Where did the deer go?
Ans.

Activity II

- A. Name two words on each petal which you find in the forest.



- B. Make new words by adding the word 'every' given in the centre to the words given in the circle-



**C. Break the following words into two meaningful words.
One word has been done for you.**

inside	in	side
sunlight		
outside		
lunchbox		
bookshelf		
roommate		
toothbrush		
nailcutter		
tubelight		
bathroom		

**D. The words with '-ly' ending are usually known as
adverbs. Change the words given in brackets by
adding – 'ly' to them-**

1.(Sudden) the minister noticed a flock of deer.
2. The new shoes are.....(nice) made.
3. He is.....(real) smart.
4. Let us sing.....(soft)

Activity III

Read the following sentences-

- The deer will show us water.

- We don't know their language.
- The deer will show us water but we don't know their language.

Join the following sentences using 'but' as done above.

1. Aruna likes apples.
Ramakant likes oranges.
2. Rahim drives a car.
Sujan drives a bike.
3. Rahul watches a film.
Kalam reads a newspaper.

Activity IV

You must have heard the following song. Recite the song in group and later recite yourself.



इन्दर राजा पानी दे,
पानी दे गुड़धानी दे ।

- Enjoy the song with your friends in your mother-tongue.
- Describe the scene of rain in your village/city.

Activity V

A. Look at the pictures given below. Write their names choosing from the box.

well, river, pond, stream, lake, tubewell, tanka, handpump



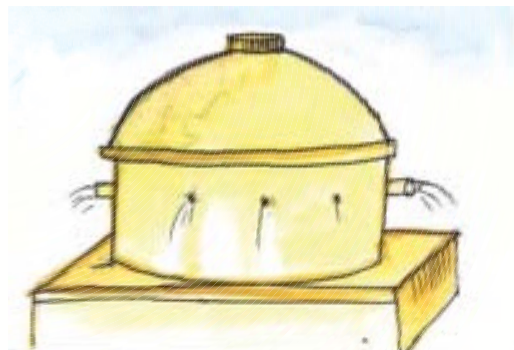
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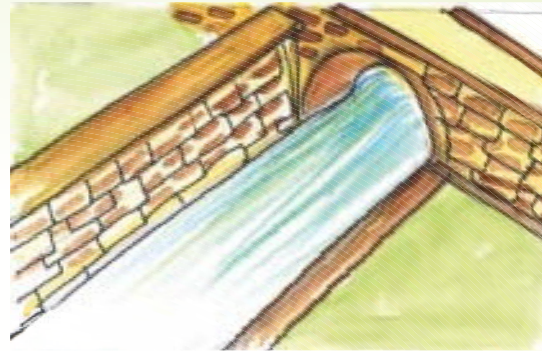
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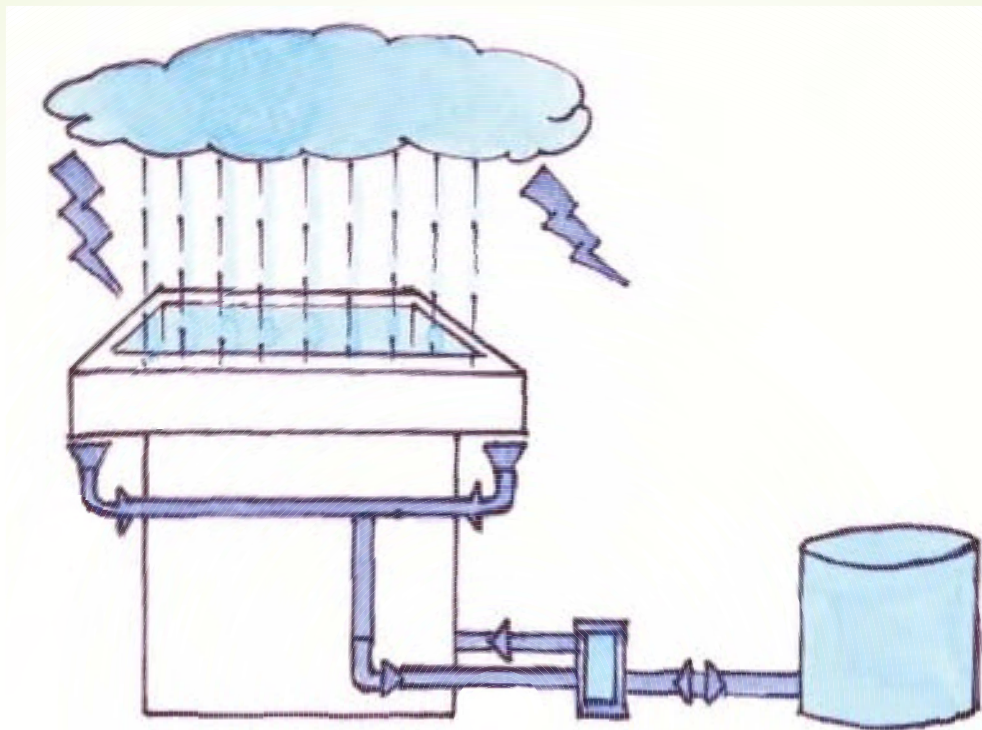
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.....

B. Draw a picture of a boat and colour it.



C. What do you see in the picture given below? Write five sentences about the following picture.



.....

.....

.....

.....

.....

D. Now design a poster or picture related to the theme of saving water and also write a slogan.

Slogan

4

Good Habits

Look at the pictures given below-



Discuss :

1. What do you see in the pictures given above?
2. Why do you go to a doctor?
3. What should we do to remain healthy?

Let's read the poem :

Early to bed, early to rise,
Makes a man healthy, wealthy and wise.
Brushing your teeth twice a day,
Keeps your gums healthy and germs at bay.
A bath everyday,
Keeps us fresh, clean and gay.
Comb your hair and wear clean dress,
Trim your nails and they won't look a mess.
Before and after eating your food,
Wash your hands and don't be rude.
You should study your lessons everyday,
Pray to God and also go out to play.

Glossary

healthy	-	सशक्त, स्वस्थ
wealthy	-	धनवान
wise	-	बुद्धिमान
germs	-	रोगाणु
at bay	-	किसी समस्या को दूर रखना
gay	-	खुश
mess	-	गंदा
rude	-	अशिष्ट

Activity I

A. Read the poem again and fill in the blanks:

1. Daily bath keeps us
2. Comb yourand wear clean.....
3. You should.....your lessons everyday.
4. Pray to.....and also go out to

B. Answer the following questions:

1. How many times should we brush our teeth a day?

Ans.



2. How do we keep our body clean?

Ans.

3. What do you do before and after eating?

Ans.

Activity II

A. Read the following words and circle the odd one.

hand

leg

finger

brush

apple

mango

potato

guava

teeth

comb

tongue

lips

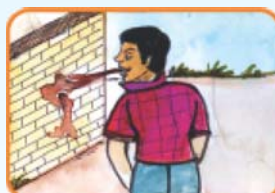
pen

toy

pencil

eraser

B. Write (G) if you think the child is doing something good and (B) if he is doing something bad.

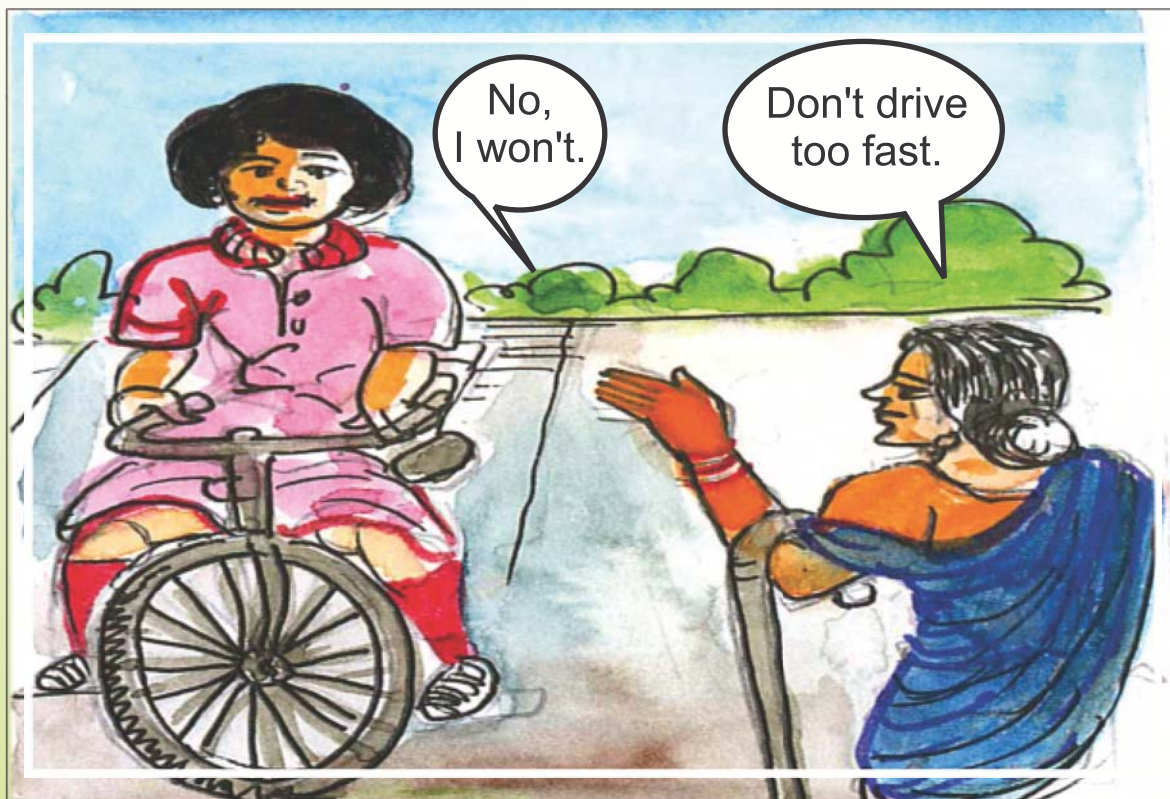
☐☐☐☐☐☐☐

Activity III

Look at the following picture :



Work in pairs. One should read out what is in the balloon and the other should give a suitable reply.





- B. Discuss your daily routine with your friends and give a speech on it in your class.**
- C. Listen to these rhyming words and recite after your teacher.**

1. rise - wise.
2. day - bay.

3. dress - mess
4. everyday - play

Activity IV

Read the following lines carefully-

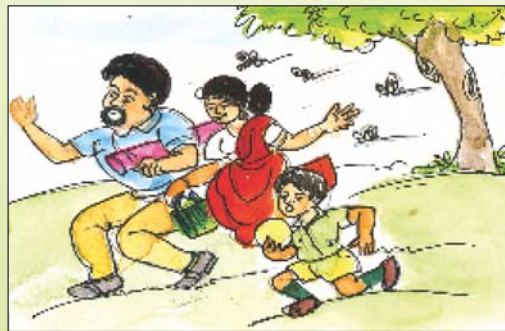
Before and after eating your food
Wash your hands and don't be rude.

Now fill in the blanks with 'Before' or 'After'—

1. eating food, I wash my hands.
2. reaching school, I sit in the class.
3. eating food, I clean my teeth.
4. reaching home, I do my homework.

Activity V

Look at these pictures in sequence and search the theme of them.



Write one or two sentences for each picture.

.....

.....

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5

Swachh Bharat Abhiyan

(An inspiring story)

Look at the pictures given below-



Discuss :

1. What do you see in these pictures?
2. Do you clean your room/ house daily?
3. Why should we keep our surroundings clean?

Now let's read this story:

Arun was doing his home work. He drew something on a piece of paper but he didn't like it. He tore the paper from the notebook and threw it into the room. He sharpened the pencil in anger. The crumbs and the pencil lead powder fell onto the floor. This made the floor very dirty.



His mother called him, "Arun, come here quickly! We

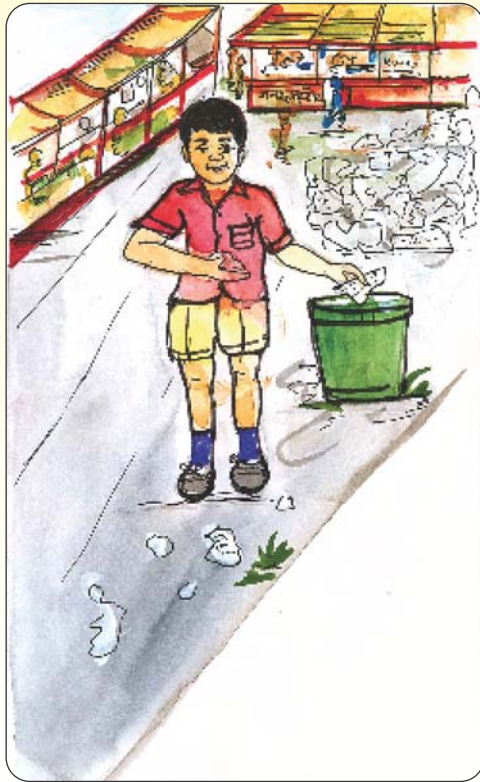
have to go to market to buy a few things". Arun went to market happily. While they were walking on the side of the lane, he smelt foul air. There was a heap of garbage near the wall. There were many flies and mosquitoes on the garbage.

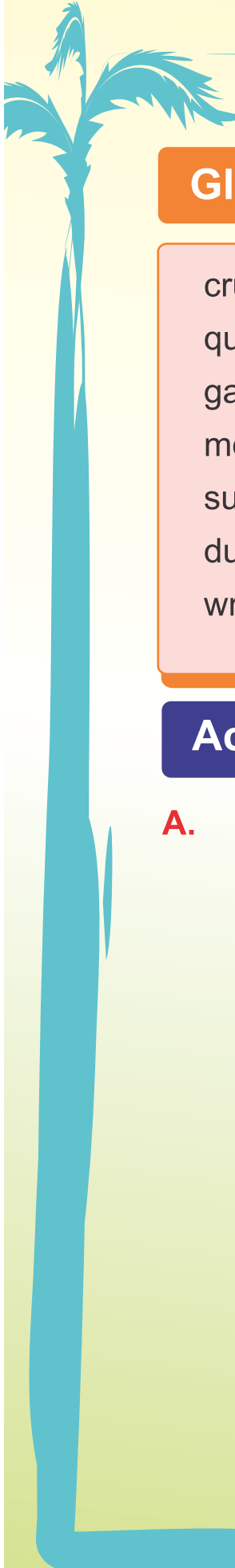
Arun felt very bad. He asked his mother, "Why is it smelling so bad?" His mother told him, "The people are very careless. They throw the garbage here and there and make the city dirty and bad smelling."

Arun asked her "What should we do"? His mother said, "We must always keep our surroundings clean and throw the garbage into the dustbin only. It will make our city clean and healthy."

They reached the market. Arun opened the wrapper of toffee and threw it into the dustbin. In the evening, he returned home and cleaned up his room. He promised his mother, "I will also develop the habit of cleanliness and make India clean and healthy."

Arun's mother was very happy to see the change in Arun's habits.





Glossary

crumbs	-	छिलके
quickly	-	शीघ्र
garbage	-	कचरा
mosquito	-	मच्छर
surroundings	-	परिवेश / वातावरण
dustbin	-	कूड़ादान
wrapper	-	किसी वस्तु पर लपेटा गया कागज या प्लास्टिक

Activity I

A. Answer the following questions in brief.

1. What was Arun doing?

Ans.

2. Where should we throw the garbage?

Ans.

3. Where was Arun going with his mother?

Ans.

4. What made the floor dirty?

Ans.

5. What can we do to make our country clean?

Ans.

B. Fill the blanks by choosing the appropriate words that are given in the box.

garbage homework city pencil dustbin

1. Arun was doing his.....
2. There was a heap ofnear the wall.
3. We must keep ourclean.
4. Arun threw the wrapper of toffee into the

Activity II

A. Make two or three words by using the letters of the given word.

The first one is done for you.

healthy – tea, tale, heat.

garbage.....

dustbin.....

pencil.....

B. Write one word for each of the following group of words given below. First letter is given for you.

1. small dusty particles of the pencil.
C.....



2. waste paper or food that you throw away.
g.....



3. a large container with a lid used for putting
garbage.
d.....



4. an open area or building where we go to
buy things.
m.....



C. Look at the following pictures



Clean



Dirty

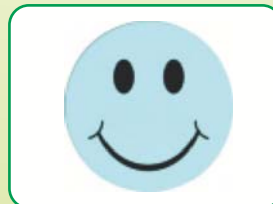
The word 'clean' and 'dirty' are opposites in meaning.
Look at the following pictures and fill in the blanks with
the word opposite in meaning with the given word.



open



.....



happy



.....



big



.....



hot



.....

Activity III

A. Look at the following pictures and read the sentences given below them.



I am cleaning the room.

We are cleaning the room.

Now complete the sentences given below using 'I' and 'We'.

1.am playing.
.....are playing.
2.am reading a book.
.....are reading books.
3.am sitting in a chair.
.....are sitting on chairs.
4.am eating food.
.....are eating food.
5.am flying a kite.

Activity IV

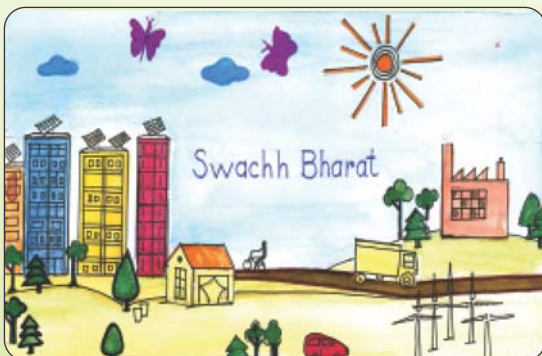
A. Recite the poem after your teacher-

Cleanliness, cleanliness,
It is next to godliness.
Keeping our earth clean,
Is our duty, and has ever been.
Throw the litter in dustbin,
Avoid using polythene.
Keeping our earth clean,
Is our duty and has ever been.

B. Discuss the importance of cleanliness in groups. Discuss with your friend how to avoid using polythene.

Activity V

Look at these posters and read the slogans.



Swachh Bharat



Less pollution is the
best solution



Cleanliness is next to godliness



Green India Clean India



Now write these slogans in your note book.

6

Charbhujanath Mandir

मेरे तो गिरधर गोपाल दूसरो न कोई, (Mere to Girdhar Gopal
dusaro na koi)

जाके सिर मोर मुकुट मेरो पति सोई । (Jake sar mor mukut mero
pati soi)

1. Have you heard this psalm (भजन)?
2. Who sang this psalm and for whom?

**Let's read this Diary Entry about Charbhujanath Mandir
(Meerabai Mandir) by Vaishali.**

29/09/2015

We are in a beautiful temple. It is popularly known as Charbhujanath Mandir. It is located at Medta city in Nagaur district. Our teacher told us that Rao Dudaji founded this temple. People believe that the idol of Lord Charbhujhanath appeared itself from the earth. One day Rao Dudaji saw a dream. In the dream the deity asked him to build a temple on the very spot. He followed the given command. Dudaji had a grand daughter named Meerabai. She offered services to the deity. Therefore this temple is called as 'Meerabai temple' also.



There are various statues such as Shri Keshav Das, Shri Girdhar Gopal, Meerabai and Jaimal in the temple. Many festivals such as the Nrasingh Chaturdashi, Janamastmi, Ramnavmi, Pavitra Ekadashi of Shrawan month are celebrated here. On this day a special worship is held. An enchanting procession of the deities of the temple is taken out. I have heard about some other famous temples such as Delwara temples of Mount Abu, Shrinathji temple of Nathdwara, Ranakpur Jain temples, Shri Salasar Balaji temple and Ram Devji temple of Ramdevra in Rajasthan. We all enjoyed the visit.

Glossary

temple	-	मंदिर
popularly	-	अधिकतर लोगो द्वारा, सामान्य रूप से
located	-	स्थित
idol	-	देव प्रतिमा
deity	-	देवता
statues	-	मूर्तियाँ
worship	-	पूजा करना
procession	-	शोभायात्रा, जूलूस
enchanting	-	मोहक, आकर्षक

3. Ramdevji temple
4. Salasar Balaji temple
5. Ranakpur Jain temples

Salasar
Ranakpur
Ramdevra

B. Make new words by adding the suffix-'ful'

- | | |
|---------------|-----------|
| 1. beauty+ful | beautiful |
| 2. play | _____ |
| 3. use | _____ |
| 4. cup | _____ |
| 5. spoon | _____ |
| 6. harm | _____ |
| 7. help | _____ |
| 8. need | _____ |

C. Identify the picture given below and fill in the space by choosing suitable words from the box.

beautiful black red happy tall
fat



.....board



a.....boy



a.....peacock



a.....woman



a.....rose



a.....man

Activity III

Read the following sentences and notice the words which are underlined-

- We are in a beautiful temple.
- An enchanting procession of the deities of the temple is taken out.

[Here the words '**a**' and '**an**' are called articles (Article '**a**' is used before a singular noun when it begins with a consonant sound, and '**an**' is used before a singular noun when it begins with a vowel sound)]

Now fill in the blanks with suitable words 'a**' or '**an**'-**

1. Rao Dudaji saw.....dream.
2. The deity asked him to build.....temple.
3. We saw.....elephant.
4. There is.....insect on the chair.

Activity IV

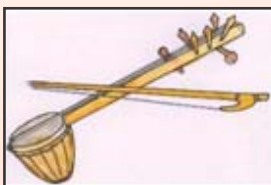
1. Have you ever visited any famous temple(s) of Rajasthan? Share your experience(s) with your group members.

2. Listen to and say aloud the names of Hindi months after your teacher.

- | | |
|-----------------|--------------|
| 1. Chaitra | 2. Vaishakh |
| 3. Jyaishta | 4. Ashadha |
| 5. Shravana | 6. Bhadrapad |
| 7. Ashwin | 8. Kartik |
| 9. Margashirsha | 10. Paush |
| 11. Magh | 12. Phalgun |

Activity V

Some musical instruments of Rajasthan are given below. They are different from one another. Put them into three groups based on how they are played.



ravanhattha



sitar



tabla



manjeera



dhol (drum)



nagada



ektara



algoja



chang



khartal



poongi

Instruments that we play with fingers

String instruments

Instrument that we blow into

7

Traffic Lights

Look at the picture given below and think what could happen in this situation-



We should follow the traffic rules to avoid accidents.

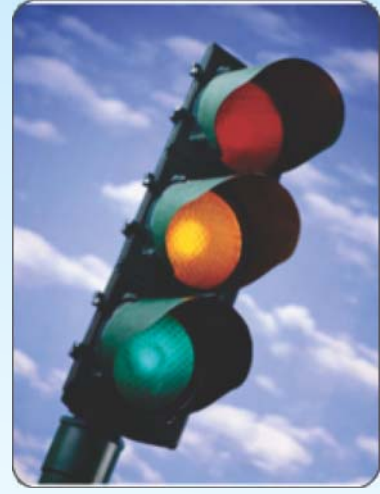
Now read the following poem which tells you about traffic lights.



At the crossroads,
Can be seen,
Three bright lights,
Red, Orange and
Green.

“Stop” says the
Red,

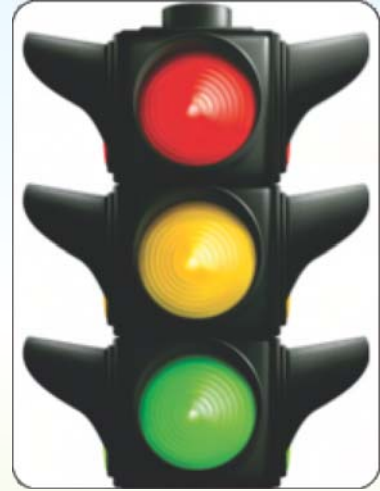
“There is traffic
ahead”.



Orange says “Wait!
You won't be late!”

Green says, “Go!
Don't be slow.

It's safe and clear,
Have no fear!”



Glossary

traffic light	-	यातायात बत्ती
bright	-	चमकीला
ahead	-	आगे, सामने
wait	-	इन्तजार करना
safe	-	सुरक्षित
fear	-	भय, डर

Activity I

A. Tick (✓) the correct alternative.

1. Green light tells us to
a. stop () b. wait () c. go ()
2. Red light tells us to
a. go () b. stop () c. wait ()
3. We should always play
a. on the road () b. in the park/field ()
c. anywhere ()

B. Write T for true and F for false statements.

1. The orange light says 'Wait'. ()
2. We should run across the road. ()
3. We should stand in a queue at the bus stop. ()
4. We should always walk on the footpath. ()
5. We should play *Kho-Kho* on the road. ()

C. Answer the following questions –

1. What do you see at the crossroads?

Ans.

2. Which traffic light tells us to stop?

Ans.

3. What should we do to avoid accidents?

Ans.

Activity II

A. Hello little friends! Now have fun by adding only one letter to '-ight' and see how new words are formed.

For example- bright, light

Form some words following the same process. Some letters are suggested to you in the bracket. (r, l, n, f, m, s, t)

.....ight	-----
....ight	-----
....ight	-----
....ight	-----
....ight	-----
....ight	-----
....ight	-----

B. Match the traffic signs with their pictures given in box

A

B

1. Railway crossing



2. School ahead



3. No parking



A

4. Turn right

5. Turn Left

6. No horn please

B

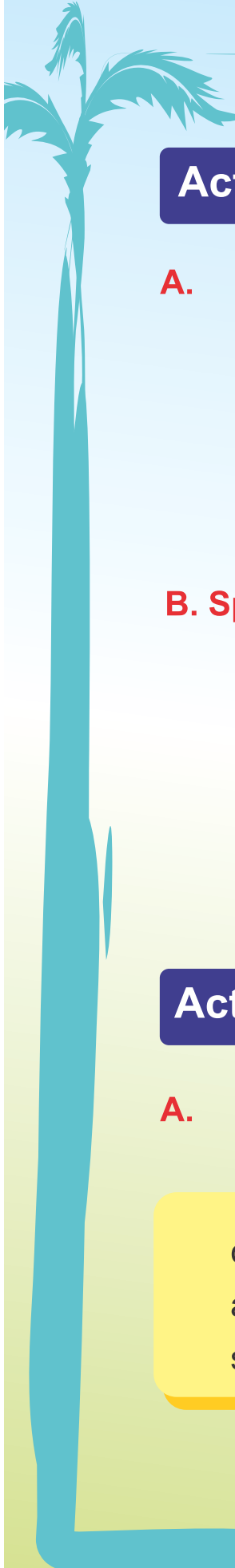


C. Fill in the hollow letters with their appropriate colours-

GO!

WAIT!

STOP



Activity III

A. Recite the poem after your teacher-

Stop, look and listen,
Before you cross the street.
Use your eyes, use your ears,
And then use your feet.

B. Speak the following words after your teacher.

green	seen
red	ahead
clear	fear
wait	late

Activity IV

A. There is a list of some vehicles in the box.

car	bicycle	motorbike	bus
aeroplane	rocket	helicopter	glider
ship	steamer	sailboat	train

Now look at these pictures, write their names by choosing a word each from the box.



1. Now choose the vehicles to put in boxes.

On road	Air	Water
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	
5.		



Activity V

Draw a traffic light and colour it.



Write what its colours indicate.

1.
2.
3.

8

Life Echoes

Discuss:

1. Do you help your friends?
2. Does anybody help you?
3. Have you heard of the saying 'Do good, and have good'? (कर भला तो हो भला)
4. What are your views about this saying?

Let us read a story about love and hate:

One day a little child asked his mother to give him ten rupees for toffees. His mother disallowed it. He was not happy and said to her, "I hate you." He ran out of the house and went up to a valley and shouted, "I hate you! I hate you!" Soon the son heard the echo, "I hate you! I hate you!" He got afraid, and thought that



somebody hated him. He ran back to his mother and said that there was a bad boy in the valley who had shouted, "I hate you! I hate you!"

The mother asked him to go back to the place and shout, "I love you! I love you!" The little child went there and



shouted, "I love you! I love you!" He now heard the echo repeating after him, "I love you! I love you!" The child ran back home, hugged his mother and said, "I love you, Maa!" He had learned a new lesson in life.

Glossary

disallowed	-	अनुमति नहीं दी
valley	-	घाटी
hate	-	नफरत करना
echo	-	प्रतिध्वनि

Activity I

A. Read the following sentences. Write T for true and F for false sentences.

1. The child ran into the house. ()
2. The child went up the hill. ()
3. The second time, the child heard the echo, "I hate you! I hate you!" ()
4. The mother told the child to go back to the place and shout, "I love you! I love you!" ()
5. The child ran back to his father. ()



B. Answer the following questions in brief:

1. What did the little child:
 - a) shout at first?
 - b) hear at first?
 - c) shout the second time?
 - d) hear the second time?
2. What do you think, was the lesson learnt by the little child?

Activity II

Read the words given below:

allow

disallow

The prefix 'dis' is used to make opposites, e.g. The word 'disallow' is the opposite of the word 'allow'. Now use or remove the prefix 'dis' to make the following opposites:

- | | |
|--------------|-----------|
| 1. able | ..... |
| 2. | dislike |
| 3. assemble | ..... |
| 4. advantage | ..... |
| 5. | disaffect |
| 6. agree | ..... |
| 7. allow | ..... |
| 8. | disappear |
| 9. belief | ..... |
| 10. | discharge |



Activity III

Now enact the read story into a play. We need three actors.

(Characters-mother, child and voiceover)

Child (happily) : Maa! Can I have Rupees 10
for toffees?

Mother (annoyed) : No! You cannot!

Child (upset) : I hate you!

(The child runs to a corner of the classroom and speaks.)

Child : I hate you! I hate you!

Voiceover : I hate you! I hate you!

Child (returning to his mother) : Maa! Maa! There is a bad
boy in the valley.

Mother (looking surprised) : *Achha !* How did you know?

Child : The bad boy said to me, "I
hate you! I hate you!

Mother : Oh! I see! Now go back and
shout, "I love you!"

(The child runs to the same corner of the classroom and speaks.)

Child : I love you! I love you!

Voiceover : I love you! I love you!

Child (surprised) : Oh! Now I see! What you
give is what you get in return.

Activity IV

Read the following sentences:

The little boy shouted, "I love you!"

The mother asked him to go back.....

The boy learned a new lesson.

The underlined words 'asked' 'shouted' and 'learned' are past forms of the verbs 'ask' 'shout' and 'learn'. One way of making past forms of the verbs is through the use of the suffix '-ed' or '-d'.

Now fill in the blanks with past forms of the verbs given in the brackets:

1. He (look) out of the house.
2. She (play) with her classmates.
3. The child (hate) his mother.
4. In the end, the child (love) his mother.
5. He (pick) up the ball and threw it to the wicket keeper.

Activity V

The pictures given below tell the story of an ant and a dove. Fill in the blanks to complete the story. Choose the words from the box given at the end of the story. Some words may be used more than once.



An ant and a dove lived in anear a river. One day,
the ant fell into the The dove dropped a
...to save the ant.



The ant climbed on to the It thanked the



One day, a hunter came there and took an. at the dove.



The saw the hunter. She bit the hunter on the
..... The hunter missed his The
was saved.

tree

river

leaf

dove

aim

ant

foot

9

Birds' Paradise

Discuss

1. Have you seen a sparrow?
2. Besides the sparrow which other birds have you seen?
3. Have you heard about any place having different kinds of birds in Rajasthan ?

Let's read about the Keoladeo National Park, a famous bird sanctuary located at Bharatpur.



The Keoladeo Ghana National Park is located in Bharatpur district of Rajasthan. It is the birds' paradise. The park is named after an ancient mandir of Keoladeo, devoted to Lord Shiva. The Hindi name Ghana means, 'thick'. Here Ghana, therefore, refers to a thick area of forest. Bharatpur town used

to be flooded regularly every monsoon till 1760. The Maharaja of Bharatpur constructed a 'Kuchha dam' to save the town from floods.

The area from where the soil was taken out, became

the Bharatpur lake. It became one of the best duck-shooting wetlands in the world. But in 1965 the government banned the shooting of birds. The area was declared a national park in 1982. It was recognized as a world heritage site in 1985.



Bharatpur park is the bird-watchers' delight. It is best known for the Siberian cranes. They arrive in December and stay till March every year.

Several other migratory birds also arrive from as far as Siberia and Central Asia to spend their winters in Bharatpur. Deer, jackals, foxes and hyenas, blue bulls, black bucks and other fishing cats and monitor lizards can also be seen here.

Glossary

located	-	स्थित, बसा हुआ
paradise	-	स्वर्ग
ancient	-	प्राचीन
regularly	-	नियमित रूप से
constructed	-	निर्माण किया,
recognized	-	पहचाना जाता हैं
heritage	-	धरोहर

delight	-	आनन्द
migratory	-	प्रवासी
lizards	-	छिपकलियाँ
sanctuary -		अभ्यारण्य

Activity I

A. Write T for the statements which are true and F for the false ones:

1. The Keoladeo Ghana National park is located in Bharatpur. ()
2. The Maharaja of Bharatpur constructed a pucca dam. ()
3. The Bharatpur lake has become one of the best duck shooting wet lands in the world. ()
4. Bharatpur is the animal watchers' delight. ()

B. Answer the following questions:

1.What does the word Ghana mean?

Ans.....

2.Why did the Maharaja of Bharatpur construct a dam?

Ans.....

3.When did the government ban the shooting of birds at Ghana?

Ans.....

4. When do the Siberian cranes visit the park?

Ans.....

5. Name the animals that live in the forest around the lake.

Ans.....

Activity II

A. Identify the pictures of birds and write their names by choosing a suitable word from the box.

crow

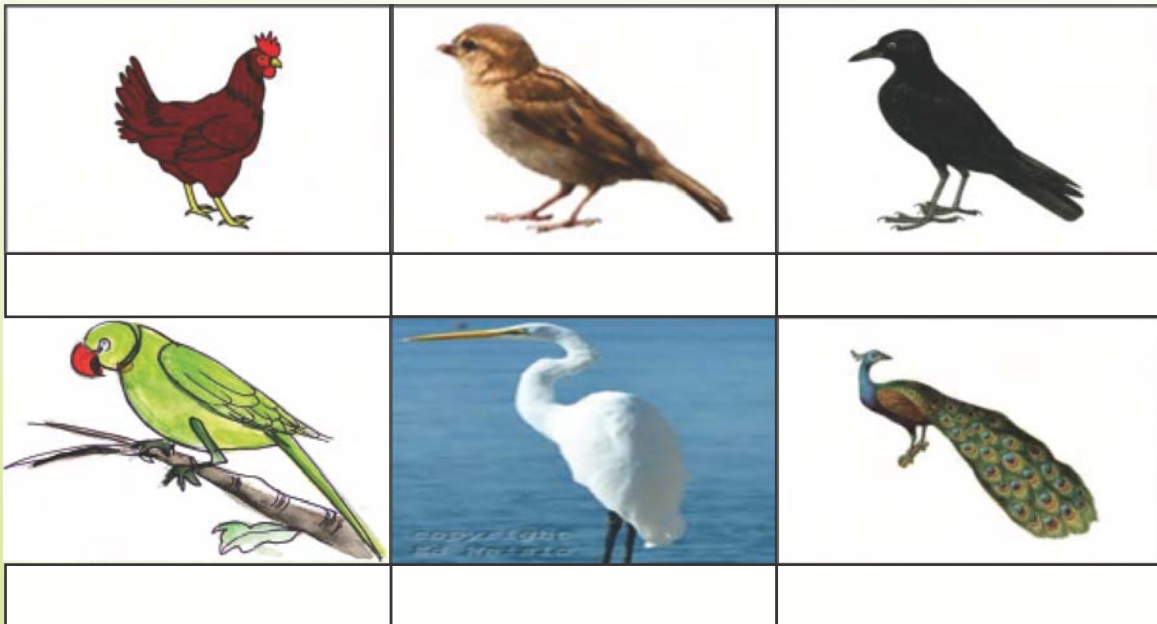
parrot

siberian-crane

hen

peacock

sparrow



B. Match the name of the animals which are found in Ghana national park with their pictures.

1. deer



2. jackal



3. fox



4. hyena



5. black buck



6. fishing cat



7. monitor lizard



A. Look at the following word –

nation+al= national

Here '-al' is a suffix. A suffix is added at the end of a root word.

Rewrite the following words by adding the suffix '-al':

1. magic
2. logic
3. mechanic
4. electric
5. classic

Activity III

Look at the following sentences and pictures

- This is a cuckoo.



- These are cuckoos.



(We notice that 'this' is used with one thing and 'these' with more than one thing.)

Fill in the blanks with 'This is' and 'These are'

1. -----a goose.



2. -----geese.



3. -----duck.



4. ----- ducks.



5. -----a dove.



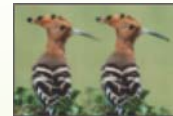
6. ----- doves.



7. -----a wood pecker.



8. -----wood peckers.



Activity IV

A. Listen to the following short poem about birds and their sounds and recite it after your teacher.

Cocks crow.
Crows caw.
Swans cry.
Ducks quack.
Pigeons coo.
Geese cackle.





Eagles scream.

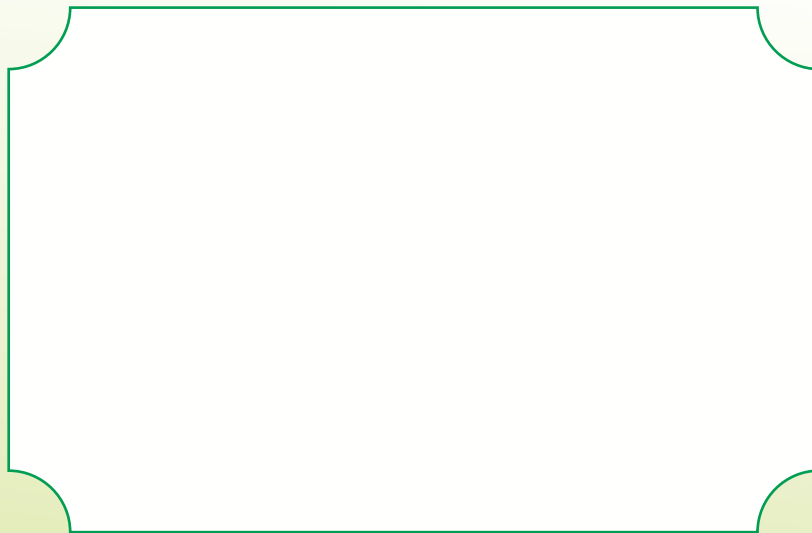
Bees hum.

Sparrows chirp.

1. The teacher will divide the whole class into two groups. The first group will call the name of a bird and the second will make the sound of that particular bird. Then the second group will call the name of another bird and the first group will make the sound of that bird. Enjoy the game.

Activity V

A. Draw a picture of your favourite bird and colour it.



B. Write three sentences about your favourite bird.

Process writing

Let's make a bird

Things you need:

- old greeting card
- *dal*/black *bindi* for eyes
- scissors
- gum bottle
- old newspaper
- old shoe lace



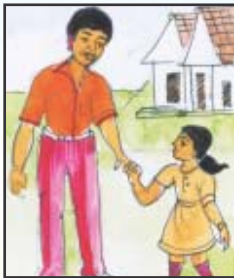
Steps

1. Make an outline of the bird on a greeting card and cut it out.
2. Cut a small square from an old newspaper and fold it to make a fan. Keep the fan closed.
3. Pass the folded fan through the cut on the bird's back and now open the folds of the fan.
4. Make the eye by sticking a *bindi*/ *dal*.
5. Paste a string or old shoe lace to hang the bird.



Discuss

1. Do you have a sister?
2. Do you play with her?
3. Do you care for girls?

Let's read the poem

Girls are like flowers,
Let them bloom,
They are like stars.
Let them shine,



Don't make them clean and wipe,
Let them read and write.
They are very much fair,
Only need your little care.



Don't keep them within cell,
So they too may excel.
Keep their hobbies high,
And see them qualify.



Glossary

bloom	-	फूल खिलना
wipe	-	पोंछा लगाना
cell	-	कोठरी
excel	-	किसी कार्य को निपुणता से करना

Activity I

1. Answer the following questions in one word.

1. Who are like the flowers?
2. What do stars do?
3. What do girls need?

2. Complete these sentences with the help of the poem.

1. Girls are like flowers,
Let.....
2. They are very much fair,
Only.....
- 3
and see them qualify.

Activity II

A. Match the words in column 'A' with the words in column 'B' according to their relation.

A

flowers
stars
clouds
pens
kites
brooms
The sun

B

twinkle
clean
rain
shines
bloom
fly
write

B. Match the words with their meanings.

bloom	quite good
wipe	blossom
fair	rub

C. Rearrange the letters to make meaningful words.

1. r e w l o f

2. i r l g

3. t a r s



Activity III

- A. Listen carefully and read aloud the words given below. Notice how the underlined letters sound.**

clean

read

need

seat

week

meet

ice-cream

- B. Work in pairs and recite the poem aloud to your partner-**

Listen to my voice
Feel my choice,
Let me guide
From all side,
Oh! My dear
Save my life.

- C. Discuss about your hobbies with your friends.**

Activity IV

Look at the poster given below. Write two more slogans in your notebook.



Project work-

Collect five picture of banners/posters published by the government about the girl child and paste them in your scrap book.

Discuss

1. Which trees are there in your home and school?
2. How are they useful to us?
3. Should we cut these trees or not?
4. If you see someone cutting the trees, what will you do?

Enjoy the following story about trees, animals and a woodcutter.

Once there were two trees. They lived in a beautiful forest. Their names were Chintu and Pintu. They had many friends like rabbits, monkeys, a bumpy bear and a wise old wolf.



One day all the friends were chatting. Suddenly Pintu saw a woodcutter coming towards the forest. Pintu Said, “Hey! Look a woodcutter is coming”. “Run! Run!” Chintu said to the animals. But no one ran. They said, “You give us food, shelter and fresh air to breathe. How can we leave you in danger and go? Chintu and Pintu thanked them. All the animals hid themselves behind the trees.

The woodcutter saw Chintu and Pintu. He decided to cut these huge trees. As the woodcutter came near the trees,



the group of monkeys jumped onto him. Then the rabbit and his brother started jumping around him. The wise old wolf ran to call lion, the king. As the lion roared the woodcutter ran away to save his

life. As woodcutter felt the love and affection of these trees and animals, he decided not to cut trees in future because trees give them so many things like shelter, food, fruits, medicines, etc.

Activity I

A. Answer the following questions:-

1. What did the animals do to stop the wood cutter from cutting the trees?

Ans.....

2. Who went to call lion, the king?

Ans.....

3. Why did the animals refuse to go from there?

Ans.....

4. What do the trees provide us?

Ans.....

5. What did the wood cutter decide finally?

Ans.....

B. Write T for true and F for false statements:-

1. The trees and animals were friends. ()
2. A wolf is the king of jungle. ()
3. Trees give us food, shelter, fresh air, etc. ()
4. All the animals ran away as they saw the woodcutter. ()

Activity II

A. Match the words that have the similar meaning.

- | | |
|--------------|-------------|
| 1. forest | intelligent |
| 2. beautiful | big |
| 3. huge | pretty |
| 4. wise | jungle |

B. Join the letters in the given space and make new words.

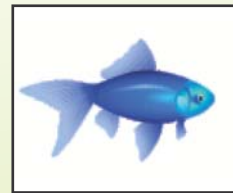
f → forest
f → an
f → ish



.....



.....



.....

m → monkey
m → an
m → arket



.....



.....



.....

b → ear
b → ell
b → ook



l → ion
l → amp
l → ady



Activity III

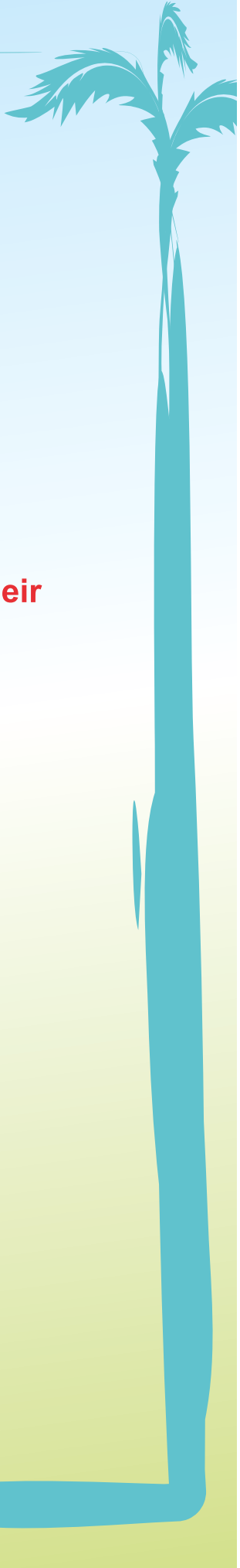
Read these sentences –

- This is my brother.
- His name is Ram.
- This is a cow.
- Its name is Kamdhenu.



In the above sentences Ram is the name of a boy, Kamdhenu is the name of a cow. Write two names for each of the following.

1. animals
.....
2. boys
.....
3. festivals
.....

- 
4. days
5. months
6. cities

Activity IV

The students will recite the following poem after their teacher.

The Environment

The stars shone in the night sky,
The moon was sitting bright and high.
The sun shone in the morning sky,
The birds were flying really high.

The rubbish sways in the cool breeze,
So take your litter home please.
We keep the forest neat and clean,
So there is no pollution to be seen.

Activity V

Look at the pictures of different animals. Identify them and write their names under the pictures-













Let read this story:

On the occasion of Ramnavmi, Samarth Guru Ramdas went to the palace. On that day Shivaji and Ramdas saw each other for the first time.



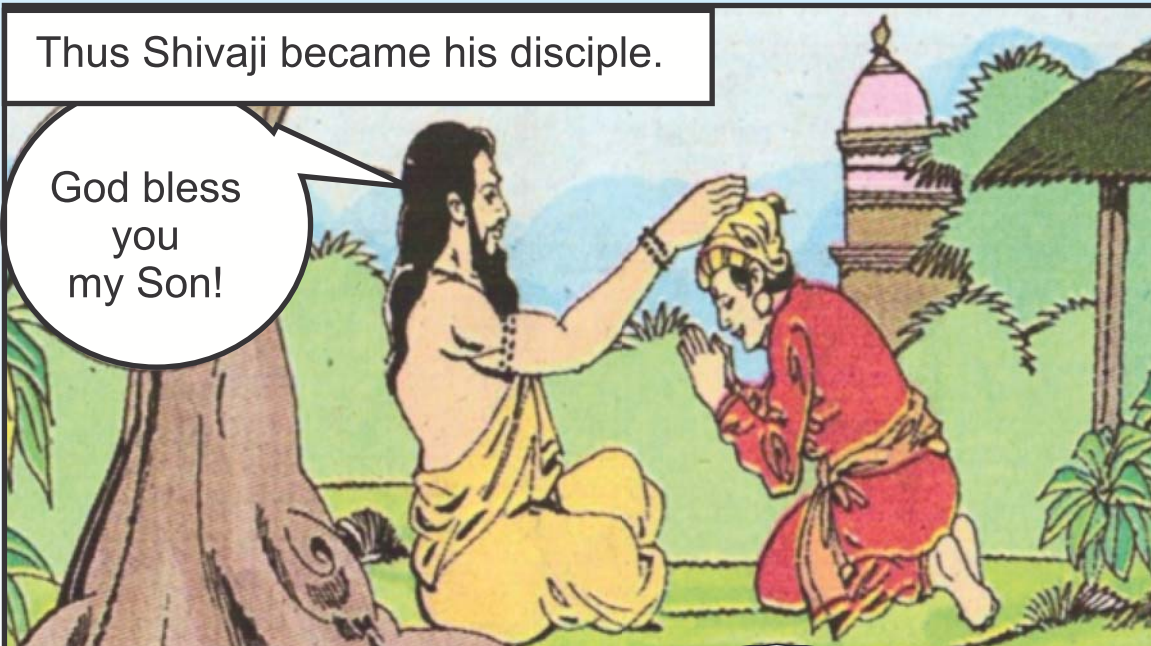
Shivaji too had heard a lot about Ramdas.

Soon



Thus Shivaji became his disciple.

God bless
you
my Son!



You should bring
all the people
together.



You should
rule as a just
king.

As you
command.

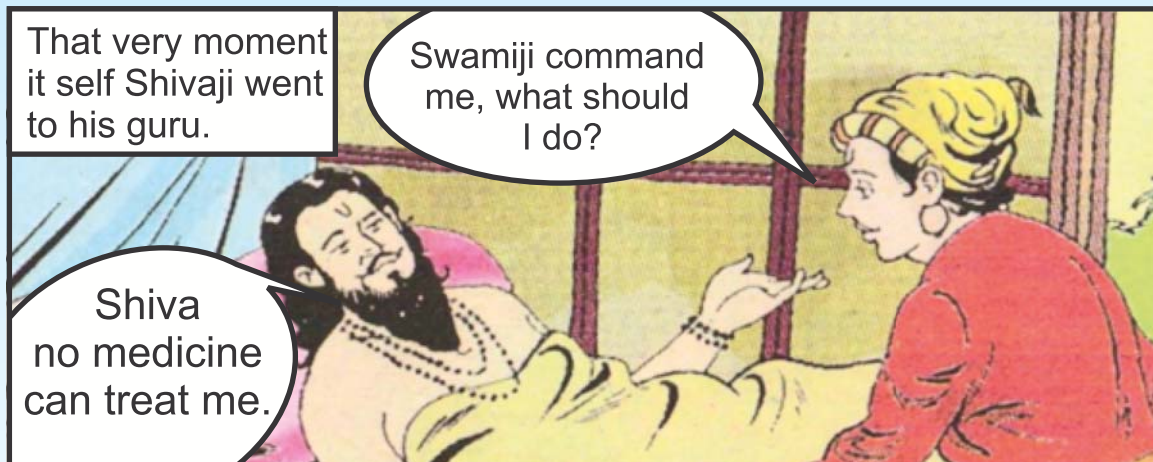


Days pass. One day-

What's
it?

Your guru is
not well.
He told me
to inform you.





At once Shivaji went to the forest.



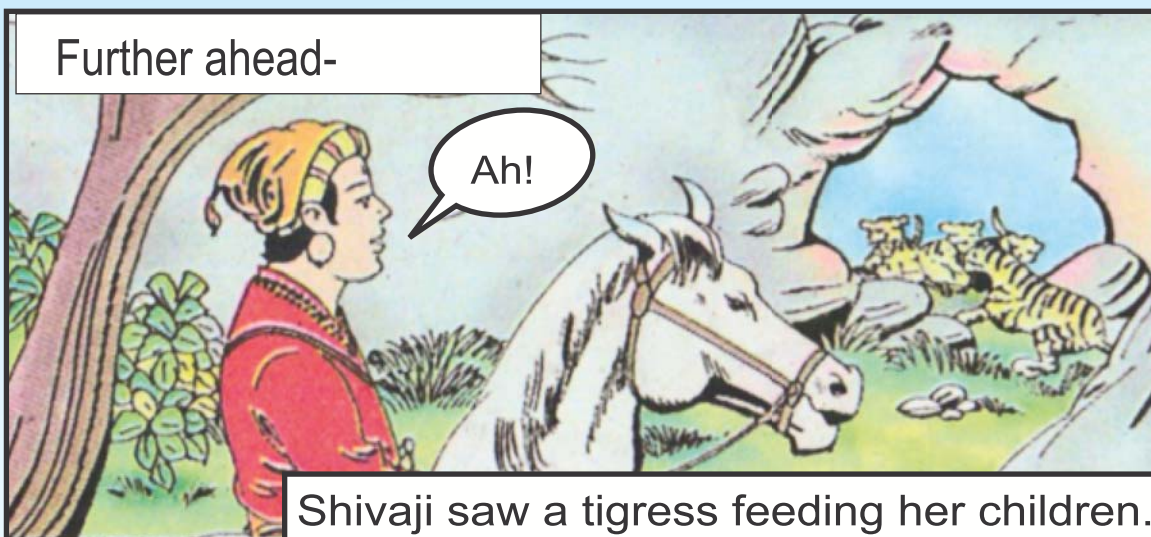
So many
tigers are
here.



All tigers. Not a
single tigress.



Further ahead-



Shivaji saw a tigress feeding her children.

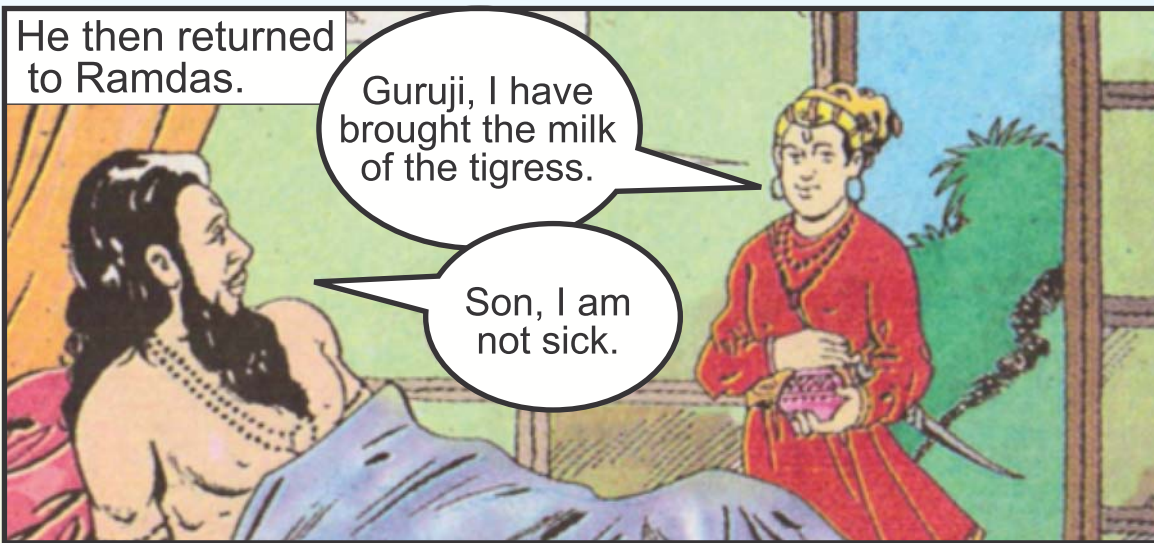
I must
be quick





With little effort Shivaji tied up the tigress and milked it.

He then returned to Ramdas.



Guruji, I have brought the milk of the tigress.

Son, I am not sick.



I was just testing you.

I am pleased with your courage and obedience towards me.

Glossary

occasion	-	उपलक्ष्य / अवसर, मौका
majestic	-	शानदार
disciple	-	शिष्य, अनुयायी
command	-	आदेश
medicine	-	दवाई
sick	-	बीमार
courage	-	साहस
obedience	-	आज्ञाकारिता

Activity I

A. Tick the correct alternative-

- Who visited the palace on the occasion of Ramnavmi?
a. Shivaji b. Guru Ramdas
c. Jija Bai d. a friend of Guru Ramdas ()
- What was demanded by Guru Ramdas?
a. a horse b. a tigress
c. milk of a tigress d. tea ()

B. Write T for true and F for false statements.

- Shivaji was the disciple of Jija Bai. ()
- Samarth Guru Ramdas was sick. ()
- Shivaji went to the palace to bring the milk of a tigress. ()
- Shivaji milked the tigress. ()

C. Answer the following questions:

1. What did Shivaji see in the forest?

Ans.

2. Was Ramdas really sick?

Ans.

3. What did Ramdas want to test about Shivaji?

Ans.

4. What did the Guru mean by 'bring together all the people of this land'?

Ans.

Activity II

A. Look at the following words given below:

it : itself

Make new words by adding 'self' in the following words:

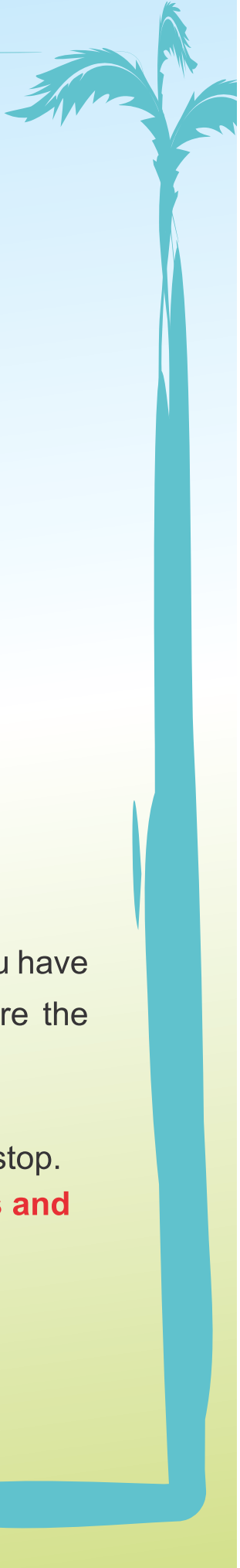
1. my

2. him

3. your

4. her

B. Match the following words by drawing an arrow with their opposite genders. One is done for you.



1. tiger	goddess
2. lion	bitch
3. poet	tigress
4. god	lioness
5. dog	mare
6. he goat	poetess
7. horse	peahen
8. peacock	woman
9. man	she goat

Activity III

A. Look at the following sentences

1. Samarth Guru Ramdas went to the palace.
2. I need the milk of a tigress.

We use capital letters at the beginning of a new sentence.

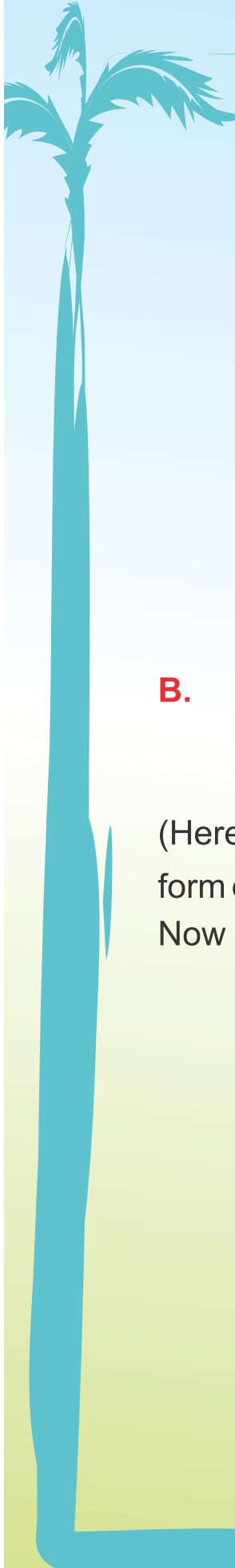
Capital letters are also used to write proper nouns (As you have already learnt in the previous chapter, proper nouns are the names of places and people).

Examples: Seema, Raghu, Udaipur, Hawamahal

The dot (.) placed at the end of a sentence is called the fullstop.

Rewrite the following sentences using capital letters and full stops.

1. i am doing my homework

- 
2. the dog is barking

 3. seema gives a pen to mohan

 4. sonia is making a doll

 5. we are reading a story of shivaji

 6. it is cold outside

B. Read the following sentences.

I always wished to see him.

He returned to Ramdas.

(Here 'wished' is the past form of 'wish' and 'returned' is the past form of 'return'. The past form shows past happening.)

Now fill in the blanks with past forms of the given verbs.

1. Shivaji----- (milk) the tigress.
2. Guru Ramdas----- (demand) the milk of tigress.
3. They----- (work) hard.
4. Mohan----- (water) the plants.
5. Boys----- (play) football.
6. A cat----- (climb) up a tree.

Activity IV

- A. You must have seen a palace/ fort/ garden/ temple. Describe to your classmates what you saw there. You can begin like this:- I visited a garden last Sunday. You may use words from the box.**

trees

flowers

birds

pond

duck

- B. Now you know something about Shivaji 'The Great Hero'. Form a group and play a short skit related to his life in the class room.**

Activity V

- A- Ask your teacher to narrate to you something about the life of Hakim Khan Suri. Then write five sentences of his ideas in your own words.**



Hakim Khan Suri

B - Recognise the following picture and choose the correct name from the options:

This personality who helped Maharana Pratap in the battle of Haldighati was

- a. Bhamashah
- b. Rana Sanga
- c. Banbir
- d. Shivaji



Now write five sentences belonging to the life of the person shown in the above picture.

- 1.
- 2.
- 3.
- 4.
- 5.

Discuss:

1. Which word is used for the hot winds that blow during summer season?
2. Do you like the breeze that blows during the rainy season?
3. What changes does the wind bring in a season?

Let's read this poem:

Environment, as you know consists of earth, water, sky, air and fire. The poem given below is about the wind.

There's a wind that blows over summer days,
And the clouds go chasing chasing.
There's a wind that blows over wintry days,
And the rains come racing racing.
There's a wind that blows over midnight hours,
And the stars keep blinking blinking.
There's a wind that blows over morning flowers,
And the dew lies winking winking.
There's a wind that blows over city mills,
And the smokes go hurrying after.
There's a wind that blows over grassy hills,
And the children dance to its laughter.





Glossary

wind	-	हवा
chasing	-	किसी का पीछा करना
midnight	-	मध्य रात्रि
blinking	-	आँखे झपकाना
dew	-	ओस
smokes	-	धुआँ
laughter	-	हँसी
winking	-	जल्दी-जल्दी पलक झपकना
breeze	-	मंद पवन

Activity I

Answer the following questions:

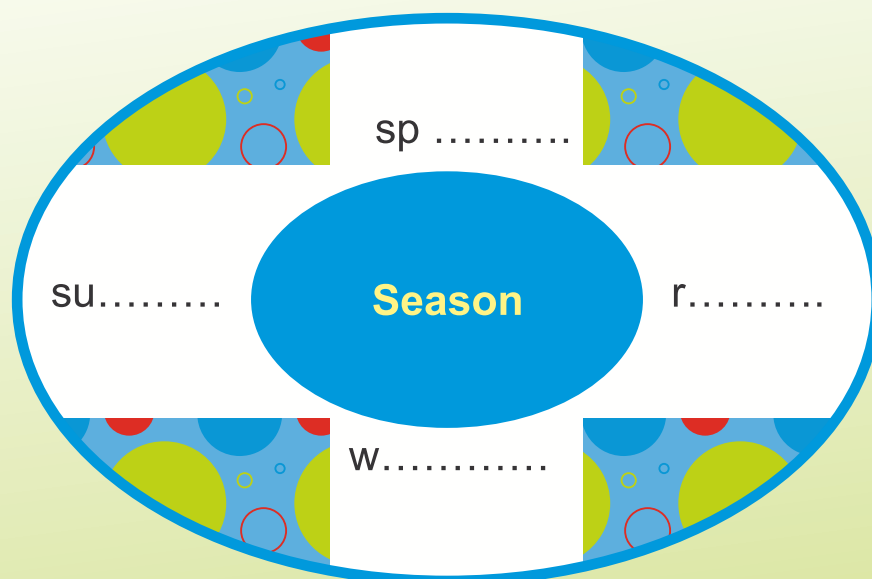
1. Where does the wind blow? Find out the places from the poem.
2. What lies winking?
3. Write the words that describe the fast movement.
4. Find out two words from the poem which are used to describe the movement of eyelids?

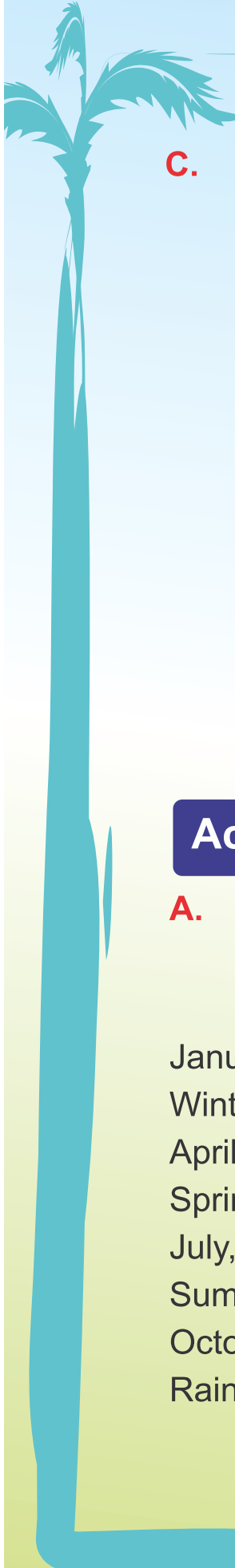
Activity II

A. Make new words by adding '-ing'. One has been done for you.

- | | | |
|----|-------|----------|
| 1. | blink | blinking |
| 2. | wink | ----- |
| 3. | laugh | ----- |
| 4. | drink | ----- |
| 5. | eat | ----- |
| 6. | walk | ----- |
| 7. | blow | ----- |
| 8. | chase | ----- |
| 9. | hurry | ----- |

B. Write the name of seasons. The first letter(s) of every season is given in the figure below.





C. Match the rhyming word in column 'A' with that in column 'B'. One has been done for you.

A

1. days
2. hour
3. mills
4. after
5. chasing
6. blinking

B

- hills
- ways
- winking
- flower
- laughter
- racing

Activity III

A. The teacher recites the poem given below. Students will recite it in a chorus after the teacher:

January, February, March months,
Winter goes and spring comes.
April, May and June months,
Spring goes and summer comes.
July, August and September months,
Summer goes and rain comes.
October, November and December months,
Rain goes and winter comes.

B. Discuss with your friends in your class about the months in which the different season occur.

Activity IV

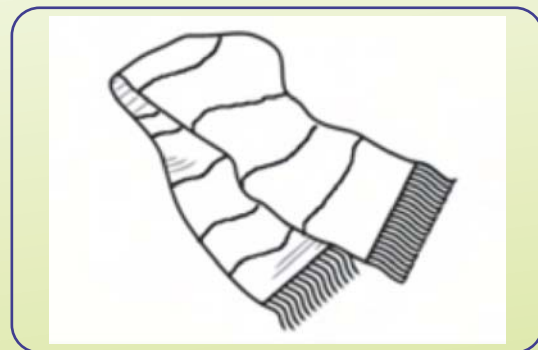
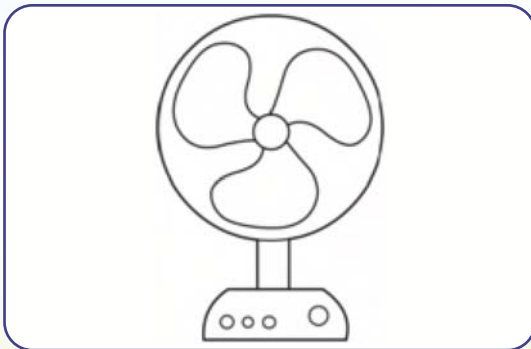
fan

umbrella

muffler

coat

Write the names of seasons in which the above things are used. Also colour these pictures.



.....

.....

Project Work

Look at the words given below. These are different types of wind.

- | | | |
|----------|-------------|--------------|
| - breeze | - crosswind | - trade wind |
| - gale | - downwind | - hurricane |
| - gust | - headwind | - tornado |
| - loo | - tailwind | |

Find out the meaning of these words in your mother tongue with the help of your elders or teachers –

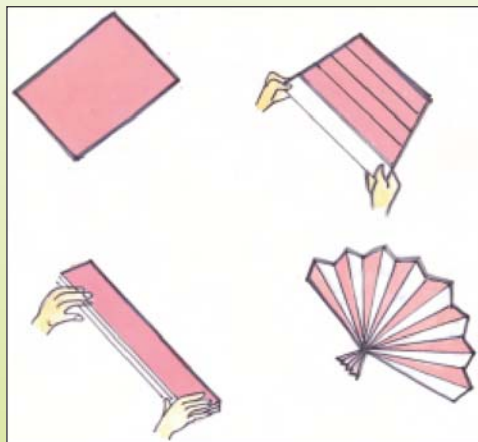
Present the information in your class.

Process writing

Let us make a paper fan.

Steps

1. Take a coloured chart paper.
 2. Fold it as shown in the picture
 3. After that hold one end of the paper and open it.
- Your paper fan is ready.



Discuss:

1. Have you ever heard the saying 'Where there is a will there is a way. (जहाँ चाह है, वहाँ राह है।)
2. Narrate any folk tale that you've heard related to this saying.

Let's read this story:

Once there lived two crows in a tree. They built a nest, and the mother crow laid her eggs in it. "Now we shall have some young ones" said the crows and they were very pleased.



The tree was very old and it had a hollow trunk. A cruel serpent cobra came and made his home in its root and trunk. When the crows were away, he stole the eggs from the nest and ate them.

When the crows returned, they were very sad. After some time the mother crow laid some more eggs. "Now we shall have some young ones," said she to her husband. Both the crows again felt very pleased.

Again the cobra stole the eggs from the nest.

“What shall we do?” thought the crows. “We must drive away the cobra or he will steal all of our eggs, and we shall not have any young ones. They went to their friend, a fox and told him about their problem.”

The fox thought of a plan and said, “There is a princess in the town and each day she takes her ring off her finger. Let us steal the ring and fly slowly away. Soldiers will come after us. Let them come close to us, and then we will drop the ring down into the serpent's hole.”

The crows did this. They stole a ring and dropped it down into the cobra's hole.

Then the soldiers came there chasing the crows and dug the hole with their sharp spears. When the serpent came out, they killed it immediately. Thus the crows got rid of the serpent forever.



If we try hard to do a thing, we will succeed.

Glossary

built	-	निर्माण किया
laid eggs	-	अण्डे दिये
hollow	-	खोखला
trunk	-	वृक्ष का तना
pleased	-	खुश
steal	-	चोरी करना
princess	-	राजकुमारी
soldiers	-	सैनिक
spears	-	भाले
succeed	-	सफल होना

Activity I

A. Answer the following questions given below-

1. Who stole the eggs from the nest?

Ans.

2. Why were the crows very sad when they returned?

Ans.

3. Who stole the princess's ring?

Ans.

4. What was dropped into the cobra's hole?

Ans.

5. Where did the crows go after stealing the ring?

Ans.

B. Mark T for the true statements and F for the false ones:

1. The mother crow laid her eggs in the nest. ()
2. The cobra did not steal eggs. ()
3. The crows thought of a plan to drive away the cobra. ()
4. The crow dropped the ring into the cobra's hole.

Activity II

A. Choose the suitable word from the given box and write it under its picture.

parrot, pigeon, peacock, owl, sparrow



.....



.....



.....



B. Look at the words given below and notice the change in their meaning by the addition of 's':

- | | |
|------------|----------------------|
| 1. crow | crows |
| 2. egg | eggs |
| 3. sword | swords |
| (one.....) | (more than one.....) |

Now re-write the words given below by adding 's' to them:

- | | |
|------------|-------|
| 1. serpent | ..... |
| 2. finger | ..... |
| 3. father | ..... |
| 4. mother | ..... |
| 5. nest | ..... |
| 6. ring | ..... |
| 7. book | ..... |
| 8. pencil | ..... |

Certain words become plural when '-s' is added to them.

C: Match the animals with their homes.

Animals

1. bird

2. horse

3. cow

4. lion

5. fish

6. mouse

Homes



Activity III

A. Read these sentences-

1. A cobra came there.
2. He made a home in it.

Here the word 'He' here refers to 'a cobra'.

B. Now read the following sentences :

1. There was a princess.
2. She was very beautiful.

The word 'she' here refers to 'a princess'

Fill the blanks with suitable word. (he/she)

1. Since Nikhil had no shoes, bought them from the market. (he/she)
2. Meena is a teacher, teaches English in a school. (he/she)
3. Shobha Ram is a doctor,treats the patients well. (he/she)
4. Mira was the hostess,..... served juice to everyone. (he/she)
5. Raghu is a student,is intelligent. (he/she)

Activity IV

Listen to the following rhyme and recite it after your teacher.

Birds sing.
Phones ring.
People talk.
Dogs bark.
Cows moo.
Cocks crow.
Bees buzz.
Children hush!

Activity V

A. Match the phrases with the pictures.

a bird singing

a cow mooing

a phone ringing

a dog barking

a cock crowing



B. Use the above phrases in your own sentences.

1.

2.

3.

4.

5.

15

Freedom Fighters of Rajasthan

The teacher shows the following pictures and asks the following questions:



Bhagat Singh



C.S. Azad



Laxmi Bai

Discuss:

1. Can you recognise the persons in the above pictures? Who are they?
2. Do you know something about the freedom fighters of Rajasthan?

Let's read about them one by one.

Pratap Singh Barhath was a freedom fighter. He was born in Udaipur, Rajasthan on May 24, 1893. He took part in the revolutionary plot to throw a bomb at Lord Hardinge. He was arrested in 'Banaras Conspiracy Case.' He was sent to Bareilly central jail. He was tortured there. He died in jail on May 7, 1918.



Pratap Singh Barhath

Vijay Singh Pathik was a great patriot and freedom fighter. His real name was Bhoop Singh. He was born at Guthawali village in Bulandshahar district of Uttar Pradesh. He led the *Bijolia Kisan Andolan* in Rajasthan. He was a well known Hindi poet, writer and journalist. After his death in 1954, the government of India issued a postage stamp in his memory.



Vijay Singh Pathik

Sagarmal Gopa was a freedom fighter and patriot. He was born on November 3, 1900 in Jaisalmer. He took an active part in the non-cooperation Movement in 1921. He opposed anti people policies of the rulers of Jaisalmer. He was arrested on May 25, 1941. He was tortured in prison for many years. He died on 4th April, 1946 in prison.



Sagarmal Gopa

Thakur Kushal Singh was a great freedom fighter. He was from Auwa village of Jodhpur Riyasat. He actively participated in the freedom struggle of 1857. He gave shelter to the revolutionary army from Neemach Cantt. He also defeated the king of Jodhpur, Takhat Singh and the British army.



Thakur Kushal Singh



Glossary

arrested	- गिरफ्तार किया
conspiracy	- षड़यंत्र
patriot	- देशभक्त
journalist	- पत्रकार
non co-operation movement	- असहयोग आन्दोलन
tortured	- यातना दी
struggle	- संघर्ष
revolutionary	- क्रांतिकारी

Activity I

A. Answer the following questions.

1. Write the names of the freedom fighters of Rajasthan.
2. Who gave shelter to the revolutionary army from Neemach Cantt?
3. Who led the *Bijolia Kisan Andolan*?
4. Where was Sagarmal Gopa born?

B. Match the names in column 'A' with the places in column 'B'. One has been done for you.

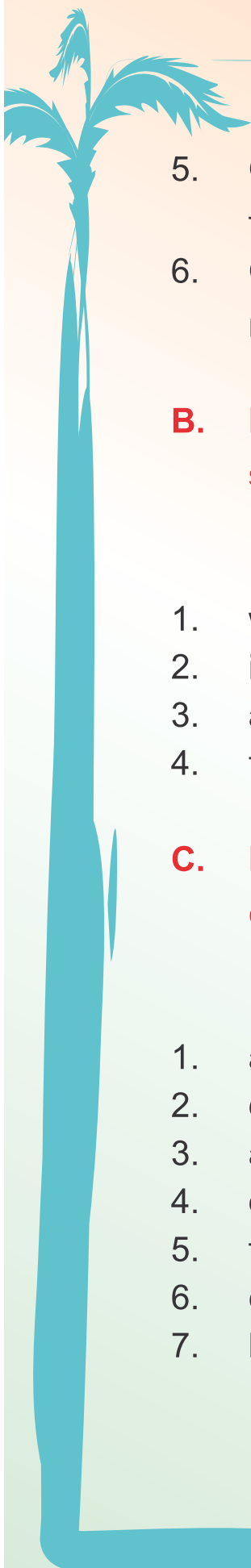
A	B
1. Pratap Singh Barhath	Guthawali
2. Vijay Singh Pathik	Auwa
3. Sagarmal Gopa	Udaipur (Rajasthan)
4. Thakur Kushal Singh	Jaisalmer

Activity II

A. Write one word from the box for each of the given group of words. The first letter of the word is given.

patriot, poet, ruler, conspiracy,
jail, fighter

1. A person who loves his/her country and is ready to sacrifice her/ his life for it. p.....
2. A building where criminals are kept.
j.....
3. An act or plan against government or rulers.
c.....
4. A person who writes poems. p.....

- 
5. One who fights for something.
f.....
6. One who rules over a country or state.
r.....

B. Match the words in column A with the words having similar meanings in column B.

A	B
1. well known	punished
2. issued	famous
3. arrested	caught
4. tortured	released

C. Match the words in column A with their opposites in column B.

A	B
1. arrested	born
2. died	passive
3. active	released
4. opposed	non-cooperation
5. freedom	supported
6. cooperation	followed
7. led	slavery

Activity III

Look at these sentences:

- Vijay Singh Pathik was a great patriot.
- Both Pratap Singh and Sagarmal Gopa were freedom fighters.

In the above two sentences word 'was' has been used for singular number and 'were' for plural numbers.

Now fill in the blanks choosing 'was' or 'were'

1. Major Dhyan Chanda Hockey player.
2. Tulsidas and Raskhan.....poets.
3. Abdul Kalam and Ramanujam.....scientists.
4. AshfakUllah.....a freedom fighter.

Activity IV

The teacher speaks the following words. The students listen to them. The teacher asks them to pay attention to the final 'r' sound which is not spoken. He then divides the students in four groups and asks them to pronounce these words one by one.

writer

fighter

ruler

actor

singer

farmer

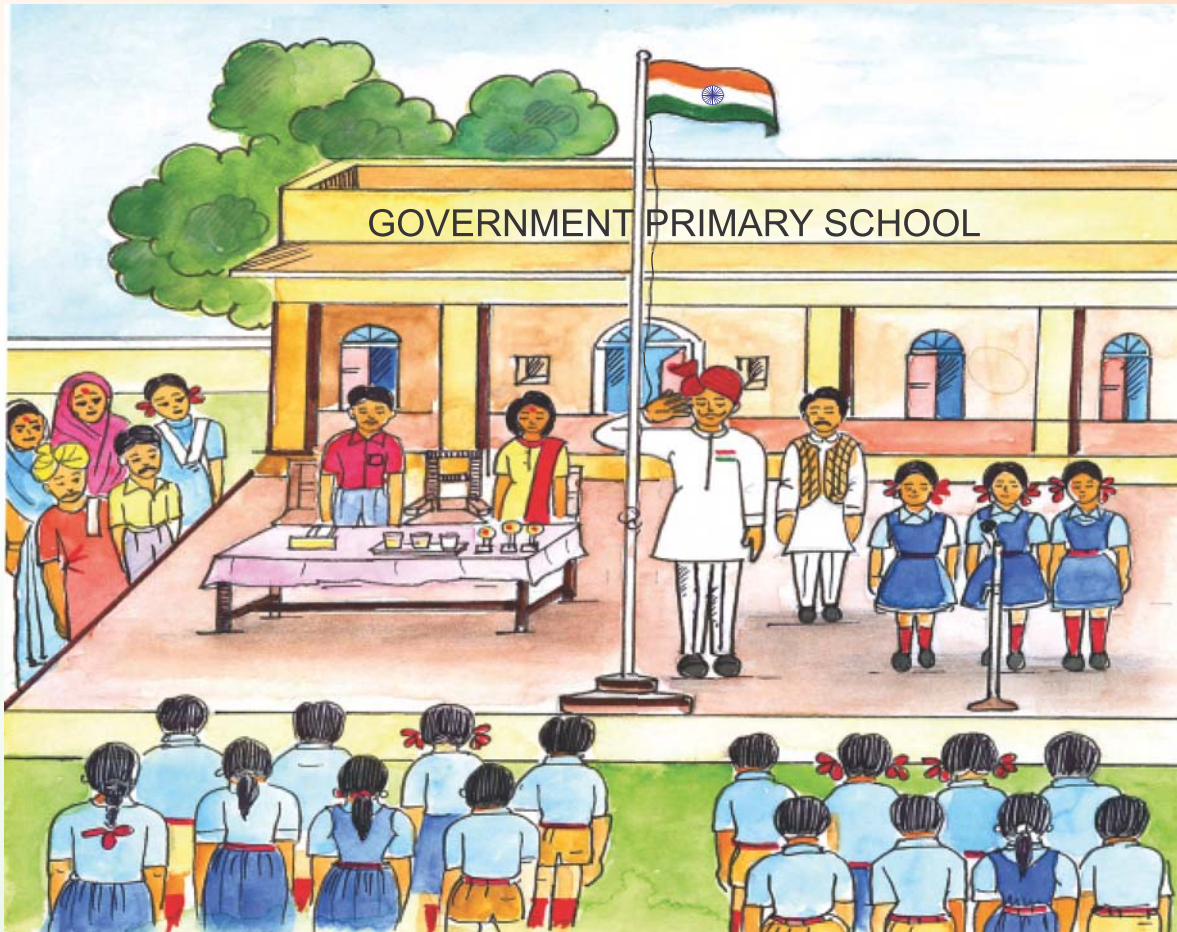
player

painter

washer

Activity V

A. Look at the picture given below carefully.



Write three sentences about the picture.

You may use the words given in the box.

flag, sweet, celebrate, hoist, stage, distribute,
national anthem, speeches,

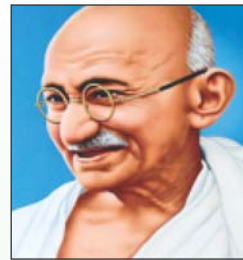
1.
2.
3.

B. Match the names of freedom fighters with their pictures.

Mahatma Gandhi



Sardar Patel



V. D. Savarkar



Mahrishi Arvind



Read and Enjoy

I wonder

I wonder why the grass is green,
Why the wind is never seen?
Who taught the birds to build a nest,
And told the trees to take a rest?
O, when the moon is not quite round,
Where can the missing bit be found?
Who lights the stars, when they blow out,
And makes the lightning flash about?
Who paints the rainbow in the sky,
And hangs the fluffy clouds so high?
Why is it now, do you suppose,
That Dad won't tell me, if he knows?

~ Jeannie Kirby

