



Orient BlackSwan

NEW

BUZZWORD

English For Schools
Textbook

3

NEP
Compliant
inside



WITH
APP

New Buzzword: English for Schools (K-8) is a dynamic language course for the 21st century classroom. Based on the National Curriculum Framework and the NCERT guidelines, this course blends strong content with the skills of communication, collaboration, creativity and critical thinking. It lays a solid foundation in English, while it motivates learners to read and to express themselves in new and rich ways.

THE PACKAGE

For the Student

1. Primers and Activity Books 1 and 2
2. Textbooks 1 to 8
3. Workbooks 1 to 8
4. Supplementary Readers 1 to 8
5. Students' App 3 to 8

For the Teacher

1. Teachers' Resource Packs Primers to 8
2. Smart Books Primers to 8
3. Web Support

COURSE HIGHLIGHTS

Clearly defined lesson objectives and learning outcomes

A detailed listing of the lesson objectives and learning outcomes across skill areas is provided for each theme.

Benefits:

- ❖ establishes a clear sequence of learning milestones
- ❖ provides effective opportunities for remedial teaching, as needed
- ❖ creates self-awareness in learners about skills that need more attention

Take Off

Every theme has a set of specially created tasks to address multiple intelligences and varied learning styles.

Benefits:

- ❖ addresses different learner styles for impactful learning
- ❖ makes classroom activities interesting and meaningful
- ❖ expands the mind and encourages cross-curricular and lateral thinking
- ❖ supports effective participation in the classroom
- ❖ motivates learners and helps to increase their confidence

Think-Pair-Share / Embedded Questions

Interspersed in the units are activities to support **collaborative learning strategies**.

Benefits:

- ❖ develops higher order thinking skills, problem solving skills and life skills
- ❖ improves interpersonal and communicative skills
- ❖ enables independent thinking

Learning Journal

At the end of each theme, a self-assessment tool is in-built in the form of a reflective learning journal.

Benefits:

- ❖ helps learners to chart their progress
- ❖ ensures that learning outcomes are clinched

Grammar Fun

Grammar is made interactive through games and fun tasks.

Benefits:

- ❖ helps to activate language
- ❖ creates a stimulating classroom atmosphere
- ❖ encourages cooperative learning

Rich Digital Resources

The Smart Book offers a whole range of audio-visual digital resources.

Benefits:

- ❖ increases students' engagement and motivation
- ❖ enriches the classroom activities
- ❖ deepens the students' understanding of concepts and stimulates their thinking

TEXTBOOK



READING

- ❖ rich variety of the best selections of prose and poetry
- ❖ engaging mix of Classic and Modern; Indian and World Literature
- ❖ thematic presentation
- ❖ voiceover for all texts and poems
- ❖ animations for texts and all poems



GRAMMAR

- ❖ graded, usage-oriented grammar syllabus
- ❖ concise explanation with ample scope for practice



VOCABULARY

- ❖ focus on building a rich and productive vocabulary
- ❖ attention to phrases, expressions and new words



WRITING

- ❖ variety of formats for creative and functional writing
- ❖ planned and graded help for writing



LISTENING



SPEAKING

- ❖ enrichment activities for listening and speaking
 - ❖ emphasis on effective communication
 - ❖ complete audio support
- | | | |
|-----------------|-------------------|---------------|
| ➤ Pronunciation | ➤ Reading Aloud | ➤ Values |
| ➤ Spelling | ➤ Dictionary Work | ➤ Life Skills |
| ➤ Punctuation | ➤ Picture Talk | ➤ Projects |

WORKBOOK

- ❖ thematically linked to the Textbook
- ❖ more practice for grammar, vocabulary and writing
- ❖ special attention to reading sub-skills
- ❖ combines language learning with enjoyable activities

SUPPLEMENTARY READER

- ❖ the best selection of texts covering different genres and themes
- ❖ exposure to the finest writing—old and new
- ❖ spotlight on literary appreciation of style and devices
- ❖ stress on improving vocabulary and developing creative writing skills
- ❖ integrated approach to learning values

APP

- ❖ summaries (for texts and poems)
- ❖ audio (for all texts and poems)
- ❖ interactive activities for grammar

FOR THE TEACHER

Teachers' Resource Packs

- ❖ Lesson Plans
- ❖ Question Bank
- ❖ Answer Key
- ❖ Worksheets
- ❖ Test Papers

Web Support

- ❖ customised portals for teachers

Smart Books for Teachers

- ❖ mapped to the Textbooks and Supplementary Readers
- ❖ audio-visual support
- ❖ interactive tasks
- ❖ presentations
- ❖ helpful tips and reference material
- ❖ a host of other resources

Language Syllabus—Textbook 3

Unit	Reading	Grammar	Vocabulary	Listening/ Speaking	Writing	Pronunciation/ Reading Aloud/ Dictionary Work/Picture Talk	Spelling/ Punctuation	Life Skills/ Project
Theme 1: Helping Others								
1. The Tale of Benjamin Bunny	1. short answers 2. ERC 3. long answers 4. think and answer 5. know your values—obedience	1. common and proper nouns 2. collective nouns	onomatopoeia	speaking— roleplay: give reason	story map	pronunciation— ten and den	spelling— double letters	life skills— solutions
2. The Big Race	1. MCQs 2. ERC 3. long answers 4. think and answer 5. know your values—overcome jealousy	1. revision— articles— a, an 2. articles— the	feeling words	listening— while- and post- listening: sentence completion	arrange in sequence with linkers	dictionary work— alphabetical order	punctuation— question mark and exclamation mark	
<i>Hurt No Living Thing</i>	1. wh- questions 2. think and answer 3. rhyming words 4. scrapbook							
Theme 2: The Power of Imagination								
3. The Story of the Four Seasons	1. short answers 2. ERC 3. table completion 4. think and answer	1. revision— pronouns 2. subject and object pronouns	nature words	listening— post- listening: table completion	guided composition	reading aloud— story	punctuation— comma	life skills— what to do when lost project— make a puppet
4. Pinocchio	1. short answers 2. ERC 3. long answers 4. think and answer 5. know your values—tell the truth	1. possessive pronouns 2. possessive adjectives	antonyms	speaking— roleplay: commands	picture composition	pronunciation— bin, been; bit, beat	spelling— commonly misspelled words	

Unit	Reading	Grammar	Vocabulary	Listening/ Speaking	Writing	Pronunciation/ Reading Aloud/ Dictionary Work/Picture Talk	Spelling/ Punctuation	Life Skills/ Project
<i>Ceiling to the Stars</i>	<ol style="list-style-type: none"> ERC think and answer humour and words that rhyme discussion with partner 							
Theme 3: Everyone Matters								
5. Living Free	<ol style="list-style-type: none"> short answers ERC long answers think and answer know your values—kindness to animals 	adjectives— superlative and comparative	compound words	speaking—roleplay; suggestions	description of a family member		punctuation—apostrophe	
6. The Lost Camel (play)	<ol style="list-style-type: none"> match ERC long answers think and answer know your values—be considerate to others' needs 	<ol style="list-style-type: none"> revision—the simple present tense and the simple past tense main and helping verbs 	prefix -un		paragraph with verbal cues			
<i>Thousands and Thousands</i>	<ol style="list-style-type: none"> wh-questions think and answer complete the sentences collage 							
Theme 4: Courage and Determination								
7. I'm Not Scared Anymore!	<ol style="list-style-type: none"> short answers ERC MCQs think and answer know your values—help a friend face their fear 	<ol style="list-style-type: none"> revision—the present continuous tense the past continuous tense 	time words	listening—while-listening; mark directions	informal letter	pronunciation— cu b and cu p	spelling— ee and ea	

Unit	Reading	Grammar	Vocabulary	Listening/ Speaking	Writing	Pronunciation/ Reading Aloud/ Dictionary Work/Picture Talk	Spelling/ Punctuation	Life Skills/ Project
8. Dipa Karmakar— Reaching for the Stars	1. short answers 2. ERC 3. long answers 4. think and answer	prepositions— place and time	movement words	listening— while- listening: gap fill	definitions	reading aloud— rhyme		
9. A Tiny Seed	1. short answers 2. ERC 3. long answers 4. think and answer 5. know your values—protect the environment	adverbs— manner and time	phrasal verbs with up	speaking— roleplay: telephone conversation	paragraph— personal experience	picture talk		life skills— prepare for a competition project— make a chart and tell your class about a forest
<i>Salma's Song</i>	1. ERC 2. think and answer 3. descriptive words 4. class discussion							
Theme 5: Home and Family								
10. At Home Again!	1. sentence completion 2. ERC 3. long answers 4. think and answer 5. know your values— befriend a new student	1. conjunctions— and, or, but 2. types of sentences— declarative and imperative	homonyms	speaking— roleplay: accept and refuse requests	dialogue completion	pronunciation— rough and elephant	punctuation— speech marks	life skills— animal rescue
11. Home Sweet Home	1. short answers 2. ERC 3. long answers 4. think and answer 5. know your values—help someone	1. subject and predicate 2. subject-verb agreement	synonyms	listening— post- listening: rearrange sentences	story with visual and verbal cues	dictionary work—how to use a dictionary	spelling— dictation of words and phrases	
<i>The Quarrel</i>	1. wh -questions 2. think and answer 3. words that rhyme 4. ways to say sorry							



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THEME 1

For the Teacher Lesson Objectives

- developing a sense of empathy towards all living beings and helping them
- reading to identify the main idea and sequence of events in a text or poem



READING

For the Student Learning Outcomes

By the end of this unit, I will be able to—

- read different texts about helping others.
- understand the importance of helping those in need.
- understand the main idea and the order of events in the text.

For the Teacher Lesson Objectives

- revising common and proper nouns; learning the function of collective nouns and articles—*a*, *an* and *the*.



GRAMMAR

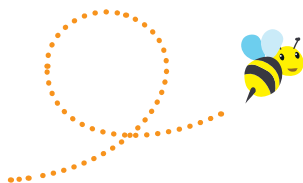
For the Student Learning Outcomes

By the end of this unit, I will be able to—

- use nouns correctly—*wall*, *garden*, *map*, *India*, *bunch*, *pack* and *team*.
- understand and use *a*, *an* and *the* in the correct places.

For the Teacher Lesson Objectives

- identifying and using onomatopoeic words
- using words to describe feelings



VOCABULARY

For the Student Learning Outcomes

By the end of this unit, I will be able to—

- understand and use sound words correctly—*pitter-patter*, *bush*, *tick*, *cluck* and *drip*.
- understand and use words to describe feelings—*excited*, *happy*, *proud*, *sleepy* and *shy*.

For the Teacher Lesson Objectives

- listening for recall and comprehension



LISTENING

For the Student Learning Outcomes

By the end of this unit,
I will be able to—

- remember and understand important points from the lesson.

For the Teacher Lesson Objectives

- identifying and understanding the elements of a story using a story map
- organising ideas and events in the text in the correct sequence using linkers



WRITING

For the Student Learning Outcomes

By the end of this unit,
I will be able to—

- complete a story map based on the story that I have read.
- arrange the events in the story in the right order using connecting words—*first, next, but* and *then*.

For the Teacher Lesson Objectives

- expressing reasons for certain actions through roleplay



SPEAKING

For the Student Learning Outcomes

By the end of this unit,
I will be able to—

- use the correct words to talk about why I say, think, feel or do something.

The Lesson Objectives also include:

- values and life skills—obedience, finding solutions and overcoming jealousy
- pronunciation—the difference between *t* and *d*
- dictionary work—arranging words in alphabetical order
- punctuation—question mark and exclamation mark
- spelling—double letters



1

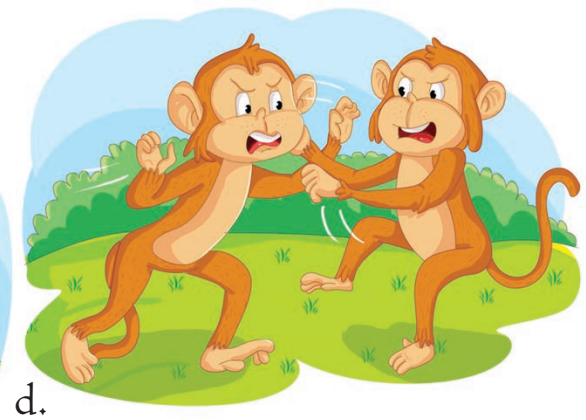
The Tale of Benjamin Bunny



Warm Up

Look at these pictures.

1. How is picture **a** different from **b**?
2. How is picture **c** different from **d**?
3. What should the animals do?



One morning, as Little Benjamin Bunny sat on a river **bank**, he heard the *trit-trot, trit-trot* of a pony. A **horse-carriage** was coming along the road. It was driven by Mr McGregor and beside him sat Mrs McGregor.

As soon as they had passed, Little Benjamin set off to visit his cousins Flopsy, Mopsy, Cotton-tail and Peter. They lived in the wood at the back of Mr McGregor's garden.

Old Mrs Rabbit had once told the little bunnies, "You may go into the fields or down the lane, but don't go into Mr McGregor's garden." Flopsy, Mopsy and Cotton-tail were good little bunnies and obeyed their mother. But not Peter...

That morning, when Little Benjamin came round the back of the fir-tree, he nearly fell on top of his cousin, Peter. Peter was sitting by himself. He looked sad and was dressed in a red cotton pocket-handkerchief.

"Peter," said Little Benjamin, in a whisper, "where are your clothes?"

Peter whispered back, "The scarecrow in Mr McGregor's garden." Then, he told Little Benjamin how he had lost his shoes and coat while Mr McGregor chased him about the garden. Little Benjamin sat down beside his cousin and said, "Mr and Mrs McGregor have gone out. Now is the right time to get your clothes back." Peter smiled a naughty smile and the two bunnies walked hand-in-hand to Mr McGregor's garden. They saw the scarecrow which was wearing Peter's coat and shoes and an old woollen cap of Mr McGregor's.

What animals can you find in a garden?



bank: a raised area of ground along the edge of a river

horse-carriage:



Little Benjamin said, “It spoils people’s clothes to squeeze under a gate—the **proper** way is to climb down a pear tree.” Saying this, he slid down the pear tree and jumped into the garden.

What are Peter and Little Benjamin about to do?

Little Benjamin said that they would first get back Peter’s clothes, so that they would be able to use the pocket-handkerchief. They quickly took the clothes off the scarecrow. It had rained during the night. When Peter wore his clothes, he found that there was water in the shoes and the coat had **shrunk** a little. But that could not be helped.

Then, Little Benjamin **suggested** that they fill the pocket-handkerchief with onions, as a little present for his aunt. After they picked the onions, they plucked her a bunch of flowers. Since they would not be able to climb the pear tree with the heavy load of vegetables, Little Benjamin and Peter started walking towards the other end of the garden. They went along a row of **planks**, under a sunny red brick wall, flower pots and tubs.

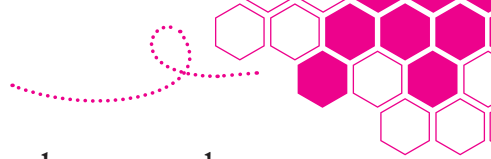


proper: correct

shrunk: became smaller

suggested: Here, it means that he told Peter it was a good idea to fill the handkerchief with onions.

planks: long, thin and flat pieces of wood



Little Benjamin was walking ahead of Peter, when he suddenly stopped in fright. A large cat was sitting right there! They quickly hid themselves under a large basket.

The cat, which had been looking the other way, now got up, stretched herself, and came and sniffed at the basket. Perhaps she liked the smell of onions because she sat down on top of the basket. Little Benjamin and Peter started crying.

The cat sat there for a long time. As evening came, there was a *pitter-patter* and some bits of **mortar** fell from the wall above. The cat looked up and saw old Mr Benjamin Bunny, Little Benjamin's father, prancing along the top of the wall. He had come to look for his son and heard the little bunnies crying softly.

Prancing means moving with high steps.

Now, prance around your classroom.



Suddenly, old Mr Bunny jumped off the wall and onto the cat. He flung the cat into the **garden-house** and locked the door. The cat was too surprised to scratch him.

Old Mr Bunny came back to the basket and pulled out Little Benjamin and Peter by the ears. Then, he took out the handkerchief full of onions, as well as the flowers and marched the naughty bunnies out of the garden.

When Peter got home, he gave his mother the onions and the flowers. She was very pleased with the wonderful gifts that he brought her. She did not even scold him for being a naughty bunny because she was so happy that he had found his shoes and coat.

Do you think this is the first time that

Peter has lost his shoes and coat?



Beatrix Potter

mortar: a mixture of sand, cement and water used to join bricks or stones together

garden-house: a small building in a garden

THINK PAIR SHARE 

Imagine that you are Mr and Mrs McGregor. You return home to find the bunnies under the basket. What will you do?



Helen Beatrix Potter (1866 – 1943) was an English writer, illustrator and scientist. She was best known for her children's stories about animals.

Her first book was *The Tale of Peter Rabbit*. After its success, she wrote and illustrated many more books. She also made dolls and painting-books based on her characters.

Reading

A. Answer in brief.

1. Who was Little Benjamin visiting? Where did they live?
2. What did Mrs Rabbit tell the little bunnies?
3. What was Peter wearing when Little Benjamin found him?
4. Why did Little Benjamin and Peter hide under a basket?
5. When did old Mr Benjamin Bunny come looking for his son?

B. Read these lines and answer the questions.

1. *“It spoils people’s clothes to squeeze under a gate—the proper way is to climb down a pear tree.”*
 - a. Who said these words?
 - b. Where was he going?
2. *“Little Benjamin and Peter started crying.”* Why did they start crying?

C. Answer in detail.

1. How did Peter lose his shoes and coat? What happened to them after he lost them?
2. Who saved Peter and Little Benjamin? How did he save them?



D. Think and answer.

1. Why did Peter smile when Little Benjamin told him that Mr McGregor and his wife had gone out?
2. Although Little Benjamin knew that he wasn't supposed to go into the garden, he helped Peter get his jacket. What does this tell you about him?
3. Why does the speaker call Peter and Little Benjamin 'naughty bunnies'?



E. Know your values.

Anita is eight years old. Her mother has told her that she should not go out alone, without her permission. One day, her friend Mini tells her about a fair that has come to town. She tells Anita to join her. What do you think Anita and Mini should do?

- a. They should visit the fair and come home quickly before Anita's mother returns. This way, she won't know that they disobeyed her.
- b. They should wait and ask Anita's mother to take them.
- c. They should ask Mini's elder sister to take them along with her.

Rules are made to protect us by those who love us. We must follow them for our own good.

Grammar

Read these sentences.

- ❖ Peter was a rabbit who lost his coat in the garden.
- ❖ The boy goes to school.

A **common noun** is the name of a person, an animal, a place or a thing.

- ❖ rabbit
- ❖ coat
- ❖ garden
- ❖ boy
- ❖ school

A **proper noun** is the name of a particular person, animal, place or thing. It begins with a capital letter.

- ❖ Peter
- ❖ Benjamin
- ❖ Pluto Pencils
- ❖ Mumbai



A. Underline the common nouns and circle the proper nouns.

1. the house of Mr Sharma
2. a student of Ms Shobha
3. the island of Sri Lanka
4. the map of Australia
5. the animals in the Gir Forest
6. my cousin from America



GRAMMAR FUN!

Work in pairs. One person should think of a **common noun** and say it out loud. The second person must think of a **proper noun** to match the **common noun**. How many pairs can you make in a minute?

For example—**country** - India, **friend** - Reema, **tree** - Neem

Read this sentence.

- ❖ They also decided to take her a **bunch** of flowers.

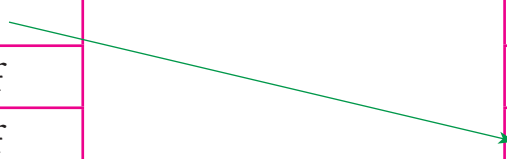
Bunch is a collective noun. A **collective noun** is the name that we give to a group of people, animals or things.

- ❖ a **pride** of lions
- ❖ a **team** of players
- ❖ a **pile** of clothes

B. Match the words in A with the correct ones in B.

A	
1.	a pile of
2.	a gang of
3.	a pack of
4.	a swarm of
5.	a team of
6.	a band of

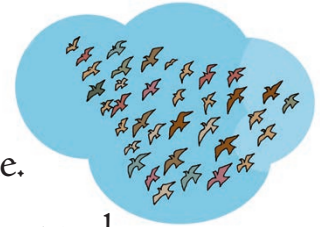
B	
a.	athletes
b.	bees
c.	rubbish
d.	thieves
e.	singers
f.	cards



C. Complete these sentences with the correct collective nouns from the box.

flock	set	colony	troop	bunch	herd
-------	-----	--------	-------	-------	------

1. My aunt brought me a set of comic books to read during my holidays.
2. The _____ of keys is on the table.
3. The _____ of geese is flying over the lake.
4. We saw a _____ of elephants crossing the road.
5. A _____ of rabbits lives in the woods.
6. A _____ of monkeys lives in the jungle.



Vocabulary

Read these sentences.

- ❖ He heard the **trit-trot**, **trit-trot** of a pony.
- ❖ There was a **pitter-patter** and some bits of mortar fell from the wall above.

The words in colour have sounds that match their meanings.

Complete these sentences with the correct words.

1. I love hearing the birds _____ at sunrise. (**chirp** / **mew**)
2. “_____!” said the mother to her crying baby. (**gasp** / **hush**)
3. The audience _____ loudly when the singer came on stage. (**clapped** / **hushed**)
4. The frog jumped into the water with a loud _____. (**drip** / **splash**)
5. She shut the door with a _____ when she left the room. (**bang** / **clang**)



6. The room was so quiet that we could hear the sound of the clock _____ . (ticking / clucking)
7. The children shouted happily when the last bell _____ . (ticked / rang)
8. The child made a _____ noise as she ate her biscuit. (crunching / chirping)



THINK PAIR SHARE

Think of an object that interests you. What sounds come to your mind when you think of this object? Create a sound effect for this object and tell your partner.

Speaking

Read these sentences.

- ❖ Little Benjamin said that they would get back Peter's clothes, **so** that they could use the pocket-handkerchief.

Here, the word **so** tells us why the rabbits wanted to first get back Peter's clothes.

We also use words like **as** and **because** when we want to offer someone a reason for something we do or say.

Now, read these sentences.

- ❖ I will not be coming to lunch with you **as** I have already eaten.
- ❖ I couldn't come to school all these days **because** I hurt my leg.



Work in pairs. Role-play these conversations using **because**, **so** or **as**.

A: Why do you like roses?

B: I like roses **because** they are very pretty and smell very sweet.

A: Why didn't you come out to play yesterday?

B: I didn't come out to play yesterday **as** I had gone to visit my cousin.



A: Why must you eat fruits and vegetables?

B: You must eat fruits and vegetables **so** that you stay healthy and strong.

A: Where are your colour pencils?

B: I lent them to my friend Malini **as** she had forgotten hers at home.

A: Why didn't you buy apples?

B: I didn't buy apples **because** there were none at the fruit shop.

Writing

- ❖ A **story map** tells us about a story—**when** it happened, **where** it happened and the **characters** (people) in it.
- ❖ A story map also tells us about **the things that happened in the story**—a problem and how it was solved.

Copy the story map of *The Tale of Benjamin Bunny* in your notebook and write the missing details.

Title: The Tale of Benjamin Bunny

Setting: Mr McGregor's garden

Characters: Little Benjamin Bunny, Peter, _____

Problem (what happened): Little Benjamin Bunny finds his cousin Peter _____

Solution (how the problem is solved):

Benjamin Bunny and Peter enter the garden after Mr and Mrs McGregor leave, to _____

Ending: Old Mr Benjamin Bunny helps _____

Peter goes home to his mother who is _____

Complete these words with double letters.

1. Mr and Mrs McGregor drove away in a horse-ca _____ iage.
2. The scarecrow was wearing an old w _____ en cap.
3. The little rabbits didn't want to squ _____ ze under the gate because their clothes would get spoiled.
4. The bo _____ le of milk is in the fridge. The peas are in the fr _____ zer.
5. The baby loves her new ra _____ le.

Pronunciation

A. Listen and repeat.

ten – den	tip – dip	tie – die	two – do	town – down
bat – bad	hit – hid	set – said	not – nod	but – bud

B. Listen and repeat.

1. Ten cubs hid in the den.
2. "Set the table," said Mother.
3. Will you do me two favours, please?
4. Remove the peas from the pods and put them in the pot.



Life Skills

Ramesh has returned from school and is sitting down to do his homework. He suddenly realises that he does not have his pencil box. He is upset that he may have lost it because his favourite pen is in it. What do you think he should do? Discuss with your partner.

- a. He should ask his parents to buy him a new pen immediately.

- b. He should not do his homework since he doesn't have his favourite pen.
- c. He should tell his teacher and classmates and ask them to help him look for it.
- d. He should go to the lost-and-found section in his school and ask if anyone has found it.
- e. He should ask his parents for another pen to use until he finds his old box.

KNOW INDIA!

Kaziranga National Park is one of India's best national parks. It is located in Assam. It has a large population of elephants, tigers, wild buffaloes and swamp deer. It is also home to different types of eagles, vultures, hornbills, kingfishers, ducks and geese. But the most famous animal here is the one-horned rhino. These animals were once very rare. But now, there are strict rules to protect them. Now, most of the one-horned rhinos in the world are found here.

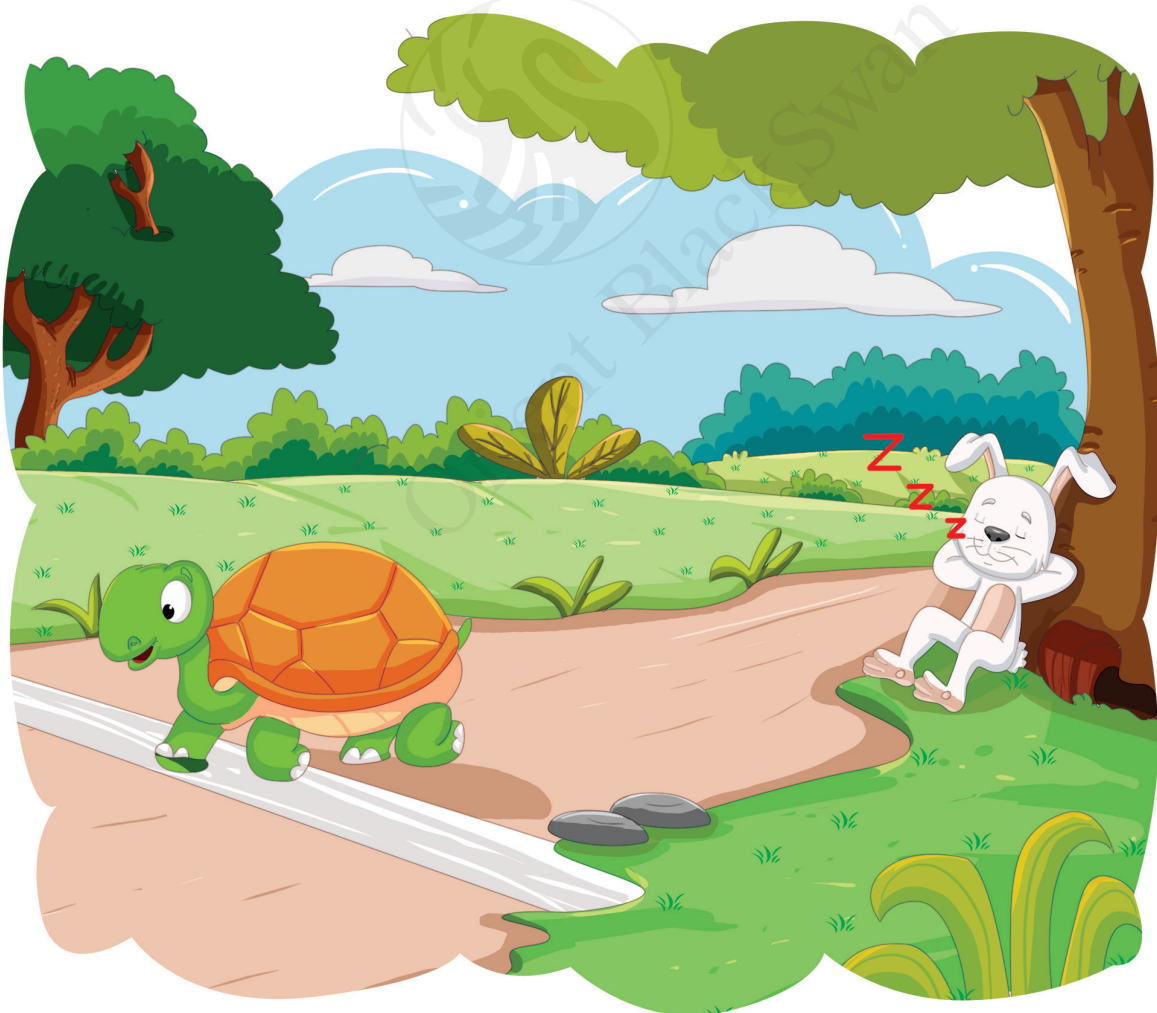




Warm Up

Work in pairs and answer these questions.

1. What is the name of this story?
2. How does the hare treat the tortoise?
3. What happens in the end?



It was the day of the Big Race for the Butterfly Children. Ossie was very excited. He had been busy **organising** it for weeks. But soon, one by one, the **competitors** had **dropped out** of the race. So, Ossie felt very sad and disappointed. He was trying hard to find somebody who would be **willing** to take part in the race.

Just then, Claudette appeared, pulling Morpho along by the hand. They had come to watch the race. Morpho was very shy and quiet.

Claudette said, "Hello, Ossie, when does the race start?"

Ossie flew over to them. "The race is **cancelled**," he told them sadly. "There is nobody to take part in it."

"Why don't you race, Ossie?" asked Claudette.

Ossie smiled. "What a great idea. But who will I race with?"

Claudette pushed Morpho forward. "How about him?" she asked.

"Morpho?" laughed Ossie. "I can't race with him. He is so shy!"



organising: making arrangements for something to take place
competitors: people who take part in a contest to show that they can do something better than others

dropped out: did not take part any longer in the contest
willing: excited and ready
cancelled: would not take place



“But then,” Ossie thought to himself, “I will be able to **beat** Morpho easily.”

His mind was made up. “Come on, Morpho,” he said. “You’re in the race.”

“No, no! I can’t do it,” said Morpho.

“Oh, it’s so easy. All you have to do is to fly as fast as you can. Don’t stop for anything. The one who **reaches** the finishing line first is the winner,” explained Ossie at the starting line.

Ossie wanted Morpho to take part in the race because

- he could beat him easily.
- he thought it would be fun to race against Morpho.

The race began.

Ossie **shot off** at a **fantastic** speed. Morpho set off slowly after Ossie.

“Morpho will never be able to beat me,” laughed Ossie. “I’ll reach the finishing line in no time at all.”

THWAK! All of a sudden, Ossie flew straight into a sticky spider’s web.

Ossie tried very hard to free himself, but he just could not. He **dangled** dangerously from the spider’s web, with no one to help him.

Then, he saw Morpho.

“Help!” cried Ossie. “Morpho, please help me. Please come and free me from this web!”



beat: to win against somebody in a competition or a game

His mind was made up: He had decided what to do.

reaches: arrives at

shot off: moved or sped past something or someone quickly

fantastic: here, great

dangled: hung loosely

Morpho said, “But if I stop to help you, I won’t win the race.”

However, when Morpho saw how upset Ossie was, he **felt very sorry** for him. He knew he should stop and help Ossie even if it meant that he would lose the race. So, he went to set Ossie free. Soon, Ossie was free from the sticky web.

“Now you can hurry off and win the race,” said Morpho.

The crowd waited excitedly to see who would win the Big Race. Soon, they saw Ossie and Morpho flying across the finishing line, hand-in-hand.

“**It’s a draw!**” they shouted.

“No, it isn’t,” cried Ossie. “Morpho is the real winner today. He showed me that it is better to win a friend than win a race.”

DID YOU KNOW?

Spiders make silk in their bodies and use it to spin webs. Spider silk is stronger than steel!

What would you have done if you were Morpho?

Greta Landen



felt very sorry: felt very sad

It’s a draw: A game or match in which no one wins or loses is a draw.

THINK PAIR SHARE



How do the stories The Hare and the Tortoise and The Big Race differ from each other?



Reading

A. Tick (✓) the correct answers.

- Why was the big race about to be cancelled?
 - It was raining.
 - The competitors did not arrive on time.
 - The competitors had dropped out of the race.
- Why did Ossie laugh at Morpho?
 - Morpho looked funny.
 - Morpho was very shy.
 - Morpho had shared a joke with him.
- What was Ossie thinking when he shot off at a fantastic speed? He thought—
 - that Morpho would never be able to catch up with him.
 - that Morpho would soon catch up with him.
 - that Morpho would win the race easily.
- Who reached the finishing line first?
 - Morpho
 - Ossie
 - Both of them reached it together.
- What does the story *The Big Race* teach us?
 - It is more important to take part than to win.
 - It is better to win a friend than win a race.
 - It is better to lose a friend than lose a race.

B. Read these lines and answer the questions.

- "What a great idea!"
 - Who said these words?
 - What was the idea and who gave it?
- "Help!" cried Ossie. Why did Ossie cry for help?

C. Answer in detail.

1. How did Ossie and Morpho end up racing against each other?
2. What happened after Ossie got stuck in the spider's web?



D. Think and answer.

1. Why do you think Morpho stopped to help Ossie?
2. Why did Ossie declare Morpho the winner?



E. Know your values.

A new girl has joined your class. She is very good at her work and all the teachers and students like her very much. You feel very jealous. One day, she forgets her project book in the bus and you happen to find it. You know that if she doesn't submit her project, she will lose marks and you will come first. What will you do?

- a. You will leave the project book where you found it.
- b. You will decide to tell her only if she asks you if you saw it.
- c. You will keep the project book safely and give it to her when you see her.

We must try and help people whenever we get the chance. We must not be jealous of others.

THINK PAIR SHARE



Do you think you are more like Ossie or Morpho? Why? Discuss with your partner.

Grammar

Read these sentences.

- ❖ Ossie organised **a** race.
- ❖ Claudette had **an** idea.



We use **a** when the word that comes after it begins with a consonant sound.
We use **an** when the word that comes after it begins with a vowel sound.

- ❖ **An** owl flew into **a** hole.

A. Look at the way the words **a, **an** and **the** have been used.
Tick (✓) the correct ones and cross (✗) the wrong ones.**

a tree ✓	an apple	an igloo	an yak	a box
an year	a umbrella	an ostrich	a ear	an painting

Now read these sentences.

- ❖ Ossie had organised **a** race. But there was no one to take part in **the** race.
- ❖ Claudette had **an** idea. **The** idea was for Morpho to take part in the race.

We use **the** when we mention a person or a thing, a second time.

- ❖ Neena has a pet cat. **The** cat is very naughty.

We also use **the**—

1. when there is only one such thing.

- ❖ **The** moon is shining brightly tonight.

2. when it is clear to the reader or the listener who or what we are talking about.

- ❖ **The** singer has started singing.

3. before some proper nouns such as the names of oceans, rivers and mountain ranges.

- ❖ **The** Indian Ocean ❖ **The** River Ganga ❖ **The** Himalayas

B. Complete these sentences with **a, **an** or **the**.**

1. The table is made of wood.
2. We saw _____ eagle flying in the sky and _____ woodpecker on a tree.

3. I went for _____ walk in _____ morning.
4. Do you have _____ oven?
5. Visiting _____ pyramids is _____ experience
I will never forget.
6. I went for _____ boat ride on _____ Kaveri river.
7. Prakash wants to be _____ artist.
8. _____ sun rises in _____ east.



GRAMMAR FUN!



Work in pairs. Look carefully at these two pictures. Spot the differences. Describe the differences in proper sentences using **a**, **an** and **the** correctly.



Vocabulary

Read these sentences.

- ❖ Ossie was very **excited**.
- ❖ He is **happy** about winning the race.



Complete these sentences with the correct words from the box.

calm	sad	bored	proud
sleepy	shy	angry	satisfied

1. Anita was not interested in the picture and looked _____ .
2. Salim was feeling _____ this morning as he had stayed up all night yesterday to do his project.
3. Neeraj is always _____ and never gets upset even when his friends tease him.
4. Amir is very _____ and does not like going to parties.
5. Neetu cried because she was very _____ that her favourite tree had been cut down.
6. My parents were _____ of me when I won a prize in the painting competition.
7. Shalini was _____ when she found out that someone had torn her book.
8. I was very _____ with how my painting turned out.

Listening

A. Listen to this passage and complete these sentences.

It was the day of the big ^{1.} _____. Everyone was very excited. Claudette and I went along to watch the race. We met Ossie. He looked very sad. Everyone had ^{2.} _____ out of the race and now, there was no one to take part. Claudette then gave him an ^{3.} _____. She said that he and ^{4.} _____ could race. Although I felt very ^{5.} _____, they made me take part. There were only two of us. He sped ahead and left me behind. It looked like he was going to win. As I was ^{6.} _____, I heard a loud call for help. I found that he was ^{7.} _____ in a web. I knew that if I set him ^{8.} _____, he would race ahead of me and win the race. But then, I

saw how sad he was and agreed to help him. When he was free, he
9. _____ me, took my hand and 10. _____, we flew
to the finish line.

B. Based on the passage you heard, complete these sentences with Morpho or Ossie.

1. _____ is telling the story.
2. Claudette and _____ made _____ take part in the race.
3. _____ helped _____.

Writing

A. Here are some of the events from the text. Complete them in the order in which they happen.

1. Ossie explained to Morpho that...



2. The race began and Ossie shot off...



3.



4. He dangled from the spider's web...



5. Morpho came along and helped to free Ossie.



B. Now write these events in a paragraph in your notebook. Use these words.

first	next	but	then
-------	------	-----	------

You may begin this way—

Ossie decided to race with Morpho. First, he...

Punctuation

Read these sentences.

❖ How are you?

We use a **question mark (?)** after a question.

❖ Oh! What a terrible thing to happen!

We use an **exclamation mark (!)** after words that show strong emotions.

Insert full stops (.), question marks (?) or exclamation marks (!) after these sentences. Use capital letters where needed.

1. i am meeting my friends in the park
2. how wonderful to see you
3. what time are we meeting Sneha
4. thank you very much
5. watch out you will trip on the stone



Dictionary Work

Arrange these words in alphabetical order. If the words begin with the same letter, look at the second and the third letters to arrange them in the alphabetical order.

finish	winner	race	fly	first
web	friend	weeks	free	fast



Hurt No Living Thing



Hurt no living thing;
Ladybird, nor butterfly,
Nor moth with dusty wing,
Nor **cricket** chirping cheerily,
Nor grasshopper **so light of leap**,
Nor dancing **gnat**, nor beetle fat,
Nor harmless worms that **creep**.

Christina Rossetti

ladybird: a small red beetle which is round and has black spots

cricket: a brown or black insect which makes loud noises by rubbing its wings together

so light of leap: Here, the speaker says that the grasshopper is quick and light in its movement

gnat: a small flying insect that bites animals and people

creep: to move slowly and quietly



Christina Rossetti (1830 – 1894) was a well-known writer of children's poems. *Caterpillar*, *Rainbow* and *The Wind* are some of her famous poems for children.

In this poem, the speaker asks us not to hurt any living thing. There is something special about each living being and we should not harm any of them.



Reading

A. Answer these questions.

1. “*Hurt no living thing.*” What are the living things that the speaker speaks about?
2. Which insect, according to the speaker, has a dusty wing?
a. butterfly b. moth c. cricket d. gnat
3. How does the speaker describe the cricket and the grasshopper?



B. Think and answer.

1. Why is the speaker talking about insects to tell us that we should not hurt any living thing? You can choose more than one answer.
a. because insects get hurt all the time
b. because we must try and be kind to all creatures, including those as small as insects
c. because there are so many different types of insects
2. Do you agree that we should not hurt any living things? How can we look after these helpless creatures?



C. Enjoying the poem.

There are rhyming words at the end of some of the lines. Find words from the poem that rhyme with these. Add two more of your own.

- a. thing _____ _____ _____
- b. leap _____ _____ _____
- c. gnat _____ _____ _____

D. Going further.



1. Collect pictures of some common insects and make a scrapbook. Find out what they eat and where they live.
2. Discuss—Insects, birds and animals make our world colourful.



TAKE OFF



Work in groups and choose any one of these.

1. On sheets of chart paper, draw and cut out a tree trunk, leaves and flowers. Meanwhile, find ways to help people out. When you do someone a good deed, write it on a leaf. When someone helps you out, write it on a flower. Stick the leaves and flowers on the tree. How many do you have after a week?



Show the tree to your class and tell them how this project made you feel.



2. Listen to the story of *The Lion and the Mouse*. Then, make five drawings and show what happens in the story.



3. Act out the story, *The Big Race* in class.

- ❖ Each one in the group should pick a character from the story. You can take turns to play the important characters.

- ❖ Learn your lines and practise saying them with the correct expression.

- ❖ One person can hold the book up for the actors in case they forget their lines.

LEARNING JOURNAL

What I enjoyed learning in this unit _____;

_____;

What I did not learn completely _____;

_____;

What I will practise more to improve _____;

_____;

NEW

BUZZWORD

English For Schools

CLASS 3



Orient BlackSwan

The National Education Policy (NEP) 2020 emphasises certain crucial parameters based on content and pedagogy. The New Buzzword series provides a rich range of exercises and activities for each of the parameters.

Here is a quick reference guide to some of the examples in this book.

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Learners construct their knowledge, based on what they already know, through experience or by doing and reflection

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An approach to teaching and learning that works by connecting knowledge and skills across the curriculum, by bringing real life examples to the classroom

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Sustainable Development Goals

A framework of 17 global goals designed to be a blueprint to achieve a better and more sustainable future for all

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