

BLOSSOM-I

A TEXTBOOK FOR CLASS-III

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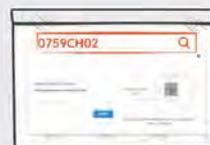
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BLOSSOM -I

A TEXTBOOK FOR CLASS-III



Prepared by:
State Council of Educational Research and Training
Assam, Guwahati-781019

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School : Session:.....

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Free Textbook

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Dr. Ranoj Pegu, MBBS.
Minister, Assam



Education, Welfare of Plain
Tribe & Backward classes



MESSAGE

Textbooks are the key components of scholastic education. Students gain knowledge that flows through the pages of the textbooks. Students, enriched with knowledge, are the wealth and future of our State as well as our Nation. The Renaissance of human civilization had been influenced by Education only. With this realization and foresight, the present Government has accorded the highest priority to the development of the Educational sector in the State.

The present State Government, in a bid to complement the untiring efforts of the student community to achieve success and fulfil ones' ambition and contribute to the welfare of the State, has been implementing various educational assistance programmes under "Pragyan Bharati". Under this programme, Free Textbooks are being distributed to the students from Pre Primary, Class I to Class XII which is now extended up to degree level since 2020. The benefits have been further augmented by waiving admission fees for the students of Secondary and Degree level. The State Government has also waived examination fees at the Secondary level for the students from the economically weaker section. Free uniforms are also being provided to the students up to the High School level. Under the "Anundoram Borooh Award Scheme", free laptops and at times, substituted with cash rewards, are being provided to meritorious students who excel in the HSLC examinations.

The Free Textbook component of the noble programme -"Pragyan Bharati" comprises printing, publication and distribution and, it is implemented with concerted efforts of the Assam State Textbook Production and Publication Corporation Limited (ASTPPC Ltd.), State Council of Educational Research and Training (SCERT), Assam State School Education Board (ASSEB). I thank all these wings of the education department and appreciate their sincere hard work to make the scheme successful. My best wishes remain to all the Students - the human resources of the Nation for relentlessly pursuing their studies with all dedication and sincerity to gain a successful foothold to a bright future.

(Dr. Ranoj Pegu)
Education Minister, Assam



Preface

The Government of Assam has entrusted upon SCERT, Assam, the task of developing a new series of textbooks for the school children of Assam. This textbook is developed in accordance with the National Education Policy 2020 (NEP 2020) and the National Curriculum Framework for School Education (NCFSE) 2023, contextualized to suit local aspirations and needs of teachers.

The textbook is designed to cater to the diverse needs and abilities of students from various backgrounds. It aims to develop students' language skills, including listening, speaking, reading, and writing, in a way that is engaging, interactive, and fun. It is organized around six exciting themes: Nature, Friendship, Patriotism, ICT, Health and Sports, and Science and Technology. These themes have been carefully chosen to spark students' curiosity, creativity, and critical thinking. Illustrations have been aimed to make children's learning enjoyable as well as to make the book teacher friendly.

Each theme is supported by a range of engaging activities, including reading comprehension, grammar, vocabulary, and creative writing. The textbook also includes opportunities for students to engage in discussions, debates, and role-plays to develop their critical thinking and communication skills. We believe that language learning should be a joyful and enriching experience. The textbook is designed to inspire students to develop a love for the English language and to become confident communicators. Thus, considering the multilingual classroom environment, "A Note to the Teacher" has been provided to guide them in developing custom activities based on the provided models throughout the book. Additionally, the textbook has been designed as an 'energised textbook' incorporating QR codes to help students and teachers to conveniently access digital content by scanning it.

We are grateful to the educators, experts, and stakeholders who have contributed to the development of this textbook. We invite students, teachers, educational stakeholders and public in general to share their input regarding the textbook to enhance it and address any unintentional gaps. Your feedback is crucial in our continuous effort to improve educational resources. We hope that it will be a valuable resource for teachers and students in Assam, and that it will help to promote a culture of learning and excellence in our state.



(Dr. Nirada Devi)
Director, SCERT, Assam



A Note to the Teacher

Blossom I for Class III is a continuation of the new NEP-2020 series of textbooks for learners continuing from the earlier textbooks, *Beginners' English I* and *Beginners' English II*, designed for Class I and Class II, respectively. This textbook aims to further develop students' language proficiency, aligning with the NEP-2020 vision of an inclusive, equitable and empowering education system. NEP-2020 emphasizes the importance of promoting multilingualism, critical thinking and creativity. To achieve this *Blossom-I* incorporates a range of engaging activities that teachers can integrate into their classroom instruction. This textbook is carefully designed to develop linguistic and literary skills, foster values and morals in students, enhance comprehension, vocabulary, and communication. The lessons are carefully crafted to promote self-awareness, critical thinking, creativity, and problem-solving skills.

The curricular goals, competencies and learning outcomes mentioned in the NCF-SE 2023, have also been taken into consideration while developing the textbook, thus aligning the book with the skills needed for the 21st century. These curricular goals emphasize reading stories and passages fluently and accurately as well as writing stories based on imagination and experiences. Exercises are included to foster comprehension of texts and develop vocabulary enabling learners to converse meaningfully and share their experiences. Other highlights include phonological awareness activities, identification of key information and recognizing basic punctuation marks which will expedite the learning process. Some of the specific curricular goals aimed to achieve through this textbook include:

- Developing linguistic and literary skills through reading, writing and speaking activities.
- Promoting critical thinking and problem-solving skills through comprehension questions and activities.

- 
- 
- Encouraging creativity and self-expression through art and craft.
 - Fostering values and morals through storytelling and role-playing activities.
 - Preparing learners for future academic success by developing their communication skills and ability to think critically.

The approach of 'going beyond the text' must be adopted so that learners can extend their learning to real-life contexts. They must be provided with opportunities for hands-on activities and creating simple art and craft works related to their fine motor skills development. Educators must recognize and integrate these diverse learning experiences with the textbook content, thereby enriching the educational journey of learners and aligning it with stage-specific competencies and curricular goals. They should integrate digital tools and available online learning materials to make learning a joyful experience.

This textbook provides comprehensive support for teachers and fosters learners engagement. Footnotes offering instructional suggestions have been mentioned on different pages and detailed guidelines for teacher have been provided at the end of each lesson to guide them in developing custom activities based on the provided models throughout the book. The textbook facilitates comprehensive evaluation through the integrated assessment tools and clear learning objectives and outcomes. To ensure learners' engagement, vibrant illustrations have been incorporated to further stimulate their creative thinking and imagination. The teaching learning process can be enhanced through adoption of innovative teaching methods. This comprehensive approach aims to develop learners' language skills, thinking ability, moral values and socio-emotional skills, thereby building responsible future citizens of our state and country.



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Lesson
1

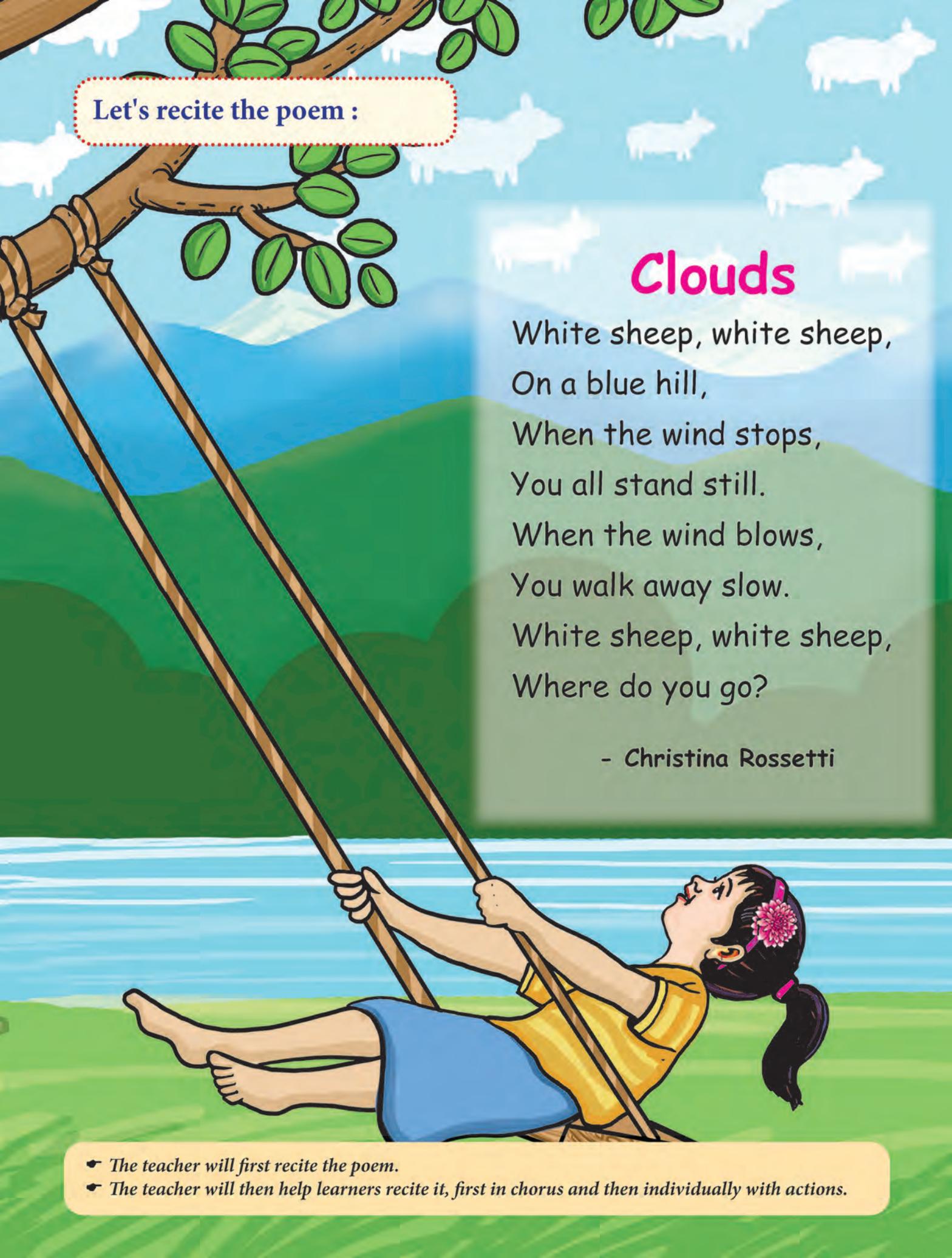
Clouds



Look at the picture and talk about it:



☛ The teacher will ask questions about the picture.



Let's recite the poem :

Clouds

White sheep, white sheep,
On a blue hill,
When the wind stops,
You all stand still.
When the wind blows,
You walk away slow.
White sheep, white sheep,
Where do you go?

- Christina Rossetti

- The teacher will first recite the poem.
- The teacher will then help learners recite it, first in chorus and then individually with actions.

1. Let's practise saying these rhyming words from the poem :



Now, find words from the poem that rhyme with the following words (clues for the rhyming words are given in the brackets.) :

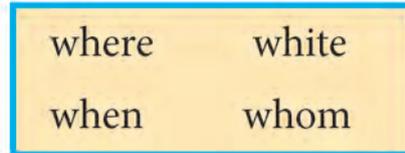
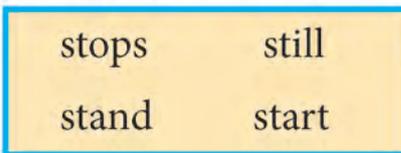
right _____ (line 1)

blow _____ (line 6)

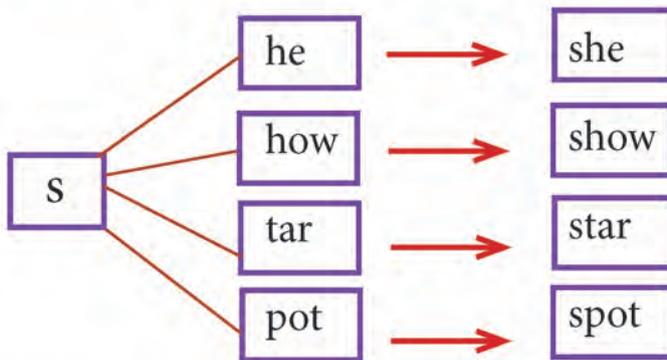
clue _____ (line 2)

fall _____ (line 4)

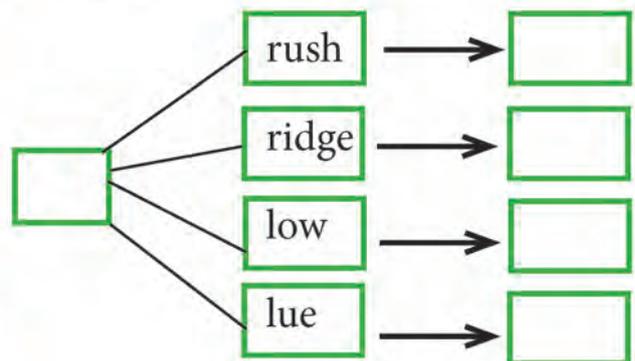
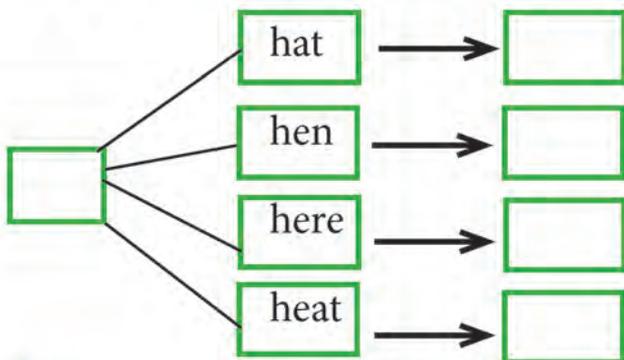
2.a) Let's say the words:



b) Let's make new words by adding a letter to the given word :



Now, make new words and write in the boxes :



3. Let's check how much we have understood :

- i) What is the colour of the sheep in the poem?
- ii) What happens when the wind blows?
- iii) What happens when the wind stands still?
- iv) Where are the white sheep?

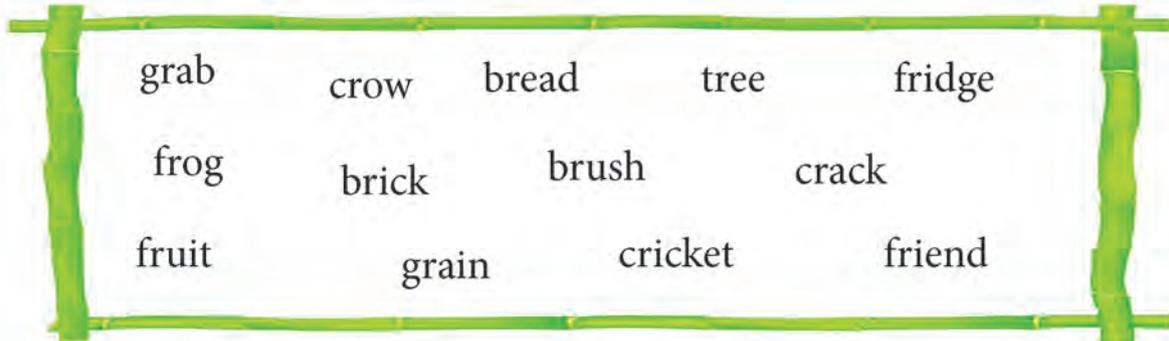
4. Choose the correct word to complete the sentences :

- i) The white sheep stand still when the wind _____ (blows/stops).
- ii) The colour of the hill is _____ (white/blue).
- iii) The white sheep walk slow when the wind _____ (blows/stops).
- iv) Colour the correct circle :

The poem is about-

- a) hill b) clouds c) wind d) sheep

5. Read the words given in the frame.



Now, arrange the words according to their sounds in the columns given below :

cr	gr	br	fr

6. Look at the picture of a rainy day. Say what you can see in the picture:

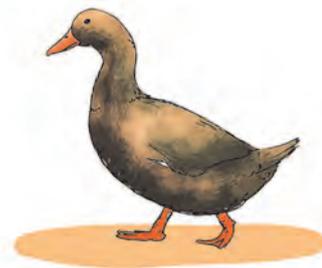
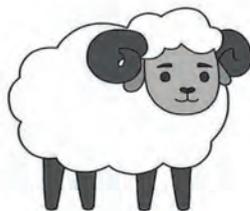


You can begin the sentences using :

I can see

There are

7. Look at the pictures and write down what you see :



8. Look at the pictures and read what is written below each of them :



an umbrella
This is an umbrella.



umbrellas
These are umbrellas.



a cloud
This is a cloud.



clouds
These are clouds.

9. Listen to and follow the instructions :

Make a happy face.

Make a sad face.

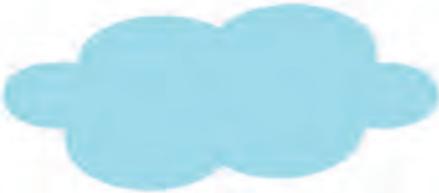
Make a shocked face.

Make a sleepy face.

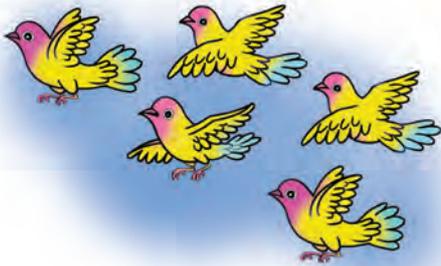
Make an angry face.

• The teacher will read the instructions aloud and ask learners to act accordingly.

10. Match each cloud with its shadow:



11. Let's read the sentences:



I see birds.

I see five birds.

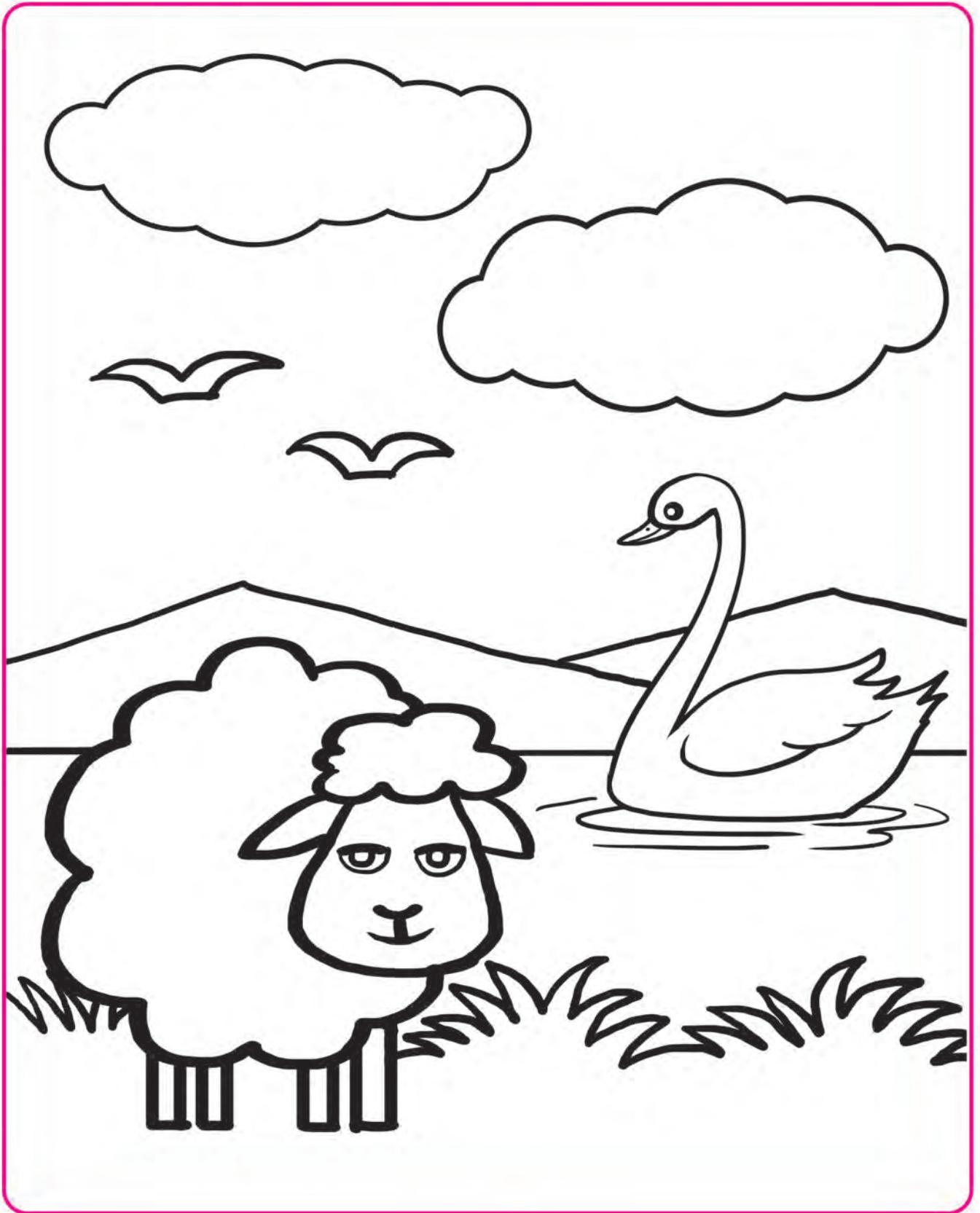
I see five colourful birds.

I see five colourful birds in the sky.

Now, look at the given picture and frame sentences as shown above:

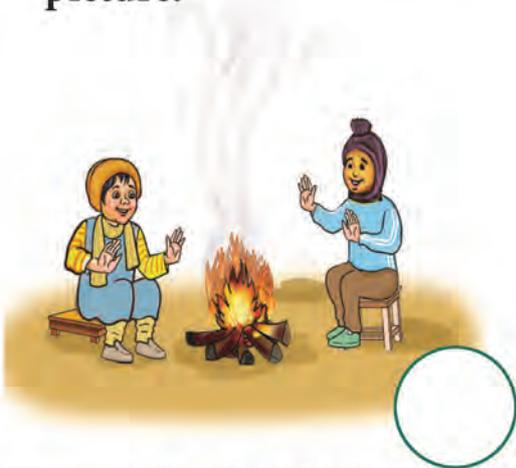


12. Paste cotton on the sheep, the clouds and the swan. Colour the birds, the hills and the grass :



13. Look at the pictures given below :

a) Now, choose your favourite picture. Put a tick in the circle on the picture.



b) Talk with your friend about the picture she/he likes and the reason for liking it.

c) Think and say about the time of the year shown in each picture.

- The teacher will ask learners to say what they can see in the picture.
- The teacher will ask questions about the picture.

14. a) Let's read :

It was a hot summer day in the month of April. The school reopened after Bohag Bihu holidays. Bohag Bihu is celebrated in Assam in the spring season. Two girls, Barasha and Mousumi were walking to school. Suddenly, Barasha stopped walking. Then she walked over to a tree and cheered with joy.

Barasha : Mousumi, look here! What a beautiful flower !

Mousumi : It is a 'foxtail orchid', also known as *kopou phool* in Assamese. Do you know that it is our state flower ?

Barasha : Oh, yes! My mother told me about it. It blooms in the spring season.



Mousumi : Besides foxtail orchid, different colourful flowers also bloom in the spring season. Nature looks beautiful and fresh in spring.

b) Let's check how much we have understood :

Fill in the blanks :

- i) _____ is celebrated in Assam.
- ii) Barasha saw a _____ orchid.
- iii) Bohag Bihu is celebrated in the _____ season.
- iv) Nature looks _____ and _____ in spring.

15. a) Let's read :

hot
a **hot** summer day
It is a **hot** summer day.

beautiful
a **beautiful** flower
This is a **beautiful** flower.

pretty
a **pretty** dress
This is a **pretty** dress.

(‘hot’, ‘beautiful’ and ‘pretty’ are describing words.
Describing words describe someone or something.)

b) Now, write down more sentences using the words hot, beautiful and pretty:

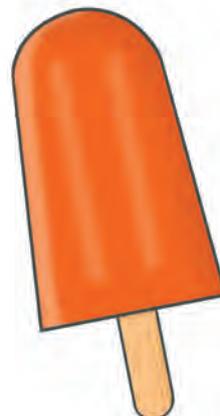
i) Hot : _____

ii) Beautiful : _____

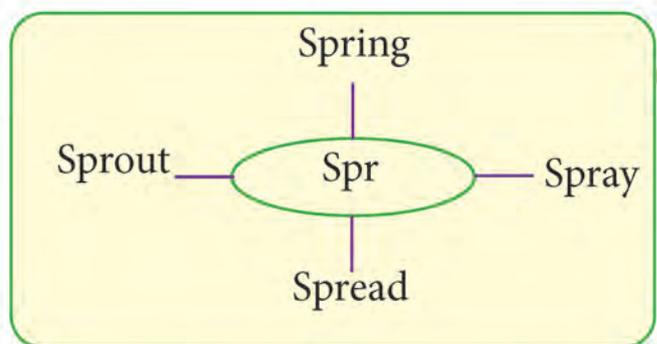
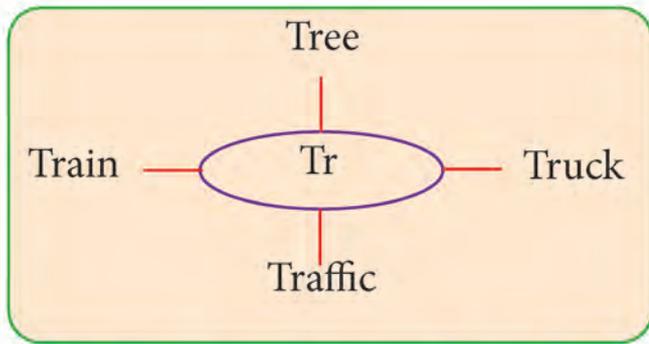
iii) Pretty : _____

16. Say as fast as you can :

**I scream, you scream,
We all scream for ice-cream!**



17. Let's say the words :



18. a) Look at the pictures. Each one is a picture of a particular season :



Spring season



Summer season



Autumn season



Winter season

☛ The teacher will talk about different seasons and their significance.

b) Read and match column A with column B :

Column A

Column B

i) We watch Bihu dance

in the winter season.

ii) We love to eat ice-cream

in the rainy season.

iii) We wear woollen clothes

in the spring season.

iv) We like to sail paper boats

in the summer season.

c) Share with your friend which season you like the most and why. Now write down at least two things you like to do and two things your friend likes to do.

I like to _____

I like to _____

My friend likes to _____

My friend likes to _____

19. Arrange the words in alphabetical order:

orchid

girls

sheep

white

blue

tree

flower

autumn

20. Look at the pictures. Put a tick (✓) in the box to show what you should do in the winter season. Put a cross (✗) in the box to show what you should not do in winter:



Now, say and write down one more thing that we do in the winter season :

21. a) One evening, Mousumi asked her grandmother why she doesn't see some animals in winter. Her grandmother explained that different animals have different habits. Some gather food during the summer and then rest afterwards. Her grandmother then went on to tell her a story. Let's listen to the story:

The Grasshopper and the Ant



It was summer. A grasshopper was singing and dancing in the warm sunshine. He did not work. He made fun of the ants who worked day and night. The ants were collecting food for the long winter ahead.

Then came the winter. The grasshopper did not have anything to eat. He remembered the ant his neighbour, who had collected food for the winter. He went to the ant and asked for some food.



The ant told the grasshopper that he should have worked and stored food for the winter.

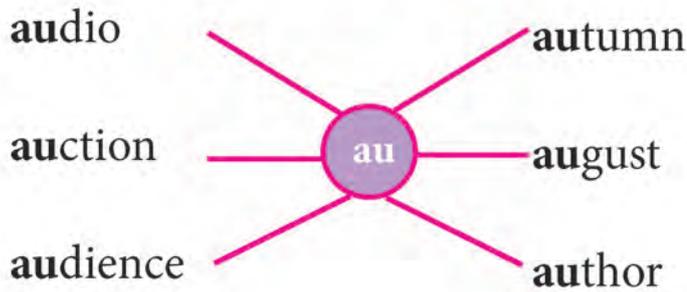
Now, grandmother stopped here. Think and say what might have happened next.

- The teacher will encourage learners to converse.
- The teacher will then sum up the discussion focusing on the values learnt from the story.

b) Draw what you have understood from the story :



22. Let's say the words :



Now underline 'au' in the words below and read them aloud :

haul

cause

pause

23. Let's play the roles of the grasshopper and the ant:



What a nice day! I have nothing to do, but sing and play ! la, la, la, la!

Don't you ever get tired of playing?



Who, me? Of course not. Do you want to play with me?

No. I am very busy right now. I have work to do.



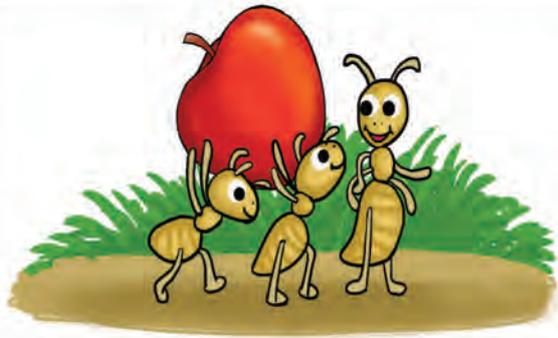
Work, work, work! That's all you do. All work and no play makes Jack a dull boy.

I don't think so. I believe in working while you work, playing while you play. This is the way to be happy all day.



☛ The teacher will engage learners in role play. The teacher will also encourage them to add more dialogues.

24. a) Look at the picture and read what the ants do every day :



Ants work hard.
They collect food to store.
Ants do not sit idle.

b) Look at the picture and read what the grasshopper did when winter came :

The grasshopper went to the ant.
The grasshopper asked for some food.



c) Now, copy any two sentences about what ants do and what the grasshopper did :

i) Ants _____ .

ii) The grasshopper _____ .

25. Choose the correct words to complete the following sentences :

i) The ants _____ (works/worked) hard to store food for winter.

ii) The grasshopper _____ (like/liked) to spend time singing and dancing.

iii) The grasshopper did not have anything to eat when winter _____
(came/come).

iv) He _____ (ask/asked) the ant for some food.

26. Look at the word 'grasshopper'. Try to make as many words as you can using the letters in the word. One is done for you.

grasshopper

rope

27. Let's make new words by joining two words from the clouds below. You have found these words in the story. One is done for you:



hard + working = hardworking

28. Say who I am :



I am in 'ant'
But not in 'and'
I am in 'cat'
But not in 'hand'.
Say who am I?



29. a) Let's read what is written below each picture:



Barasha and Mousumi



sky and clouds



grasshopper and ant



brother and sister

b) Let's read:

Barasha loves to dance, and Mousumi loves to sing.

My brother likes milk, and my sister prefers tea.

Now, write sentences using 'and':

30. a) Let's read the following sentences :

The grasshopper likes to sing, but the ant does not like to sing.

The ant works hard, but the grasshopper does not work hard.

b) Now, work in pairs. Use the word 'but' to tell each other what you like to do and what you do not like to do. For example:

I like playing badminton, but I do not like playing tennis.

1.	but	
2.		
3.		

31. Rearrange the words to make meaningful sentences. Write the sentence and put a full stop at the end of each sentence :

i) The are ants hardworking

ii) The lazy is very grasshopper

iii) The asked grasshopper for food ant the

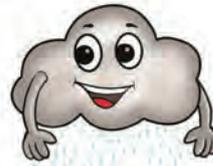
☛ *The teacher will tell learners that we use words such as 'and' and 'but' to join two words or two sentences.*

32. Sing and enjoy the poem :

Poem of Opposites



Happy and Sad
Good and Bad
Give and Take
Sleep and Wake



Hot and Cold
Young and Old
Smile and Frown
Up and Down

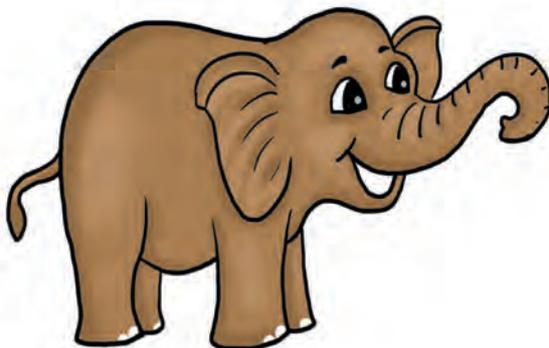


First and Last
Slow and Fast
Come and Go
Yes and No



Black and White
Day and Night
Heavy and Light
Left and Right

Unfold and Fold
Bought and Sold
Big and Small
Short and Tall



A NOTE TO THE TEACHER

Lesson 1 : Clouds

Theme : Nature

Besides, being a revision lesson, Lesson 1 lays emphasis on developing the four basic skills of language. Hence, this lesson provides ample scope for listening, speaking reciting rhymes/singing poems and describing pictures where the teacher will encourage learners to observe, discuss, think relate and respond orally and also in writing words and chunks and then simple sentences.

● **Picture Pages :**

- ▶ Use picture pages for observation, conversation and discussion.
- ▶ Encourage learners to answer questions on the picture using the phrase like “I can see”, Yes, I do..., No I don't etc...

● **Rhymes/Poems :**

The Lesson contains two poems, ‘Clouds’ and ‘Poem of Opposites’. The teacher will recite both the poems with correct pronunciation, stress and intonation (Children will recite the same, first in pairs and finally, individually). The first poem is basically on nature where the learners will grow a habit to look at the nature in and around them and thus, appreciate nature.

- ▶ The poem ‘Poem on Opposite’ at the end of the lesson will help the learners to learn antonyms in a fun way.
- ▶ Both the poems focuses on practicing of rhyming words as in hill-still, blow-slow, take-wake, cold-old etc.

● **Story Telling/Listening Texts :**

- ▶ The lesson provide a text for listening in the story, ‘The Grasshopper and the Ant’ in Activity No. 22.a).
- ▶ Use gesture, voice modulation, dramatization for retelling
- ▶ Guide children to respond to comprehension questions as in Activity 3, 4, 14.b) and 12.

● **Phonological Awareness :**

- ▶ Teach consonant blending sound like ‘st’ and ‘wh’ in Activity 2 and also help learners identify ‘spr’, ‘cr’, ‘gr’, ‘tr’ (initial) sounds in words.
- ▶ Help children listen carefully and to carry out the instruction read out to them.

● **Reading :**

- ▶ Help children read words, phrases and short sentences in Activity 8, 11, 14.a), 16.a), 23, 25.a), 25.b), 28.a), 29.a), 30.a) and 31.a).
- ▶ Assist children in reading and match sentences in Activity 19.b).
- ▶ Assist to read the conversation between Barasha and Mousumi, Activity 14.a).
- ▶ Help children to read the dialogues in Activity 24 and encourage them to play the roles.

● **Writing :**

- ▶ Practise writing four/five-letter words, sentences and other exercises like matching, filling in the blanks, framing sentences and copying sentences.

● **Grammar :**

- ▶ Present sentences in simple present tense and simple past tense and help learners to distinguish between the two tense forms in Activity 25.a), 25.b), 25.c) and 26.
- ▶ Help children learn the use of ‘and’, ‘but’, ‘or’, ‘because’ to join two words or two sentences.

Lesson
2

The Monkey and the Crocodile



X5B8T3

Let's look at the picture and talk about it :



Name the animals you see in the picture.

Are they friends?

What are they doing?

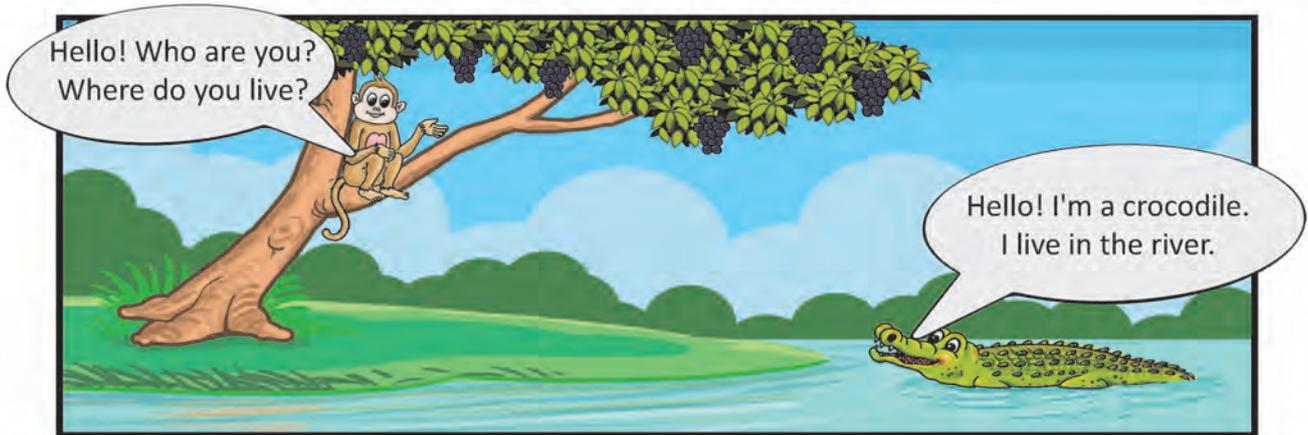
Are they talking?

Now, think and say :

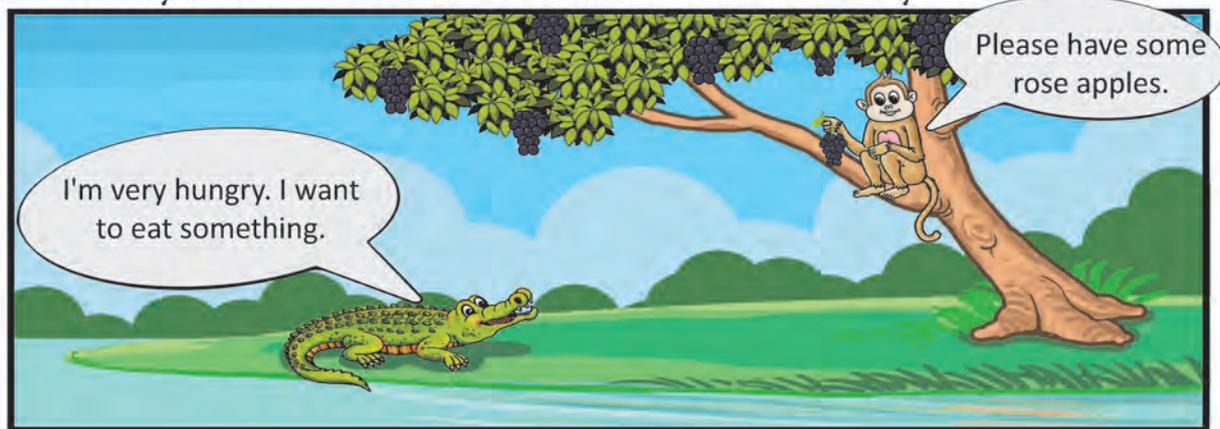
- i) Who is your friend?
- ii) What do you like about your friend?

Let's listen to a story of two friends :

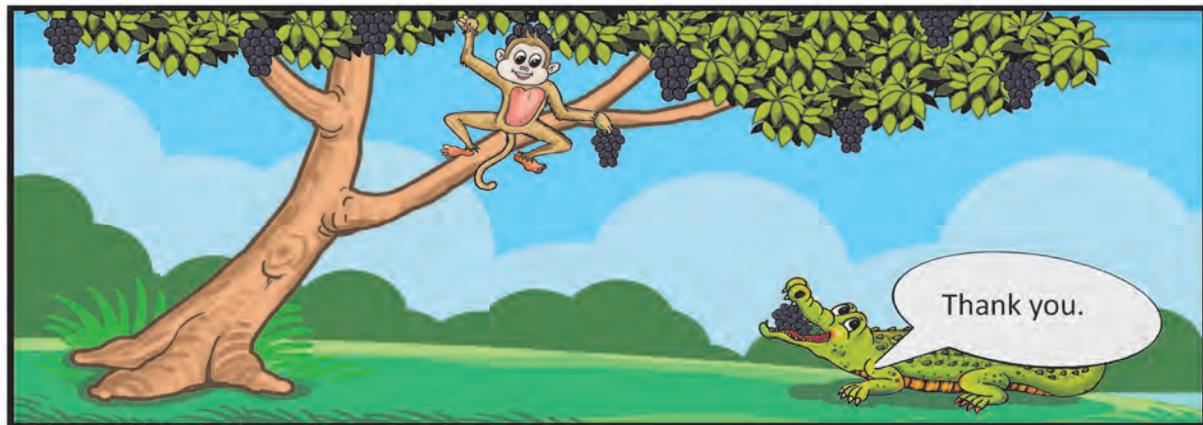
Once, there lived a monkey in a rose apple tree. The rose apple tree was beside a river. One day, the monkey was swinging on the rose apple tree. He saw a crocodile swimming in the river.



The monkey and the crocodile became friends. One day ...

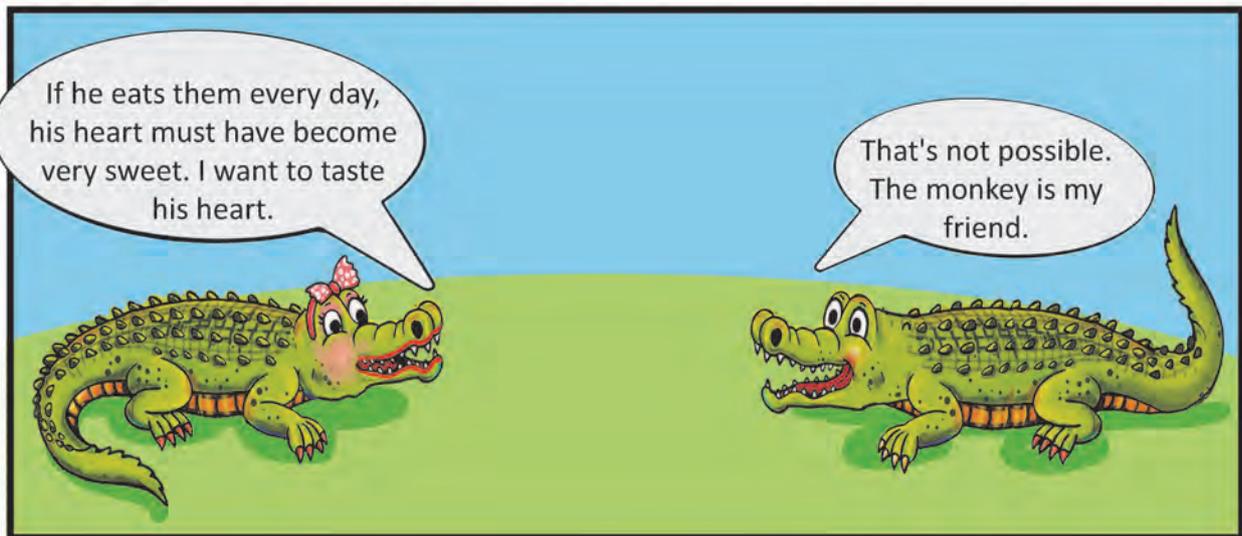
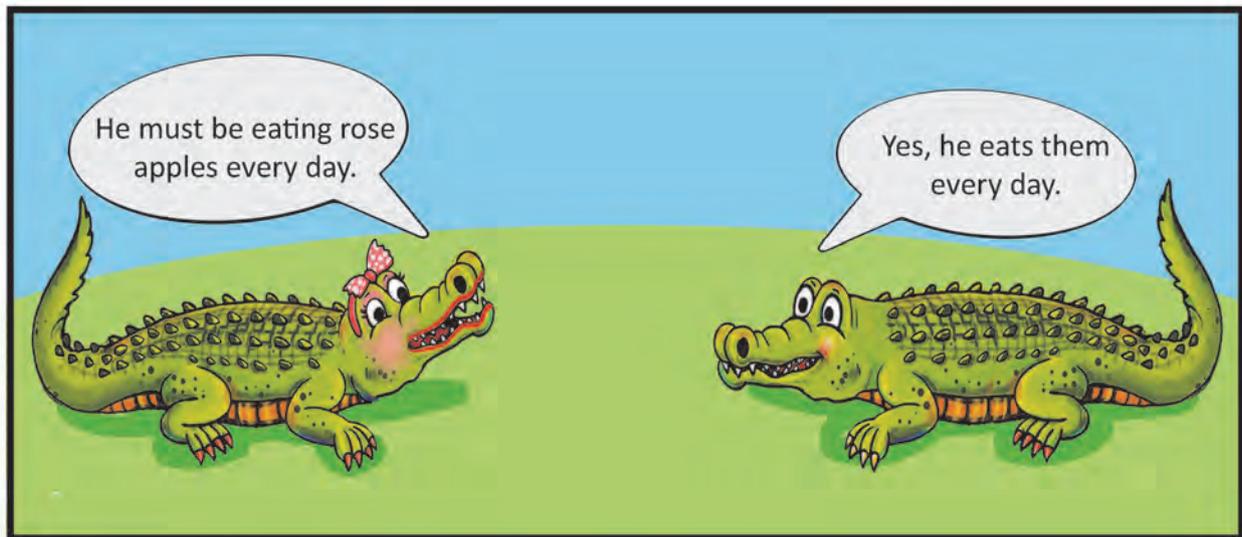
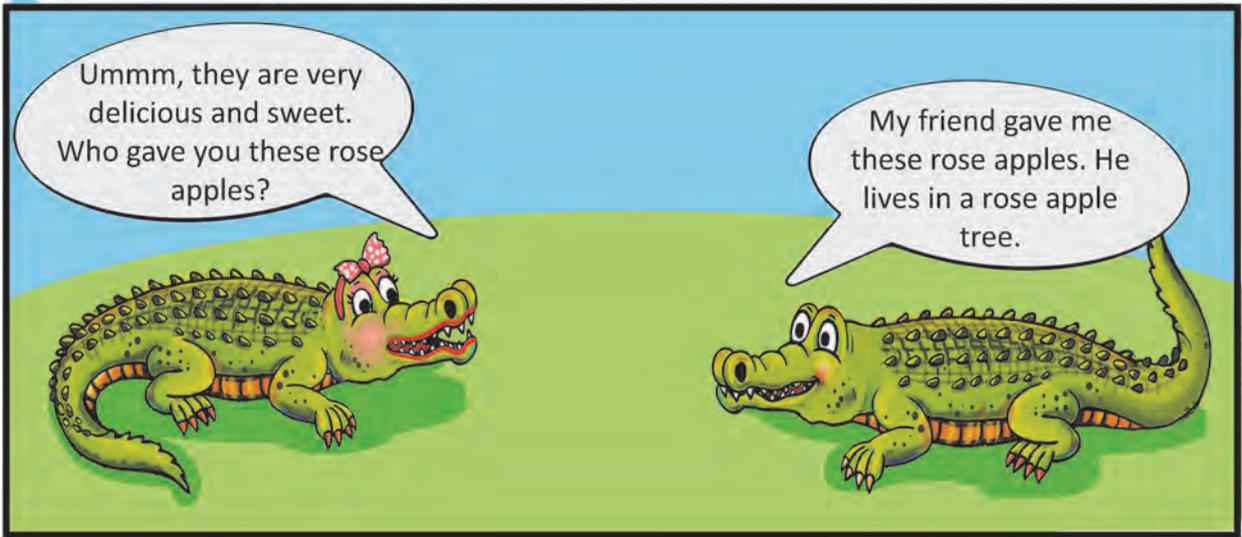


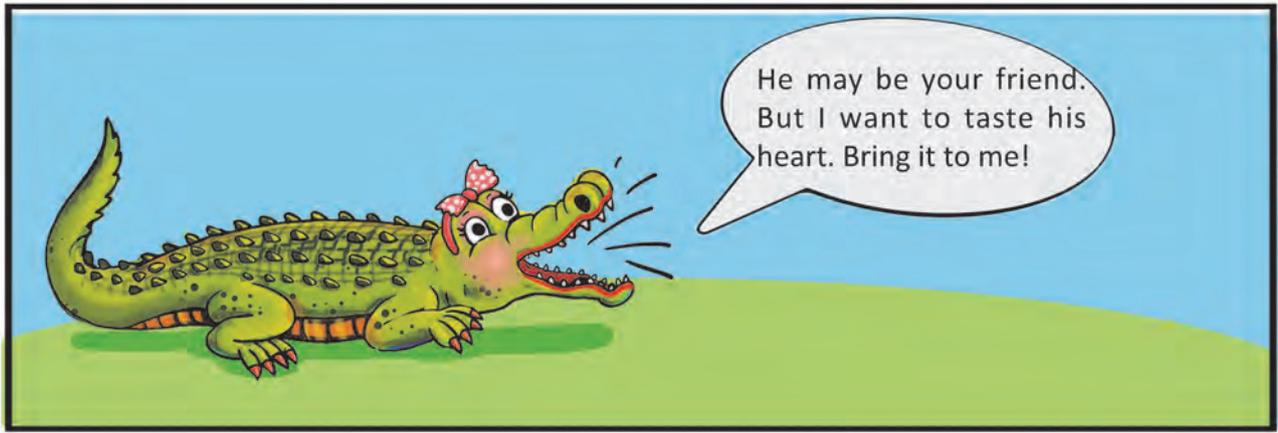
The monkey gave the crocodile some rose apples.



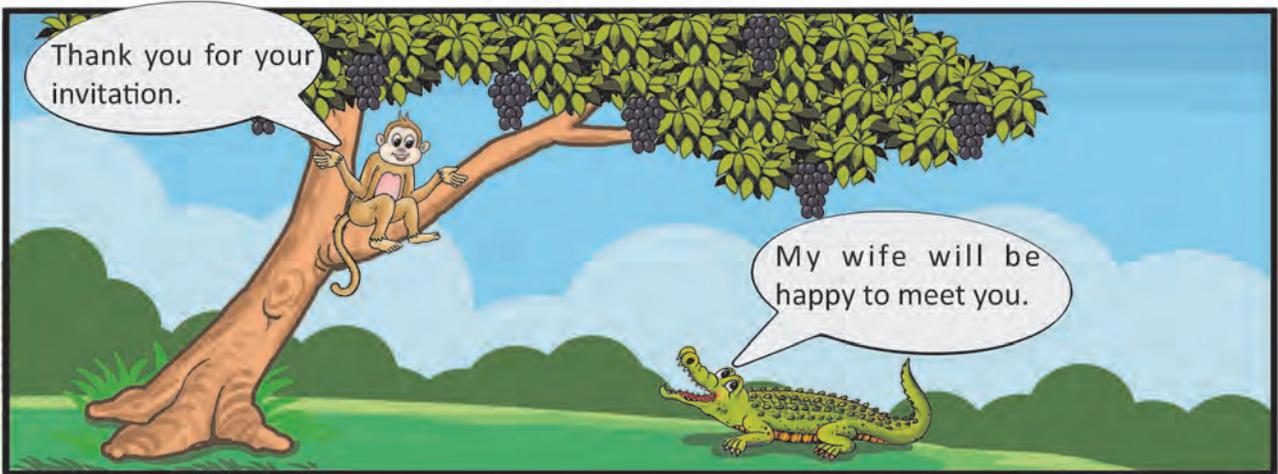
The crocodile visited the monkey every day. The monkey always gave him some rose apples. The crocodile was happy to eat them.

A few days later, the crocodile took some rose apples to his wife. She enjoyed eating the rose apples a lot.

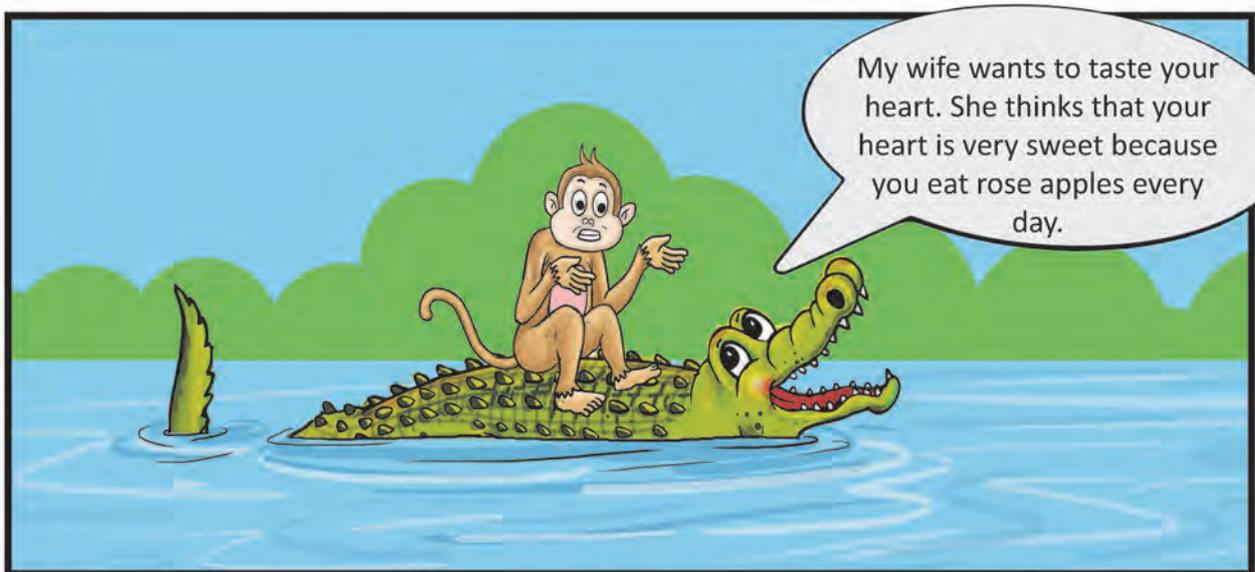




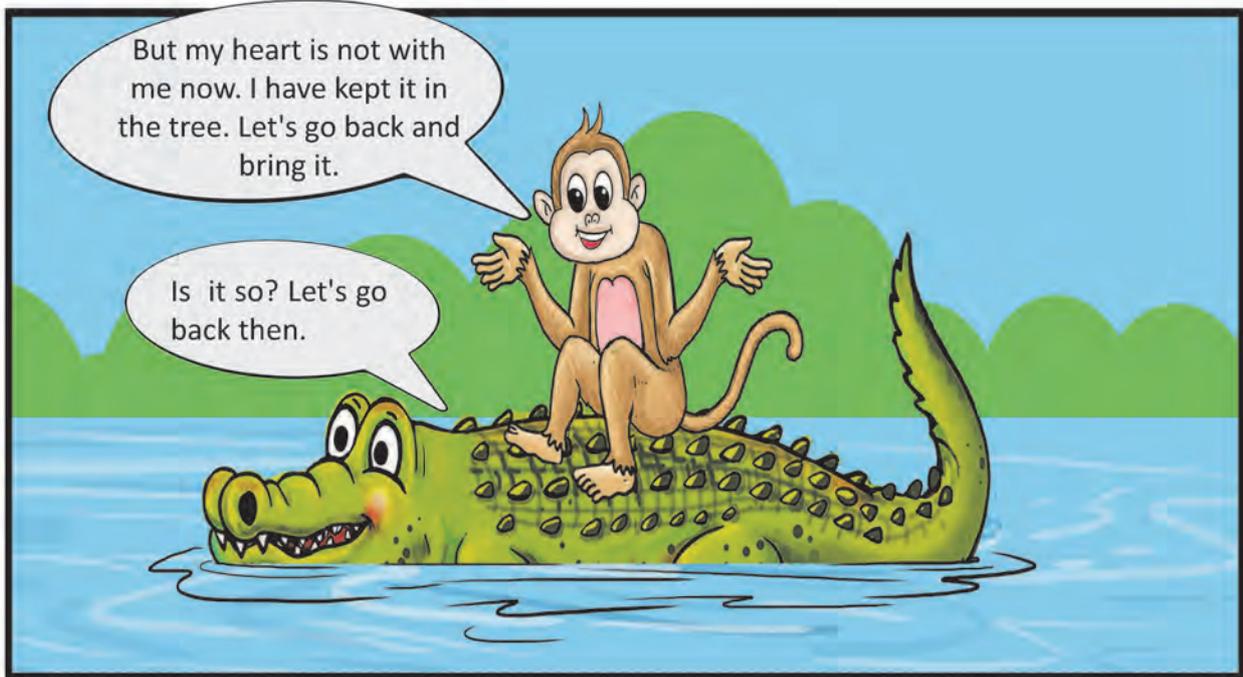
Next day, the crocodile went to meet the monkey. The crocodile invited the monkey to his home.



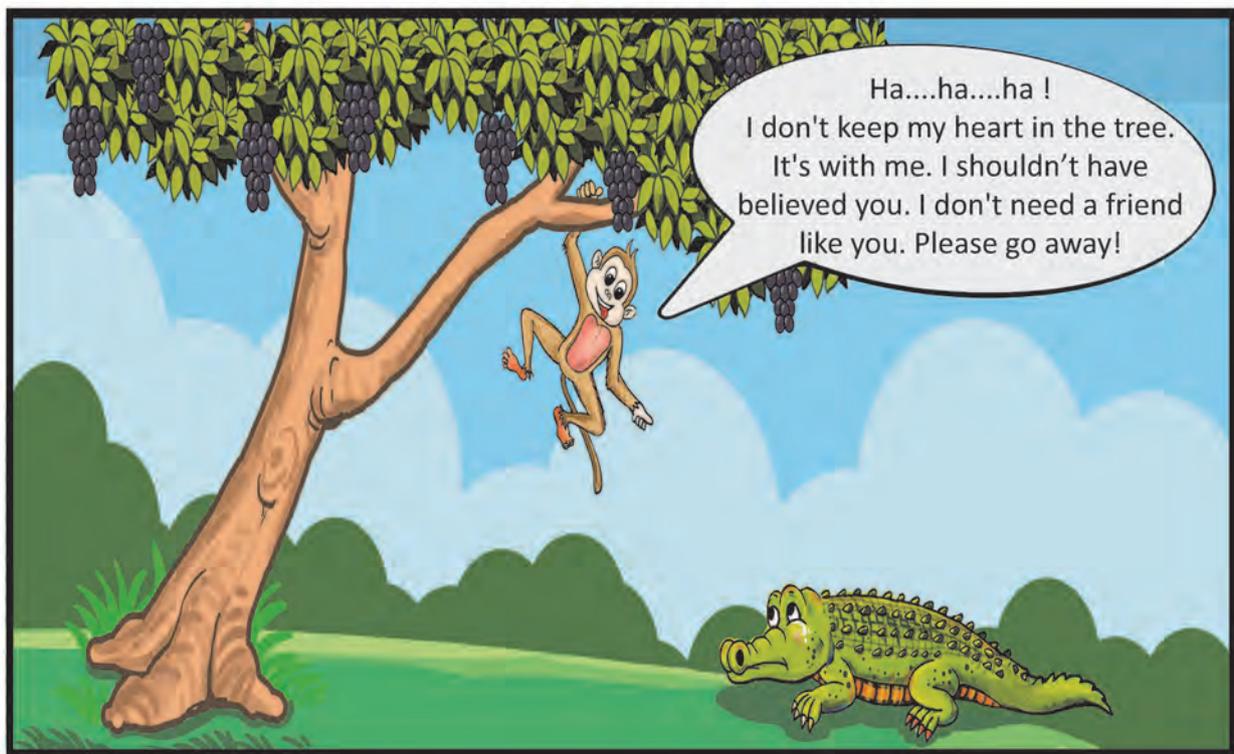
The monkey and the crocodile were on the way to the crocodile's home. In the middle of the river, the crocodile said :



The monkey was slightly worried but he quickly thought of an idea.



On reaching the bank, the monkey jumped onto it and climbed up the tree.



The crocodile was sad to lose his friendship with the monkey.

Let's see how much we have understood :

1. a) Answer the following questions:

- i) Where did the monkey live?
- ii) What did the monkey see in the river?
- iii) Who became friends?
- iv) What did the monkey give to the crocodile?



b) Say 'Yes' or 'No' :

- i) The crocodile lived in the river.
- ii) The monkey lived in an apple tree.
- iii) The monkey was hungry.
- iv) The rose apples were sweet.
- v) The monkey wanted to taste the heart of the crocodile.



c) Think and say :

What would you do if you were the crocodile, the monkey's friend?

2. You have found the word 'sweet' in the story. The word 'sweet' is used to describe the taste of rose apples. Now, choose words from the box which describe taste. Write down the words. One is done for you.

i) spicy

ii) _____

iii) _____

iv) _____

v) _____



3. a) There are three characters in the story.

- i) The male crocodile
- ii) The female crocodile

Now, name the third character.

iii) _____

b) Who is your favourite character and why?

I love because
.....

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

'A' Animals	'B' Where they live
bird	den
monkey	burrow
lion	tree
rabbit	nest

5. Read the following words aloud :

climb	thumb	comb	dumb
knee	know	knife	knob

☛ The teacher will explain that the 'b' in words with 'mb' is silent. Similarly, the 'k' in words with 'kn' is silent.

6. Read the following words. These are naming words :

monkey

crocodile

river

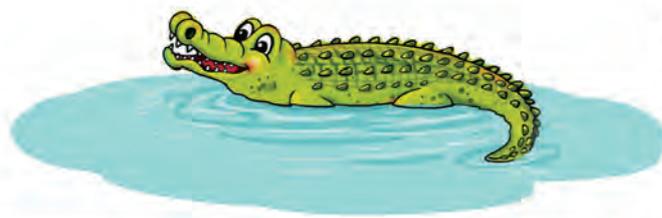
tree

Now, read the lesson again and try to find some more naming words and write them in the boxes given below:

7. Look at the pictures and read the sentences below :



The monkey is swinging on a tree.



The crocodile is swimming in the river.

Now, look at the picture and write down a sentence about it :



.....

8. The monkey and the crocodile were good friends. They talked with each other. The monkey shared rose apples with his friend. Write down a few things that you do with your friend. You may use words given in the bubble. One is done for you.

- i) I like to share toys with my friend.
- ii) -----.
- iii) -----.
- iv) -----.



9.a) Read the questions and answers :

Question 1 : Where did the monkey live?

Answer : The monkey lived in a rose apple tree.

Question 2 : What did the monkey give to the crocodile?

Answer : The monkey gave rose apples to the crocodile.

We can use 'wh' words like 'what', 'where', 'when', 'why' and 'how' to ask questions.

b) Write down questions to get the given answers:

Question 1: _____

Answer : The crocodile lived in the river.

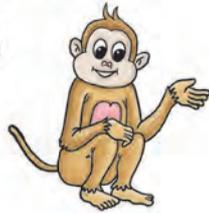
Question 2: _____

Answer : The crocodile gave his wife rose apples.

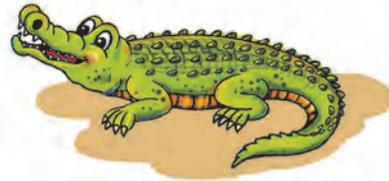
• The teacher will focus on 'wh' questions and help learners practise them.

c) When the monkey and the crocodile met for the first time, the monkey asked the crocodile a few questions. Look at the answers of the crocodile and write down the questions :

What _____
_____ ?



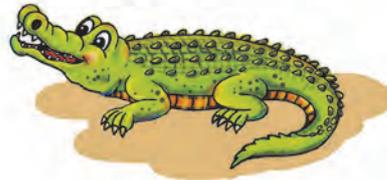
My name is crocodile.



Where _____
_____ ?



I live in the river.



d) Which of the following marks is used at the end of questions?



☛ The teacher will help learners understand the use of punctuation marks given in 9.d).

10. Read the sentences about actions that happened in the past :

- The monkey gave the crocodile some rose apples.
- The crocodile took some rose apples to his wife.

Now, write down two things that you did yesterday. You can take help from the word cards given below:

i) I

ii) I

talked to a friend

helped mother in cooking

played football

listened to music

swam in the lake

went for a walk

11. Let's read the following sentences :

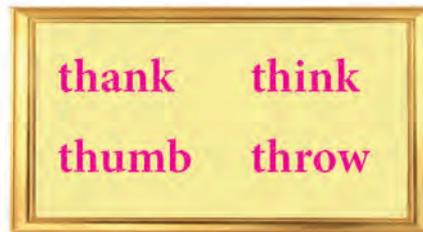
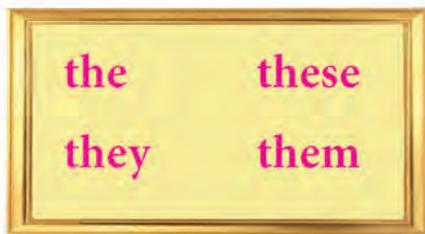
- i) He eats rose apples every day.
- ii) I like to eat rose apples.
- iii) We love to eat rose apples.
- iv) She likes to eat rose apples.

Read the sentences carefully. Notice the underlined words. Some words end in 's' while some do not have 's' at the end. Think about when we use 'I', 'he', 'she', 'we', or 'they' with these words. Now, write the words that are used before the underlined words.

i) ii)

iii) iv)

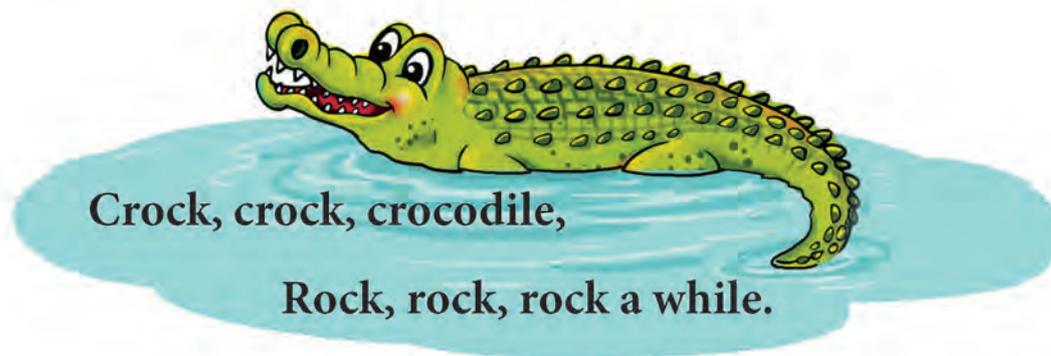
12. Read the words aloud :



13. Read the story again. Find words beginning with 'th' and write them down :

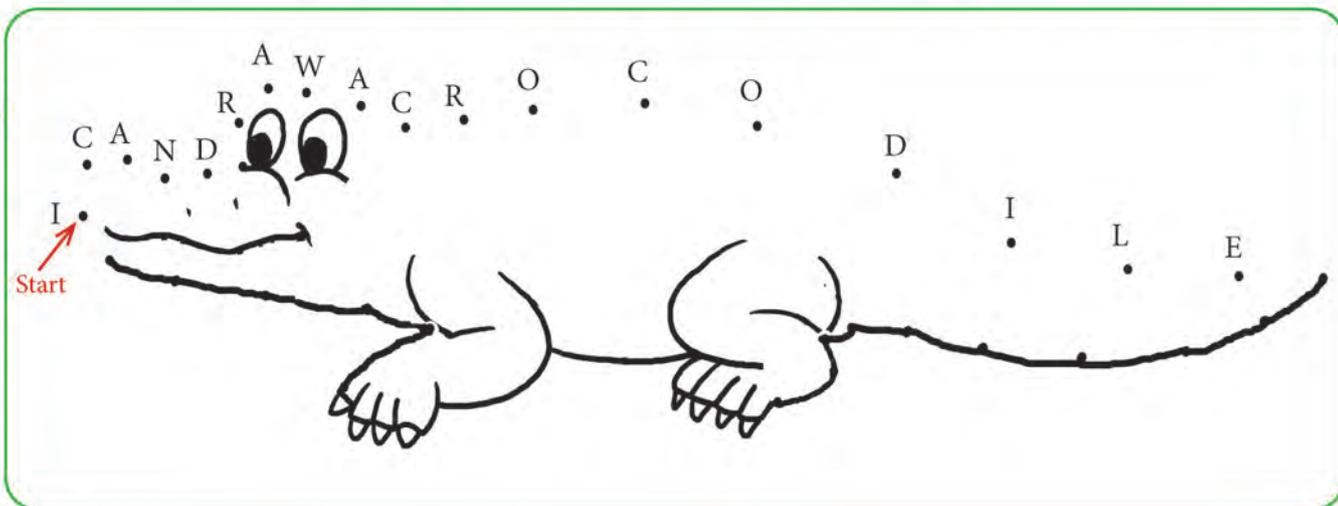


14. Say as fast as you can :



• The teacher will help learners practise more words with the 'th' combination of letters but with different pronunciation.

15. Listen to your teacher and follow the instructions to find out the sentence :



Read aloud the sentence and then write it down :

.....

16. Look at the pictures and say the names of the birds:



- The teacher will say the letters one by one and ask the learners to join the letters with a pencil as they hear them (e.g : T-H-I-S etc.) in activity no. 13.
- The teacher will help learners to say the english names of the birds.

17. Let's recite the rhyme of Little Robin Redbreast and Pussy-cat:

Little Robin Redbreast



Little Robin Redbreast
Sat upon a tree;
Up went the Pussy-cat,
Down went he.

Down came Pussy-cat,
Away Robin ran;
Says Little Robin Redbreast
"Catch me if you can."



18. Add rhyming words to the list and say them aloud :

i) tree : see , _____

ii) ran : fan , _____

19. Write down the opposites of the following words from the poem:

up

she

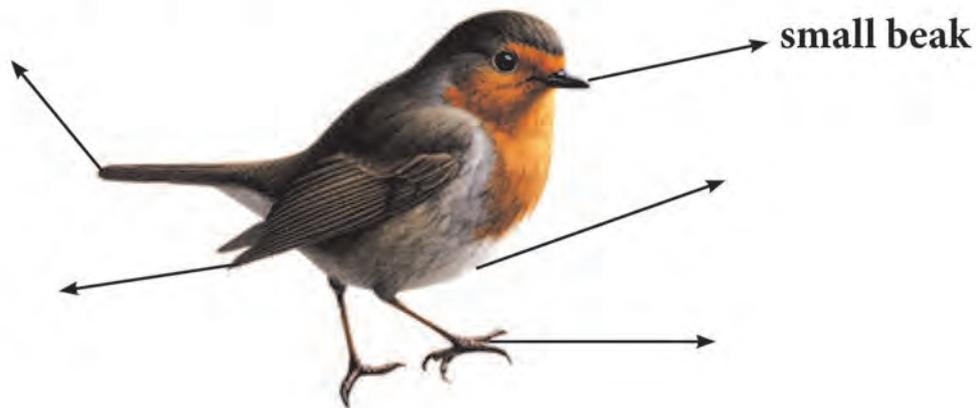
came

20. Complete the sentences :

i) Little Robin Redbreast is a _____.

ii) Pussy-cat is a _____.

21. Look at the picture of the bird. It is a Little Robin Redbreast. Write a few words to describe the bird. One is done for you.



22. Let's look at the pictures and answer the questions. One is done for you:



Question : Where is Little Robin Redbreast?

Answer : It is behind a rock.

Question : Where is Little Robin Redbreast?

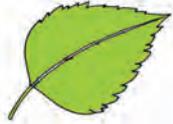
Answer : _____

Question : Where is Pussy-cat?

Answer : _____



23. Let's read :



leaf

leaves



knife

knives



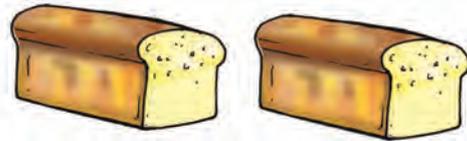
calf

calves

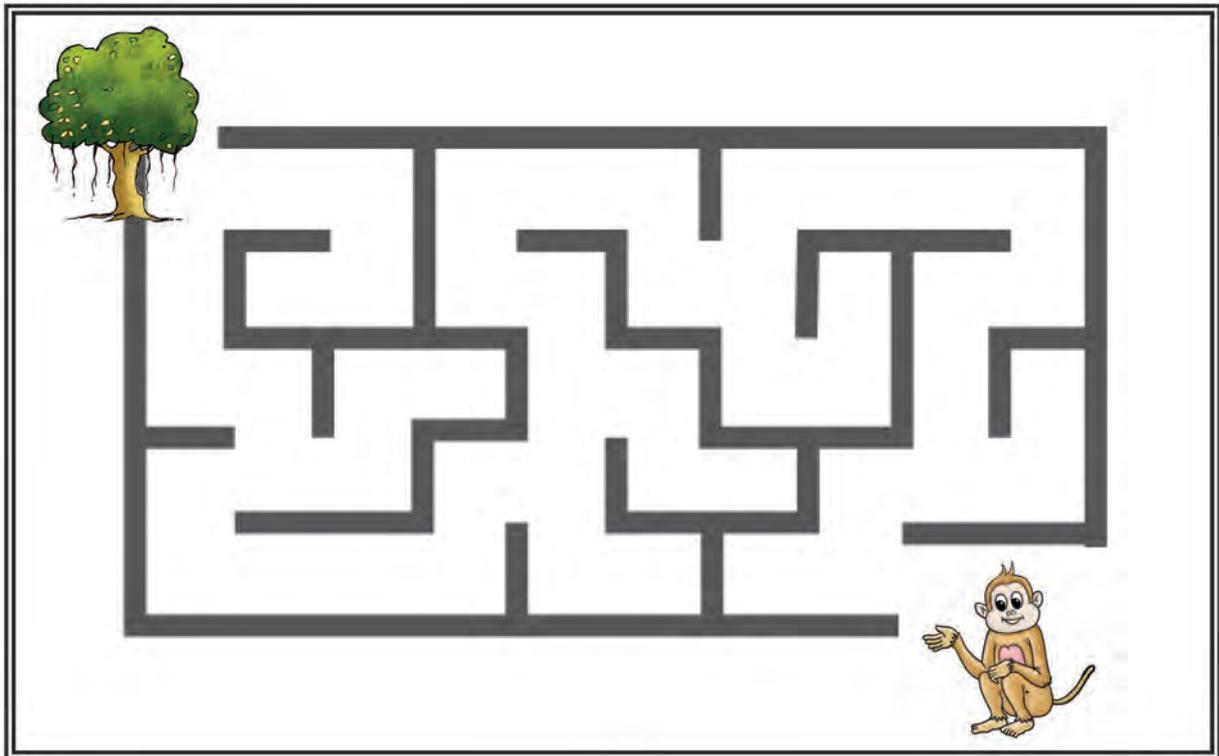


loaf

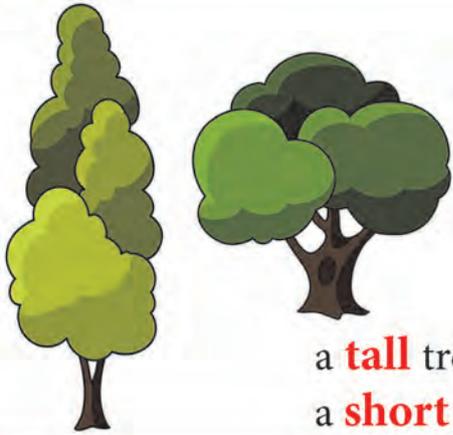
loaves



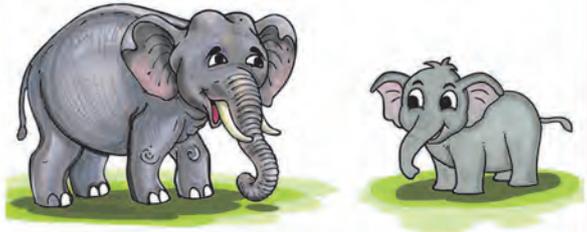
24. One day a monkey lost his way while he was looking for fruits. Help him find his home.



25.a) Look at the pictures and read :



a **tall** tree
a **short** tree



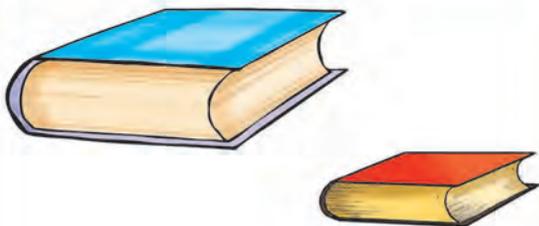
a **big** elephant
a **small** elephant



a **day** sky
a **night** sky



a **happy** face
a **sad** face



a **thick** book
a **thin** book



a **young** man
an **old** man

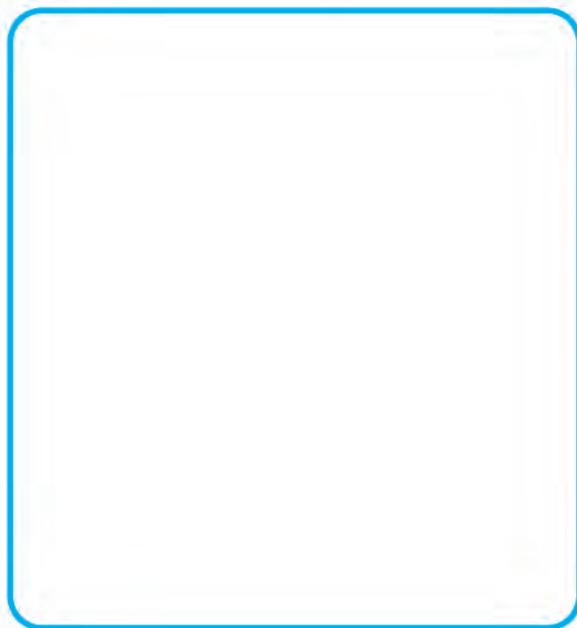
b) Now, write down at least four sentences with some of these opposite words in your notebook .

26. Draw the following objects in the boxes :

a long pencil



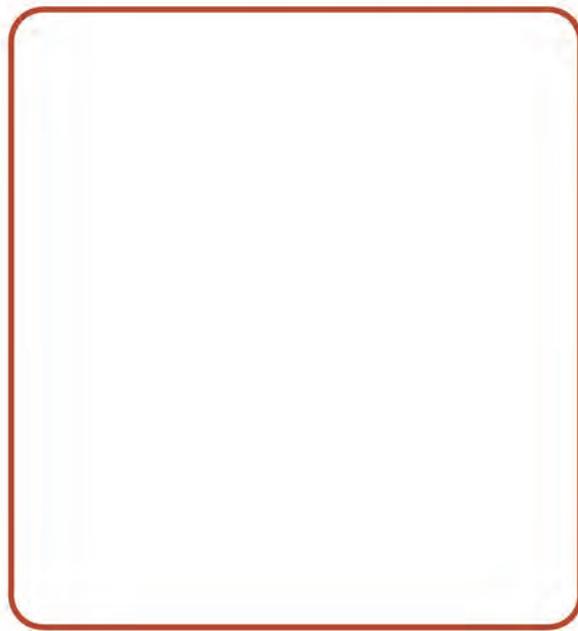
a short pencil



a night sky



a day sky



A NOTE TO THE TEACHER

Lesson 2 : The Moneky and the Crocodile

Theme : Friendship

This lesson focuses on identifying different values and life skills including friendship, problem solving, decision making, critical thinking, etc.

● **Picture pages :**

- ▶ Use picture pages for observation and discussion.
- ▶ Encourage children to answer questions based on the picture.

● **Poem :**

- ▶ Help children to recite the poem 'Little Robin Redbreast' with proper pronunciation, stress, intonation and expression in Activity 17.
- ▶ Focus on the rhyming words : tree -he, ran-can, sat-cat, he-me in Activity 18.

● **Story in cartoon format (listening text) :**

- ▶ The pictures in the textbook will help learner to visualise.
- ▶ Focus on listening comprehension in the story 'The Monkey and the Crocodile'. Ask children questions based on the story in activity 1. (a), (b), (c).

● **Listening :**

- ▶ The story in cartoon format will help learners to visualise the story of two friends.
- ▶ The teacher will read the story aloud with correct pronunciation, voice modulation and actions.
- ▶ Add activities on listening like dictation, word-antakshari-(mango-omlette-elephant).
- ▶ Ask children to listen to the instructions and follow.

● **Phonological awareness :**

- ▶ Help children to identify 'th' sound in 'the' and 'th' in 'thank' in Activity 12.
- ▶ Practise words that ends with 'mb' where 'b' is silent and 'kn' where 'k' is silent in Activity 5.

● **Reading :**

- ▶ Help learners to read words and familiar sentences in Activity 25.a) and 25.b).
- ▶ Assist learners to read familiar words and their plural form in Activity 23 and antonyms in Activity 25.a).
- ▶ Help learners to read simple phrases, comprehend and draw in Activity 26.

● **Writing :**

- ▶ Guide children to write words and sentences, ask questions in Activity 2, 8, 9.b) and 10.
- ▶ Encourage children to write a sentence by looking at the picture in Activity 7.
- ▶ Encourage children to write sentences with opposite words in Activity 25.b).

● **Grammar :**

- ▶ Help children to write questions beginning with 'wh'- in Activity 9.b) and 9.c).
- ▶ Introduce children to the use of punctuation marks with special emphasis on the question mark in Activity 9.d).
- ▶ Give children the concept of the use 's' at the end of a verb in Activity 11.
- ▶ Introduce children with prepositions like 'behind', 'upon', 'down', 'on' etc. in Activity 22.
- ▶ Encourage children to know words and their opposites in context in Activity 19 and 25.a).

Lesson
3

Kanaklata Barua - A Brave Young Woman



C4Q6D2



Let's talk :

What do you see in the picture ?

When do we hoist the national flag in school?

☛ *The teacher will sum up the discussion by telling learners briefly about the Indian Independence Movement.*

Let's read:

During the time of the British rule, there lived a girl named Kanaklata Barua. She was born on 22nd December, 1926 at Borangabari, Gohpur in Assam. She loved her motherland and wanted to free it from British rule. When Kanaklata was just 17 years old, she joined the Quit India Movement. The aim of the movement was India's freedom.

On 20th September, 1942, she led a procession carrying the tricolour flag. She wanted to hoist the flag at the local police station. The police warned her and tried to stop the procession. But Kanaklata did not stop. She went on walking, holding the flag flown high. The police started firing. She lost her life for her motherland, India. She was a brave young woman who is remembered for her selfless love for the country.



1. a) Let's read the words aloud :

rule

selfless

freedom

movement

b) Lets learn meaning of some words :

wanted : wish for a particular thing

joined : got involved in an activity

warned : made someone aware of a possible danger

2. Let's see how much we have understood :

a) Answer the following questions:

i) Where was Kanaklata Barua born?

.....

ii) How old was Kanaklata Barua when she joined the Quit India Movement?

.....

iii) What was Kanaklata Barua carrying during the procession?

.....

iv) Where did Kanaklata Baruah want to hoist the flag?

.....

v) "She was a brave young woman ." Who is 'she' referred to here?

'She' refers to

vi) "She wanted to free it from the British rule." Who is 'it' referred to here?

'It' refers to.....

- The teacher will help learners understand the meaning of new words in the context of the lesson.
- The teacher will ask the learners to infer the meaning of words in 1(a) from the context.

b) Pick words from the box and fill in the blanks to complete the sentences given below :

loved stop sacrificed brave hoist

- a) Kanaklata Barua was a _____ young woman.
- b) Kanaklata Barua _____ her motherland.
- c) Kanaklata Barua wanted to _____ the flag.
- d) The police tried to _____ her.
- e) Kanaklata Barua _____ her life for her motherland.

3. Let's read the sentences :

Kanaklata Barua loved her motherland.
She wanted to free her motherland from British rule.

Now, write two sentences about the things that you do to show your love for your motherland:

i)

ii)

4. a) Listen to these words and say them aloud :

blue glue clue true
rule June tune tube

☛ *The teacher will point out in 4. a) the long 'u' sounds and how the letter patterns make the words rhyme.*

b) Read the following pairs of words aloud :

lead - led

keep- kept

become - became

give - gave

take - took

run - ran

c) Now, make sentences using any two pairs of words. One is done for you.

run : I **run** in the playground every morning.

ran :Yesterday, Rohan **ran** quickly to catch the bus.

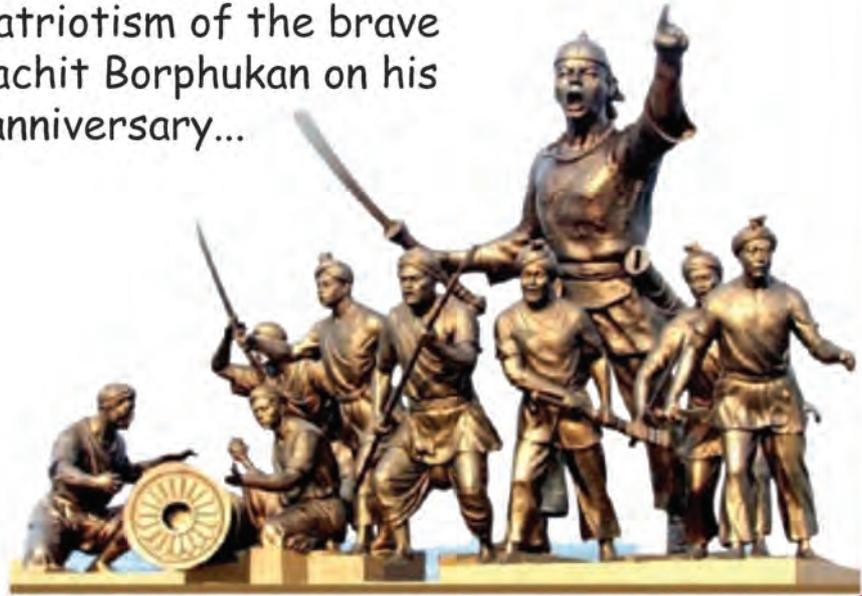
5. We found the words 'lived' and 'loved' in the lesson. Now, read the lesson again and find words that have "-ed" at the end. Write down the words in your notebook.

7. a) Look at the poster :

LACHIT DIVAS

November 24

Remembering
the valour and patriotism of the brave
Ahom General Lachit Borphukan on his
birth anniversary...



b) Now, say 'Yes' or 'No' :

- i) The poster is about the birth anniversary of Lachit Borphukan.
- ii) Lachit Borphukan's birth anniversary is on November 24.
- iii) Lachit Borphukan was a brave British hero.

c) Read the following information about Lachit Borphukan :

Lachit Borphukan :	An Ahom General
Birth :	November 24, 1622
Death :	April 25, 1672
Battle fought :	Battle of Saraighat.

- The teacher will explain the meaning of the words 'valour' and 'patriotism' to the learners.

8. Look at the picture :



Now, think and answer :

- i) What are the boys and the girls doing ?
- ii) Who among the four love their country?
- iii) Do you throw wastes on roads or at public places ?
- iv) If someone throws garbage on the road, what should you do ?



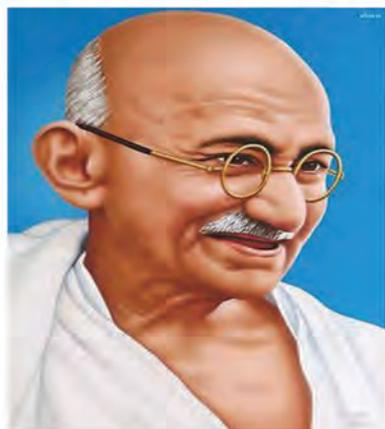
9. a) Draw our national flag in the box and colour it:



b) Now, write three sentences on our national flag :



10. Look at the pictures. They are some famous personalities who contributed to their motherland in different ways. Work with your friend and try to write down their names. You can take help from the names given in the box below. Your teacher will help you.



APJ Abdul Kalam

Subhas Chandra Bose

Jyoti Prasad Agarwala

Sarojini Naidu

Bishnu Prasad Rabha

Mahatma Gandhi

☛ The teacher will tell learners about the contributions made by these famous personalities to their motherland.

11. a) There are many ways in which people express their care and concern for others and their country. Kanaklata Barua gave her life for her country. Others like Florence Nightingale saved many lives through her tireless work. Let's read to know Florence Nightingale.

The Lady with the Lamp

Florence Nightingale was born on 12th May, 1820 in Florence, Italy. She wanted to help people. So, she spent her life serving the poor and people suffering from illness.



Florence set up a nursing school in London. She took great care of the injured soldiers during the Crimean War.



Florence Nightingale carried a lamp at night and treated people suffering from illnesses. So, she was called ‘The Lady with the Lamp’.



We celebrate Florence Nightingale's birthday as International Nurses' Day.

13. a) Let's read the following pairs of words:



b) Choose the correct words from the brackets and complete the sentences :

- i) I want _____ (two/too) chocolates.
- ii) I saw a _____ (deer/dear) in the jungle.
- iii) Florence Nightingale always carried a lamp at _____ (night/knight).
- iv) I want to _____ (be/bee) a nurse when I grow up.

14. Listen and repeat the following words:

hoist moist noice voice

Now, write 'oi' in between the given letters to make a word. One is done for you.

- i) j _ _ _ n → join
- ii) f _ _ _ l → _____
- iii) b _ _ _ l → _____
- iv) c _ _ _ l → _____
- v) s _ _ _ l → _____

15. There are many people who help us and make our daily life easy. Read about the people and match them with their description.

i) a person who protects our country



Doctor

ii) a person who grows crops and vegetables



Soldier

iii) a person who takes care of our teeth



Carpenter

iv) a person who makes furniture



Dentist

v) a person who treats us when we are sick



Farmer

16. Let's role play :



What are you doing, grandfather ?

Oh! Surajeet! come here. I am reading an autobiography of Dr. A.P.J. Abdul Kalam.



What is the name of the book?

'Wings of Fire'. Do you know who is A.P.J. Abdul Kalam?



Yes, grandfather. He was a scientist and was also the President of India.

Very good! He is also called the Missile Man of India.



What is a missile, grandfather?

Of course, Surajeet. Let's go to the library to know more about missiles.



17. Complete the conversation between Surajeet and his sister :



Mala, Grandfather told me about a book yesterday.

What is the name of the book?



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

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



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

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



18. Listen and write :

brave	December	motherland	movement
freedom	flag	station	country
people	help	illness	soldier

☛ The teacher will dictate the words from activity 18.

19. Let's solve the Word Puzzle :



S		O	W					
			A					
	S			A	R			
			E					
		R			P			H
								E
					O		E	
		G		O	W			
			V	E	R			
R			W					
D		S	H					



A NOTE TO THE TEACHER

Lesson 3 : Kanaklata Barua-A Brave Young Woman

Theme : Patriotism

This lesson focuses on patriotism, love for one's own country and desire to defend it.

● **Picture pages :**

- ▶ Use picture page at the beginning of the lesson for observation and discussion.
- ▶ There are texts based on picture in the lesson for example in Activity 7.b) and 8.a).
- ▶ Encourage children to answer questions based on these pictures.

● **Listening :**

- ▶ Dictate words from the text to develop listening as given in Activity 13.a), 14 and 18.

● **Phonological awareness :**

- ▶ Help them to identify and practise words with the long 'u' sound and 'oi' sound in the middle as in Activity 4.a) and 14.a) respectively.

● **Reading :**

- ▶ Motivate to read aloud the texts provided, to develop correct pronunciation and for comprehension.
- ▶ Encourage and assist learners in reading about Florence Nightingale to develop the values of love and care and helping others.
- ▶ Encourage learners to read information in Activity 7.c).

● **Writing :**

- ▶ Guide children to write small sentences in order to answer the textual questions, as in Activity 2.a).
- ▶ Help learners to pick words and fill in the blanks, in Activity 2.b).
- ▶ Engage learners to write sentences on their own, as in Activity 3, 4.c) and write sentences based on the text as in Activity 7.c) and 11.c).
- ▶ Help learners to complete the conversation in writing as given in Activity 17.

● **Grammar :**

- ▶ Introduce new forms of words to the learners as given in Activity 4.b).
- ▶ Help learners to use the different forms of word in sentences as given in Activity 4.c).
- ▶ Guide children to use the connecting word 'because' in sentences in Activity 6.a).

Lesson
4

Ritu's Phone



Let's look at the picture. This is a store of electronic items.



Which of the following items do you see in the picture? Put a tick (✓) in the circle.

computer desktop



laptop



umbrella



mobile phone



juice



headphone



books



refrigerator



Which of the following activities do you like to do? Discuss with your friend.

watch television

play outdoor games with my friends

listen to stories on a mobile phone

listen to stories from my grandparents

Let's read :



Ritu had a small phone. He loved playing games and watching videos on his phone.



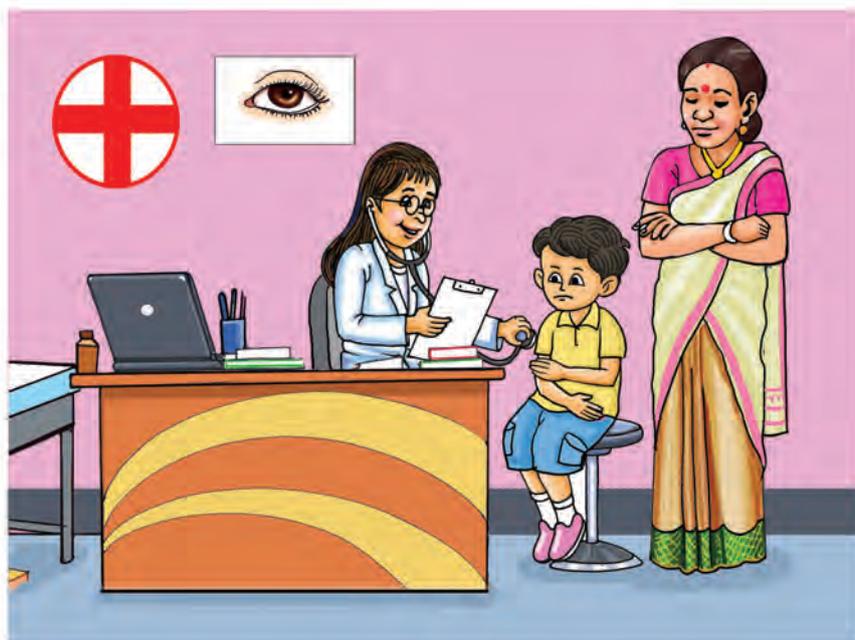
Ritu spent his leisure time playing games and watching videos on his phone. Sometimes he even missed his meals. He was always busy on his phone. He stopped going out and playing with his friends.

☛ The teacher will give model reading of the lesson focusing on the new words.

One day, he came to his mother rubbing his eyes and said, “Mother, I’m not feeling well, I feel sleepy all the time.”



Ritu’s mother took him to a doctor. She told the doctor about Ritu’s overuse of the mobile phone. The doctor prescribed some medicines.



The doctor said a few things to Ritu, “Dear Ritu, phone time is like eating a chocolate. A little is fine but too much is bad.” Ritu realized his mistake.

Let's read these words :

forget

realize

exercise

leisure

medicines

mistake

prescribe

1.a) Let's read the words in column 'A'. The meaning of each word is given in column 'B'. Try to guess the meaning of each word and then match. One is done for you.

Column A	Column B
Words	Meaning
forget	free time
realize	error, fault
leisure	fail to remember
mistake	become fully aware of something, understand clearly.

b) Let's read the following words aloud :

game

name

fame

same

fine

line

dine

nine

leisure

measure

pleasure

treasure

Let's check how much we have understood :

2. a) Answer the following questions:

- i) What did Ritu love to do with his phone?
- ii) What did Ritu say to his mother one day?
- iii) What did the doctor say to Ritu?
- iv) How did Ritu spend his leisure time ?
- v) What affected Ritu's health?

b) Write down the answers of the following questions :

i) "Mother, I am not feeling well..." ____ Who is 'I' referred to here?

Answer : 'I' referred to here is _____.

ii) "Ritu's mother took him to a doctor..." ____ Who took whom to a doctor?

Answer: _____ took _____ to a doctor.

iii) "She told the doctor about Ritu's..." ____ Who is 'she' referred to here?

Answer : 'She' referred to here is _____.

iv) What did the doctor say to Ritu?

Answer : _____.

c). Read the following statements. Write True or False.

i) Ritu's mother spent too much time on her mobile phone.

ii) The doctor advised Ritu to spend less time on his phone.

iii) Ritu did not play with his friends because he was on his phone.

iv) Ritu's eyes felt tired because of reading storybooks.

v) Ritu realized his mistake.

3. Think and answer:

i) Ritu's eyes felt tired because of using the mobile phone for a long time. Discuss with your friend and write down any two problems you might face for using a phone for a long time?

ii) If you were given a mobile phone, what would you do?

4. a) We have found the following words in the lesson. Each word ends with 'ing'.

playing	doing
watching	eating

Now, read the lesson again and underline the words ending with 'ing'.

b) Add 'ing' to the following words and rewrite the words:

sleep		_____
spend		_____
look		_____
start		_____

c) Complete the following sentences using am/is/are :

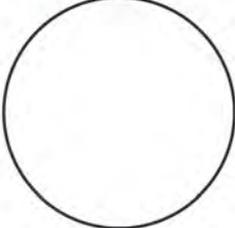
- i) He _____ watching television.
- ii) They _____ singing in the classroom.
- iii) She _____ reading a book.
- iv) We _____ playing a guitar.
- v) I _____ cooking with my mother.

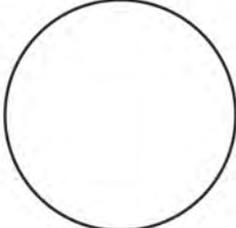
5. Read the following sentences. Put(?) or (.) at the end of the sentences:

- i) My name is Annie
- ii) Can I go outside to play
- iii) I help my mother in the kitchen
- iv) Can I use your mobile

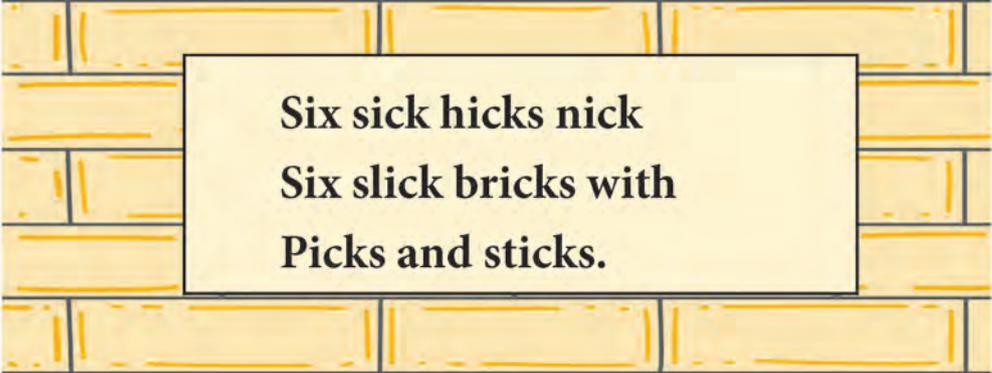
6. a) Read and draw. One is done for you.

a crying face → 

a happy face → 

a sad face → 

b) Say as fast as you can:



**Six sick hicks nick
Six slick bricks with
Picks and sticks.**

7. a) Read the following sentences given in the bubbles. These are a few Dos and Don'ts that Ritu's mother shared with him :

Wake up early in the morning.

Don't overuse the mobile phone.

Water the plants in the garden.

Don't eat junk food.

Do your homework regularly.

Wash your hands with soap before and after eating.

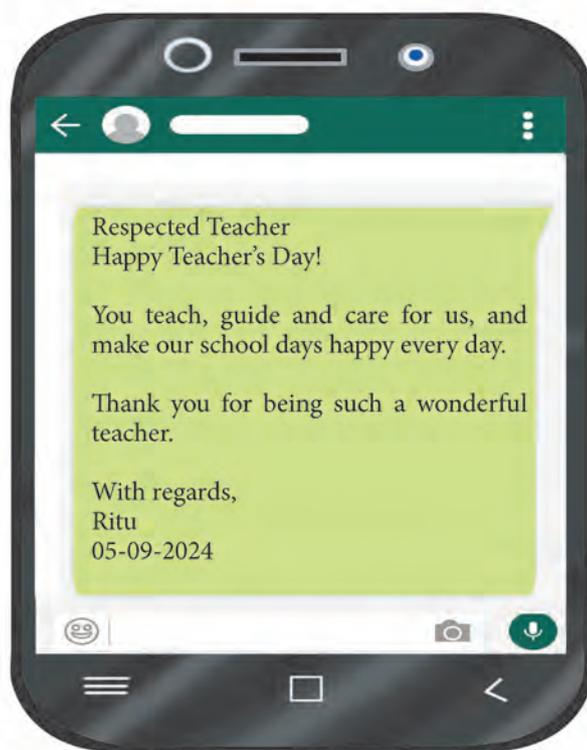
Don't talk while eating.

Play outdoor games.

b) In groups, discuss which of the above you should do and which you should not do. Write down the **Dos** and **Don'ts** in the given column :

Dos	Don'ts
1. Wake up early in the morning.	
2.	
3.	
4.	
5.	

8. a) Read the message written by Ritu on teacher's day:



b) Now, write a message to your teacher wishing her/him a 'Happy New Year' in the box given below :

A large rectangular box with a pink border, containing five horizontal lines for writing a message.



9. Listen to the passage carefully, then answer the questions :



One day Ritu and his father went to a fair. Ritu bought balloons, a colourful hat and bangles for his sister. His father did not have cash with him to pay the bill amount. So, he paid the bill using the mobile phone. Ritu enjoyed a lot riding the fairy wheel. His father took some photographs of the exciting moments. After that, they had some snacks and juice, and returned home. While returning back, they fuelled their car. Ritu's father paid the money by scanning the QR code. He said to Ritu, "If we use our mobile phone for good things, it is a blessing for us."

Now, answer the following questions orally :

- i) Where did Ritu and his father go?
- ii) What did Ritu buy for his sister?
- iii) How did Ritu's father pay the bills?
- iv) What did Ritu's father say to him while returning home?

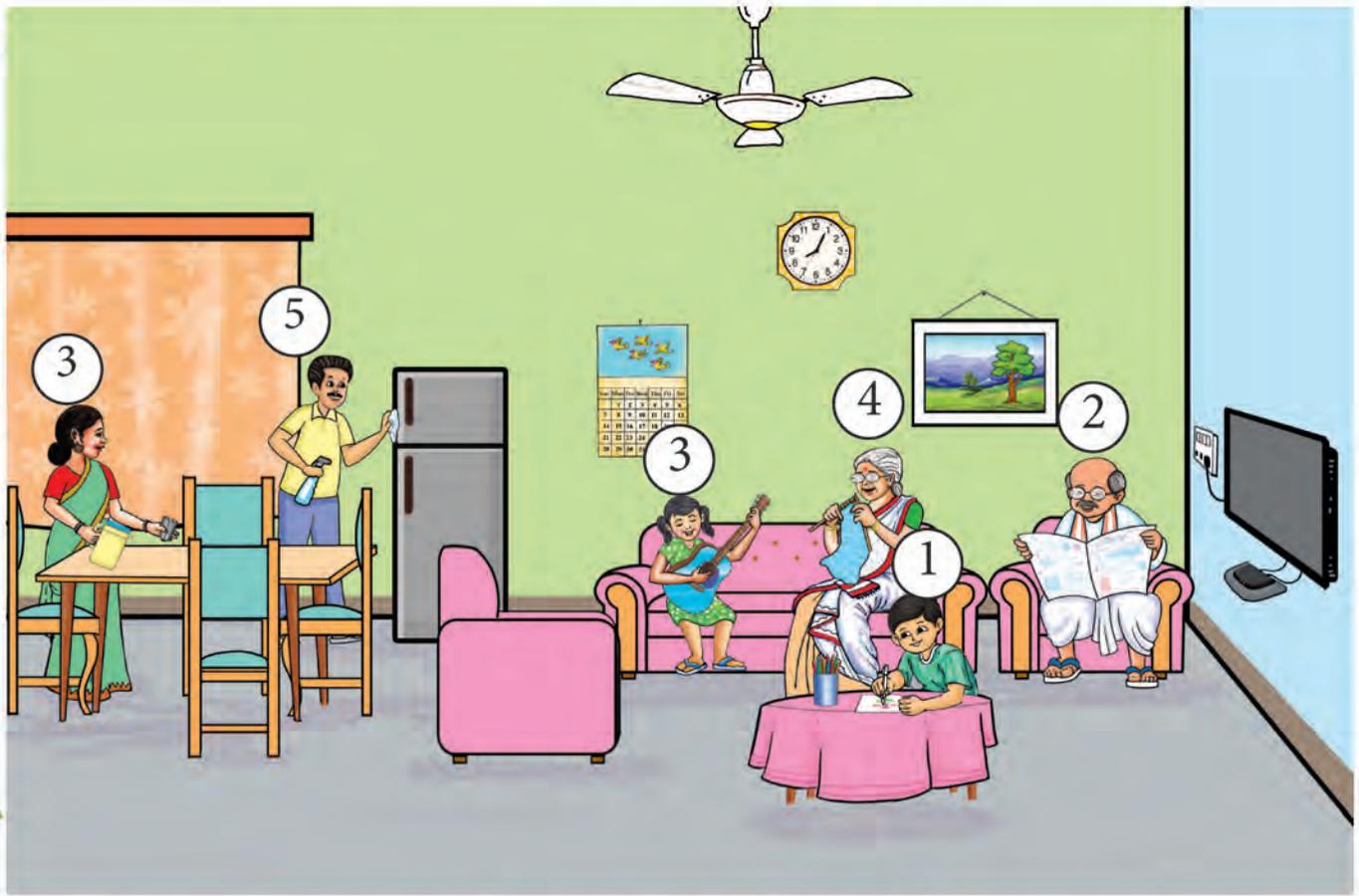
10. a) Look at the picture. Tell the story.

Annie Found a Mobile Phone



☛ *The teacher may help the learners if they need help.*

b) Look at the picture. This is how Ritu's family spent the weekend.



Now, read the sentences below. Identify and write the correct numbers to match the sentences. One is done for you.

i) Father is cleaning the fridge.

5

ii) Mother is offering water.

iii) Grandfather is reading a newspaper.

iv) Grandmother is knitting a muffler.

v) Ritu is colouring a picture.

vi) Ritu's sister is playing a guitar.

11. a) Let's read :



I am a cell phone. I need a cell to run. The cell is a battery. You can carry me along wherever you go. So, I am also called a mobile phone.

I am a computer. I can do a lot of things. You can send mails, watch movies, play games and listen to music. I need the internet to send mails. These mails are called e-mails. You must take help of your parents to run me.



I am a television. People also call me TV. I have a screen. I have a switch to turn me 'on' and 'off'. You can watch cartoons, movies and news on me. You can use a remote control to change my channels.

I am a laptop. I am smaller and lighter. You can place me on your lap while using. My screen fold over my keyboard and make it easy to carry.





b) Fill in the blanks to complete the sentences :

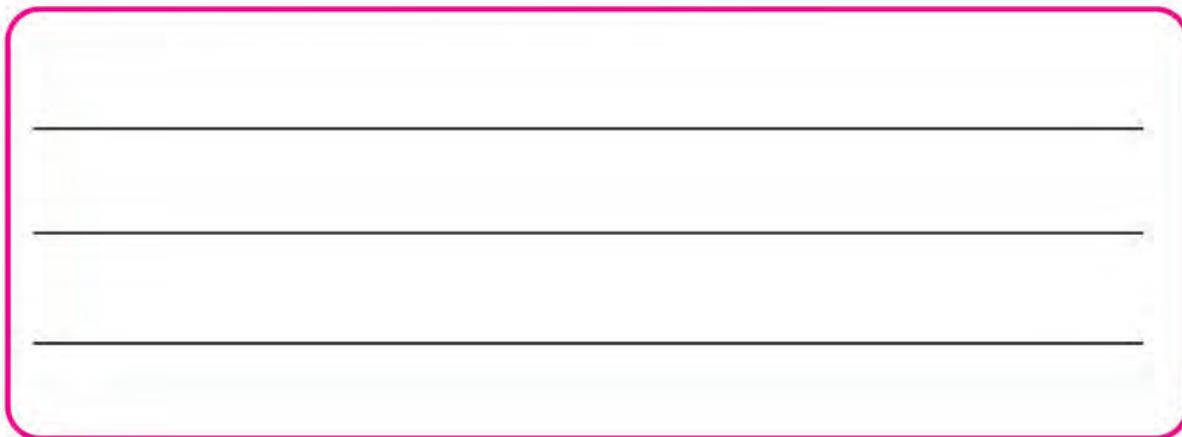
i) I am a cell phone, I have _____.

ii) I need the _____ to send e-mails.

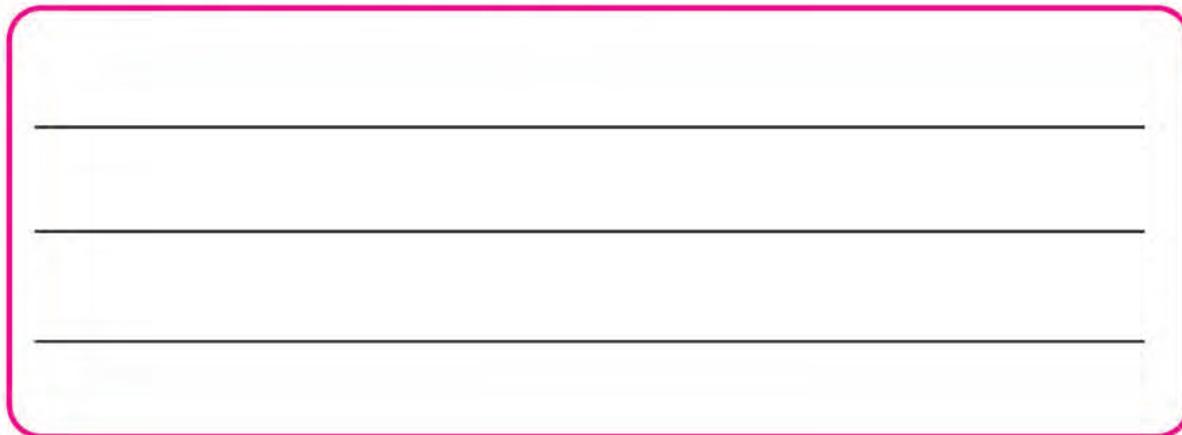
iii) I am a television. People also call me _____.

iv) I have a screen. You can watch _____, _____ and _____
on me.

c) Write two sentences about a computer :



d) Write two sentences about a laptop :



12. Read :



Hi! Do you know me?
Read and find out.

I am Pompy.
I am a girl.
I am eight years old.
I have a brother.
I like to sing.

Now tell me about
yourself.

Now, write about yourself :

Paste your photo
here.

I am _____.

I am _____.

I am _____.

I have _____.

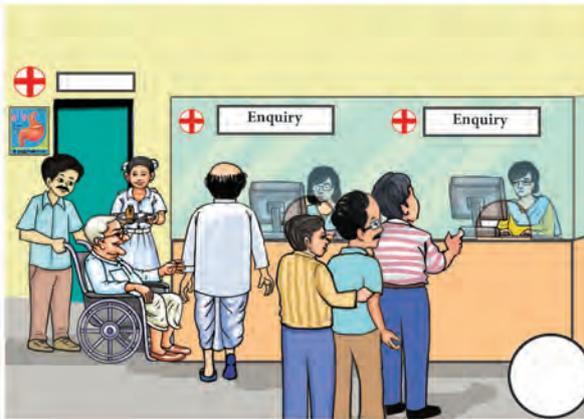
I like _____.



13. Paste or draw different electronic items you find around you:

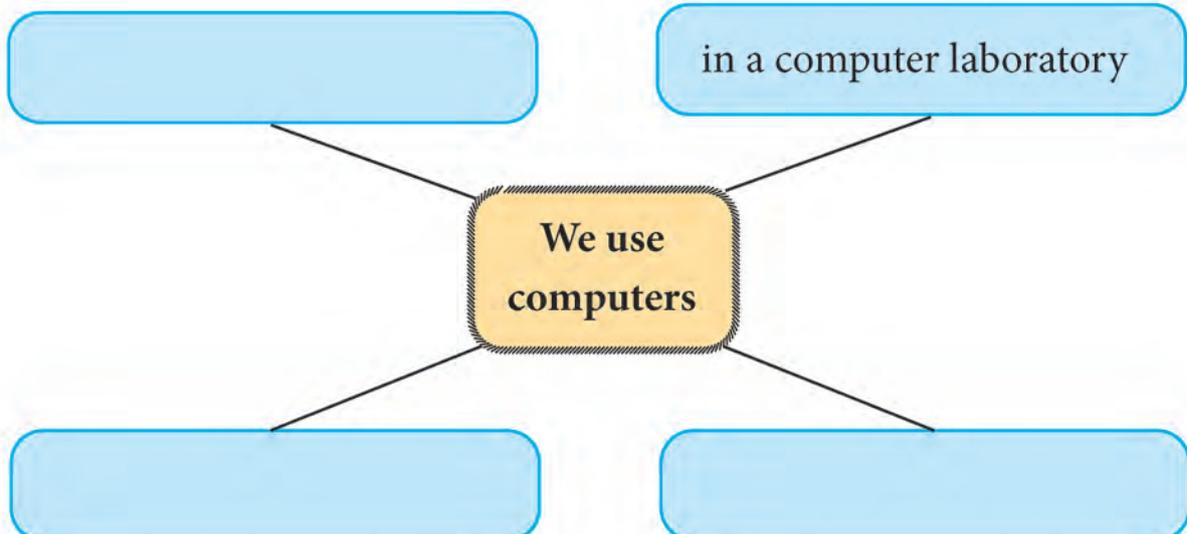


14.a) Let's talk:



- i) Which electronic item can you see in the pictures above?
- ii) Have you been to any of these places? If yes, put a tick (✓) in the circles.

b) As you can see in the above pictures, people use these electronic items in different places. Complete the following. One is done for you.



➤ The teacher will initiate a discussion by focusing on different usages of computers at different places.

15. Rearrange the jumbled letters to make meaningful words :



PUTCMOER



OLMBIE



ARDOI

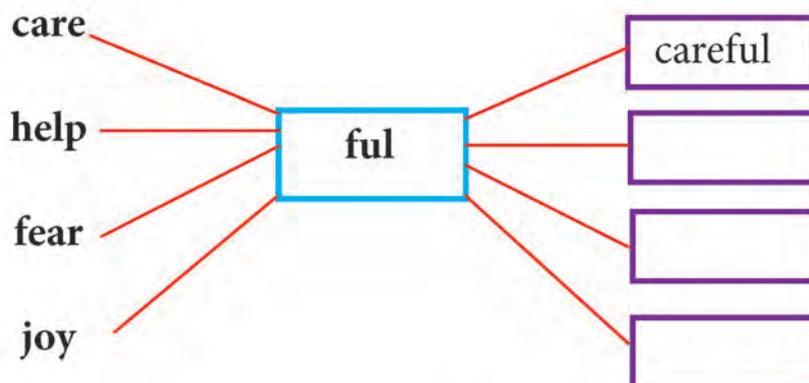


ETLEIVSOIN

16. You read the word 'use' in the text. We can make a new word by adding 'ful' to it :

use ——— ful ——— useful

We can add 'ful' to some other words also to get a new word. Look at the following diagram, and write the new words in the blank boxes. One is done for you.



17. Let's say the words :

phone

photo

phase

chain

change

chair

shop

shut

shift

branch

watch

switch

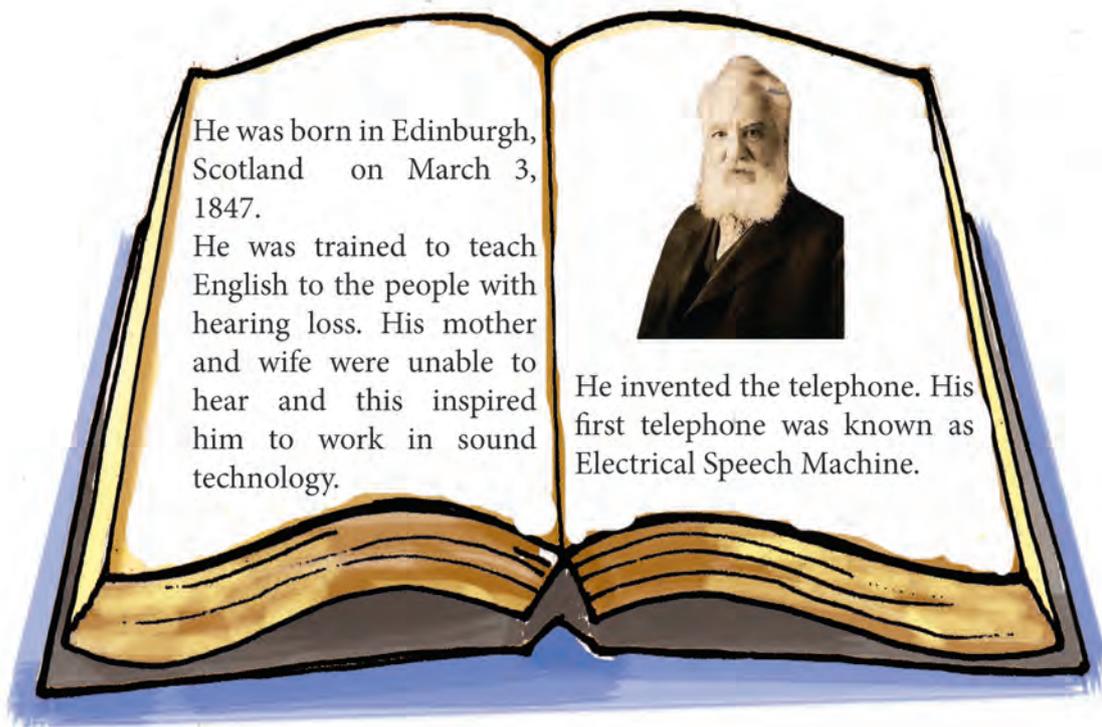
screen

screw

scream

18. a) Look at the picture. Do you know who he is?

He is Alexander Graham Bell. He is known for inventing the telephone in 1876. Let's read about him.



b) Try to find out who invented the following things:





19. Tick the things that you can do with a mobile phone :

LISTEN TO SONGS

TELL THE TIME

CLICK PHOTOS

PLAY GAMES

BAKE CAKES

EXERCISE

PAY MONEY

WASH CLOTHES

WATCH MOVIES

COOK FOOD

BOIL WATER

CUT VEGETABLES

MAKE CALLS

SEND MESSAGES



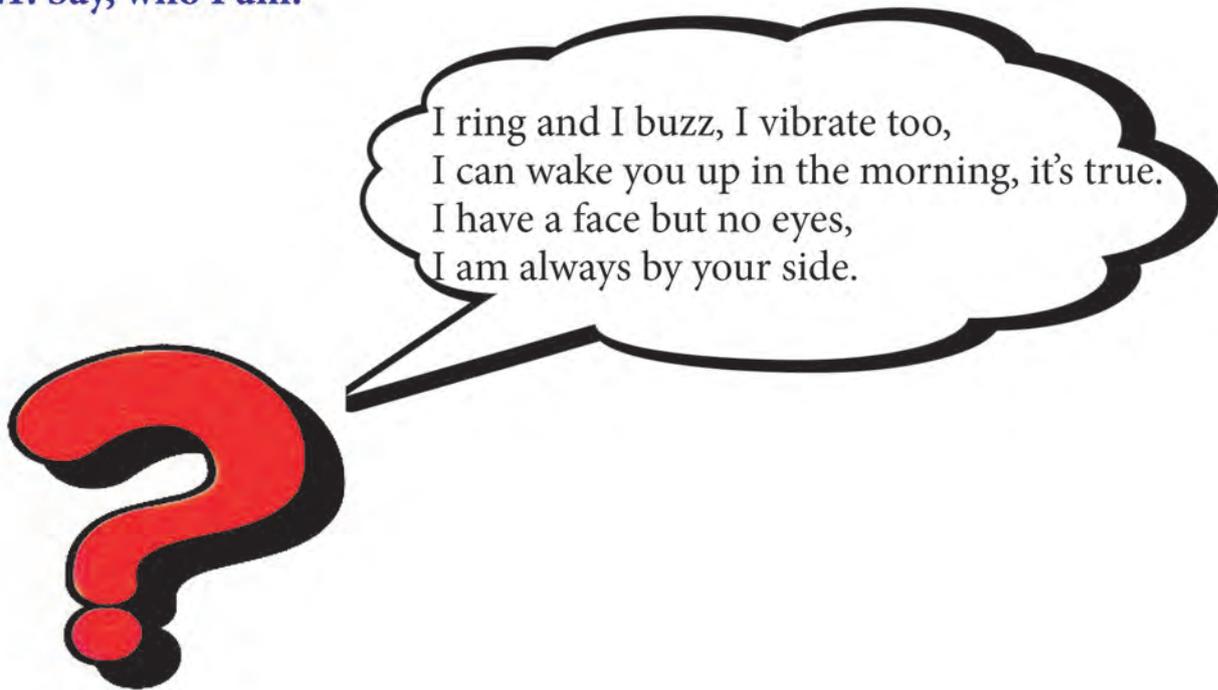
20. Let's learn the names of some keys of a computer keyboard:



i) How many keys are there on the keyboard?

ii) Are the shapes of all the keys same on the keyboard?

21. Say, who I am.



22. Handwriting :

I love and respect my teachers.

I love my parents.

A NOTE TO THE TEACHER

Lesson 4 : Ritu's Phone

Theme : Information and Communication Technology

The lesson begins with a picture of a digital electronic store with varied electronic items. Besides, enriching learners with different vocabulary related to technology, computer and communication. This lesson also introduce learners to the various functions of digital items as well as dos and don'ts while using them.

● **Listening :**

- ▶ Motivate learners to listen to stories/narratives and ask them simple oral questions to test their understanding in Activity 2.a) and 9.

● **Phonological Awareness :**

- ▶ Encourage learners pronounce the letter 'a' in words like 'name' and 'game' and the letter 'i' in words like 'fine' and 'line' in Activity 1.b).
- ▶ Help learners to pronounce the sound of 's' in words like 'leisure', 'measure' correctly while doing in Activity 1.b).

● **Vocabulary**

- ▶ Encourage learners to learn names of electronic items and keys of the computer keyboard in Activity 15 and 20.

● **Reading :**

- ▶ Encourage learners to read the lesson with the help of the picture.
- ▶ Introduce learners to the new words with their meanings in Activity 1.a).
- ▶ Encourage learners to read phrases and draw in Activity 6.
- ▶ Help learners to match the numbers in the picture with the sentences provided and write in Activity 10.b).
- ▶ Motivate learners to read aloud the text for developing correct pronunciation and comprehension, in Activity 11.a).
- ▶ Encourage learners to read the sentences with proper intonation and pronunciation. You may also ask them to use this sentences for introducing themselves in the class in Activity 12.

● **Writing :**

- ▶ Encourage to work in groups, discuss and write. This will help them to inculcate values like- to share, to cooperate and to collaborate in Activity 7.b).
- ▶ Help learners to write simple messages as in Activity 8.b).
- ▶ Help and motivate learners to write simple sentences in Activity 14.b).
- ▶ Help learners to make new words by adding -ful(suffix) in Activity 16.
- ▶ Monitor and guide learners to practise the handwriting exercises in Activity 22.

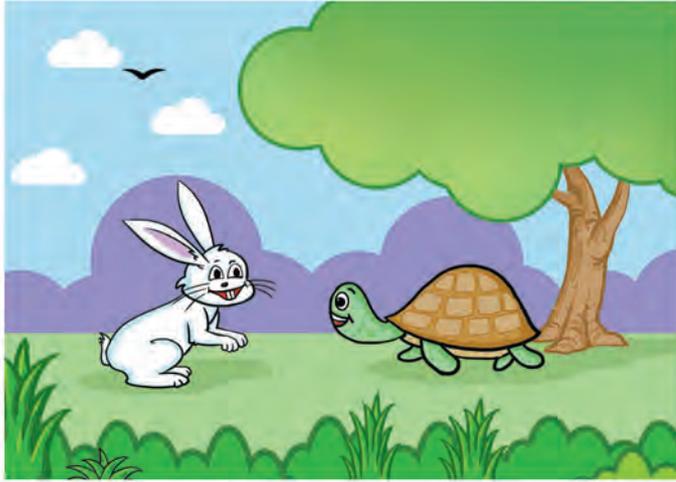
● **Grammar**

- ▶ Help the learners to fill in the gaps with correct present tense form of the 'to be' verb (am/is/are) in Activity 4.c).
- ▶ Initiate learners to use the punctuation marks in sentences (e.g. ? and .) in Activity 5.
- ▶ Introduce learners to the -ing form of words, also note that when -ing is added to a verb, it usually makes a present participle and they are used in continuous tenses in Activity 4.

● **Speaking :**

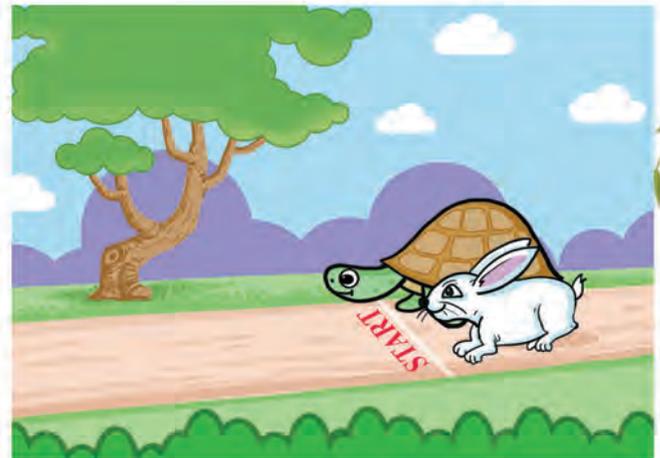
- ▶ Encourage and motivate learners to tell stories with the help of pictures. This will help them to arrange the sequence of a story in proper order in Activity 10.a).

Let's read the story :



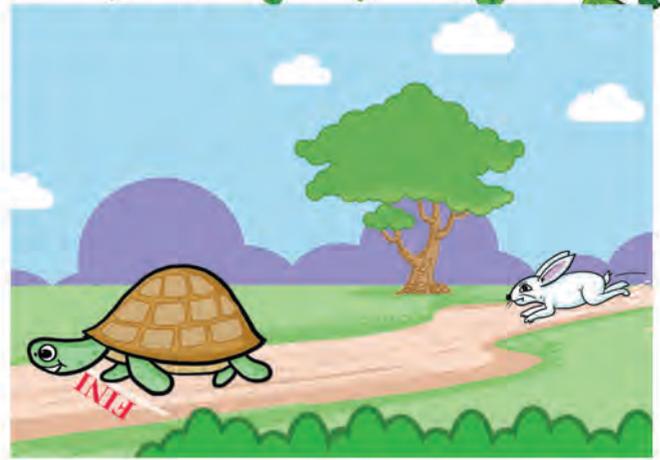
Once upon a time, in a green forest, there lived a hare. He was friend to a tortoise.

One sunny day, the hare challenged his friend tortoise to a race. The hare was swift. He thought he can win the race easily. The tortoise accepted the challenge.



The hare had invited all the animals to the race. When the race began, the hare ran as fast as he could. After some time, he looked back and couldn't see the tortoise. So, he took a nap under a shady tree. While the hare was sleeping, the tortoise moved steadily until he reached the finish line.

Hours later, the hare woke up and started looking for his friend. He rushed to the finish line and saw the tortoise waiting, with a big smile.



Let's check how much we have understood :

1. Answer the following questions:

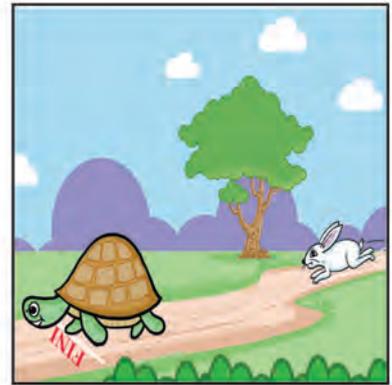
- i) Who challenged whom for a race?
- ii) What did the hare do during the race?
- iii) Why did the hare think that he would win the race?
- iv) Who won the race?
- v) Why did the hare challenge the tortoise?

2. a) How many characters are there in the story? Who are they?

b) Draw and colour your favourite character from the story.

3. Match the sentences with the pictures :

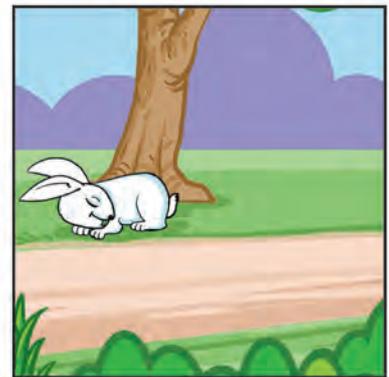
i) The race started.



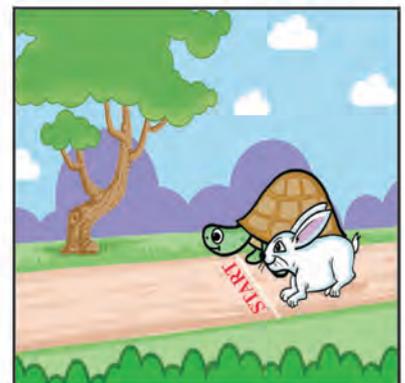
ii) The hare ran very fast and took a nap.



iii) The tortoise moved very slowly.



iv) The tortoise won the race.



4. a) Read the pairs of opposite words aloud :

start — finish

thick — thin

catch — throw

young — old

wide — narrow

won — lost

fast — slow

Now, write down the opposite of each underlined word in the sentences given below :

- i) The hare is fast but the tortoise is _____.
- ii) The tortoise won the race. The hare _____.
- iii) The hare and the tortoise started the race together. The tortoise _____ earlier.

5. Let's write five sentences about the hare's actions during the race. One is done for you.

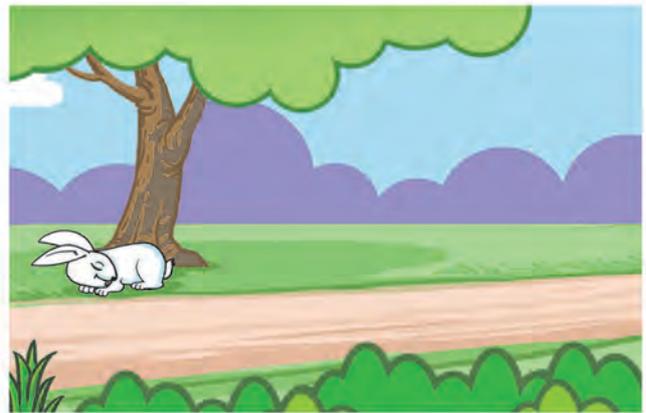
- i) The hare challenged the tortoise to a race.
- ii) The hare _____.
- iii) The hare _____.
- iv) The hare _____.
- v) The hare _____.

6. Read the sentences to know what the tortoise and the hare are doing :

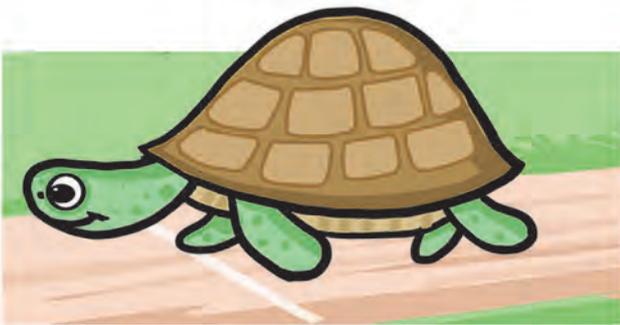


The tortoise and the hare are running a race.

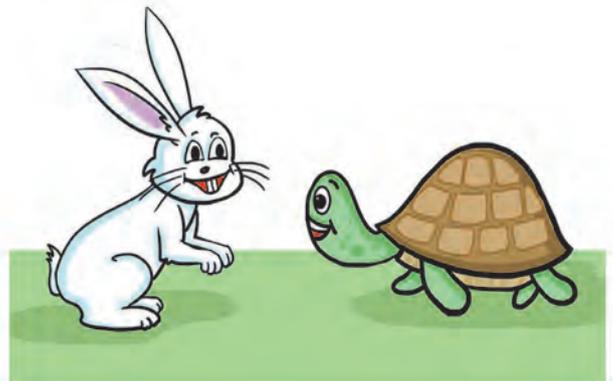
The hare is sleeping.



The tortoise is moving slowly.



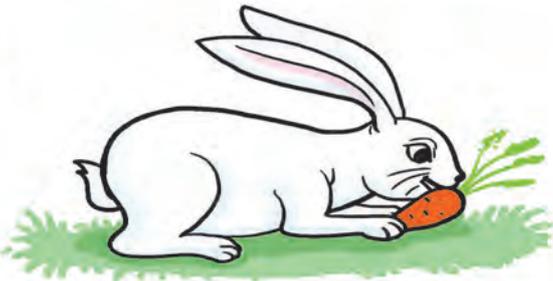
The tortoise and the hare are talking.



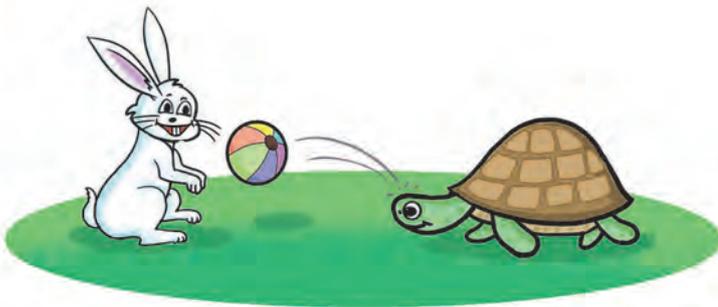
7. Look at the pictures. What are the hare and the tortoise doing ? Write a sentence for each picture. Use the word within the brackets to write the sentences :



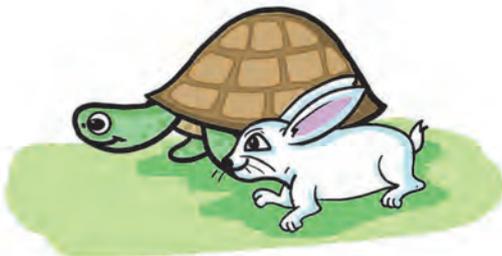
_____ . (sleep)



_____ . (eat)



_____ . (play)



_____ . (walk)

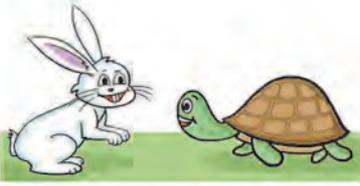
☛ The teacher will help the learners to write the sentences with the correct form of action words.

8. Complete the sentences using 'and', 'but' or 'because' :

- i. The hare _____ the tortoise were friends.
- ii. The tortoise reached the finish line early _____ he walked steadily.
- iii. The tortoise reached the finish line _____ waited with a big smile.
- iv. The hare thought he would win _____ he lost the race.

9. a) The hare wrote an invitation to invite all the animals of the jungle to watch the race. Read the invitation :

INVITATION CARD



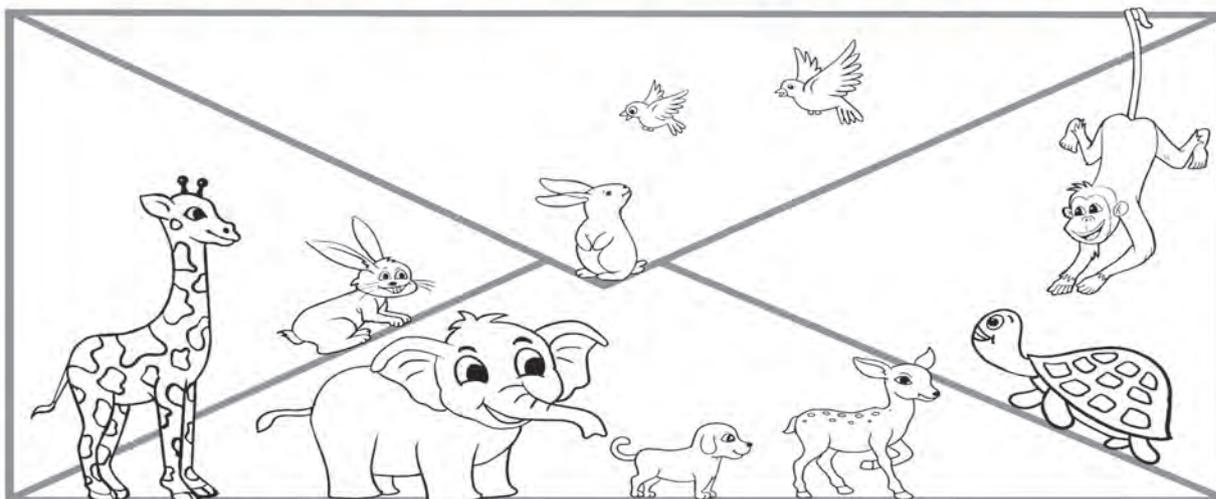
13 Kohora lane,
Kaziranga,
Bokakhat
12/12/2012

My dear friends of the jungle,

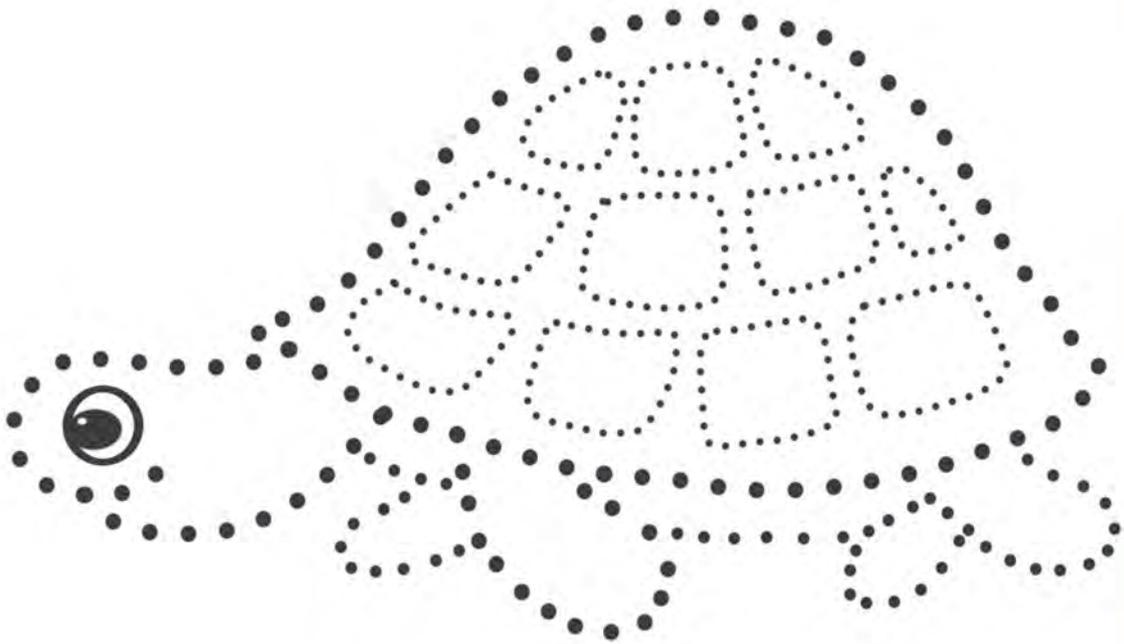
We would like to invite you all to watch the race between me and the tortoise. It will be held on Sunday at 11:00 am. Hope you all would come to cheer us. Looking forward to your presence.

Your friend,
Mr. Hare

b) Colour the envelope of the invitation card given in the box :



10. Join dots to complete the picture. Colour the picture :



11. Read the conversation :

Hello !
Do you like to play
cricket?

Hello! Yes, I like to
play cricket.

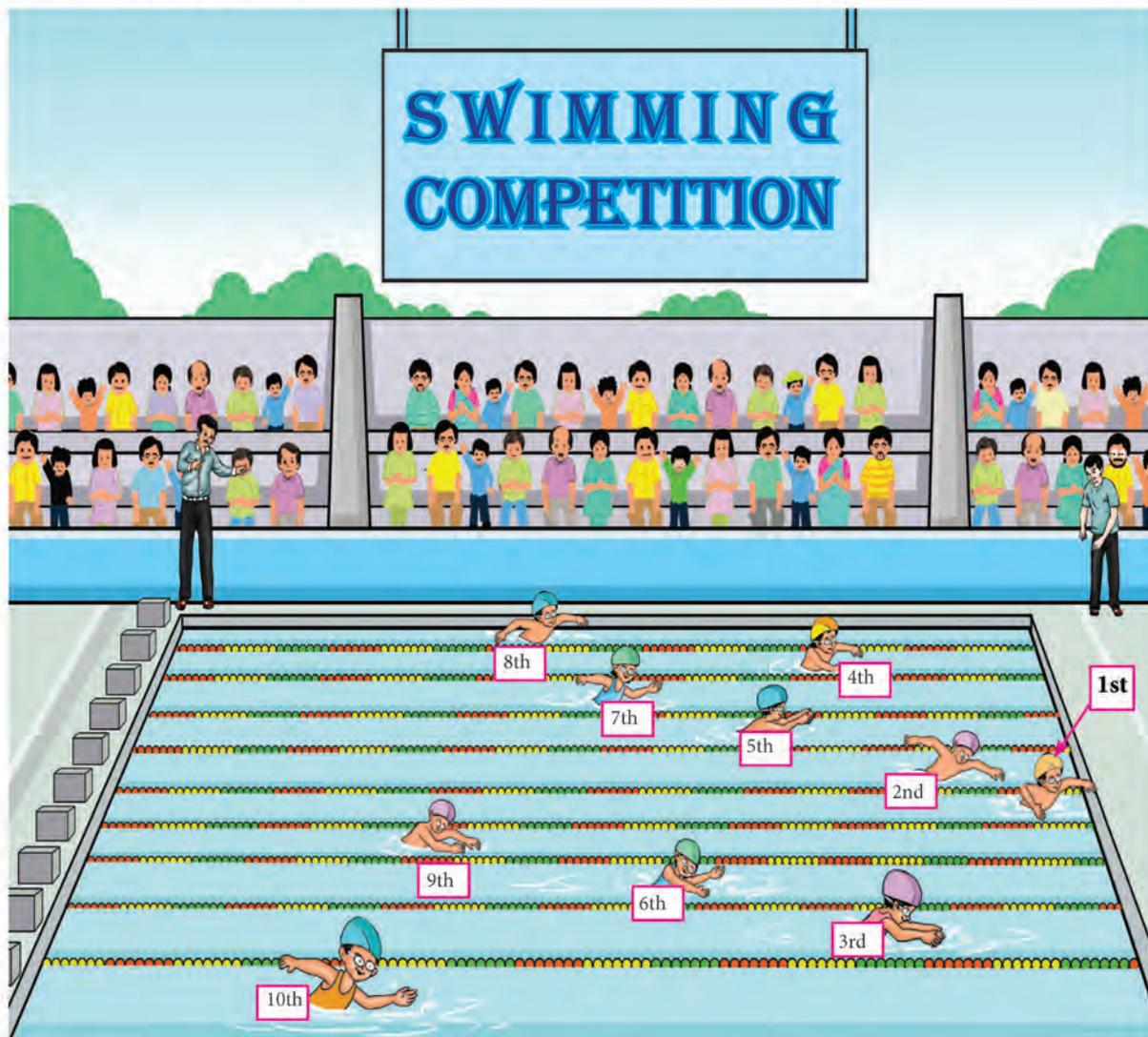


You are looking fit and
fine. What do you do
to keep yourself fit.

I exercise daily. I do
outdoor activities like
swimming, cycling,
jogging and running.



12.a) Look at the picture given below. Some children are participating in a swimming competition.



Now, read the table below :

1st	2nd	3rd	4th	5th
first	second	third	fourth	fifth

6th	7th	8th	9th	10th
sixth	seventh	eighth	ninth	tenth

b) Complete the table given below :

1st	
	second
	third
4th	
	fifth
	sixth
7th	
	eighth
	ninth
10th	



13. These are names of some games that we love to play. Read them aloud :

cricket

football

badminton

hockey

chess

ludo

carrom

tennis

Now, clap your hands when you say these words. For example :

clap twice for the word cricket (crick/et).

1 2

clap once for the word chess (chess).

1

clap thrice for the word badminton (bad/min/ton).

1 2 3

14. Match the pictures with the names of the games :



chess



football



ludo



badminton



cricket

15. a) Let us learn:



One who plays is a player.



One who speaks is a speaker.

Now, think and say :

- i) One who reads is a reader.
- ii) One who writes is a writer.
- iii) One who teaches is a _____.
- iv) One who learns, is a _____.
- v) One who sings, is a _____.

b. Add 'er' to the words given in the box to get new words. Write the words.
One is done for you.

read		reader
play		_____
seek		_____
teach		_____
learn		_____
sing		_____

16. Look at the picture below. Answer the questions. Then, write down all the answers together to make a paragraph.



- i) Where are the children playing?
- ii) What different games are the children playing ?
- iii) How many children are pulling on each side of the rope?
- iv) How many children are cheering up the players?
- v) How many boys and girls are there?

17. a) Let's read:

Abhiruchi Sports Day

Abhiruchi Sports Day is celebrated in Assam on September 3rd every year. September 3rd is the birthday of Bhogeswar Baruah. Bhogeswar Baruah is the first Arjuna Awardee from Assam.



National Sports Day

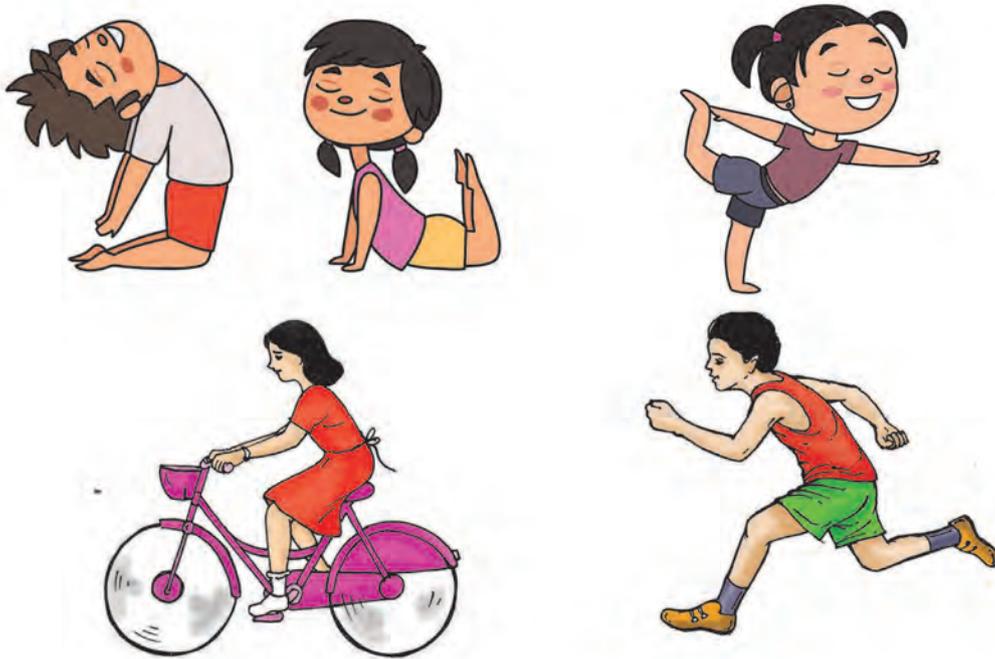
National Sports Day is celebrated annually on August 29th in India. It is the birth date of Major Dhyan Chand, one of the most iconic figures in Indian sports history.

b) Let's learn :

These five coloured rings are the symbol or logo of Olympic games. It is also known as the olympic rings. The five colours of the rings are blue, black, red, yellow and green.



18. Look at the pictures. These are some activities we should do to keep ourselves healthy :



19. Let's recite :

Health is Wealth

Health is wealth, so they say,
Take care of yourself every day.



Eat well, sleep tight, exercise too,
Health is wealth, that's true.



A healthy body, a happy mind,
Wealth in health, you'll always find.
Be active, be strong, be bright,
Shine with health, morning to night.



20. Complete the poem :

A _____ body, a _____ mind,
Wealth in _____, you'll _____ find.
Be _____, be _____, be _____,
_____ with _____, morning to _____.

Let's see how much we have understood :

21. Answer the following questions:

- a) What is the poem about?
- b) What healthy habits are mentioned in the poem?
- c) Where can we always find wealth?
- d) How can we 'shine with health'?

22. Complete the sentence :

To stay healthy, I will _____

23. Let's read:

Health is wealth.

Slow and steady
wins the race.

A stitch in time
saves nine.



A friend in need is
a friend indeed.

24. Look at the words in the frame. They are all related to a healthy lifestyle. The teacher will read out the words. Find out the words in the grid and circle them. One is done for you.



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

25. Frame sentences. One is done for you.

I	am	swimming.
You		
She	is	singing.
He		playing.
We	are	reading.
They		

- i) I am reading. _____
- ii) _____
- iii) _____
- iv) _____
- v) _____

26. Look at the words on the board. Pair the similar sounding words and write them down. One is done for you.



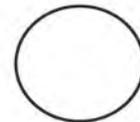
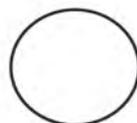
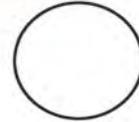
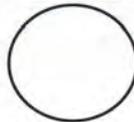
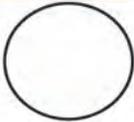
- | | | | |
|-----------|------------------------------------|-------------|----------------------|
| (i) floor | <input type="text" value="flour"/> | (vii) weigh | <input type="text"/> |
| (ii) no | <input type="text"/> | (viii) hair | <input type="text"/> |
| (iii) new | <input type="text"/> | (ix) ate | <input type="text"/> |
| (iv) by | <input type="text"/> | (x) dear | <input type="text"/> |
| (v) our | <input type="text"/> | (xi) cell | <input type="text"/> |
| (vi) son | <input type="text"/> | (xii) one | <input type="text"/> |

☛ The teacher will help the learners in doing the activity if needed.

27. Let's feel safe and happy.

When we are around other people, we need to keep a few things in mind, so that we can feel happy and safe. A good touch makes us feel safe and happy. A bad touch makes us feel unsafe and sad.

Now, look at the pictures given below and put a tick (✓) on the pictures showing good touch and a cross (✗) on the pictures showing bad touch.



☛ The teacher will tell the learners about good touch and bad touch.



28. Handwriting :

Slow and steady wins the race.

Friends make us happy.



A NOTE TO THE TEACHER

Lesson 5 : The Hare and the Tortoise

Theme : Health and Sports

It introduce children to different types of games and encourage them to answer questions related to the picture.

- **Listening :**
 - ▶ Recite 'Health is Wealth' with correct pronunciation, stress and intonation(learners will recite the same, first in pairs and finally individually) in Activity 19 followed by a writing (fill in the blanks) in Activity 20 based on the poem.
 - ▶ Encourage to answer questions, orally or in written in Activity 21.

- **Phonological Awareness :**
 - ▶ Help learners to identify syllables in words in Activity 13.
 - ▶ Encourage learners to practise more activities for identifying syllables in words, as in Activity 13.

- **Vocabulary :**
 - ▶ Help learners to know the names of some professions through Activity 15.a).

- **Reading :**
 - ▶ Encourage learners to read the story, 'The Hare and the Tortoise' and elicit responses by asking questions to test comprehension through Activity 1 and 2.a).
 - ▶ Help learners to read the conversation. Teacher may also make the learners play roles in Activity 11.
 - ▶ Encourage to read small sentences and small texts in Activity 17.a), 17.b) and 23.
 - ▶ Assist learners to read picture and match accordingly in Activity 3.
 - ▶ Help learners to read an invitation in Activity 9.a).
 - ▶ Encourage learners to read picture and assess their comprehension with the help of questions in Activity 16. Then, help them to write the sentences in a sequence to make a paragraph.

- **Writing :**
 - ▶ Encourage to write simple sentences as in Activity 2.a) and to match sentences, in Activity 3 and 14.
 - ▶ Help learners to write small paragraph on a picture Activity 16.
 - ▶ Encourage learners to frame sentences using "I will..." in Activity 22.
 - ▶ Encourage learners to draw, in Activity 2.b), colour in Activity 9.b) and join dots in Activity 10.
 - ▶ Monitor and guide learners to do the handwriting exercise in Activity 27.

- **Grammar :**
 - ▶ Encourage learners to learn antonyms, Activity 4.a), Simple past in Activity 5, Present Continuous Tense in Activity 6 and 7, Conjunction as in Activity 8, Ordinal Determiner in Activity 12, Homophone in Activity 26.
 - ▶ Introduce the learners to '-be verb' in Activity 25.

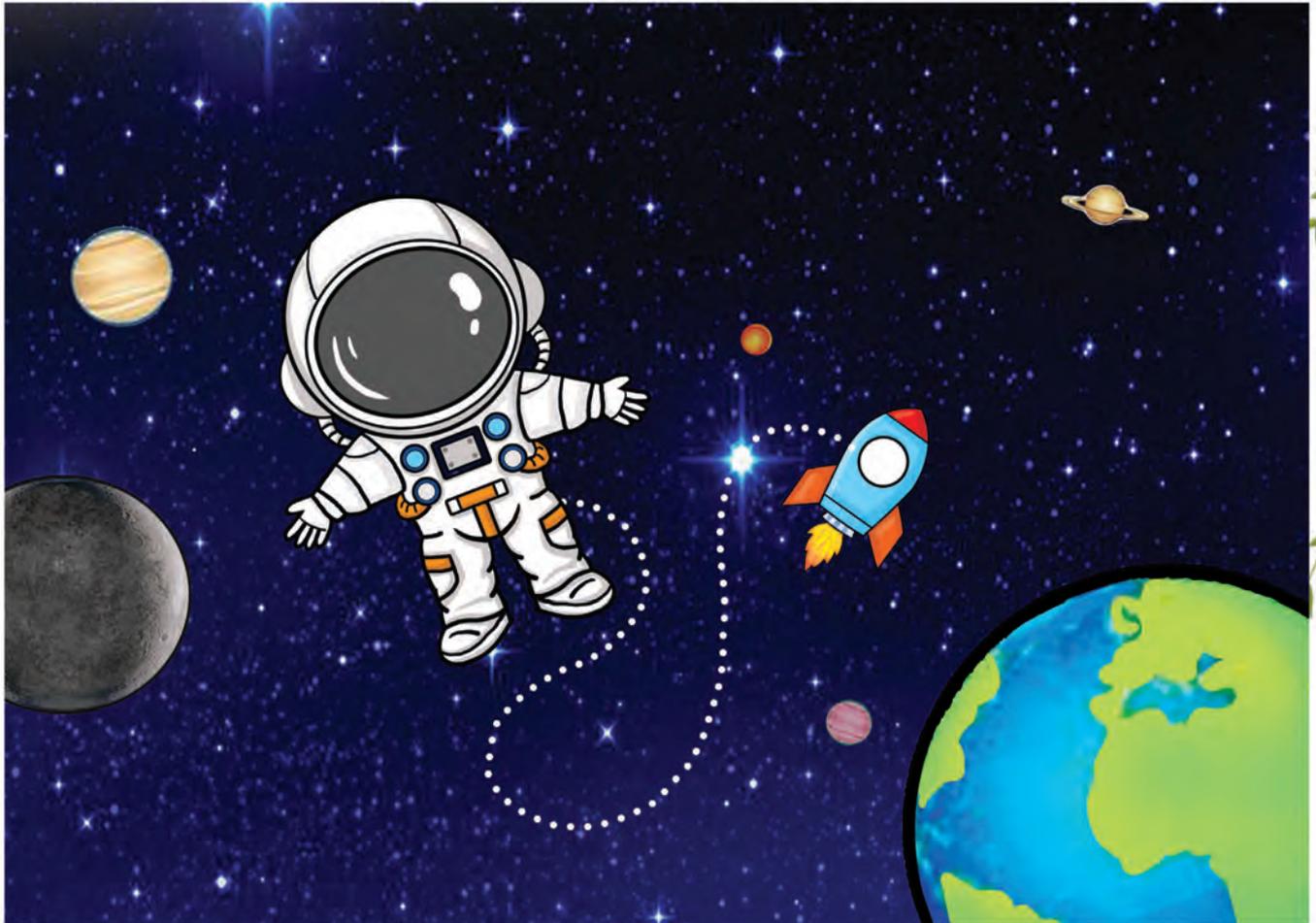
- **Socio-emotional learning :**
 - ▶ Introduce the learners about 'good touch' and 'bad touch' in Activity 27.

Lesson
6

If I could be an Astronaut



Look at the picture :



Let's talk :

- i) What is the picture about?
- ii) Name the objects and things you can see in the picture.
- iii) How would you travel to the space if you were an astronaut?
- iv) What would you take with you to space if you were an astronaut ?
- v) How will you travel to the space ?

☛ Encourage the child to speak and answer the questions. Let them discuss with their partners in their home language.

Let's recite :

If I could be an Astronaut

If I could be an Astronaut
I would like to go
To a planet full of colours
With flowers in the snow.
I wouldn't go to Venus,
I wouldn't go to Mars,
I'd find a kind of special place
Somewhere in the stars.
A place where fish have feathers-
A place where trees can walk-
That's where I'll land my spaceship
And take a weightless walk.



- Bobbi Katz

1. Write the words from the poem that rhyme with the following words :

	→			→	
	→			→	
	→			→	

2. Match the pictures with their names :



earth



spacesuit



spacecraft



feather



planets

3. Let's learn the meaning of some words:

Astronaut - a person whose job involves travelling and working in a spacecraft.

Spaceship - a vehicle that travels in space, carrying people.

Weightless- having no weight or appearing to have no weight.

Let's check how much we have understood:

4. a) Answer the following questions:

- i) Where does the poet want to go?
- ii) Name the two planets that the poet does not wish to visit.
- iii) Name the planet where we live.
- iv) Name the vehicle that astronauts use to travel to space.
- v) Why do you think the poet wants to visit the special place?
- vi) "If I could be an Astronaut" - What does 'I' refer to here?

b) Read the following lines from the poem and write :

- i) If I could be an Astronaut
I would like to go
To a planet full of colours
With flowers in the snow.

According to these lines, the poet would go to a planet where _____

- ii) A place where fish have feathers-
A place where trees can walk-
That's where I'll land my spaceship
And take a weightless walk.

Write down the special things mentioned in these lines.

c) Choose the correct option to complete the statement:

The poet would go to a planet _____.

- a) full of fish and tree.
- b) surrounded by stars.
- c) in Venus and Mars.
- d) with flowers in the snow.



d) Think and answer :

- i) The poet wants to visit a place where fish has feathers. Why do you think the poet wants fish to have feathers?**

- ii) The poet wants to visit a place where trees can walk. Why do you think the poet wants trees to walk?**

5. a) Draw a picture of your special place.



b) Write down the names of the things that you would love to have in your special place.

c) If you could bring a friend to your special place, whom would you bring?

d) Draw lines to put the things in the suitcase that you would pack when you go to your special place :



6. Let's talk :

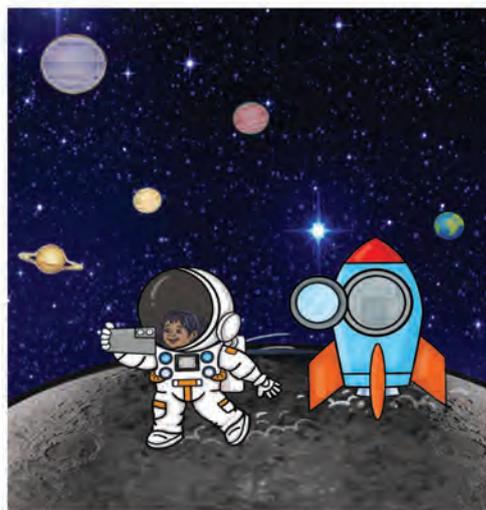
- i) Watch the night sky on a clear night and tell the class what you have observed.
- ii) Share with your friend a recent dream of yours.

☛ *Encourage each learner to speak about his /her experience. Motivate the learners to speak using a few English words.*

7. a) Anu dreams about a special place. Let's read about her dream :

Anu is a little girl. Her dream is to be an astronaut. She wishes to travel to space one day. She wants to see the moon, the stars and the planets.

One night, she dreams of travelling to space. She travels in a spacecraft wearing a spacesuit. She sees the big stars shining brightly. She also looks



at the moon closely. She lands her spacecraft on the moon. She looks at the earth from the moon. The earth looks small in size. She takes some photographs. She is very happy.

Next morning, she narrates her dream to her mother. Her mother smiles and says, "I wish your dream comes true."



Let's check how much we have understood :

b) Write the answers to the following questions :

i) What does Anu dream of?

Answer : _____.

ii) What does Anu do after landing on the moon?

Answer : _____.

iii) "I wish your dream comes true." Who says this line and to whom?

Answer : _____ says this to _____.

iv) "She wishes to travel to space one day." Who is the 'she' referred to here?

Answer : She, as referred to here is _____.

c) Fill in the blanks to complete the sentences :

- i) She narrates her dream to _____.
- ii) She travels in a _____ wearing a _____.
- iii) She lands her spacecraft on _____.

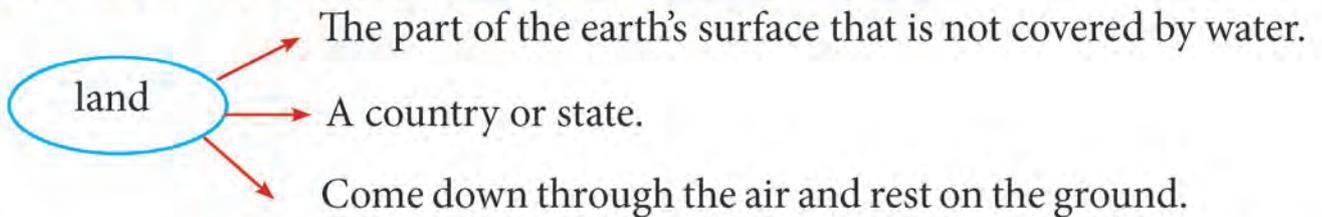
d) Listen to the statements from Anu's dream and say 'Yes' or 'No' :

- i) Anu's dream is to be an astronaut.
- ii) She travels by aeroplane.
- iii) The earth looks small in size from moon.
- iv) She lands her spacecraft on earth.

e) Choose the correct option to complete the sentences :

- i) **An astronaut is a person who** _____.
 - a) travels to space in a spaceship.
 - b) visits planets and stars.
 - c) travels to space in an aeroplane.
 - d) both (a) and (b)
- ii) **A spaceship is a vehicle that** _____.
 - a) travels on roads carrying people.
 - b) travels in water carrying people
 - c) travels in space carrying people.
 - d) both (a) and (b)

8. a) Let's learn different meanings of the word 'land' :



The word 'land' has different meanings. Now read the meanings and say which is the appropriate meaning of the word 'land' in 'Anu's dream'.

b) Let's make some new words with the word 'photo'. One is done for you.

photo

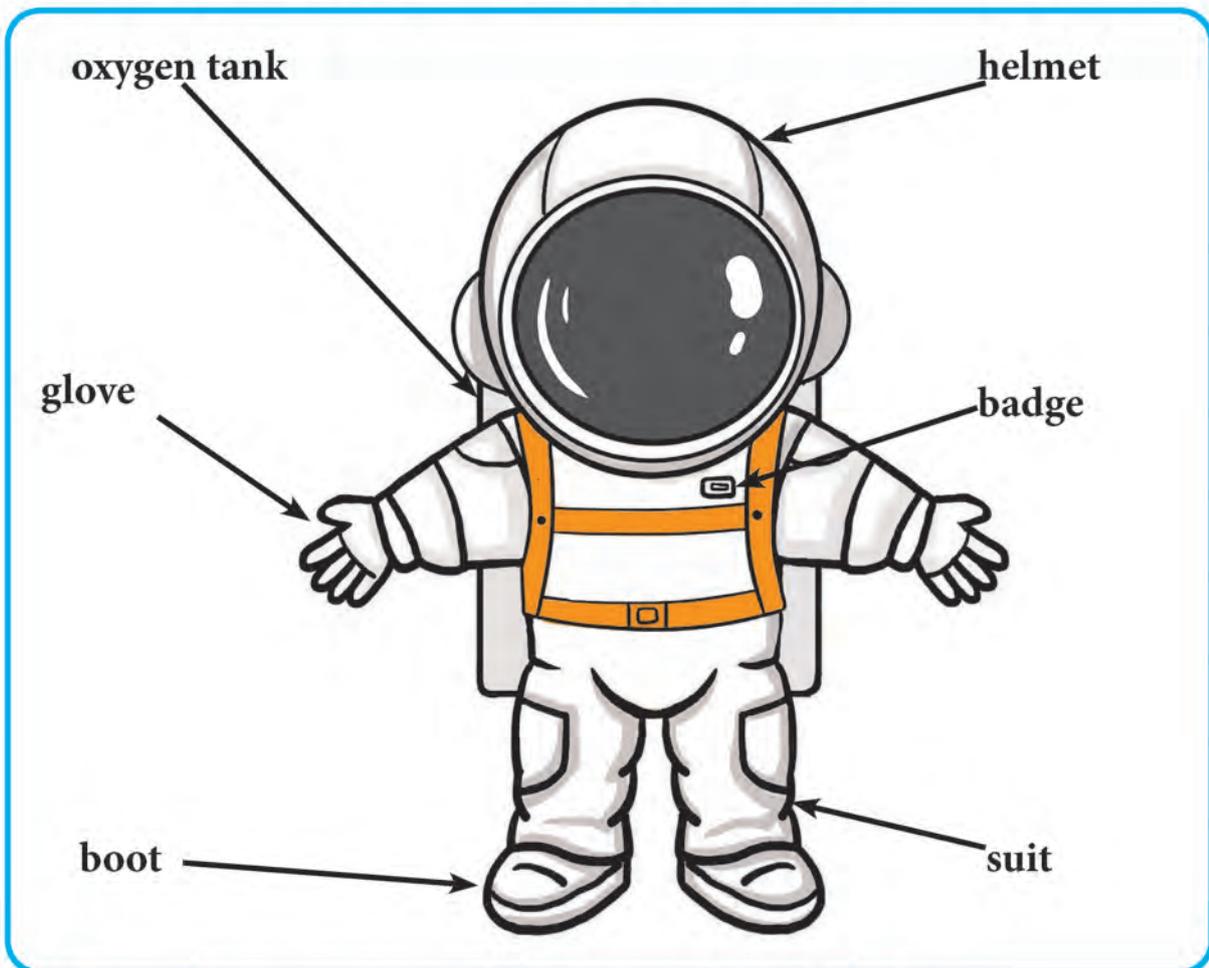
graphy ——— photography

graphic ———

grapher ———

genic ———

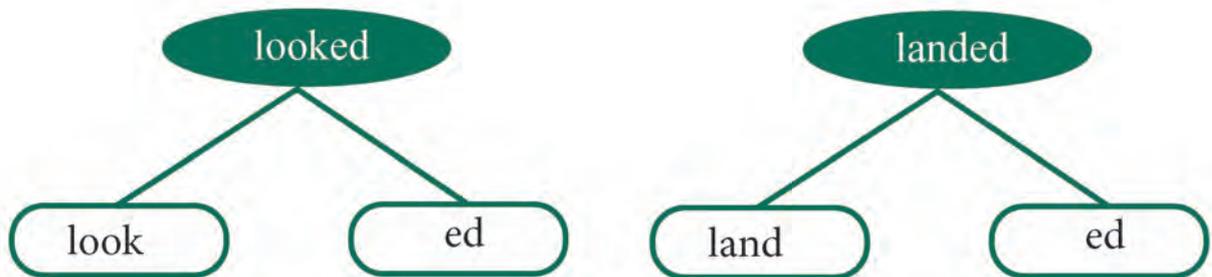
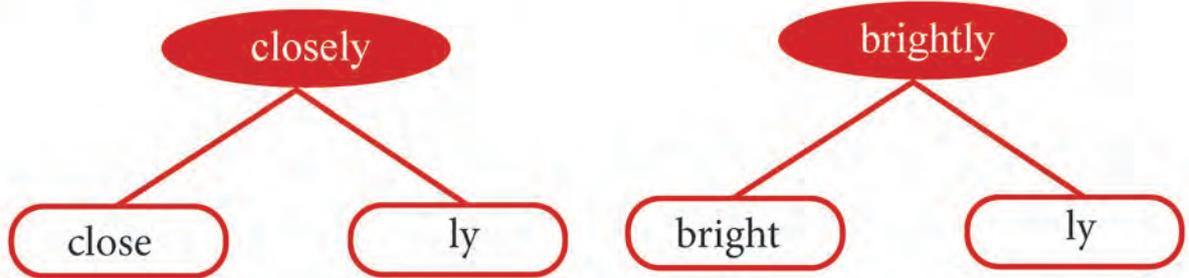
9. Look at the picture below. An astronaut is wearing a special dress. This is called a spacesuit. An astronaut requires the spacesuit to travel in space.



Now, colour the spacesuit and paste a photo of your face.

Let's learn :

10. a) Read the following words from the text. We can add 'ly' and 'ed' to make new words:

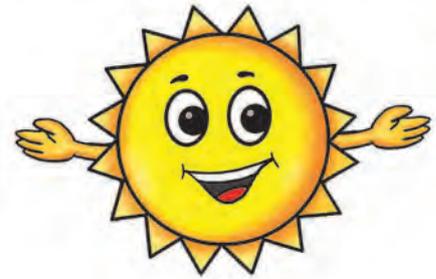


b) Now read the following words. Separate 'ly' and 'ed' from the words given below:



c) Read the sentences. Underline the words ending with 'ly' and 'ed' :

- i) Anu loved watching night sky.
- ii) The sun is shining brightly.
- iii) Anu walks slowly.
- iv) The aeroplane landed at the airport.
- v) Her mother speaks softly.
- vi) Anu's father cooked rice for them.
- vii) Anu helped her father in the kitchen.



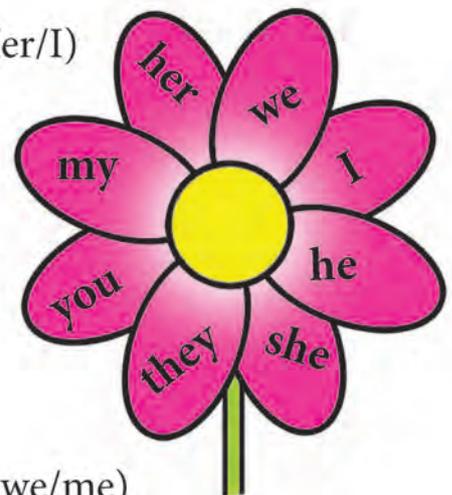
11. a) Let's read the sentences taken from the lesson 'Anu's Dream' :

"Next morning, she narrates her dream to her mother. Her mother smiles and says, 'I wish your dream comes true?'"

Words like she, her, his, my, I, you, we, they etc. are used instead of naming words.

b) Now, complete the following sentences by using the appropriate words written on the flower:

- i) _____ name is Anu. (My/I)
- ii) _____ like to observe the sky. (Her/I)
- iii) _____ is Raju. (He/I)
- iv) Raju is _____ friend. (I/my)
- v) _____ likes to read books. (He/I)
- vi) _____ are friends. (We/You)
- vii) Every Sunday _____ go to the library. (we/me)



☛ *The teacher will help learners to know more such words in sentences.*

12.a) Read, what is written below each picture :



Nizam likes bananas.
He likes milk too.



Pirbi likes to play.
She likes to read also.



Nizam and Pirbi are friends.
They go to the same school.

b) Match the words with pictures :

they



she



he



13. a) Read the poster given below:

SCIENCE FAIR

Free entry for children

1st to 7th May 2024

Activities

- Photo gallery
- Night sky observation
- Quiz

Time
10:00 a.m.- 4 p.m daily

Organised by: Milanpur M E School
Venue : Milanpur M E School Playground

Entry fee for adults : ₹10 per person



b) Now, write answers to the following questions :

i) What is the name of the fair?

Answer : The name of the fair is _____

ii) Who is organising the Science Fair?

Answer : _____ is organizing the Science Fair.

iii) What is the entry fee for adults ?

Answer : The entry fee for adults is _____.

iv) What are the different activities of the fair?

Answer : ● _____
● _____
● _____

14. a) Anu visited the Science Fair with her father. A student of Milanpur M E School welcomed all the guests with a welcome speech. Let's read the welcome note presented by the student.



Respected head teacher, teachers, guests and my dear friends.

Good morning. I, Rita Pathak, welcome you all to the Science Fair of our school. On this special day, I request all students and guardians to participate in this fair and make it a grand success. I thank my teachers for giving me this opportunity to welcome you all and hope that you will enjoy the day.

Thank you.

b) Now, complete the welcome note by writing the missing words :

_____ head teacher, teachers, _____
my dear friends. _____. I, Rita Pathak welcome you all to the
_____ of our school. On this special day,
I _____ and guardians to participate in this fair and
make it a _____.

c) Talk with your friend how he/she greets when a guest visits him/her home.
Share your answers:

- i) How would you greet him?
- ii) What do you say when someone gives you a gift?
- iii) What do you say when the guests leave?

15. Read aloud the following words. Find the odd one out:

- thank three teacher thumb
- earth birth smart cloth

16. Look at the picture and read the sentences :

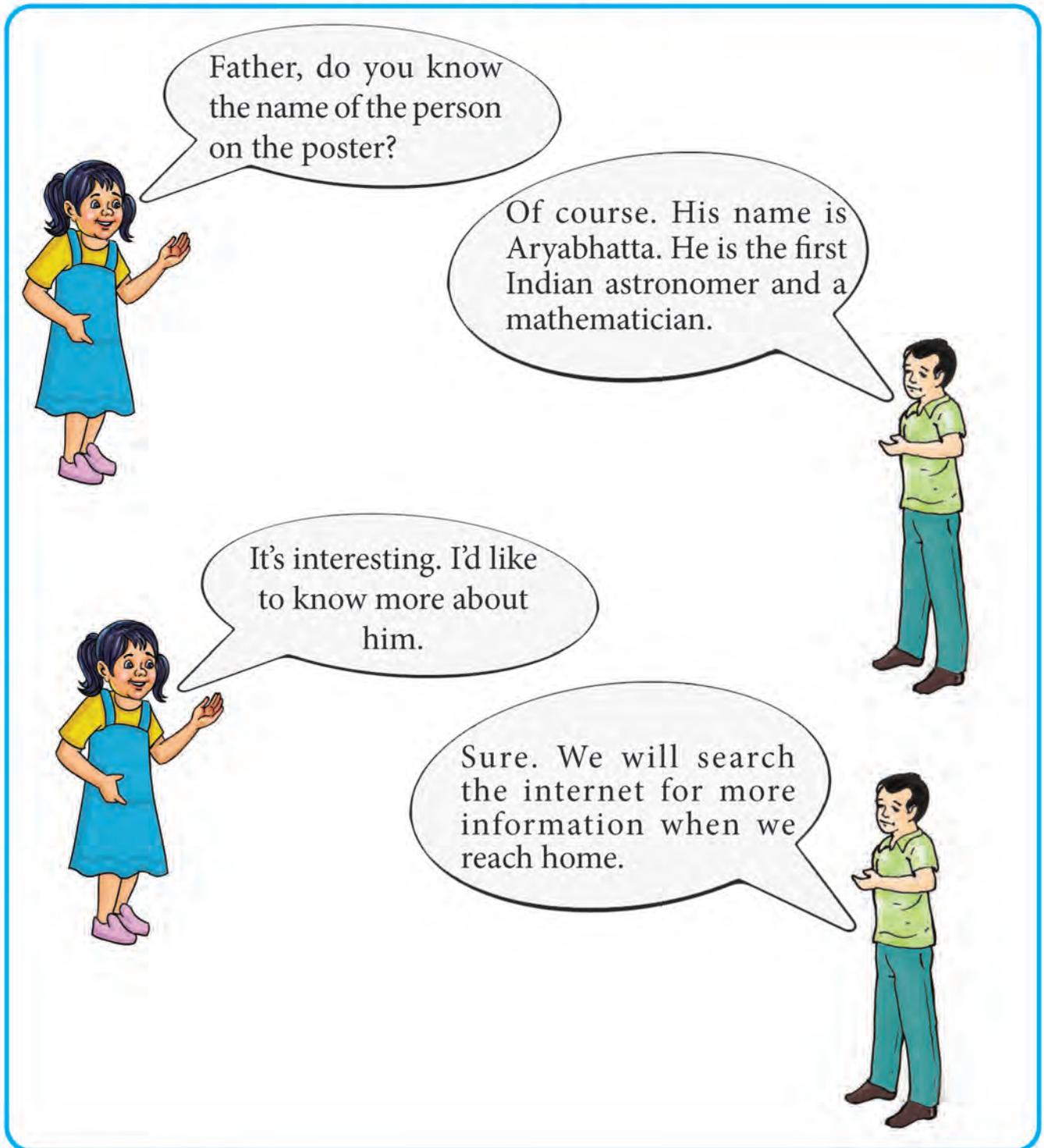


Aryabhata was an astronomer. Astronomer study space, planets and other natural objects in space. An astronomer is a scientist who studies astronomy.



Kalpana Chawla was an astronaut. An astronaut is a person who travels and works in a spacecraft. Kalpana Chawla was the first woman of Indian origin to fly to space.

17. While returning from the science fair, Anu asked her father about the person on the poster. Let's read their conversation.



18. Project work :

Collect photographs of astronauts. Paste them in a chart paper.

 Teacher may engage learners in role play based on the above conversation.

19. These are a few pictures of Anu's journey to the moon. Write a story on what you see in the pictures. You may take help from the story 'Anu's Dream'.





20. Handwriting :



Make hay while the sun shines.

The stars are twinkling in the sky.

A NOTE TO THE TEACHER

Lesson 6 : If I could be an Astronaut

Theme : Science and Technology

The lesson begins with a picture of an astronaut in the sky with a picture reading activity. The teacher will encourage learners to talk on the picture with the help of the questions provided in the lesson. He/she may ask more questions on the topic to motivate the learners to read and to cultivate values like critical thinking, reasoning, imagination etc.

● **Listening :**

- ▶ Recite and let the learners listen to the poem, 'If I could be an astronaut' then ask the learners to recite the poem in groups, then in pairs and then individually.
- ▶ Help them to recognise the rhyming words in the poem.

● **Vocabulary :**

- ▶ A number of new words are incorporated in the lesson to enrich the learners vocabulary. Introduce the new words to the learners in Activity 3. Help learners to relate and match those pictures to the new words in Activity 2 and 9.
- ▶ Help learners to read sentences and write equivalent word for the meaning in Activity 7.e).

● **Reading :**

- ▶ Encourage and help learners to read the poem and ask questions to assess their comprehension orally in Activity 4.a).
- ▶ Help learners to read "Anu's dream" with comprehension and answer the questions that follows in Activity 7.b), 7.c) and 7.d).
- ▶ Encourage learners to read simple sentences and comprehend in Activity 12.a), 13.a) and 16.
- ▶ Encourage to read speech and comprehend in Activity 14.a).
- ▶ Help to read conversation in Activity 17. The learners may also be encouraged to play roles and add more characters and dialogues.

● **Writing :**

- ▶ Encourage the learners to write rhyming words in Activity 1.
- ▶ Develop creativity and imagination in Activity 5.a), 5.b) and 5.c).
- ▶ Encourage learners to write answers to the questions asked from a different genre of reading (poster reading) in Activity 13.b), (fill in the missing words and complete the sentence) in Activity 14.b).
- ▶ Help learners to write her/his own story with the help of the given pictures. You can initiate writing by asking some question and allow them to think in Activity 19.
- ▶ Monitor and guide learners to do the handwriting exercise in Activity 20.

● **Grammar**

- ▶ Encourage learners to change a root word to a noun, adjective or other word class in Activity 8.b).
- ▶ Introduce learners to '-ly' (adverb) and '-ed' (past form) Activity 10 (a) and help them to form words and write in Activity 10.b).
- ▶ Help learners to know the use of pronouns (I, he, she, they etc.) in sentences and fill in the blanks in Activity 11.a), 11.b) and 12 .b).

● **Speaking :**

- ▶ Provide scope to the learners for oral task by asking questions on the texts they have been provided with, in Activity 4.a), 4.d), 6, 7.b) and 7.d).
- ▶ Initiate conversation and help learners share their experience in Activity 6.

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Sangeeta Rahangpi, Guwahati



National Anthem

Jana-gana-mana-adhinayaka jaya he

Bharata-bhagya-vidhata

Panjaba-Sindhu-Gujarata-Maratha

Dravida-Utkala-Banga

Vindhya-Himachala-Yamuna-Ganga

uchchala-jaladhi-taranga

Tava Subha name jage, tava subha asisa mage,

gahe tava jaya-gatha.

Jana-gana-mangala-dayaka jaya he

Bharata-bhagya-vidhata.

Jaya he, Jaya he, Jaya he,

jaya jaya jaya jaya he.

Source : https://www.mha.gov.in/sites/default/files/NationalAnthem%28E%29_2.pdf

A few precautionary measures to be taken in order to avoid road accidents



While walking on the road—

- Always walk on your left side.
- While crossing the road always look to your right and left and then cross.
- Walk on the footpath if there is one.
- At zebra crossing cross the road walking over the zebra lines.
- Use torchlight at night.
- Don't ride a bicycle carrying a pillion rider



While crossing the railway level crossing—

- Don't cross the gate at the railway level crossing when it is closed.
- Don't cross the railway lines till the train passes.
- Don't cross the railway lines till both the gates of the railway level crossing are opened.



While travelling by bus—

- Board the bus carefully.
- Don't spit outside.
- If there are lots of passengers make a queue and then board the bus.
- Don't travel by standing on the footboard of the bus.
- Don't put your hands and legs or head outside the window.
- Alight from the bus when it stops properly.
- While alighting from the bus look to your right and left properly.



It is our responsibility and duty to help the children, the old or the physically disabled persons walking on the road or crossing the road.