Government of Karnataka

English Reader Cum Activity Book

(REVISED)

SECOND LANGUAGE

3

THIRD STANDARD
PART - I

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Karnataka Textbook Society (R.)
6th Cross, Malleshwaram,
Bengaluru - 560 003.



Foreword

In the pursuit of fostering a healthier and more balanced educational journey, we present this initiative aimed at reducing the weight of school bags. Education is the cornerstone of progress and it is our responsibility to ensure that the pursuit of knowledge is accompanied by the wellbeing of students.

As a first step, to reduce the burden of heavy bags, the School Education Department, Government of Karnataka has decided to print semester-wise textbooks in 2 parts i.e., Summative Assessment 1 and 2. This intervention will help significantly in reducing the weight of school bags.

This Endeavour signifies a paradigm shift, acknowledging the strain posed by bulky bags on students.

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Manjushree. N. IAS
Managing Director
Karnataka Textbook Society (R.)



PREFACE

The Textbook Society, Karnataka has been engaged in producing new textbooks for Standards I to X since 2010. These books have been prepared according to the new syllabi which in turn are designed on NCF – 2005 and KCF 2007, Textbooks are prepared in 12 languages, and seven media.

In view of the low standard of attainment of Kannada Medium students in English, the Government of Karnataka introduced English from Standard I in the year 2007. A series of books were prepared and they have been in use ever since. With the introduction of the new textbooks in all subjects. The Government decided to replace these books and the new books prepared now satisfy the redefined objectives of NCF 2005. The new objectives are -

- connecting knowledge to life activities.
- learning to shift from rote methods.
- enriching the curriculum beyond textbooks.
- providing learning experiences for the construction of knowledge by learners.
- making education relevant to the present and future needs.

The new book for Standard I to 4 is called English Reader - cum - Activity book. Children learn spoken English through activities relating to their immediate environment and personal experiences. The book is full of attractive pictures in colours. These pictures represent objects which the learners encounter in their life. Learners begin learning English by naming objects and then use them in sentences. In the early stages, a lot of importance is given to fluent communication in the spoken form.

The emphasis gradually shifts to learners using language to express their needs, feelings and emotions in the simplest possible form. Then come simple stories which they listen to and enjoy.

Then they begin to read pictures, words and simple sentences off the black board and from the Textbook. The learners are slowly introduced to writing the letters of the English alphabet. This process continues in standard II and by the end of the second year it is hoped that learners should be able to read and write the letters of English alphabet, simple words and short sentences in English.

There is not going to be the Teacher's Source Book as we used to have for the earlier package of Practice Books. All the materials and instructions are given in the Textbook itself.

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In the books for classes I and II a number of rhymes are included to help learners master the rhythm of the language. The rhymes are very simple and children enjoy saying these rhymes after the teacher.

Listening to stories begin half way through the first year and continues throughout the course (four years). In class I the teachers may use a bit of the learner's mother tongue and reduce the use of it gradually. Let the children use English. Do not insist on grammatical accuracy to begin with. Let the learners feel confident that they can speak English like any others.

The Textbook Society expresses grateful thanks to the chairpersons, writers and scrutinizers for their sincere efforts in preparing the books and making them interesting.

Nagendra Kumar
Managing Director
Karnataka Textbook Society®
Bengaluru

Prof. G.S. Mudambadithaya
Co-ordinator
Curriculum Revision and
Textbook Preparation

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A WORD WITH THE TEACHER

The 'English Reader cum Activity Book' is a completely new book. The book is based on ten different topics some of which have already been introduced in earlier classes i.e. classes I and II. In such cases (e.g. Parts of the Body, Plants and Trees), new words have been introduced and higher level activities have been designed for Class 3 learners. Also, in Class-3, some new topics have been discussed. For example, topics such as 'Celebrations', 'Let's Count', 'Keep Fit' and 'Have Fun' are newly introduced.

The major focus in this book is on developing the topic knowledge and the vocabulary of children in English. This is in tune with the principles of NCF 2005 which advocates constructivist pedagogy in the classrooms. In this book, children are encouraged to construct knowledge about different topics that are relevant to the world they live in. The book provides an exposure to different aspects of English language such as words and phrases, spellings, pronunciation, handwriting practice, etc. It also provides them opportunities to listen to English and to read different passages in English. In addition, children get opportunities to use language i.e. to speak and write in English.

Each Unit of the book has the following components:

1. A rhyme to listen to and recite
2. A short dialogue to practice
3. Activities for vocabulary development
4. Activities for learning spelling and pronunciation
5. Handwriting practice exercises
6. Short texts for reading and simple writing tasks
7. Proverbs related to the topics

In addition to these, a few stories have been given at the end of the book. As a teacher you are expected to narrate these stories in the class and develop the listening skills of the students. Interesting activities for drawing and colouring have also been included in the book. Each Unit ends with 'My Progress' where students evaluate the learning outcomes they have achieved.

We sincerely hope that children will make the best use of this book to enhance their English language skills.

Ravinarayan Chakrakodi
Chairperson
ravirie@gmail.com

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TEXTBOOK COMMITTEE

Chairperson :

Dr. Ravinarayan Chakrakodi
Professor, Regional Institute of English,
Jnanabharathi Campus, Bengaluru-560 056

Members :

1. Shri Prakash R.H.
   Government P.U. College for Boys (High School)
   Sindhanur-584 128, Raichur
2. Smt. Ashwini T.S.
   Asst. Teacher, G.H.P.S., New Colony
   C.G. Halli, Chitradurga Taluk
3. Shri Imtiyaz Ahmad Khan
   Asst. Mistress, Govt. Higher Primary School
   Kalamandaragi, Gulbarga Taluk & Dist.
4. Smt. Jacintha G.
   Asst. Master, Govt. High School
   Kadabagere, Bengaluru North-1

Artists :

1. Shri Ramappa
   Drawing Teacher, Govt. High School, Pottery Town, Bengaluru-46
2. Shri Ramachandrachar
   Drawing Teacher, Govt. High School, Gangasara,
   Pavagada Taluk, Madhugiri Educational Dist.

Chief Coordinator :

Prof G.S. Mudambadithaya, Curriculum Revision and Textbook Preparation, Textbook Society, Bengaluru.

Chief Advisors :

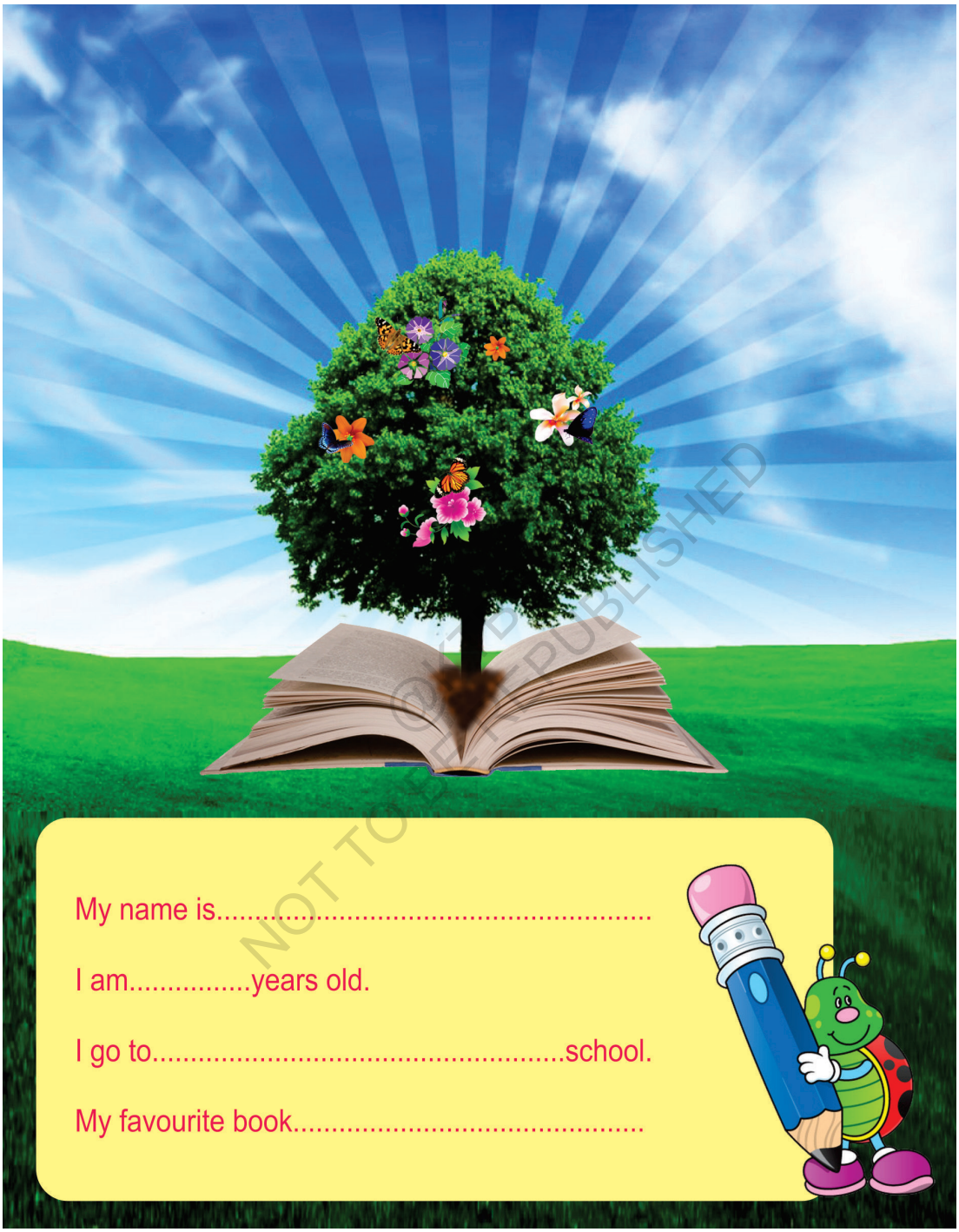
Sri Nagendra kumar, Managing Director, Karnataka Textbook Society, Bengaluru.
Smt. C. Nagamani Deputy Director, Karnataka Textbook Society, Bengaluru.

Programme Co-ordinator :

Smt. Sowmya N.S. Asst. Director, Karnataka Textbook Society, Bengaluru.

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My name is.....

I am.....years old.

I go to.....school.

My favourite book.....

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

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1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: "The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment", he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers' Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisations were also invited for discussions. Thus, on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

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Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society, who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also to the subject experts and to the associations who gave valuable suggestions.

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Sri. M.P. Madegowda
Managing Director
Karnataka Textbook Society (R.)
Bengaluru.

Prof. Baraguru Ramachandrappa
Chairman-in-Chief
State Textbook Revision Committees
Karnataka Textbook Society (R.)
Bengaluru.



REVISION COMMITTEE

Chairman-in-Chief:

Prof. Baraguru Ramachandrappa, State Textbook Revision Committees, Karnataka Textbook Society, Bengaluru.

Chairperson:

Dr. N. Shantha Naik, Dean and Chairman, Department of English, Vijayanagara Srikrishnadevaraya University, Ballari.

Members:

Smt. Vijaya.S , Asst. Teacher, Govt. High School, Sonnashettihalliy, Chintamani, Chikkaballapur.Dist.

Smt. A. Anantha Padma Priya, Asst. Teacher, Govt. Girl's High school, Hosakote town, Bengaluru Rural Dist.

Sri. Vishwanatha. N.Y. Asst. Teacher Govt. High school, Mandikal, Chikkaballapur, Dist.

Sri. Manukumar. H.M. Education Co. Ordinator B.E.O. Office, Shivajinagar, Bengaluru- North-3.

Dr. Komala D.R. Lecturer, Govt.P.U. College, Hadli Circle, Malavalli (Tq), Mandya Dist.

Smt. Dilshad Begum. Lecturer, Govt. Polytechnic College, Ballari.

Artist:

Sri Venkatesh, Drawing teacher, Govt. High School, Urumarakesalagere, Mandya South, Mandya Dist.

High Power Review Committee Members:

Dr. G.Rajagopal, Professor (Rtd) #716, Prashanathnagar, Bogadi, 2nd Stage- South, Mysuru.

Sri. M.G.Hegde, Professor, Department of English , Dr.A.V. Baliga Arts and Science College, Kumta, Uttara Kannada Dist.

Sri. Kannan, Professor, Department of English , P.G Center, Karnataka State Women's University,Vijayapura.

Dr. Ramaprasad, Professor, Department of English , Kuvempu University, Gnanasahyadri, Shankarghatta, Shivamogga , Dist.

Dr. Mallikarjun Patil, Professor, Department of English , Karnataka University, Dharwad.

Chief Advisors:

Sri. M.P. Madegowda, Managing Director, Karnataka Textbook Society (R.), Bengaluru.

Smt. M.D. Usha, Deputy Director, Karnataka Textbook Society (R.), Bengaluru.

Programme Co- ordinator:

Sri. Bhanukumara. R, Assistant Director, Karnataka Textbook Society (R.), Bengaluru.

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UNIT - I

GREENWOOD

S2C3C5

1. Listen and repeat.



Four seeds in a hole
Four seeds in a hole
One for the mouse,
One for the crow,
One to rot and one to grow!







* **rot** : decay, decompose

crow	hole	rot
grow	pole	hot

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2. Listen and Speak : Your teacher will read the dialogues. Listen to him/ her. Taking roles of Sunita and Prajwal practice the dialogue.



Sunita : Why are you so excited?

Prajwal : I saw a nest in the tree!

Sunita : Where is it?

Prajwal : It's in our school garden. There are four eggs in it.



Sunita : Oh! Really? Take me there.

Prajwal : Let's go now.



3. Look and Learn: Your teacher will take you around the school. S/he will show you different plants and trees. Learn the names of those plants and trees.

a. Collect the leaves of different plants and trees.

b. Keep the leaves in a book for a day and paste them in the space given below.

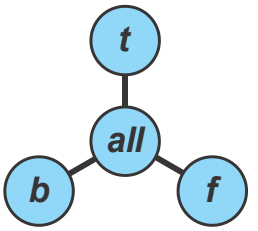
My green corner

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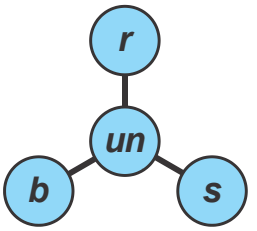


4. Writing Practice:

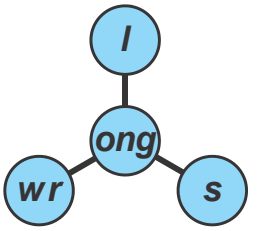
Make different words using the letters. One has been done for you.



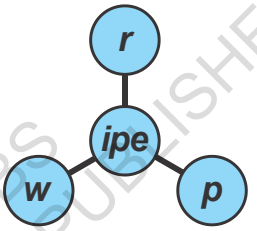
tall



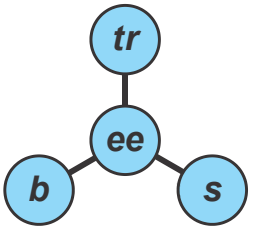
run



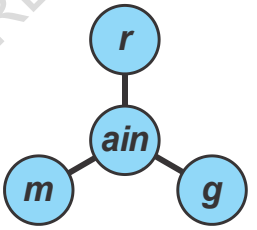
long



ripe



tree

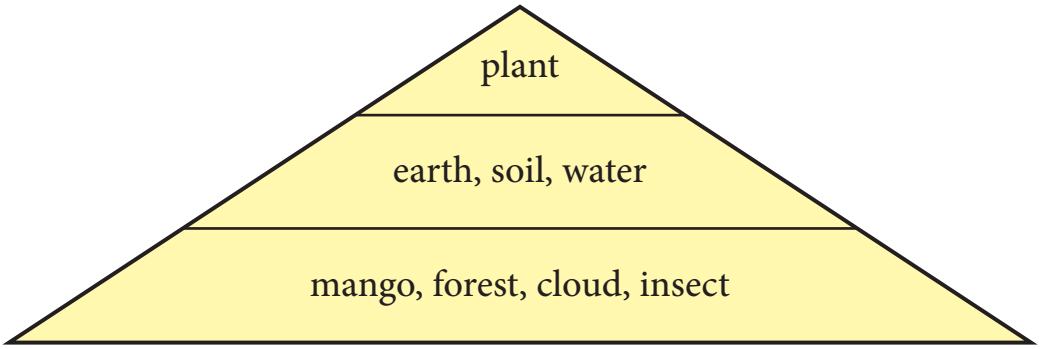


rain

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5. Read the words in the triangle. Find a word within each word and write it. One is done for you.



e.g. : ant

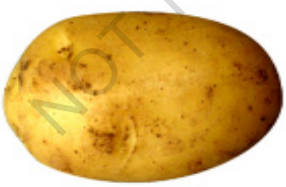
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6. Let's go shopping!

How many vegetables and fruits can you find in this maze? Look at the pictures. Draw a circle around each word. One has been done for you.

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

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7. Complete the boxes with suitable words.








One	Many
Insect	
Mango	*Mangoes*
Bee	
Apple	
Sparrow	Sparrows
Potato	








8. One word in each set is different from the others. Circle the odd one out.

1. banyan, neem, peepal, mango, snake, apple. (clue – trees)
2. peas, potato, tomato, sunflower, carrot, brinjal. (clue – vegetables)
3. lion, horse, goat, cow, kangaroo, melon. (clue – animals)
4. peacock, parrot, squirrel, crow, sparrow. (clue – birds)
5. rose, lily, sunflower, lotus, cauliflower. (clue – flowers)

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9. These sentences are jumbled. Write them in the correct order.

1. have / home / at / I / garden/a .....
2. make/the/honey/bees/will .....
3. plants/my/I/in/grow/garden. .....
4. water/the/I/plants/everyday. .....

10. Trace the following and copy them in your four line book.

Trees give us fruits, shadow and oxygen.

Grow trees, save the forest and the earth.

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11. Project work : Crow a plant

a cup 

soil 

seeds 

1. Take a cup.
2. Put in some soil.
3. Plant a seed.
4. Water the seed every day.



12. Proverbs / Sayings :

Can you think of any proverbs/sayings related to plants and trees in English or your mother tongue? Rearrange the sayings given below. Add a few more.

1. forest / save / the / earth / save the. _____
2. walk / on / the / green / grass / do / not. _____
3. do / pluck / not / the / flowers. _____
4. avoid / environment / and / save / the / plastic. _____
5. _____

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MY PROGRESS

Read the competencies listed below and put a tick (✓) mark :

Sl. No.	What I have learnt	☺	😐	☹
1	I can recite the rhyme without mistakes.			
2	I can take roles and read the dialogues aloud.			
3	I have found all the words related to plants and trees in the puzzle.			
4	I can rearrange the proverbs and sayings.			
5	I can write words and copy sentences in a four line book.			

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UNIT - II

HEAD, SHOULDERS, KNEES AND TOES

I5N3Y6

1. Listen and repeat after your teacher.

Two little eyes to look around,



Two little ears to hear each sound,



Two little feet to walk the way,



Two little lips to talk all day,



Two little hands to work so smart,



And one little nose to smell the tart.

(tart : open pie containing jam or fruit.)



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Read the words aloud.

around	way	smart	ear
sound	day	tart	hear

2. Listen to your teacher. Then take the roles of Spandana and Pragati. Practise the dialogue.



Spandana: Hey! Come, let's play in the park.

Pragati : Wow! This is really a beautiful park.

Can you see a butterfly there on the flower?

Spandana: Come slowly, we will catch the butterfly.

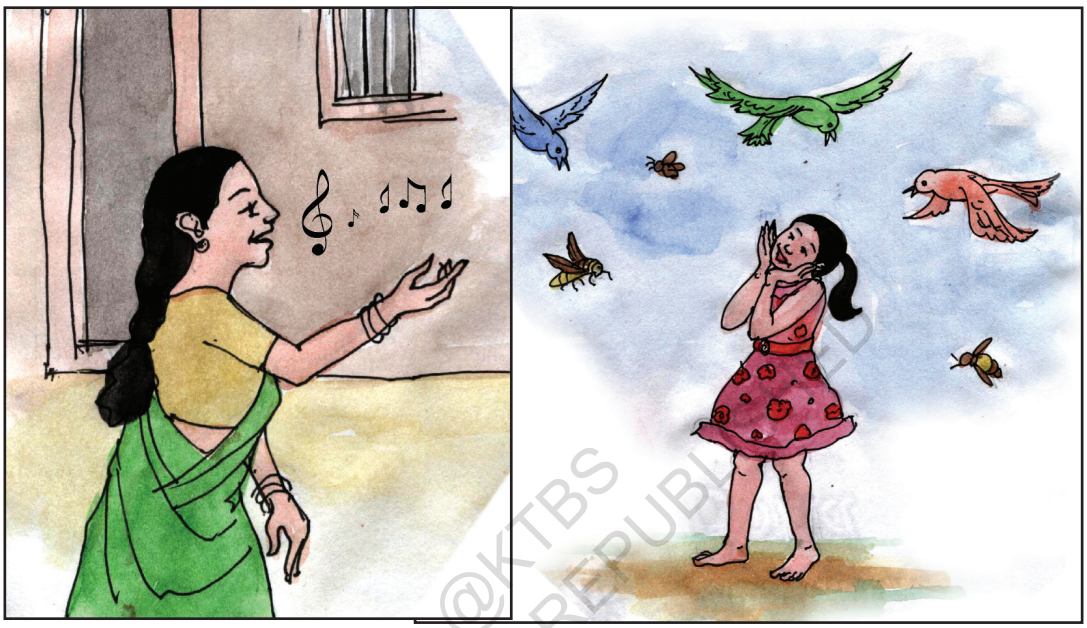
Pragati : No, we can just watch and enjoy the moment.

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3. Can you read the story given below?

Spoorti is eight years old. She has black shiny eyes. She enjoys herself looking at butterflies, flowers and trees. 'How wonderful



to be able to see things!,' feels Spoorti. For a while Spoorti shuts her eyes with her hands. She cannot see anything.

Spoorti has sharp ears. She can hear the sounds.

She hears the birds singing, the bees buzzing and more than anything, her mother singing. 'How wonderful it is to hear sounds!' says Spoorti to herself.

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a. Answer the following questions.

1. How old is Spoorti? _____
2. What does she look at? _____
3. How can she hear the sounds? _____

b. Read and match the following.

A	B
1. We hear with our	hands
2. We clap with our	eyes
3. We kick the ball with our	mouth
4. We eat food with our	legs
5. We see with our	ears

4. (a) Opposites:

When your teacher says 'old', you should say 'young'. *Use the words given below and continue.*

Teacher's words	Your words
old	young
open	close
bottom	top
far	near
in	out
white	black

These words are called opposites.

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(b) Read the words given in the cloud. Group them as 'naming words' and 'action words'.

bee, see, eye, hear,
nose, breathe, taste, leg, kick,
ear, hand, mouth, buzz, Spoorti,
clap, eat

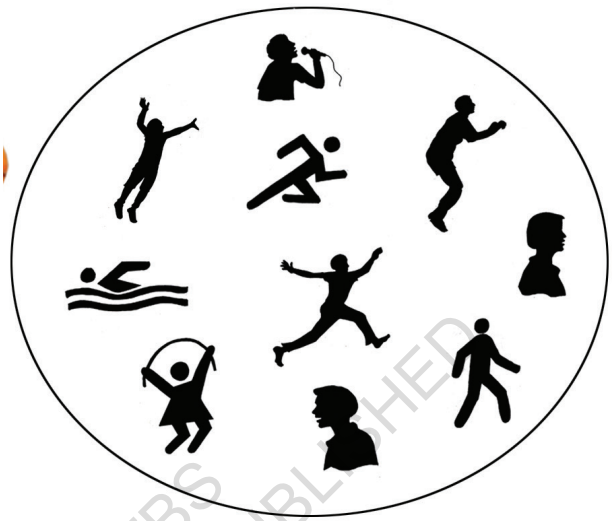
Naming words	Action words
bee	buzz
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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(c) There are different ways to move. Tick (✓) only the movement words in the balloons. Match them with the pictures. Draw lines.





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5. Now let's learn about our body parts and their functions.

Head – It is the topmost part of the body covered with hair.

Neck – It joins the head to the rest of our body.

Chest – The air that we breathe goes into this. The action of breathing in and breathing out takes place here.

Stomach – The food that we take in is stored here.

Hands – We can pick up things, write, draw, clap with the help of these.

Legs – These help us walk and go to school, we can jump, run and hop with these.

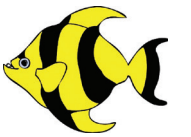
All the parts of the body are important. Each part helps us to do some work.

6. What can I do?

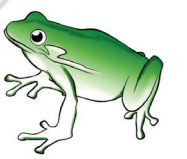
Say what each of these can do. Choose words from the box.

fly	*swim*	*write*	*sing*	*jump*	*run*

I can _____ 

I can _____ 

I can _____ 

I can _____ 

I can _____ 

I can _____ 

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Now write four things that you can do.

1. I can _____
2. I can _____
3. I can _____
4. I can _____

7. Listen to your teacher and repeat after him/her.

After a bath, I try, try, try,
To wipe myself till I am dry, dry, dry,
Hands to wipe, fingers and toes,
And two wet legs and a shiny nose,
Just think how much less time I'd take
If I were a dog and could shake, shake, shake!

Aileen Fisher



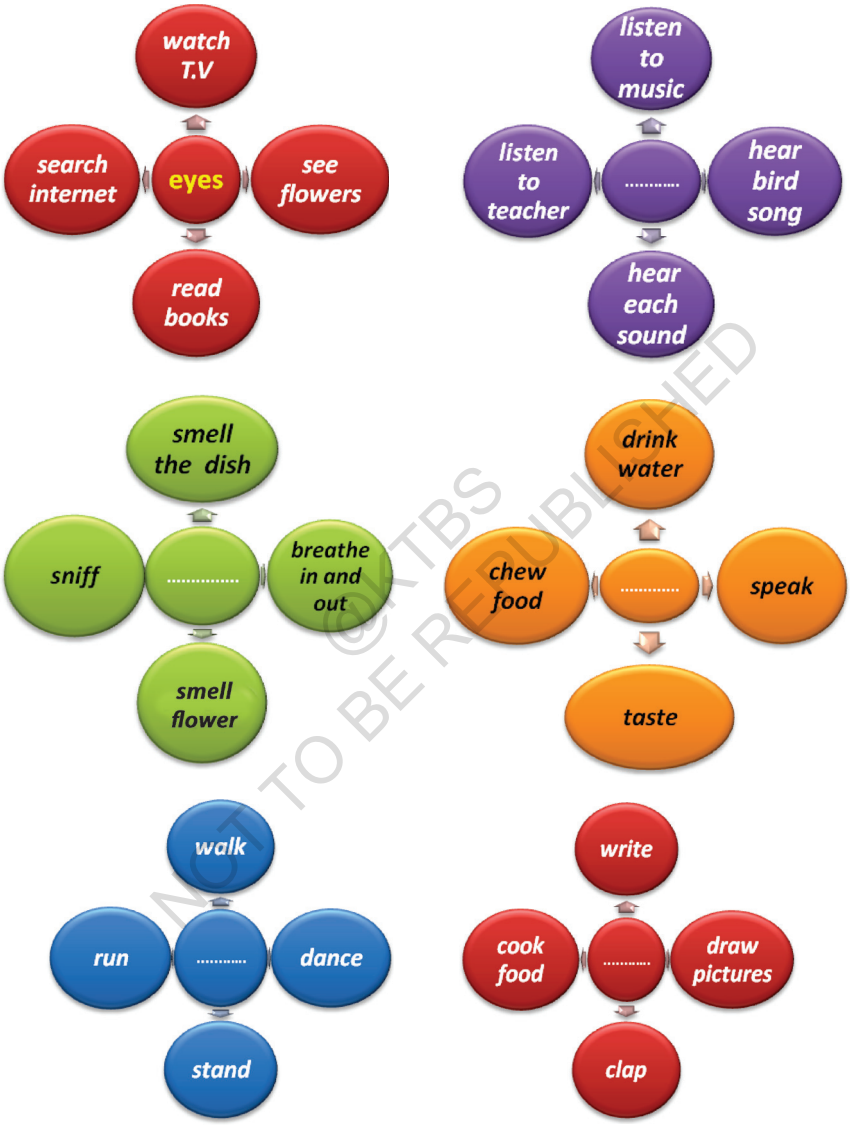
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Read the words aloud.

try	*toes*	*take*
dry	*nose*	*shake*
cry	*rose*	*lake*

8 (a) Write the parts of the body used to do the actions. Choose words from the list.

ears	eyes	nose	hands	legs	mouth



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(b) Correct these sentences and write the answers in the boxes.

1. We see with our **nose.**
2. We hear with our **eyes.**
3. We smell with our **tongue.**
4. We taste with our **ears.**

9. Read the actions below. Draw ☺ if it is True and ☹ if it is False. One is done for you.

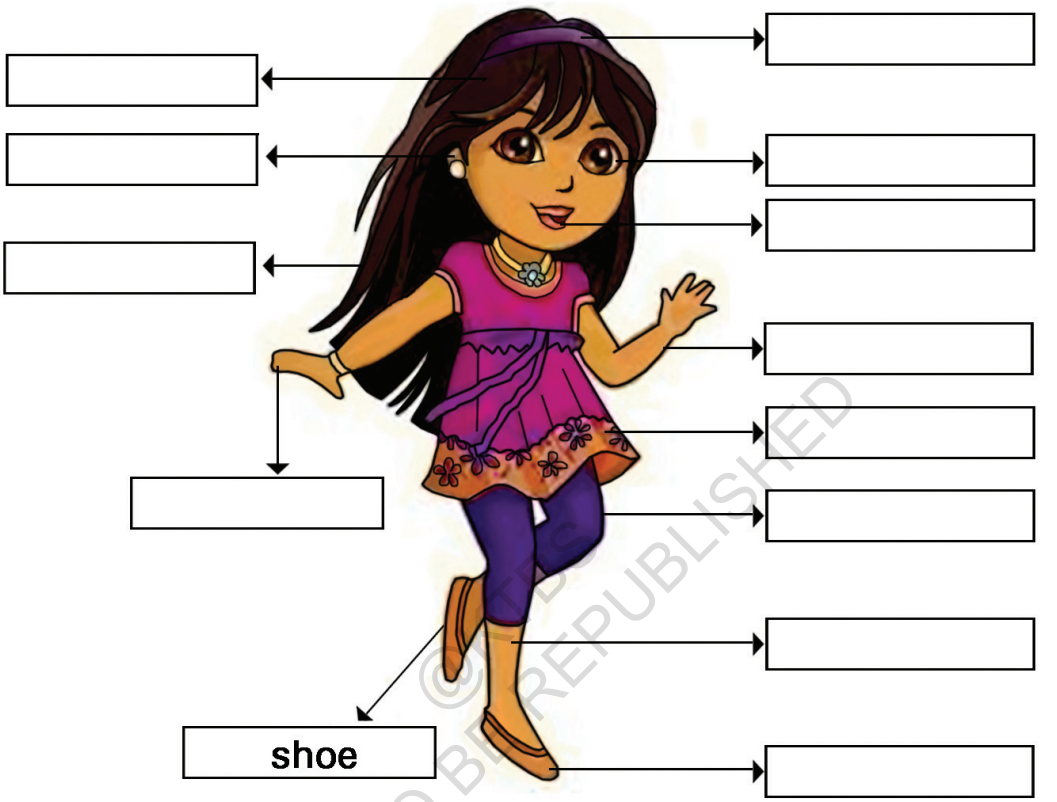
1.	Brush your teeth twice a day.	
2.	Wash hands before you eat.	
3.	Don't cut your nails.	
4.	Early to bed, early to rise.	☺
5.	Avoid junk food and soft drinks.	
6.	Comb your hair.	
7.	Don't apply oil to your hair.	
8.	Rinse mouth after having food.	

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10. (a) My doll - Jolly Janaki

Write the words in the space given.



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(b) Complete the description.

My doll's name is Jolly Janaki. She has _____

and _____. She has a big _____

on her face. She is wearing _____

and _____ I love her very much.

(c) Colour Me:



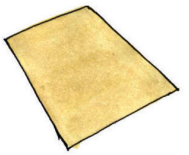


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11. Game Time:

Make a pop-up house.

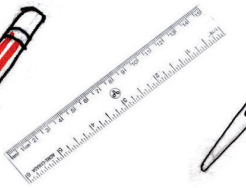
You need



Card



Pencil



Scale

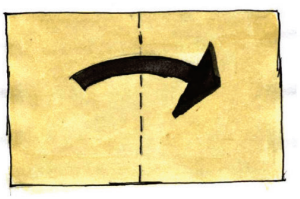


Scissors



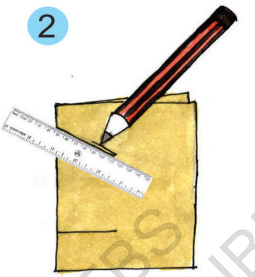
Coloured pens

1



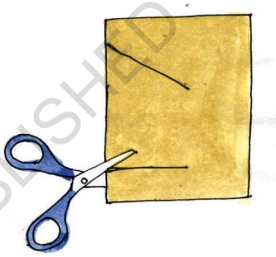
Fold the card in half.

2



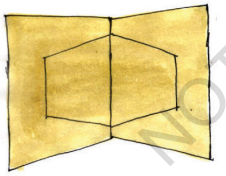
Draw two lines.

3



Cut along the lines.

4



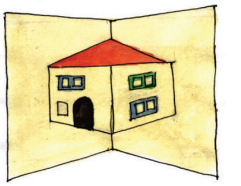
Push the house through and fold.

5



Open the card. Colour the house.

6



Now you have a pop-up house.

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12. Shadow play.

Use your hands to show the animals and birds.



HORSE



WOLF



DONKEY



GOAT



SWAN



EAGLE



SNAIL



DUCK

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ROOSTER



GEESE



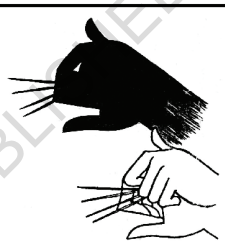
RABBIT



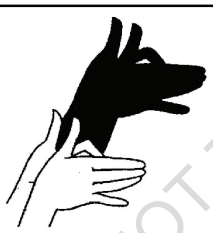
RABBIT EATING



DOG



CAT



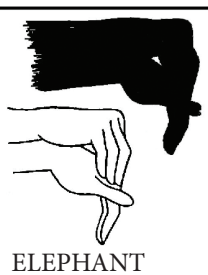
GIRAFFE



BULL



DEER



ELEPHANT

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13. Action game: Do as I Say

Stand in a semicircle. Do as your teacher says.

If the teacher says 'Touch your eyes' you should touch your eyes. But if the teacher says, 'Don't touch your eyes,' then you should not do it.

Instructions:

look up , look down , don't look back , keep your hands on shoulders, touch your knees, spread your lips, don't stretch your hands, touch your elbows, rotate your wrists, thumbs up, don't touch your feet etc.

14. Proverbs/Sayings:

Can you think of any proverbs related to human body and its functions in English or your mother tongue? Rearrange the proverbs/sayings given below. Add a few more.

1. godliness / is / next / cleanliness / to _____

_____

2. worship / work /is _____

_____

3. index / is / of /mind / face / the _____

_____

4. an apple / doctor / a day / away / the / keeps _____

_____

5. _____

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15. Riddles:

Solve the riddles.

What is broken when you speak? _____

What has two legs and flies in the sky? _____

What can't you hold for long, though it is as light as air? _____

What runs from Delhi to Mumbai without moving? _____

What has eyes but no head? _____

What is most useful when broken? _____

What has a head but no face? _____

What always comes after a dog? _____

Answers: Silence, a bird, your breath, the road, a potato, an egg, a pin, its tail.

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MY PROGRESS

Sl. No.	What I have learnt	☺	😐	☹
1	I can recite the rhyme without mistakes.			
2	I can take roles and read the dialogues aloud.			
3	I can read the text aloud with correct pronunciation.			
4	I have answered all the questions related to the text.			
5	I know the parts of the body and their functions.			
6	I know the naming words and action words.			



UNIT - III

CELEBRATIONS

Z5S1Z2

1. Let's Listen and Sing

I salute my flag
I salute my flag
It makes me proud
I am an Indian
It says out loud
Three bright colours
adorn my flag
Saffron, white and green
make me glad.
The Ashoka Chakra
Blue on white
spins for progress
flying high.



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Repeat after the teacher

proud	loud	cloud
green	keen	seen
white	tight	site
high	fly	sky
glad	bad	pad

2. Let's Remember

Celebrations bring joy and happiness.

Celebrations unite people and unite families.

Celebrations lead to national integration among the people.

3. Let's Speak

Repeat after the teacher.



Lavina : We have a lot of things to do for Chirag's birthday party. Look, I have made a list.

Radha : Good idea, who's going to help us?

Lavina : Bhuvan. He's going to send the invitations.

Radha : Good. Who is going to decorate the house?

Lavina : Mother and father will decorate the house.

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Radha : Great! What are we going to buy for Chirag?

Lavina : Let's get him a bicycle.

Radha : That's a nice gift. Come, let's go to the market.

Did you learn any new words from this conversation? Write them down.

_____	_____	_____
_____	_____	_____
_____	_____	_____

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4. Now let's read and understand the lesson on 'Children's Day Celebration'.

Children are the best gifts of God to the parents.

Children's day in India is celebrated on November 14th every year. November 14th is the birthday of Pandit Jawaharlal Nehru. As a tribute to Jawaharlal Nehru and his love for children, his birthday is celebrated all over India as children's day.



Children affectionately called Jawaharlal Nehru 'Chacha Nehru' or 'Chachaji' because he was fond of both children and roses. He said that children are like the buds in a garden.



They should be carefully nurtured. Children are the future of the nation and the citizens of tomorrow. He felt that children are the real strength of a country. On children's day schools have cultural programmes, games and these are managed by students themselves.

Teachers perform various cultural activities for their beloved students.

New Words

tribute : respect
affection : love
fond : like
nurture : take care
bud : little one of flower. (ಮೊಗ್ಗು)

Let's Understand

a. Answer the following questions.

1. In India children's day is celebrated on
   ☐ November 14 ☐ November 20
2. Nehru was fond of both children and_____
3. Who are the real strength of a country?
   _____ are the real strength of a country.
4. Children affectionately called Jawaharlal Nehru
   ☐ Chachaji ☐ Mamaji

b. Rearrange the letters and find the words hidden. Write their plural forms.

1. tfig – gift =
2. dlihc – _____ =
3. yad – _____ =

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4. ubd – _____ =

5. esor – _____ =

6. amge – _____ =

c. Fill in the blanks with the suitable letters given in the box.

a, e, i, o, u

1. ch__ldr__n

2. g__ft

3. t__m__rr__w

4. str__ngth

5. b__l__ved

6. b__ds

7. d__te

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d. Re-write the jumbled words in the correct order to make meaningful sentences.

1. are/the buds/garden/in/a/like/children

_____

2. are/the future/the nation/children/of

_____

3. Children's day/celebrate/we/on/November 14.

_____

4. fond/was/Nehru/children/of

_____



5. Do you Celebrate?

Stand in a circle. Meet at least three friends and ask which festivals they celebrate.

e.g. Do you celebrate Children's day? If they say YES put a ✓ If they say NO put a X.

Celebrations	Friend 1	Friend 2	Friend 3
Children's day			
Teacher's day			
Ramzan			
Deepavali			
Onam			
Muharram			
Ganesha Chaturthi			
Buddha Poornima			
Mahaveera Jayanthi			
Ambedkar Jayanthi			
Christmas			
Independence Day			

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6. Some celebrations are mentioned below. Write the month and date on which they are celebrated.

Helping Hand + Use the Calendar



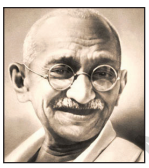
Teacher's Day _____



Ambedkar Jayanthi _____



Children's Day _____



Gandhi Jayanthi _____

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Say a sentence each about these celebrations.

1. Teacher's Day is celebrated on September 5.
2. _____
3. _____
4. _____

7. Asking Questions

Move around the class. Meet four friends and collect information about their age and in which month they were born by asking questions.

e.g.

Hello, I am Ameena.
I'm six years old.
I was born on 10th August.

What is your name?
How old are you?
When is your birthday?

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8. All the students have planned to celebrate children's day. Payal, the class leader, has written this letter of invitation. Fill in the blanks with your choice of food, games and fun activities.

Haveri
10 Nov. 2013

Dear Shalu

We have a function in the school to celebrate children's day. We will have a lot of fun. We will play games like _____ and _____ . We will eat _____ and _____ . We will also have _____ and _____. Will you please come to the school ground?

_____ (DATE) at _____ (TIME)

Your loving friend
Payal




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9. Listen to your teacher and complete the sentences.

1. I am _____ sweets.
2. Nehru was _____ on November 14.
3. We _____ Deepavali in November.
4. My parents give _____ on my birthday.
5. Children are the _____ of our nation.

10. Copy the sentences in the lines given below.

Celebrations bring joy and happiness

Celebrations unite people and families

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11. Prepare a greeting card on 'Teacher's Day' and present it to your teacher.

You need

drawing sheet


colour pencils

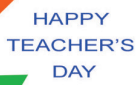

coloured pens



gum

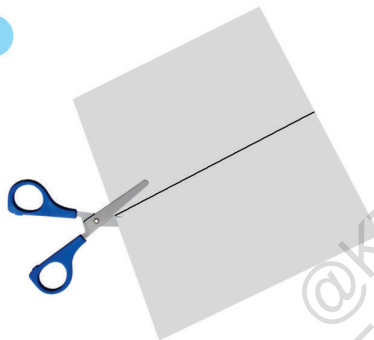

scissors


some pictures



message

1



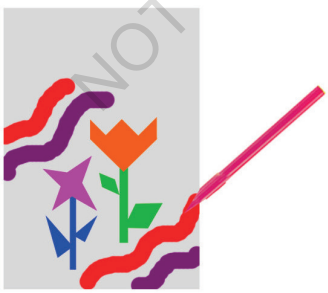
Cut the drawing sheet

2



Paste some pictures on the drawing sheet

3



Make some designs with the colour penciles/pens

4



Write a message on the sheet

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12. Look at the picture. Read the sentences below the picture.

Colour the box green if the sentence is true or red if it is false.



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	TRUE	FALSE
1. The girl is five years old today.	☐	☐
2. There are three boys at the party.	☐	☐
3. There are seven gifts on the floor.	☐	☐
4. There are five candles on the cake.	☐	☐
5. The cat is on the chair.	☐	☐

Let's Listen

Note to the Teacher : Read the following words aloud - fond of, born, celebrate, gifts, future.

Remember : All the flowers of all the tomorrows are in the seeds of today.

MY PROGRESS

Sl. No.	What I have learnt	☺	😐	☹
1.	I can ask simple questions.			
2.	I can respond to simple questions.			
3.	I can pronounce the words correctly.			
4.	I can rearrange the letters to make words.			
5.	I can arrange the words in a proper order to make sentences.			
6.	I have answered all the questions related to the text.			
7.	I can take roles and read the dialogue aloud.			
8.	I was able to complete the box with appropriate words.			

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UNIT - IV

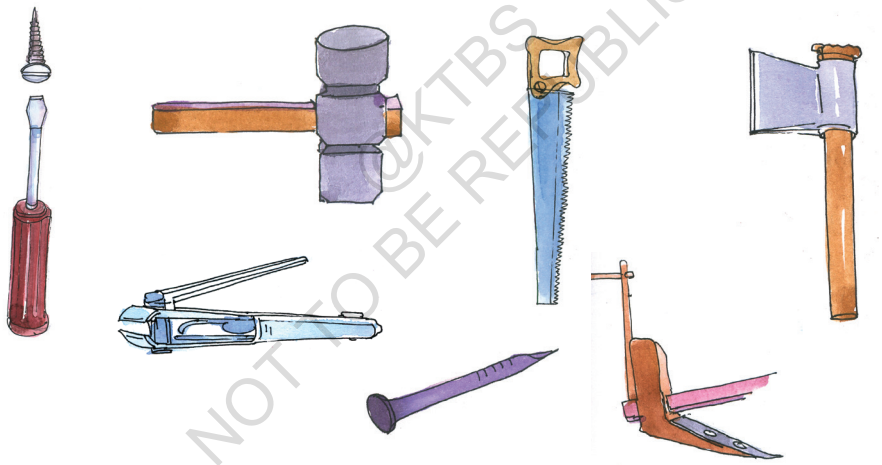
THINGS WE USE

Z7V4D8

1. What do you use for the following? Name the things.

- e.g. for cutting nails
  Nail cutter
- for sharpening a pencil
- for cutting papers
- for opening a lock
- for cutting vegetables.

2. Identify the tools shown below:



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_____ _____ _____ _____

_____ _____ _____

3. Show the class what you do with the above tools.

e.g. Show the action of cutting your nails if the tool is a nail cutter.

4. Match the tools with their uses.

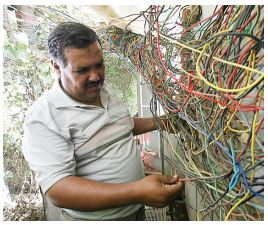
a.	Sharpener	1.	It's used for ironing the clothes
b.	Nail cutter	2.	It's used for sawing the wood
c.	Needle	3.	It's used for ploughing the field
d.	Hammer	4.	It's used for sharpening the pencils
e.	Axe	5.	It's used for cutting the nails
f.	Knife	6.	It's used for sewing the clothes.
g.	Saw	7.	It's used for hitting the nails
h.	Plough	8.	It's used for cutting the vegetables / fruits
i.	Iron	9.	It's used for chopping the wood.

Read the sentences aloud. e.g. A sharpener is used for sharpening the pencil.

5. Identify the persons







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Answer me:

Do the above people use tools in their professions? Yes/No
What tools do they use?

a) I'm a doctor. I use ……

b) I'm an electrician. I use…

c) I'm a farmer and I use…..

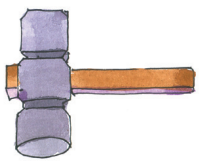
6. Singular/plural

- Singular number indicates only one object.
- Plural number indicates two or more than two objects.

Complete the following:

A)

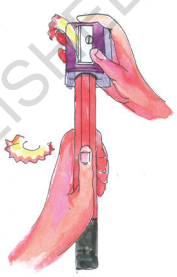
a. hammer – hammers



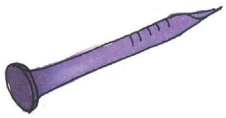
b. saw – saws



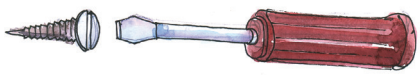
c. sharpener – _____



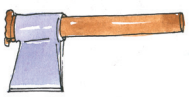
d. nail – _____



e. screw driver – _____



f. axe – _____



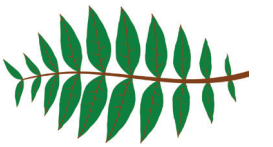
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B)

a. knife – knives



b. leaf –



7. Rearrange the jumbled letters:

Clue: The first letter is given in capital.

a) efinK _____

b) exA _____

c) mreHam _____

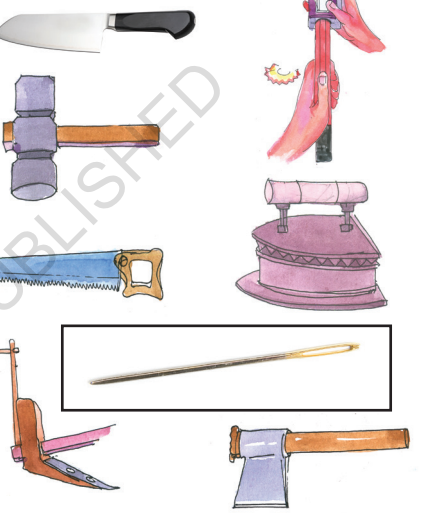
d) wSa _____

e) dleNee _____

f) ghlouP _____

g) arpeShren _____

h) Inor _____



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Re write the above words using the appropriate articles using 'a' or 'an'.

e.g. a knife

a._____ e._____

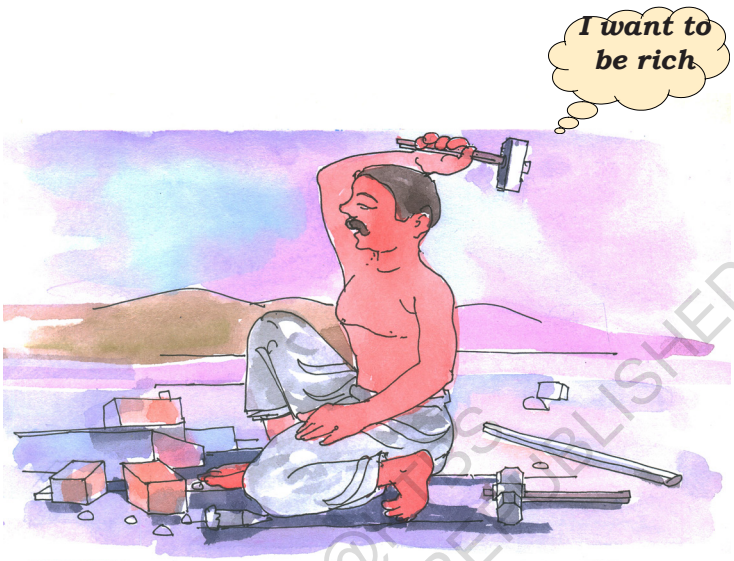
b._____ f._____

c._____ g._____

d._____ h._____

8. Read and understand the story.

Deepu was a poor stone-cutter. It was very hot and Deepu did not feel like working. So he put his hammer down and said :



Suddenly, an angel came down from heaven.



And Deepu became rich. He ate and drank all day.

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One day he saw a king.

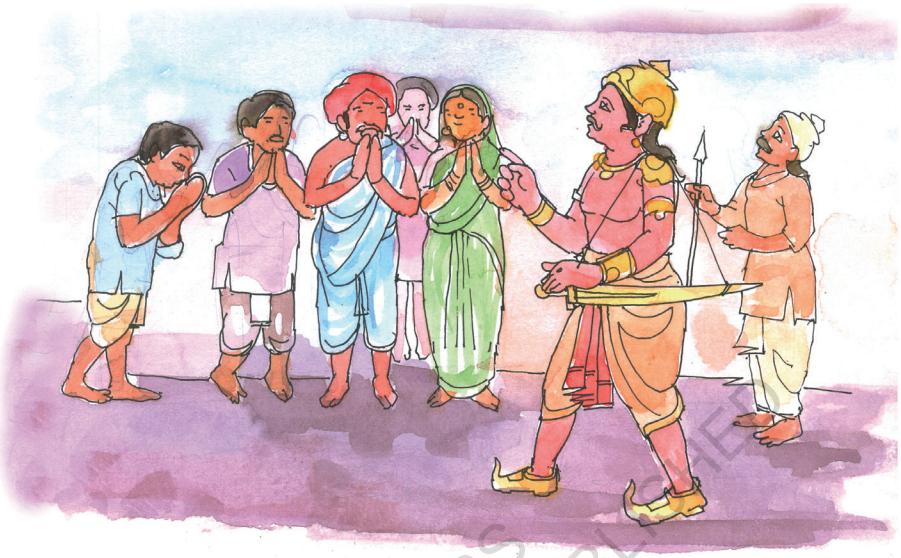




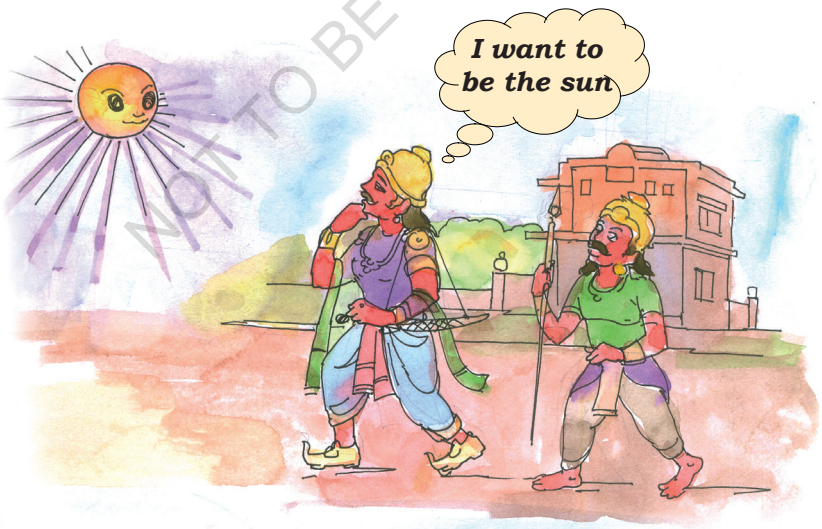
The angel came again and made him a king.

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Now everybody in the village bowed to him. Deepu was happy.

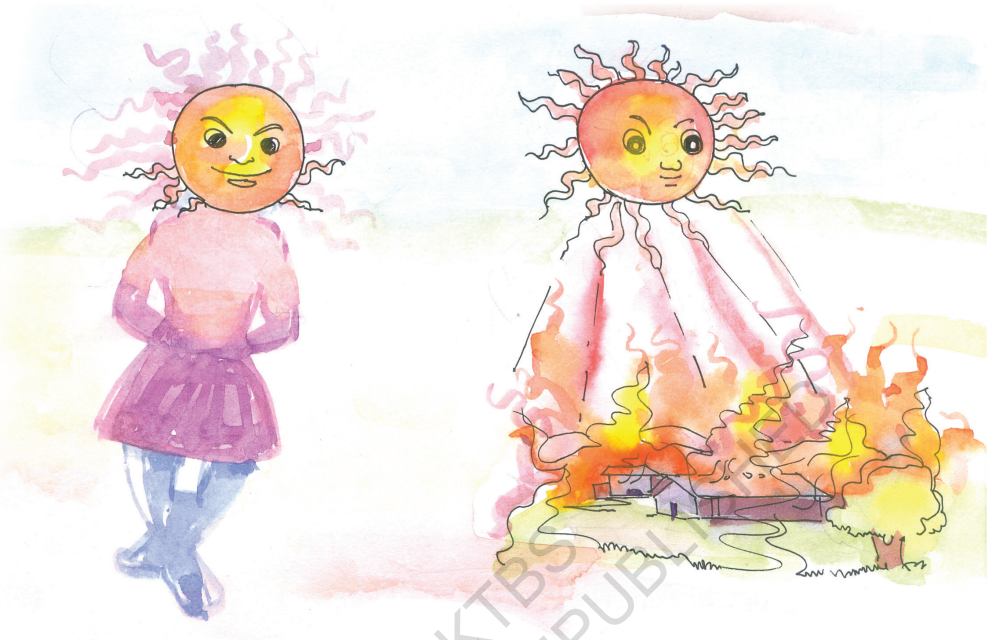


One day he was going around his kingdom.
The hot sun burnt him. Suddenly Deepu shouted...

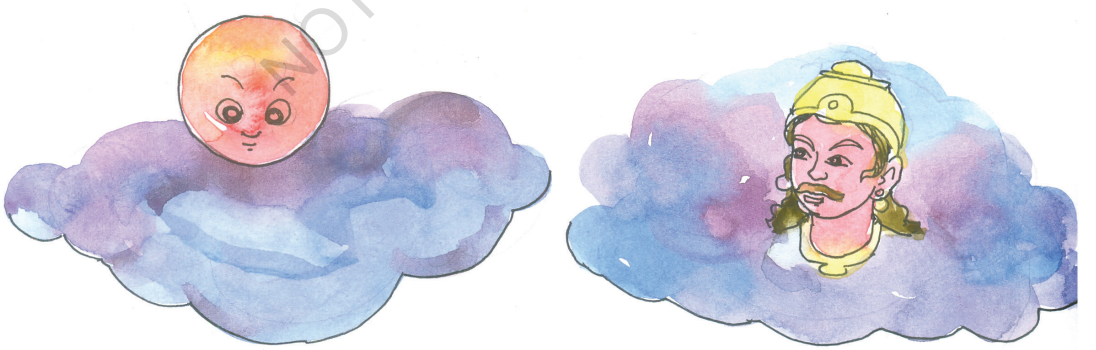


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The angel came again and turned Deepu into the sun. Deepu burnt everything. He was happy.



But after some days, he saw a cloud below him. It was a strong cloud. Now the sun could not reach the earth anymore. And of course Deepu wanted to be a cloud.



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The angel came again and turned Deepu into a cloud. The cloud rained everyday. The rain water fell on a rock but the rock did not move. Deepu as a cloud saw this and shouted :

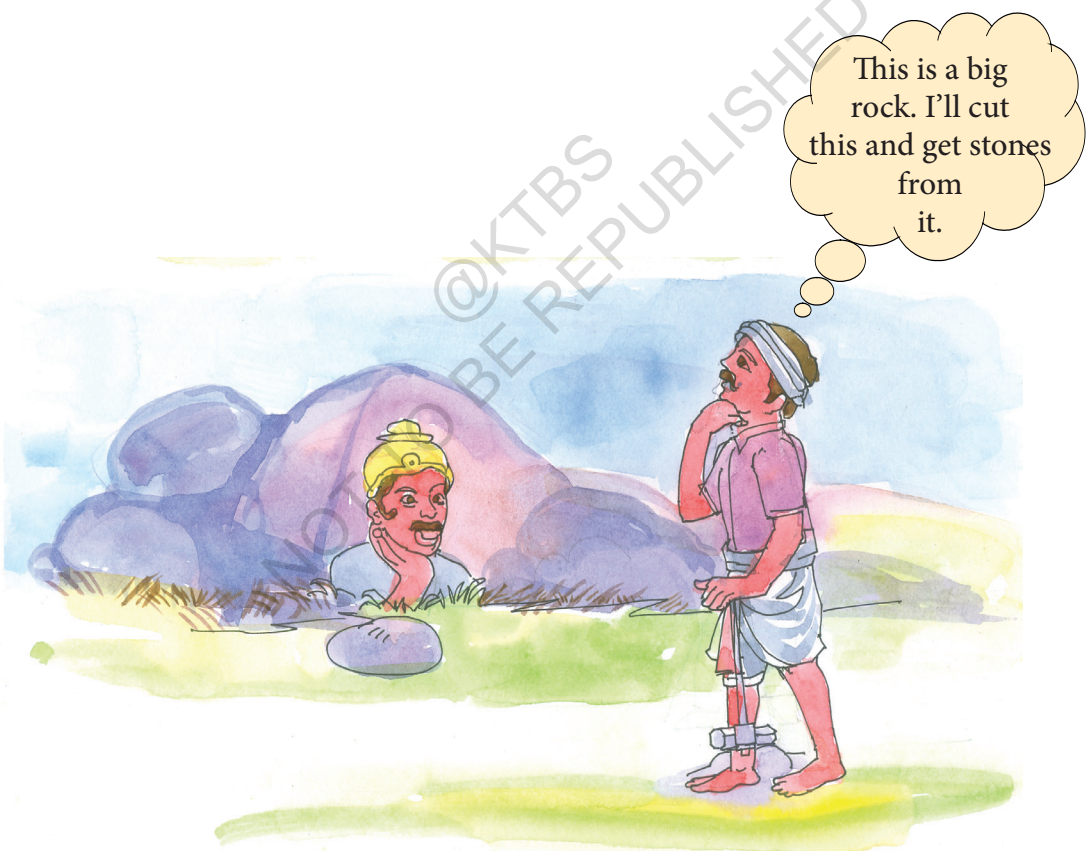


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The angel came down and turned Deepu into a rock. The rock did not move when it rained.

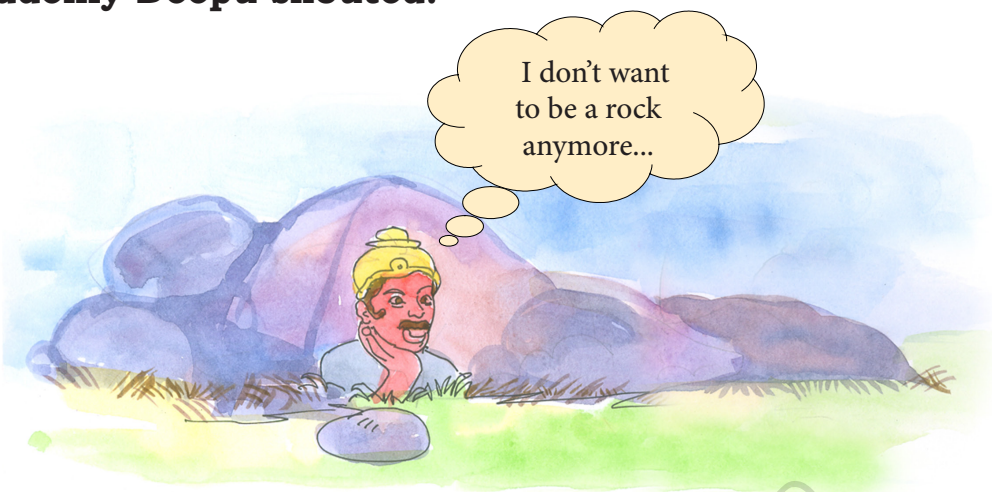


One day, a man came with a pick-axe and saw the rock.



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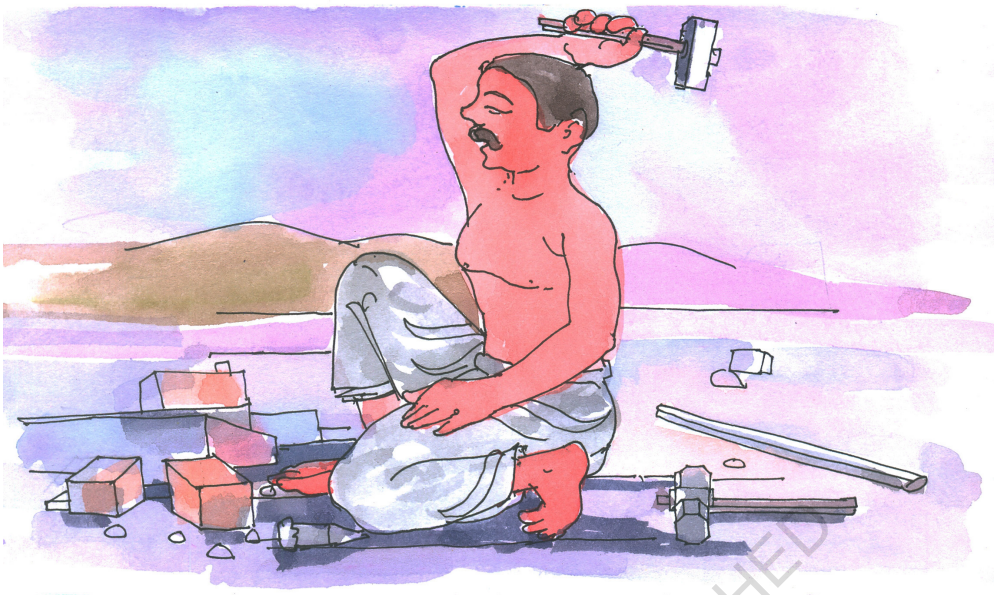
Suddenly Deepu shouted:



The angel came down for the last time and said:



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Finally, Deepu was a stonecutter again. He was poor but he was happy.

Did you understand the story?

I. Choose 'a' or 'b' to complete each of the sentences given below:

1) First of all, Deepu wanted to be _____
   a) a king b) rich

2) When Deepu became a king, he _____
   a) went around the country
   b) ate and drank all day

3) The sun burnt him, when he was _____
   a) a king b) a cloud

4) When the water fell on the rock, _____
   a) it was washed away b) it did not move

5) Finally, the angel turned Deepu into a _____
   a) stone - cutter b) pick - axe

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II. You have read the story, right? Now, complete the dialogue given below.

Deepu : I want to be rich.

Angel : You shall be rich, my son.

Deepu : I want to be a king.

Angel : _____

Deepu : I want to be the sun.

Angel : _____

* ***Can you enact the story by taking the roles of the Angel and Deepu?***

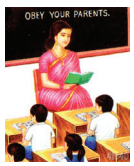
9. Do you know these words?
Make new words:

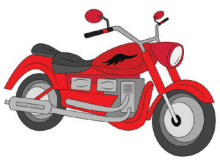
1) screw + driver
2) chair + man
3) foot + ball
4) neck + lace
5) wrist + watch
6) star + fish
7) class + teacher
8) motor + cycle
9) straw + berry
10) ice + cream









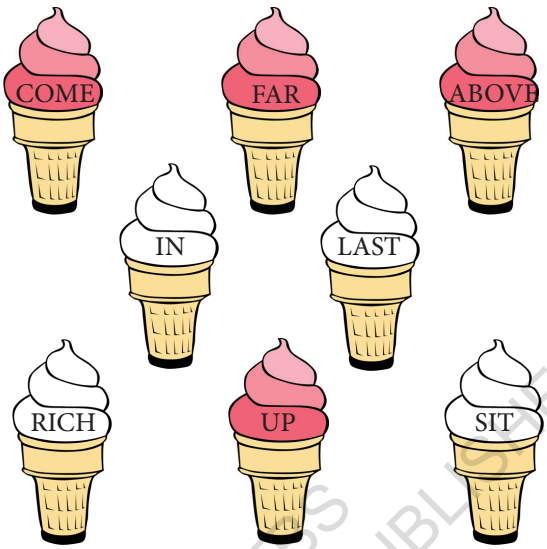




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10. COMPLETE THESE ICE-CREAMS.

In the ice-cream cones given below, you find words. In the ice-cube box, you find the opposites. Match the words with their opposites and eat the ice–creams!

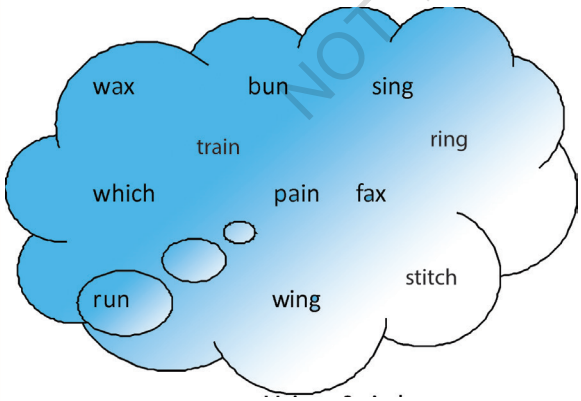


	Stand	poor	out	go	
	near	down	first	below	

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11. (A) Rhyming words

Pick the rhyming words from the cloud and write them in the blanks below.



axe = wax, fax

sun = _____, _____

king = _____, _____

rich = _____, _____

rain = _____, _____

(B) Read the words aloud.

Try to frame sentences using the above words.

e.g : 1) The sun gives us light.

2) _____

3) _____

4) _____

5) _____

12. Fun with words

Read the word backwards and make new words.

CLUE : Look at the pictures. One has been done for you.

1) PAT TAP

2) TOP _____

3) BUT _____

4) GUM _____

5) BIN _____

6) NET _____

7) DUB _____

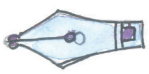
8) WAS _____

















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13. Now, check these words.

Read them backwards. You will get the same word.

MOM POP DAD

DID DEED PEEP

MALAYALAM NUN

14. Let's practice sounds:
Repeat after the teacher.

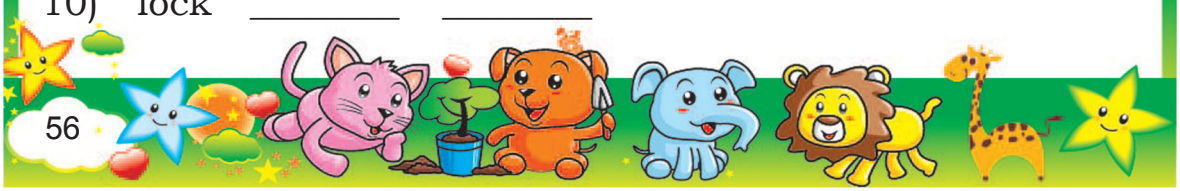
cock	*rain*	*see*	*pan*	*king*
pit	*plate*	*ball*	*bake*	*well*
take	*mat*	*sell*	*wing*	*bell*
hit	*fee*	*rock*	*call*	

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Now group the words that sound alike:

e.g: bell sell well

1) fat _____ _____
2) van _____ _____
3) train _____ _____
4) ring _____ _____
5) cake _____ _____
6) fall _____ _____
7) bee _____ _____
8) pit _____ _____
9) gate _____ _____
10) lock _____ _____



15. MY SPACE:

1) Do you have a tool box or a tool kit in your home?

2) Name the tools that your father uses at home.

3) Name the tools that your mother uses in the kitchen.

4) Name the tools that you use both in school and at home.

Say aloud:

I CAN THINK OF SIX THIN THINGS.



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16. Read the proverbs given below.

a) Children and fools must not play with edged tools.

b) Man is greater than the tools he invents.

c) A speaker needs no tools.

d) A wise man without a book is like a workman with no tools.

e) A wise man will make tools of what comes to hand.

Think of some more either in English or your mother tongue.



MY PROGRESS

Sl. No.	What I have learnt	☺	😐	☹
1.	I can name the tools in English.			
2.	I am able to say the uses of the tools.			
3.	I am able to classify the tools used in different professions.			
4.	I am able to rearrange the letters to get meaningful words.			
5.	I am able to identify the singular and plural forms.			
6.	I am able to read and understand the story.			
7.	I am able to enact the dialogues of Deepu and Angel.			
8.	I am able to identify the opposites.			
9.	I am able to find out the rhyming words.			

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UNIT - V
LET'S COUNT

R7J9B5

1. Hima and her mother have gone shopping.

Hima wants to buy some things.

Read the dialogue.



Hima : Have you got some water colours, please?

Shopkeeper : No, I'm sorry but I have some crayons.

Hima : Can I have a box of crayons?

Shopkeeper : Yes, of course.

Hima : How much does it cost?

Shopkeeper : It's 25 rupees per box, dear.

Hima : Ok Sir, here it is. Thank you.

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2. Listen and repeat after your teacher.

BIG MONEY

Big money goes around the world
Big money goes underground
Big money gets a mighty voice
Big money makes no sound.

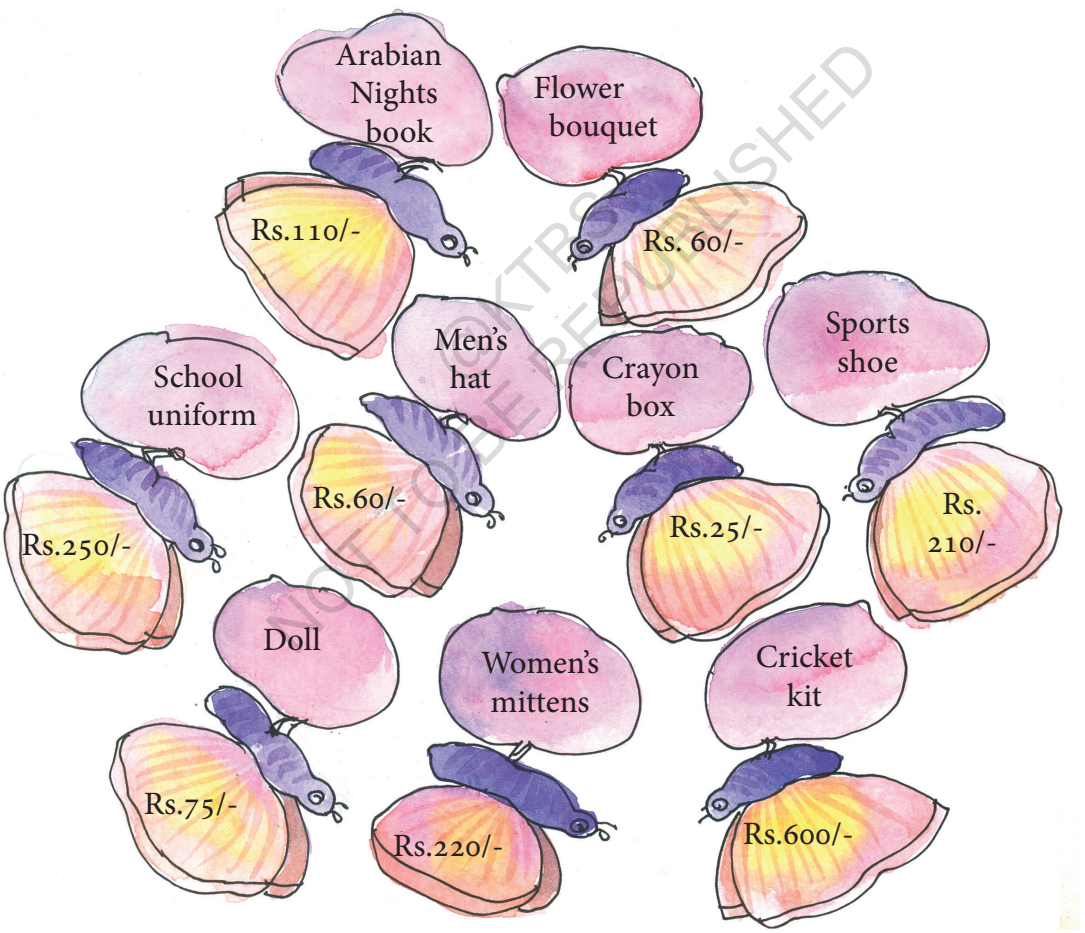


* What else does 'big money' do?

Read these pairs of words aloud.

ground sound	money honey	coin join

3. Look at the price labels on the articles and complete the table.

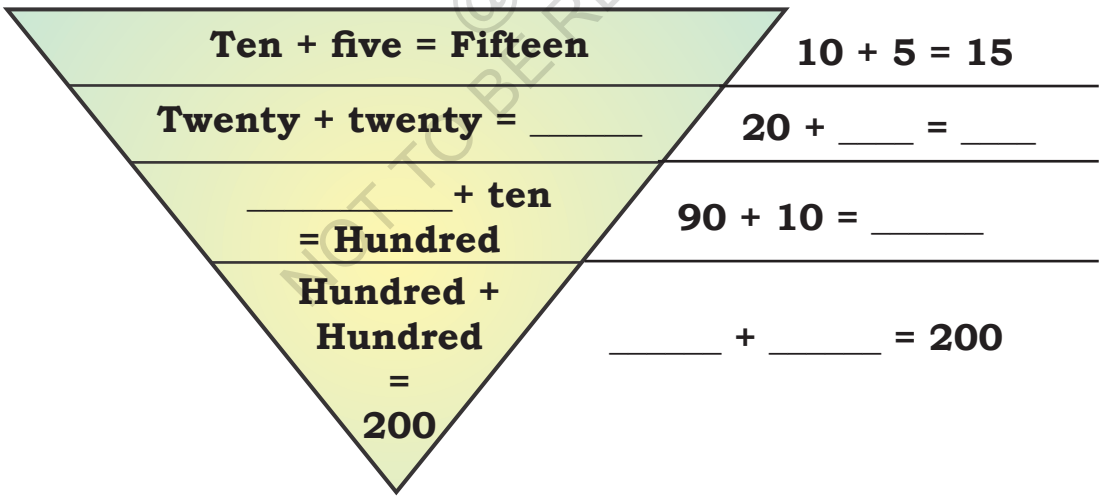


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Sl. No.	Name of the item	Cost of the item	Would you like to buy this Yes No
1.	Arabian Nights book		
2.	Flower bouquet		
3.	Sports shoe		
4.	School uniform		
5.	Women's mittens**		
6.	Men's hat		
7.	Crayon box		
8.	Doll		
9.	Cricket kit		

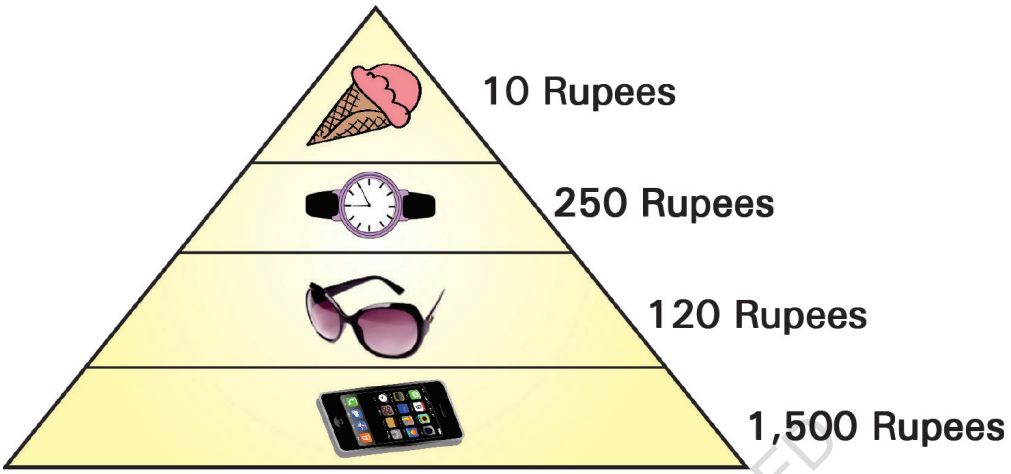
** Mittens = a type of glove that covers all the fingers

4. (a) Complete the pyramid given below. One has been done for you.



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(b) Make sentences using the following clues. An example is given.



1. This is an ice-cream. It costs ten rupees.
2. This is _____. It _____
3. This _____. It _____
4. This _____. It _____

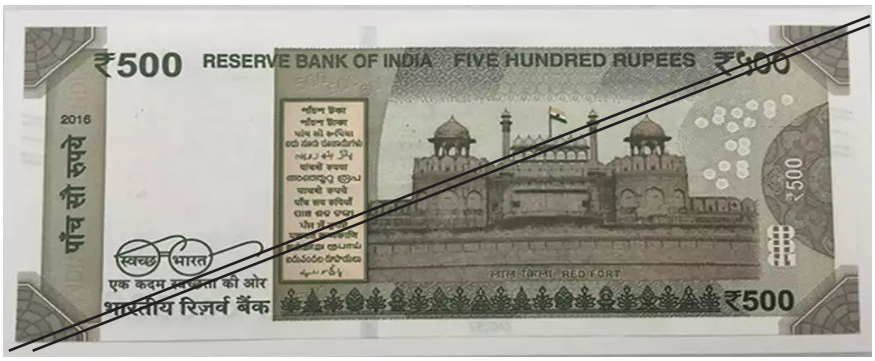
5. Here is a two thousand rupee note. Describe the note in your own sentences.

For example:

It is a two thousand rupee note.
It is pinkish purple.
What will you do if you win five hundred rupees in a competition?



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6. Fun : Draw and enjoy

Imagine you are in a shop / a market / a fair. You have 100 rupees with you. Write three things you want to buy. **One has been done for you.**

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I have 100 rupees with me. I'm going to buy apples, ice-cream and a ball.

I have 100 rupees. I'm going to buy _____

7. Look at the pictures below. Observe them carefully. With the help of the clues given, build a story.

Clue : Shamim and Mary are planning to save ____ for themselves.



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Clue : Everyday both of them start saving money. They put ___in their boxes.



Clue : The boy spends all his money by _____



Clue : But the girl does not spend money. She keeps collecting because she dreams of _____





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8. Here are some action words. Which of them can be used with the word 'Money'? One has been done for you.

(pick, place, give, feel, take, grant, cry, keep, save, buy, go)

1. **Place** the money on the table.
2.
3.
4.
5.

9. Repeat after the teacher:

door	jar	book	watch	nest	umbrella
kennel	lorry	cave	can	owl	igloo
glow-worm	bag	cart	bat	train	mug

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Now answer these in a sentence each.

1. Which three can be opened?

Ans: The three which can be opened are **a can , a jar** and **a book.**

2. Which three have wheels?

Ans: _____

3. Which three have handles?

Ans: _____

4. Which three are homes?

Ans: _____

5. Which three come out in the dark ?

Ans: _____



10. My Space:

Note: A piggy bank is a box or a container in which we store the coins that we save.



1. Have you saved money?
2. Do you have your own piggy bank?
3. How much money is there in your piggy bank?
4. What would you like to buy with that money?

11. Say aloud :

If you want to buy, buy
If you don't want to buy , bye-bye.



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12. Here are some proverbs. Read them and try to add some more proverbs either in English or Kannada.

1. Honesty is the best policy.

2. If wealth is lost nothing is lost.
   If health is lost something is lost.
   If character is lost everything is lost.

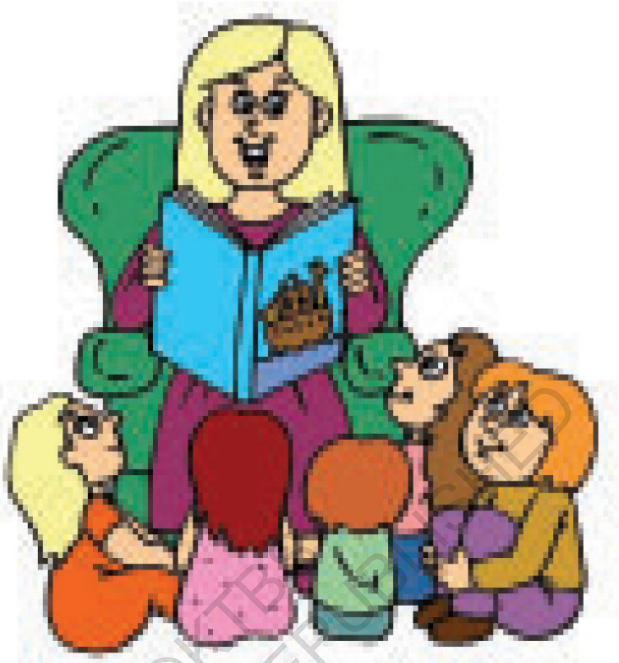
3. Money can buy....
   a friend not friendship.
   a book but not knowledge.
   a bed but not sleep.



MY PROGRESS				
Sl. No.	**What I have learnt**	☺	😐	☹
1.	I am able to construct simple sentences.			
2.	I am able to enact the dialogue.			
3.	I am able to say a few things about money.			
4.	I am able to describe the pictures.			
5.	I am able to build a story.			
6.	I am able to read and understand the proverbs.			

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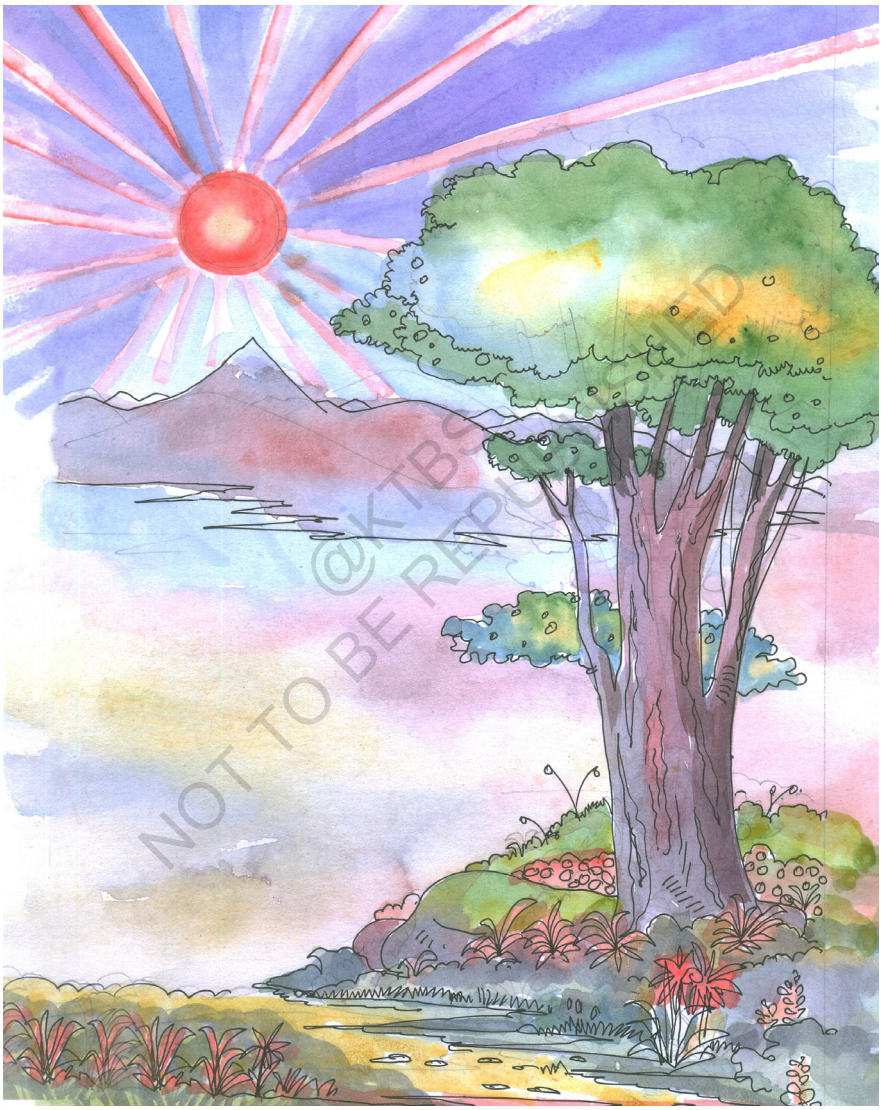


Stories for Listening

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The Sun on a Holiday

One fine Sunday, Mr. Sun thought he would take a holiday. He suddenly disappeared from the sky. Darkness covered the earth.



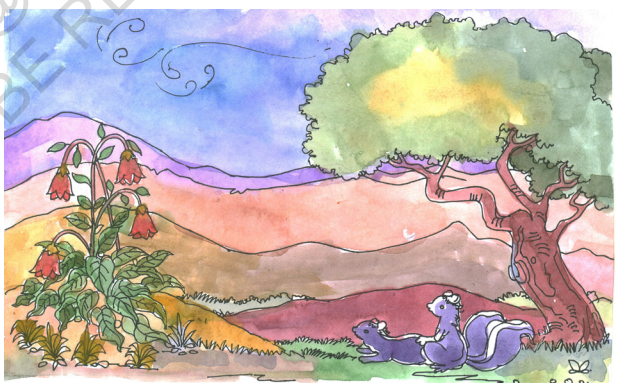
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Sparrow : Why is it so dark? Where is the Sun? He is nowhere.

Squirrel : Something is wrong with the Sun. May be he is ill.

(Both rushed to their homes)



Plant : Where's the sun? I can't grow without his rays. I too should take a holiday.

Crow : (Looking out of its nest, whispered to its chicks)

Darlings, its dark outside. The Sun cannot be seen. I can't find grain for you. You will have to go hungry today.

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Honey-bee : Without sunlight.I will not be able to find any flowers! I will also rest today.

Drop of Water : What? The Sun is not shining?. Without the Sun I cannot be turned into vapour. I cannot climb up into the sky. I shall miss my trip to the sky!

Men and Women: The Sun cannot take a holiday! What is going to happen now?

The Snow was very happy. It moved as it liked. It got colder and colder. The water in ponds, lakes and rivers froze.

Mr. Sun saw what everybody was doing while he was resting. He was shocked.

Mr. Sun : I am really sorry. I did not mean to harm anyone. I will give up my holiday and shine again.

The Snow and the cold got scared and went away. The honeybee started buzzing. The drop of water started dancing. The wind began to move and sing. The crow left its nest to find food. Squirrels and sparrows began to jump and play.

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Men, women and children came out of their homes. They welcomed the Sun. The Sun was very happy. From that day on, the Sun shines forever.

1. Answer the following questions in a word, a phrase or a sentence each.

1. Who disappeared from the sky suddenly?
2. "Something is wrong with the Sun. May be he is ill". Who said this?
3. Why was the Sun shocked?
4. What did the Sun decide to do in the end?

2. Fill in the blanks with the words given below.

left, sunlight, scared, holiday.

1. Mr. Sun thought he would take a _____
2. Without _____ I will not be able to find any flowers.
3. The snow and the cold got _____ and went away.
4. The bird _____ its nest to find food for its chicks.

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Let's practise

move around turn

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Let's practise

push pull take give

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Let's practise

bench desk chair

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