


ACTIVITY - 1


Study the following traffic signs and their meanings. You have to identify places where you see these signs .

1




No Parking

2




No Stopping or Standing

3




Compulsory ahead only

4




Compulsory keep left

5




Compulsory Turn left

6




Compulsory turn right

7




Compulsory turn right ahead

8




Compulsory turn left ahead

10




Compulsory ahead or turn left

11




Compulsory ahead or turn right

12



Compulsory cycle track

13



Compulsory sound horn

Signal	Meaning	Where do you see the sign?
3	Compulsory	On the walking areas in the garden



## ACTIVITY - 2

Sing this rhyme in chorus.



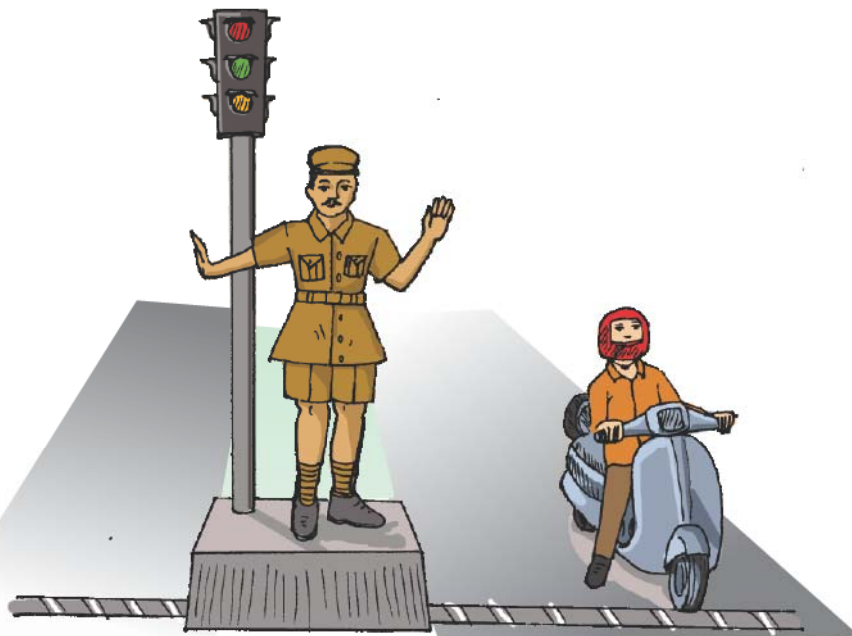
Red light! Red light!  
What do you say?  
I say stop! stop!  
Stop right away.  
Orange light! orange light!  
What do you mean ?  
I mean wait! wait!  
till the light goes green.  
Green light! green light!  
What do you say?  
I say go, and go right away.

## ACTIVITY - 3

Listen to your teacher as s/he reads the story. Then read it silently. Read aloud some parts as directed by your teacher.

### TRAFFIC LIGHTS

On a busy crossroad there were three traffic lights - Red, Orange and Green.



"There is so much traffic on the road today. So many cars, scooters, rickshaws and buses," said Red.

"We have to control all of them," said Green.

Just then, a traffic police officer came up to the lights and switched them on. They had great fun together.

They enjoyed stopping the vehicles, letting the people cross and then allowing the vehicles to go.

Blink ! Blink ! Blink ! They went.

They worked hard all day and by night they were really tired. So they were glad to be switched off.

"It has been such a busy day," said Orange, "I want to rest now."

"Busy ?" asked Red raising his eyebrows.

"And tired ?" laughed Green.

Orange was puzzled at their questions. "What do you mean ?" he asked.

"Hey, what did you do to get so tired ?" asked Red.

"Red stopped the cars and I let them go," said Green.

"But I came on between you two," cried Orange.

"Huh, only for a few seconds," mocked Red.

"We don't need you. You are useless," shouted Green.

Orange felt hurt and miserable. That night he kept remembering what Red and Green had said.

"I am really useless," he thought at last, "Why should I work then ?"


Next morning, when the lights were switched on, Orange did not work.

After a while, there was chaos on the busy road.

Traffic came to a halt when the lights suddenly turned Red. Again when







they suddenly turned Green, there was more confusion. Pedestrians ran here and there. 'Honk ! honk !' Drivers kept honking angrily. To top it all, some cows came to the middle of the road and settled down merrily chewing the cud. A scooterist skidded and had a nasty fall when the red light suddenly went off.

When the traffic police officer realized that Orange was not working, he said, "Why isn't Orange working? Without Orange how can I control the traffic? Let me switch them off now and check again in the evening."

Red and Green heard the officer's words. They realized that everyone is important in her /his own way. They were sorry for being rude to Orange and for what they had said to him. Without Orange they were not a team. They could not work by themselves. And now, Orange was not working because of them.

And Orange ? He was thrilled to hear the police officer's words. He was so happy, he wanted to sing and dance.

"Without me the police officer will not operate the lights. That means I am also useful," murmured Orange.

Red and Green heard him and felt that his work was equally important.

"We are sorry, Orange," said Red and Green. "We really need you."

Then Orange hugged them and said, "We are friends."

That evening when the police officer switched on the lights, Orange was very cheerful and excited. He glowed even brighter than before.

The three lights worked well together ever after.

And "Go," says Green.

**Key Words :**

crossroad – a place where two roads cross each other.

control – the power to make people or things do what you want

switched on – pressed to start

allow – permit

switched off – pressed to stop something

puzzled – confused

mock – make fun of

useless – of no use

miserable – unhappy

chaos – not in order

halt – stop

suddenly – all of a sudden

pedestrians – those who walk

honking – beeping, sound of horn

skidded – slipped

nasty – bad, not nice

rude – not polite,

thrilled – feeling strong excitement

murmur – speak in a low quiet voice

#### ACTIVITY - 4

**Answer the following questions.**

- (a) How did Red, Orange and Green have great fun together?
- (b) Why did Orange feel hurt and miserable?
- (c) What happened when orange stopped working?
- (d) What did the police officer say when he saw that Orange was not working?
- (e) What do you think Red and Green felt when they heard the police officer's words?

#### ACTIVITY - 5

**Read the following words/ group of words. Write them in the appropriate box.**

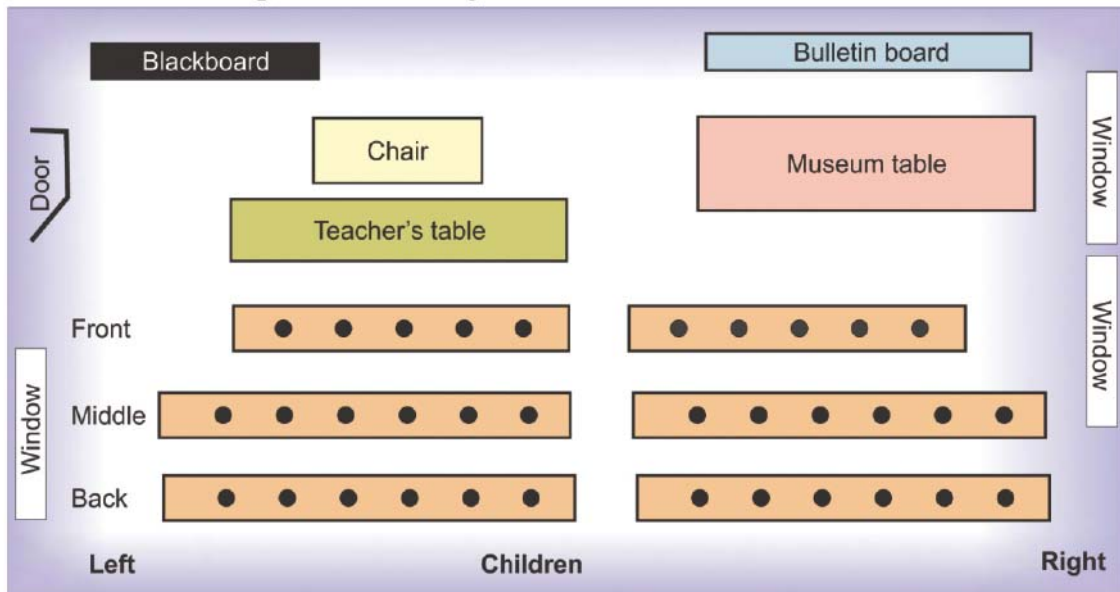
Traffic jam, smooth traffic, vehicles follow signals, chaos, people cross the road easily, people getting confused, honking, accidents.

**Add more words/group of words in each box.**

When all the three lights work properly	When one of the traffic lights stops working

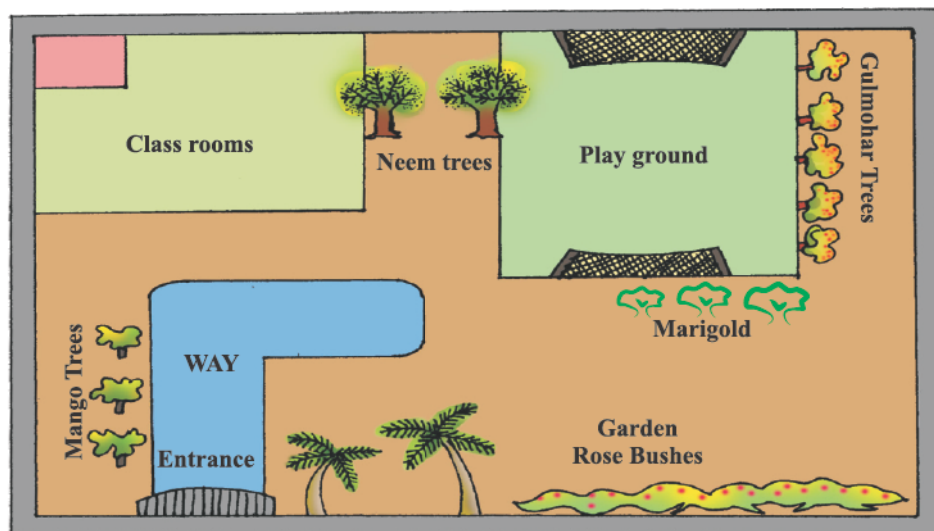
## ACTIVITY - 6

### Reading a map.



Look at the view of the classroom from above. Now answer the following. You can use words like front, back, left and right.

1. How many doors and windows are there in the classroom?
2. Where are the blackboard and the cupboard?
3. How many rows of desks are there in the middle and back rows?



1. There are \_\_\_\_\_ trees between the classroom and the playground.
2. The \_\_\_\_\_ trees line the passage from the entrance.
3. Many \_\_\_\_\_ trees are along the side of the playground.



## ACTIVITY - 7

Use the map to answer the questions.



1. What does the dotted line on the map show?
2. Which road would Ajay take to get to the boat club.
3. Which building is next to the picnic area?
4. Which road passes by Ajay's house?
5. What other way could Ajay use to get from his house to his grandmother's house ?

**Use verbs like :** go, turn, cross

**Use prepositions like :** across, between, in front of, beside, near, behind

## ACTIVITY - 8

Read the pairs given here.

Cars Ply                Ships sail

The word ‘ply’ describes the movements of ‘cars’. Similarly, the word ‘sail’ describes the movement of ‘ships’. Look at the words given below and match them. Verify the answers with your friend.

A	B
Rivers	swim
Flags	Crawl
Kangaroos	Jump
Trees	Flow
Clouds	Sway
Babies	Flutter
Birds	Drift
Fish	Fly

Now take turns to come to the front of the class and say each pair and mime the action

## ACTIVITY - 9

Study the following sentences taken from the lesson.

- There is so much traffic on the road today.
- Some cows came to the middle of the road.

(A) The words ‘on’, ‘to’, and ‘of’ show position or direction. Some other words of the same type are “in, into, under, over, near, between, behind, beside, above”. Now look at this picture and fill in the blanks using given words.





1. The clock is \_\_\_\_\_ the wall.
2. The ball is \_\_\_\_\_ the table.
3. The cat is \_\_\_\_\_ the armchair.
4. The table is \_\_\_\_\_ the arm chair.
5. The carpet is \_\_\_\_\_ the floor.
6. The lamp is \_\_\_\_\_ the table.
7. The flowers are \_\_\_\_\_ the vase.
8. The table is \_\_\_\_\_ the chair and the armchair.

**B) Work in pairs. Look around the classroom and ask each other three questions each, such as “Where is the duster?”, “Where is my pencil?” etc. Answer by saying “On the table”, “In your pencil box” etc. Write down those six questions and answers in the following table.**

Questions	Answers

## ACTIVITY - 10

(A) Given below are the pictures showing hand signals used by traffic policemen.



**Meet a traffic policeman and understand the meanings of these hand signals. In the empty box, stick a photo (with hand signal) of the traffic police whom you met.**

**(B) Take up roles of each traffic light one by one. Complete the paragraphs.**

I am Green. I \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I am Orange. I \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I am Red. I \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Helpline

#### ACTIVITY - 1

The filling up of the table is to be given in pairs. Encourage students to recall where they have seen the symbols or ask them where such symbols are needed.

#### ACTIVITY - 3

After students have listened to the model reading, the dialogues can be dramatised in small groups.

#### ACTIVITY - 7

The response to various situations will vary from student to student. Focus should be on appropriateness of the language produced by them. So if for situation - 1, a student responds that when there is much traffic on the road, he will dance, ask him/her to think of an appropriate response.

#### ACTIVITY - 10 (A)

Give adequate time for planning to enact the scene. Facilitate the students to incorporate expressions in English while enactment.