



# ENGLISH READER

2



With the blessings of :  
Our Parents

# ENGLISH READER 2

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## Edited & Designed by:

Editone International Pvt. Ltd.

## Based on:

- National Education Policy 2020
- NCF 2022
- Activity Based Format
- Innovative Approach
- Learning with fun
- Eco-Friendly Paper



# Preface

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We have always made an effort to keep education relevant to learner needs. As part of the New Education Policy 2020 and NCF 2022, which emphasises experiential learning and a child's overall growth in order to prepare them to become a responsible adult, we focus on writing books that follow these principles.

In order to facilitate the application of information and growth that will support meaningful future for learners, we encourage teachers, educators, and guardians to support growing these competencies in the learner.

The interior of the Classes 1–8 NEP books includes interactive elements from the New Education Policy as well as chapters with Learning Objectives, Warm-up, Find Meaning, Creative expression, Cross Curricular connect, Vocabulary time, Life skills, Logical Thinking, Conceptual Understanding, Communication and Writing skills as main highlights.

NEP 2020-based novels are produced by incorporating 21st-century skills including teamwork, and application knowledge using a cross-curricular approach. By using this method, rote learning will be replaced with competency-based learning.

We have incorporated a structure to guarantee the quality of education in accordance with new NEP 2020 principles in order to improve children's capacity for moral decision-making and learning through the environment within the classroom. To ensure that students complete the lessons, teachers can do a variety of things to make the classroom engaging and interesting.

All elements of the National Education Policy 2020, including self-awareness, self-management, social awareness, responsible decision-making, relationship skills, and self-responsibility, are covered in our series classes 1–8 book.

We urge parents, guardians, and educators to support the development of these competencies in students in order to foster the use of knowledge and growth. Any suggestions of scholars students and teachers for further improvement are always accepted and welcomed.

–Publishers

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# I love My School



## Learning Objectives

- ✿ Learning and appreciating our school.
- ✿ Understanding the importance of the school in a child's life.

Off to school

Off to school

To read and write and play,

To learn new things each day.

Here is school,

Here is school,

Pencils and crayons, scissors and glue,

Erasers and paper and notebooks too.

We love our school,

We love our school,

We write, we sing, we run,

Lovely to have such fun.



## Find Meaning

**Off** : away from a place or position

**Glue** : super sticky

**Eraser** : a piece of soft rubber or plastic used to rub out something written

## EXERCISES

### A. Answer the following questions.

1. Where do the children go?
2. What do they learn there?
3. Do you like your school?
4. Which activity you like the most?

### B. Find their meanings.

1. New .....
2. Lovely .....
3. Fun .....
4. School .....

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

Here is school,

Here is school,

..... and ....., ..... and .....,

..... and ..... and ..... too.

### D. Tick (✓) the right options.

1. The children are going to the .....

(i) park ☐ (ii) school ☐ (iii) temple ☐

2. The children go to school to .....

(i) read ☐ (ii) write ☐ (iii) Both of these ☐

3. The children learn new things .....

(i) on Monday ☐ (ii) on Saturday ☐ (iii) Each day ☐



## E. Match the following.

### Column A

1. Read
2. Write
3. Draw

### Column B

- (a) Words
- (b) Colours
- (c) Books



### Let's enjoy new learning

**Homophones mean two or more words pronounced alike but different in meaning or origin, or spelling. For example, the words "to," "too," and "two" are homophones.**

1. I can't (wait/weight) to receive your letter in the (male/mail).
2. We (ate/eight) lots of (meal/meel) in dinner.
3. We watched an eagle (soar/sore) through the sky.
4. Tomorrow, we're going to the (beach/beeceh).
5. My uncle always has a good (tale/tail) to tell.
6. Make sure the (brake/break) works on your bike.
7. What is the (some/sum) of 2+27?



## COMMUNICATION

### Writing Skills

**Write meaningful sentences using the following verbs.**

1. Read .....
2. Write .....
3. Play .....
4. Love .....
5. Sing .....





My family lives in a house. Our house is very nice. It has two bedrooms. We cook and eat in the kitchen. We watch TV in the living room. My favourite room is my bedroom. I like to read books and do my homework in my reading room.

1. My family lives in .....
2. Our house has two .....
3. We cook and eat in the .....
4. We watch TV in the .....
5. My favourite room is .....
6. I like to ..... and ..... in my bedroom.

2

# When Aditi didn't Smile



## Learning Objectives

- ✿ Understanding the importance of friends in life.
- ✿ Caring of your friends.

### Warm-up

Write four points on .....

**How to be a good friend**

**A good friend is who supports you, forgive you, admire you and stand by you all the time.**



**I will be a good friend by:**

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|



Aditi and Rajat were good friends. They had so much fun together. They sat together in the class. They ran races on the way home. They were always **cheerful**.

One day, Aditi came into the classroom slowly. She did not look at anybody. She looked sad.

"Did someone **scold** you?" asked Rajat.

Aditi shook her head. She sat down and did not look up. She did not even answer 'Present!' when the class teacher called out her name.

The teacher called out again, louder this time. "Aditi Sen!" Aditi raised her hand.

"Do you have a **sore** throat?", the teacher asked her. Aditi shook her head. Her cheeks were red and it looked like she had a fever.

"Are you feeling okay?", The teacher asked.





Aditi **nodded**, still not **daring** to look up.

"Why does Aditi look so sad?"

"Is your little brother okay?"

"Is your puppy okay?"

"Is your grandmother okay?"

Aditi kept nodding her head to each of her friends. But she did not look up.

Rajat wanted to make her smile. He had an idea! He took out something from his bag.

As he ran to show it to Aditi, it slipped out of his hands. Aditi saw something flying towards her and she **grabbed** it.

It was a big green, rubber frog!

Aditi's eyes **flew open**. Then she opened her mouth to laugh.

Only then did Rajat and her other friends see why she had not smiled or talked all day. Four of her front teeth had gone missing!



### Find Meaning

|                 |                            |                  |                               |
|-----------------|----------------------------|------------------|-------------------------------|
| <b>Cheerful</b> | : happy                    | <b>Nodded</b>    | : moved the head to say 'yes' |
| <b>Scold</b>    | : speak to someone angrily | <b>Grabbed</b>   | : caught                      |
| <b>Sore</b>     | : painful                  | <b>Flew open</b> | : opened wide                 |
| <b>Daring</b>   | : having the courage       |                  |                               |



## EXERCISES

### Creative Expression

*Tell your story*

I am Niru. I go to City Star School, and I study in class II-A. I enjoy school as my friends love me. How do you feel in school? Share one thing which you like the most in school.



### CROSS-CURRICULAR CONNECT

### Learning by Doing

Circle the boxes to describe Aditi's best friend.

selfish

fun-loving

cruel

kind

rude

cheerful

caring

thoughtful

## Critical Thinking

*Let's Play a Game!*

**It is time to know more about your best friends. Find out the answers to these from two of your best friends and write them on sticky notes.**

|                       |       |                       |       |
|-----------------------|-------|-----------------------|-------|
| Name :                | ..... | Name :                | ..... |
| Birthday :            | ..... | Birthday :            | ..... |
| Speaks<br>Languages : | ..... | Speaks<br>Languages : | ..... |
| Has Pets :            | ..... | Has Pets :            | ..... |
| Special<br>Talent :   | ..... | Special<br>Talent :   | ..... |

## Logical Thinking

**Aditi and Rajat are best friends. Imagine you were Aditi's friend, what would you have done to make her happy?**



## Exercise Time

**A. Answer the following questions.**

1. Who is Aditi's good friend?
2. Why did Aditi come into the classroom slowly?
3. What did Rajat do to make her smile?
4. Who has a sore throat?

**B. Find their meanings.**

1. Slipped ..... 2. Missing .....  
3. Sore ..... 4. Scold .....

**C. Fill in the blanks with the correct words.**

1. .... and Rajat were good friends.  
2. She didn't even say ..... when the teacher called her name.  
3. Aditi ..... her head for every question asked to her.  
4. Aditi opened her mouth to .....

**D. Tick (✓) the right options.**

1. Aditi kept ..... her head to each of her friends.  
(i) nodding ☐ (ii) smiling ☐ (iii) talking ☐  
2. She shook her .....  
(i) head ☐ (ii) hands ☐ (iii) mouth ☐  
3. She didn't smile because ..... of teeth had gone missing.  
(i) three ☐ (ii) four ☐ (iii) two ☐

**E. Match the following.**

**Column A**

1. Eyes flew open  
2. Raised her hand  
3. Shook her head  
4. Look up

**Column B**

- (a) To tell present in class  
(b) Eyes open in shock  
(c) Admire  
(d) Nod your head to signal approval





## Communication

### Writing Skills

Imagine you are Aditi. Complete this thank you note for your friends.  
..... (date)

Dear ....., (names of your friends)

..... all for cheering me up when I was  
..... You all are my ..... Thank you for  
making me ..... when I was sad. I hope we stay .....  
.....

Your loving friend,

Aditi

### Reading Skills

Choose one of these activities to go alongside your reading book each day.

#### In a nutshell...

Write a ten words summary of the pages (or book!) you have just read.



#### Dear diary...

In first person as the main character, write a diary entry about the main event.



#### Sam-I-Am...

How are you similar to the character in the book? How are you different? Create a table.



#### Word Detective...

Find 10 words that you are unsure of the meaning and using the sentence, find the definition.





# The Milkmaid and her Pail

One day, Mini, the **milkmaid** was going to the market. She was carrying a **pail** of milk on her head.

As she went along she began thinking about what she would do with the money she would get by selling milk.

"I'll buy some hens from Mrs Rahim. The hens would lay eggs each morning. I will then sell the eggs." she said.

"I will then buy myself a pink frock and red shoes with the money I earn."





"I will dress myself  
and go to the market.  
Everyone will look at me  
as I will look beautiful.  
My friend Seema will  
be very **jealous**, but why  
should I care. I shall look  
at her and toss my head."

As she spoke, she tossed her  
head back, the pail fell off.

All the milk was spilt. Sadly,  
she went back home.



### Find Meaning

**Milk maid** : a girl or women who milks  
cows or does other works in  
diary.

**Pail** : wooden or metal bucket  
**Jealous** : feeling upset or bitter.



## EXERCISES

### A. Answer the following questions.

1. Who was going to the market?
2. What was she taking with her?
3. What was she thinking about?
4. What happened to the pail of milk at last?

### B. Find their meanings.

- |               |                |
|---------------|----------------|
| 1. Lay .....  | 2. Dress ..... |
| 3. Back ..... | 4. Frock ..... |

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

1. Mini was going to the ..... (market/farm)
2. Mini was carrying a ..... of milk. (pail/pale)
3. I'll buy some ..... from Mrs. Rahim. (hens/chickens)
4. The hens would lay ..... (eggs/milk)
5. Did Mini sell the milk? ..... (Yes/No)



**D. Tick (✓) the right options.**

1. What is the name of the woman who sells hens?

(i) Mrs Kareem

☐

(ii) Mrs Rahim

☐

(iii) Mrs Sirin

☐

2. The milkmaid wants to buy .....

(i) gifts

☐

(ii) frock and shoes

☐

(iii) All of the above

☐

**E. Match the following.**

**Column A**

1. Teaches pupils

2. Someone who cooks

3. Treats ill people

4. Someone who acts in movies or theatre

5. Sing songs and creates music

**Column B**

(a)



(b)



(c)



(d)



(e)





# I Wonder Why



## Learning Objectives

- Curiosity leads to knowledge.
- Understanding the surroundings.

I wonder why the grass is green,  
And why the wind is never seen?

Who taught the birds to build a nest,  
And told the trees to take a rest?

O, when the moon is not quite round,  
Where can the missing **bit** be found?

Who lights the stars, when they blow out,  
And makes the lightning **flash** about?

Who paints the rainbow in the sky,  
And hangs the **fluffy** clouds so high?

Why is it now, do you suppose,  
That Dad won't tell me, if he knows?



## Find Meaning

**Bit** : part

**Flash** : a sudden shine of bright light

**Fluffy** : soft and light like cotton or wool





## EXERCISES

### A. Answer the following questions.

1. What do the birds do?
2. What do the trees do?
3. What does the lighting do?
4. What happens to the stars sometimes?
5. Why do you think Dad won't answer the questions?
6. Do you know the answers to any to the questions?

### B. Find their meanings.

1. Explore .....
2. Various.....
3. Taught .....
4. Blow .....

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

1. The ..... builds a nest.
2. The ..... is never seen.
3. The ..... are so high.
4. .... always take rest.

### D. Tick (✓) the right options.

1. This poem is simply a child's way of viewing the ..... as something to wonder.

(i) world

☐

(ii) family

☐

(iii) school

☐

2. In the poem, we can find that wonder that we once felt as a .....

(i) child

☐

(ii) adult

☐

(iii) baby

☐

3. We can see the ..... of the child in this poem.

(i) curiosity ☐ (ii) knowledge ☐ (iii) childish ☐

**E. Match the following.**

**Column A**

1.



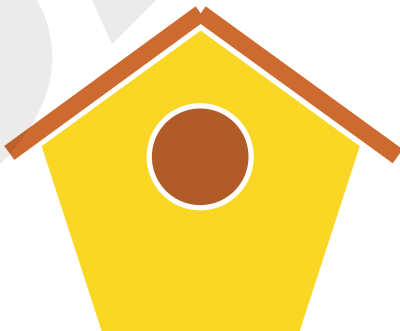
2.



3.



4.

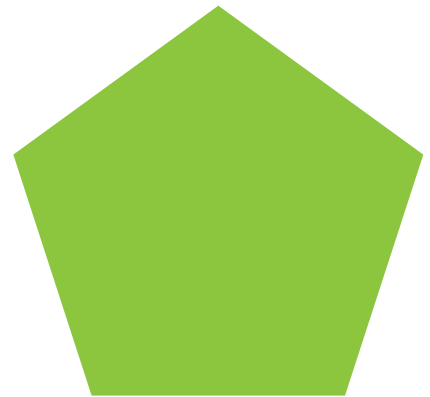


**Column B**

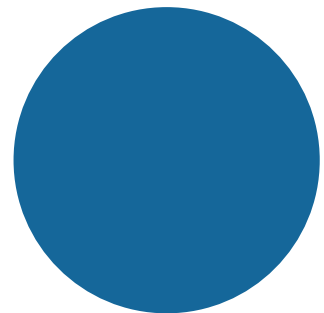
(a)



(b)



(c)



(d)





## Let's enjoy the poem

Stars are not solids like the ground beneath your feet. Have you ever wondered what the stars are made of? The child in the poem asks various questions to his father. Prepare a list of questions that you are curious about.



## COMMUNICATION



## Writing Skills

Children are very curious about the things they see around them. They have a lot of questions about these things. Prepare a list of questions that you are curious to know. **One is done for you.**

|                                               |       |
|-----------------------------------------------|-------|
| I want to know why the moon shines so bright. | ..... |
| .....                                         | ..... |
| .....                                         | ..... |
| .....                                         | ..... |
| .....                                         | ..... |







# A Ride in the Metro

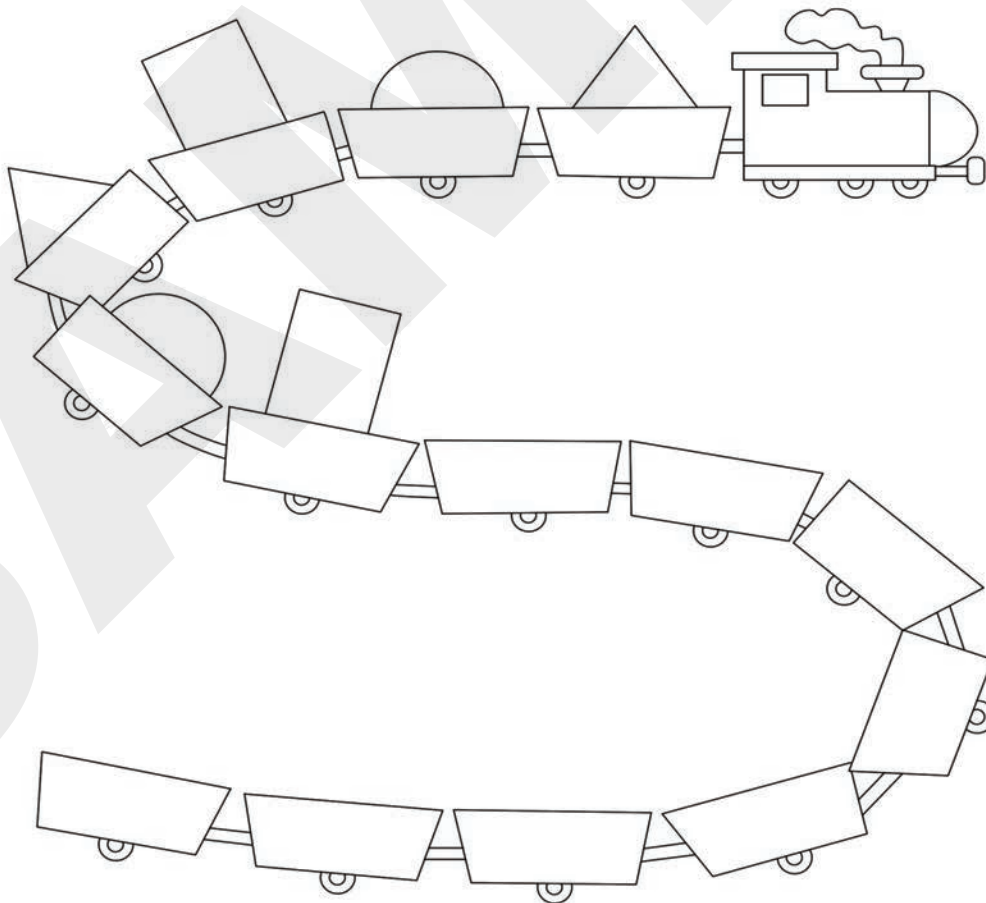


## Learning Objectives

- Enjoying the ride in the metro.
- Analysing how it works in Delhi.

### Warm-up

Trains are an important mode of travelling. It can take people from one city to another in a very short span of time. Let's play the game given below. Follow the pattern given below and draw shapes and colour them. Good Luck!





Simran and Pinku were getting ready to visit their uncle, aunt and cousin Atul. Their uncle and aunt lived in Delhi. Simran and Pinku **belonged** to a small town called Medinipur. Medinipur has cars, buses, rickshaws and cycles. But the small town does not have the Metro services. So, the children were **eager** to see the Metro.



“Underground!”

asked Pinku  
surprisingly.

“Look!” Simran said,  
“A moving stair!”

“It's an escalator,” Atul  
explained.

“It's safe,” Neetu aunt  
said.

“You can hold the  
handrail and step  
off in time.”

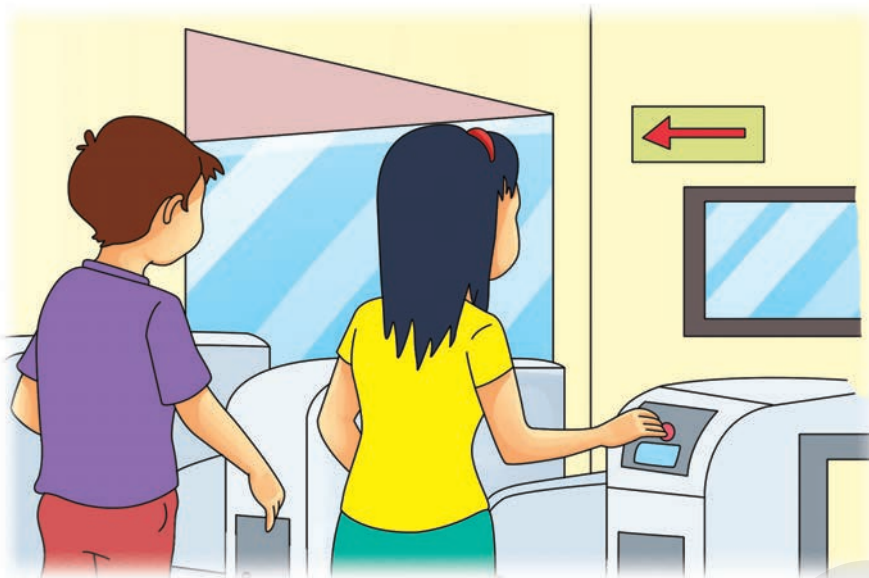


Then Neetu  
aunt went to  
the counter  
to get the  
tokens.

“What's our  
train called?”  
Simran  
asked,  
“looking  
around.”







“Metro trains don't have names,” Atul told.

“Then how will we know which train to get into?”

Pinku asked. “Each train has a different coloured line on it,” Neetu aunt said as she came back with the tokens. “We will take the blue line. Come

on!” The children followed their aunt to a small gate. “Touch your tokens here,” said Neetu aunt. “The gate will open for you! But keep your tokens carefully with you.” They touched their token on the gate and entered the platform. “How beautiful the platform is!” Simran said with surprise. “Yes,” agreed Pinku, “So clean too!” “Here’s our train!” said Neetu aunt.



### Find Meaning

**Belong** : to be a member of something

**Eager** : ready to do anything

**Underground** : under the surface of the ground



## EXERCISES

### Creative Expression

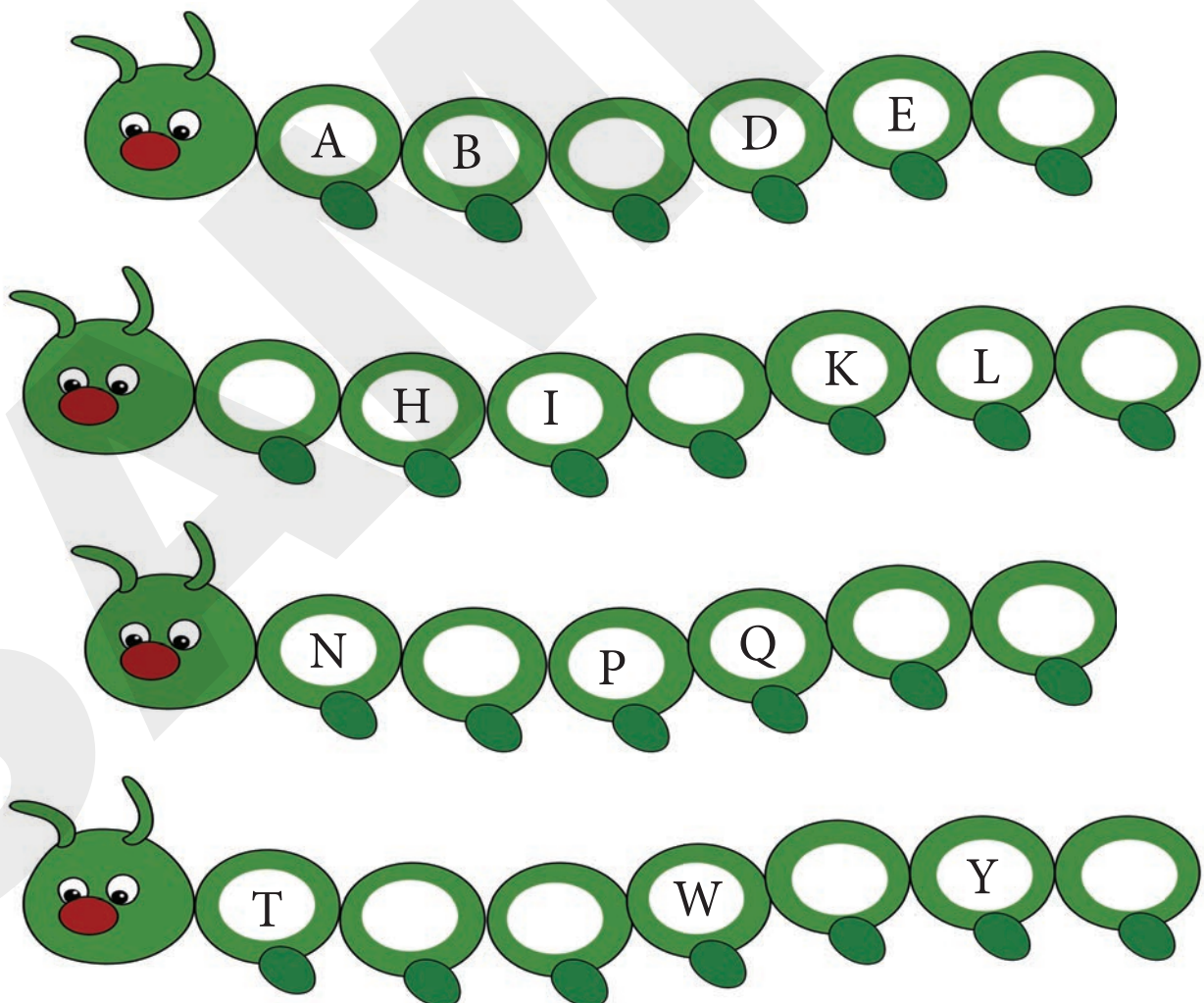
*Tell your story*

Share your experience when you travelled through the metro for the first time with your classmates. How did you feel? Did you like the ride?

### CROSS-CURRICULAR CONNECT

### Learning by Doing

Write the missing letter.





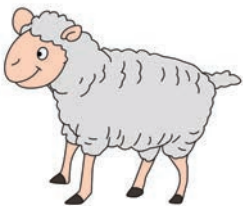
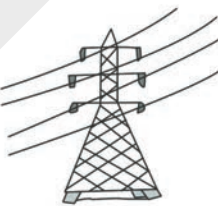
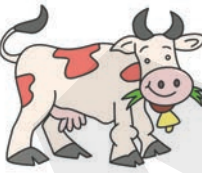
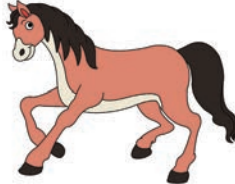
## Critical Thinking

*Let's Play a Game!*

**Let's play the train game. Instructions are given. Best of Luck!**

### **Instructions:**

1. Print me! Find a pen or pencil.
2. Put a cross on the things you see out of the train window in your journey.
3. The winner will be the one who will have a straight line of squares crossed off.

|                                                                                     |                                                                                     |                                                                                     |                                                                                       |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|   | church<br>steeple                                                                   |    | tunnel                                                                                |   |
| gate                                                                                |  | wind<br>turbine                                                                     | tractor                                                                               |  |
|  | Factory<br>chimney                                                                  | train<br>station                                                                    |  | hay bale                                                                              |
|  | cars                                                                                |  | river<br>or lake                                                                      |  |
|  | bridge                                                                              |  |  | caravan                                                                               |



## Logical Thinking

If you were Simran and you got the chance to get a ride on the Delhi Metro, how would you react? What would you feel? Do you think you would like the ride? Write your answers in your notebook.



## Exercise Time

### A. Answer the following questions.

1. Who were getting ready to visit their uncle and aunt?
2. What is an escalator?
3. Who bought the tokens?
4. Did the children enjoy the riding on the metro?

### B. Find their meanings.

1. Escalator .....
2. Handrail .....
3. Counter .....
4. Train .....

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

1. **Aunt** : Are you going for .....?
2. **Simran** : Not today, Aunt! Today we are going for a ride on the .....
3. **Simran** : Where is the ....., Aunt?
4. **Aunt** : See, .....!



**D. Tick (✓) the right options.**

1. Simran's uncle and aunt lived in .....  
(i) Kolkata ☐ (ii) Delhi ☐ (iii) Chennai ☐
2. The children were eager to see the .....  
(i) bus ☐ (ii) car ☐ (iii) metro ☐
3. The platform was .....  
(i) beautiful ☐ (ii) clean ☐ (iii) both of these ☐

**E. Match the following.**

**Column A**

1.



2.



3.



4.



**Column B**

(a) Counter

(b) Lift

(c) Escalator

(d) Logo





# Dream of a Poor Brahmin



## Learning Objectives

- One should not build castles in the air.
- Excessive daydreaming is often a way to escape from the situation.

### Warm-up

Draw in the boxes below.



My dream vacation...

|  |                                     |
|--|-------------------------------------|
|  | <p>I want to go to</p> <p>.....</p> |
|--|-------------------------------------|



My dream meal...

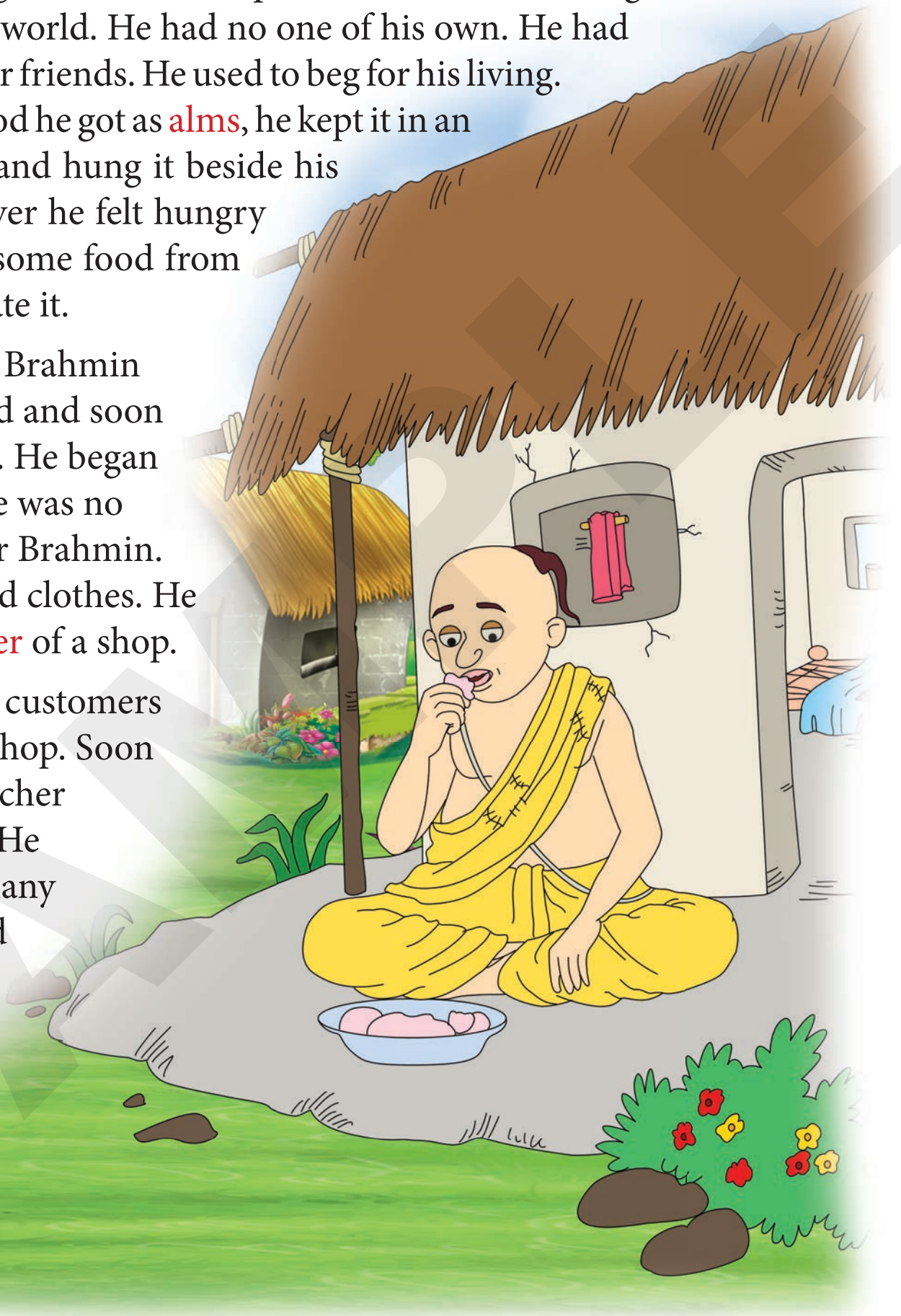
|  |                                   |
|--|-----------------------------------|
|  | <p>I want to eat</p> <p>.....</p> |
|--|-----------------------------------|



Long time ago, there lived a poor Brahmin in a village. He was all alone in this world. He had no one of his own. He had no relatives or friends. He used to beg for his living. Whatever food he got as **alms**, he kept it in an earthen pot and hung it beside his bed. Whenever he felt hungry he took out some food from the pot and ate it.

One day, the Brahmin lay on his bed and soon he fell asleep. He began to dream- He was no longer a poor Brahmin. He wore good clothes. He was the **owner** of a shop.

Hundreds of customers came to his shop. Soon he became richer than before. He purchased many buffaloes and cows.



Very soon the buffaloes and cows had their young ones. Those young ones grew and became buffaloes and cows. The buffaloes and cows gave milk. He made a lot of butter and curd from the milk. He sold butter and curd in the market. Soon he became richer than ever before. He built a big house for himself. Then he married a beautiful girl. Soon they had their children.

The children played around all day making noise. He then scolded them and asked them to keep quiet. But they didn't listen. So he picked up a stick and ran after them.

The Brahmin began to move his legs rapidly while he was still asleep. In doing so, he hit the **earthen** pot with one of his legs which was full of food.



The pot broke and the food was **spilled** all over the floor. Suddenly the Brahmin woke up from his deep sleep. He found himself in the bed. The food items he had kept in the pot were scattered on the ground. He felt sad. This happened due to his day dreaming. He realised that he should not have built castles in the air.



### Find Meaning

**Alms**

: money or food given  
to the poor people

**Earthen**  
**Spilled**

: made of clay  
: flow over the edge  
of its container

**Owner**

: the one who owns





## EXERCISES

### Creative Expression

*Tell your story*

Think of a dream that will make the world a better place to live in.

.....

.....

.....

.....



## CROSS-CURRICULAR CONNECT

### Learning by Doing

Do you ever daydream? What will you do if you :

1. Have a school holiday tomorrow.
2. You get a chance to visit Disneyland.





## Critical Thinking

*Let's Play a Game!*

**Look at the pictures and write the action from the box.**

I am dancing. ☐

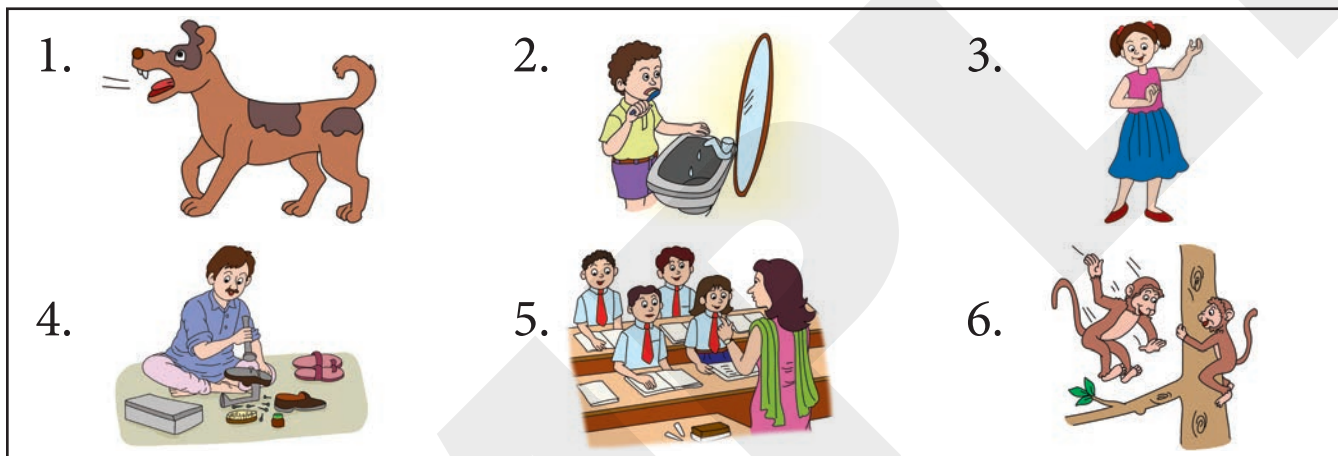
They are jumping. ☐

He is brushing ☐

She is teaching. ☐

He is mending ☐

Dog is barking. ☐



1. What is the dog doing? .....

2. What is the boy doing? .....

3. What are you doing, Puja? .....

4. What is the cobbler doing? .....

5. What is the teacher doing? .....

6. What are the monkeys doing? .....

## Logical Thinking

**Number the sentences according to the story.**

The children played all day. ☐

He married a beautiful girl. ☐

He hit the earthen pot. ☐

The Brahmin woke up from his deep sleep. ☐



## Exercise Time

### A. Answer the following questions.

1. How many relatives did the poor Brahmin have?
2. Where did the Brahmin keep his food?
3. What did the Brahmin purchase as soon as he dreamt of becoming rich?
4. What happened when the Brahmin moved his legs rapidly while dreaming?

### B. Find their meanings.

1. Lay .....
2. Asleep.....
3. Customers .....
4. Hungry.....

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

1. Long time ago, there lived a poor ..... man.
2. He kept in an ..... pot.
3. One night, Brahmin lay on his .....

### D. Tick (✓) the correct option.

1. The poor Brahmin used to ..... for his living.  
(i) beg ☐ (ii) worship ☐ (iii) work ☐
2. The Brahmin dreamt that he had been the owner of a .....  
(i) hotel ☐ (ii) shop ☐ (iii) company ☐
3. The Brahmin purchased many .....  
(i) cows ☐ (ii) buffaloes ☐ (iii) Both of these ☐

**E. Match the following.**

**Column A**

1. Build castles in the air
2. Scattered on the ground
3. Day dreaming

**Column B**

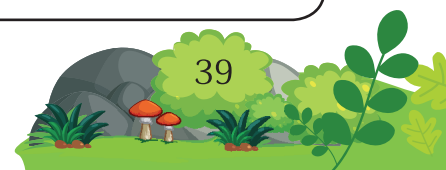
- (a) to separate and go in various directions
- (b) spend time thinking pleasant thoughts
- (c) to create dreams, hopes, or plans that are impossible

**Conceptual Understanding**

Read any of the stories with similar themes 'One should not build castles in the air' and compare both the stories. Fill in the boxes below.

|                  |             |
|------------------|-------------|
| Title: .....     | Title:..... |
| <b>Character</b> |             |
| .....            | .....       |
| .....            | .....       |
| .....            | .....       |

|                |             |
|----------------|-------------|
| Title: .....   | Title:..... |
| <b>Setting</b> |             |
| .....          | .....       |
| .....          | .....       |
| .....          | .....       |



## COMMUNICATION

### Writing Skills

Use the following words in the sentences of your own.

1. Alone : .....
2. Owner : .....
3. Quite : .....
4. Beautiful : .....

### Reading Skills

Read the lines and complete the dialogues about you and your partner's dream in the box below.

|        |           |                |          |
|--------|-----------|----------------|----------|
| Africa | fine      | mountaineering | too      |
| climb  | elephants | go             | Mt. Fuji |

1. Hello. How are you?
2. Hello. I'm ..... and you?
1. I'm .....
2. What's your dream?
1. I want to ..... to ..... because I love  
.....
2. What's your dream? I want to .....  
because I love .....



## Listening and Speaking Skills

- A. Your teacher will read out some sentences. Listen to him/her carefully and write down the pronouns, you hear in your notebook.
- B. Sit in a circle, your teacher will call out a half sentence and try to complete it with your own words.

**For example:**

I like this group because the children are very jolly.

Then take turns to make a sentence using,

I like this group because.....

## Let's Learn Spellings

Fill in the missing letters to get meaningful words.

- |                       |                              |
|-----------------------|------------------------------|
| 1. B _ _ f _ _ al _ _ | 2. V _ _ l _ _ a _ _ e       |
| 3. B _ _ t _ _ e _ _  | 4. S _ _ a _ _ t _ _ r _ _ d |

## Let's Learn Grammar

- A. Read the following sets of sentences.
1. The crocodile caught the tail of the monkey.  
The crocodile caught the monkey's tail.
  2. The school of Aman was quite far.  
Aman's school was quite far.



# If I Were A Superhero

If I were a superhero  
I'd definitely fly  
Arms Outstretched,  
Racing birds in the sky.

If I were a superhero  
I'd have special powers  
Like extra strong legs,  
For jumping **across** towers.

If I were a superhero  
I'd save all the oceans  
With my secret and **magic**



If I were a superhero  
I'd save all the trees  
And the mountains and rivers  
The birds and the bees.

If I were a superhero  
I'd help all the poor  
Give them food  
And make them hungry no more.

If I were a superhero  
I'm sure you'll **agree**  
The world would be better  
Because of me!

–Sally Gray



### Find Meaning

**Across** : from one side to the other

**Magical** : special power

**Agree** : approval of permission

## EXERCISES

### Exercise Time

#### A. Answer the following questions.

1. What does the poet want to be?
2. What special powers is the poet talking about?
3. What would the poet save, if he was a superhero?
4. Would the world be a better place, if the poet was a superhero?  
Give any two reasons.



**B. Find their meanings.**

1. Outstretched ..... 2. Special .....

**C. Fill in the blanks with the correct words.**

If I were a .....

I'd save all the .....

And the ..... and .....

The ..... and the .....

If I were a superhero

I'm sure you'll .....

The world would be .....

.....!

**D. Tick (✓) the correct option.**

1. If the poet were a superhero, he would definitely .....

(i) swim ☐ (ii) fly ☐ (iii) climb ☐

2. If the poet were a superhero, he would help .....

(i) the poor ☐ (ii) the rich ☐ (iii) No one ☐

**E. Match the following.**

**Column A**

1. Birds
2. Snake
3. Kangaroo
4. Humans

**Column B**

- (a) Walk
- (b) Jump
- (c) Fly
- (d) Creep





## Conceptual Understanding

Based on your reading of the poem, write the summary and theme of the poem. Also, mention the special powers and features of the superhero in this poem and talks about in your notebook. You may ask for help from your teacher and parents.

## Let's enjoy the poem

Siblings are people who have the same parents. Siblings often look alike but also have differences. Look at the picture of siblings. And check off the two similarities they share.



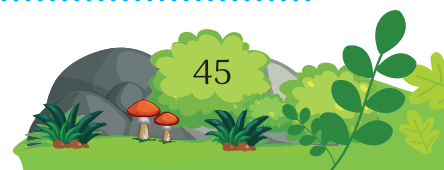
- |             |                          |            |                          |
|-------------|--------------------------|------------|--------------------------|
| Freckles    | <input type="checkbox"/> | Blue eyes  | <input type="checkbox"/> |
| Height      | <input type="checkbox"/> | Curly hair | <input type="checkbox"/> |
| Blonde hair | <input type="checkbox"/> |            |                          |

## COMMUNICATION

### Logical Thinking

Write four things that you would do if you were a superhero.

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





# Dream of a Saint



## Learning Objectives

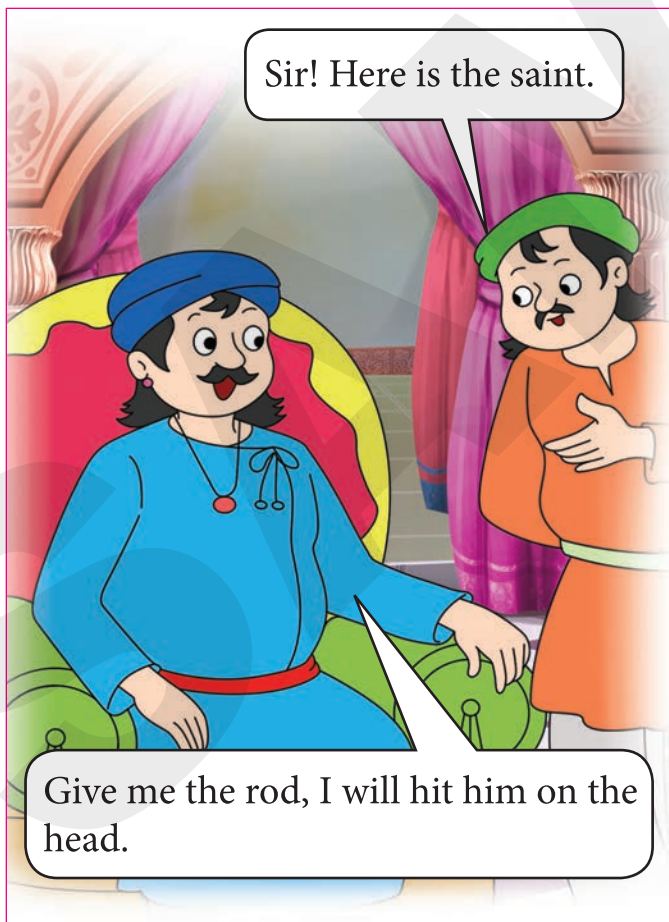
- Following the right path.
- Understanding the importance of the correct path.

## Warm-up

### What is the little girl dreaming about?

Think about what the little girl is dreaming about and then draw a picture of your idea.







To make myself richer, I'll also invite some saints to my house and beat them on their head.



He did so.

The saints were hurt when the servants struck them with the rod.



The saints went to the king and told their **tragedy**.



Greed is not the answer to everything we should be a good person from within.



You are right, servant will realise his fault.



### Find Meaning

**Tragedy** : disaster

**Invite** : welcome

**Stupid** : silly or unwise

**Saint** : holy person



## EXERCISES

### Creative Expression

*Tell your story*

What would you feel when the king tells you about his dream? Imagine yourself as the servant, would you also invite the saints?



.....

.....

.....

.....

.....

## CROSS-CURRICULAR CONNECT

### Learning by Doing

The message of the story is that we should always follow our path. We should not walk on someone else's path. Read any story with the same theme and retell the theme of the story in your own words.



## Critical Thinking

*Let's Play a Game!*

Enact a role play in the class. Choose your favourite character from the story and picture given below to create a role play.



## Logical Thinking

The servant also invited some saints to his house and hit them. What do you think about the character of the servant? Was the servant .....

greedy      clever      stupid



## Exercise Time

A. Answer the following questions.

1. Who saw a saint in his dream?
2. Did the saint turn into a golden statue when the master beat him?

3. What did the servant think?
4. Whom did the saint tell their tragedy?
5. What did the king order to his soldiers?

**B. Find their meanings.**

1. Prison .....
2. Statue .....
3. Offer .....
4. Majesty .....

**C. Fill in the blanks with the correct words.**

1. The saint will change ..... statue.
2. The master hit the .....
3. The servant was thrown to .....

**D. Tick (✓) the correct option.**

1. The name of the servant in the story is .....  
(i) Manu ☐ (ii) Ramu ☐ (iii) Raghu ☐
2. The master saw a/an ..... in his dream.  
(i) angel ☐ (ii) ghosh ☐ (iii) saint ☐
3. The master ..... the saint.  
(i) clothes ☐ (ii) food ☐ (iii) hit ☐

**E. Match the following.**

**Column A**

1. Master
2. Servant
3. Saint

**Column B**

- (a) Prison
- (b) Tragedy
- (c) Dream





## Conceptual Understanding

Write **T** for true and **F** for false sentences.

1. The saint gave the food to the master. ....
2. The servant feeds the food to the saints. ....
3. The master praised the servant for this deed. ....
4. The servant was thrown into prison. ....

## COMMUNICATION



### Writing Skills

Which characters do you like the most? Write three sentences about it. You can begin like this.

(**Hints:** Why do you like the character? Use describing words to write about your favourite character. Choose the describing words from the box below.)

|          |       |        |       |         |           |        |
|----------|-------|--------|-------|---------|-----------|--------|
| tall     | short | clever | quiet | foolish | beautiful | smart  |
| obedient |       | shy    | happy | nervous | grumpy    | stupid |

.....  
 .....  
 .....



.....  
 .....  
 .....

.....  
 .....  
 .....







.....

.....

.....

.....

.....

.....



## Listening & Speaking Skills

Your teacher will read out some words. Listen to him/her carefully and write down the magical words in your notebook. Practice this conversation.

**Teacher :** Do you respect your elders?

**Student :** Yes, I respect my elders.

**Teacher :** How do you greet your elders in the morning?

**Student :** I greet them by saying “Good morning”.

**Teacher :** How should you speak to others?

**Student :** We should speak very gently and politely to others.

**Teacher :** What do you say when you receive something from others?

**Student :** We say “Thank you”.

**Teacher :** What do you say when you do something wrong?

**Student :** We say ‘Sorry’.

**Teacher :** What do you say when you request someone?

**Student :** We say “Please”.

**Teacher :** What do you say when someone is going for a long journey?

**Student :** We say “Happy journey”.





# Ladybug! Ladybug!



## Learning Objectives

- Understanding the innocence of childhood.
- Change of innocence to maturity over time.

Ladybug! Ladybug!

**Fly away** home.

Your house is on fire,

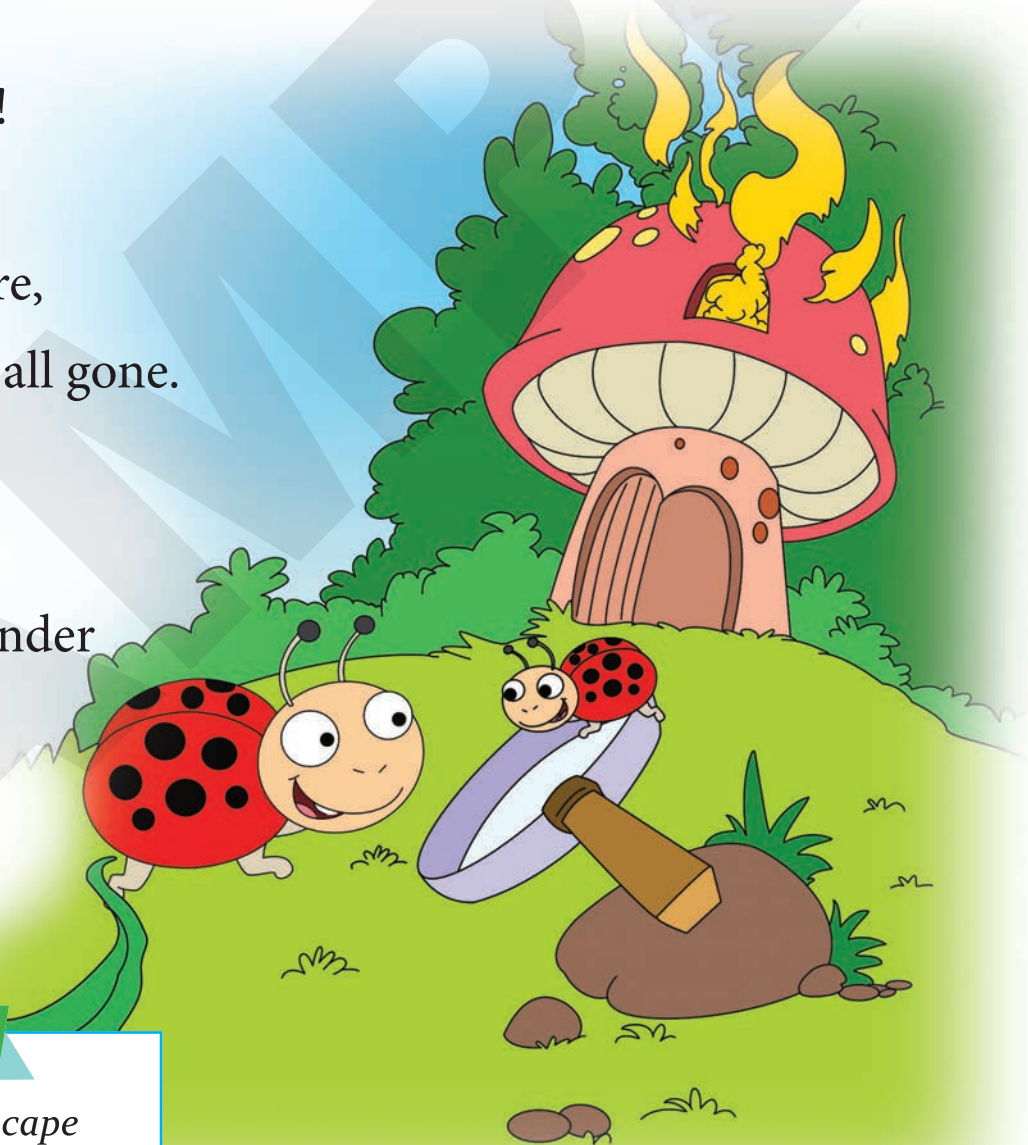
And your children all gone.

All **except** one,

And that's Ann,

For she has crept under

The frying pan.



## Find Meaning

**Fly away** : escape

**Except** : leave out

## EXERCISES

### A. Answer the following questions.

1. Whose house is on fire?
2. Are all children gone due to fire?
3. Who has crept under the frying pan?

### B. Find their meanings.

- |                        |                      |
|------------------------|----------------------|
| 1. Fly away .....      | 2. Crept under ..... |
| 3. House on fire ..... | 4. Frying .....      |

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

1. Fly away .....
2. Your house is on ..... and your .....all gone.
3. All except ..... and that's Ann, for she has crept under ..... frying pan.

### D. Tick (✓) the correct option.

1. The children are singing the rhyme when a ..... lands on them.  
(i) ladybug ☐    (ii) bumble bee ☐    (iii) butterfly ☐
2. Who is Ann in the poem?  
(i) Ladybug ☐    (ii) Poet ☐    (iii) Children ☐



## E. Match the following.



Ant



Bee



Butterfly

Cockroach



Fly

Mosquito



### Let's Enjoy the Poem

Write the last word in each sentence. Use the picture as a clue.

I see the

.....



deer

I see the

.....



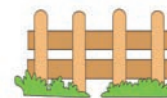
door

fog

frog

I see the

.....



grate

gate

I see the

.....



hat

ham





## Writing Skills

**A. Read the words below and write them in alphabetical order.**

|           |         |             |         |         |
|-----------|---------|-------------|---------|---------|
| ladybug   | cricket | grasshopper | termite | firefly |
| butterfly | moth    | hornet      | ant     | wasp    |

- |         |          |
|---------|----------|
| 1. .... | 2. ....  |
| 3. .... | 4. ....  |
| 5. .... | 6. ....  |
| 7. .... | 8. ....  |
| 9. .... | 10. .... |

**B. Choose the words from above and write a sentence with each.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....





## Reading Skills

Read the below poem on Ladybug and tick (✓) the correct option.

### The Ladybug

*I see a little bug.*

*It is a ladybug.*

*The ladybug is red and black.*

*The ladybug is on the flower.*



1. I see a .....

(i) frog

☐

(ii) bug

☐

(iii) bird

☐

2. The ladybug is .....

(i) red and white

☐

(ii) black and blue

☐

(iii) red and black

☐

3. The ladybug is on .....

(i) the flower

☐

(ii) the mat

☐

(iii) the grass

☐

## Listening & Speaking Skills

Your teacher will read out the descriptions of some of the insects. Listen to the descriptions carefully and write 1 to 6 in the order in which they are described.

# The Ant Anthem



## Learning Objectives

- ✿ Enjoy the present securing the future.

A hundred or two, may be three - **perhaps** more-  
**Parade** all together on spring's **meadow** floor.  
 They're carrying **treasure**, yet staying in line,  
 To bring home a treat so their mother can dine.

A little one wonders, "What will the queen say?"  
 Another one answers, "Hooray! Crumby day!"  
 But most remain silent – too happy to talk.  
 They're focused instead on their **victory** walk.

Each step beats a rhythm of musical glee,  
 The sound of the joy of the Ant's jubilee.  
 They're marching as if to the beating of drums,  
 And all for one triumph: Discovering crumbs!



## Find Meaning

**Perhaps** : may be

**Meadow** : a field of grass

**Treasure** : very valuable things

**Victory** : triumph

**Parade** : march

## EXERCISES

### A. Answer the following questions.

1. Where were the ants going?
2. What did the little one ask?
3. Why were ants marching?

### B. Find their meanings.

1. Crumby .....
2. Victory .....
3. Glee .....
4. Jubilee .....

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

1. as big as an .....
2. as brave as a .....
3. as busy as a .....
4. as cunning as a .....

### D. Tick (✓) the right options.

1. Ants were carrying .....  
(i) treasure ☐ (ii) diamonds ☐ (iii) food ☐
2. What were the ants focused on?  
(i) Food ☐ (ii) Queen ☐ (iii) Victory ☐
3. What the triumph for?  
(i) Discovering crumbs ☐ (ii) Discovering food ☐  
(iii) Discovering home ☐





## E. Match the following.

### Column A

1. triumph
2. jubilee
3. marching

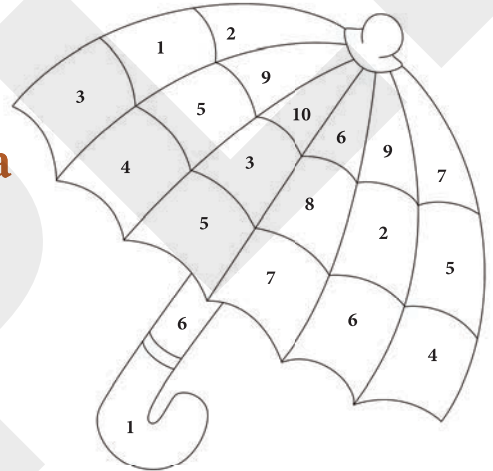
### Column B

- (a) parading
- (b) anniversary
- (c) victory

### Let's enjoy the poem

### Use the colour key to colour the umbrella

- |           |           |           |
|-----------|-----------|-----------|
| 1. red    | 5. pink   | 9. white  |
| 2. green  | 6. orange | 10. brown |
| 3. black  | 7. purple |           |
| 4. yellow | 8. blue   |           |



## COMMUNICATION

### Writing Skills

### Read the following sentences and write the verbs separately.

1. It is raining outside. ....
2. The bell is ringing. ....
3. The girls are sitting on the bench. ....
4. They will be having lunch at 2 o'clock. ....
5. The ducks were swimming in the pond. ....
6. The teacher is teaching us Maths. ....
7. The train is arriving on time. ....



## Reading Skills

Read the words in the box. Identify and circle the words related to the appropriate house.



Cement, straw, mud, bricks,  
leaves, iron rods, bamboo,  
plastic sheets, clay log



Cement, straw, mud, bricks,  
leaves, iron rods, bamboo,  
plastic sheets, clay log

## Listening & Speaking Skills

Put the story in order.

1. The grasshopper finds ant's house. ....
2. The grasshopper is singing under a tree. ....
3. The grasshopper says I'm sorry. Now, they are friends. ....
4. The ant is collecting food. ....
5. The grasshopper asks ant for help. It wants some food. ....
6. It is winter. The grasshopper hasn't got food. It is starving. ....



# The Two Friends and The Bear



## Learning Objectives

- Understanding the meaning of true friendship.
- Never leave your true friend at the time of need.

## Warm-up

A picture of beautiful forest scenery is given. Tick the things you can find in this picture of the garden.



|         |           |          |         |        |
|---------|-----------|----------|---------|--------|
| Mangoes | Waterbody | The moon | Animals | Clouds |
| Trees   | Apples    | Grass    | Daisy   | Birds  |



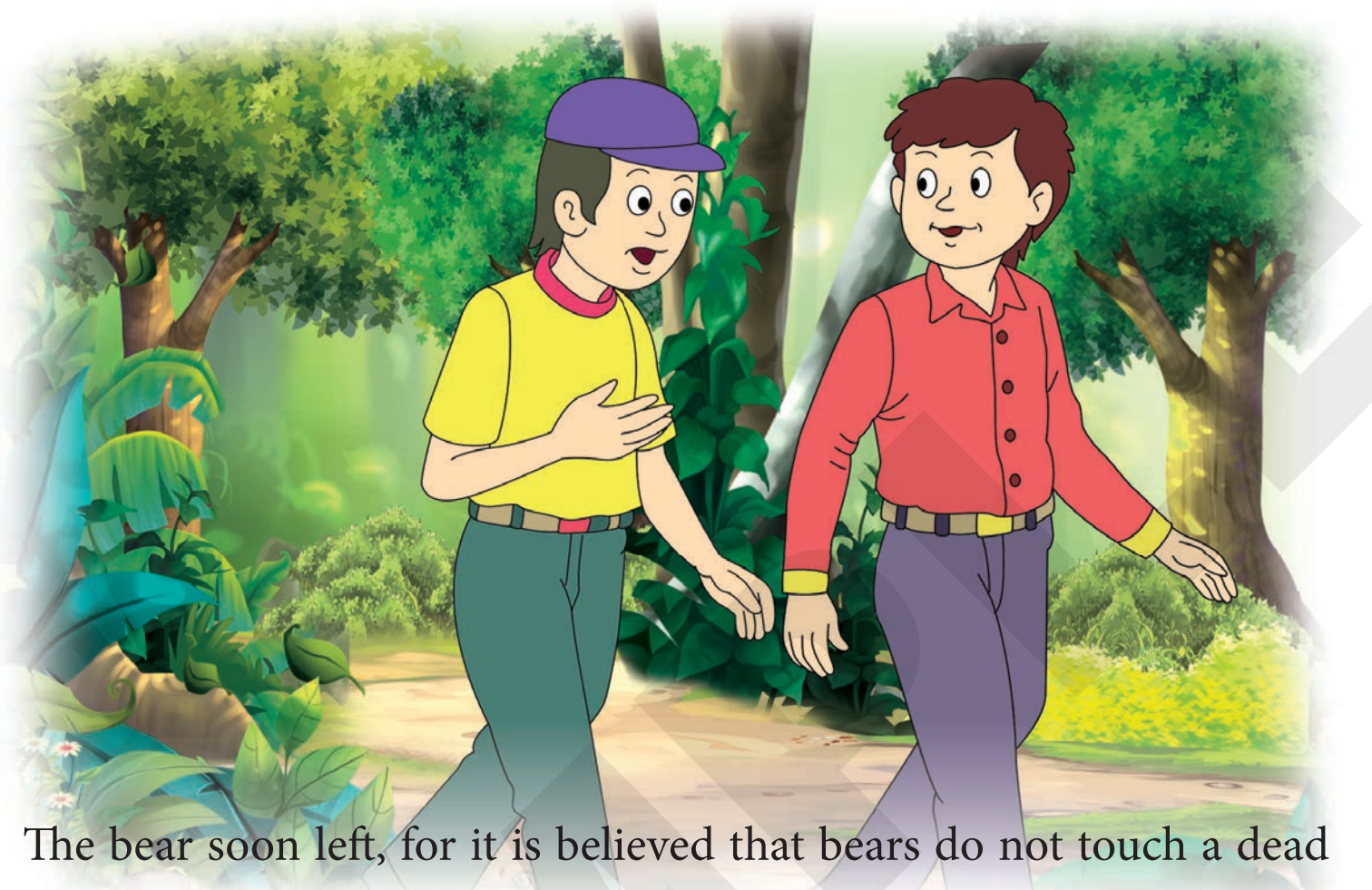


Two friends Varun and Kunal were passing **through** a forest. **Suddenly** they saw a bear coming towards them. Varun quickly **climbed** a tree and hid in its branches.

Kunal lay flat on the ground. The bear came up and smell Kunal lying on the ground. Kunal held his breath and pretended to be dead.







The bear soon left, for it is believed that bears do not touch a dead body. When Varun made sure that bear has gone quite far, he came down. With a broad smile, he asked his friend, "what did the bear whisper in your ear?"

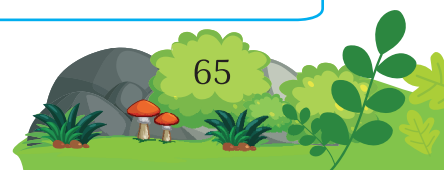
Kunal replied, He gave me an advice — "Never trust a friend who leaves you alone at the approach of danger."

Varun felt ashamed to hear this. He learnt a big lesson that we should help our friends in danger.



### Find Meaning

- |                 |                                                   |
|-----------------|---------------------------------------------------|
| <b>Through</b>  | : moving in one side and out of the other side of |
| <b>Suddenly</b> | : quickly and unexpectedly                        |
| <b>Climbed</b>  | : to move up towards the top of something         |



## EXERCISES

### Creative Expression

Who is your best friend? Why do you like him/her? Share your feelings and thoughts about him/her. Tell him why you have chosen him/her as your friend. Also, ask him/her why he/she chose you. Write your answers in your notebook.

*Tell your story*



## CROSS-CURRICULAR CONNECT

### Learning by Doing

Work in pairs: Ask your partner these questions and write down the answer for each of the following.

What do you do...

- |                     |                    |
|---------------------|--------------------|
| 1. Loudly? .....    | 5. Badly? .....    |
| 2. Slowly? .....    | 6. Quietly? .....  |
| 3. Quickly? .....   | 7. Smoothly? ..... |
| 4. Carefully? ..... | 8. Bravely? .....  |

*Note : These words are made by adding -ly to other words.*

*Example : loud + ly*

Make up actions for each of them and act them out to your class.



## Critical Thinking

*Let's Play a Game!*

### Activities for different kinds of weather

What activities can you do in the given weather? Check out the pictures that show what you might do in this type of weather.



## Logical Thinking

### Save the earth

- drop litter around
- waste water
- save animal
- pollute the air
- use solar energy
- use plastic bag



We

.....



We

.....



We

.....



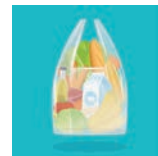
We

.....



We

.....



We

.....





## Exercise Time

### A. Answer the following questions.

1. Whom did Varun and Kunal meet on their way?
2. Why did Kunal lay flat on the ground?
3. Why did the bear leave Kunal?

### B. Find their meanings.

1. Broad .....
2. Whisper .....
3. Ashamed .....

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

1. There were two friends ..... and .....
2. .... lay flat on the ground.
3. .... climbed the tree

### D. Tick (✓) the right options.

1. Varun was a true friend. ☐
2. The bear came and smelt Kunal. ☐
3. We should not help our friends in danger. ☐



## Conceptual Understanding

### A. Number these sentences in the correct order.

- ☐ Kunal held his breath and pretended to be dead.
- ☐ Varun learnt a big lesson.
- ☐ Suddenly they saw a bear coming towards them.
- ☐ The bear soon left.



## COMMUNICATION

### Writing Skills

Write a few sentences about your best friend. What makes him/her special?

.....

.....

.....

.....

### Reading Skills

Read the riddle given below and answer it. Let's see how smart you are!

‘What is this type of animal?  
The Jungle Book had Baloo  
Smokey warns you about fires  
There's also Winnie-The-Pooh’



### Listening and Speaking Skills

Work in groups of four or five.  
Each child in the group will make  
a sentence about the given picture.  
Use the doing word ‘is’ or ‘are’.

Talk in the class who is your best  
friend and why do you think he is  
your best friend.



## Let's Learn Spellings

Fill in the missing letters to get meaningful words. Take clues from pictures.

1. t ..... e .....



2. f ..... i ..... n .....



3. b ..... a .....



4. f ..... r ..... s .....



## Let's Learn Grammar

Write short form for the following.

**Example :**

do + not = don't

does + not = doesn't

1. did + not = .....

2. can + not = .....

3. could + not = .....

4. shall + not = .....

5. would + not = .....

6. has + not = .....

7. is + not = .....

8. are + not = .....

## Vocabulary Time

Fill in the blanks with shorter form.

1. I ..... ( will not) go to the party.

2. She ..... (does not) like ice cream.

3. You ..... ( have not) done your work.

4. I ..... (do not) make noise.

5. Renu ..... (is not) a bad girl.

6. Amit ..... (can not) ride a bicycle.

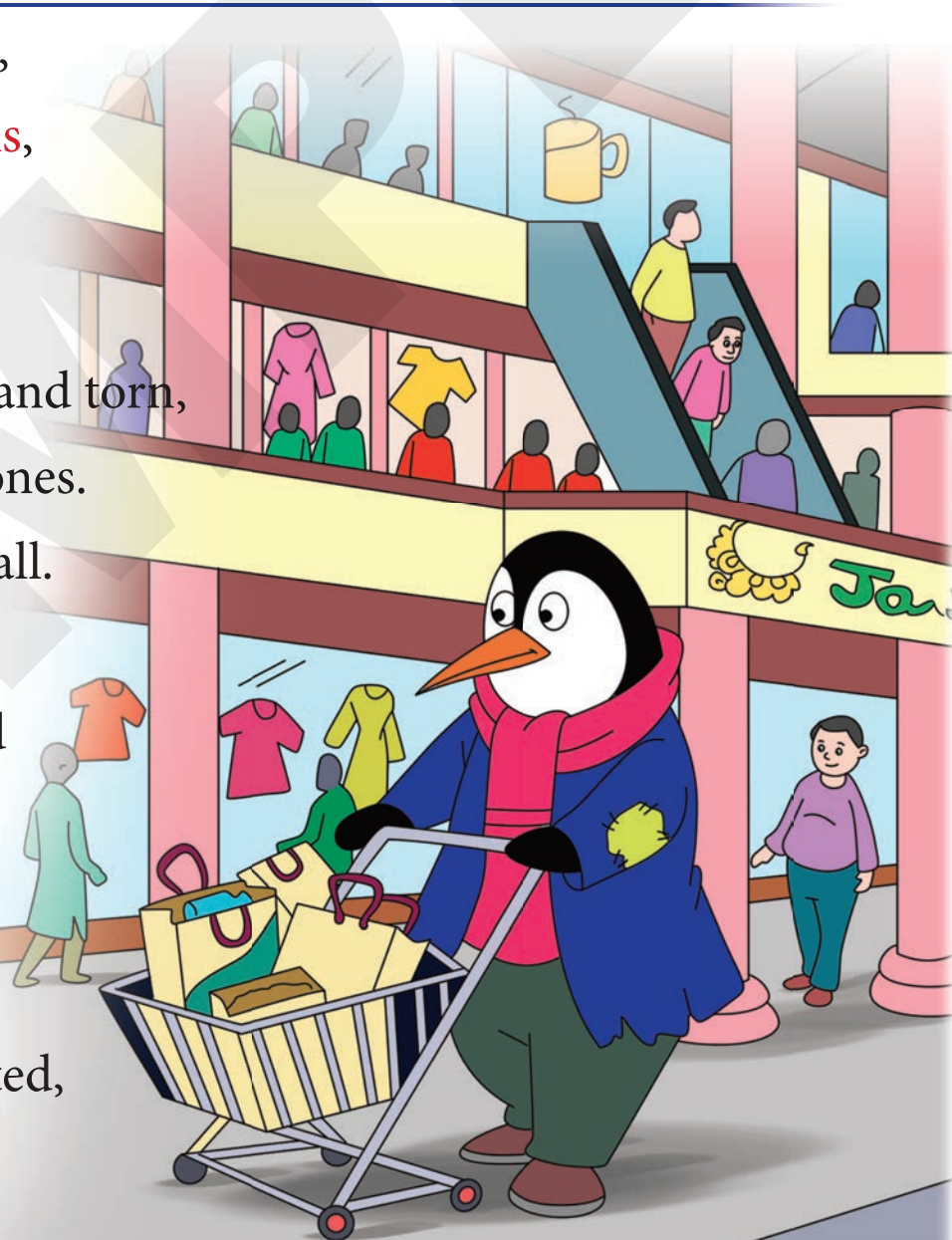
# A Trip to a Mall



## Learning Objectives

- Knowing about malls and Antarctica.
- Comprehending the life of penguins and polar animals.

The penguin went to a mall,  
To buy some woollen **shawls**,  
She lived in Antarctica,  
Where it was freezing cold.  
Her clothes were worn out and torn,  
So she needed to buy new ones.  
The **penguin** went to the mall.  
Which was huge and tall,  
There were **Arctic** terns and  
seals around.  
The music was played in  
loud sound.  
She soon got what she wanted,  
Her new clothes would be  
soon **flaunted**.





## Find Meaning

|                |                                          |                 |                                      |
|----------------|------------------------------------------|-----------------|--------------------------------------|
| <b>Shawl</b>   | : a large piece of cloth worn by a woman | <b>Arctic</b>   | : connected with the region          |
| <b>Penguin</b> | : a black and white sea bird             | <b>flaunted</b> | : to show something you are proud of |



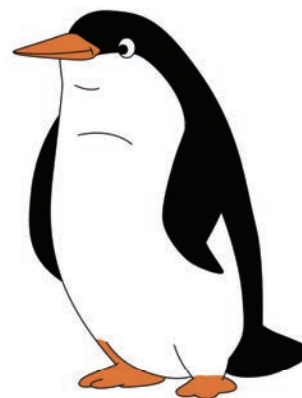
## Exercise Time

**A. Answer the following questions in a phrase. One has been done for you.**

- Who went to a mall?
- Why did the penguin go to the mall?
- Who were there in the mall around?
- How was the music played in the mall?

**B. Find their meanings.**

- Terns .....
- Loud .....
- Flaunted .....



**C. Write the next two lines of the poem given below.**

The penguin went to mall,  
To buy some woollen shawls,

.....  
.....

**D. Tick (✓) the right options.**

- The penguin went to a .....  
(i) college ☐ (ii) mall ☐ (iii) lake ☐
- The penguin lived in .....  
(i) Asia ☐ (ii) Australia ☐ (iii) Antarctica ☐



3. In Antarctica, it was .....

(i) extreme hot ☐ (ii) freezing ☐ (iii) Neither hot nor cold ☐

4. The mall was .....

(i) huge ☐ (ii) tall ☐ (iii) Both of these ☐

### E. Match the following.

#### Column A

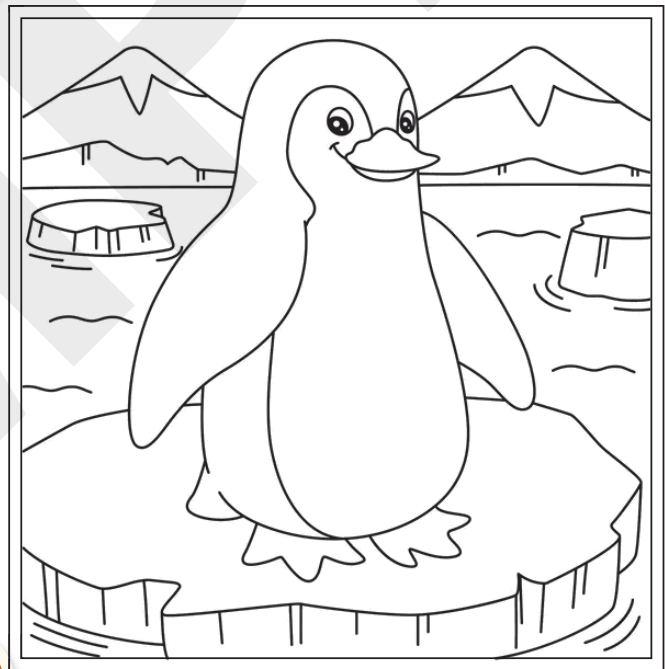
1. Malls
2. Antarctica
3. Music

#### Column B

- (a) Cold
- (b) Loud
- (c) Shawls

#### Let's enjoy the poem

Colour the figure using  
earbuds and paint colours.  
Make the figure beautiful  
and clean. Also discuss  
with your friends where  
penguin lives and what  
is the environment of its  
surroundings.



#### Writing Skills

Have you ever been to a mall with your parents? What things  
did you see there? Write their names.

1. ....

3. ....

5. ....

2. ....

4. ....

6. ....

## Reading Skills

Divide the class into groups of two. Ask every student to read the poems and try to solve them. This group who answers all of them correctly fastest wins chocolates.

1. What's even smarter than a talking penguin? .....
2. Where do penguins keep their money? .....
3. Why are penguins popular on the internet? .....
4. Which fish do penguins eat late at night time? .....
5. Where do penguins go to the movies? .....

## Listening and Speaking Skills

Read the poem below and mention the rhyming words after reading it.

### I'm a Little Penguin

I'm a little penguin  
in the snow.  
I slide on my tummy  
to and fro.  
I eat the fish  
from the deep  
blue sea.  
I'm black and white  
as you can see.





### Learning Objectives

- To understand the qualities of a good citizen.
- Stealing is a bad habit.
- To give value to helping others.

### Warm-up

Look at the picture below. Tick the picture which shows the values of a good citizen.


☐

☐

☐

☐

☐

☐

What is the important quality of a good citizen?

Being kind

☐

Being respectful

☐

Being greedy

☐

Mrs. Chopra planned to visit market on Saturday. She was carrying an umbrella with her. There was a bench in front of a jewellery shop. She sat there for a while.



A red Alto car came and stopped in front of the shop. A man came out of the car. He had a cap on his head and a scarf round his face and neck. He broke the window of the jewellery shop. He started collecting gold jewellery. He put all into his bag. Then he rushed towards his car. Mrs. Chopra was watching this. As the man was rushing towards his car, she pushed her umbrella in front of him.



The man stumbled and fell.

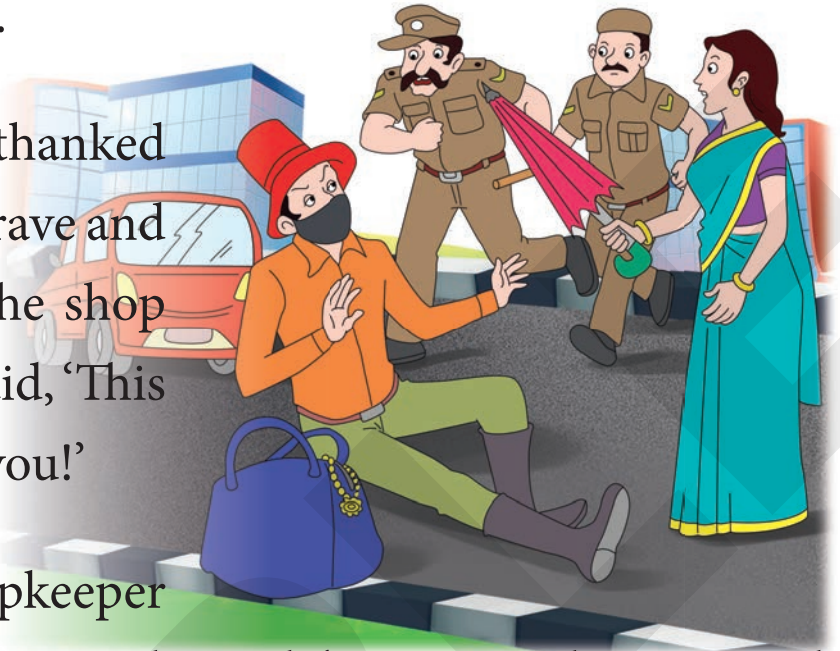
‘Thief! Thief!’ shouted Mrs. Chopra. A police van was moving there. Two policemen ran and caught the thief red-handed. The shopkeeper and some other people also came. The policemen told the whole story to the shopkeeper. The shopkeeper



collected his gold ornaments.

He went to Mrs. Chopra and thanked her. He said to her, 'You are brave and clever'. He took her inside the shop and gave her a gold ring. He said, 'This is my way of saying, 'Thank you!'

Mrs. Chopra thanked the shopkeeper but she didn't accept the gold ring. She said, 'I am a good citizen and a good citizen is not paid for being one.'



## EXERCISES

### A. Answer the following questions.

1. Where did Mrs. Chopra go in the morning?
2. Where was the bench?
3. What did Mrs. Chopra carry with her?
4. Who got off the car? Describe him.
5. Who caught the thief?
6. What did the shopkeeper do first? What did he say to Mrs. Chopra?
7. What did the shopkeeper give her? Did Mrs. Chopra accept it?

### B. Find their meanings.

1. Red-handed .....
2. Ornaments .....
3. Citizen .....
4. Blow .....

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

1. A red ..... car came and stopped in front of the shop.
2. The thief had a ..... on his head and a ..... round his face and neck.
3. Two ..... ran up and caught the thief red-handed.

**D. Tick (✓) the right options.**

1. What did Mrs. Chopra do outside the jewellery shop?

(i) Watch jewellery ☐ (ii) Stand on one leg ☐

(iii) Sit on the bench ☐

2. What stopped in front of the shop?

(i) Police van ☐ (ii) Car ☐ (iii) Truck ☐

3. Who was caught red-handed?

(i) Mrs. Chopra ☐ (ii) Thief ☐ (iii) Shopkeeper ☐

4. Who said “Thank you”, to Mrs. Chopra?

(i) Policemen ☐ (ii) Thief ☐ (iii) Shopkeeper ☐

**E. Match the following.**

**Column A**

1. Citizen

2. Jewellery

3. Vehicle

**Column B**

(a) Ornament

(b) Car

(c) A resident of a country

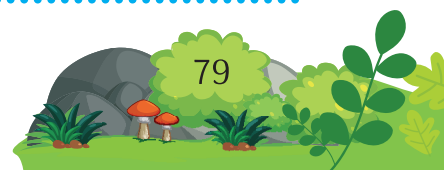
**Writing Skills**

**Can you be a responsible citizen? What can you do to be a responsible citizen? Write any two things in the space below.**

.....

.....

.....



.....

.....

.....

.....

.....

.....



## Reading Skills

**Read the following paragraph and discuss each point with your classmates in depth.**

**The following characteristics define the qualities of a good citizen.**

1. **Sound Health:** A strong, healthy citizen is a good citizen. He is careful and cautious in his commitment to the rules of good health. A sound mind exists only in a sound body.
2. **Intelligence and Education:** A good citizen is educated enough to distinguish between right and wrong and has an objective viewpoint on everything. He has a degree. Because of his education, he can help society more successfully and effectively.
3. **Self-control and self-assurance:** A good citizen has a clear head and uses self-control while communicating with the public. He has a focused personality. He doesn't have any bad habits. He inspires self-assurance without being arrogant.
4. **Public Spirit:** A good citizen is willing to engage actively in all areas of public life. He is willing to stand up for others' rights and participates actively in all civic affairs.





5. **Self-sacrifice:** A good citizen puts the welfare of society before his own interests. He has a spirit of giving and loyalty to the greater good.
6. **Honest voting:** A decent citizen should be truthful when casting his or her ballot. His judgement is unaffected by self-interest or sectarian interests of the state, class, church, or society.
7. **Sincere performance of Duties:** A good citizen performs his duties sincerely and faithfully. He co-operates with the state officials in the discharge of their duties and makes due payment of taxes.
8. **Right ordering of Loyalties:** Good citizenship exists in the right ordering of loyalties. A citizen is a member of various social groups, i.e., family, locality, city, state and the world.



### Listening and Speaking Skills

Two children are talking about what they will do when they grow up. Listen to them and say which of these sentences are true (T) or false (F).

1. The girl wants to become a doctor. ☐
2. The boy wants to become a famous cricketer. ☐
3. The boy says, he will give her a CD with his songs. ☐
4. The girl says, she will look for him on TV. ☐



## Project

### Being a good citizen

There are many ways to be a good citizen.

Hello  
neighbour!



When you have a picnic at the park,  
you clean up after yourself.  
If you see a crime being committed,  
you call the police.  
You respect your neighbours by  
being polite and kind to them.  
You vote in elections.

Do you do any of the things above ? Which ones?

.....  
.....

What do you think it means to be a good citizen?

.....  
.....

What else can you do to be a good citizen?

.....  
.....



## Life Skills

### Good Citizens

#### What Makes A Good Citizen?

Can you identify the difference between a good and bad manners?

Good Citizens

Bad Citizens

Recycle

Obey Laws

Harm their  
Community

Break Laws

Help their  
Community

Litter

# Self Assessment-1

Time: 1 Hour

MM: 30

## Section-A (Reading)

1. Read the passage and answer the following questions on the basis of your reading:

Mother Teresa was a great leader who was born on August 26, 1910. Her childhood name was Agnes Gonxha Bojaxhiu. She came to Kolkata on January 6, 1929, when she was just 19 years old. Her focus in life is to provide help to the sick and the needy. She devoted her entire life to serve humanity. Her efforts were full of compassion, dignity and sympathy. She started various institutions named as "Nirmal Hriday" and "Shishu Bhawan" for special children. She was the recipient of the Noble Prize in the year 1979, the Bharat Ratna in 1980 and Jawaharlal Nehru Award for International Peace in the year 1972. She had given the title "The Florence Nightingale of India." She succumbed to death on September 5, 1997.

- a. When was Mother Teresa born?

.....

- b. Name the institution started for special children by Mother Teresa.

.....

- c. Pick out two nouns from the above passage.

.....

## Section-B (Grammar)

2. Fill in the blanks with past tense of verb given in the bracket.

- a. He ..... (see) a horse yesterday.

- b. We ..... (watch) a movie last night.

- c. The girls ..... (join) badminton club one week before.

- d. Leela ..... (tell) a secret to her sister.

- e. The river ..... (freeze) last winter.



### Section-C (Writing)

3. Look at the picture and write a composition about it. Give a suitable title to your composition.



### Section-D (Literature)

4. Tick (✓) the correct options.

- a. Aditi kept .....her head to each of her friends.  
(i) nodding ☐ (ii) smiling ☐ (iii) talking ☐
- b. She shook her .....  
(i) head ☐ (ii) hands ☐ (iii) mouth ☐
- c. What is the name of the woman who sells hens?  
(i) Mrs. Kareem ☐ (ii) Mrs. Rahim ☐ (iii) Mrs. Sirin ☐
- d. The milkmaid wants to buy .....  
(i) gifts ☐ (ii) frock and shoes ☐ (iii) All of the above ☐

5. Answer the following questions:

- a. What did Rajat do to make her smile?  
b. What do the birds see?  
c. Who went for a metro ride?  
d. What did the poor Brahmin dream?



## Self Assessment-2

Time: 1 Hour

MM: 30

### Section-A (Reading)

1. Read the passage and answer the following questions on the basis of your reading:

Ida was a kind-hearted girl, and one day when crossing a bridge, she saw two boys on the stream, trying to drown a little dog. So, she ran to the shore, and crying loudly, "Oh! How can you be so cruel to that poor little dog?" The boys looked at her in wonder, and one of them said, "Father told us to drown it." The dog had reached the bank, crept toward Ida. "Poor little fellow", she said, patting his head, "Will you give him to me?". "Yes," said the boys, "You may have him and welcome." Ida thanked the boys and ran home. "Oh! Mamma," she cried, "look at this dear little dog; two boys were trying to drown him and I asked them to give him to me. May I keep him, Mamma?" "My dear child," said Mrs. Mason, "I am very glad to hear that you saved the little dog from pain."

- a. What did Ida see when she was crossing the bridge?

.....

- b. Why did the boys drown the little dog in the stream?

.....

- c. Did the boys give the dog to Ida?

.....

### Section-B (Grammar)

2. Complete the following sentences using pronoun.

- a. My mother loves to sing ..... is a good singer.

- b. Ahmed has a new pen and a pencil ..... took them to school.

- c. My friends enjoy the movie ..... eat popcorn too.



### Section-C (Writing)

3. Write sentences about the picture using action words.



### Section-D (Literature)

4. Tick (✓) the correct options.

a. The name of the servant in the story is .....

(i) Manu

☐

(ii) Ramu

☐

(iii) Raghu

☐

b. The master offers the saint a.....

(i) clothes

☐

(ii) food

☐

(iii) struck

☐

c. Ants were carrying .....

(i) treasure

☐

(ii) diamonds

☐

(iii) food

☐

d. The penguin lived in .....

(i) Asia

☐

(ii) Australia

☐

(iii) Antarctica

☐

5. Answer the following questions.

a. Who has crept under the frying pan?

b. What did the shopkeeper give her? Did Mrs. Chopra accept it?

c. Why did the penguin go to the mall?

d. What did Anni search on the Internet?

## -:NOTES:-

Handwriting practice lines (ruled lines) for notes.



## -:NOTES:-

Blank lined area for writing notes.

