



Orient BlackSwan

RAINTREE ENGLISH

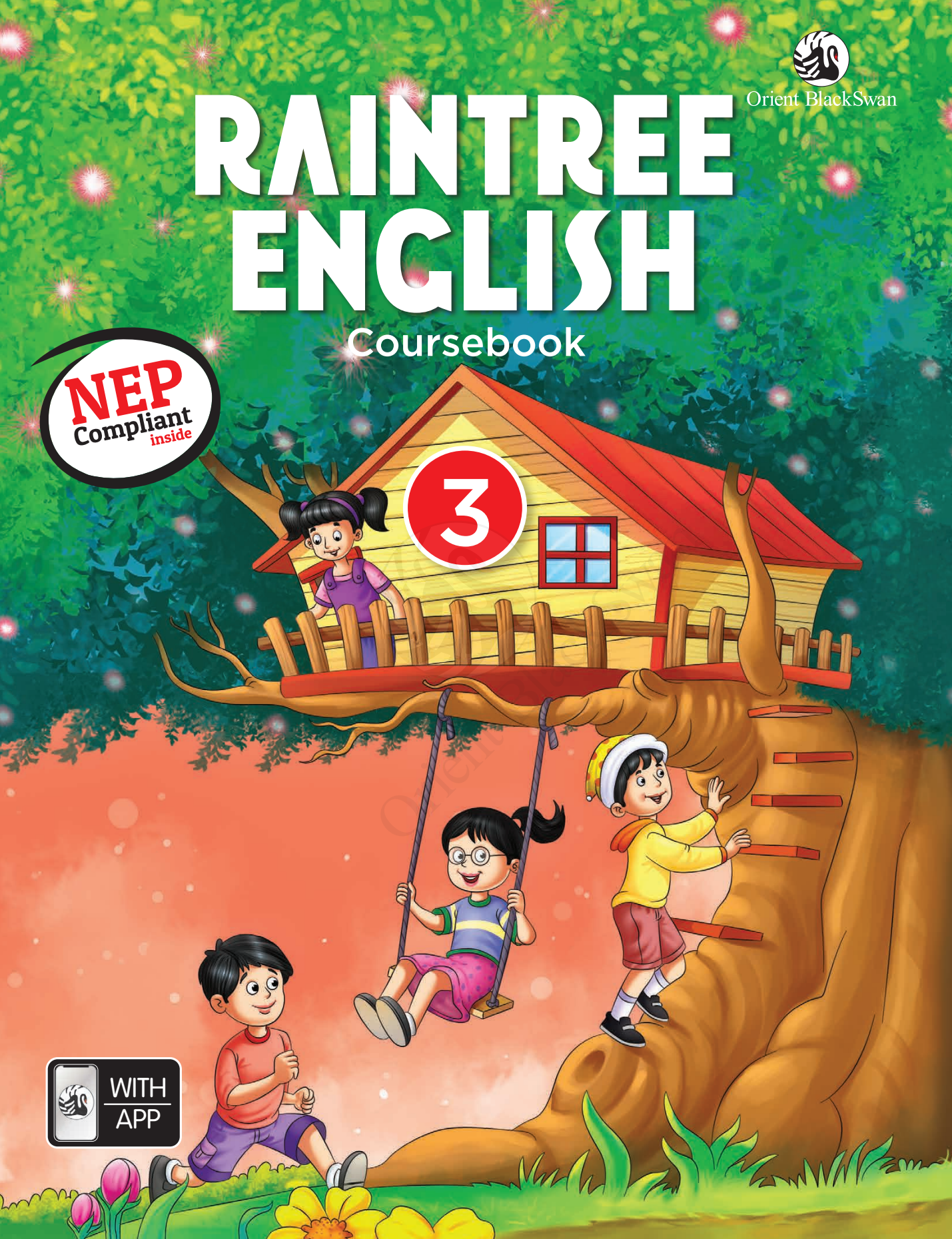
Coursebook

NEP
Compliant
inside

3



WITH
APP



Raintree English



Package

For the student

- 📖 Primers and Activity Books 1 and 2
- 📖 Coursebooks 1–8
- 📖 Workbooks 1–8
- 📖 Literature Readers 1–8
- 📖 Students' Apps 3–8

For the teacher

- 📖 Teachers' Resource Packs Primers to 8
- 📖 Smart Books Primers to 8
- 📖 Web Support

Digital Resources

Students' App

- 📖 language enrichment on the go
- 📖 interactive practice of exam skills
- 📖 sample exam papers

Smart Book for Teachers

- 📖 digitally mapped to the Coursebook and Literature Reader
- 📖 blended learning solutions
- 📖 audio-visual resources, worksheets, presentations and question-paper generator
- 📖 interactive exercises
- 📖 extra resources
- 📖 teachers' resource folder

Teachers' Resource Pack

- 📖 lesson plans for the Coursebook and Literature Reader
- 📖 question bank for the Coursebook and Literature Reader
- 📖 worksheets with answer key
- 📖 comprehension passages
- 📖 periodic tests
- 📖 assessment papers
- 📖 enrichment activities for listening and speaking, with audio tracks

Key Features

1

focus on receptive skills (reading and listening) and productive skills (speaking and writing) which are taught using an integrated approach

2

twin focus on effective communication and critical thinking

3

rich and varied input to encourage communicative learning through interactions with others

4

appreciation of culture and literary heritage as well as aspects of contemporary life and linked to the immediate environment of the students

Structure of a Unit

Theme Picture

theme-based opening page—

- ☞ serves as a window into the ideas that the students will come across in the unit
- ☞ focusses on 21st century skills
- ☞ develops visual and critical literacy

Reading

- ☞ new, comprehensive, CBSE exam-style questions
- ☞ a variety of formats

Values

- ☞ integrated approach to learning values
- ☞ guided exercises to ensure understanding and insight
- ☞ reflective strategy to record and review efforts made

Pronunciation/Spelling/Punctuation/Dictionary Work

- ☞ graded practice
- ☞ focus on challenging areas

Life Skills/Projects

- ☞ awareness of life situations
- ☞ integration of theory and practice
- ☞ decision-making and problem-solving through hands-on experience

Warm Up

a variety of interesting and fun formats to motivate students

embedded questions to ensure comprehension

author notes and short summaries of the texts and poems

on-page glossary—enables easy comprehension and word building

Grammar

- ☞ concise explanations
- ☞ plenty of practice
- ☞ systematic revision

Vocabulary

- ☞ text-based
- ☞ rich source of new words and expressions

Writing

- ☞ focus on structure and coherence
- ☞ guidance on writing for a variety of purposes and in a variety of situations ranging from informal to very formal

Activities

- enrichment activities**—listening and speaking
- ☞ development of oral skills in real-life contexts
- ☞ consistent guidance through models and language structures
- ☞ complete audio support
- ☞ a range of formats for individual, pair and group work
- ☞ a very wide variety of listening tasks for pre-, while- and post-listening



Language Syllabus—Coursebook 3

Unit	Title	Comprehension	Grammar	Vocabulary	Writing	Pronunciation/ Spelling/ Punctuation/ Dictionary Work	Listening	Speaking	Life Skills/ Project
Theme 1: Back Home									
1.	Lost and Found	<ol style="list-style-type: none"> MCQ long answers higher order thinking skills values—respecting ownership 	<ol style="list-style-type: none"> common and proper nouns (revision) collective nouns 	movement words	complete the story—gapped outline	pronunciation—silent letters	post-listening: comprehension	role-play—greeting/bidding goodbye	
2.	The Tale of Peter Rabbit	<ol style="list-style-type: none"> wh- questions long answers higher order thinking skills values—obedience 	articles <ul style="list-style-type: none"> a/an (revision) the 	action words	descriptive— with the help of visual clues	spelling— ee, ea	while-listening: sifting	role-play— making and responding to requests	life skills— staying safe when lost
	<i>Tall Trees</i>	<ol style="list-style-type: none"> wh- questions higher order thinking skills 		rhyming words				recitation	
Theme 2: I am Happy!									
3.	The Most Beautiful Thing	<ol style="list-style-type: none"> sentence completion long answers higher order thinking skills values—appreciating nature 	<ol style="list-style-type: none"> pronouns (revision) subject and object pronouns 	phrases with up	narrative— paragraph	punctuation—comma	post-listening: sequencing	role-play—give advice	project: poster— beauty of nature
	<i>Every Time I Climb a Tree</i>	<ol style="list-style-type: none"> wh- questions higher order thinking skills 		rhyming words	imaginative writing: poem				

Unit	Title	Comprehension	Grammar	Vocabulary	Writing	Pronunciation/ Spelling/ Punctuation/ Dictionary Work	Listening	Speaking	Life Skills/ Project
4.	The Festival of Dolls	<ol style="list-style-type: none"> 1. T or NT 2. long answers 3. higher order thinking skills 4. values—importance of traditions 	<ol style="list-style-type: none"> 1. possessive pronouns 2. possessive adjectives 	homophones	informal letter—thank you	dictionary work—use new words in sentences	while-listening: MCQ	describe a picture	project—holiday chart
	<i>Ice-cream Man</i>	<ol style="list-style-type: none"> 1. wh- questions 2. higher order thinking skills 		descriptive words	personal experience—a few sentences				
Theme 3: Colours of Love									
5.	The Parrot Who Wouldn't Talk	<ol style="list-style-type: none"> 1. match 2. long answers 3. higher order thinking skills 4. values—respect 	adjectives of comparison	prefixes— un- , dis-	informal letter—descriptive	spelling— ei and ie words	while-listening: task—dictation	describe people	
6.	Padmini	<ol style="list-style-type: none"> 1. wh- questions 2. long answers 3. higher order thinking skills 4. values—kindness to animals 	<ol style="list-style-type: none"> 1. the simple present, the simple past—revision 2. main and helping verbs 	compound words	diary	spelling— f sound with ph and gh	post-listening: taking down a message	role-play—conveying messages	life skills—handling animals
7.	A Fish and a Gift	<ol style="list-style-type: none"> 1. sentence completion 2. long answers 3. higher order thinking skills 4. values—respect towards nature 	tenses <ul style="list-style-type: none"> • the present continuous (revision) • the past continuous 	suffixes— -less, -ful	definitions	dictionary work—same word with different meanings	while-listening task: process information—table completion	role-play—conversation about routine	project—ocean landscape

Unit	Title	Comprehension	Grammar	Vocabulary	Writing	Pronunciation/ Spelling/ Punctuation/ Dictionary Work	Listening	Speaking	Life Skills/ Project
	<i>When Grandma Comes</i>	1. wh- questions 2. higher order thinking skills		rhyming words				collect and share information	
Theme 4: Doing the Right Thing									
8.	A Different Diwali	1. wh- questions 2. long answers 3. higher order thinking skills 4. values— gratitude	1. prepositions of place and time— above, over, in, on, at etc. 8. adverbs of manner and time	synonyms	completion of dialogue	punctuation— apostrophe for possession	post-listening; understand the meaning of words in context	role-play— express necessity	
9.	The Sweet Tooth	1. T or NT 2. long answers 3. higher order thinking skills 4. values— practise what we preach	1. conjunctions 2. types of sentences • statements • instructions	antonyms	sequencing— picture based	pronunciation— sip, zip	post-listening; solve riddles	role-play— express likes and dislikes	project— classification of food as healthy and unhealthy
10.	What's Happened to the Clock? (Play)	1. wh- questions 2. long answers 3. higher order thinking skills 4. values— honesty	1. subject and predicate 2. subject and verb agreement	onomatopoeic words	process description using linkers				life skills— introduction to time-management
	<i>Mr Nobody</i>	1. wh- questions 2. higher order thinking skills 3. sensory perception							



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Theme

1



What is home?

- A.**
1. What do you see in the picture?
 2. Where do you think this boy is going, and from where?
 3. Why is he running? How does he look?
- B.**
4. What would you do if you were the boy in the picture? How would you feel?
 5. Does our home only protect us from the weather? What else do we get from home? Look at these words. You can choose as many as you like.
∞ love ∞ safety ∞ comfort ∞ being with family
- C.**
6. Work with a friend.
 - a. Think of the expression 'Home Sweet Home'. Discuss what it means. Think of two reasons why home is a special place.
 - b. Make a model of a house. Make a sign-board with the words 'Home Sweet Home' on a small card and fix it near the entrance of your house.



1

Lost and Found



Warm Up



Tick the pictures of the animals that lay eggs.



Olly Owl had just woken up from his nap.



What noise do owls make?

Mandy Mole peeped from his burrow.



Silly Mandy! Moles don't lay eggs!



Tammy Toad heard Olly's question from her rock in the pond, and hopped over.

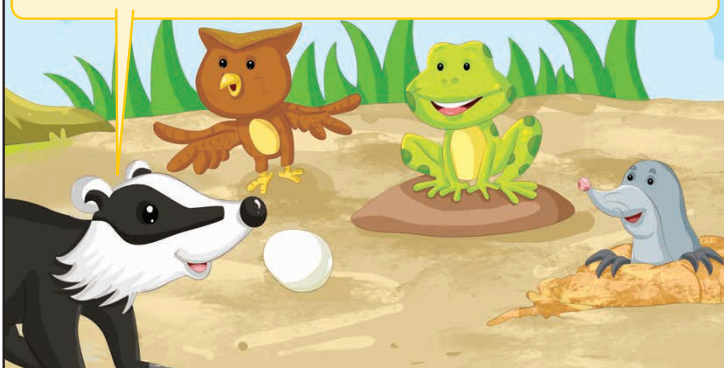


Tammy, it is true, toads lay eggs, but this is not your egg. Toad eggs are tiny. This egg is large. It is NOT your egg.



Barry Badger was **wandering** through the forest. He was looking for eggs. He was hungry.

Hmmm... I love eggs! I was looking for dinner. This is MY egg, and I'm going to eat it right now.



Do you know?

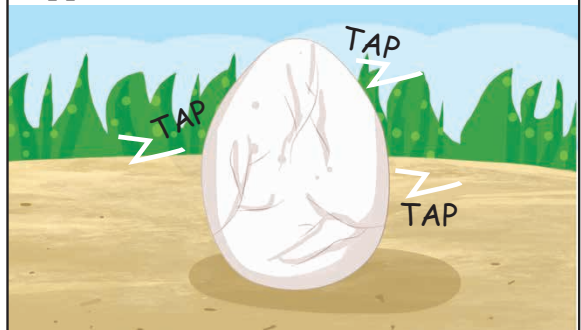
A badger is a small animal with grey and white fur. It is a nocturnal animal—it stays awake at nights.

wandering: walking without hurry and without a plan

The group of animals screamed out.



Suddenly there came from the egg a tapping sound, and a tiny crack appeared.



The animals were frightened and slowly **backed away**. Even Barry was a little afraid of the strange sound. The tapping continued. The crack began to get bigger.



Why is the egg cracking? What is the tapping noise? What do you think is happening?

All at once the animals heard a loud SWISH from above.



It was Erma Eagle! She looked at the animals with her sharp and bright eyes.

Don't touch that egg! This is MY egg! A big wind came along and blew my egg right out of my nest! I was flying high above looking for it.



backed away: stepped back

The tapping became louder and louder.



All at once, the egg popped open, and a baby eagle rolled out.



All of the animals were happy that the mother and the baby had found each other.



Erma was now worried.

I must get my baby back to my nest but I don't know how. I can't fly and carry my baby at the same time!

I have an idea! I will hold the baby and climb onto your back. Then you can fly to your nest!

Excellent idea. Olly!



Erma flapped her large, strong wings and **soared** high up into the trees of the forest.



Which of these words best suit Olly?

- a. helpful b. wise c. rude

soared: rose high in the air

Adapted from The Lost Egg by Judie McEwen

Comprehension

A. Choose the correct answers.

- _____ saw the eagle's egg first.
 - Olly Owl
 - Tammy Toad
 - Mandy Mole
- The eagle's egg fell out of its nest because of a _____.
 - naughty monkey
 - big rain
 - big wind
- Barry Badger loved _____.
 - fruits
 - eggs
 - seeds
- A tiny _____ appeared on the egg.
 - baby
 - crack
 - dot
- Olly helped Erma carry the baby to _____.
 - its nest
 - the forest
 - the city

B. Answer in detail.

- Who spotted the egg first? Name the animals that said the egg belonged to them.
- Why did the animals get frightened?
- "NOOOOO! This is NOT your egg!" Who said this and to whom?
- "Don't touch that egg! This is MY egg!" Who said this?
- "Excellent idea, Olly!" Who said this? What was the idea? Why did Olly think of the idea?

C. Think and answer.

- Who is the hero of the story, **Lost and Found**? Why?
- Do you think Erma Eagle was worried about her egg and her baby? How do you know? Underline the lines from the story that tell you that.



D. Know your values.



It is Friday afternoon. Everybody has left the classroom. Suraj, Zainab and Manav are the last ones to leave. They find a brand new box of crayons near the teacher's table. Here is what they say—

☞ Manav: I will take the box. I lost my crayons yesterday.

☞ Zainab: Let's hand it over to our class teacher.

☞ Suraj: Let's just leave it there and not bother about it.

Draw 😊 against the good idea and ☹ against the bad idea.
Give reasons.

If we find something that is not ours, we must find the owner and return it to them or give it to someone who will return it to the owner.

Grammar

Read this sentence.

☞ Tammy came out from the pond.

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

☞ pond ☞ boy ☞ cat ☞ house ☞ pencil

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

☞ Tammy ☞ Olly ☞ Pluto Pencils ☞ Mumbai

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

1. the rivers of India
2. the queen of England
3. the people of France
4. the animals in the Gir Forest
5. the beaches of Chennai
6. my cousin from America

Read this sentence.

☞ A **shoal of fish** swam in the pond.

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

☞ a pride of lions ☞ a crowd of people ☞ a bunch of bananas

B. Match the words in A with those in B.

A	B
1. a class of	a. people
2. a flock of	b. bees
3. a herd of	c. students
4. a swarm of	d. sheep
5. a crowd of	e. cows

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

bunch	set	colony	gang	fleet
-------	-----	--------	------	-------

1. My aunt brought me a **set** of comic books to read during my holidays.
2. I gave my grandmother a _____ of flowers on her birthday.
3. We saw a _____ of ships at the port on Sunday.
4. The police caught the _____ of thieves just when they were trying to escape with the money.
5. I saw a _____ of red ants under the guava tree.

Vocabulary

Read this sentence.

 Erma Eagle **flapped** her wings.

The word in bold shows us how Emma moved.

Choose the correct words from the box and complete these sentences.

hopping

flapping

walking

swinging

flying

1. The pretty butterfly is flapping its wings. It is ready to fly.
2. Nakul is _____ to school today. He missed the bus.
3. The rabbit is _____ away. Where is it going?
4. The sun has set. The bird is _____ back to its nest.
5. The monkey is _____ from one branch to another.

Speaking

How did the animals say goodbye to the baby eagle?

They said “Goodbye, baby eagle!”

Erma could have said, “Goodbye, friends. Goodnight!”

Look at the table. We greet people and say ‘goodbye’ in different ways at different times of the day.

morning	Hi! / Hello! / Good morning!	Good day! / Goodbye! / Have a nice day!
afternoon	Hi / Hello / Good afternoon!	Good day! / Goodbye! / Have a nice day!
evening	Hi / Hello / Good evening!	Goodbye!
night	Hi / Hello / Good evening!	Goodbye! / Goodnight!

Listen to this conversation. 

Rahul and Deepak are waiting near the school. They meet Rahul's aunt, Meera Roy. Rahul greets his aunt and introduces Deepak to her.

Meera: Good evening, Rahul. Are you going home?

Rahul: Hello, Meera Aunty. Yes, we are waiting for the school bus. This is my friend Deepak. Deepak, this is my aunt, Ms Meera Roy. She is my mother's sister.

Meera: Hello, Deepak. Are you both classmates?

Deepak: Hello, Ms Roy. No, I am in Class 4 and Rahul is in Class 3.

Meera: Oh, okay. Alright, go home safely, both of you. Goodbye!

Deepak: Goodbye!

Rahul: Have a nice evening, Aunty!

Form groups of four. Role-play this conversation. 

Nidhi and her father are in a shop. Nidhi's classmate Komal is there with her father too.

Nidhi: (greet Komal)

Komal: (greet Nidhi and introduce her father)

Nidhi: (greet Komal's father and introduce her father)

(The fathers then greet each other and speak two sentences.)

Listening

Listen to this passage. After you listen, tick (✓) the sentences that are true.

1. Eagles are small birds.
2. They have large, hooked beaks.
3. Eagles build their nests on the ground.

- Eagles hunt fish and small animals like mice and rabbits.
- Female eagles lay twenty-five eggs every season.

Pronunciation



Listen and repeat.

bright

right

through

frightened

could

should

know

wrap

Writing

Complete these sentences to write the story, **Lost and Found**.

- One day, Olly Owl finds an egg on the floor of the forest.
- Mandy Mole tells Olly it is his egg.
- Then, Tammy Toad says the egg is hers _____.
- Olly does not _____.
- After a while, _____ sees the egg.
- He says _____.
- Everybody stops Barry.
- Suddenly, _____.
- She says she lost the egg _____.
- While they are talking, _____.
- Olly helps _____.

Answers for Warm Up





4

The Festival of Dolls



Warm Up

Guess these popular festivals based on these clues.

1. Celebrate with lights, sparklers and sweets. _____
2. Decorate a tree, enjoy the cake and share presents. _____
3. Spray colour, laugh and have fun. _____
4. Wait for the crescent moon, wear new clothes and share sweets. _____

Reema Mahesh's father and Hiyori Ito's father are friends. Reema lives in Chennai. Hiyori lives in Tokyo, Japan and is visiting Chennai for the first time. Reema and her father pick up Mr Ito and Hiyori from the airport. On the way to Reema's house, the two girls start chatting.

I am so happy to see you, Hiyori. We'll have a lot of fun! The Dusshera festival—Navratri—starts tomorrow," says Reema, with a twinkle in her eyes.

"Navratri?"

"It is a popular festival in India. It **signifies** the victory of good over evil. Do you know what I'm really excited about? The *Bomma-Kolu!*"

Hiyori looks puzzled. "What's a *Bomma Ko-lu?*"

signifies: shows the importance of

Navratri is celebrated for nine nights;
nav - nine, ratri - night

“*Kolu* means display, *Bomma* means dolls. We decorate our homes with *Bomma-Kolu* during Navratri,” explains Reema.



“We will fix the *Kolu* steps tonight. We normally set up seven or nine steps. First, we cover them with a white cloth. Then, we arrange different dolls on them, according to their sizes. The dolls of gods and goddesses are always placed on the top step. We also display dolls of mythological characters.”

Reema is telling Hiyori about the _____.

Hiyori is surprised. “Really? This sounds similar to the Japanese festival *Hina Matsuri* or Dolls’ Day.”

“That’s interesting! And is it also celebrated in September–October?”

“No—on the 3rd of March.”

“Please, tell me more Hiyori. I’m **eager** to know.”

“*Hina Matsuri* is celebrated to wish good health and happiness for girls. We arrange five or seven steps too but they are covered with a red cloth. The dolls

Without looking at the book, spell the Japanese name for the Doll Festival.

eager: excited

of the emperor and the empress are placed on top. The other members of the royal court, including the **ladies-in-waiting**, the guardsmen, officials and musicians stand a little below. They are all dressed in beautiful clothes.



Why do you think a red cloth is used to cover the steps?

Tiny pieces of furniture, musical instruments, fresh flowers, cakes and sweets are also displayed.

Traditionally, mothers arrange the dolls on the steps. These dolls are never used for playing. They are valuable and are immediately packed up and kept away after the festival. The dolls are often handed down by mothers to their daughters,” says Hiyori.

What will happen if the dolls are used for playing?



“And similarly, Mother got her *Kolu* dolls from grandmother. She says she will pass them onto me! We buy one new doll every year. The *Kolu* is kept for all the nine days,” adds Reema.

“Do you arrange the dolls yourself, Reema?”

“My parents arrange the dolls on the steps. My job is to take care of the floor arrangements—that’s the most interesting part! I make models of royal courts as well as towns with market places, police stations and playgrounds. This year, I’ve got a new park set. I have already soaked mustard seeds. The green sprouts will be my lawn!” announces Reema proudly.

ladies-in-waiting:
assistants to the queen

Soak mustard seeds in water for a few hours and pour the water out. Sprinkle water on the seeds every few hours. Soon you will see tiny green leaf-like things growing out of the seeds. These are called sprouts. Try this at home!



“You know Reema, Doll’s Day is celebrated to thank the women of the family. So on this day, the women relax, enjoying all the specially prepared **delicacies** like colourful sugary rice crackers, rice cakes and **sushi rice**.”



“During Navratri too, we invite nine young girls from the neighbourhood, as special guests and offer them food and gifts like bangles and **trinkets**. I would always wait eagerly for these gifts when I was a baby,” grins Reema. “Hiyori, do you have visitors during *Hina Matsuri*?”

Can you think of any small trinkets that can be given as gifts?

“Yes! Mother and I spend this day with our friends. And you?”

“Yes. We visit our friends and relatives to see their *Kolu*. They visit us too. We gather in front of the *Kolu*, sing songs and exchange gifts and sweets,” says Reema.

“Is the *Kolu* **tradition** followed only in Chennai, Reema?”

“No, it is followed in many places in south India. In Andhra Pradesh and Telangana, they call it *Bommala Koluvu* and is displayed during the Harvest Festival, Sankranti, in January,” says Reema. “And look, we have reached my house.”

When is the *Kolu* displayed in Andhra Pradesh and Telangana?

“I am so excited. I shall click many photos to show my friends in Japan,” says Hiyori happily.

“Isn’t it so wonderful? Even if we all live so far away, people of all countries have something common between them,” says Reema with a smile.

delicacies: special dishes

sushi rice: a Japanese dish made of rice

trinkets: small ornaments or jewels

tradition: an idea or a way of doing things that is passed on from one generation to the other

playing a video game, still wearing his pajamas. His parents, cousins, aunts and uncles request Tarun to join the fun but Tarun says he is not interested and says only grown-ups celebrate festivals.

- ☞ Are Tarun's family and relatives doing the correct thing by asking him to join the celebrations?
- ☞ Is Tarun correct in saying that only grown-ups celebrate festivals?

Most of the traditions we follow are important and have meaning. They are enjoyable and bring families, relatives and friends together.

Grammar

Read these sentences.

- ☞ Reema, are these dolls **yours**? Yes Hiyori, they are **mine**.
- ☞ This trinket belongs to Hiyori. It is **hers**.

The words **mine**, **ours**, **yours**, **his**, **hers** and **theirs** are **possessive pronouns**. They show that something belongs to someone. They are never placed before nouns.

- ☞ This blue dress belongs to me. It is **mine**. The red dress belongs to my sister. It is **hers**.
- ☞ This house belongs to my family. It is **ours**. The red house belongs to Tina's family. It is **theirs**.
- ☞ I found this book in the class. Hemant, is it **yours**? No, it belongs to Inder. It is **his**.

A. Tick (✓) the correct word.

1. This bat belongs to Jia. It is [✓] **hers** / him / she.
2. These pens belong to our father. They are **him** / his / he.
3. These toys belong to us. They are **ours** / we / theirs.

4. These books belong to my grandmother. They are **she / hers / her**.
5. These bicycles belong to Emma and Edwin. They are **them / hers / theirs**.

B. Complete these sentences with the correct words.

1. I have my pencil. Do you have _____?
2. Nita is my friend. Her hair is long. _____ is short.
3. Our cousins visited our house last week. We will visit _____ next week.
4. Alia picked up my umbrella by mistake. She thought it was _____.
5. Ritesh has given away all his toys. They are not _____ anymore.

Read these sentences.

- ☞ We decorate **our** homes with a *Bomma-Kolu* during this time.
- ☞ Reema is **my** cousin.
- ☞ These bangles and trinkets are **your** Dusshera gifts.

My, our, his, her, your, its and their are possessive adjectives.

1. They are used with nouns.
2. They show that something belongs to somebody.
3. They always come before nouns.
4. They are different from **possessive pronouns**. Possessive pronouns can stand alone.

☞ This bottle is **mine**.
 ↓
 possessive pronoun

☞ This is **my** bottle.
 ↓
 possessive adjective

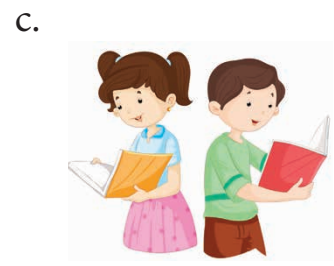
C. Underline the possessive adjectives in these sentences.

1. This is my house. The yellow one is theirs.
2. This cat is mine. That turtle is their pet.

3. Did you see his cap anywhere? No, but he can use mine.
4. This is your pencil, not mine.
5. Avni has lost her pencil. Can you please give her yours?

D. Look at these pictures. Complete the sentences with the words from the box. Match the pictures with the sentences.

her	his	their	our	my	its
-----	-----	-------	-----	----	-----



1. Meera is talking to her teacher. _____ e _____
2. Joey and Jane are reading _____ books. _____
3. Piyu is playing with _____ blocks. _____
4. The bird is feeding _____ babies. _____
5. I love _____ teddy bear. _____
6. My brother and I are eating _____ vegetables. _____

Vocabulary

Look at these words.

year – ear	dear – deer	buy – by
be – bee	heel – heal	week – weak

Use these words to complete the sentences.

1. I buy vegetables in the market.
2. Monday is the first day of the _____.
3. The first line of my letter was “_____ Jatin”.
4. Bhanu told me a secret in my _____.
5. The _____ sits on the flower.
6. The _____ is part of the foot.

Writing

Imagine you visited Hiyori’s family in Japan during the *Hina Matsuri* festival. You made new friends, ate good food and had a nice time there. Write a letter to Mr and Ms Ito, thanking them for their invitation. Use these hints.

want to thank you – *Hina Matsuri* – new experience – about the dolls – beautiful – pretty – sweets and snacks – made friends with Hiyori – took photographs – show friends in India

You can begin this way.

Chennai

20 March, 2017

Dear Mr and Ms Ito,

Hope you and Hiyori are fine. We reached India yesterday. I want to thank you for inviting me over for the.....

...Thank you for allowing me to take photographs of the Hina Matsuri display. I will show them to my friends in India.

With love,

Dictionary Work



Look up the meanings of these words in the dictionary. Write them in your notebook. Then, make sentences using these words.

1. rare 2. eager 3. display 4. royal 5. victory

Listening

Suraj is talking to his friend Deepak about his visit to a new nature park. Listen to the conversation and tick (✓) the correct answers as you listen. Read these sentences before you begin.

- The new nature park is
 - beautiful.
 - ugly.
 - boring.
- The garden has
 - birds.
 - flowers.
 - fountains.
- The play-area is near the
 - gate.
 - lake.
 - garden.
- The play-area has
 - swings.
 - ponds.
 - lawns.
- The nature-park also has a
 - lily-pond.
 - lotus-pond.
 - sunflower-pond.
- Suraj did not go boating because he was
 - scared.
 - tired.
 - bored.

Speaking



Look at the picture on the next page. Work with a friend. Describe the room. Use the clues given.

 tall

 red and green

 colourful

five

a big golden

big and comfortable

window

tall white



Project



Work in groups of five. Make a holiday chart.

Look at your school-calendar and select a holiday. It could be a festival or a national holiday like Independence Day, Republic Day and so on.

Your chart must have—

- the name of the holiday
- the date of the holiday
- one picture related to the holiday
- a few lines about the holiday (why and where it is celebrated)
- any fun facts you know about the holiday
- any new words you have learnt related to this holiday.

26th January
Republic Day

ABOUT _____

FUN FACTS _____

NEW WORDS _____

Answers for Warm Up

1. Deepavali
2. Christmas
3. Holi
4. Eid al-Fitr



Orient BlackSwan

RAINTREE ENGLISH

Class 3

The National Education Policy (NEP) 2020 emphasises certain crucial parameters based on content and pedagogy.

The Raintree English 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.

The Raintree English series is mapped perfectly to the National Education Policy 2020.

21st Century Skills

A broad set of skills, knowledge, work habits and character traits that are important for success in the 21st century

The NEP parameters	Features	Page nos.
The 4Cs		
Communication	Speaking	19, 72, 106
Collaboration	Speaking	99
Critical Thinking	Think and Answer	16
Creativity	Project	51
Social and Emotional Learning	Speaking	35
Multiple Intelligences	Warm Up	75

Experiential/Constructivist Approach

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

The NEP parameters	Features	Page nos.
Experiential/Constructivist Approach	Embedded Questions	43

Integrated Approach

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

The NEP parameters	Features	Page nos.
Subject Integration	Project (EVS)	107
Art Integration	Writing	21
	Know Your Values	79
Values	Know Your Values	16, 68, 113
Life Skills	Life Skills	22, 73, 116

Sustainable Development Goals

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

The NEP parameters	Features	Page nos.
Sustainable Development Goals	Poem	23

The NEP parameters	Features	Page nos.
Know more about India	Warm Up	99

India Knowledge

A strong focus on ancient knowledge from India, traditional values, modern developments and future aspirations

Digital Integration

The use of digital tools to enhance and support the teaching-learning process

ICT/Digital resources

Orient BlackSwan Smart App - Text and Poem Summaries, Text and Poem Audio and Interactive Tasks for practice and revision
 Teachers' Smart Book - Full Text Animations (for all poems and select texts), Presentations, Picture Gallery, Embedded Questions, Interactive Tasks, Question-paper Generator, Weblinks, Our Heritage, Summary, Audio Tracks, Students' Corner, On-page Teachers' Resource section

Teacher Empowerment

Teachers' Resource Pack - Lesson Plans for the Textbook, Sample Question Paper with Answer Key, Students' Book Answer Key and Listening Texts
 TRP CD: Lesson Plans, Comprehension Passages with Questions, Listening and Speaking (Subject Enrichment Activities), Sample Periodic Test Papers with Answer Key, Sample Paper for Half-yearly Examination with Answer Key, Sample Paper for Yearly Examination with Answer Key, Coursebook Answer Key and Listening Texts, Worksheets with Answer Key
 Teachers' Portal - Lesson Plans, Listening Texts Question Bank with Answers for Coursebook, Worksheets, Answer Key to Worksheets, Comprehension Passages with Questions, Listening and Speaking (Tasks for Subject Enrichment), Listening and Speaking, E-chapters, Sample Periodic Test Papers with Answer Key, Sample Paper for Half-yearly Examination with Answer Key, Sample Paper for Yearly Examination with Answer Key



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