

# *Enjoying English*

*(Textbook Based On Bridge Course)*

*(Level-3)*

*Class 6 and 7*

**2022**



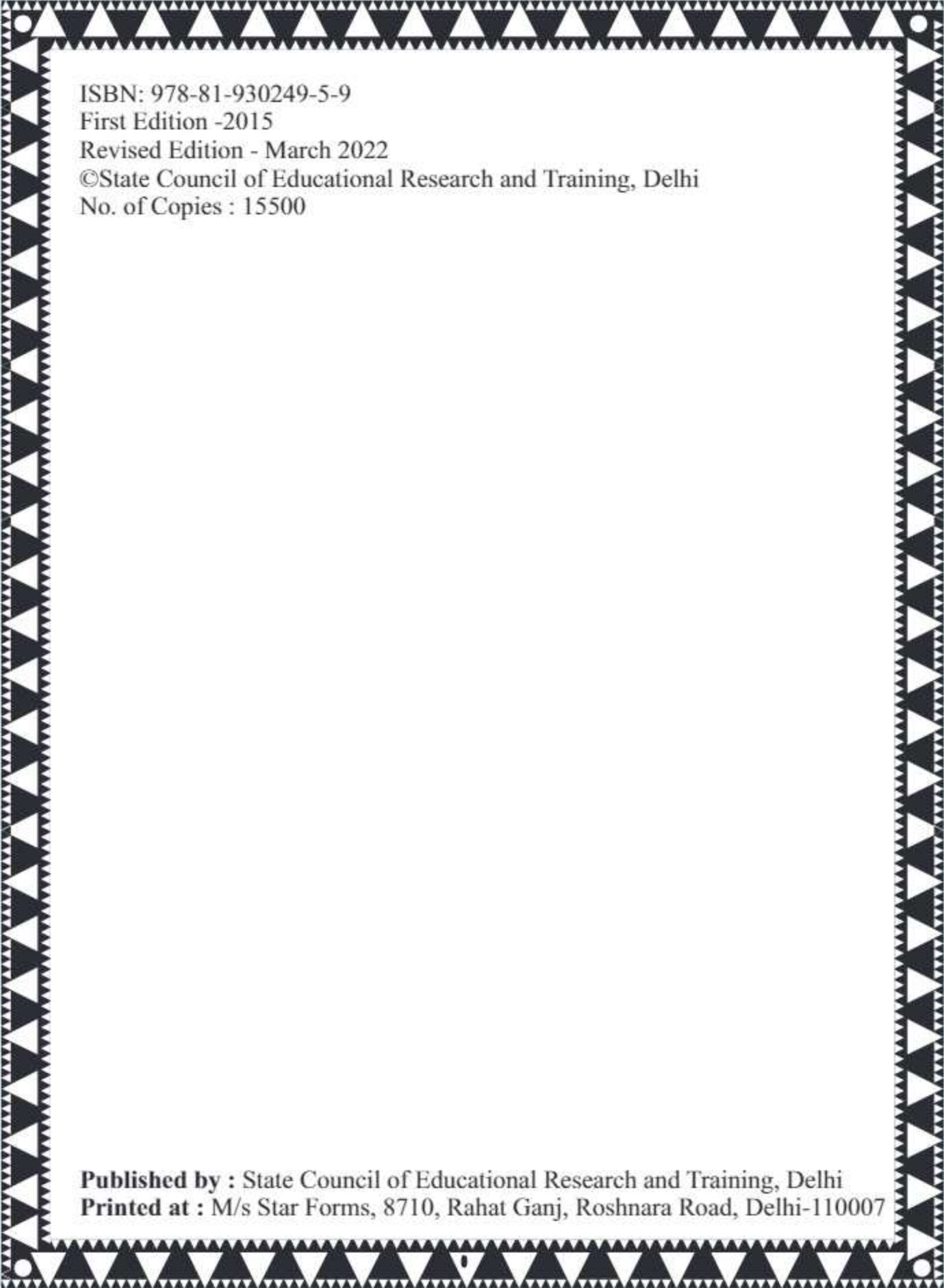
शिक्षा का अधिकार

नम्र शिक्षा  
सबको शिक्षा, अच्छी शिक्षा



**State Council of Educational Research and Training**

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**Rajanish Singh**  
Director



**State Council of Educational  
Research and Training**

(An autonomous Organisation of GNCT of Delhi)  
Varun Marg, Defence Colony, New Delhi-110024  
Tel.: +91-11-24331356, Fax : +91-11-24332426  
E-mail : dir12scert@gmail.com

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**Message**

Education is the fundamental right of all children. Quality education always creates a bright future for the children. It also helps in improving the mental, physical and spiritual level of the child along with providing cognitive information to the children. Books play an important role in achieving the objectives of education.

Keeping this in mind, the State Council of Educational Research and Training, New Delhi has prepared 18 text books for the students of Special Training Centers. The main objective of these textbooks is to encourage children to learn 'within the school' and 'outside the school' and to inculcate a sense of self-confidence among the children. Some important changes have been made in these books according to the needs of the children, so that the children find learning easy and interesting.

Hope this learning material will guide the children and help in their holistic development.

(Rajanish Singh)





**Dr. Nahar Singh**  
Joint Director (Academic)

**State Council of Educational  
Research and Training**

(An autonomous Organisation of GNCT of Delhi)

Tel. : +91-11-24336818, 24331355, Fax : +91-11-24332426

Tel.: +91-11-24331355, Fax : +91-11-24332426

E-mail : [jdsccertdelhi@gmail.com](mailto:jdsccertdelhi@gmail.com)

Date : 22/03/2022

D.O. No. : F-11(2)/JDS(A000)/MOC/SCERT/  
2021-22/2202

**Message**

Right to Education Act 2009 provides for free and compulsory education for children in the age group of 6 to 14 years. According to the Section 4 of RTE Act 2009, there is a provision of Special Training Center for the out-of-school children, to provide opportunities to learn and prepare for age-appropriate class. According to the National Education Policy 2020, the state government has the responsibility of providing quality and equitable education to every child in the age group of 3 to 18 years.

National Education Policy 2020 lays emphasis on foundational literacy and numeracy and also on developing higher level cognitive and problem solving abilities among children. It also focuses on developing the life skills among the children.

The learning material developed for the students of Special Training Centers by State Council of Educational Research and Training, Delhi has been updated keeping in mind the provisions laid in NEP 2020. This will enhance their knowledge and skills and lead to holistic development of children, so that they become responsible citizens.

I extend my best compliments to all the teachers for making the text relevant to the context of the implied goals as envisaged by the National Education Policy 2020.

I sincerely hope that these text books will be useful for the students studying at Special Training Centers.

Best wishes for the bright future of our students.

(Dr. Nahar Singh)

## Preface

It is important to master the essential skills for the 21st century with ethics, rationality, empathy and sensitivity in the context of the broad objectives of the National Education Policy, 2020. The National Education Policy 2020 and the Sustainable Development Agenda is in front of us today with the overarching goal of ensuring "inclusive and equitable quality education for all and promoting opportunities for lifelong education by 2030". Extensive reforms have been made in the school education system through this policy. The policy envisages the 5+3+3+4 structure of school education including 12 years of schooling and 3 years of Anganwadi/Pre-school education. The policy envisages that it will be a top priority to bring out-of-school children back into the educational fold as early as possible, and to prevent further students from dropping out, with a goal to achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030.

Under Section 4 of the Right to Education Act, 2009, there is a provision for the out-of-school children to get education in special training centers. Its purpose is to prepare them for admission to the age-appropriate class. Stepping towards achieving this goal, the State Council of Educational Research and Training, New Delhi has made necessary reforms in the text books developed for the students studying in the Special Training Centers so that the objectives of the National Education Policy can be achieved.

Based on the curriculum developed by the State Council of Educational Research and Training, New Delhi, these books have been prepared using very simple language. These textbooks have been kept in the basic form according to the curriculum which is prepared at four levels. Level one and Level two are for primary classes and Level three and Level four are for upper primary classes. The books for four subjects (Hindi, English, Mathematics and Environmental Studies) have been prepared for primary level and for five subjects (Hindi, English, Mathematics, Social Studies and Science) have been prepared for upper primary level.

I express my gratitude to all the teachers who contributed in the preparation and revision of these books. I hope that these textbooks will prove useful to the teachers and students of the Special Training Centers, these books can play an active role in the holistic development of the students studying in the centers.

Your valuable suggestions for improving the books are always welcome.

**Dr. Bindu Saxena**  
Assistant Professor  
Department of Science  
Division of Curriculum and Pedagogy  
SCERT, Delhi



## About this book .....

*The following bridge course has been developed for the students of special training centre. It aims to give students an opportunity to bridge any academic gaps in the study of English language.*

*The pieces have been selected keeping the interest, cognitive level, context and needs of the out of school children. It also takes into consideration the fast changing learner needs resulting from the psychological, social and environmental changes happening around the world.*

*The book has been developed keeping in view age appropriate themes. The major themes in 'Enjoying English' Level -3 are health and hygiene, family, festivals, environment, sports and child labour.*

*The book is totally activity based, pedagogy pushing the students to learn, speak, read, and write. The sections 'Let's get ready' help them to develop readiness for the unit. The sections 'Words are fun', 'Beyond words' are build into each lesson for carrying on vocabulary and grammar. Besides these the sections 'Let's do' and 'Check yourself' make the chapters all the more interesting.*

*We are confident that 'Enjoying English' will prepare self reliant learners whose attainment of language is natural and independent.*

**Ms. Ritika Dabas,**  
Senior Lecturer,  
SCERT

### ***Guidance***

Shri H. Rajesh Prasad, Pr. Secretary Education, Delhi  
Shri Rajanish Singh, Director, SCERT, Delhi

### ***Academic Advisor***

Dr. Nahar Singh, Joint Director ( Academic), SCERT

### ***Convenor***

Dr. Seema Yadav, Senior Lecturer, SCERT  
Mr. Dhiraj Kumar Lecturer, SCERT

### ***Coordinator and Editor***

Dr. Ritika Dabas, Senior Lecturer, SCERT

### ***Expert***

Dr. A.L Khanna Retd, Associate Professor Delhi University  
Dr. Kirti Kapoor, Associate Professor, NCERT  
Dr. Sangeeta Chauhan, Associate Professor GGSIPU

### ***CONTRIBUTORS***

Dr. Ritika Dabas, Senior Lecturer,  
Dr. Meena Sehrawat, Senior Lecturer  
Ms. Anita Mishra, PGT English  
Ms. Dolly Dhawan, PGT English  
Ms. Geeta Khatri, PGT English  
Ms. Preetima Khandelwal, TGT English  
Ms. Prerna Aggarwal, TGT English  
Ms. Rashmi Arora Sehgal , TGT English  
Ms. Monika Kaushik, TGT English  
Ms. Bhawana Singh Freelance



## **Review Team (2021-2022)**

### ***Convenor***

Dr. Bindu Saxena, Assistant Professor, SCERT, Delhi  
Ms. Bhagwati, BRP, SCERT, Delhi

### ***Coordinator and Editor***

Dr. Ritika Dabas, Senior Lecturer, SCERT

### ***CONTRIBUTORS***

Dr. Meena Sehrawat, Assistant Professor, DIET Ghumanhera  
Dr. Ritika Dabas, Senior Lecturer, SCERT  
Ms. Geeta Khatri, Assistant Professor, SCERT  
Ms. Shilpa Sud, Assistant Professor, SCERT  
Dr. Rekha Rani Kapoor, Assistant Professor, SCERT  
Ms. Anamika Sharma, Assistant Professor, DIET Daryaganj  
Ms. Kapila Parashar, Assistant Professor, DIET Dilshad Garden

### ***Publication Officer***

Dr. Mukesh Yadav, SCERT Delhi

### ***PUBLICATION TEAM***

Mr. Navin Kumar, SCERT, Delhi  
Ms. Radha, SCERT, Delhi  
Ms. Neha Rizwana, BRP, SCERT, Delhi  
Ms. Fouzia, BRP, SCERT, Delhi



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## UNIT-1

# Health and Hygiene

### Let's Get Ready



#### For the Teacher:

1. Discuss with students about:
  - a. Importance of food
  - b. Sources of food (Plants and Animals)
  - c. Types of food (Healthy and Junk food)
2. Encourage students to relate healthy food and junk food with mid-day meal programme.

Do you know that the food we eat usually comes from plants and animals! It gives us energy and keeps us strong and healthy.

Given below are the pictures of different fruits, vegetables, milk products and other food items.



Name your favourite food item. \_\_\_\_\_

Do you like to drink milk? \_\_\_\_\_

Which are the food items that you do not like to eat? \_\_\_\_\_

\_\_\_\_\_

Which food items make us healthy and strong? \_\_\_\_\_

\_\_\_\_\_

Complete the box below by sorting the above food items in the given categories. The first one is done for you.

Healthy food	Junk food
Banana	Burger
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----



## Let's Read Together



### For the Teacher:

1. Encourage the students to read with proper stress and intonation.
2. Explain the meaning of difficult words and motivate the students to use the words in context.
3. Ask them to summarize the story in their own words (pair activity).

I am Chikki  
I Love Milk.....



"No, thank you, no milk for me," said ten-year-old Radha to her mother.

Those seven words always upset Radha's mother, Shanti, because she knew how important it was for Radha to drink the milk. Milk has calcium and helps in building strong teeth and bones.



Several days later, Radha brought a special book to home from school. Radha's teacher, Mrs. Tiwari, had asked her students to read a special story.

Mrs. Tiwari gave Radha "Chikki kitten" to read.

Radha loved to read. She also loved cats. It was the perfect book for Radha.

When Radha came home from school that day, she sat at the kitchen table and began to read her special book.

After a few minutes Radha said, "Oh, poor! Chikki kitten can't take long steps when she walks." Radha kept reading.

A few minutes later Radha said, "Oh, poor! Chikki kitten can't climb a tree because her paws hurt."

Radha's mom noticed the upset look on her face and asked, "Radha, are you okay? What is making you so upset?"

"Nothing, mother, I'm fine. It's just that Chikki kitten is having such a hard time moving and walking. I hope she is okay." "I'm sure, Chikki will be fine. Read for a few more minutes, then we'll have dinner," smiled Radha's

mother.

Radha kept reading. "Oh, poor! Chikki Kitten can't leap, bend, or dance either," said Radha. That night Radha finished reading "Chikki Kitten."

She ran to the kitchen and said, "Mother, Chikki Kitten needed milk to walk, dance, climb, and have strong bones and teeth and so do I." Mother smiled and hugged Radha. She told Radha that milk contains calcium which makes our bones strong. Curiously Radha looked at her mother and asked "Mamma, how can I grow tall like you?" "Listen Radha" said mother "We should always drink milk and eat healthy food. Healthy food makes us active and help us grow tall"



"Oh mamma! Please give me healthy food, I'm hungry" said Radha. Mother served dal, vegetable, curd, chapati and rice to Radha. Radha enjoyed her food. Next morning in her school she told her friends about healthy food, which makes us strong and keeps us healthy.



(Source : The adventures of Jenny & Cassie Kitten from [www.magicfrogtail.com](http://www.magicfrogtail.com))

#### GLOSSARY

WORD	MEANING
kitten	: cat's baby
upset	: unhappy or worried
leap	: to jump a long distance or to jump high into the air
calcium	: a mineral in a body required for the growth of bones and teeth
hugged	: to hold closely in arms
curiously	: eager to know or learn something



## Let's Explore



### For the Teacher:

Encourage the students to answer the given questions.

#### A. Tick (✓) the correct answer.

- Radha loved which animal?  
a) Dog      b) Mouse      c) Cat
- What was the name of the kitten?  
a) Billy      b) Chikki      c) Kitty
- Radha didn't like to drink  
a) milk      b) tea      c) juice

#### B. Think and answer



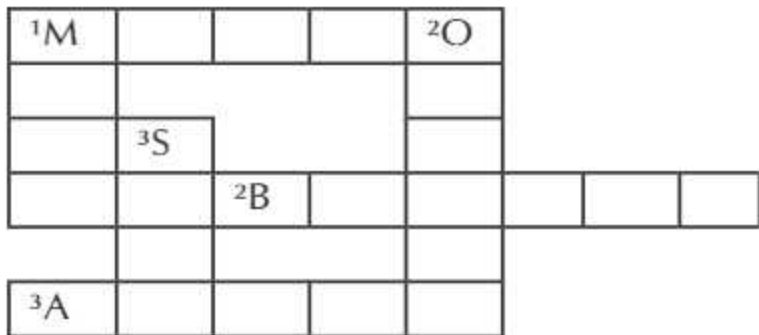
- The special book which Mrs Tiwari gave Radha to read was \_\_\_\_\_
- We need healthy food because \_\_\_\_\_
- Radha was upset because \_\_\_\_\_
- Two healthy food items that I eat are \_\_\_\_\_ and \_\_\_\_\_

## Words are Fun



Solve this puzzle.

Use the clues given below.



#### Clues: Down

- All children must drink it.

2. This fruit is called by its colour.
3. It is used for cleaning our body.

**Clues: Across**

1. It is called the king of fruits.
2. Monkeys love this fruit.
3. An \_\_\_\_\_ a day keeps the doctor away.

(See annexure Unit-I)

## Beyond Words

The sounds of five letters a, e, i, o, u are called vowel sounds. The sounds of other letters are called consonant sounds.

A. Circle the words in the cloud that begin with vowel sounds.

**For the Teacher:**

1. Encourage the students to write words starting with vowel and consonant sounds. (Chart Activity)

food, ice-cream, balloon, apple, hair,  
doctor, cake, orange, mother, grapes  
pencil, umbrella, house, kite, egg



We use 'an' before the singular nouns whose name begin with a vowel sound and a before singular noun whose name begins with a consonant sound. **The** is used for nouns (singular/plural) that are more specific or belong to a group. We also use **the** before **the** names of rivers, mountains, names of famous people, buildings, holy books, etc.

For eg:

a) **The** Ganges is a holy river.



b) **An** elephant has **a** long nose.



c) I have **a** pencil and **an** eraser.



We do not use **a** before words like **honest** and **hour** because the consonant 'h' is silent in both. Instead we pronounce the vowel sounds in both the words.

Therefore, we say,

**an honest** man

**an hour** ago

B. Fill in the blanks with a / an / the.

1) I use ..... toothbrush to clean my teeth.



2) I eat .....apple a day.



3) I play with .....ball everyday.



4) I carry an umbrella and \_\_\_\_\_raincoat during the rainy season.



5) \_\_\_\_\_Taj Mahal is built of marble.



### Let's Listen



Personal cleanliness is very important to keep ourselves healthy. For example, we take bath daily to keep ourselves clean.

#### For the Teacher:

1. Sing the rhyme "This is the way" with proper actions, intonation, stress, etc. (Annexure Unit 1)
2. Encourage the students to repeat the rhyme with actions.
3. Encourage the students to arrange the given phrases in proper sequence (in the order given in the rhyme).

- ❖ Oil my hair 1. \_\_\_\_\_
- ❖ Drink my milk 2. \_\_\_\_\_
- ❖ Wash my face 3. \_\_\_\_\_
- ❖ Cut my nails 4. \_\_\_\_\_
- ❖ Wash my hands 5. \_\_\_\_\_



## Let's Talk



### For the Teacher:

1. Motivate the students to discuss with their partner about cleanliness in dialogue form / question answer form. (Pair Activity)

Student A: How do you clean your teeth?

Student B: I clean my teeth using a toothbrush.



Clean your face.....soap.  
Cut your nails.....nail cutter.  
Comb your hair.....hair brush.

## Let's Write



Hello children! I am Dr. Shiv.



Today, I will give you some tips on how to stay fit and healthy.

- A. The sentences are incomplete. Complete them by choosing words from the box.

bed, healthy, nails, comb, junk, soap

- 1) Oil and \_\_\_\_\_ your hair daily.



- 2) Cut your \_\_\_\_\_ regularly.



- 3) Go to \_\_\_\_\_ on time.



- 4) Wash your hands with \_\_\_\_\_ before every meal.



- 5) Eat \_\_\_\_\_ food and avoid \_\_\_\_\_ food.

- B. Rahul has written a message for all. Write one more message to create awareness on health and hygiene in the space provided.



### Let's Do



Imagine you have opened a hotel or dhaba which serves only healthy food to the customers.

### CIRCLE TIME

#### Food Menu

Arrange the food items given in the Food Menu in alphabetical order.

#### For the Teacher

- Ask the students to sit in a circle
- Ask each student to express his/her liking for a particular food item.
- Ask each student to ask the next student in the circle to express his/her liking for a particular food item.
- Facilitate the students by providing them the structure: "I like to eat \_\_\_\_\_ because \_\_\_\_\_."
- What do you like to eat?

**Menu Main Course**

**VEG**

Yellow Dal Tadka	120
Dal Makhani	135
Dal Fuchra	130
Mix Veg	135
Seasonal Veg	95
Aloo Mutter	130
Methi Aloo	130
Bhindi Do Pyaza	135
Gobi Masala	145
Pindi Chana	135
Chana Masala	155
Palak Paneer	140
Shahi Paneer	165
Mutter Paneer	165
Paneer Lababdar	175
Paneer Butter Masala	175
Paneer Bhuj	155
Paneer Shahi Korma	185
Kadai Paneer	165
Malai Kofta	165
Veg Kofta	165
Methi Mattar Malai	160
Mushroom Do Pyaza	165
Kadai Paneer	185
Mushroom Masala	185

**RICE**

Steamed Rice	70
Jowar Rice	75
Pean Pula	95
Veg. Pula	95

**BREADS**

Roti	10
Butter Roti	15
Rumal Roti	15
Aloo Roll	25
Khaste Roti	25
Pinni Nuan	25
Butter Naan	30
Garlic Naan	40
Pudina Parantha	25
Lachcha Parantha	25
Green Chilli Parantha	30
Stuffed Kulcha	40
Bread Basket	110

**Biryani With Raita**

Veg Biryani	140
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**Buy any 2 Dishes Get DAL and WELCOME DRINK FREE**



## Make a menu card / booklet.

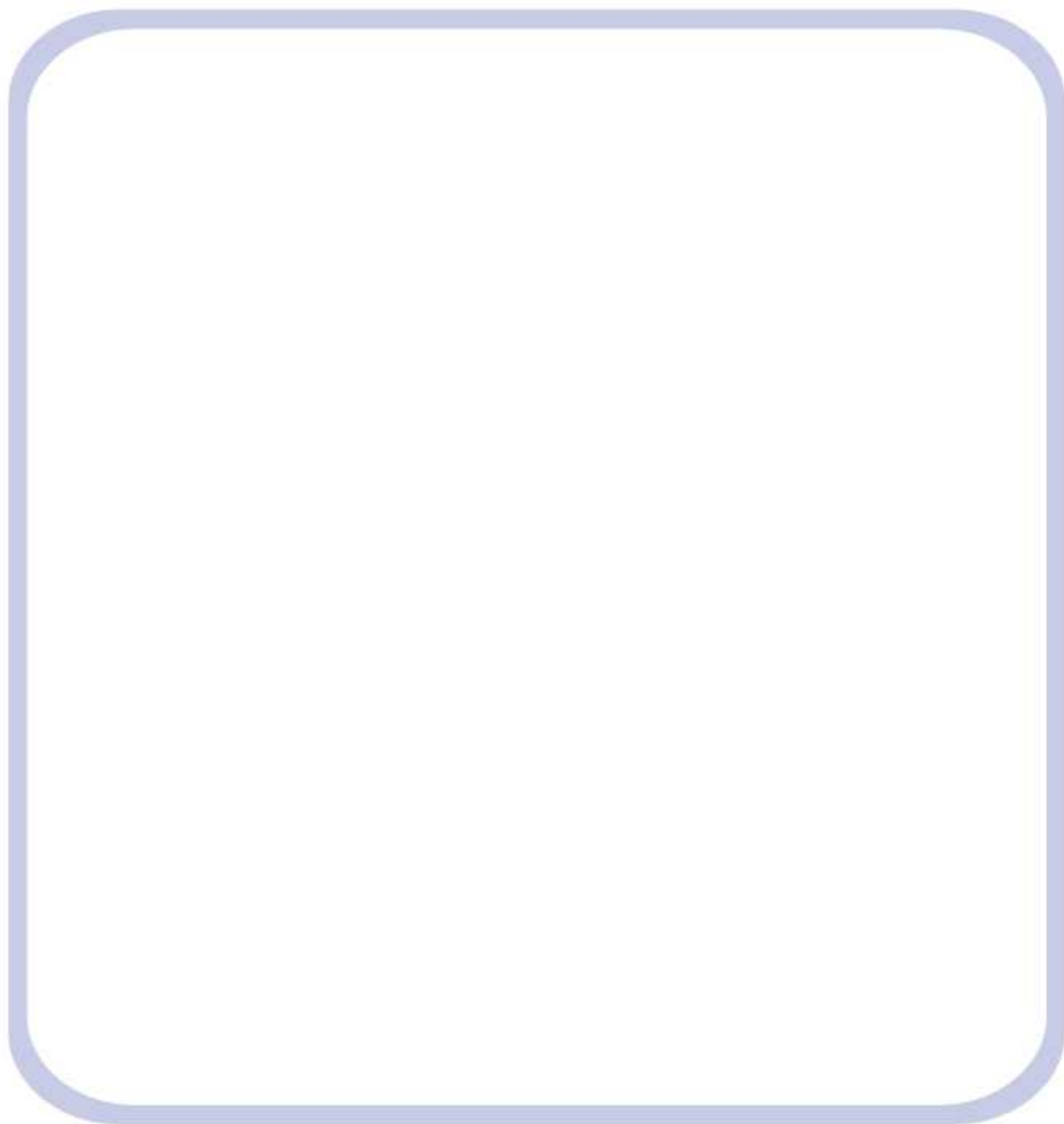
### Things You Need

- ❖ Coloured paper
- ❖ Fevicol
- ❖ Sketch pens/paints
- ❖ Pictures of healthy food
- ❖ A pair of scissors

### Instructions:

- ❖ Collect and cut the pictures of healthy food like vegetables, fruit salad, juice, etc.
- ❖ Using coloured paper, make a menu card and list all the food items with their prices.
- ❖ Paste the pictures and decorate it.

Paste your Menu Card in the space given below.



### For the Teacher:

Teacher will read the following statements aloud and ask the students to TICK (✓) in front of the statement that they can do.

### Self-check

#### I can do.....

1.	I can express/ elaborate the importance of food for us.	
2.	I can express my views on my favourite food items and their sources (plants/ animals).	
3.	I can categorise the given food items into healthy and junk food and write/explain difference between them	
4.	I can read and comprehend the given reading material and answer the questions based on that text.	
5.	I can understand the meaning of new words introduced in the lesson and use them in sentences.	
6.	I can explain the concept of vowel consonant sounds, and can give examples of the same.	
7.	I have understood the usage of articles (a,an, the) and can use the same in my daily life.	
8.	I have understood the need and importance of personal hygiene habits and practice the same in my daily life.	
9.	I can arrange words in alphabetical order.	
10.	I can express/organize and present my thoughts/ideas in writing, in the form of message on any topic in a sequential and systematic way.	
11.	I can sing the poem/song with proper intonation, actions and stress.	
12.	I can solve simple riddles/puzzles/quizzes on the basis of given clues/ inputs.	



## UNIT-2

# Family

Let's Get Ready



**For the Teacher:**

1. Discuss with the students about joint family and nuclear family.

Members of a family live together, love each other and help each other.

**Joint Family**



**Nuclear Family**



Q.1 Do you live in a joint family or nuclear family? \_\_\_\_\_

Q.2 How many members are there in your family? \_\_\_\_\_

## Let's Read Together



The speaker in the poem lives in a joint family and feels blessed. Let's read and find out how.

### My Family

#### For the Teacher:

1. Recite the rhyme with proper stress and intonation.
2. Encourage the students to repeat the rhyme and learn it.

I love my mother who  
Loves and Cares.  
My father is wonderful  
He works hard to bring us cheer.



Uncle buys me toys  
That run.  
In this way he gives me  
Joy and fun.



Loving granny tells tales at night  
Brother helps me to fly the kite.  
Sister plays tricks that please  
Together we make our room clean.



I am the happiest  
You can see  
To have them all here with me.







**B. Think and Answer**

- 1) I love my mother because .....
- 2) I have a loving granny who .....
- 3) I have a sweet sister who .....
- 4) My brother helps me .....

**Words are Fun**



**Find words in the poem which rhyme with:**

- 1) Height      .....      .....
- 2) Bun         .....      .....
- 3) Bee          .....      .....

**Beyond Words**

**A. Write the names of the following:**

- 1) Your four friends  
\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_
- 2) Any four places you visited with your family  
\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_
- 3) Four things you see in your house  
\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_
- 4) Four animals which help us in our household work. (domestic animals)  
\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

**B. Fill in the table given below:**

Names of my family members	Relation	Place where they live	Words to describe them (2-3 words)

**(Naming Words)**

**Naming words are the names of person, place, animal or thing.**

Name of Person  
eg. Ram, Meena

Name of Place  
eg. Agra, Mathura

Name of Things  
eg. Bag, Fan

Name of Animals  
eg. Tiger, Cat

**Let's Listen**



**Listen to your teacher and answer the questions that follow.**

(See Annexure Unit-2)

- 1) Who gave the doll to Radha? \_\_\_\_\_
- 2) What is the name of doll? \_\_\_\_\_
- 3) What is the colour of Annie's eyes? \_\_\_\_\_
- 4) What is Radha doing? \_\_\_\_\_
- 5) Write the opposite of
  - a. Big \_\_\_\_\_
  - b. Go \_\_\_\_\_

## Let's Talk



### For the Teacher

Divide the class into pairs. Tell each pair to ask a question and answer it. One example has been given for you.

Q. Will you help me to clear the table?

Ans. I am sorry. I cannot/can't. I am studying.

Students can use the words and phrases given below in the place of underlined words and phrases:

make tea  
am tired

carry these things  
not well

finish this apple  
not hungry

wash the clothes  
am going out

find my book  
am studying

## Let's Write



**Make a list of all the actions you do to help your mother in her work.**

Eg. I help my mother in the kitchen.



1. ....
2. ....
3. ....
4. ....



## Activity

### Masculine gender:

A noun is said to be in the Masculine gender if it refers to a male member.

### Feminine gender:

A noun is said to be in the feminine gender if it refers to a female member

**Below is a list of Nouns. Place all the Feminine Gender Nouns under A and all the Masculine Gender Nouns under B.**

Brother, Woman, King, Man, Daughter, Queen, Son , Sister

A	B
.....	.....
.....	.....
.....	.....
.....	.....

## Check Yourself

Match the words in column A with those in column B. One is done for you.

### Column A

Aunt  
Niece  
Mother  
Sister  
Grandmother  
Wife

### Column B

Father  
Uncle  
Brother  
Nephew  
Husband  
Grandfather

## Let's Do

### Create your Identity Card

Name _____	
Father's name _____	
Mother's name _____	
Class _____	
Age _____	

#### For the Teacher:

1. Ask the students to make their Identity Card.
2. Motivate them to speak about themselves before the class.

My name is \_\_\_\_\_

I am a hard working \_\_\_\_\_

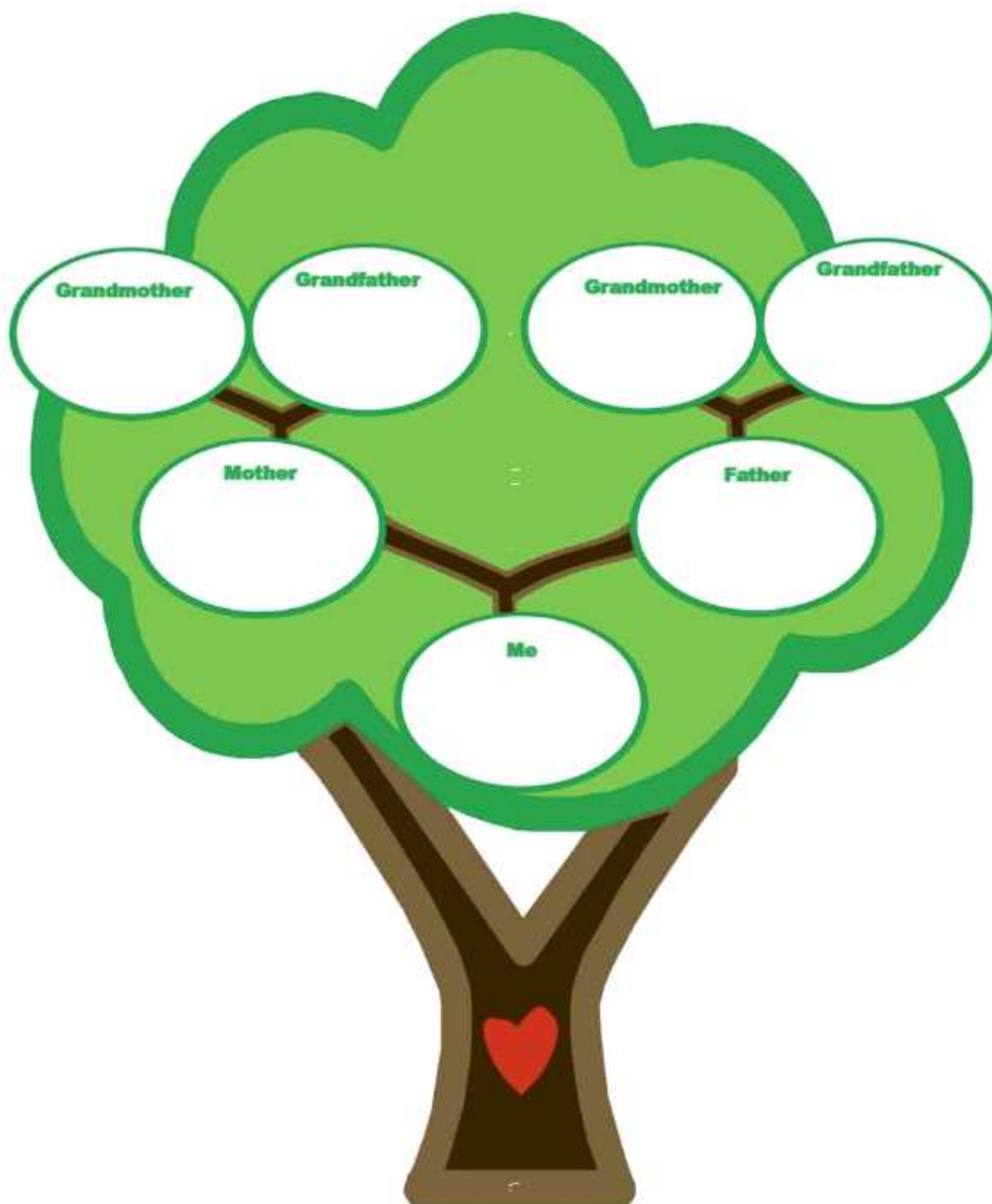
I am very \_\_\_\_\_

I like \_\_\_\_\_

Let's Do



Draw/paste pictures of your family members in the given family tree.



my family tree



**For the Teacher:**

Teacher will read the following statements aloud and ask the students to tick ( ✓ ) in front of the statements that they can do.

**Self- check****I can do....**

1.	I can explain the meaning of family in my own words.	
2.	I can express my views on the importance of family in our life in my own words/ mother tongue.	
3.	I can mention /explain the difference between nuclear and joint family.	
4.	I can read and comprehend the given reading material and answer the questions based on that text.	
5.	I can understand the meaning of new words introduced in the lesson and use them in sentences.	
6.	I can list some actions to help my family members in their work.	
7.	I have understood the usage of action words and can use the same in my daily life.	
8.	I can identify true/false statements after reading the given text.	
9.	I can explain my relationship with family members (grandfather, grandmother, uncle, aunt, cousin).	
10.	I can express/organize my family members in family tree chart.	
11.	I can express my gratitude to my family members for their love/care/affection/support/guidance	
12.	I can use available material (chart/colours etc.) to make my identity card.	
13.	I can recite/sing a poem/ song with proper intonation, stress, actions and rhythm.	

## UNIT-3

# Festivals

Let's Get Ready



### For the Teacher:

1. Motivate the students to discuss about the festivals that they recognise in the picture.
2. Motivate and assist them to discuss about their favourite festival with their partner.

**A. Look at the picture given below and tell the names of festivals you can recognise.**



**B. Discuss with your partner.**

- a) Which is your favourite festival?
- b) What do you do on that day?
  - ❖ Eat special food
  - ❖ Wear special clothes
  - ❖ Exchange gifts
  - ❖ Decorate your house

## Let's Read Together



### For the Teacher:

1. Encourage the students to read with proper stress and intonation.
2. Explain the meaning of difficult words



## Rakshabandhan -A Bond of Love

It is full moon day, the month of Shravan. Today is the festival of Rakshabandhan. The clock has struck 9 in the morning. There is a lot of noise in Sinha's House. A little girl, Babli, is rushing from one corner of the house to another with a thali in her hand. Babli is very excited. She had been waiting for this day for quite a long time. Her brother, Rahul, is equally excited as he is coming home after six months. She has made a beautiful rakhi to tie on her brother's wrist. She has also decorated the thali with Rahul's favourite sweets. Now, she is sitting on the stairs, eagerly waiting for Rahul. She is wearing a beautiful lehenga and a matching necklace that Rahul had gifted her last year on Rakshabandhan.



"Babli, where are you? Look who is here! Hearing her mother's voice, Babli rushes outside. Rahul is finally home and Babli is very happy. She ties a rakhi on Rahul's wrist and fills his mouth with sweets. Rahul's grandmother tells him the story of Rani Karnavati who had sent a Rakhi to Humayun.

Humayun accepted the rakhi and promised to protect Rani Karnavati. Like Humayun, Rahul too promises to protect his sister. He then gifts Babli a pair of beautiful payals. Immediately Babli puts on the payals and starts dancing. It is truly a perfect bonding of love and a great day!





## GLOSSARY

WORD	MEANING
decorated	: making something look attractive, to beautify
eagerly	: strongly wanting to do or have something very much
perfect	: without any fault
protect	: to keep safe from harm or injury
rushing	: moving quickly
stairs	: set of steps

### Let's Explore



A. After reading the story, put the following sentences in correct order of events.

- 1)  Rahul gifts a pair of payal to Babli.
- 2)  Babli ties Rakhi on her brother's wrist.
- 3)  Babli is sitting on the stairs waiting for her brother.
- 4)  Babli decorated the thali with sweets.
- 5)  Babli puts on the payal and starts dancing.

B. Think and Answer

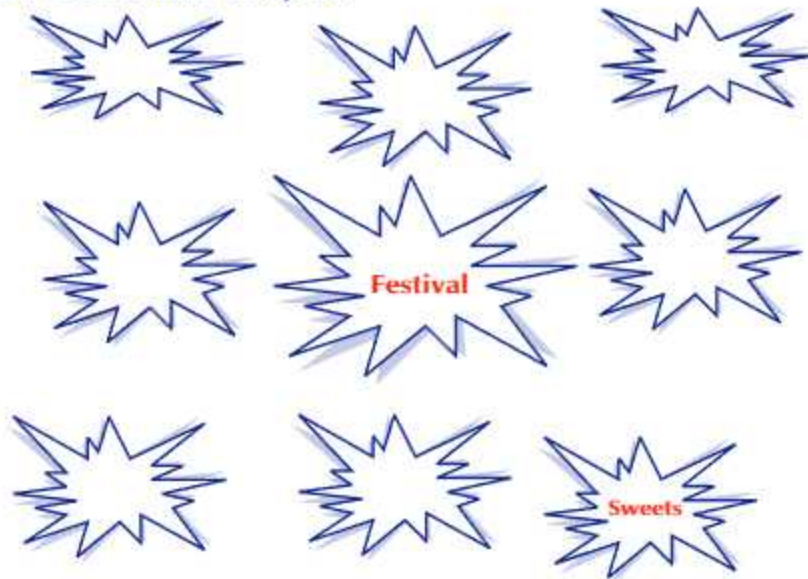


- 1) When is Rakshabandhan celebrated?
- 2) Why Babli and Rahul are excited on Rakshabandhan?
- 3) Who was Humayun?
- 4) What does Rahul gift Babli?

## Words are Fun



Complete the Word Web given below with all the words you connect with festivals. One has been done for you.



### C. Fill in the blanks using suitable words from the bracket

- 1) Mother \_\_\_\_\_ special foods during festivals. (cooks/cooked)
- 2) I \_\_\_\_\_ my room on special days. (decorate/decorated)
- 3) Geeta \_\_\_\_\_ to school by bus daily. (went/goes)
- 4) Hindus \_\_\_\_\_ Goddess Lakshmi on Diwali.  
(worship/worshipped)

### Simple Present Tense

The Simple Present Tense is used:

1. to give your opinion  
eg. Rahul likes sweets.
2. to talk about daily habits  
eg. Babli sits on the stairs every day.
3. to give facts  
Children celebrate Rakshabandhan every year.

# Activity Daily Routines

## DAILY ROUTINES

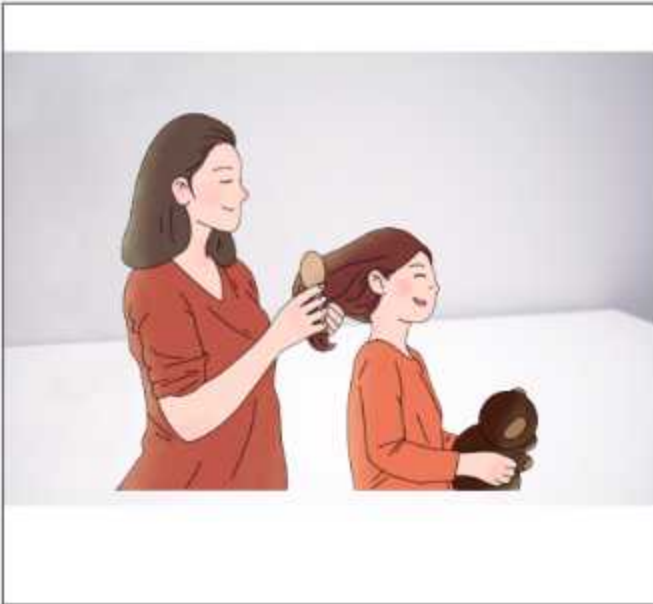
HE/SHE/IT/SINGULAR NOUN-add s/es      WE/THE/YOU/PLURAL NOUN-DONT



I Wake up at \_\_\_\_\_ o' clock  
My mother \_\_\_\_\_ up at \_\_\_\_\_ o' clock



I \_\_\_\_\_ my teeth.  
My sister brushes her teeth.



I \_\_\_\_\_ my hair  
My mother combs her hair



I go to school.  
My friends \_\_\_\_\_ to school.





I play with my sister.  
My sister \_\_\_\_\_ with me.



I love family .  
My family \_\_\_\_\_ me.

### Let's Listen



Listen to the paragraph. After listening to the paragraph, mark 'True' or 'False' against the statements given in your response sheet. The paragraph would be read twice by your teacher. (See Annexure Unit 3)

- 1) Onam is a festival of Rajasthan. True/False
- 2) Onam celebrates the harvest time. True/False
- 3) Car racing is a popular sport in Kerala on Onam. True/False
- 4) People sing songs in the praise of King Mahabali. True/False

## Let's Talk



### For the Teacher

1. Divide the class in groups and ask them to select their favourite festival.
2. Allow them to talk about the festival they celebrate and how they celebrate it.
3. Ask one student from the group to share their story with the class. Allow the groups to help him narrate the story.



You can start as below :  
We celebrate Gurupurab. It is celebrated as the Birth Anniversary of Guru Nanak Dev.

## Let's Write



### For the Teacher:

1. Encourage the students to brainstorm on the different ways of celebrating Eid-ul-fitr.
2. Create a mind map on the blackboard based on the clues received from the students.

**Sweets**

**Wishes/  
greeting**

**EID-ul  
-Fitr**

**Eidi**

**Visiting  
friends and  
relatives**

3. Help them organise their thoughts/ ideas/ events sequentially. (Follow the order)
- Name of the festival
  - Reason for celebration
  - Way / manner of celebrating the festival etc.



**Use the following pictures clues to write a paragraph on EID-UL-FITR.**





*Celebrated at the end of the month of Ramzan*



*People offer Eid prayers*



*Greet each other 'Eid-Mubarak'*



*Have feasts*



*Visit friends*



*Give Idi*

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Let's Do



Below is a Christmas tree. Colour and decorate it.



In the table given below, Write the names of people, relation with them and the gifts you would like to give them to express your feelings/love/respect/gratitude:

Name of the Person	Relation	Gifts you wish to give

## Self Check

Teacher will read the following statements aloud and ask the students to tick ( ) in front of the statements that they can do.

### I can do....

1.	I can name different festivals celebrated in my family/ neighbourhood/ school.	
2.	I can express my views on my favourite festival and ways of celebration.	
3.	I can read and comprehend the given reading material and answer the questions based on that text.	
4.	I can understand the meaning of new words introduced in the lesson and use them in sentences.	
5.	I can explain the concept of gender, differentiate between masculine and feminine gender.	
6.	I have understood the usage of simple present tense and can use the same in my daily life	
7.	I can identify true/false statements after listening to a paragraph.	
8.	I can narrate the story with the help of given clues/pictures/inputs.	
9.	I can express/ organize and present my thoughts/ideas in writing on any topic in a sequential and systematic way.	
10.	I can express/organize and present my thoughts/ideas in writing on any topic in a sequential and systematic way.	
11.	I can express my gratitude to my near and dear ones on special occasions through greeting/ cards/ gifts.	
12.	I can solve simple riddles/puzzles/quizzes on the basis of given clues/ inputs.	



## UNIT-4

# Environment

Let's Get Ready



### For the Teacher

1. Ask the students to notice the pictures carefully and note down the differences.
  2. Ask the students the following questions and ask them to discuss in group.
    - Why do we need to keep our surroundings clean?
    - How can we keep our surroundings clean?
    - Name some diseases that spread due to polluted environment.
- A. Look at the following pictures. Work with your partner and list the differences.





### For the Teacher

1. Encourage the students to read with proper stress and intonation.
2. Explain the meaning of difficult words and motivate the students to use the words in context.

## Rani Finds the Environment

On Sunday morning Rani woke up early. She wanted to find the environment. Her teacher had told her that we must keep the environment clean. But to keep it clean, Rani had to find it first. She looked under her bed. But all she could find there were bits of paper. Where was the environment, then?



She went to the window and opened it. She looked out at the Neem tree in her courtyard. Ugh! She smelled something odd in the air. Maybe it was the leftover food that she had dumped there. It didn't smell good. But if she was going to find the environment, she'd better hurry up. Here, she was still in the house.

After breakfast, Rani went to the village pond to look for the environment. She hadn't walked far when she met her friend, Chunky, the monkey at the door of his tree house. They decided to walk together on the dusty road. "I'm looking for the environment. Where do you usually look for it?", Rani questioned. Chunky looked amused, "Oh, I don't." Rani said, "Well then how do you ever find it? And if you don't find it, how do you keep it clean?"

Chunky said, "I don't look because I don't need to. The environment seems to be everywhere we go." Rani looked at her right and then at her left. She looked up. She looked down. She looked right at her feet. She could only see trash and yes, the used plastic bags that she had thrown into the pond the other day. "Where?" she said. "Where is the environment?"

Chunky replied, "The air that you just breathed is part of it."

Rani sat up straight. "Do you mean I've been breathing the environment all my life?" Chunky said, "You've got it! The environment is all around you."

Chunky bit into a guava under a nearby tree. "These guavas are part of it. The environment is the air, the water, the soil, and our food. And we can all help by being careful about where we put our trash. If we don't, we will fall sick."

Standing up and turning around, Rani said, "Gosh, it's a big job to clean the whole environment." "That's why it takes everyone, everywhere, all the time," Chunky said. "I'd better get busy then," Rani said. Chunky made a chattering sound to say goodbye and climbed up the tree.



*(Adapted from 'Sharon Finds the Environment'  
By Tom Hawkins, NIEHS Office of Communications*

Source: <http://kids.niehs.nih.gov/stories/>)

## GLOSSARY

WORD	MEANING
environment	: surroundings
dumped	: throw carelessly
trash	: garbage
hurry	: to be quick
usually	: very often
chattering	: making quick sounds
amused	: be pleased



## Let's Explore




A. Choose the correct answer from the options given below.

- 1) What did Rani find under her bed?



- a) Water bottle
  - b) School bag
  - c) Bits of paper
- 2) Who did she meet on her way to the pond?
- a) A butterfly
  - b) A monkey
  - c) A sparrow
- 3) What will happen if we don't clean up our environment?
- a) We will fall sick
  - b) The environment will be happy
  - c) The birds will be angry

**B. Think and Answer**

- a) Why was Rani  looking for the Environment?  
\_\_\_\_\_
- b) Name two things Rani had thrown outside.  
\_\_\_\_\_
- c) According to Chunky, where is the Environment?  
\_\_\_\_\_

## Words are Fun



Find 10 words from the story that appear in the Word Search Box below. The words may appear horizontally, vertically or diagonally. You can take the help of clues given below the Box. One has been done for you.

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

### Clues

- We breathe ***this*** in and out every day. AIR
- Cleaning ***it*** is a big job. \_\_\_\_\_
- They*** hold the roots of plants. \_\_\_\_\_
- Home*** for fish. \_\_\_\_\_
- We must not throw ***it*** here and there. \_\_\_\_\_
- We need ***it*** to be healthy and strong. \_\_\_\_\_
- These*** give us oxygen. \_\_\_\_\_
- We must not tear ***it*** into bits. \_\_\_\_\_
- We drink ***this*** when we are thirsty. \_\_\_\_\_

10. We'll fall \_\_\_\_\_ if we don't keep things clean.

(See Annexure Unit 4)

## Beyond Words

Look at the following sentences.

- a) **She** looked under **her** bed.
- b) **I** am looking for the environment.
- c) How do **you** keep it clean?

The words **she, her, I** and **you** are examples of Pronouns. For example, in the above sentences, **she, her** and **I** are used for Rani. **You** is used for Chunky. **She, I** and **you** are used as Subject while **her** is used as Object.

A Pronoun is a word used in place of a Noun

Here is a list of Pronouns. See how they are used as Subject and Object.

I/me he/him she/her you/you they/them

Subject		Object	
<b>I</b>	<b>I</b> like Chunky.	Chunky likes <b>me</b> .	<b>me</b>
<b>We</b>	<b>We</b> like Chunky.	Chunky likes <b>us</b> .	<b>us</b>
<b>You</b>	<b>You</b> like Chunky.	Chunky likes <b>you</b> .	<b>you</b>
<b>He</b>	<b>He</b> likes Chunky.	Chunky likes <b>him</b> .	<b>him</b>
<b>She</b>	<b>She</b> likes Chunky.	Chunky likes <b>her</b> .	<b>her</b>
<b>They</b>	<b>They</b> like Chunky.	Chunky likes <b>them</b> .	<b>them</b>

A. Use **I, We, You, He, She** and **They** to complete the following sentences.

- 1) \_\_\_\_\_ (I, He) want those books.
- 2) \_\_\_\_\_ (They, She) want to see me.
- 3) \_\_\_\_\_ (You, She) wants the key.
- 4) \_\_\_\_\_ (He, We) wants to play outside.



B. Use **us, you, him, her** and **them** to complete the following sentences.

- 1) This letter is for \_\_\_\_\_ (**him, he**).
- 2) I don't want to see \_\_\_\_\_ (**she, her**).
- 3) Ravi works for \_\_\_\_\_ (**them, they**).
- 4) Do you want to come with \_\_\_\_\_ (**us, we**)?
- 5) I want to talk to \_\_\_\_\_ (**him, he**).

C. **Read the following sentences from the story.**

- 1) Rani met her friend, Chunky, the Monkey at the door of his tree house.
- 2) Rani was still in the house.
- 3) They decided to walk together on the dusty road.

The words **at, in, on,** are **Prepositions**. These words show the relationship between a person or thing and a place.

For example,

Where was Rani?  
She was **in** the house.

Look at the following pictures and try to guess where the cat is.

in on up down under

The cat is...



*in the box*



*on the table*



*climbing up a tree*



*climbing down a tree*



*under a table*

**I) Now choose the correct preposition from the bracket and complete the following story.**

Once upon a time, a farmer took a big bag of seeds to sell \_\_\_\_\_ (in, on) the market. Suddenly, one seed fell out of the bag. Nobody noticed it. The seed was afraid. Tears ran (up, down) its face. A young boy saw the seed and picked it up. The boy planted the seed \_\_\_\_\_ (in, on) his garden. Many years later, the boy grew into a tall man and the seed grew into a beautiful mango tree. Both became best friends.

### For the Teacher

1. Read out the Talk given in annexure unit 4 with proper stress and intonation.
2. Read it twice.
3. Ask students to fill the necessary information as they listen to the Talk.

### Let's Listen



### Fill in the necessary information as you listen to the talk.

1. We celebrate Earth Day on \_\_\_\_\_.
2. Mother Earth has given us the \_\_\_\_\_, the moon and the stars.
3. Mother Earth has also given us air, \_\_\_\_\_ and food.
4. We should turn off \_\_\_\_\_ when not needed.
5. We can also \_\_\_\_\_ to school.
6. We can use \_\_\_\_\_ for decoration.

### Let's Talk



### For the Teacher

Encourage students to discuss in their groups using following clues:

Avoid use of plastic

Save paper/  
avoid tearing paper

Plant trees

Don't spit on walls

Use dustbin

Work in groups and discuss the ways in which you can keep your school surroundings clean. Each group leader then presents the views to the class.



## Let's Write



You are Rani. Write a letter to your friend Ashi telling her how your friend Chunky helped you find the environment.

### Hints:

1. *Looked for the environment*
2. *Was unable to find it*
3. *Met Chunky at the village pond*
4. *Found the environment at last*

21 Kotla Mubarakpur  
New Delhi - 110003

23rd September 2022

Dear Ashi  
How are you?

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How are Uncle and Aunty? Give my best wishes to them.

Yours lovingly

Rani

## ACTIVITY: Picture Reading



- 1) The above poster highlights the importance of \_\_\_\_\_ .
  - a) saving water
  - b) planting trees
  - c) cleanliness
  - d) power saving
2. Who has issued the above poster?
  - a) Ministry of Housing and Urban Affairs
  - b) Ministry of information and Broadcasting
  - c) Ministry of Women and Child Affairs
  - d) Ministry of Labour and Employment
3. We can be Swachhata Hero by \_\_\_\_\_ .
  - a) studying and getting good marks
  - b) exercising and getting strong
  - c) keeping our surroundings clean
  - d) acting in some good movies



4. On the basis of your observation of the above poster, mention three ways/ steps to keep environment clean.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

5. The message conveyed by the poster is \_\_\_\_\_.

- a) Collective efforts by all are needed to keep the environment clean.
- b) Heros can clean the environment by their superpower.
- c) It is only the duty of the Government to keep environment clean.
- d) Police and authorities should guide people for cleanliness.

### Check yourself

**There are lots of things you can do at home to look after the environment. What can you do? How green are you? Find out with a quiz. Answer in Yes 'or' No.**

- a) Do you switch off your TV, when you are not watching it?
- b) Do you make paper boats, tearing pages from your notebooks?
- c) Is the tap running when you clean your teeth?
- d) Do you turn off the lights, when you leave a room?
- e) Are there more than 2 electrical gadgets in your room at the same time? (e.g. radio, TV)

1.	(Yes: 2 No: 1)
2.	(Yes: 1 No: 2)
3.	(Yes: 1 No: 2)
4.	(Yes: 2 No: 1)
5.	(Yes: 1 No: 2)

So...you've done the quiz... How green are you?

Share it with your partner



Very green - 10.  
Quite green 6 - 8.  
Somewhat green 2 - 4.  
Not green at all - 0.

## Let's Discuss

### For the Teacher:

1. Divide the class into small groups and ask them to write 4-5 ways of keeping their classroom clean.
2. Ask them to present those points before the class.
3. Select 4-5 pointer as final classroom agreements that all students would follow for classroom cleanliness.
4. Make a chart on these points and paste it in the classroom.

### For the Teacher:

Teacher will read the following statements aloud and ask the students to tick (✓) in front of the statements that they can do.

## Self Check

### I can do...

1.	I understand the importance of cleanliness in my daily life	
2.	I can express my views on importance of cleanliness by verbal/written expressions.	
3.	I can read and comprehend the given reading material and answer the questions based on that text.	
4.	I can understand the meaning of new words introduced in the lesson and use them in sentences.	
5.	I can explain the concept of pronoun and can use them in my daily life	
6.	I have understood the concept of prepositions and can use them in my daily life.	
7.	I have understood the usage of simple past tense and can use the same in my daily life.	
8.	I can solve simple riddles/puzzles/quiz on the basis of given clues/ inputs.	
9.	I can narrate the story with the help of given clues/ pictures/ inputs.	
10.	I can express /organize and present my thoughts/ideas by writing a letter to my near and dear ones.	
11.	I can express my views and align my thoughts with the group to frame classroom ground rules to keep our classroom clean.	
12.	I follow cleanliness practices (use of dustbins, arranging things etc.) at home/ school.	



## UNIT-5

# Sports

### For the Teacher:

1. Motivate students to speak few words/ sentences about their favorite sports.
2. Ask students to identify and write the name of the sports in the given picture.
3. Discuss with students the names of some sports persons of the sports in the given picture

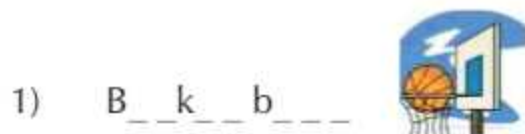
### Let's Get Ready



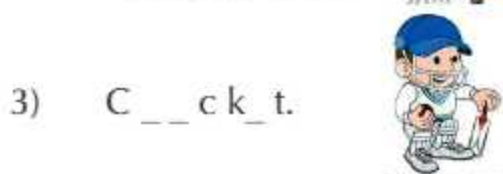
***“Champions keep playing until they get it right.”– Billie Jean King***

Sports encourage values such as team spirit, tolerance, peace etc. let's understand more about sports

### A. Look at the pictures given below and complete the blanks:



2) H \_ \_ \_ e y.



4) \_ a w \_ \_ n n \_ \_ .



6) B a \_ m \_ \_ t \_ \_ .



### B. Read the following sentences and complete the blanks with the help of clues given.

- 1) Football is a team sport. You should \_\_\_\_\_ the ball.
- 2) We jump and \_\_\_\_\_ the ball a lot when we play volleyball.
- 3) In a game some people win, some \_\_\_\_\_.
- 4) Sports fans always clap and \_\_\_\_\_ for their athlete.
- 5) We \_\_\_\_\_ arrows in the game of archery.
- 6) In basketball, we catch and \_\_\_\_\_ the ball.

### Clues

cheer	pass	throw
strike	lose	shoot
dribble	hit.	

C. Match the sport person with the force they play

Basketball, Lawntennis, Athletics, Gymnastic, Football  
Pt Usha, Sunil Chhetri  
Kareem Abdul labbar, Paes, Dipakarmarker

SPORTS	SPORTS PERSON



The Olympic Games began in Greece. The Greeks held the first Olympic games in the year 776 BC (over 2700 years ago). Only men were allowed to participate in games. A wreath of olive branches was placed on the winner's head . Women were not allowed to participate in the games, because the games were dedicated to Zeus and were therefore meant for men.

The Olympics were held every four years. The Olympic games were banned by Emperor Theodosius II because of the decline in their quality. Over a fifteen hundred years later, Baron Pierre de Coubertin (a French educator) revived the Olympic games. An all-male Olympic games were held in 1896, in Athens, Greece.

**The Flag of the Olympic Games:** The flag of the Olympic games has five interlocking rings (blue, yellow, black, green and red). The rings represent five continents: Africa, America, Asia, Australia and Europe. Baron Pierre de Coubertin designed the flag. The Olympic flag was first used in the 1920 Olympic games in Antwerp, Belgium.

**A. Listen to your teacher to find out simple ways to learn spirit and sportsmanship** ( See Annexure Unit 5 )

**Now, Let's list a few qualities that you think a good sports person should possess :**

**The Olympic Motto:** The Olympic motto is, "Citius, Altius, Fortius," which means "swifter(faster), Higher, Stronger."

**History of the Olympic Flame:** The Olympic flame is an important symbol of the games. The flame is carried in torches from Greece to the country holding the Olympics.

**India at the Olympics:** India first participated at the Olympic games in 1900, with a lone athlete Norman Pritchard. Abhinav Singh Bindra, became the first Indian to win an individual gold medal at the Olympic Games, in the 10 m Air Rifle event at the 2008 Beijing Olympic Games. He was also India's first gold medal winner since 1980. Wrestler Sushil Kumar became the first Indian with multiple individual Olympic medals.





**A. Read the statements given below and write whether they are true or false.**

- 1) The Ancient Olympics were held at Olympia in Greece.
- 2) The date of the first Ancient Olympic competition is 1401.
- 3) One legend states, that Heracles started the Olympic Games .
- 4) Women did not compete in the ancient Olympics.
- 5) The Olympic event winners were given gold trophies
- 6) The First Winter Olympics were held in Greece in 1924.
- 7) The olive branch was placed on winners head.
- 8) The ancient Olympic games were cancelled by the Emperor Theodosius .

## GLOSSARY

### WORD

### MEANING

wreath	:	something arranged in a circular shape
revived	:	to return to consciousness or life
swift	:	occurring suddenly or within a very short time
one	:	only, single
contingent	:	not certain to happen



**B. Complete the given sentences by going back to the text:**

- 1) The Olympic symbol is made up of \_\_\_\_\_.
- 2) The Olympics takes place after every \_\_\_\_\_.
- 3) The modern Olympic began in \_\_\_\_\_.
- 4) The lighting of \_\_\_\_\_ is the most \_\_\_\_\_ of the ceremony.
- 5) Abhinav Bindra became the first \_\_\_\_\_.

**C. Think and Answer**

- 1) How and when did the Olympic Games started to take place?  
\_\_\_\_\_
- 2) Why could women not become a part of Olympic Games in the past?  
\_\_\_\_\_
- 3) How did Olympics grow and change with the time?  
\_\_\_\_\_
- 4) Who designed the Olympic flag?  
\_\_\_\_\_
- 5) What do the rings represent in the Olympic flag?  
\_\_\_\_\_
- 6) What is the significance of the flag in Olympic Games?  
\_\_\_\_\_
- 7) Why is Olympic flame an important symbol of the Olympic Games?  
\_\_\_\_\_
- 8) When did India first participate in the Olympic Games?  
\_\_\_\_\_

## Words and Fun



Q5. Give below are hidden words used for Olympic Games, circle these words backward, horizontally, vertically or diagonally.

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

## Beyond Words

### For the Teacher:

1. In pairs encourage the students to enact the role play.
2. Divide the class into groups and give them different situations to brainstorm like-
  - Visit to railway station
  - Visit to park
  - Visit to school fair
  - Visit to library
  - visit to hospital
3. Encourage them to create dialogues for sharing their experience of the visit using the given clue: What they felt, what they saw, what they heard, what they observed etc.
4. Encourage them to prepare and present their role play on the given situations.

**A. Read the conversation given below. Then practice it with a friend.**

- BOY: How was your visit to the sports complex?
- GIRL: It was great!!!! It is the best place to take coaching for many sports, **also** I can enjoy
- BOY: What are the various sports they have ? I am interested in swimming , **if** it is there I'll join too.
- GIRL: **Though** they have a very large pool, **but** I don't know whether it is open for non members.
- BOY: Please find out the details **and** let me know.
- GIRL: Sure. Good Bye!!

Looks at the highlighted words in the conversation. What do you think they are called?

Words that are used to join words or group of words in a sentences are called as CONJUNCTION..... d

B. Now join the two sentences together using one of the conjunctions from the box below

And, but, because, so that, if.

**Example:** Ravi plays football. Ravi plays tennis with friends.

**Answer:** Ravi plays football and tennis with friends.

1. Surjata is an upcoming tennis player. Sujata often behaves rudely with her teammates.

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2. Rahim is made the captain of his cricket team. Rahim has won Ranji trophy.

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3. Abhishek is an ace swimmer. Abhishk is a record holder in basketball.

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4. Nancy has taken sports as her carrier. Nancy wants to be famous.

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## Lets Discuss

(Safety rules in the park)

Look at the picture carefully and Discuss with your partner how carelessness may lead to accidents in park. discuss with your partner what safety rules they should follow and what particular things should be avoided to stay in park.



Do's	Don'ts
Use swings and slides carefully	Don't climb walls

## Let's Listen



- A. Listen to your teacher to find out simple ways to learn spirit and sportmanship (see Annexure Unit 5)  
Now, Let's list a few qualities that you think a good sports person should posses :



SPORTSMANSHIP means.....

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How to encourage spirit of sportsmanship.....

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Qualities that hinder a true sportsmanship.....

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Let's Write



“The important thing in any sport is not winning but taking part and inspiring others”. Imagine yourself as an upcoming sports star who wants to make a career in the field of sports. Now complete the chart given below:

### Inspiring Others



HOW DO YOU GET INSPIRED  
BY OLYMPICS.....

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WHAT IS THE MOTTO OF  
OLYMPICS? DESIGN YOUR  
OWN MOTTO.....

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WHICH  
SPORT PERSON  
INSPIRES YOU THE MOST  
AND WHY???

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## Let's Do



Work with your partner sit back to back. One person will describe the pictures of various sports. The descriptions should be about kind of sport shown in the picture, number of people playing (if any) and other details. There is a list of words not allowed to be used in the descriptions.

The other person has to listen carefully to the description and draw their own version of the picture...

### EXAMPLE:

Description	Draw
 <ul style="list-style-type: none"><li>❖ a long bat</li><li>❖ played in America</li><li>❖ after hitting the ball, the player had to leave his bat and run.</li></ul>	Partner will listen to the description and draw..
	
	

## Check Yourself

Read the following sentences about various sports and choose the right option out of the given four choices:

1) **"Badminton"**

- A. a popular sport in the USA where athletes slam and dunk the ball into a hanging basket-like ring
- B. athletes use a racquet to hit a feathered ball(shuttlecock)
- C. a field sport where athletes throw a long spear
- D. athletes serve, jump and spike the ball

2) **"Boxing"**

- A. athletes wear special gloves and punch each other
- B. a field sport where athletes throw a heavy metal ball
- C. a water sport where athletes compete by swimming fast
- D. athletes serve, jump and spike the ball.

3) **"Archery"**

- A. athletes serve, jump and spike the ball
- B. athletes compete by riding a horse over a barrier
- C. a water sport where athletes compete by swimming fast
- D. athletes compete by shooting an arrow with a bow

4) **"Gymnastics"**

- A. a popular sport in the USA where athletes slam and dunk the ball into a hanging basket-like ring
- B. athletes do several acrobatic stunts and are judged by a panel of judges
- C. athletes use a racquet to hit a feathered ball(shuttlecock)
- D. a pitcher throws the ball and a batter hits the ball with a bat

5) **"Shot-put"**

- A. athletes wear special gloves and punch each other
- B. athletes compete by shooting an arrow with a bow
- C. a field sport where athletes throw a heavy metal ball
- D. athletes compete by riding a horse over a barrier

6) **"Diving"**

- A. athletes wear special gloves and punch each other
- B. a beautiful sport where athletes plunge into water in style
- C. athletes serve, jump and spike the ball
- D. athletes compete by shooting an arrow with a bow.

7) **"Hurdles"**

- A. athletes compete by shooting an arrow with a bow
- B. athletes dribble and kick the ball
- C. athletes compete by running and jumping over several frames  
(See Annexure Unit 5)



### For the Teacher

Teacher will read the following statements aloud and ask the students to tick (✓) in front of the statements that they can do.

### Self-check

#### I can do...

1.	I can recognize and name different sports and sportsperson.	
2.	I can list sports values and try to imbibe the same.	
3.	I can read and comprehend the given reading material and answer the questions based on that text.	
4.	I can understand the meaning of new words introduced in the lesson and use them in sentences.	
5.	I can explain the concept of conjunctions and can use them in my daily life.	
6.	I have understood the concept of safety rules to be following in park/ school and try to follow them	
7.	I can understand the interaction in conversation mode/dialogue and can use/enact the same in my daily life.	
8.	I can solve simple riddles/puzzles/quizzes on the basis of given clues/ inputs.	
9.	I can narrate the story/narrative with the help of given clues/pictures/inputs.	
10.	I can express/organize and present my thoughts/ideas by writing a paragraph/ narrative.	
11.	I can express my views and align my thoughts with the group to frame safety rules to be followed in park/ school and try to follow them in my daily life.	
12.	I can join two given sentences by using conjunctions.	



## UNIT-6

# Child Labour

Let's Get ready



Look at these children. Instead of going to school they are working. Where do you think they are working? What kind of work are they doing?

### For the Teacher

1. Discuss with students about
  - a) Who are child labourers?
  - b) Why are they forced to work?
  - c) What should be done to solve this problem?
  - d) How can we help in abolishing child labour?
2. Peer discussion/ group discussion can be held on above mentioned questions.



Now Answer the following questions.

- 1) How old are the working children?
- 2) In which field do they work? Please describe these fields.
- 3) What do these working children suffer from?
- 4) What are the main reasons for child labour? Elaborate.
- 5) Do you think these are the only reasons for child labour?

Think of some possible solutions to help reduce child labour and discuss with your partner



## Let's Read Together



### For the Teacher

1. Encourage the students to read with accuracy and fluency.
2. Explain the meaning of difficult words and motivate the students to make sentences from these words.

## Shiv - The Child Activist

This is the story of a young child labour activist, Shiv.

**Shiv** was a young boy, living life in a nightmare. He was a native of a small village in Bihar. When he was barely seven-years-old, Shiv was lured away from home by a man who had promised him chocolate. The man took him 600 kilometers away from his home to the Varanasi district in India, where he worked in a carpet factory for five years around the clock for no pay. He was a slave, and worked on looms until the age of twelve. After five years in the factory, Shiv was rescued at the age of 12 by a team of activists from Bachpan Bachao Andolan (BBA).



Shiv, 15, Press Conference, Children's World Congress on Child Labor, Florence, Italy, May 10-13, 2004

**Shiv** suffered while working on the loom. He was both verbally and physically abused, and not well fed. Every night, he was chained to his carpet loom, on which he worked for over sixteen hours a day. Shiv was often sick and tired, but was never taken to the doctor. After Shiv was rescued, he was brought to the Mukti Ashram (a rehabilitation center) operated by BBA activists. "Now I am getting love and education," Shiv said. He goes home during school vacations. Shiv has completed fifth standard (grade) and no longer works. He said, "My life has taken a completely new turn. I feel free, free from any pressure. I have learned how to speak and read well. My conduct has improved. I feel now I am getting more respect in the society and, above all, I got to know about my rights."

**Shiv**, now 16, has become a child activist. He has helped stop child labour by participating in awareness raising campaigns in villages and slums. "My only ambition is that these children are liberated and have access to quality education, and people listen to them," he said. Shiv wants to study and become either a "good school teacher" or a social worker and continue working to end child labour and to ensure the rights of all children. Most people think that children are not mature enough to make a difference, but clearly, Shiv's actions prove that kids do matter.

### Glossary

Word	Meaning
nightmare	- a frightening dream
lured	- trapped
looms	- machines for making cloth by weaving together threads
activist	- a person who wants to stop wrong practices
liberate	- free

### Let's Explore



**A. Write True or False for the following statements and correct the false statements.**

- 1) Shiv's father took him to Gujarat to work in a carpet factory.
- 2) Shiv was verbally and physically abused by his employers.
- 3) He was made to work for twelve hours a day.
- 4) Shiv was rescued by 'Bachpan Bachao Administration'.




## B. Think and answer



1) Where did he work when he was lured away from home?

---

2) Who saved Shiv from his nightmarish life?

---

3) How was Shiv harassed by his employers?

---

4) How did Shiv raise his voice against child labour?

---

5) What change has education brought in Shiv's life?

---

6) What is Shiv's only ambition in life?

---

Children's actions  
can make  
a difference in the world.



## Let's Do



- A. Make a poster on 'Stop Child Labour' with an inspiring message that should convince people to support the cause.

## Activity



**STOP CHILD LABOUR**

**MADE BY: \_\_\_\_\_**

**B. Organize an awareness campaign about 'child labour issues' in your local community.**

1. First of all, define what you would like to achieve in the campaign and which particular aspect(s) of the problem you will like to concentrate?
2. Consider your target group.
3. The means/methods that will attract the most attention and best serve your purpose.  
(Leaflet, brochure, rallies information meeting, etc. or a combination of different elements)
4. Following the completion of your campaign, evaluate the results. What were its strengths and weaknesses? Did you achieve your objective?

## C. Let's Talk



A. What qualities do you think Shiv possessed? Discuss in pairs.

## Words Are Fun



Word	Synonym	Antonym
suffer	_____	enjoy
abused	ill-treated	praise
tired	exhausted	_____
conduct	behaviour	_____
mature	_____	young

## Beyond Words

### Word Bank

Look at the words in bold in the following sentences from the story:

Shiv was a native of a **small** village in Bihar.

The word '**small**' is a word that describes the noun 'village'. This is called an Adjective.



Adjectives are words that describe nouns. They give information about something or someone that we can discover with our senses. They tell how he/she/it looks, feels, sounds, smells, or tastes.

**A. Read the sentences given below. Circle the adjective and underline the noun that is being described.**

- 1) The musician played an expensive guitar.
- 2) The white dog wagged its tail.
- 3) My father bought a red car.
- 4) The homework in science was very difficult.
- 5) I don't want to sit on the wet ground.
- 6) Her mother is an amazing cook!
- 7) I saw a huge elephant.
- 8) The little baby smiled at her grandmother.

**B Match the adjectives to their opposites.**

- |              |   |          |
|--------------|---|----------|
| 1) Big       | ← | Short    |
| 2) Long      |   | Old      |
| 3) Quiet     |   | Ugly     |
| 4) Thin      |   | Straight |
| 5) Young     |   | Light    |
| 6) Beautiful |   | Fat      |
| 7) Curly     | → | Small    |
| 8) Good      |   | Clever   |
| 9) Stupid    |   | Short    |
| 10) Heavy    |   | Noisy    |

C. Put the adjectives in a table and then write a noun related to those adjectives

Adjective 1	Adjective 2	Noun
Big	Small	Eyes
Long		Hair
Quiet	Noisy	
Thin		Body
Young	Old	
Beautiful		Person
Curly	Straight	
Good		Boy
Stupid	Clever	
Heavy	Light	

### ACTIVITY

D Make a list of adjectives used in the lesson.


Let's Write



For the Teacher

1. Motivate the students to write a speech by first initiating discussion with them about value points to be covered in speech. Also discuss with them the format of speech.



You read about the child activist Shiv and felt inspired. Write a speech highlighting the problems faced by children involved in such works and what should be done to rescue them.

A good speech must have an introduction, body, and conclusion.

1) **Introduction**

- ❖ Introduce self and thank the audience
- ❖ State the purpose of the speech ("The purpose of this speech is")
- ❖ Preview the points/sub-sections of the body

2) **Body** (organize into easily distinguishable sub-sections, generically there are 3 points)

**Examples (various ways to start each):**

- a) ("My first...")
- b) ("The second aspect of...")
- c) ("Finally, the third... ")

3) **Conclusion**

- ❖ Brief summary
- ❖ Thank the audience for their time and attention

(You may begin as given below and complete the speech.)

Good Morning everyone. I read the story of the child activist Shiv who braved to escape from the terrible life of being a slave and became an inspiration for others who languish working in such industries .....



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## Let's Listen



**Listen to a poem on child labour.**

### For the Teacher

1. Recite the poem on child labour from Annexure Unit 6.
2. Encourage the students to listen to the poem carefully. Ask students to recite the poem. (Group wise)

**(Annexure Unit 6)**

**After you listen, complete the summary:**

The young child is made to \_\_\_\_\_ hard while he should be happily playing with his friends. He is left with no \_\_\_\_\_ but to toil hard. He doesn't have proper clothes to \_\_\_\_\_. At an age which should have been \_\_\_\_\_, they worry about their \_\_\_\_\_. The poet appeals to \_\_\_\_\_.

### **Check Yourself**

***Do you know?***

**Tick the right option under each statement given below:**

A. What occupation(s) do most child labourers have?

- 1) A Domestic Service occupation
- 2) A Mining occupation
- 3) An Agricultural occupation
- 4) A Trash Collecting occupation

B. Many NGOs like CARE India, Child Relief and You, \_\_\_\_\_ etc. have been working to eradicate child labour in India.

- 1) Human trafficking
- 2) Bachpan Bachao Andolan
- 3) Kenya Care for Children
- 4) United Kingdom Force for Child Labour

- C. \_\_\_\_\_ estimates that at least 350,000 bonded children are employed by the silk industry in India
- 1) Human Rights Watch
  - 2) Amnesty International
  - 3) UNESCO
  - 4) International Criminal Court
- D. Fireworks manufacturers in \_\_\_\_\_ had long been criticized for their use of child labour.
- 1) Walajapet
  - 2) Sivakasi
  - 3) Dharmapuri
  - 4) Thiruvannaamalai
- E. In 1997, the \_\_\_\_\_ published a report titled Child Labour in the Diamond Industry.
- 1) United Nations
  - 2) UNICEF
  - 3) United Nations High Commissioner for Refugees
  - 4) International Labour Organization





For the Teacher

Teacher will read the following statements aloud and ask the students to tick (✓) statements that they can do.

## Self-Check

### I can do...

1.	I can explain the meaning of child labour	
2.	I can list the possible reasons/ causes of child labour.	
3.	I can read and comprehend the given reading material and answer the questions based on that text.	
4.	I can understand the meaning of new words introduced in the lesson and use them in sentences.	
5.	I can explain the concept of adjectives and can use them in my daily life.	
6.	I have understood the concept of child labour and can list/ mention / discuss ways to abolish child labour.	
7.	I can understand the message/ main idea of the poem after listening to it.	
8.	I can solve simple riddles/puzzles/quizzes on the basis of given clues/ inputs/ pictures.	
9.	I can write a speech on the given topic with the help of given clues/ pictures/ inputs.	
10.	I can express/organize and present my thoughts/ideas by writing paragraph/ narrative.	
11.	I have understood the concept of synonyms and antonyms and can answer the questions/solve the activity based on the same.	
12.	I can identify adjectives in the given sentence / text and match the adjectives to their opposites.	
13.	I can express my views/ ideas in the form of poster/ drawing /painting.	
14.	I can use active and passive voice in my daily life as per context.	

## Unit 1

### Health & Hygiene

#### Words Are Fun



#### Key to the grid:

<sup>1</sup> M	A	N	G	<sup>2</sup> O			
I				R			
L	<sup>3</sup> S			A			
K	O	<sup>2</sup> B	A	N	A	N	A
	A			G			
<sup>3</sup> A	P	P	L	E			

#### 2. Let's Listen



This is the way I, brush my teeth  
Brush my teeth, brush my teeth  
This is the way I, brush my teeth  
To be healthy and strong

This is the way I, wash my face  
Wash my face, wash my face  
This is the way I, wash my face  
To be clean and beautiful

This is the way I, cut my nails  
Cut my nails, cut my nails  
This is the way I, cut my nails  
To be healthy and clean

This is the way I, wash my hands  
Wash my hands, wash my hands  
This is the way I, wash my hands  
To be clean and healthy

This is the way I, oil my hair  
Oil my hair, oil my hair  
This is the way I, oil my hair  
To be long and strong  
This is the way I, drink my milk  
Drink my milk, drink my milk  
This is the way I, drink my milk  
To be strong and tall



### Let's Listen

## Unit 2 Family

Radha has a beautiful doll. It is a birthday gift from her grandmother. The doll has big brown eyes and pink cheeks. Radha calls her doll Annie. Radha is playing in the garden with her doll.



### Let's Listen

## Unit 3 Festivals

Onam is one of Kerala's most important festivals and is usually celebrated in the month of August-September. It is also known as the harvest festival of Kerala.

People wear new clothes and decorate their houses every year to welcome King Mahabali. There is singing, dancing, laughter everywhere and there are feasts also. Boat racing is a very popular sport during this time.

## Unit 4 Environment

### Let's Listen



Dear Children

Every year we celebrate Earth Day on 22nd April. Do you know why? We do it because Mother Earth is very important for us. It has given us many beautiful gifts such as the sun, the moon and the stars. It has also given us air, water, and food. Therefore, we must always keep Mother Earth clean. If we don't do so, we would fall sick.

How can we help Mother Earth? Here are some rules.

Turn off tap water when not needed.

Reuse Poly bags.

Write on both sides of paper.

Use plastic and paper for decoration.

Walk to school.

That's all for now children. Good bye.

### Words Are Fun



Key to the grid:

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



## CLUES

1. We breathe this in and out every day.
2. Cleaning it is a big job.
3. They hold the roots of plants.
4. Home for fish.
5. We must not throw it here and there.
6. We need it to be healthy and strong.
7. These give us oxygen.
8. We must not tear it into bits.
9. We drink this when we are thirsty.
10. We'll fall \_\_\_\_\_ If we don't keep things clean.

AIR  
ENVIRONMENT  
SOIL  
POND  
TRASH  
FOOD  
TREES  
PAPER  
WATER  
SICK

## Unit 5

### Sports

#### Words are Fun



#### Let's Listen

Sportsmanship can be defined as playing a game in a fair manner, without any scope of cheating other team or player. To show courtesy to other player, no matter what the outcome of the game is.

Sports, not only focuses on building physical health, but it also

encourages the virtue of leadership, hardwork and dedication. As a good sports person what are the qualities needed to be a sportsman?

### **Ways to promote sportsmanship**

- ❖ The feeling of healthy competition should be enhanced.
- ❖ Respect all players and use appropriate language. Never use foul language
- ❖ It should be played in harmony not with the feeling of revenge.
- ❖ Rules should be followed by both the teams and individuals.
- ❖ Healthy environment should be promoted instead of the feeling of hatred and jealousy.

### **Check Yourself**

1) B      2) a      3) D      4) B      5) C      6) B      7) C

## Unit 6 Child Labour

Let's Listen



Lips that must smile:  
Hearts that must rejoice;  
Hands working mile after mile:  
Left without a choice;  
Fingers that must play:  
Eyes that droop without a say;  
Robbed of even robes to veil:  
Throats that must chirp, made to squeal;  
Their most carefree ages:  
Spent brooding over weekly wages;  
Toiling hour after hour  
Ban child labour.

### Check Yourself

1. (d) a trash collecting occupation
2. (b) Bachpan Bachao Andolan
3. (c) UNESCO
4. (b) Sivakasi
5. (d) International Labour Organization