

## 2. Manners Matter

### LISTENING

Recite and enjoy:

**We Say, "Thank You."**



Unit - 2

**Thank  
you**

We say, "Thank you."

We say, Please!

We don't interrupt  
or tease,

We don't argue,

We don't fuss,

We listen when folks  
talk to us.

We share our toys,  
and take our turn,

Good manners aren't  
too hard to learn,

It's really easy,

when you find,

Good manners mean,  
just being kind.

**Please**

**Repeat the following words after your teacher:**

1. to

2. say

3. us

4. you

5. we

6. too

7. our

8. or

Listen to the story:

## Listen Good, Speak Good

### Unit - 2



Once upon a time, there was a mother parrot who had two babies. She went in search of food. A hunter found the babies in their nest and took them away in his net. One of the baby parrots escaped the hunter's net and went into the house of an old man. The old man took care of the baby parrot and gave him a place to sleep in his home. He taught the baby parrot to speak. The hunter carried the other baby parrot to his home and kept him in a cage. He also taught his parrot to speak.

One day the king of the land came to the forest. He lost his way and came riding close to the hunter's home. As he came closer, he heard the parrot screaming,

‘Here’s a man on a horse,  
He’s coming this way.  
Catch him, kill him, rob him,  
Don’t let him get away!’

When the king heard this, he turned his horse and rode away. After some time, he came to the old man's house. He found the other parrot there. It looked exactly like the first parrot. It also started speaking,

‘Here’s a man on a horse,  
He’s coming this way.  
Call him, help him and give him food,  
Then send him on his way.’

The king was very surprised. He got down from his horse and said, “O parrot! You are so kind.” I saw another parrot just like you. But that parrot spoke very cruel words. How can two birds look alike but speak so differently?”

The parrot said, “O Mighty King! It’s simple. The other parrot is my brother. That’s why we look alike. But he learnt what the hunter taught him. He uses the hunter’s words. But my master is good and kind. He taught me to be good and kind.”

The parrot continued,  
‘Our teachers tell us,  
What we should be  
The hunter made my brother,  
Different from me.’



**Find the meaning of the given words and make meaningful sentences:**

- |                 |                    |
|-----------------|--------------------|
| 1. hunter _____ | 2. cage _____      |
| 3. forest _____ | 4. surprised _____ |
| 5. mighty _____ | 6. alike _____     |



**Answer the questions:**

- Where did the mother parrot go?
- Who found the babies?
- What did the old man teach the baby parrot?
- What do you learn from this story?
- What will you teach if you have a parrot?

## READING

Recite and enjoy:

### A Song of People

Sing a song of people  
Walking fast or slow;  
People in the city,  
Up and down they go.

People on the subway  
Underneath the ground;  
People riding taxis  
Round and round and round.

People on the side walk,  
People on the bus,  
People passing, passing,  
In back and front of us.

Sing a song of people  
Who like to come and go;  
Sing of city people  
You see but never know.



**Write opposite words and make meaningful sentences:**

fast      x      \_\_\_\_\_      front      x      \_\_\_\_\_  
down    x      \_\_\_\_\_      come    x      \_\_\_\_\_

**Read the story:**

### The Boatman and the Scholar

One day, a scholar wanted to cross a big river. He saw a boatman sitting by his boat.

Scholar : Hello, boatman! Can you take me across the river?

Boatman: Yes, of course. Please get in.

The boatman started rowing the boat slowly. As they moved through the water, the scholar decided to talk.

Scholar : Do you know anything about science?

Boatman: No, sir, I never went to school.

Scholar : Oh! That means you have wasted a part of your life.

The boatman said nothing and kept rowing. After a while, the scholar asked again.

Scholar : Do you know about history?

Boatman: No, sir, I only know how to row a boat.

Scholar : What a pity! You have wasted half of your life.

The boatman smiled but stayed quiet. Soon, dark clouds appeared in the sky, and the wind grew strong.

Boatman: Sir, do you know how to swim?

Scholar : (nervously) No, I don't!

Suddenly, the boat began to shake as waves hit it hard. Water started to come into the boat.

Boatman: Sir, the storm is coming! The boat might sink. If you can't swim, you could be in danger!

The scholar became scared.

Scholar : Oh no! Please help me!

The boatman smiled kindly.

Boatman: Don't worry, sir. Hold onto me, and I will swim us to safety.

With great effort, the boatman swam through the strong currents and took both of them to the shore.

When they reached the land, the scholar felt grateful.

Scholar : Thank you for saving me. Now I feel that skills are more important than information.

Boatman: Everyone knows different things, sir. That's what makes us all important.

The scholar smiled and shook hands with the boatman.

Scholar : I won't forget this lesson. Thank you, friend.

### Complete the table:

Character	What he knows	What he does not know
Scholar		
Boatman		



### Answer the questions:

1. Was it right for the scholar to say the boatman wasted his life?
2. What lesson did the scholar learn at the end of the story?
3. List out your skills.
4. What does this story teach?
5. What skills do you think are important to learn in your life?

Put the mark '✓' if you can do the given task and 'X' if you cannot:






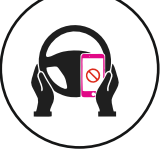




- |                    |                          |                 |                          |
|--------------------|--------------------------|-----------------|--------------------------|
| 1. wash clothes    | <input type="checkbox"/> | 2. clip nails   | <input type="checkbox"/> |
| 3. stitch a button | <input type="checkbox"/> | 4. cook food    | <input type="checkbox"/> |
| 5. swim            | <input type="checkbox"/> | 6. iron clothes | <input type="checkbox"/> |
| 7. fold clothes    | <input type="checkbox"/> | 8. wash vessels | <input type="checkbox"/> |
| 9. help friends    | <input type="checkbox"/> | 10. use a stove | <input type="checkbox"/> |

Arrange the sentences and write the numbers:

- |   |                          |
|---|--------------------------|
| 1. The boatman swims to the shore with the scholar.               | <input type="checkbox"/> |
| 2. The scholar thanks the boatman and learns an important lesson. | <input type="checkbox"/> |
| 3. The boatman asks the scholar if he knows how to swim.          | <input type="checkbox"/> |
| 4. A storm comes, and the boat shakes.                            | <input type="checkbox"/> |
| 5. The scholar gets into the boat, and the boatman starts rowing. | <input type="checkbox"/> |
| 6. The scholar says the boatman has wasted half of his life.      | <input type="checkbox"/> |
| 7. The boatman smiles and stayed quiet.                           | <input type="checkbox"/> |



Study the symbols/poster and complete the table:

	Check condition of vehicle before starting a journey		Do not drive under influence of drugs or alcohol
	Do not drive if unfit/sleepy and not drive continuously more than 2 hrs		Always plan your journey
	Do not exceed the capacity of a Vehicle & do not entertain the passengers		Do not use cell phones while driving
	Always follow traffic rules of the site/road		Always wear seat belt/helmet
	Do not engage in road rage		Be considerate to other road users

Do's	Don'ts

## WRITING

Complete the dialogues. You can use the words in the bracket:

Aalok	: Welcome, Kaka.
Uncle	: Where are your mummy and papa?
Aalok	: _____ (market)
Kantaben	: Hello, I am your new neighbour.
Mamtaben	: _____ (help)
Charmi	: Wow, what a nice kurti! Where did you buy it from?
Rajvi	: _____ (online)

**Maithilee lives in England. She is born and brought up there. She comes to her native village. Here is her dialogue with her grandfather. Complete the dialogue using the clues:**

- Should we fly kites on Uttarayan? Doesn't it harm the birds?
- I like Navratri. I like to wear Chaniyacholi and play Garba during Navratri.
- Of course. But it should not be harmful to anybody. You should take extra care of yourself, too.
- I have seen some children were sprinkling colours on dogs and cows on *Dhuleti*.

Maithilee : Dadaji, I watch videos of all our festivals but I have some questions.

Dadaji : Questions about festivals?

Maithilee : Should we fire crackers on Diwali?

Dadaji : Yes, \_\_\_\_\_

Maithilee : \_\_\_\_\_

Dadaji : It is too bad. Animals do not like it. It is harmful to their skin.

Maithilee : I like to eat sweets on festivals.

Dadaji : You should eat home-made sweets.

Maithile : \_\_\_\_\_  
\_\_\_\_\_

Dadaji : All the festivals should be celebrated but in the right way. We should choose time to fly kites where birds are not in the sky. Generally, birds fly more in the morning and in the evening.

Maithilee : \_\_\_\_\_  
\_\_\_\_\_

Dadaji : Yes, all our festivals are charming.

## LANGUAGE FUNCTION



**Join the sentences using the given words:**

1. Mr. Shah is old. He is very weak. (so)
2. Arpita eats *Panipuri*. She also eats sandwich. (and)
3. Are you reading a novel? Are you reading a story book? (or)
4. I am tired. I worked hard all day. (because)
5. They have cats. They have dogs. (and)
6. Will you take tea? Will you take coffee? (or)

**Complete the sentences:**

1. I visited my dentist last Tuesday because  
\_\_\_\_\_

2. Mr. Shah was a very rich man but  
\_\_\_\_\_

3. It was freezing this morning so  
\_\_\_\_\_

4. The children wore their costumes and  
\_\_\_\_\_

5. Shruti studied hard for the Maths test but  
\_\_\_\_\_



**Write suitable words to add something to the meaning of the given words:**

**Examples:**

floor - clean floor

basket - red basket

- |          |       |              |       |
|----------|-------|--------------|-------|
| 1. river | _____ | 2. classroom | _____ |
| 3. stage | _____ | 4. man       | _____ |
| 5. mango | _____ | 6. shirt     | _____ |
| 7. Juice | _____ | 8. student   | _____ |



**Write the most appropriate phrases under the pictures and make sentences:**

**(sings sweetly, writes carefully, sleeps quietly, walks slowly)**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**Choose the most appropriate words from the bracket to complete the sentences:**

- Anil speaks Chinese \_\_\_\_\_. (fluent/fluently)
- Rita learns very \_\_\_\_\_. (quickly/quick)
- We fought with the enemies \_\_\_\_\_. (bravely/brave)
- Falguni is a \_\_\_\_\_ driver. (slow/slowly)
- Ritesh has got a \_\_\_\_\_ voice. (loudly/loud)
- He is a \_\_\_\_\_ boy. (good/well)

## VOCABULARY

### Match 'A' with 'B'

'A'	'B'	Answers
1. scholar	a. a person who rows a boat	1. <u>g</u>
2. boatman	b. something that matters	2. _____
3. row	c. strong winds and rain	3. _____
4. shore	d. thankful	4. _____
5. storm	e. move a boat using oars	5. _____
6. grateful	f. the land near water	6. _____
7. important	g. a person who studies a lot	7. _____

### Make words using the last letter of the previous word:

**Example:** begann : now                      whitee                      elephant

1. hunterr : \_\_\_\_\_
2. escapee : \_\_\_\_\_
3. catcht : \_\_\_\_\_
4. continuedd : \_\_\_\_\_
5. elevatorr : \_\_\_\_\_

### Fill in the blanks with the most appropriate words given in the bracket:

(boatman, swim, storm, row, scholar)

1. The \_\_\_\_\_ needed to cross the river.
2. The \_\_\_\_\_ took him across the water in his boat.
3. A strong \_\_\_\_\_ made the boat shake.
4. The boatman asked if the scholar knew how to \_\_\_\_\_.
5. The boatman began to \_\_\_\_\_ the boat.

## ACTIVITY

### Let's Play - Red Light, Green Light:

શિક્ષક વિદ્યાર્થીઓને 'Red Light, Green Light' રમત રમાડશે. શિક્ષક વસ્તુ, વ્યક્તિ કે પ્રાણીના અંગ્રેજી શબ્દો બોલશે ત્યારે વિદ્યાર્થીઓ વર્ગમાં ઊભા રહેશે. તે **Red Light** તરીકે ઓળખી શકાય અને જ્યારે શિક્ષક ક્રિયા દર્શાવતા શબ્દો બોલશે ત્યારે વિદ્યાર્થીઓ વર્ગમાં ચાલશે. તે **Green Light** તરીકે ઓળખી શકાય. જે વિદ્યાર્થીઓ ઊભા રહે તેને શિક્ષક out જાહેર કરશે તથા તેને બેસી જવાનું કહેશે.

ઉદાહરણ : શિક્ષક **a sharpener, a pen, a book, a window, a pencil, a lion, erasers, boys, girls, friends** વગેરે જેવા શબ્દો બોલી અચાનક **sing** બોલશે જે ક્રિયા દર્શાવવા વપરાય છે.

**નોંધ:** ક્રિયા દર્શાવતા શબ્દોને બદલે સ્થાન, સમય વગેરે નિર્દેશ કરતાં શબ્દો દ્વારા પણ રમાડી શકાય.

## SPEAKING

### Read the dialogue. Make pairs and enact it:

Soni : Excuse me, may I sit here? (points to an empty chair)

Riya : Of course! Please, have a seat. (smiles and nods)

Soni : Thank you. So kind of you. (sits down and makes eye contact)

Riya : You are welcome! Good manners are so important.

Soni : Absolutely! Please and thank you are magic words.

Riya : Exactly! We should also learn table manners.

Soni : Oh, yes! I don't like that people chew with their mouth open.

Riya : Uhh, me too! It's necessary to learn all this.

Soni : We must put it into practice.

Riya : Agreed! Let's keep spreading the good manners. (smiles and feels happy)

**Divide the class into two groups. One group will speak good manners and the other group will speak bad manners from the box:**

- greetings
- being punctual
- misbehaving at public places
- use of foul languages
- respecting elders
- always speak the truth
- asking permission
- interrupting in between
- not using basic etiquettes
- using please and thank you
- listening actively
- saying “excuse me” and “I am sorry”
- not replying or answering rudely
- yelling
- misbehaving at table
- being kind and compassionate
- stop wasting food
- not greeting guests
- disobeying

## DO IT YOURSELF



**Find and write any one story about good manners or good habits from your library. Tell the story to your friends and present it in the prayer assembly.**