



Unit 1: Food, Health and Sports

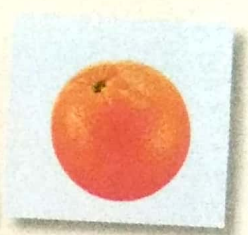
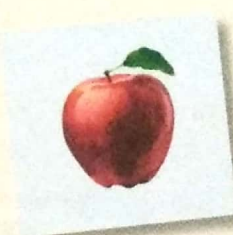
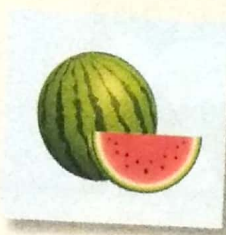
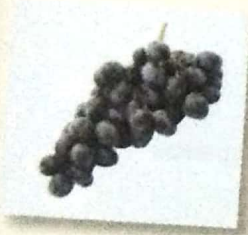
Do and Learn

Reggie Mouse's Shrinking Clothes

1. Tell your elbow partner what you ate this morning. Then, ask her what she had for breakfast. Do you know why we should eat a healthy breakfast every day? A healthy breakfast gives us the energy to be active all through the day. It helps us to concentrate in class, and also provides more strength to work and play.

2. Make a colourful fruit chaat.

You will need:



With the help of your teacher, peel and chop the fruits into small pieces. Sprinkle some salt and some chaat masala. You could also add some curd or ice cream. Your colourful fruit chaat is ready to eat!

3. Write slogans on balanced diet.



Eat Healthy, Be Active



Eat Smart, Live Strong

My Earth Songs



Listen to the song *Turn It Off* and sing it.

1. Reggie Mouse's Shrinking Clothes



Warm-up

Look at the food items in the picture carefully. Find their names in the word chain and circle them. One has been done for you.



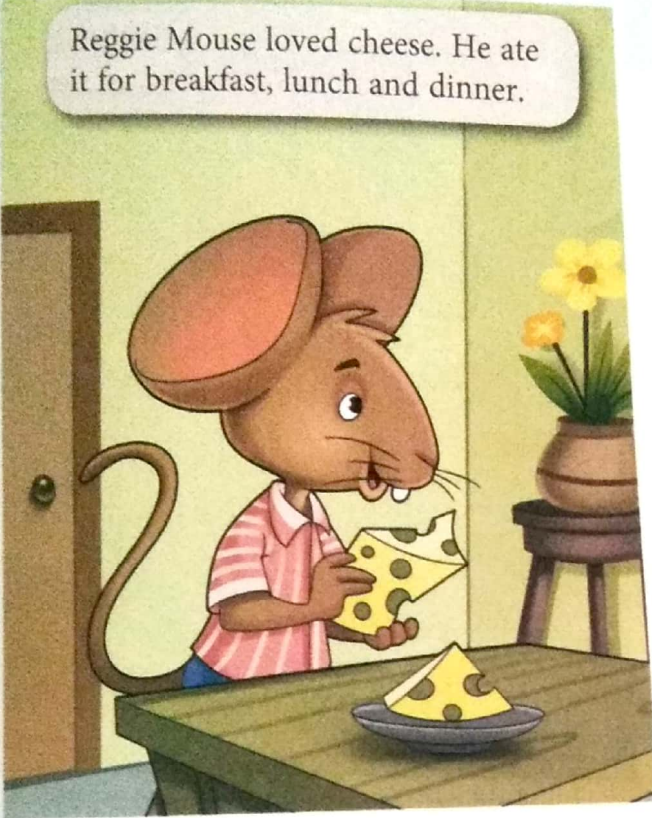


Reading



Let us read the story of Reggie Mouse who only ate cheese and never played outside.

Reggie Mouse loved cheese. He ate it for breakfast, lunch and dinner.



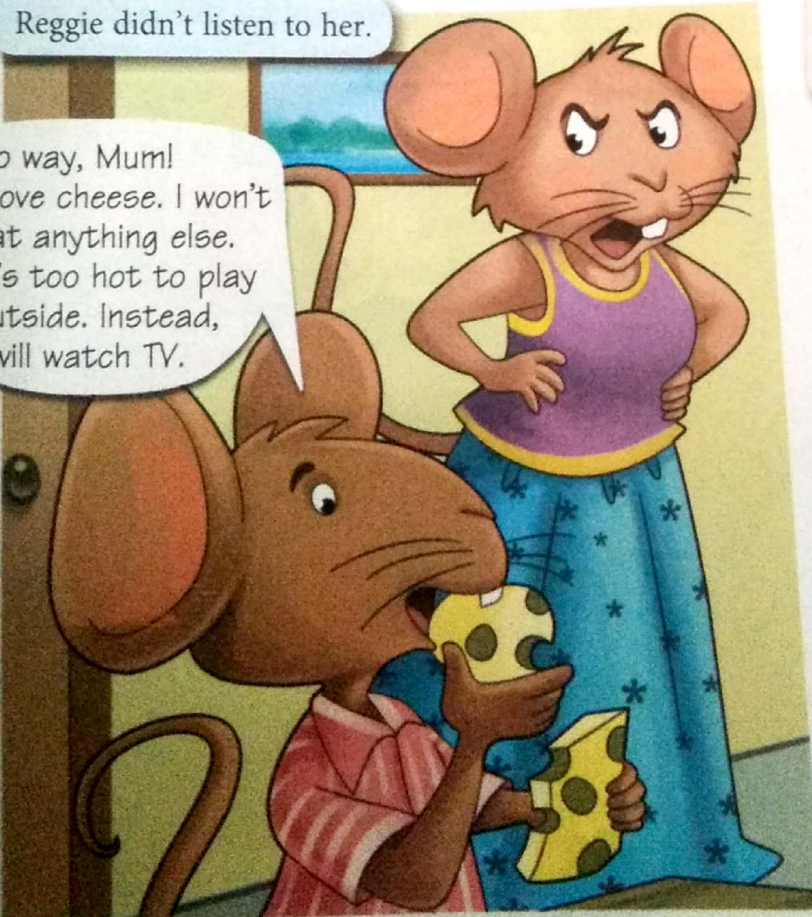
Reggie's mother, Rita Mouse, was worried.



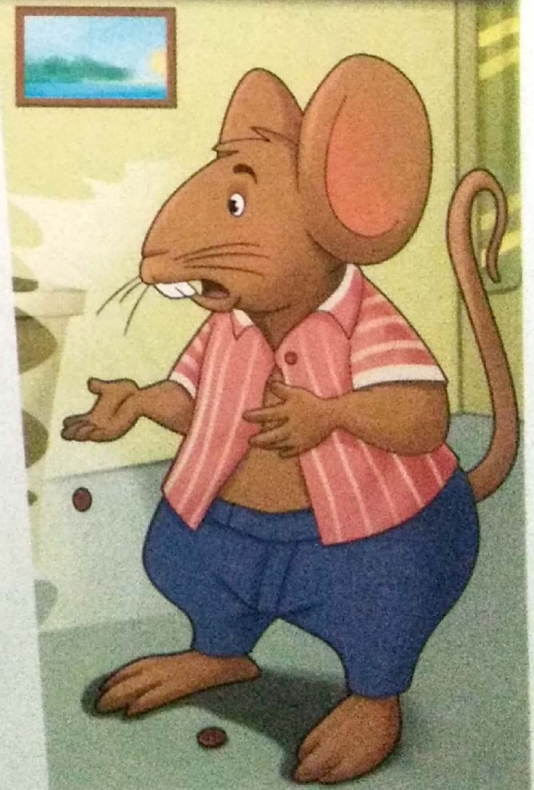
Reggie, it's fine to eat cheese, but you should eat other foods like fruits, vegetables, cereals and fish. You should also play outside more often.

Reggie didn't listen to her.

No way, Mum!
I love cheese. I won't eat anything else. It's too hot to play outside. Instead, I will watch TV.

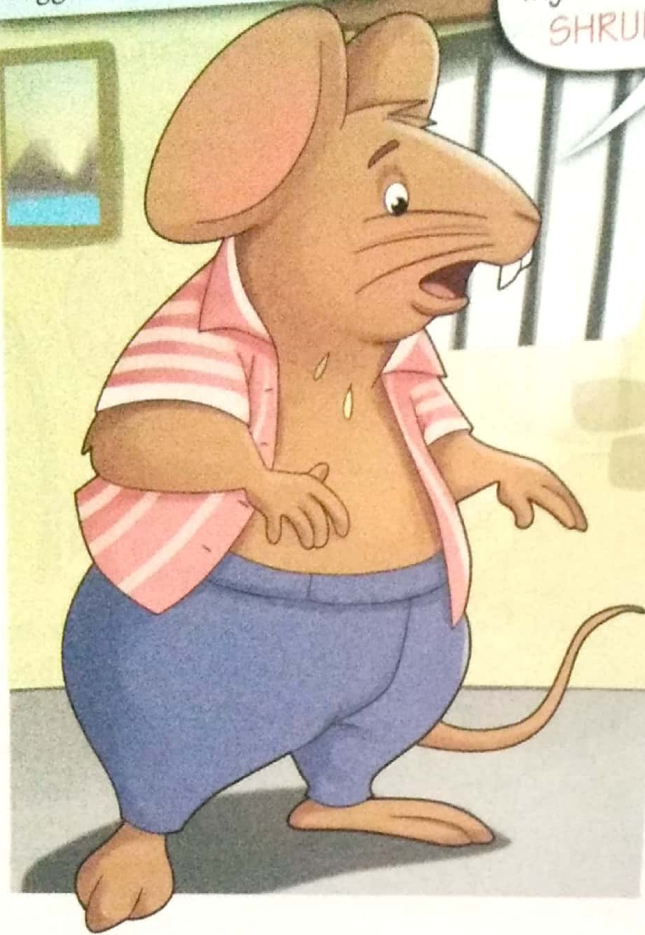


A few months later, Reggie Mouse was getting dressed, when all the buttons on his shirt went 'pop, pop, pop'.



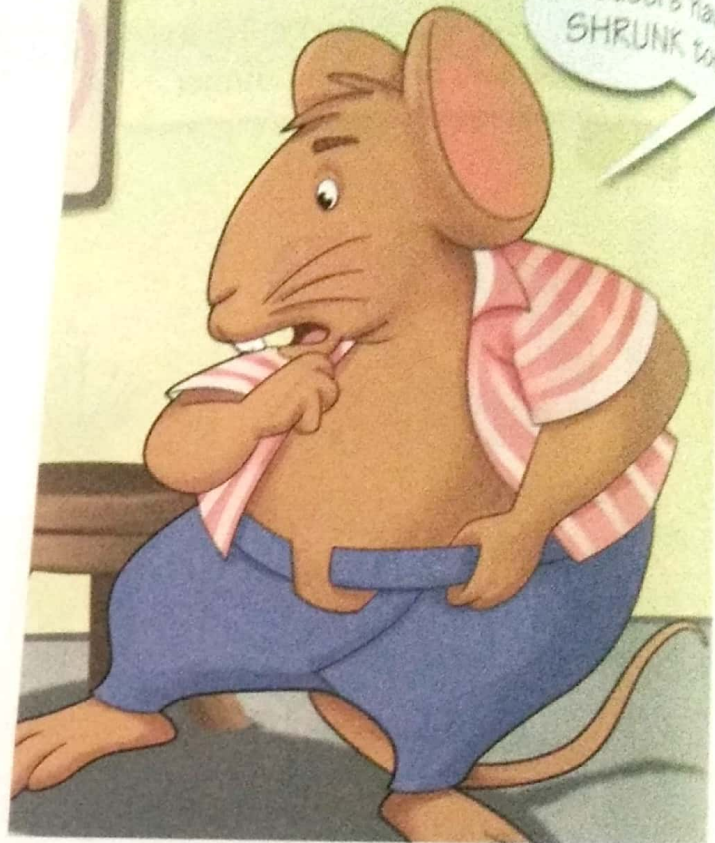
Reggie was very surprised.

Oh, no!
My shirt has
SHRUNK!

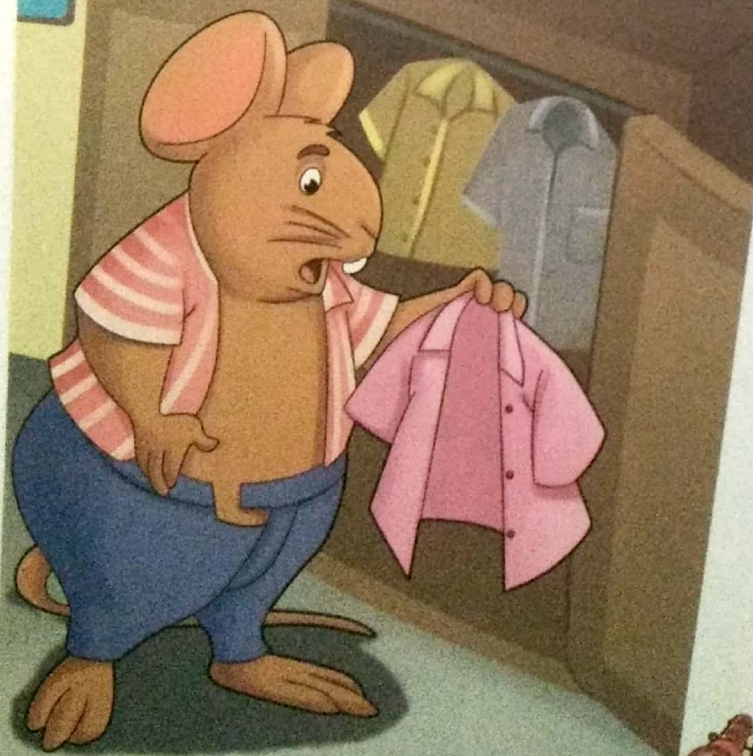


And then, his trousers went 'rip, rip, rip'.

Oh, no! My
trousers have
SHRUNK too!

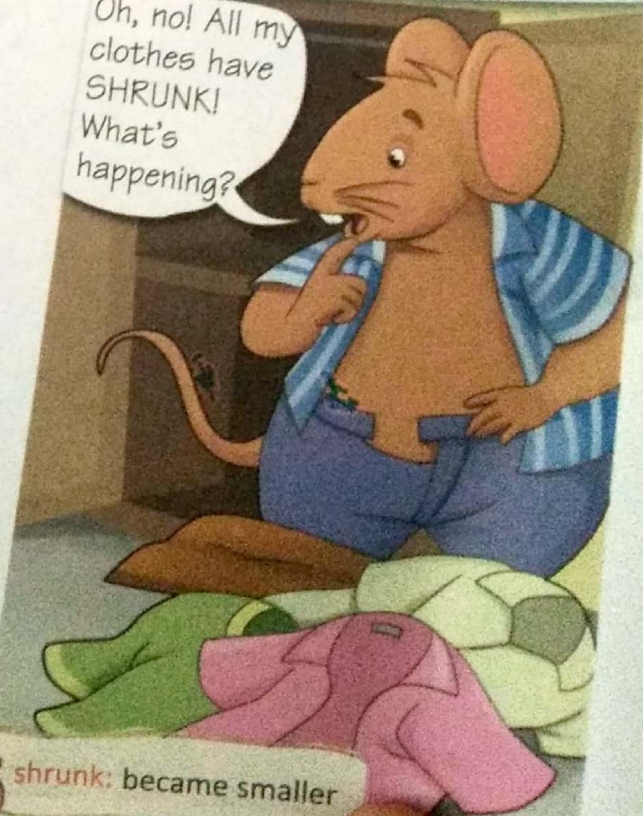


Reggie Mouse ran to his cupboard
and tried on all of his clothes.



'Pop, pop, pop' went all the
buttons of his shirts. 'Rip, rip,
rip' went all his trousers.

Oh, no! All my
clothes have
SHRUNK!
What's
happening?



shrunk: became smaller

Rita Mouse heard her son crying. She ran into his bedroom.

Reggie, why are you crying, and why are your clothes on the floor?

Oh, Mum, it's awful! All my clothes have SHRUNK!

I know what we can do to 'un-shrink' them. Reggie, you need to start eating healthy food like fruits, vegetables, cereals, fish and chicken. You also need to go out and play with your friends more often.

That afternoon, Reggie played football with his friends. He had soup, carrots, spinach and grapes for dinner.

And very soon, Reggie's clothes UN-SHRANK!



Reading comprehension

A Tick the correct answer to complete each sentence.

1. Reggie Mouse loved eating

☐ butter and cheese. ☐ cheese.

☐ fruits and vegetables.

2. Rita Mouse was Reggie's

☐ aunt.

☐ grandmother.

☐ mother.

3. When Reggie Mouse became fatter, his clothes

☐ became too loose. ☐ became too tight.

☐ began to fit him well.

4. To 'un-shrink' his clothes, Reggie Mouse started eating

☐ butter.

☐ cheese.

☐ fruits and vegetables.

5. He also started

☐ watching TV.

☐ playing chess.

☐ playing outdoor games.

B Answer these questions.

1. What advice did Reggie's mother give to her son?

2. Why didn't Reggie listen to her advice?

3. Why did the buttons of Reggie's shirt go 'pop'?

4. Why were Reggie's clothes lying on the floor?

5. How did Reggie 'un-shrink' his clothes?



C Think and answer.

Reggie started eating healthy and playing outdoor games every day. What do you think happened then? Discuss with your partner.





Values and Life skills

♦ handwashing techniques

Along with eating healthy food and playing every day, we need to maintain personal hygiene to remain healthy. We should wash our hands with soap and water before every meal and after visiting the toilet.



1

Wash your palms.



2

Scrub each finger and between fingers.



3

Rub back of hands and between fingers.



4

Rub the base of the thumbs.



5

Back of fingers.



6

Scrub your finger tips.



7

Wash your wrist.



8

Dry hands with a clean towel.



Vocabulary

♦ sound words



Read these lines from the story.

- All the buttons on his shirt went 'pop, pop, pop'.
- 'Rip, rip, rip' went the trousers.

When buttons break off, they pop. When trousers tear, they make the sound rip.

The words rip and pop are called sound words.

9 In pairs, pick out the correct words and fill in the blanks.



squeak

buzz

hiss

boom

quack

tick-tock

meow

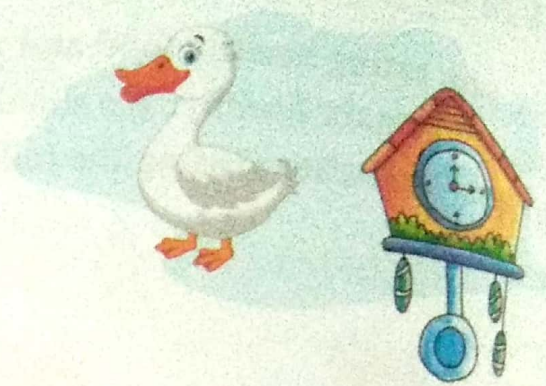
honk

1. Bees in the air go

2. Shoes on the feet go



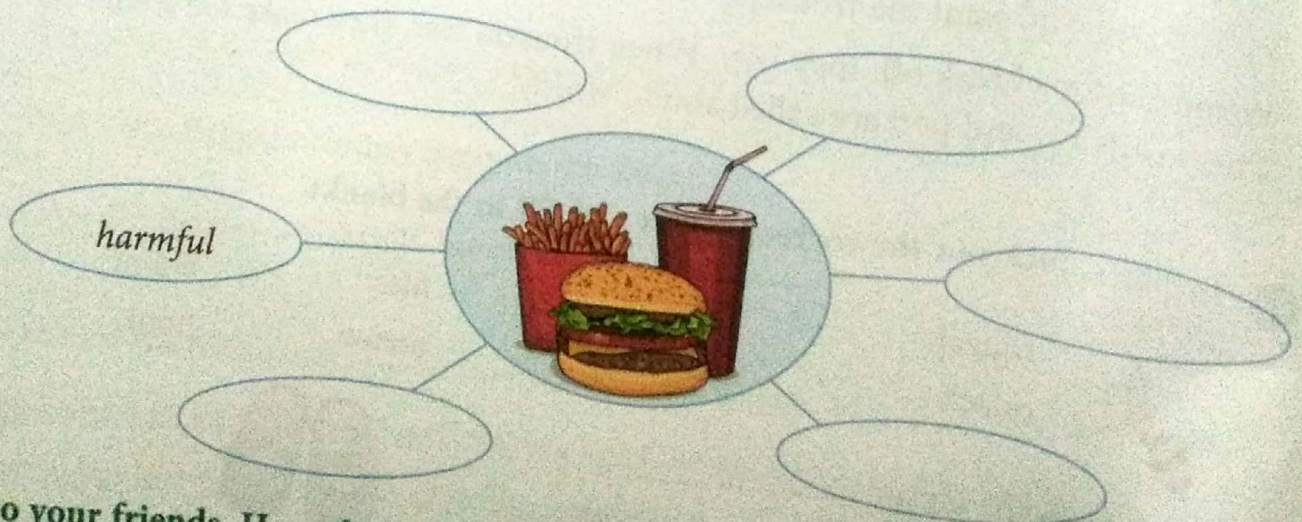
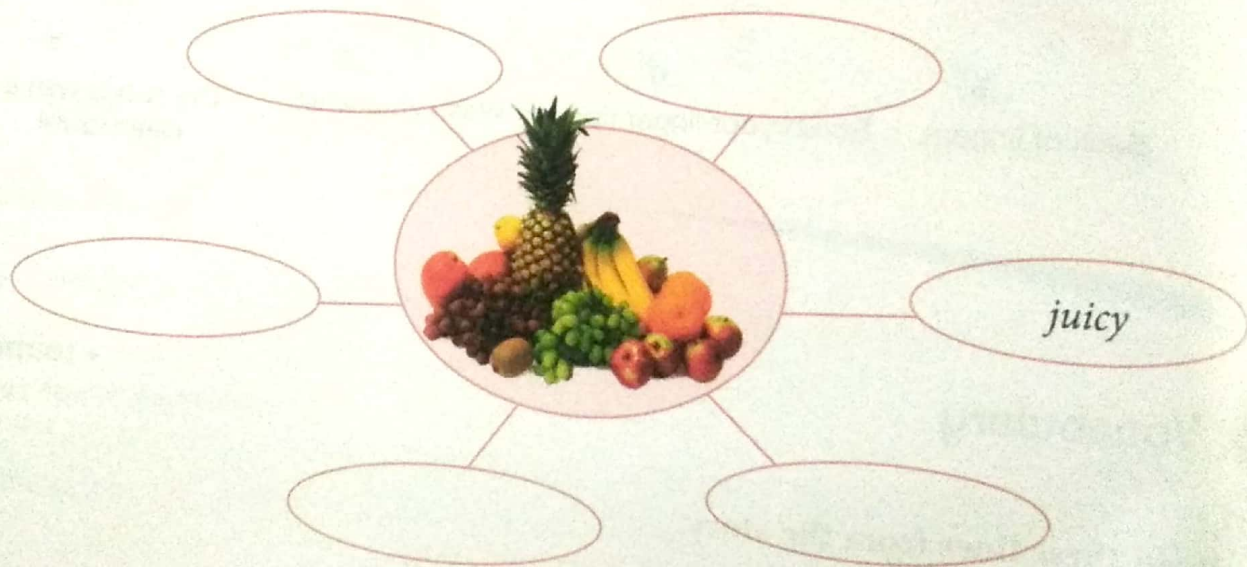
3. Snakes in the sun go
4. Crackers go
5. Ducks in the pond go
6. Clocks in the morn go
7. Cats in the alley go
8. Horns in the cars go



Can you add a few more sentences with sound words to this list?

B Look at the pictures. Complete the word webs with words that come to your mind.

♦ word webs



Talk to your friends. Have they used similar words?



Common nouns are names of people, animals, places and things. For example, mother, tiger, city and table are common nouns.

Proper nouns are names of a particular person, place or thing. For example, Rekha, Akram, New Delhi and Taj Mahal.

- 9** Read this story with your elbow partner. Cross out all the common nouns and replace them with proper nouns. Two have been done for you. Write the sentences in the blanks.

Manisha

Mumbai

A girl had moved into a house in ~~this colony~~. Many children of the neighbourhood

..... invited the girl to play. But one little boy didn't like the girl. He told his two friends

..... not to play with her. The girl always brought cut fruit and carrot sticks and shared

..... it with everyone. 'I only eat these chips, this candy, and this fizzy drink—not your

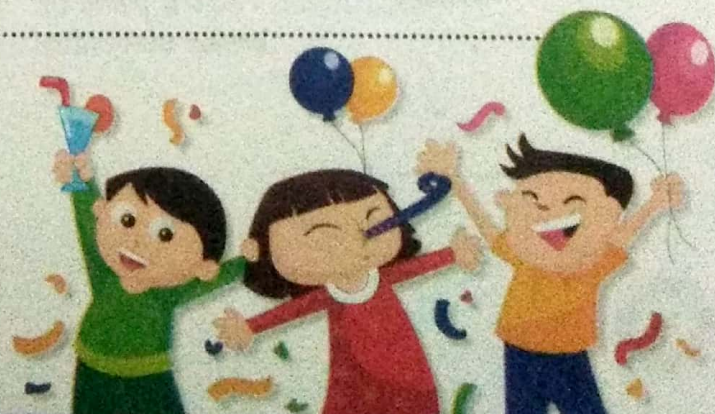
..... tasteless healthy food,' the little boy made fun of her every day. The girl's father

..... could see that his daughter was upset. He decided to throw a party and invite all the

..... children from the neighbourhood. He baked a colourful fruit cake, made lots of

..... yummy vegetable sandwiches and lip-smacking lemonade. Everyone enjoyed

..... the party, even the little boy.





Collective nouns are words used for groups of people, animals or things. For example

- a **bunch** of keys
- a **class** of students
- a **shoal** of fish
- an **army** of soldiers
- a **flock** of sheep
- a **team** of players

B Unscramble the letters and write the collective nouns.

1. a of lions (deirp)
2. a of geese (ggagle)
3. a of grapes (unchb)
4. a of ants (ocloyn)
5. a of puppies (tterli)
6. a of thieves (ggan)
7. a of people (dwocr)
8. a of rats (ackp)



C You and your friend are having a friendly competition on using collective nouns. Who's going to win? Add two more sentences with collective nouns to this dialogue.



In my house,
there's a big rat!

I eat a piece of
bread every day!

.....
.....

In my house,
there's a pack
of rats!

I eat a loaf of
bread every day!

.....
.....





Listening



• completing sentences

Listen to the passage and complete these sentences.

1. Children are
2. Outdoor games give children
3. These activities help them to
4. They also learn to solve
5. Children become confident



Speaking



• initiating and responding

A Imagine that you have decided to set up a restaurant with your friends. Discuss:

1. Which type of food will your restaurant serve?
2. What will you name the restaurant?
3. What's going to be on the menu?

B You have your first customers at the restaurant. Do a role-play.

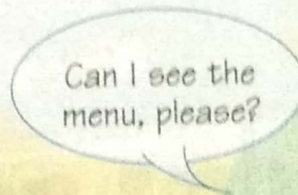
You could use these hints.



Manager



Waiter



Customer





Pronunciation

Underline th in each of the words below. Notice how it's pronounced differently. Sometimes we use a soft sound and sometimes a hard sound. Colour all the soft sounds blue and all the hard sounds brown.

mother	them	with	thank	thin	theatre	thought	both
these	they	earth	thick	thousand	nothing	father	



Writing



♦ dialogue-writing

① Read the conversation between Janani and her mother. They are in a supermarket to buy their weekly grocery. Complete the conversation with the words given in the box.

- | | | | |
|--------|-------------|---------|---------|
| milk | cool drinks | pasta | mangoes |
| apples | tomatoes | cabbage | noodles |



Janani: Mum, what should we buy first? Can we get some candy and chips?

Mum: Yes, Janani. We can have some candy and chips.

Janani: Can I buy 5 packets of chips and 3 packets of candy, please?

Mum: No, my dear. We can take a packet of chips and a packet of candy. It's okay to have chips and candy sometimes but too much of it is unhealthy.

Janani: Okay, Mum. I understand. I'll only eat them once a week.

Mum: Good girl. What would you like to pick next?

Janani:

Mum:

♦ completing a paragraph

B Now complete the paragraph on healthy habits based on the conversation you have completed above. Use the words given in the box.

junk healthy exercise outdoor balanced

We all should try to lead a lifestyle. These days, we eat a lot of food which makes us unhealthy in the long run. We must have a diet and include fresh fruits and vegetables in our daily meals. They give us strength and energy. Along with good eating habits, one must and be physically active. We can play any game which will keep us in shape.

My Word Bank

Find all the names of food mentioned in the story. Write them here.

.....

.....

.....

Cookies for Santa



Warm-up

Here are a few good and not so good food choices.

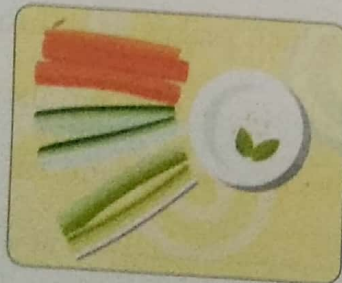
Choose a whole wheat sandwich instead of white bread sandwich! Eat with veggies.



Choose whole fruit instead of its juice.



Eat salads.



Have fruits instead of sweets!



What do you want to have in your lunch box?





Reading

Now, read a poem about a boy who had baked a dozen cookies for Santa Claus on Christmas Eve.

I baked a dozen cookies
and I put them on a plate,
and I set them out for Santa Claus,
except for one I ate.

That cookie was amazing
and I couldn't quite **resist** ...
so I ate another one
that I was sure would not be missed.

I knew it wouldn't matter
if I only ate one more.
Then I **gobbled up** another one.
Why not? That's only four.

I **accidentally** dropped
another couple on the ground.
I knew Santa wouldn't want them
so I swiftly **scarfed** them down.

except: other than

resist: not able to stop oneself from doing something

gobbled up: ate quickly

accidentally: something done by mistake

scarfed: ate; gulped down





Another couple disappeared.
I may have eaten those,
though I couldn't say for certain,
but I guess that's how it goes.

I figured four was likely more
than Santa Claus would need
so I **polished off** another few
with unexpected speed.

Before I knew what happened
all the damage had been done,
and I realised I'd accidentally
eaten every one.

I guess it's best, since Santa
sort of needs to watch his weight.
When he visits us this Christmas
I sure hope he likes the plate.

—Kenn Nesbitt



polished off: finished eating



Kenn Nesbitt is an American poet who writes humorous poems for children. His first poetry book, *My Foot Fell Asleep* was published in 1998. He lives in Spokane, Washington, with his wife Ann, his son Max and his daughter Madison.



Reading comprehension

A Tick the correct answer to complete each sentence.

1. To start with, there were cookies on the plate.
☐ a dozen ☐ eleven ☐ two
2. The poet dropped two cookies on the floor, and then
☐ ate the ones that fell. ☐ ate all the cookies.
☐ put them back on the plate.
3. The poet decides that Santa
☐ doesn't like cookies. ☐ loves cookies. ☐ shouldn't be eating cookies anyway.

B Answer these questions.

1. After baking the cookies, what did the poet do with them?
2. 'Another couple disappeared ...' What do you think happened to them?
3. 'All the damage had been done ...'
 - a. What was the 'damage'?
 - b. Who did the 'damage'?
4. 'I sure hope he likes the plate.'
 - a. Who is the poet talking about?
 - b. Why does the poet hope he likes the plate?
5. In the end, what does Santa get for Christmas?

C Discuss in groups.

1. Do you think the poet really baked the cookies for Santa?
2. The poet uses the word 'accidentally' twice. Do you think everything happened accidentally?
3. 'I guess it's best, since Santa sort of needs to watch his weight.' Do you agree with the poet? Why/Why not?



Values and Life skills

♦ eating healthy

Many of us 'need to watch' our weight, just like Santa does. Discuss any two ways in which you can remain fit and healthy.



Vocabulary

• rhyming words

A Add rhyming words to each row. One has been done for you.

1. plate → ate →
2. more → four →
3. those → goes →
4. need → →
5. done → →
6. ground → →
7. bind → →
8. guess → →



Read these words.

- disappeared
- unexpected

Adding **dis-** and **un-** help us to make opposites of **appeared** and **expected**.

• prefixes

B Now, add **dis-** or **un-** to these words to make opposites.

1.
 - tidy
 - comfortable
2.
 - honest
 - agree
3.
 - happy
 - necessary
4.
 - courage
 - satisfied
5.
 - cover
 - wrap
6.
 - like
 - obedient

Speaking

♦ role-play

Imagine you are the poet. Santa is at your house and he is not very happy to find the empty plate. Choose a partner. Role-play a conversation you will have with Santa.

Hints:

Hol! Hol! Hol!
What happened
to my cookies?



Oh, Santa! I baked
you a dozen delicious
cookies but...



Activity

♦ making a Christmas card

Make your own Christmas card.

1. Fold a piece of blank paper to make a card.
2. On the outside, draw a rectangle.
3. Take one piece of any fruit or vegetable, for example, okra, potato or onion. Ask an adult to cut it, so you can use it as a stamp.
4. Now, dip the stamping end of the fruit or vegetable in different colours, and stamp a pattern.
5. Decorate your card with glitter.
6. Write your message inside the card.

Remember to use only a few vegetables while doing this activity.



My Word Bank

Write the new words that you have learnt in this poem.

.....

.....

Do and Learn

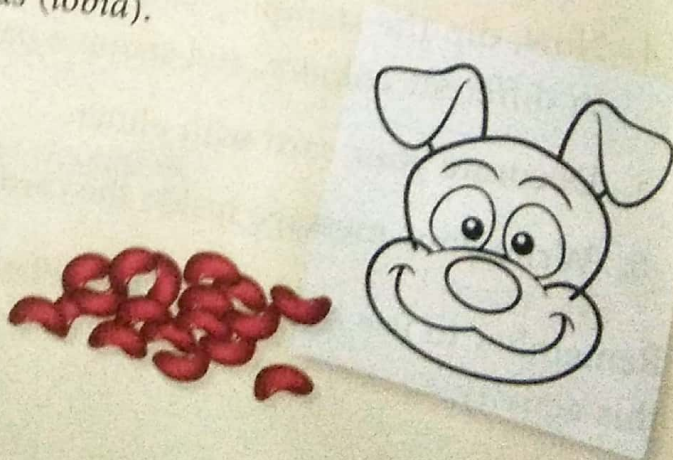


Simon Says

1. Name an animal you like. It may be a pet animal or a wild one. Say two things about it.
2. In groups, play the game 'telephone'. Sit in circles. Think of a message that a pet wants to send, such as, 'I am hungry', 'I can smell a rat'. You should communicate the message to the group using only actions. The group guesses the message and the pet.
3. Do you know any pet that is very funny? What does it do? Tell your class about it.

A View of a Cat

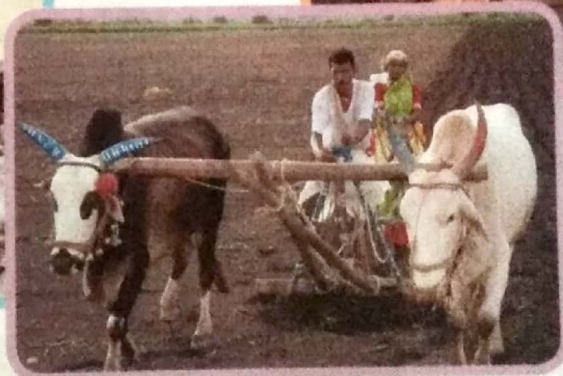
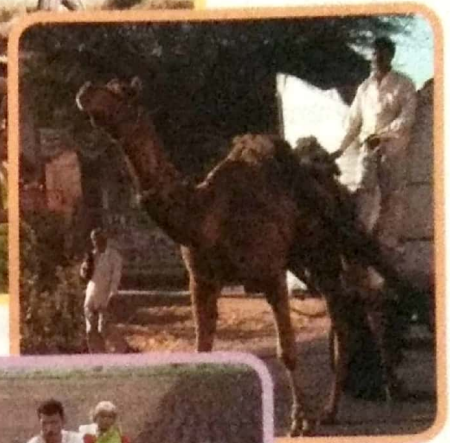
1. Draw a face of a pet dog/cat. Cut out the shape and paste it on a cardboard. Bring coloured beans of various shapes and sizes, such as kidney beans (*rajma*), green gram (moong bean) and black-eyed peas (*lobia*). Pour a thin layer of glue on the cut out and paste the beans to fill the drawing.
2. Say these tongue twisters.
 - Kitty caught the kitten in the kitchen.
 - She sells seashells at the seashore.



2. Simon Says

Warm-up

Look at these pictures. Discuss what these animals are doing. How else do animals help us?



Reading

Read this story about a guide dog named Simon.

I begin to get the feeling that Christmas is around the corner when Ma starts making sweets and the smell of burnt sugar and baking fills the house. The countdown begins and every day there is some new activity going on, like the Christmas tree lights being checked out, the wiring of the star to be fixed, or the last minute chopping of the dry fruits to be done. Then, before we know what is happening, we start our rounds of carol singing, meeting old friends and making new ones. Oh, the entire month is fun.



This year, however, was different. Early in the morning on the first of December, my mother woke me up with awful news. 'I have to go to the hospital, Rita,' she said worriedly.


'Why?' I asked.

'Grandpa has had a terrible accident.'

Grandpa is my favourite person in the world, after my friend Latika. I can tell him anything, even **grumble** when I think Ma is being unfair to me. He always listens and gives me his fullest attention like I'm an adult. Simon does, too, but that is different.

When Grandpa began to lose his eyesight some years ago, he got himself a guide dog, a trained German Shepherd, and called him Simon. 'Because I have to do what Simon says,' he told me when I asked him why he chose Simon. Then he told me about a game he used to play when he was a boy, called 'Simon Says'. Because of Simon, Grandpa could continue to live on his own. He could go for walks and even do some shopping now and then when he wanted to surprise us with gifts.



 **grumble:** complain

'Simon led Grandpa straight into the path of a car and he was badly injured,' my mother said that evening. 'He was awake when I went but he just kept calling out Simon's name.'

Ma had brought Simon back to our place but he just **moped** around the house, barely eating or drinking. It was as if he knew he was responsible for Grandpa's condition. That night Simon didn't sleep at all. And after that he just got worse. I took him out for walks, talked to him and told him we are praying for Grandpa's recovery.

It was a couple of days later, when I returned from school, that I made the discovery. Simon was sitting on the **porch** in front of the **mesh** door but he didn't react to the sound of the rickshaw when I got home. He did not reply to me when I called out to him. He just continued to stare straight ahead at Ma who was in the kitchen.

'Simon! Simon!' I called loudly. Finally he turned his head, stood up and trotted towards me wagging his tail, a big doggie smile on his face.

'He's deaf, Ma,' I said when I walked into the kitchen. 'That was why he led Grandpa into the path of that vehicle. He couldn't hear it approaching!'

Ma stopped cooking and thought for a minute. 'He must be almost ten years old now,' she said, wiping her hands on a cloth. 'So it's possible his hearing is going.'

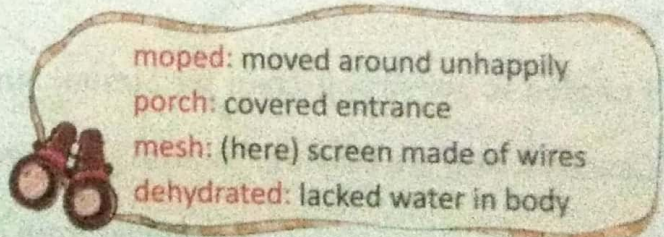
Simon still wasn't eating and the next morning when I took him for a walk his legs gave way and he sat down heavily on the grass.

'Ma! Ma!' I shouted as I tried to lift him up. 'Come quick! Simon can't walk!'

Ma helped me pick Simon up and we took him to the vet. Simon was running a fever and was severely **dehydrated**, so he was put on a drip immediately. I stayed with him until he was settled and, for the next few days spent as much time as I could with him as he fought for his life.

It was a week before I could visit Grandpa again. He looked so frail and weak, and was bandaged all over. He looked at me as I held his hand, and whispered, 'Get me out of here! How is Simon?' I found it hard to speak about Simon but he seemed to read my mind. 'It will do him good to meet me. He must feel like I've deserted him.' Then Grandpa told me how much he longed to be home, how he hated being in the hospital.

It took Ma two weeks to convince the doctors to let Grandpa come home with us. By then Simon was back at home. When he realised that Grandpa was back too, Simon rose shakily to his feet and began to bark,





almost trying to dance around, getting under our feet as we helped Grandpa get into a chair. The attendant who brought Grandpa from the hospital told me, 'Keep the dog away! He'll jump on the old man and hurt him!' But Grandpa put up his hand and said **hoarsely**, 'Simon is too smart to do that.'

There were only a few days left before Christmas and we had to look after two patients in the house now as we finished our preparations. But as the days passed, both made a slow, steady recovery. On Christmas Eve, I found Grandpa clicking off his mobile phone.

'I thought we were pals. Why didn't you tell me how ill Simon was?' Grandpa had obviously been checking with the vet as well as talking to Ma.

I didn't say anything. The next morning, after picking up the presents from below the hastily decorated Christmas tree, I found Grandpa's bed empty and Simon nowhere in sight. I was rushing out of the room to inform Ma when Grandpa walked in unsteadily from the verandah, led by Simon.

'Grandpa! You're able to walk again!' I exclaimed. 'How did you do it?'

hoarsely: sounding rough and harsh

'I needed to get strong again for Simon. Simon says he's not ready to go yet!'

'Grandpa, you are playing "Simon Says" again!' I said, happily.

—adapted from a short story by the same name by Cheryl Rao

Reading comprehension

A Write T for true or F for false for these sentences.

1. Rita's family did not usually celebrate Christmas.
2. Grandpa was Rita's favourite person.
3. Rita's mother left Simon at Grandpa's hospital.
4. When Rita got home and Simon didn't move, she realised that the dog was deaf.
5. The attendant was worried that Simon would bite Grandpa.

B Answer these questions with your elbow partner.

1. Who was Simon?
2. Why did Simon lead Grandpa in the path of the car?
3. Did Grandpa like being in the hospital?
4. When Grandpa came home from the hospital, what did Simon do?
5. Why did Grandpa start walking again?

C Think and answer.

1. What qualities do you think are needed to make a good guide dog?
2. Do you think Simon was a good guide dog? Why/Why not?



Values and Life skills

♦ empathy

Grandpa and Simon share a special bond. They feel responsible for each other. Though Simon was loved by Rita's family, many animals are often treated badly.

With your elbow partner, list all the animals that live in your neighbourhood. Read the hint questions. Answer them for each of the animals on the list.

① How are they treated?

② Do people look after them?

③ What could you do to help make an animal's life happier?



Vocabulary

Read these sentences from the story. Identify and circle the correct meaning of the highlighted word. If you're not sure, find the sentence in the story and read it.

- Ma had brought Simon back to our place but he just **moped** around the house.
a. sniffed b. sulked c. walked
- Then Grandpa told me how much he **longed** to be home, how he hated being in the hospital.
a. thought about b. imagined c. really wanted
- 'He must feel like I've **deserted** him.'
a. left b. blamed c. sold
- It took Ma two weeks to **convince** the doctors to let Grandpa come home with us.
a. make a suggestion b. offer help c. make someone do something
- Both made a slow, steady **recovery**.
a. return to a normal state b. find something new
c. carry heavy things



Grammar



• kinds of sentences



There are four kinds of sentences.

Kinds of sentences	Examples
Statements tell us about something. They usually end in a full stop.	<ul style="list-style-type: none"> Grandpa is my favourite person in the world. How is Simon?
Questions ask for more information about something. They always end in a question mark.	<ul style="list-style-type: none"> Ma! Ma! Simon can't walk!
Some sentences show strong feelings or emotions, such as joy, sorrow, anger and excitement. They usually end in an exclamation mark.	<ul style="list-style-type: none"> Stand there. Please pass me the salt.
Sentences can also be either commands or requests. Commands tell somebody to do something. Requests ask for something politely. Both these kinds of sentences usually end in a full stop.	

- A** Think about sentences people said to you yesterday. Were they statements, questions, exclamatory sentences, commands or requests? Write two examples of each.

For example: Clean your room! (command)
Have you done your homework? (question)

Mum

1.
2.

Dad

1.
2.

Teacher

1.
2.

Friend/Brother/Sister

1.
2.

- B** When you have finished, read out your sentences to your partner. See if she/he can guess what kind of sentences they are. Then, listen to your partner's sentences and guess the kind of sentences they are.



Listening



♦ listening for details

Now, listen to a story on friendship and fill in these blanks.

1. The ant went to the bank of a to drink water.
2. The ant did not know how to
3. A dove was on a branch of a tree.
4. The dove a big leaf and dropped it in the river.
5. The ant managed to on the leaf.
6. The hunter was going to the dove family.
7. The ant the hunter on his leg.
8. One good turn another.



Speaking



- A** Who is your best friend? Discuss with your partner.
- B** Share your stories about your best friend with others in the class. Does anyone else have the same qualities as your best friend?

You can use these hint questions.

Why do you like your best friend?

What qualities does your friend have? Is your friend funny, generous, helpful...?

How would you feel if your best friend stops talking to you?

Has your best friend ever stood by you when you were in trouble? What happened? What did your best friend do?

♦ revision



Punctuation



Read this short story and punctuate it correctly.

atul and deepa were travelling together when a bear attacked them atul climbed up a tree while deepa lay flat on the ground held her breath and tried not to move the bear came up to deepa and sniffed her all over deepa held her breath and pretended to be dead the bear lost interest and walked away when atul came down from the tree he said that was close tell me deepa what did the bear say to you she replied never travel with someone who leaves you at the first sign of danger

♦ informal letter



Writing



Imagine you are Rita. Write a letter to Grandpa, who is at the hospital, telling him why Simon led him in front of the car and how you found out. Also tell him about Simon feeling guilty, and that he is still at the vet's, undergoing treatment.

You could use these hints.

- I'm sorry to tell you...
- Simon refuses to...
- I feel/He feels really bad...
- At night, he...
- I know he didn't mean to...
- The vet said...

Read this sample to help you write the letter.

20/3-B, Western Marg

Saket

Delhi-110017

14 June 2019

Dear Ratna

I hope this letter finds you in good health. I wanted to share with you what I did during my summer holidays. I went trekking for the first time in my life. I have fallen in love with the mountains. Throughout the trek, I was both scared and excited. There was so much beauty all around me, but the roads were very narrow and steep. We had to watch every step we took. By the end, we were extremely tired. However, it was a great experience.

Have you ever gone trekking? Or do you prefer the beach to the hills?
Write to me soon.

Lots of love

Piu

My Word Bank

Read the story again and write down as many adjectives as you can find. Remember, an adjective is a word that describes a noun. One has been done for you.

1.*burnt*.....
2.
3.
4.
5.
6.
7.
8.
9.
10.