



CLASS : 3 KEY ANSWERS TERM : II

Lesson 1

SICK

Page No. 1

Warm up

A. Answer the following questions.

1. miserable, tired, weak, sad (depressed)
2. I miss going to school or playing with my friends when I am sick and lying in bed.
3. Reading, listening to music, listening to stories.

B. Answer the following questions.

1. cold, cough and fever, chicken pox, stomach ache, fracture, headache
2. You can eat healthy food, avoid cold drinks, avoid eating from outside, avoid getting wet in the rain, avoid physical contact with people who are ill as the infection could spread.

Page No. 4

Let us enjoy

A. Choose words from the poem that rhyme with the following words. Add another word that you know.

1. brick – sick, pick
2. lot – got, hot
3. on – yawn, lawn
4. year – adhere, dear
5. flu – adieu, blue

B. Answer the following questions.

1. The poet is more worried about himself than the sick person because he is afraid of catching the flu and falling sick.
2. The poet asks the sick person:
 - not to breathe next to him.

- not to cough around him.
 - to cover his mouth when he yawns.
 - not to touch his food.
3. The poet decides:
 - to leave the room to avoid catching the infection.
 - to bid adieu to the sick person to avoid falling sick.
 4. I would try to be polite and helpful when I come across a sick person.
 - a) Cover your mouth when you yawn
 - b) I'll bid you adieu.
I'm much better off where ever you're not.
Don't breathe next to me;
I don't want what you've got!

Page No. 5 and 6

Vocabulary

A. Fill in the blanks with five similar words ending with the letter 'y'.

1. itchy
2. sweaty/sticky
3. wobbly
4. clammy
5. icy

B. Synonyms and antonyms

Sick

1. ill
2. unwell
3. ailing

Healthy

1. fit
2. fine
3. well

Complete these similes. You can ask your teacher or a parent for help.

1. thick
2. lion
3. light
4. cucumber
5. black
6. lead
7. white
8. blind

Activity

1. I would go to a doctor.
I would take my medicines on time.
I would cover my mouth when I cough or talk.
2. I would not make a fuss to take my medicines.
I would not insist on playing or tiring myself.
I would not spread germs or infection by touching food or things belonging to others.
3. year – adhere
It is that time of the year;
To find new rules that we can adhere.

Lesson 2

TENALI RAMA'S CAT

Warm up

Crack the following riddles.

1. a teapot with tea
2. a clock
3. an egg
4. a bottle
5. your age

Reading

A. Write True or False.

1. False
2. True
3. False
4. False
5. True

B. Fill in the blanks with suitable words from the story.

1. lazy, drinking milk
2. rear, a cat
3. a cow, cat, milk
4. boiling hot
5. brilliance

C. Circle the right options in the statements below.

1. intellect
2. important papers
3. kill mice
4. the cows gave milk
5. thought the milk was hot

D. Answer the following questions.

1. The name of the king was Krishna Deva Raya.
2. The kingdom was facing the problem of rats. They were increasing in number and causing destruction by nibbling through important papers, clothes and grains in food stores.
3. The king gave cows to the people so they could use the milk to feed the cats. Then they could use these cats to kill the rats.
4. Tenali Rama poured some boiling milk in a pan and placed it in front of the cat. The cat licked the milk and the boiling milk burnt its tongue. Tenali Rama repeated this trick for two days and the cat refused the milk in fear of getting burnt. This is how Tenali Rama managed to keep the milk for himself.
5. The king was angry with Tenali Rama for not taking proper care of his cat as the cat looked weak and thin.
6. When the king learned how Tenali Rama had drunk all the milk, he laughed at his brilliance. This tells us that the king was impressed by Tenali's wit and humour.

Vocabulary

A. Circle the odd one out.

Circle these words

1. lost
2. revised
3. development
4. peaceful
5. folly

B. Write the words in the correct column.

Kings and Courts

1. courtier
2. royal
3. crown
4. castle
5. palace

Modern Life

1. offices
2. telephones
3. bungalow
4. trains
5. manager

C. Answer the following questions related to words from the lesson.

1. Nature can cause floods, cyclones and earthquakes.
2. I like to nibble cookies and cheese.
3. My mother inspects my work at home.

4. MS Dhoni plays with brilliance.
5. I have pleaded with my parents to go out with my friends.

Page No. 17

Language in daily use

King: Tenali, I know why the cat did not drink the milk!

Tenali: Why so, Your Majesty?

King: Because you trained it to run away at the sight of milk by giving it hot milk! Why would you do that to the cat?

Tenali: I love milk, Your Majesty. I don't like to share it with anyone else, especially a cat! Thank you for giving me a cow!

King: Well, you are a greedy man, Tenali.

Tenali: No, Your Majesty. I am just a clever man.

Page No. 19 and 20

Grammar

A. Read the following sentences. Use suitable punctuation marks.

1. What a beautiful painting!
2. I love pizza, ice cream, chocolates and bubble gum.
3. Would you like some biscuits?
4. Ouch, that hurts!
5. Mother bought some pears, apples, oranges, a bunch of grapes and a papaya.

B. Use the apostrophe to shorten the words given below.

- | | | |
|------------|-------------|-------------|
| 1. didn't | 3. can't | 5. wouldn't |
| 2. doesn't | 4. couldn't | 6. you're |

C. Add 's to the appropriate words and form possessive nouns in the following sentences. Follow the example.

1. This is the musician's piano.
2. The cat's tail is black and white. (singular)
The cats' tails are black and white. (plural)
3. The ship's captain is very tall.
4. The king's table is very big.
5. The boy's shoes got lost.

Page No. 21

Speaking

A. Choose rhyming words from the box and write them under each word. Add a word of your own.

cat

- | | | | |
|--------|---------|--------|---------|
| 1. rat | 2. flat | 3. mat | 4. chat |
|--------|---------|--------|---------|

grains

- | | |
|------------|-----------|
| 1. trains | 3. drains |
| 2. remains | 4. plains |

king

- | | | | |
|----------|----------|---------|---------|
| 1. bring | 2. thing | 3. sing | 4. ring |
|----------|----------|---------|---------|

drank

- | | | | |
|----------|----------|---------|----------|
| 1. thank | 2. blank | 3. sank | 4. plank |
|----------|----------|---------|----------|

trick

- | | | | |
|----------|---------|----------|----------|
| 1. thick | 2. sick | 3. music | 4. brick |
|----------|---------|----------|----------|

B. Choose a picture of a bird and answer the following questions.

1. It is called a kingfisher.
2. It is found near streams, rivers, ponds, lakes and estuaries.
3. It is known for hunting and eating fish.
4. It has a large head, long, sharp, dagger-like beak, sturdy body, short legs and a stubby tail.

Lesson 3

THE ABBOT OF CANTERBURY

Page No. 22

Warm up

2. The first picture is of an abbey. This is a place where Christian monks and nuns live and pray. In the second picture, monks are in the chapel of the abbey.
3. The monks pray in this building.

Page No. 31 and 32

Reading

A. Who said the following and to whom?

1. Courtier 2 said this to the king.
2. Courtier 1 said this to the king.
3. The king said this to the abbot.
4. The abbot said this to the king.
5. The shepherd said this to the king.

B. Fill in the blanks with suitable words from the story.

- | | |
|--------------------|--------------------------|
| 1. centre | 4. cannot, die |
| 2. shepherd, flock | 5. answer your questions |
| 3. simple shepherd | |

C. Write True or False.

1. False 2. False 3. True 4. True 5. True

D. Answer the following questions.

- The king was jealous because the abbot was richer than him.
- The three questions that the king asked the abbot are:
 - Where is the centre of the world?
 - How soon may I ride around the whole world?
 - What am I thinking?
- The abbot got his wealth from generous people.
- The king was happy with the shepherd's answers as they were witty, merry and clever.
- The king charged the abbot with treason because he said that he spends all his money on the abbey and never on himself.

Page No. 32 and 33

Vocabulary

A. Tick the words that describe the king in this story.

- | | |
|------------|-------------------|
| 1. greedy | 6. easily angered |
| 2. jealous | 8. heartless |
| 4. proud | |

B. Write the opposite gender of nouns that are masculine or feminine.

- | | |
|-------------|----------------|
| 1. princess | 5. nephew |
| 2. king | 6. aunt |
| 3. empress | 7. grandmother |
| 4. monk | 8. brother |

C. Fill in the blanks with words from the lesson given.

- | | |
|----------------|---------------|
| 1. pardoned | 4. illiterate |
| 2. disbelief | 5. ruthless |
| 3. magnificent | |

Page No. 34

Language in daily use

- Hey, how are you?
- Good morning, ma'am.
- Hello, uncle. Hope you're doing well.

Page No. 35 and 36

Grammar

A. In the following sentences pick out the adjectives and make abstract nouns from them.

Adjectives

- greedy
- kind
- sweet
- angry
- happy

Abstract Nouns

- greed/greediness
- kindness
- sweetness
- anger
- happiness

B. In the sentences below circle the abstract nouns and write the adjectives from them.

Circle these words

- bravery
- beauty
- thickness
- shock
- strength

Adjectives

- brave
- beautiful
- thick
- shocked
- strong

C. Use three words to describe each of the pictures.

- | | |
|--------------------------|---------------------------|
| 1. lovely, strong, smart | 4. green, tall, beautiful |
| 2. white, small, furry | 5. brave, strong, tall |
| 3. orange, sweet, sour | |

D. Read the sentences underline the adjectives and write the noun that it describes.

Underline these words

- red
- rectangular
- dusty
- hungry
- really old
- very tired

Noun it describes

- sweater
- room
- box
- animals
- car
- Rohit

Page No. 37

Listening

1. The trick was that the man told the farmer that he could use the well, but not the water as he sold only the well and not the water.
2. Birbal outwitted the man by telling him that since he had sold the well to the farmer, he could not keep his water in the farmer's well. Either he had to pay rent to keep the water there or he could remove the water from the well.

Page No. 37 and 38

Speaking

A. Words with the long 'ea' and 'ee' sound.

ea	ee
1. beach	1. feet
2. beast	2. sheep
3. eagle	3. tree
4. teacher	4. wheel
5. leaf	5. queen

Write five words with a short 'e' vowel sound as in 'behead'.

- | | | |
|------------|-----------|----------|
| 1. dead | 3. spread | 5. tread |
| 2. instead | 4. thread | |

Page No. 38

Writing

Once upon a time, a man sold his well to a farmer. The next day when that farmer came to draw water from the well, the man told him that he had only sold the well so he could take the well, but not the water from it. The farmer went to Emperor Akbar's court in search of justice and narrated the story to the king, who then appointed Birbal to solve the case. Birbal enquired the reason for this and the man replied that he had only sold the well to the farmer, but not the water inside it. Birbal smiled and told the man that since he had already sold the well, he could not keep his water in the farmer's well. He could either pay rent to keep the water in the well or take it out immediately. The man understood that his trick had failed and Birbal had outsmarted him.

Lesson 4

LITTER BUGS, STOP!

Page No. 39

Warm up

A. Garbage belongs in garbage cans, not on the ground!

1. I throw the wrapper in the dustbin.
2. Papers, rags of cloth and vegetable waste are not as harmful as the others.
3. Litter means the rubbish or trash thrown on the ground in open or public spaces. Litter could include papers, plastic, empty bottles or cans and other waste products that have not been disposed properly.
4. Litter can harm animals in the following ways:
 - Small animals or even cats and dogs may enter small bottles, cups and cans in search of food, get stuck inside and die of injury or starvation.
 - Plastic covers or objects in the litter may be swallowed by animals which may choke them and also cause death or injury.
 - Sharp objects such as glass bottles and pieces may injure animals who may step on it or swallow it assuming it to be food.

B. Is litter only solids or are liquids also litter? A very simple way to segregate waste is to identify 'wet waste' and 'dry waste'.

Dry waste

- | | | |
|------------|-------------|----------|
| 1. papers | 4. plastic | 7. metal |
| 2. bottles | 5. wood | 8. glass |
| 3. cans | 6. clothing | |

Wet waste

1. fruit and vegetable peels
2. rotten fruits and vegetables
3. leftover food
4. used tea bags
5. seeds
6. egg and coconut shells

Page No. 42

Let us enjoy

- #### A. Find words in the poem that rhyme with the following. Write another rhyming word as shown in the example.

1. kind – behind – fine
2. pond – beyond – bond
3. waste – place – taste
4. away – play – clay
5. bin – thing – bring
6. care – fair – dare

B. Complete the following sentences with phrases from the poem.

1. travel far beyond
2. careless, don't care
3. Our environment is dirty and polluted.
4. nowhere clean to play
5. Think before you

C. Answer the following.

1. Our habit of littering is because we are careless or maybe because we don't care.
2. The places we usually litter are ponds, beach and city lanes.
3. If we do not stop littering, soon we will have nowhere clean to play.
4. To change the situation, the poet wants us to:
 - put litter in its proper place.
 - learn to take our litter home again.
 - put our litter in the bin.
5. If we stop littering, we will:
 - have clean places to play.
 - see the trees down our city lane.
 - be doing the right thing.

Page No. 43

Vocabulary

A. Find three words from the poem that mean garbage.

1. litter
2. rubbish
3. waste

B. Name the places where we litter. We litter:

1. beach
2. street
3. park

C. Find out the meanings of the following words and write them down.

1. litter bug – a person who carelessly drops litter in a public place
2. waste segregation – separation of waste as dry or wet waste

Page No. 43 and 44

Activity

A. Use any two pairs of rhyming words from the poem and make a four-line poem of your own. Use the rhyming words in alternate lines or adjacent lines.

Let us all put our litter away,
And we can have clean places to play.
We should make our streets clean again,
And we can forever be proud of our lane.

C. Class Discussion.

Look at the picture. The man has collected the masks from the sea.

- Is the man selling masks?
No, the man is not selling masks. He has picked up the discarded masks from the sea and the beach.
- How do you think the used masks reached the sea?
People are using masks because of the Covid. Many use disposable masks that are meant for medical staff. These masks must be thrown away after a single use. When these masks are not disposed of properly, they find their way in waste and rubbish. People carelessly throw masks on the roadside. The wind could blow these masks into the sea. This causes pollution.
- What is the solution?
We should all use masks that can be washed and reused.
- How should we dispose used masks?
It is better to use masks that can be washed and reused. If we do need to use disposable masks, we should wrap them in paper and put them in dustbins carefully.

Lesson 5

WHAT WILL BE LEFT FOR ME?

Page No. 45

Warm up

What do you see in the pictures? Work in pairs and make a list of the different types of pollution that are harming the environment.

1. Land pollution
2. Water pollution
3. Air pollution
4. Noise pollution

Page No. 48 and 49

Let us enjoy

A. Read the lines from the poem and answer the questions.

1.
 - a. We see tarmac on the surface of the roads.
 - b. Roads are also made of cement and concrete.
 - c. The poet does not want tarmac everywhere. He worries that the fields would not be green anymore if it is covered with tarmac.
2.
 - a. The poet is referring to the adults.
 - b. The poet thinks that the things on the earth will become worse by the time the grow up to be adults.
 - c. We can make the earth a better place by taking care of the environment, by not polluting it without careless actions.

B. Read the poem and answer the following questions.

1. In the first three lines, the poet wants to know what will be left on the earth for children when they grow up. The poet is afraid that the earth will get worse and there will be nothing left for them.
2. The poet feels that the air, sea, fields, food (milk, meat, veg, fruit), sunlight, environment (streets) and animals (blue whales, elephants, rhinos) will be destroyed.
3. The poet talks about:
 - Air pollution
 - Land pollution
 - Water pollution
 - Food pollution
4. In these lines, the poet is talking to the adults. The poet wants to know if there will be anything of worth left in the earth when they grow up and take charge. The poet worries that the adults have already destroyed the earth so much that in future there will be no resources left for them to use.

Make sentences or phrases with the following words from the poem to personify them

1. The angry sea lashed at the shore.
2. The lovely fields adorned themselves in a shade of green.

3. The cow chewed on the grass and laughed merrily.
4. The cars winked at me mischievously as I crossed them.
5. The crowded street is my friend who greets me every time I pass by.
6. The earth smiled sadly at the folly of humans.

Page No. 49 and 50

Vocabulary

A. Rhino is short for rhinoceros. Write the full forms of the following words.

1. hippopotamus
2. helicopter
3. alligator
4. crocodile
5. perambulator

B. Other words for fumes

1. The **smoke** from the fire alerted the villagers.
2. Carbon monoxide is a **poisonous gas**.
3. **Vapours** from cars can cause breathing problems.
4. The **exhaust** from vehicles on the road pollutes the atmosphere.
5. **Pollutants** from vehicles is leading to respiratory problems.

C. Sample answer

Pure	Clean (sample answer)
1. unmixed	1. polished
2. unadulterated	2. spotless
3. uncontaminated	3. unsoiled
4. undiluted	4. sterile
5. flawless	5. hygienic
6. clear	6. disinfected
7. real	7. pure
8. authentic	8. healthy
9. genuine	9. washed

Page No. 50

Activity

Work in groups of four and make a list of all the things that the poet feels will be polluted by the time he/she is an adult.

1. air
2. sea
3. fields
4. food
5. sunlight
6. environment
7. animals