

ગુજરાત શૈક્ષણિક સંશોધન અને તાલીમ પરિષદ, ગાંધીનગરના પત્ર-ક્રમાંક  
જીસીઈઆરટી/અભ્યાસક્રમ/માધ્યમ/૨૦૧૫/૬૪૧, તા. ૯-૧-૨૦૧૫-થી મંજૂર

# English

## First Language

### Standard 2

(First Semester)



## PLEDGE

India is my country.

All Indians are my brothers and sisters.

I love my country and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall respect my parents, teachers and all my elders and treat everyone with courtesy.

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

Price : ₹ 33.00

Name of Student : \_\_\_\_\_

Name of School : \_\_\_\_\_

Class : \_\_\_\_\_ Roll No. \_\_\_\_\_



Producer : Gujarat Council of Educational Research and Training, Gandhinagar

Publisher : Gujarat State Board of School Textbooks, Gandhinagar



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**Preface**

In view of NCF 2005 and RTE – 2009, many far reaching changes have been carried out in the curriculum as well as the whole education system in Gujarat. While the focus of these changes has been on the fundamental concepts regarding the very process of education, the perceptible difference can be noticed in the new orientation given to the classroom interaction between the teacher and the learner as also among the learners themselves. This new orientation aims at promoting creativity, critical thinking and analytical abilities. In language education, particularly, this change of orientation can be noticed in the shift from predictable, content based comprehension and expression to constructive, meaningful interaction. This shift of focus requires the teacher to discourage memorisation of text based answers and encourage variation in response generated by authentic experiences in real life situations. This has been done by providing learning tasks in the form of activities rather than text based exercises.

We have also received valuable cooperation of H. M. Patel Institute of English Training and Research in this process. The textbook has been prepared in the light of constructive suggestions given by subject experts as well as practicing teachers. Care has been taken to retain the good elements that were tried and tested in the earlier textbooks, and new elements have been added in the light of the new orientation. Thus, efforts are made to prepare an error free and pedagogically effective textbook. However, we shall welcome constructive suggestions to improve the quality of the work.

**With all good wishes.**

**Dr. Bharat Pandit**

Director

Date : 3-3-2015

**Dr. Nitin Pethani**

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First Edition : 2015

**Published by :** Bharat Pandit, Director, on behalf of Gujarat State Board of School Textbooks, 'Vidyayan', Sector 10-A, Gandhinagar

**Printed by :**

## FUNDAMENTAL DUTIES

It shall be the duty of every citizen of India : \*

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage or our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild-life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) to provide opportunities for education to his /her child or ward by parent or guardian as case may be, between the age of six and fourteen years.

\*Constitution of India : Section 51-A.

## INTRODUCTION

We are happy to present this textbook for joyfully learning English. This book reduces the burden of the children by combining mathematics, environmental science and English in a unique fun loving way.

With the emphasis on learning by doing, this book focuses on oral work in the first few units and gradually introduces reading and writing thereafter. Hence the beginning units have only illustrations that go with the stories, rhymes and activities. For suggestions about the classroom procedures, the stories to be narrated and for the rhymes, games and other activities, you may refer to the Helpline. Parents who are interested in participating in the children's learning process could also use the Helpline. They could also enhance the children's language competence by providing exposure to the language and by encouraging the children to use English for a variety of purposes.

Each unit in the book begins with a whole class activity such as the teacher narrating a story based on the pictures given in the children's book. After this children work in groups of four or six and then with a single pair partner. This leads to individual work where the children develop the ability to do some productive work on their own. At the end, once again call the whole class together. Thus, each unit begins with the whole class working together and ends with the whole class sharing their learning experience. In between the children work in groups, pairs and as individuals.

There are colourful pictures in the book. Further, space is provided for children to draw and colour specific sketches according to teacher's instruction. The illustrations and the activities based on them help the learners. Explore the world by using all their senses. They talk about what they see, hear, smell, taste and feel. This helps in their overall development and provides a strong foundation for their ability to think and use language meaningfully.

Learning of a language is not limited to learning the alphabets, words and sentences alone. Once a language is learnt, it becomes a tool for various purposes. For this to happen, the children should be engaged in meaningful interaction with their classmates and the teacher. The emphasis has to shift from mechanical copying of letters, words and sentences to real communication. Hence, the first few units do not expect them to read or write anything. They just listen to the teacher, look at the pictures and learn to interact. Whatever they draw or say will convey their own ideas and feelings. The later units gradually introduce reading and writing. Towards the end of the year, they will learn to write a few words and sentences. This is in keeping with the latest developments in the teaching and learning of languages.

The focus of both teaching and testing at this level is certainly not on making the children memorize the spellings of words. Children should be able to

- Listen to English and understand what is said
- Use a few words in English expressing their own thoughts, ideas and feelings
- Look at pictures and understand what they stand for
- Read a few words and sentences with understanding
- Write a few words and sentences which they have already used orally.

The main purpose of the book is to make the children experience the pleasure of learning a new language. At this age, children can learn any number of languages as easily as they learn their mother tongue. When they learn their mother tongue they just listen to others and then respond in their own way. They begin to repeat some words and then begin to use the language creatively and meaningfully. Similarly, while teaching any other language the emphasis should be on listening. That is, children may respond with hand gestures, head nods, facial expressions, sketches etc. Later they may respond by repeating some part of what they hear. Then, gradually, they learn to express their own ideas and receive others' responses. When they learn their mother tongue, they do not learn to read and write till they have learnt to use the language orally. Similarly, when we teach a new language, it is necessary to introduce it orally before we ask the children to read and write words and sentences in that language. The teaching of a new language should never begin with the copying of the alphabets. That is why this book has no written words in the first few units.

At the end of the year, the children are expected to do the following :

- Participate in a simple conversation including greetings and simple responses
- Listen and understand stories and conversation based on pictures
- Listen and recite simple rhymes
- Talk about one's own likes, dislikes, feelings, etc. and share information and experiences
- Read and write simple words and sentences which express personal information and ideas felt and experienced.

Parents can help their children by using the language in meaningful contexts as part of day-to-day life and thereby provide natural exposure. They can help the children participate in real interaction wherein their response may be a simple gesture, one word or part of a sentence. They can describe the pictures in the textbook to the children and tell them stories in English.

We enjoyed preparing this book and we hope that you and the children will enjoy using it.

- Authors

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# UNIT - 1

# Family and Friends

## ACTIVITY - 1

Look at the pictures and listen to the conversation.

Parth enters the class. He is a new student in the school. Janvi welcomes him.



1  
Hello, I'm Janvi.  
Hello, I'm Parth.

2  
Come and sit here.  
Thank you.

3  
This is Raju.  
Hello Raju, nice to meet you.  
Nice to meet you, Parth.

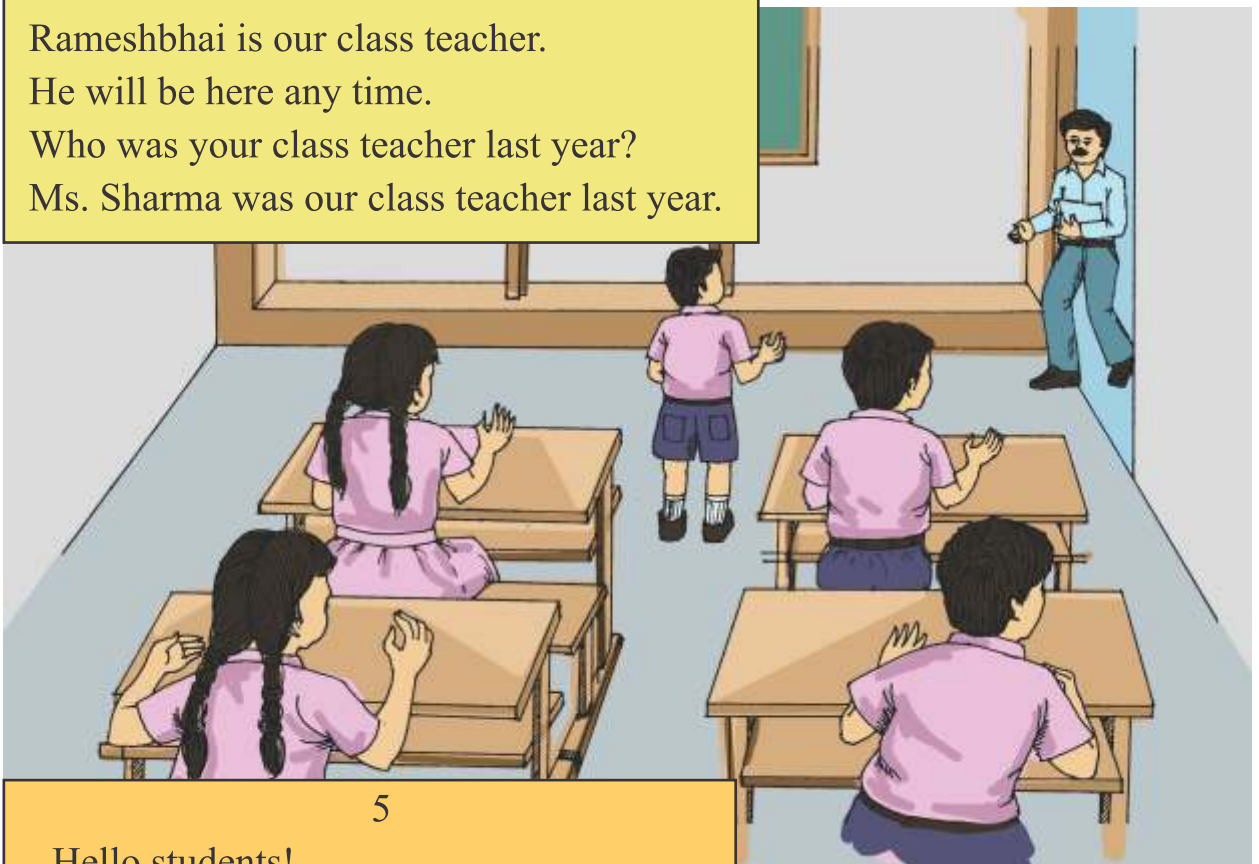
### Helpline

Form pairs and get them to greet each other.



4

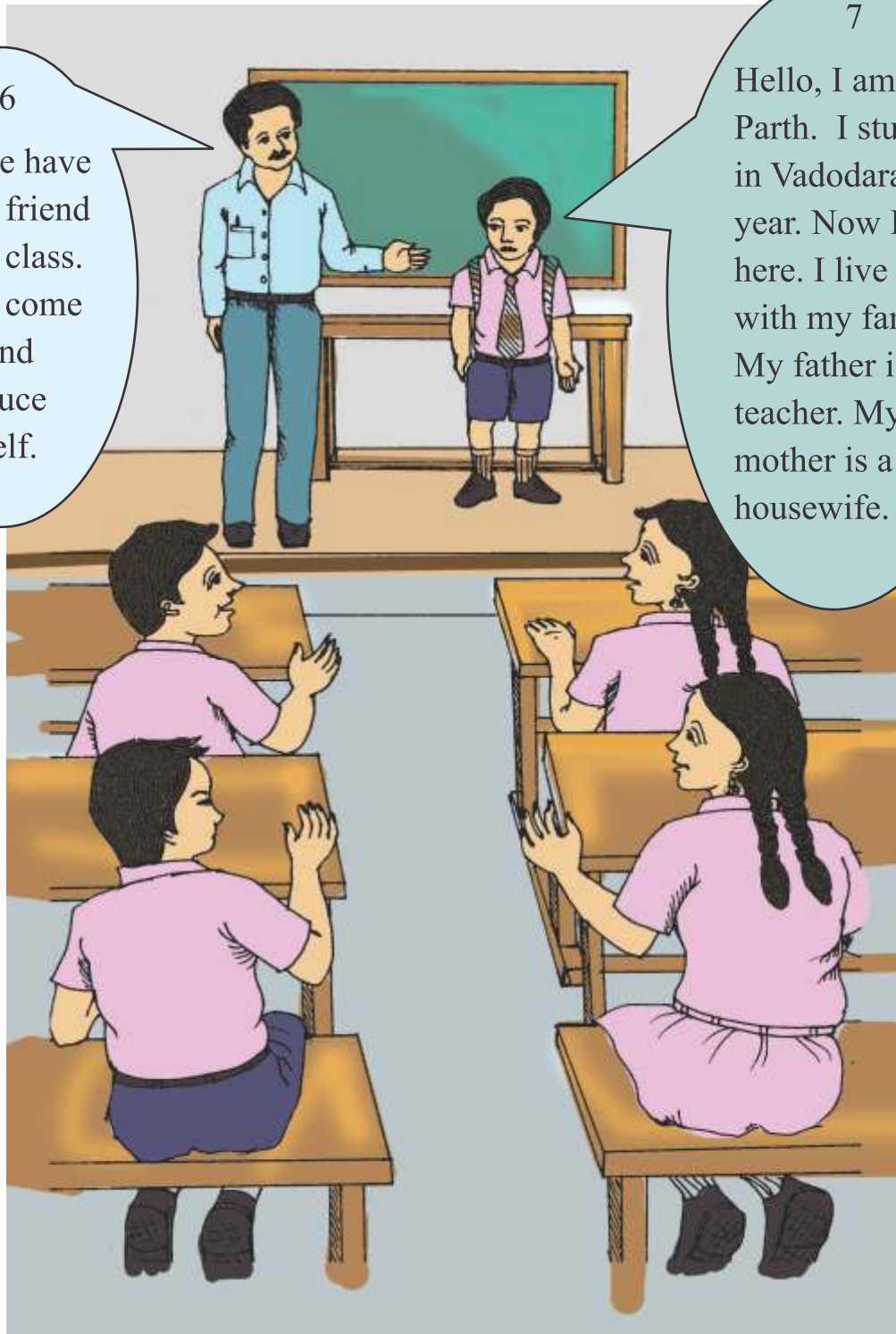
Who is our class teacher ?  
Rameshbhai is our class teacher.  
He will be here any time.  
Who was your class teacher last year?  
Ms. Sharma was our class teacher last year.



5

Hello students!  
Good morning teacher!





6

Oh, we have a new friend in our class. Parth, come here and introduce yourself.

7

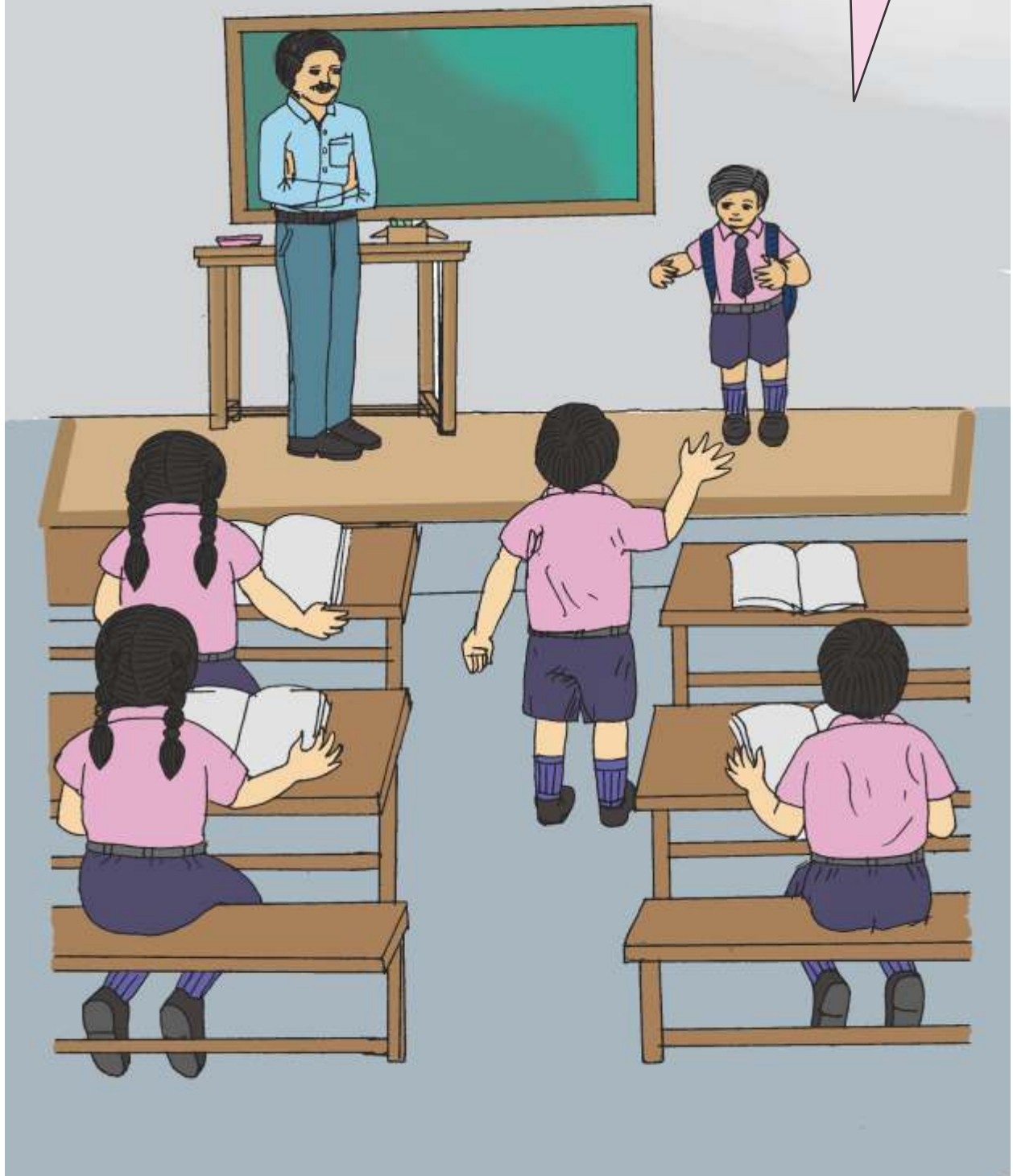
Hello, I am Parth. I studied in Vadodara last year. Now I am here. I live here with my family. My father is a teacher. My mother is a housewife.

### Helpline

Teach greetings in the Indian context like 'namaskar' / 'namaste' that means 'Hello'.

8

Do your grandparents live with you?  
Yes, they do. We live happily together.  
I love my family very much.  
Welcome to our class. Thank you.



## ACTIVITY - 2

Divide the students in different groups and tell them to present this conversation in the class.

**Janvi** : Hello, I'm Janvi.

**Parth** : Hello, I'm Parth.

**Janvi** : Come and sit here.

**Parth** : Thank you.

**Janvi** : This is Raju.

**Parth** : Hello Raju, nice to meet you.

**Raju** : Nice to meet you, too, Parth.

**Parth** : Who is our class teacher?

**Janvi** : Rameshbhai is our class teacher.

**Jay** : He will be here any time.

**Parth** : Who was your class teacher last year?

**Vijay** : Ms. Sharma was our class teacher last year.

**Teacher** : Hello, students.

**Students**: Good morning, teacher.

**Teacher** : Oh, we have a new friend in our class. Parth, come here and introduce yourself.

**Parth** : Hello, I am Parth. I studied in Vadodara last year. Now I am here. I live here with my family. My father is a teacher. My mother is a housewife.

**Nidhi** : Do your grandparents live with you?

**Parth** : Yes, they do. We live happily together. I love my family very much.

**Nidhi** : Welcome to our class.

**Parth** : Thank you.

**ACTIVITY - 2**

**Answer the following questions:**

1. Who is the new student in the class?

2. What is Rameshbhai?

3. Where did Parth study, last year?

4. Do Parth's grandparents live with him?

5. How many members are there in Parth's family?

6. Do you think Parth likes his grandparents?

### ACTIVITY - 3

Complete these sentences about yourself. Then read the paragraph in front of the class.

I am \_\_\_\_\_ . My father's name is \_\_\_\_\_ . Last year, I \_\_\_\_\_ in class one. This year, I \_\_\_\_\_ in class two and next year I \_\_\_\_\_ in class three. Last year, I \_\_\_\_\_ years old and this year, I \_\_\_\_\_ years old. Last year my best friend \_\_\_\_\_ . This year, my best friend \_\_\_\_\_ . Last year, my class teacher \_\_\_\_\_ . This year, my class teacher \_\_\_\_\_ .

### ACTIVITY - 4

Work with your partner and introduce yourself and your partner to the whole class.

#### Example :

Amar : Hello, Good morning.  
Bela : Good morning.  
Amar : I am Amar.  
Bela : I am Bela. Meet my friend Deepa.  
Amar : Hello Deepa, nice to meet you.  
Deepa : Nice to meet you, too.

**ACTIVITY - 5**

Read the following information and complete the introduction given in the box.

**(A)**

Name : Kishor  
Age : 9 years  
Class : 4  
Father : Engineer  
Mother : Pilot

Hello! I am Kishor.  
I am 9 years old.  
I am in class 4.  
My father is an engineer.  
My mother is a pilot.

**(B)**

Name : Meena  
Age : 11 years  
Class : 6  
Father : Police Inspector  
Mother : Doctor

Hello! I am \_\_\_\_\_.  
I am \_\_\_\_\_ old.  
I am in \_\_\_\_\_.  
\_\_\_\_\_ police inspector.  
My mother is \_\_\_\_\_.

**Give your introduction.**

**(B)**

Name :  
Age :  
Class :  
Father :  
Mother :

\_\_\_\_\_

\_\_\_\_\_

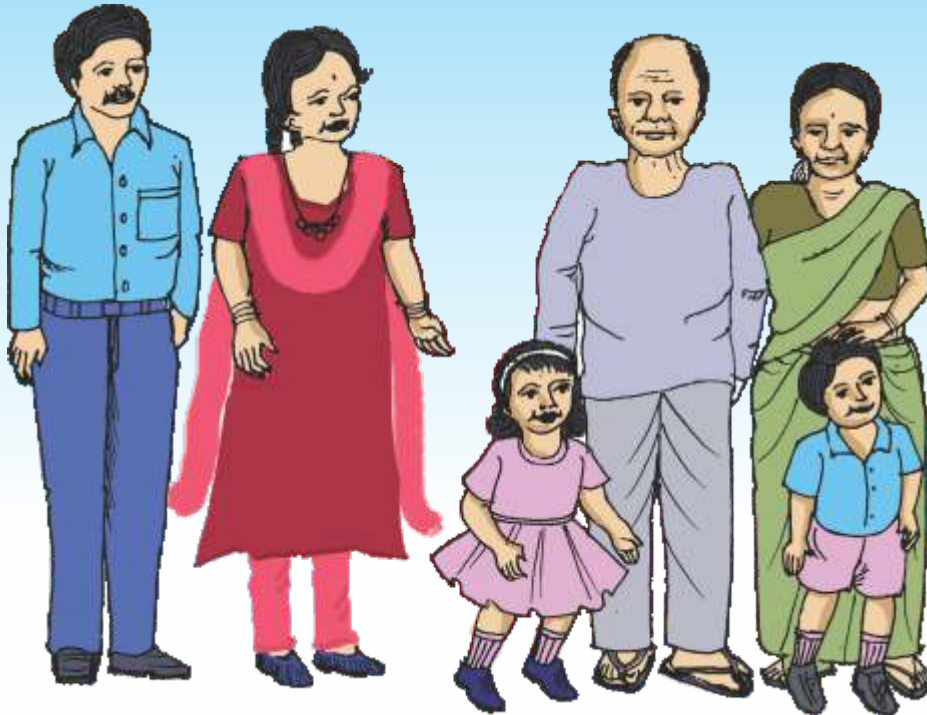
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ACTIVITY - 6

**KHUSHI'S FAMILY**



This is Khushi's family.

It is a happy family.

Khushi lives with her family in Mehsana.

There are six people in Khushi's family.

There are grandfather and grandmother.

There are father and mother.

And there is Khushi and her brother Pankaj.

**ACTIVITY - 7**

**Here are Sonal, Johny and Mona with their families. Let's meet them.**

I am Sonal.  
This is my family.  
I live with my father and mother.  
They care for me.



I am Johny.  
I live with my father and mother  
and younger sister.  
Ours is a small family.

I am Mona.  
I live with my father, mother and  
brother.  
My grandfather, grandmother, uncle  
and aunt also live with us.  
Ours is a large family.





**ACTIVITY - 8 (A)**

**Word building**

Make new words using letters from the word 'GRANDPARENTS'. You may use the letters in any order. One has been done for you.

pen

Grandparents

**ACTIVITY - 8 (B)**

Find six words from the following beginning with the given letter.

	F	A	T	M	H	E	M	O	
<b>M</b> _____	G	A	U	O	T	E	R	S	<b>F</b> _____
	A	U	N	T	S	B	S	I	
<b>S</b> _____	B	R	C	H	E	R	F	S	<b>B</b> _____
	T	A	L	E	E	M	O	T	
<b>U</b> _____	H	S	E	R	S	R	U	E	<b>A</b> _____
	E	B	R	O	T	H	E	R	
	R	F	A	T	H	E	R	F	



**ACTIVITY - 9**

Write in complete sentences. For example, My name is .....

**ALL ABOUT ME**



Name : \_\_\_\_\_

Mother's name : \_\_\_\_\_

Father's name : \_\_\_\_\_

Brother's name : \_\_\_\_\_

Sister's name : \_\_\_\_\_

My school : \_\_\_\_\_

My town : \_\_\_\_\_

My district : \_\_\_\_\_

My favourite game : \_\_\_\_\_

My favourite story : \_\_\_\_\_

My favourite rhyme: \_\_\_\_\_



**ACTIVITY - 10**

**Write a paragraph about your family.**

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**Helpline**

**Creating awareness**  
 Invite the grandparents of any one child to the school.  
 Ask them to talk about their school days to the children.

**UNIT - 2**

**Animal World**

**ACTIVITY - 1**

1. Look at the pictures. Name the birds and the animal.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**Who am I ?**



\_\_\_\_\_

**ACTIVITY - 2**

**Read and enjoy the poem.**

**ZOO MANNERS**

Be careful what  
You say or do  
When you visit the animals  
At the Zoo.

Don't make fun  
Of the Camel's hump –  
He's very proud  
Of his noble bump.

Don't laugh too much  
At the Chimpanzee –  
He thinks he's as wise  
As you or me.

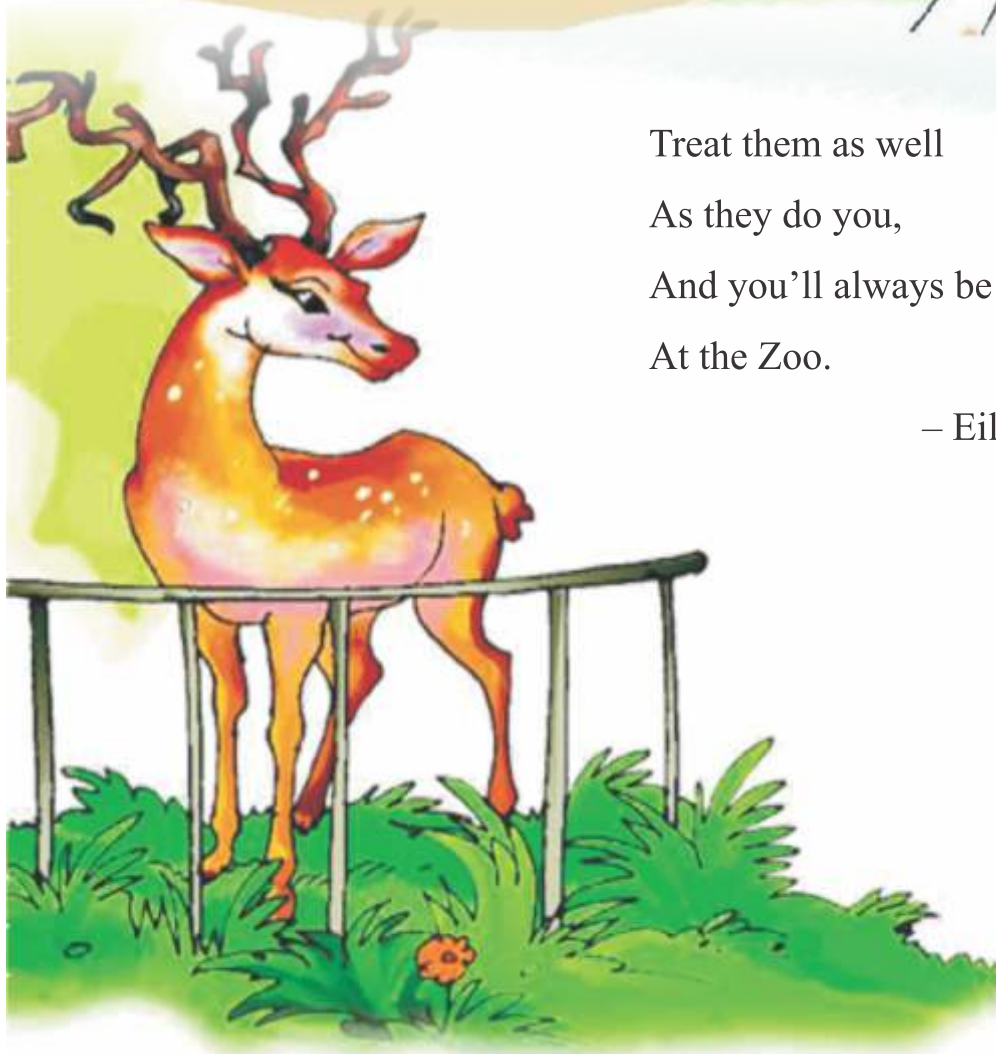
And the Penguins  
Strutting around the lake  
Can understand  
Remarks you make.





Treat them as well  
As they do you,  
And you'll always be welcome  
At the Zoo.

– Eileen Mathias





**ACTIVITY - 3**

**Have you been to a Zoo? Name the animals you saw there.**

Name of the Zoo : \_\_\_\_\_

City : \_\_\_\_\_

Name the animals you saw: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ACTIVITY - 4**

**Name any three animals you like the most. Say what you like about them.**

I like \_\_\_\_\_

because \_\_\_\_\_

I like \_\_\_\_\_

because \_\_\_\_\_

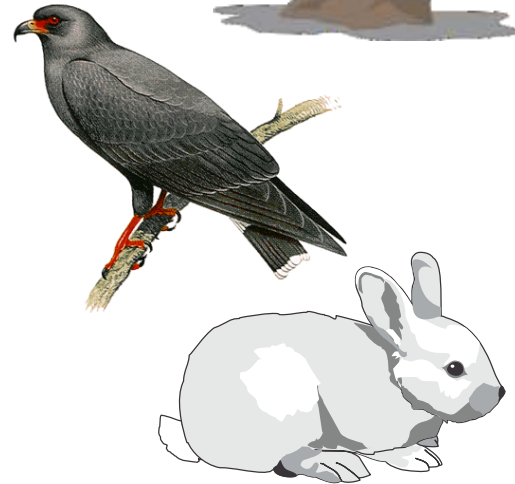
I like \_\_\_\_\_

because \_\_\_\_\_

**ACTIVITY - 5**

**Read the riddle and write the answer next to it.**

1. I am green as can be  
My beak is red as a chilly  
People put me in a cage  
But I love to be free.
2. I am big and black  
Black is my face and black is my beak  
But I am clever, ask me how  
I steal your food and say, "caw, caw."
3. I am a bird  
There is a festival in my name  
Celebrated in the month of January.
4. I am small and white.  
I have a short tail and long ears.  
I have whiskers, too.  
Who am I ?



**ACTIVITY - 6**

**Ask all your classmates about their favourite animals. What animals do your classmates like? Prepare a chart showing all the animals that the classmates like. Count how many classmates like each animal.**

Favourite animals of the classmates	Number of classmates who like the animal






**ACTIVITY -7 (A)**

A duck is a female. A male duck is called a drake. Similarly, the males and females of different animals have different names. Choose the correct answer from the box below and complete the pairs.

<b>Male</b>	<b>Female</b>
1. Cock	_____
2. Dog	_____
3. Lion	_____
4. Bull	_____
5. Horse	_____

**cow   mare   hen   lioness   bitch**

**ACTIVITY - 7 (B)**

Write four sentences about the cow. Use the clues in the box to help you.

**Begin like this :**

1. The cow is large and has \_\_\_\_\_.
2. It eats \_\_\_\_\_.
3. It gives \_\_\_\_\_.
4. It lives in a \_\_\_\_\_ on a farm.

**hay   horns   cow-shed   milk**











**ACTIVITY - 8**

Let's make the sounds that animals make.

- Roar like a lion.
- Neigh like a horse.
- Quack like a duck.
- Bleat like a goat.
- Grunt like a pig.
- Bark like a dog.
- Moo like a cow.
- Chirp like a sparrow.
- Chatter like a monkey.
- Hiss like a snake.

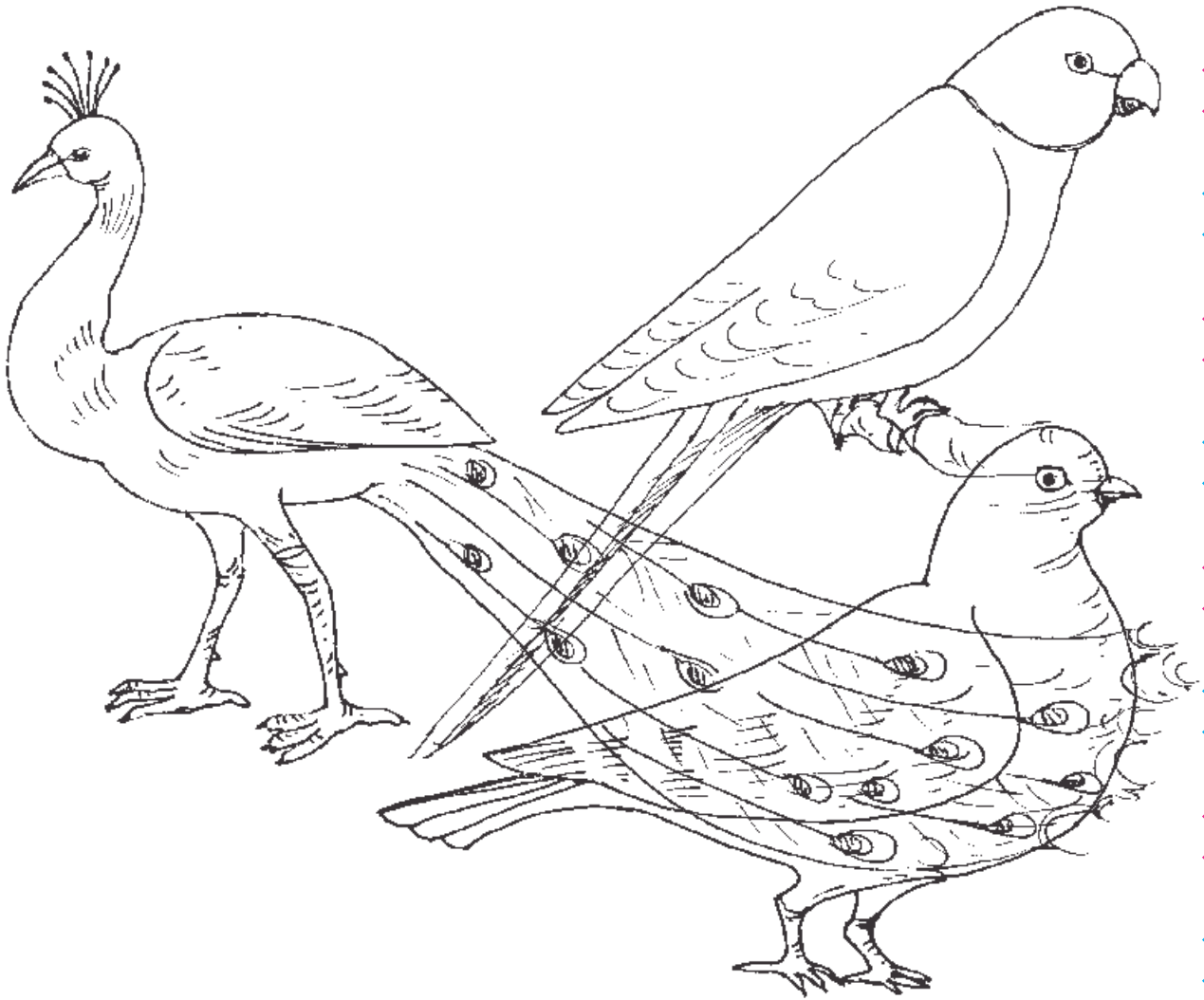
**ACTIVITY - 9**

Look at the pictures and fill in the blanks.

	l _ _ _ _		ti _ _ _ r
	w _ _ _ f		gi _ _ _ _ _
	j _ c _ _ l		o _ _ _
	mo _ _ _ _ _		b _ _ _ r
	ch _ _ _ pa _ _ zee		d _ _ _ r

## ACTIVITY - 10

Colour the following picture :



### Helpline

Let the children close their eyes, hear and identify the following sounds as you or some children make them :

Roar like a lion

Bark like a dog

Neigh like a horse etc.

Then ask them to open their eyes and ask them to roar like a \_\_\_\_\_. Let the children say which animal it is. Add other sounds, too.

UNIT - 3

My India

ACTIVITY - 1

Sing and enjoy the song

We shall overcome,  
We shall overcome,  
We shall overcome someday;  
Oh, deep in my heart, I do believe,  
We shall overcome someday.

We'll walk hand in hand,  
We'll walk hand in hand,  
We'll walk hand in hand someday;  
Oh, deep in my heart, I do believe,  
We'll walk hand in hand someday.

We shall live in peace,  
We shall live in peace,  
We shall live in peace someday;  
Oh, deep in my heart, I do believe,  
We shall live in peace someday.

- Mahalia Jackson

## ACTIVITY - 2

India is a great country. People of different religions live in India. We all live together in peace and harmony.

We celebrate different festivals.

Can you name these festivals? Take help from the clue box.

Id, Diwali, Gurupurab, Christmas, Uttarayan



**ACTIVITY - 3**

**National Festivals**

Here are some of the names of the festivals given in the box. Write the names of the festivals in the column given below.

**Diwali, Gandhi Jayanti, Republic Day,  
Christmas, Independence Day, Id-Ul-fitr**

National Festivals	Religious Festivals

**ACTIVITY - 4**

**We have three National Festivals.**

**They are:**



**Republic Day :**

Republic Day is celebrated on 26<sup>th</sup> January every year. On this day, India became a Republic. A grand parade is held in Delhi. The President of India hoists the National flag while the National Anthem is played in the background.



### Independence Day:

Independence Day is celebrated on 15<sup>th</sup> August every year. On this day, India won freedom. The Prime Minister of India hoists the National Flag at the Red Fort.



### Gandhi Jayanti:

Gandhi Jayanti is celebrated on 2<sup>nd</sup> October every year. It is the birthday of Mahatma Gandhi - the Father of Our Nation.

Match the columns 'A' with 'B' .

**A**

1. Gandhi Jayanti
2. Independence Day
3. Republic Day

**B**

- a) 26<sup>th</sup> January
- b) 15<sup>th</sup> August
- c) 2<sup>nd</sup> October



## Religious Festivals

They are celebrated by people of different religions. During these festivals, people greet one another and exchange gifts and sweets. They clean and decorate their houses.

### DIWALI

It is the festival of lights. On this day, people decorate their homes with diyas, rangoli, candles, flowers and lights. They offer prayers to Goddess Lakshmi.



### CHRISTMAS

It is celebrated on the 25<sup>th</sup> of December, as the birthday of Jesus Christ. People decorate Christmas trees on this day and go to church to pray.



### EID-UL-FITR

Eid is celebrated after a whole month of fasting. People meet each other and go to the mosque to offer prayers or namaz.



### GURU PURAB

It marks the birthday of Guru Nanak Dev. People go to gurudwara to pray. Colourful processions are taken out at various places.





### ACTIVITY - 5

What do people do in a festival?

They wear new \_\_\_\_\_.

They decorate their \_\_\_\_\_.

They make \_\_\_\_\_.

They visit \_\_\_\_\_.

They give \_\_\_\_\_ to their friends and relatives.

### ACTIVITY - 6

Fill in the blanks with the correct word given in the box.

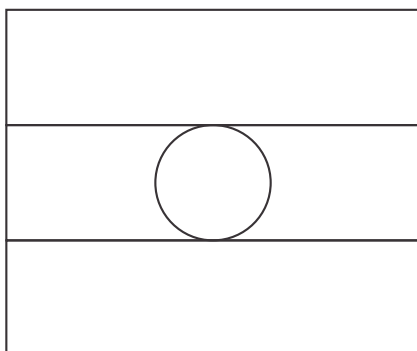
<b>emblem</b>	<b>everyone</b>	<b>national</b>
<b>15<sup>th</sup> August</b>	<b>26<sup>th</sup> January</b>	

1. Some festivals are celebrated by \_\_\_\_\_.
2. Independence Day is celebrated on \_\_\_\_\_.
3. We celebrate Republic Day on \_\_\_\_\_.
4. Jana Gana Mana is our \_\_\_\_\_ anthem.
5. Ashoka Chakra is our national \_\_\_\_\_.

### ACTIVITY - 7

Draw a picture of our National Flag in the space given below.

Write two or three sentences about the flag.



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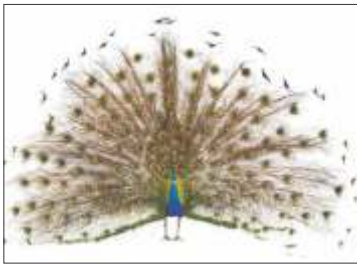
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**ACTIVITY -8**

**Find our National Bird. Look at the pictures and write the names of the birds.**



\_\_\_\_\_ is our National Bird.

**ACTIVITY - 9 (A)**

Match the name of the animals with their pictures and with their sound.

**Picture of Animal**



**Name**

Tiger

Deer

Elephant

Monkey

Horse

**Sound**

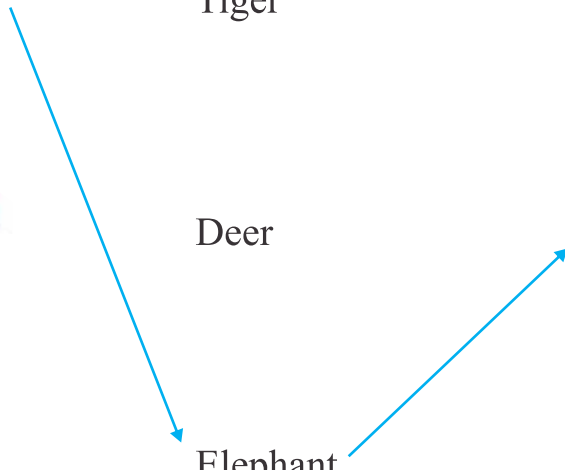
Chatters

Trumpets

Roars

Neighs

Bells



**ACTIVITY - 9 (B)**

Draw the picture of the National Animal of India and write its name:



\_\_\_\_\_



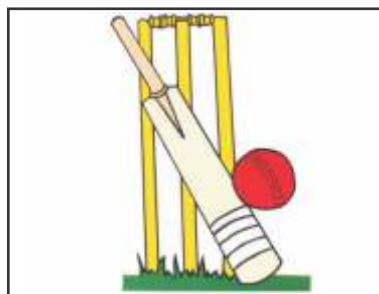
**ACTIVITY - 10**

Write the name of the games with the help of the pictures given below. One is done for you.

Example :



**Football**



\_\_\_\_\_ is our National Game.

**Helpline**

Extend the activities no. 5 and 6 by asking students to think of festivals which they celebrate at home and ask them to collect information and pictures related to them.



## UNIT - 4

## Enjoy the Seasons

### ACTIVITY - 1

1. Name two fruits you like \_\_\_\_\_.
2. Name two vegetables you like \_\_\_\_\_.
3. Name two things you like to bring in your lunch box \_\_\_\_\_  
\_\_\_\_\_.

### ACTIVITY - 2

#### Read and enjoy the poem

Little seeds we sow in spring,  
Growing while robins sing.  
Give us carrots, peas and beans,  
Tomatoes, pumpkins, corn and greens.  
Chikoos, apples, custard apples,  
Sweet lime, bananas and pineapples.

And farmers pick them,  
Through the summer,  
Through the autumn,  
Through the winter.  
for one and all.

Winter comes then spring,  
And then little seeds we sow again.

#### Helpline

- Read the poem aloud. Ask the students to repeat the poem after you.
- Explain the new words to the students. Ask them to write the words and their meanings in their notebooks.
- Read the poem and circle names of the seasons.
- Read the poem and circle names of the vegetables.
- Read the poem and circle names of the fruits.

**ACTIVITY - 3**

Listen to the teacher. Look at the pictures and read the words.



**Summer**



**Winter**



**Monsoon**

**Match A with B :**

- A**
- January
  - February
  - March
  - April
  - May
  - June

- B**
- Summer
  - Monsoon
  - Winter

- A**
- July
  - August
  - September
  - October
  - November
  - December

ACTIVITY - 4

This is what I eat / drink in each season. Draw lines.

Summer

Monsoon

Winter



Orange



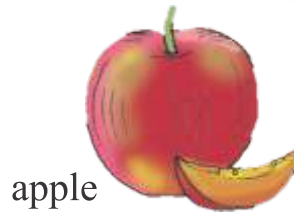
grapes



pineapple



bananas



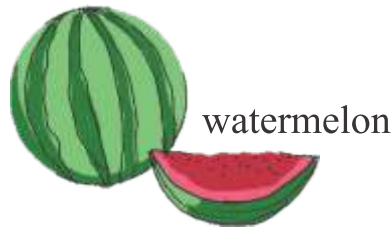
apple



tomatoes



carrot



watermelon



brinjals



cabbage



peas



milk



lemon juice

capsicum



ice-cream



tea



**ACTIVITY - 5**

Write the name of the season that we have now.

- Look at the pictures. Circle the type of clothes you wear now, in this season.



- Look at the pictures. Circle the food items you eat in this season.





### ACTIVITY - 6 (A)

Read and enjoy the song.

Four seasons in a year:

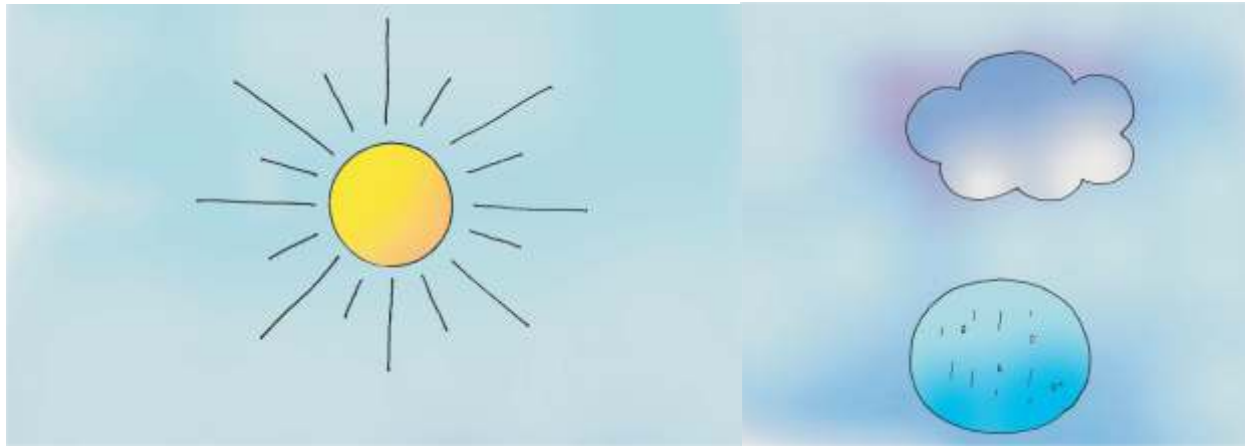
Spring, Summer, Autumn and Winter

Spring is showery, bowery, flowery

Summer is happy, guppy, floppy.

Autumn is slippery, drippy, nippy.

Winter is breezy, sneezy, freezy.



### ACTIVITY - 6 (B)

Complete the sentences with the help of words given in the box below.

Spring is fresh.

Spring is \_\_\_\_\_.

Spring has \_\_\_\_\_.

Spring has bees.

Summer is \_\_\_\_\_.

Summer is sunny.

Summer is time to \_\_\_\_\_.

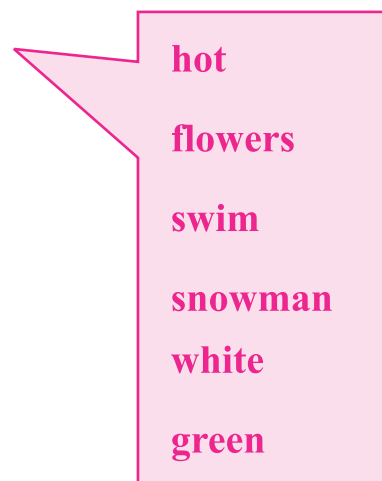
Summer is fun.

Winter is cold

Winter is \_\_\_\_\_.

Winter has snow.

Winter has \_\_\_\_\_.



**ACTIVITY - 7 (A)**

**Read the following. Learn the type of weather we have in each month.**

December and January: Cold

February and March: Cool and dry

April, May and June: Hot and sunny.

July, August and September: Hot and wet

October and November: Cloudy and cool.

**ACTIVITY - 7 (B)**

**Read the names of the months. Ask your partner about the weather in that month. Write about the weather in each month.**

June                      During June the weather is  
\_\_\_\_\_.

August                      During August  
\_\_\_\_\_.

November                      During  
\_\_\_\_\_.

January                      \_\_\_\_\_.

**ACTIVITY - 8 (A)**

**Record the information.**

Date: \_\_\_\_\_ .                      Day : \_\_\_\_\_ .

Month : \_\_\_\_\_ .                      Year : \_\_\_\_\_ .

Season: \_\_\_\_\_ .                      Weather : \_\_\_\_\_ .

**ACTIVITY - 8 (B)**

Write the date, month and season of your birthday.

**MY BIRTHDAY**

Date	Month	Season

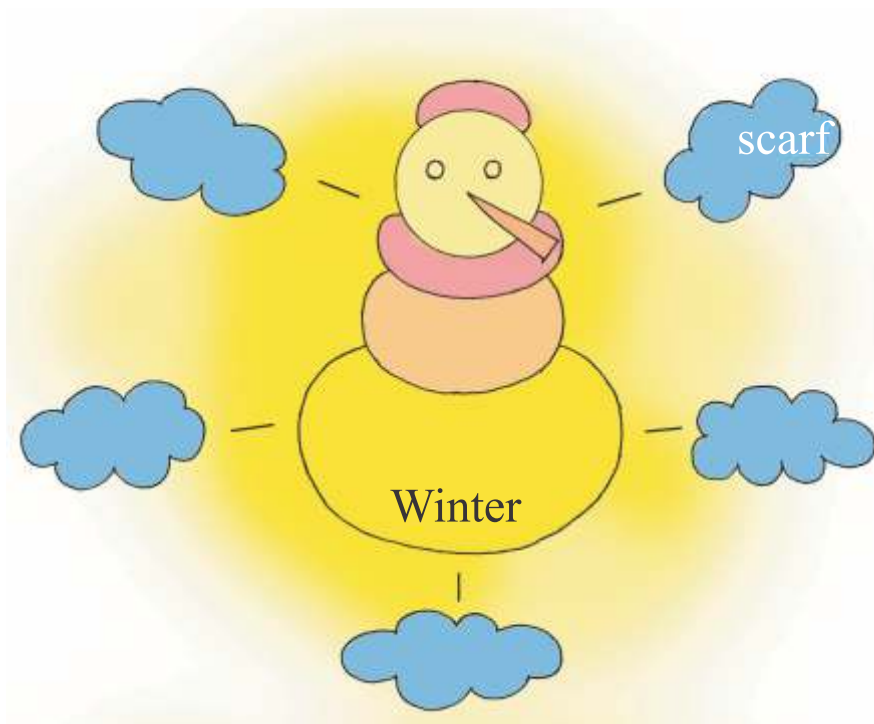
**ACTIVITY - 8 (C)**

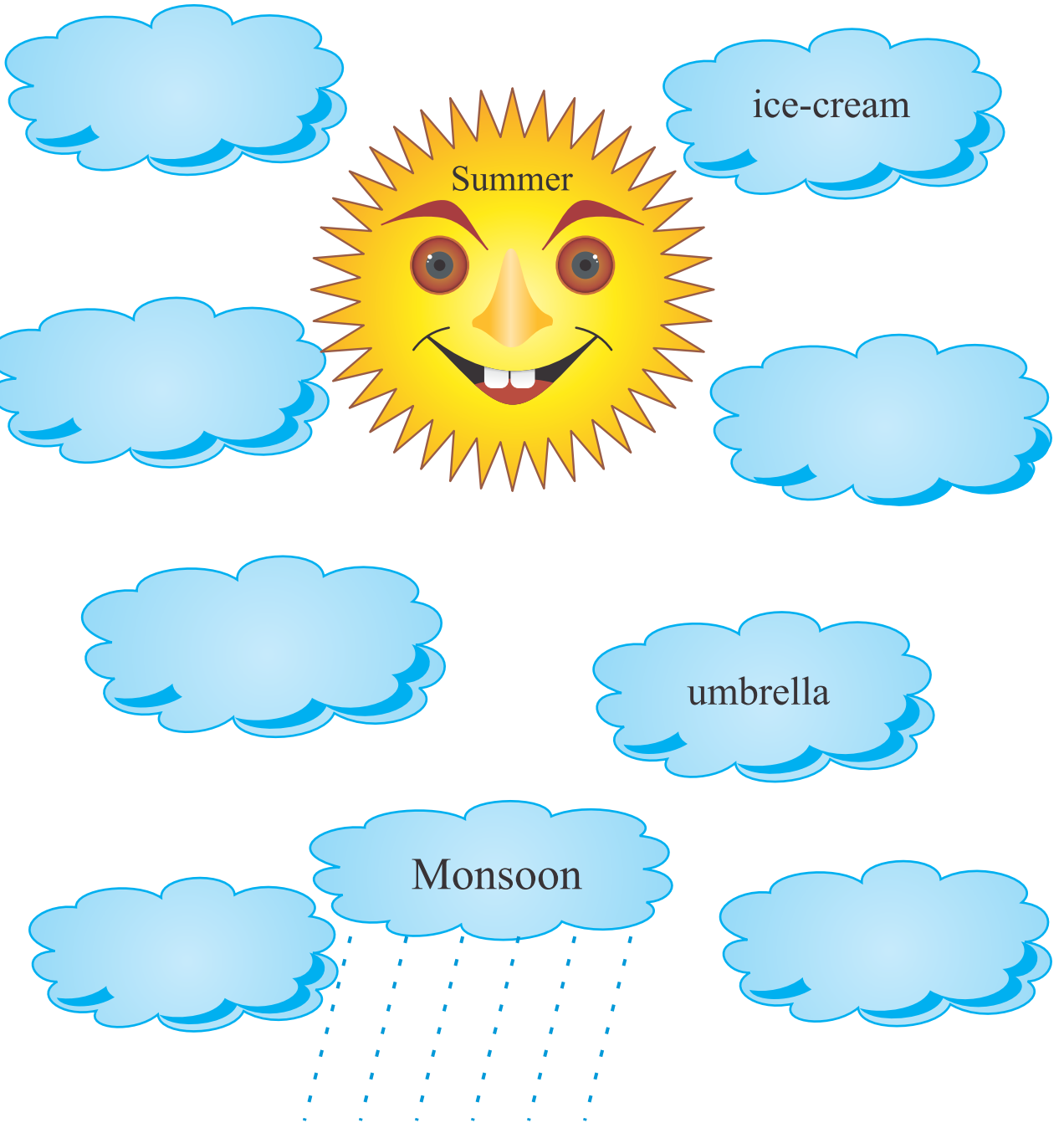
Answer the questions.

- Which season do you like the most?  
\_\_\_\_\_.
- Write two good points about the season you like.  
\_\_\_\_\_  
\_\_\_\_\_.

**ACTIVITY - 9**

When you hear winter, summer and monsoon, what are the words that come to your mind.





**Let's talk**

- What do you do on a rainy day?
- How do you keep yourself dry in the rain?
- Do you like to play in water?
- Say what things live in water.

**ACTIVITY - 10**

**Read and enjoy the poem.**

**WEATHER**

I like the rain,

I like the rain,

R-A-I-N

I like the rain!

I like the sun,

I like the sun,

S-U-N

I like the sun!

I like the wind,

I like the wind,

W-I-N-D

I like the wind!

I like the clouds,

I like the clouds,

C-L-O-U-D-S

I like the clouds!

**Helpline**

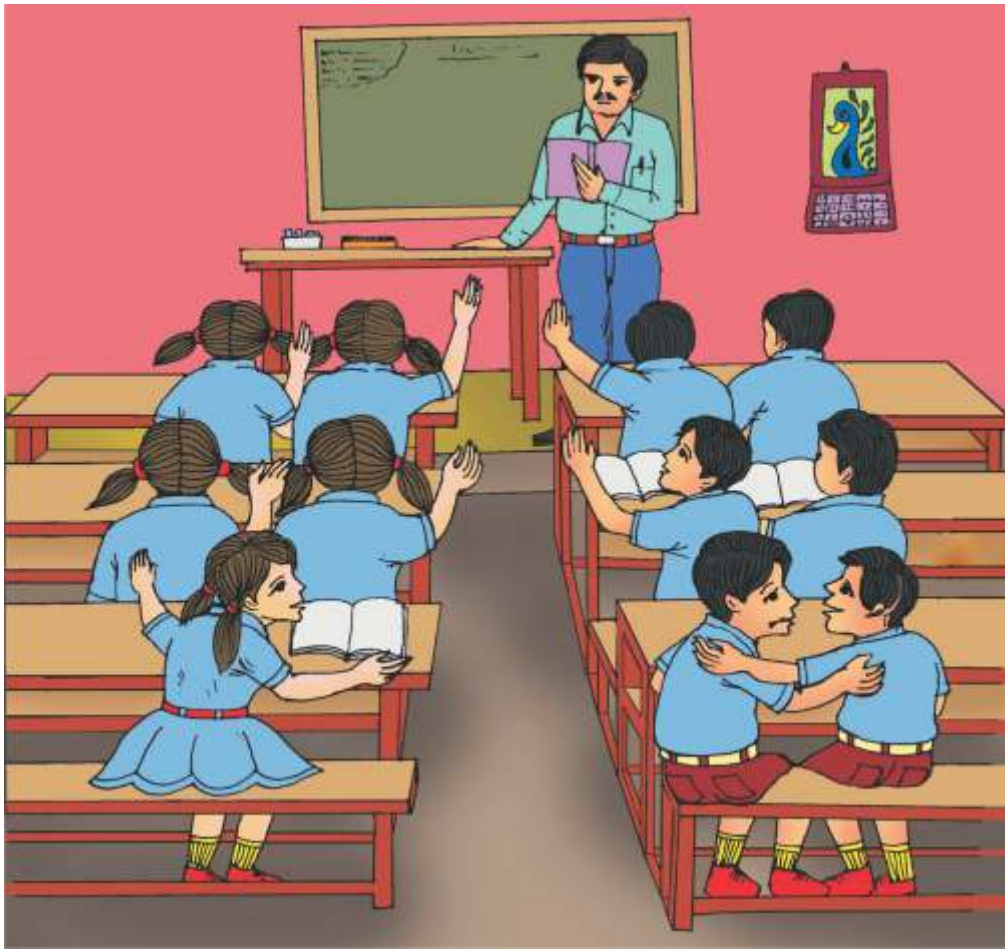
Read aloud the poem and help students to learn pronunciation.

## UNIT - 5

## Our Neighbourhood

### ACTIVITY - 1

Look at the picture and listen to your teacher.



Mr. Raj is the teacher of Class II.

Teacher : Let's go outside.

Students : Yes, we want to go somewhere.

Teacher : Okay. But tell me, where would you like to go?

Students : Can we visit our neighbourhood?

Teacher : All right, let's go .

So, the children of Class II decided to visit the neighbourhood.



They took a school bus and went to visit the neighbourhood. In the bus, Pruthvi asked the teacher, "Sir, who are our neighbours?"

Mr. Raj, the teacher, replied, "We live with our family in a house. Many other families also live near our house. These families are our neighbours."

Neighbours are the people who live next to our houses or near our houses. It is very important to have good neighbours.

Then Divya sitting on the first seat, asked, "Sir, what is the meaning of neighbourhood?"

Mr. Raj replied, "Neighbourhood means an area near or around our house. There are many shops, houses, buildings and factories around our house. All these places form our neighbourhood."

There are many services available in our neighbourhood which are very useful to us. These services make our neighbourhood a better place to live in.

Pinku said, "Hey! Friends, look there, so many people, shops, fruits, vegetables."

Teacher: Well! See children. This is a market. There are many shops in the market. Many things are sold in the market.



**ACTIVITY -2**

Visit five houses in your neighbourhood and find out the following information.

Sr. No	Name of the Neighbour	Number of the people in the family

We can buy fruits, vegetables, medicines and other grocery items from the market.

Arman: And what is this, sir?

Mr. Raj: This is a bank. We can keep our money and other precious things in the bank. The bank keeps it safe for us.

Anik: Look friends, that red and yellow building. There is a big red box outside the building.



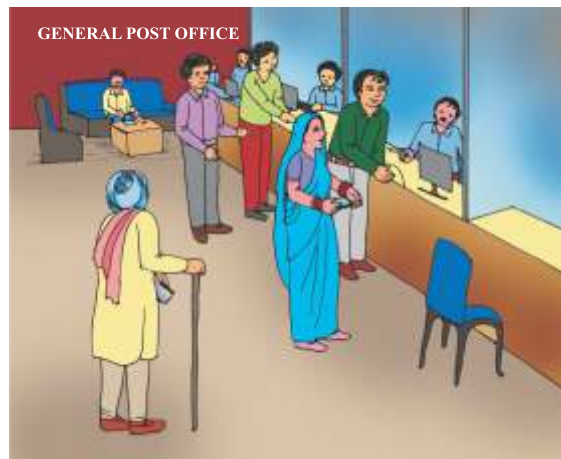


**ACTIVITY - 3**

**Go to the nearby market. Collect the information and fill in the table.**

Sr. No	Name of the Shop	Name of the Shopkeeper	Items sold in the shop

"Children, this is a post office," Mr. Raj said. "We can buy stamps, envelopes and postcards from the post office. We can also send letters, parcels, money orders, etc., to our friends and relatives. We can also keep our money in the savings account of the post office."



Hitu shouted, "Look to your left, friends. There is a police station."

Mr. Raj said, "Yes children, every neighbourhood has a police station. There are policemen in the police station. They help to maintain law and order. They protect us from thieves. They keep our lives safe."



Then Mr. Raj said, "Children, look to your left. There is a fire station. When there is a fire, we call the fire station. A fire station has fire engines, long water pipes and ladders. The firemen are brave. They put their lives at risk to save us from fire."



"There are hospitals and clinics in the neighbourhood.

People who are ill go to hospital for treatment.

There are doctors and nurses in the hospital.

Doctors examine patients and give them medicines.

Nurses take care of the patients.

In some of the clinics, medicines are given free of cost to the patients. They are public health centres.

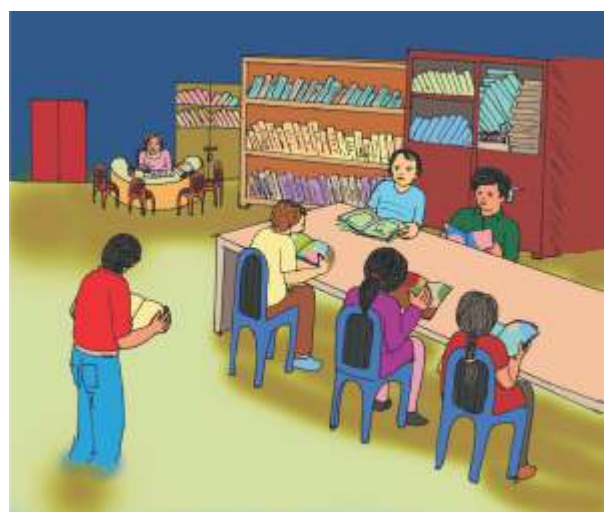
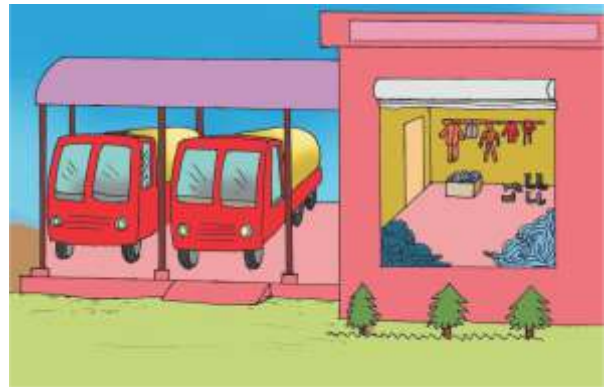
Look, there is a chemist shop too.

We can buy medicines from the chemist shop.

All these neighbourhood services are very useful to us.

We should respect these people who offer such services in our neighbourhood to make it a better place to live in."

Mr. Raj: "This is a public library. The library has many books. We can become a member of the library and can borrow many books to read. The librarian helps us choose a book."



**ACTIVITY - 4**

**Match 'A' with 'B'.**

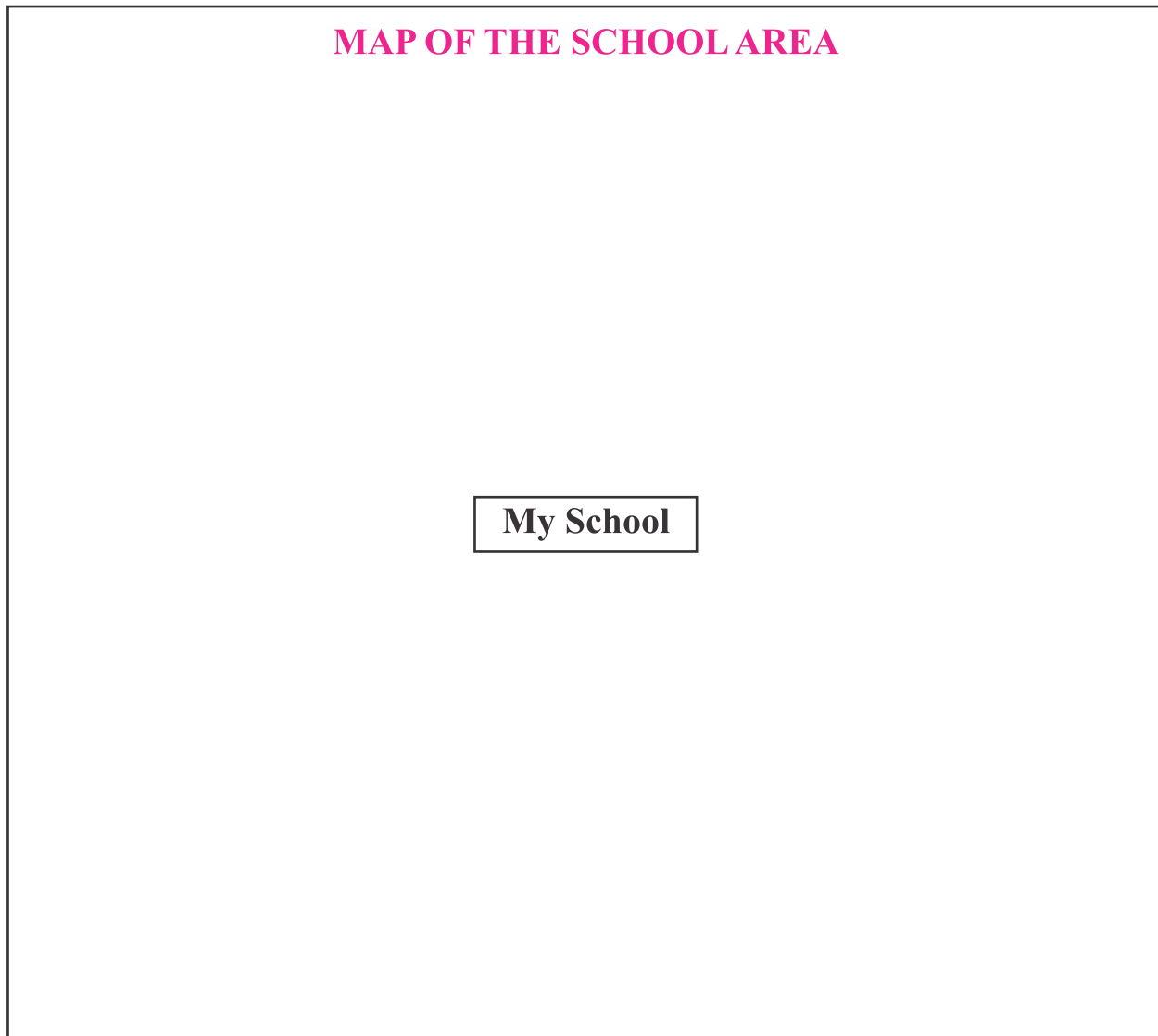
<b>A</b>	<b>B</b>
1. Policeman	post office
2. Fireman	hospital
3. Doctor	fire station
4. Postman	medical store
5. Chemist	police station

**ACTIVITY -5**

**Take a walk around your school with your teacher. Observe the places carefully and draw whatever you see around your school.**

**MAP OF THE SCHOOL AREA**

**My School**



**ACTIVITY - 6**

Draw the area around your house. First draw your house. Then draw what is in front of it, next to it, behind it, etc. Show your picture to the class.

**MAP OF MY HOUSE**

**My House**

**ACTIVITY - 7**

Cut and paste pictures of a doctor, fireman, policeman and postman in the boxes given below and name them.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ACTIVITY - 8

### COMMUNITY HELPERS

Community helpers,  
All around,  
They are people we rely on,  
To help make a great town.

There are doctors,  
And nurses,  
Firefighters and police,  
Emergencies are why we need them.

There are electricians,  
Carpenters and plumbers,  
On worksites.  
They make houses and our buildings,  
Safe and sound and build right.

Do you know of any more people,  
Who are in your neighbourhood,  
Who work together to build a community,  
That we live in happily?


### Questions :

1. Mention the community helpers which are in this poem.
2. Who helps us when we become sick?
3. Who helps us to build a house?
4. Mention the other names of the community helpers whom you know.



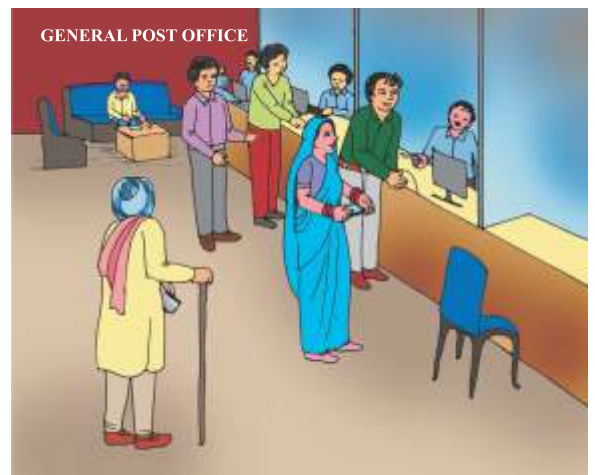
**ACTIVITY - 9**

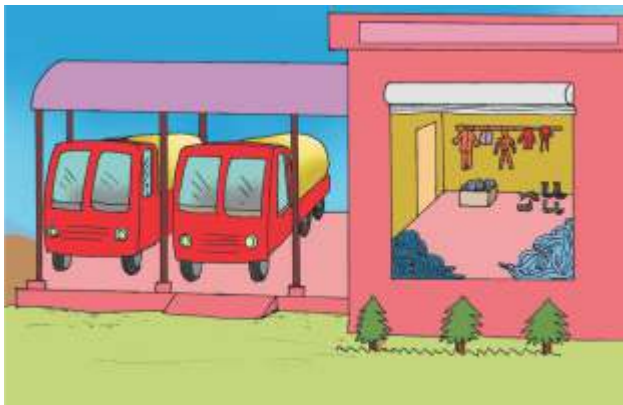
Read the poem and fill in the blocks given.

**ACTIVITY - 10**

Look at the pictures below. Circle the places that you find in your neighbourhood.





### Helpline

Help the students identify the public places. Let them work in pairs and groups.

# UNIT - 6

# Helpers Around Us

## ACTIVITY - 1

Write the names of three people who help you every day at school and at home.

At School	At Home
1.	
2.	
3.	

## ACTIVITY - 2

Look at the pictures and sing the rhyme.

### HELPERS AROUND US

Tailor, tailor, stitch my clothes,  
Do it with your needle now.



Baker, baker, bake me a cake,  
Bake it in the oven now.

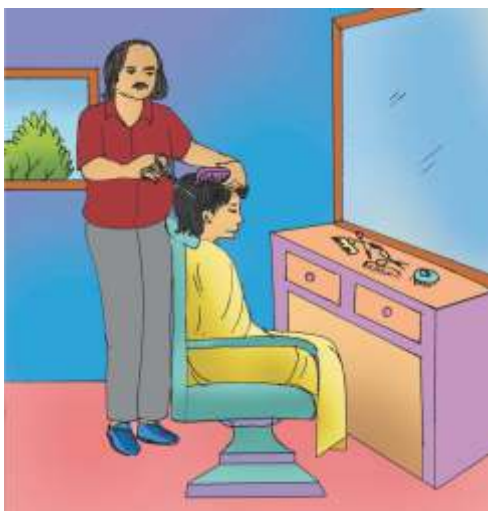


Postman, postman, bring my letters,  
Bring them in your bag now.



Driver, driver, drive the bus,  
Steer the wheel faster now.

Gardener, gardener, water my plants,  
Do it with your hosepipe now.



Barber, barber, set my hair,  
Do it with your comb now.

Milkman, milkman, give me milk,  
Give it from your can now.



**ACTIVITY - 3**

Work in Groups as A and B. First Group A will sing a rhyme and Group B will do the actions. Then group B will sing a rhyme and group A will do the actions.

**ACTIVITY - 4**

Work with a partner. You sing one line from the song and your friend does the action. Then your friend sings and you do the action as given below.

Stitch

Bake

Steer

Hosepipe

**ACTIVITY - 5**

Look at the pictures and read the sentences.

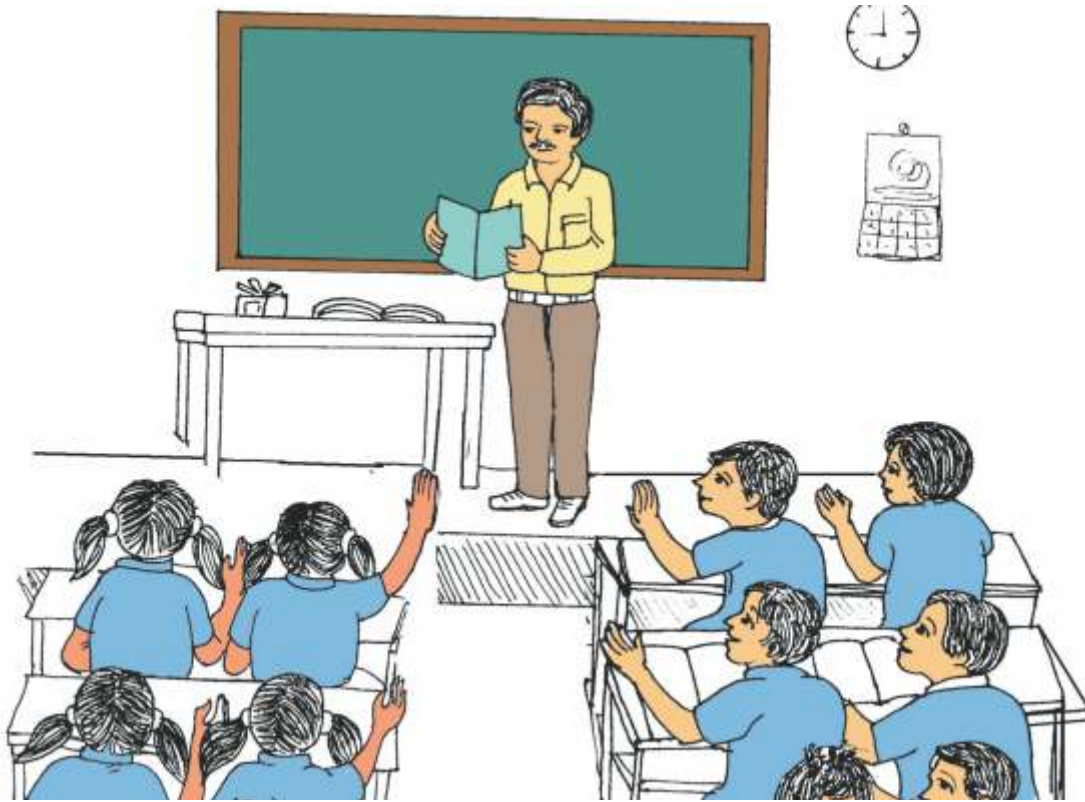
If I become a doctor,  
I'll use a stethoscope,  
And I'll help the patients.



If I become a tailor,  
I'll use a sewing machine,  
And I'll stitch some clothes.

If I become a pilot,  
I'll fly a big plane,  
And I'll take the people away.





If I become a teacher,  
I'll read some good books,  
And I'll teach everyone.

**Add some more professions.**

If I become a \_\_\_\_\_ ,  
I'll use a \_\_\_\_\_ ,  
And I'll \_\_\_\_\_ .

**ACTIVITY - 6**

**Complete the sentences.**

- 1) I sell medicines.  
I am a \_\_\_\_\_ .
- 2) I cut hair with a pair of scissors.  
I am a \_\_\_\_\_ .



3) I have a stethoscope.

I am a \_\_\_\_\_ .

7) I drive the bus.

I am a \_\_\_\_\_ .

4) I mend the broken shoes.

I am a \_\_\_\_\_ .

8) I fix the leaking taps.

I am a \_\_\_\_\_ .

5) I sell grains.

I am a \_\_\_\_\_ .

9) I make walls with bricks.

I am a \_\_\_\_\_ .

6) I repair cars and scooters.

I am a \_\_\_\_\_ .

### ACTIVITY - 7

#### Match A with B.

#### A

postman

gardener

barber

baker

singer

driver

cobbler

teacher

doctor

soldier

tailor

#### B

cake

shoes

gun

hosepipe

scissors

stethoscope

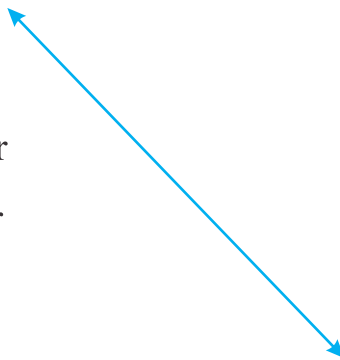
books

bus

sewing machine

song

letters



**ACTIVITY - 8****Let's Play**

Play a guessing game. Choose any one profession and act it out. Ask the others to guess. They guess by asking you questions.

**Example:** Are you a painter?

You say, "Yes, you are right" **or**

"No, guess again"

**ACTIVITY - 9**

**Tick the things they may use.**

	Pair of Scissors	Hammer	Saw	Wheel	Water	Pencil	Pipe
Tailor							
Carpenter							
Potter							
Teacher							
Gardener							

**ACTIVITY - 10****Project Work**

**Make a scrap book on different professions.**

- Collect some pictures of different professions.
- Stick the pictures carefully in the scrapbook.
- Write two or three sentences about each profession.

**Helpline**

Ask students to present a role play of different helpers like tailor, potter, teacher, carpenter etc.

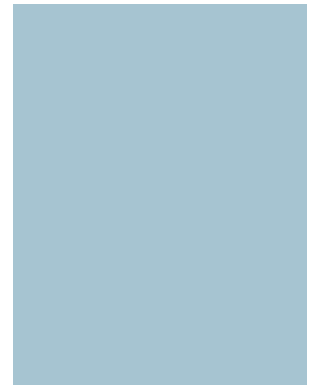
## Evaluation Activity

### ACTIVITY - 1

#### 1. Father's Day Card

Prepare a card for your father.

Example :



Draw any picture of your card here	Write your message here
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>

### ACTIVITY - 2

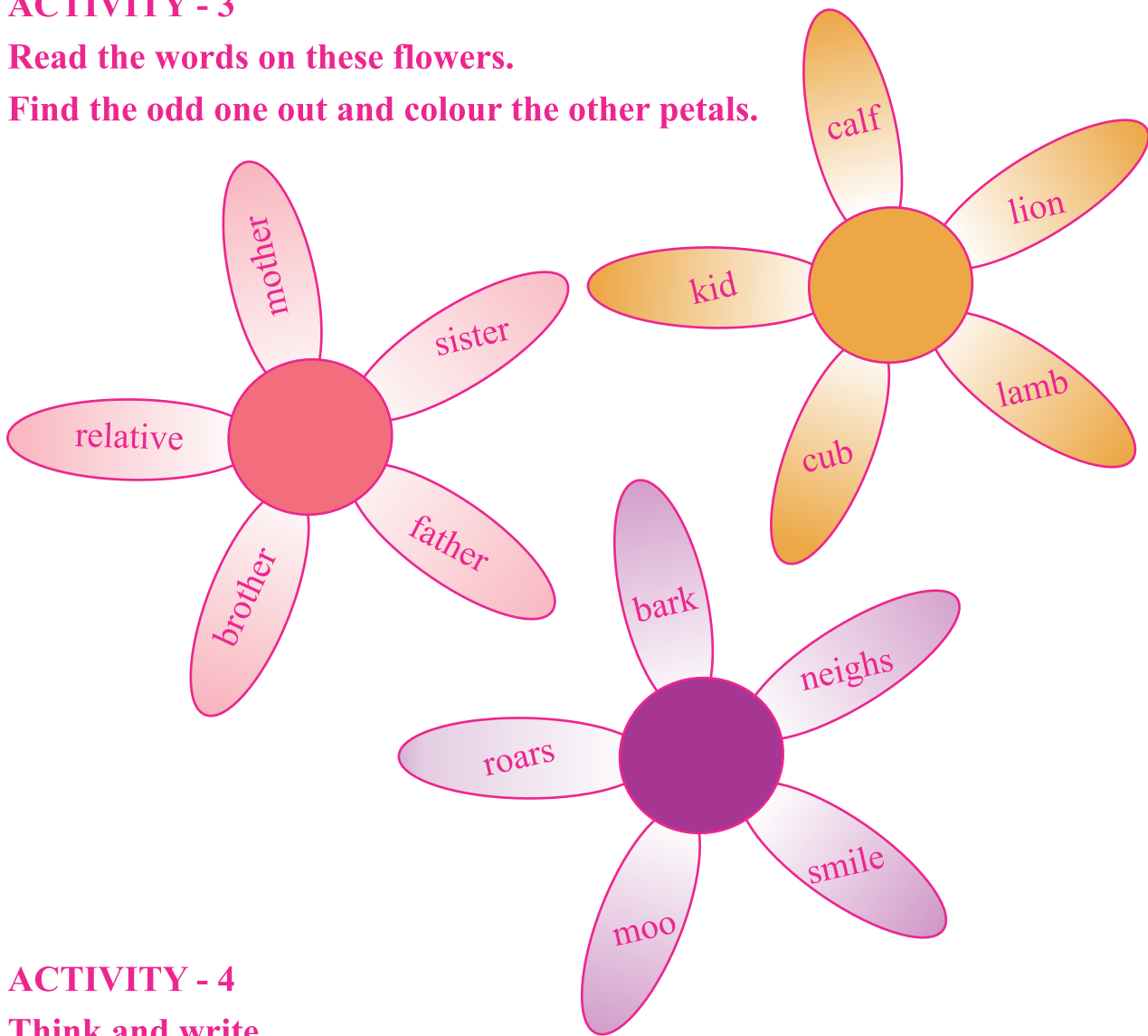
Read the clues and write the names of the animals.

1. This animal has a long trunk.  
It is the biggest land animal. \_\_\_\_\_.
2. This animal is the king of the jungle \_\_\_\_\_.
3. This animal gives us wool \_\_\_\_\_.
4. This animal has a long tail and uses it to swing from tree to tree  
\_\_\_\_\_.
5. This animal can run very fast. We can ride it to travel. \_\_\_\_\_.

### ACTIVITY - 3

Read the words on these flowers.

Find the odd one out and colour the other petals.



### ACTIVITY - 4

Think and write.

1. I call my grandfather \_\_\_\_\_.
2. I call my grandmother \_\_\_\_\_.
3. I call my brother \_\_\_\_\_.
4. I call my sister \_\_\_\_\_.
5. My mother's mother is my \_\_\_\_\_.
6. My mother's father is my \_\_\_\_\_.
7. My father's sister is my \_\_\_\_\_.
8. My father's brother is my \_\_\_\_\_.



**ACTIVITY - 5**








Complete the sentences using words from the box.

bank, hospital, market, neighbours

1. People who live near our homes are our \_\_\_\_\_.
2. We buy fruit, vegetables and other things from the \_\_\_\_\_.
3. We keep our money safe in the \_\_\_\_\_.
4. When we are ill we go to a \_\_\_\_\_.

**ACTIVITY - 6**

Look at this weather chart.

Day	Weather
Monday	rain 
Tuesday	cloudy 
Wednesday	sunny 
Thursday	rain 
Friday	sunny 
Saturday	heavy rain 
Sunday	heavy rains 

Answer the questions.

1. On which days will it rain?  
\_\_\_\_\_.
2. Which days will be sunny?  
\_\_\_\_\_.



3. Which days will be cloudy?

\_\_\_\_\_.

4. When will it rain heavily?

\_\_\_\_\_.

5. Name the days on which there will be no rain

\_\_\_\_\_.

### ACTIVITY - 7

Read the poem and fill in the blanks.

Three colours in the Indian flag,  
Saffron, white and green,  
I would like to tell you,  
To me what they mean.

Saffron is for courage,  
For people strong and brave,  
White is for purity,  
For peace which we crave.

Green is for prosperity,  
For my country to grow,  
To be ahead of others,  
And never be slow.

1. \_\_\_\_\_ colour is in the second row of our National flag.

2. Green colour is for \_\_\_\_\_.

3. \_\_\_\_\_ colour is for purity.

4. Saffron colour is for \_\_\_\_\_.



**ACTIVITY - 8**

Read the following paragraph and fill in the table with names of the seasons and clothes.

We wear different kinds of clothes in different seasons. In summer, we wear cotton clothes. We wear skirts, blouse, shirts and frocks made of cotton. Cotton keeps our body cool. In winter, we wear woollen clothes. We wear woollen scarfs, shawls, sweaters and socks. Woollen clothes help to keep our body warm. When it rains, we often wear a raincoat over our normal clothes.

Seasons	Clothes

**ACTIVITY - 9**

Choose any 3 animals from the picture and write a sentence about each to describe the size, colour and shape of the animal in the given space.



_____
_____
_____

**ACTIVITY - 10**

**Make sentences using words from the table.**

**For Example : A farmer works in the field.**

A farmer	bakes	lights
A pilot	teaches	in films
A teacher	waters	in the field
A gardener	repairs	a plane
An actor	works	a cake
An electrician	flies	the plants
A baker	acts	children

**Now write the sentences here.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_





ગુજરાત શૈક્ષણિક સંશોધન અને તાલીમ પરિષદ, ગાંધીનગરના પત્ર-ક્રમાંક  
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# English

First Language  
**Standard 2**  
(Second Semester)



## PLEDGE

India is my country.

All Indians are my brothers and sisters.

I love my country and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall respect my parents, teachers and all my elders and treat everyone with courtesy.

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

**Price : ₹ 29.00**

**Name of Student :** \_\_\_\_\_

**Name of School :** \_\_\_\_\_

**Class :** \_\_\_\_\_ **Roll No.** \_\_\_\_\_



**Producer :** Gujarat Council of Educational Research and Training, Gandhinagar

**Publisher :** Gujarat State Board of School Textbooks, Gandhinagar



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**Preface**

In view of NCF 2005 and RTE – 2009, many far reaching changes have been carried out in the curriculum as well as the whole education system in Gujarat. While the focus of these changes has been on the fundamental concepts regarding the very process of education, the perceptible difference can be noticed in the new orientation given to the classroom interaction between the teacher and the learner as also among the learners themselves. This new orientation aims at promoting creativity, critical thinking and analytical abilities. In language education, particularly, this change of orientation can be noticed in the shift from predictable, content based comprehension and expression to constructive, meaningful interaction. This shift of focus requires the teacher to discourage memorisation of text based answers and encourage variation in response generated by authentic experiences in real life situations. This has been done by providing learning tasks in the form of activities rather than text based exercises.

We have also received valuable cooperation of H. M. Patel Institute of English Training and Research in this process. The textbook has been prepared in the light of constructive suggestions given by subject experts as well as practicing teachers. Care has been taken to retain the good elements that were tried and tested in the earlier textbooks, and new elements have been added in the light of the new orientation. Thus, efforts are made to prepare an error free and pedagogically effective textbook. However, we shall welcome constructive suggestions to improve the quality of the work.

**With all good wishes.**

**Dr. Bharat Pandit**

Director

Date : 3-3-2015

**Dr. Nitin Pethani**

Executive President

Gandhinagar

First Edition : 2015

**Published by :** Bharat Pandit, Director, on behalf of Gujarat State Board of School Textbooks, 'Vidyayan', Sector 10-A, Gandhinagar

**Printed by :**

## FUNDAMENTAL DUTIES

It shall be the duty of every citizen of India : \*

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage or our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild-life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) to provide opportunities for education to his /her child or ward by parent or guardian as case may be, between the age of six and fourteen years.

\*Constitution of India : Section 51-A.

## INTRODUCTION

We are happy to present this textbook for joyfully learning English. This book reduces the burden of the children by combining mathematics, environmental science and English in a unique fun loving way.

With the emphasis on learning by doing, this book focuses on oral work in the first few units and gradually introduces reading and writing thereafter. Hence the beginning units have only illustrations that go with the stories, rhymes and activities. For suggestions about the classroom procedures, the stories to be narrated and for the rhymes, games and other activities, you may refer to the Helpline. Parents who are interested in participating in the children's learning process could also use the Helpline. They could also enhance the children's language competence by providing exposure to the language and by encouraging the children to use English for a variety of purposes.

Each unit in the book begins with a whole class activity such as the teacher narrating a story based on the pictures given in the children's book. After this children work in groups of four or six and then with a single pair partner. This leads to individual work where the children develop the ability to do some productive work on their own. At the end, once again call the whole class together. Thus, each unit begins with the whole class working together and ends with the whole class sharing their learning experience. In between the children work in groups, pairs and as individuals.

There are colourful pictures in the book. Further, space is provided for children to draw and colour specific sketches according to teacher's instruction. The illustrations and the activities based on them help the learners. Explore the world by using all their senses. They talk about what they see, hear, smell, taste and feel. This helps in their overall development and provides a strong foundation for their ability to think and use language meaningfully.

Learning of a language is not limited to learning the alphabets, words and sentences alone. Once a language is learnt, it becomes a tool for various purposes. For this to happen, the children should be engaged in meaningful interaction with their classmates and the teacher. The emphasis has to shift from mechanical copying of letters, words and sentences to real communication. Hence, the first few units do not expect them to read or write anything. They just listen to the teacher, look at the pictures and learn to interact. Whatever they draw or say will convey their own ideas and feelings. The later units gradually introduce reading and writing. Towards the end of the year, they will learn to write a few words and sentences. This is in keeping with the latest developments in the teaching and learning of languages.



The focus of both teaching and testing at this level is certainly not on making the children memorize the spellings of words. Children should be able to

- Listen to English and understand what is said
- Use a few words in English expressing their own thoughts, ideas and feelings
- Look at pictures and understand what they stand for
- Read a few words and sentences with understanding
- Write a few words and sentences which they have already used orally.

The main purpose of the book is to make the children experience the pleasure of learning a new language. At this age, children can learn any number of languages as easily as they learn their mother tongue. When they learn their mother tongue they just listen to others and then respond in their own way. They begin to repeat some words and then begin to use the language creatively and meaningfully. Similarly, while teaching any other language the emphasis should be on listening. That is, children may respond with hand gestures, head nods, facial expressions, sketches etc. Later they may respond by repeating some part of what they hear. Then, gradually, they learn to express their own ideas and receive others' responses. When they learn their mother tongue, they do not learn to read and write till they have learnt to use the language orally. Similarly, when we teach a new language, it is necessary to introduce it orally before we ask the children to read and write words and sentences in that language. The teaching of a new language should never begin with the copying of the alphabets. That is why this book has no written words in the first few units.

At the end of the year, the children are expected to do the following :

- Participate in a simple conversation including greetings and simple responses
- Listen and understand stories and conversation based on pictures
- Listen and recite simple rhymes
- Talk about one's own likes, dislikes, feelings, etc. and share information and experiences
- Read and write simple words and sentences which express personal information and ideas felt and experienced.

Parents can help their children by using the language in meaningful contexts as part of day-to-day life and thereby provide natural exposure. They can help the children participate in real interaction wherein their response may be a simple gesture, one word or part of a sentence. They can describe the pictures in the textbook to the children and tell them stories in English.

We enjoyed preparing this book and we hope that you and the children will enjoy using it.

- Authors

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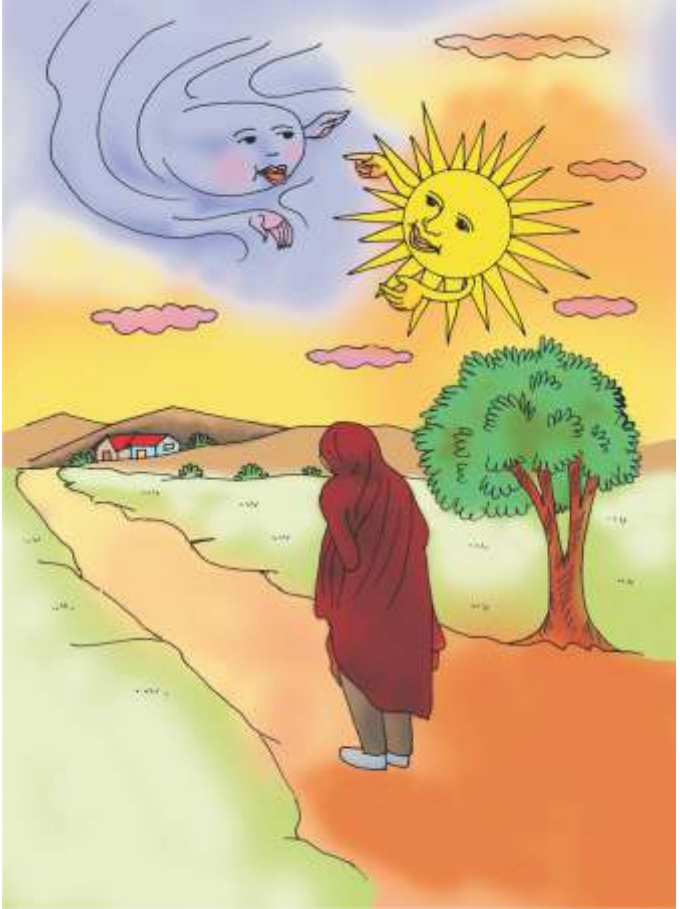
# UNIT - 1

## Who is Stronger?

### ACTIVITY - 1

Look at the following pictures and describe what you see.

Prepare a list of things you see.




**ACTIVITY - 2**

**Listen to the following story.**

**Characters**

**1. North Wind**

**2. The Sun**

**3. A Traveller**

Once the North Wind and the Sun had fight over a silly matter.

North wind : I am the strongest in the world. Watch me blow huff! puff !

Sun : Yes, you are strong. But you are not stronger than I am.

North Wind : Of course I am stronger than you!

Sun : Come, let's find out.

Can you see the traveller tending on the road in the picture given below?

North Wind : Of course, I do. Do you want me to blow him down? I can do it easily.

Sun : No, no, you don't have to do that. Just try and take off the man's shawl.

North Wind : That is easy! I can do it in a single blow.

And the North Wind began to blow hard.

Traveller : Hmm... it's getting a little cold.  
Let me wrap my shawl tightly around me.

North Wind : Watch me I'll soon have it off!

The North Wind blew even harder.

Traveller : Oh! It's getting very cold. I must wrap my shawl around my head or I'll freeze

North Wind : Oh! I can't make him take off his shawl.

Sun : Shall I try now?

North Wind : Oh yes, But I am sure you can't do it.

The sun began to shine brightly.



- Traveller : Ah! It's getting warmer.
- Sun : I'll shine a little brighter and then watch him.
- Traveller : Oh! It's getting warmer. I must take off my shawl.
- The traveller took the shawl off, folded it neatly and put it in his bag.
- Sun : It is always better to be warm and smiling than cold and angry.



### Helpline

Discuss with the class how the sun brings light, warmth and joy to the world. Talk also about a world without sunshine and about what would happen to all the birds, animals, plants. etc

### ACTIVITY - 3

**Read the following sentences and write - who said to whom ?**

1. Ah! Its getting warmer.
2. It is always better to be warm and smiling than cold and angry.
3. That is easy! I can do it in a single blow.
4. Oh, it's getting very cold. I must wrap my shawl around my head or I'll freeze.

### ACTIVITY - 4

**Go to an open space. Stand facing the East. Put your hands out and point to the directions with the help of your teacher and tell the direction.**

**Example :**

- Point to the North and say, "This is the North."
- Point to the South and say, "This is the South."
- Point to the East and say, "This is the East."
- Point to the West and say, "This is the West"

**Sing this song with actions.**

Point your foot to the North,  
Point your foot to the West,  
Point your foot to the North,  
And shake it all about  
Do the boogie woogie  
And turn yourself around.

Point your foot to the North,  
Point your foot to the East,  
Point your foot to the North,  
And shake it all about  
Do the boogie woogie  
And turn yourself around.

Point your hand to the South,  
Point your hand to the East,  
Point your hand to the South,  
And shake it all about  
Do the boogie woogie  
And turn yourself around.

Point your hand to the South,  
Point your hand to the West,  
Point your hand to the South,  
And shake it all about  
Do the boogie woogie  
And turn yourself around.

**ACTIVITY -5**

Ask four of your friends to stand in different directions. Then write the sentences about different directions your friends are standing.

**Example:**

1. Sonal is facing the North.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**ACTIVITY -6**

Read the story again and circle the following words. Write how many times each word occurs in the story.

No.	Words	Number of Times
1	stronger	
2	shawl	
3	blow	
4	warm	
5	cold	

**ACTIVITY - 7**

Read and copy the following sentences.

1. The Sun rises in the East.
2. The Sun sets in the West.
3. The wind is coming from the North.
4. The wind blows across the land.

**ACTIVITY - 8**

**Who am I ?**

- a. I always go round and round the house but never touch the house?

*Tell me who am I? \_\_\_\_\_.*

- b. We are four brothers in this world that were all born together.

The first runs and never wearies.

The second eats and is never full.

The third drinks and is always thirsty.

The fourth sings a song that is never good.

*Tell me who am I? \_\_\_\_\_.*

**ACTIVITY - 9**

**Read the newspaper and answer the questions to complete the table.**

**Questions :**

1. What time did the sun rise today?
2. What time will the sun set today?

**Example :**

Date	Sunrise	Sunset
15/04/2014	5:14 a.m.	7:00 p.m.

**ACTIVITY - 10**

**Enact the play 'Who is stronger?' in your class. Make paper masks for the Sun and the Wind using coloured chart paper. Everybody takes turns to be the Wind, the Sun or the traveller. Finally, write two sentences about one of the masks.**

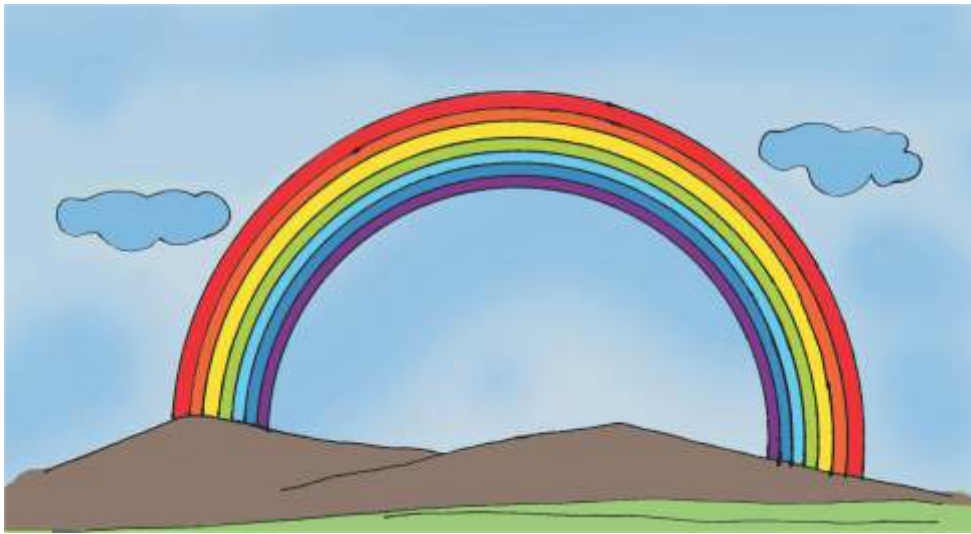
**Helpline**

While explaining the story, the teacher should introduce new words to the students.



## UNIT - 2

## Rainbow colours



## ACTIVITY - 1

Read and enjoy the poem.

A rainbow of colours,  
In the light, after rain.  
There are seven of them,  
And, each one has a name.

Red is the first  
Rainbow colour in the sky.  
Orange is next,  
Like jack-o-lantern pie.

Yellow is the third,  
Lemon comes to mind.  
Colour four is green,  
Think of grassy hills to climb.

Blue is the colour five,  
Like the water in a lake  
The sixth is indigo,  
Blue-grey blends that you can make.

Violet is the colour  
Of the last rainbow band.  
Violet is flowery,  
Like the pedals in your hand.  
So, wave your arms above you  
Cast your colours high.  
And, try to make a rainbow  
Across a cloudy sky.

- Sharon MacDonald

## ACTIVITY - 2

Classify the following things according to their colour:

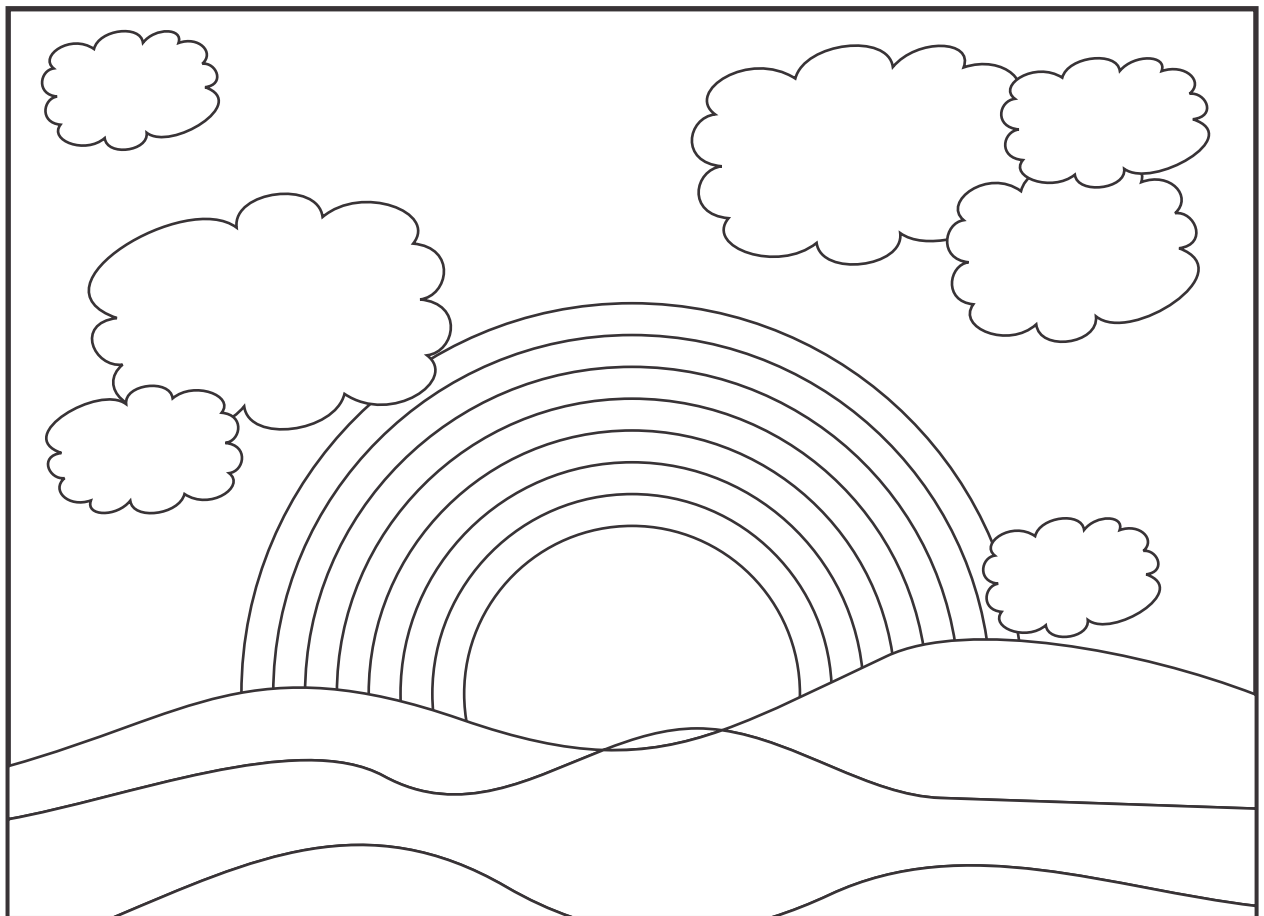
(apple, banana, mango, grapes, cauliflower, ladies finger, cabbage, tomato, sweet lime, brinjal, carrot, orange, peas, pineapple, capsicum)



Red	Violet	Green	Yellow	Orange

**ACTIVITY - 3**

**Colour the following picutre:**



**Helpline**

Help students to colour the rainbow in sequence.



**ACTIVITY - 4**

What is your favourite colour ? \_\_\_\_\_.

Name the things you have seen in that colour.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.

**ACTIVITY - 5**

Read and enjoy the poem.

My skin is sort of brownish  
Pinkish yellowish white  
My eyes are greyish bluish green,  
But I am told they look orange in the night.  
My hair is reddish blondish brown.  
But it's silver when it's wet.  
And all the colours I am inside  
Have not been yet invented.

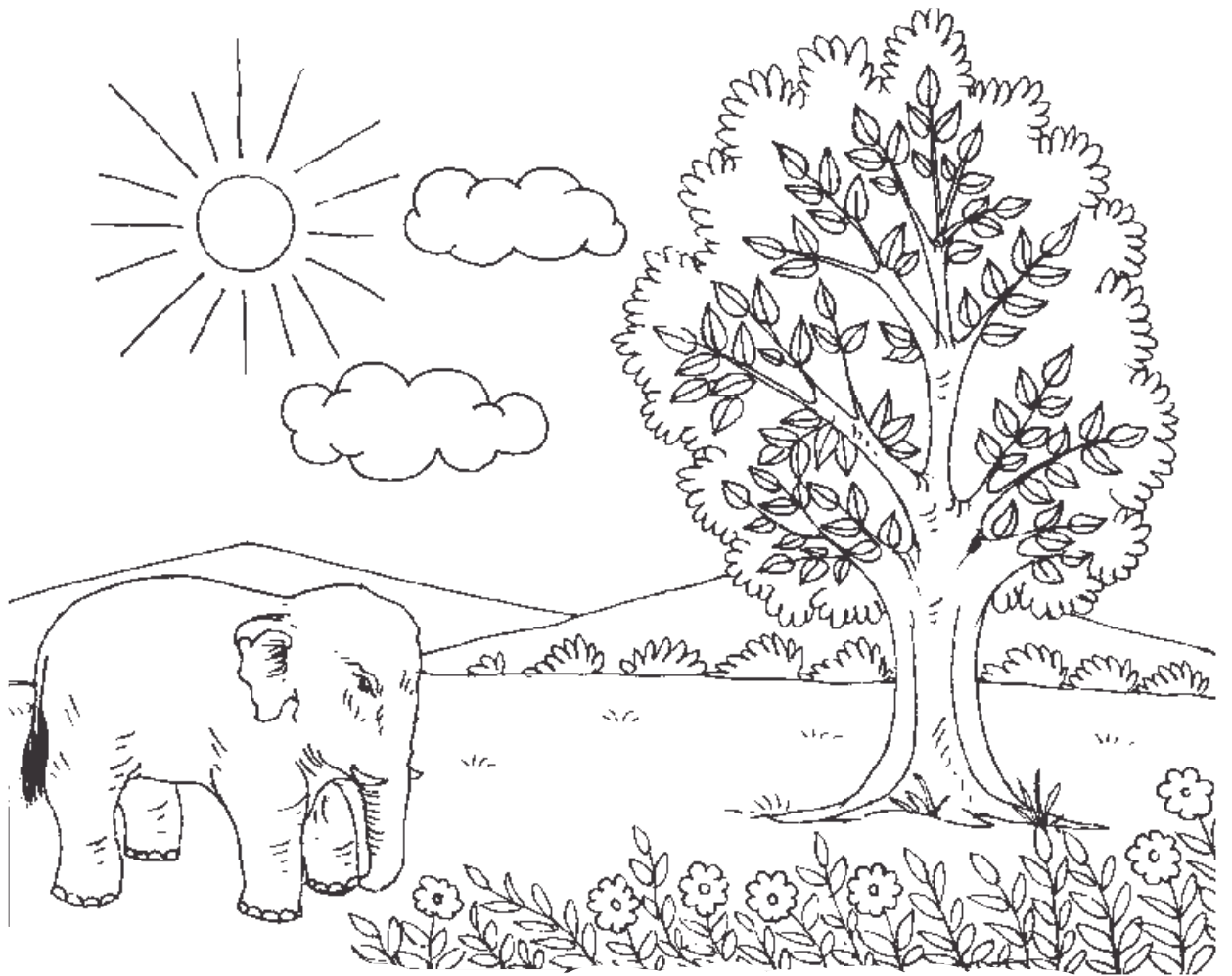
**ACTIVITY - 6**

Match "A" with "B".

- | A        | B     |
|----------|-------|
| 1. hair  | white |
| 2. grass | pink  |
| 3. teeth | blue  |
| 4. lips  | black |
| 5. sky   | green |

**ACTIVITY - 7**

**Colour the picture .**



**Fill in the blanks with the colours that you have used in the picture.**

The \_\_\_\_\_ sun is shining. There are \_\_\_\_\_ clouds in the \_\_\_\_\_ sky. There is a big tree with \_\_\_\_\_ leaves and a \_\_\_\_\_ trunk. A \_\_\_\_\_ elephant is standing on the \_\_\_\_\_ grass. The flowers are \_\_\_\_\_.

**ACTIVITY - 8****Learn to do leaf painting.****Instruction:** Paint the leaf with your finger and press the painted leaf on the paper. Remove the leaf slowly and carefully. What do you get?**Helpline**

The teacher should show the class how to do leaf painting according to the instruction given and then tell the class to do the activity.

**ACTIVITY - 9****Ask your family members and your friends what their favourite colours are and prepare a list.**

No	Family members	Colour	Friends	Colour

**ACTIVITY - 10****Let's explore a new colour by mixing two colours.**

1. red + white = \_\_\_\_\_.
2. orange + brown = \_\_\_\_\_.
3. white + grey = \_\_\_\_\_.
4. green + red = \_\_\_\_\_.
5. violet + yellow = \_\_\_\_\_.

**Helpline**

Allow students to explore new colours by mixing their own choice of colours.

**UNIT - 3**

**Cleanliness**

**ACTIVITY - 1**



**Look at the following picture and answer the questions.**

1. What do you see in the picture?
2. Prepare the list of things you can see in the picture.
3. How many items did you note?
4. Share your list with your classmates. Who made the longest list?
5. Write one new word that you learned from a classmate's list.

Item No.	Name of thing	Item No.	Name of thing

## ACTIVITY - 2

### Read the following story.

Children of Class II : 'Can we go for a picnic, please?'

Squirrel : 'Please teacher, let's go for a picnic.'

Teacher : 'Ok, let's go.'

(So the children of Class II decided to go for a picnic.)

They took a bus and went to Sundarvan. It is a picnic spot in the jungle.

All of them got down from the bus. They started walking towards the jungle.

Suddenly it started raining. They saw a building in front of them. They ran towards it. The door of the building was open. They entered. It was a very dirty house. They could not see anybody inside. They shouted.

Teacher : 'Hello! Anybody there? Its raining, can we stay here for some time?'

'Yes, I think nobody is there. Let's stay here for some time.'

Children : 'But teacher, the house is dirty.'

Teacher : 'Let's clean it.'

'Four of you clean the kitchen.'

'Four of you clean this big room.'



Miss Camela said, 'sweep the floor'  
Puppy said. 'I'll sweep the floor,' Puppy  
swept the floor.



Miss Camela said: 'Remove the  
cobwebs.'

The Kangaroo and the squirrel said:  
'We'll remove the cobwebs.'

They removed the cobwebs.

Miss Camela said: 'Clean the windows.'

Kitty Cat and the squirrel said: 'We'll  
clean the windows.'



They cleaned the windows.

Miss Camela said: 'Mop the floor.'

Snowy lamb and a snake said: 'We'll  
mop the floor.'



They mopped the floor.

Now the house was very clean.

Everyone was very tired. But they were  
very happy.

The Teacher said: 'Let's open the picnic  
basket and take out the food,'

They opened the picnic basket and took  
out all the food.

After eating the food, they all started  
singing and dancing. They played  
games. They enjoyed their picnic very  
much.





**ACTIVITY - 3**

Work with your partner. Take turns to ask and answer the question: ‘Who said the following?’ First say the answer orally and then write it in the space provided. One example is given.

1. “We will clean the windows.” — Kitty and squirrel
2. “But Madam, the house is so dirty.” —
3. “Four of you clean the kitchen.” —
4. “I will sweep the floor.” —
5. “We will mop the floor.” —
6. “We will remove the cobwebs.” —

<b>Helpline</b>
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Help students answer the questions by reading the story again.
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**ACTIVITY - 4**

Work in groups of four and take turns to give instructions and follow the instructions. Say a sentence in response before doing the action.

**Example:****A**

Clean the table.

Pick up the papers.

**B**

I’ll clean the table.

I’ll pick up the papers.

**ACTIVITY - 5**

Participate in cleaning your classroom or the school. Then prepare a table which lists the names and work done by each.

**Example:**

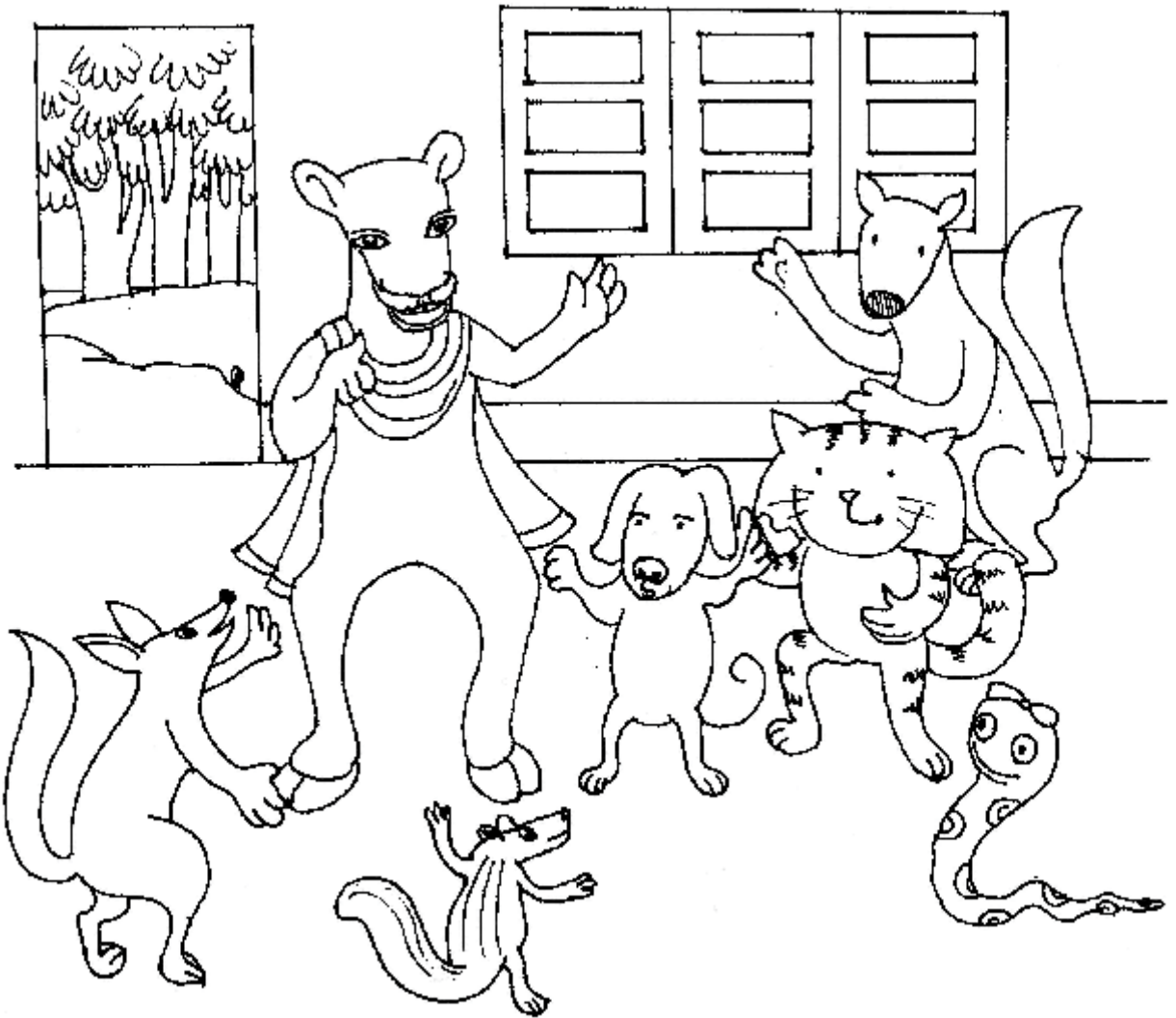
No.	Name / Names	Activity / Activities
1.	Aryan	swept the floor
2.	Smita	dusted the table
3.		
4.		
5.		

Helpline

Get the classroom cleaned. Distribute the work among the children.

ACTIVITY - 6

Colour the picture and say two sentences about each character in the picture.



## ACTIVITY - 7

Sing this rhyme while doing action.

This is the way we sweep the floor ,  
Sissy-shish, Sissy-shish,  
Watch them getting clean and neat,  
Sissy-shish, Sissy-shish!



This is the way we mop our room,  
Moppoty-mop, Moppoty - mop  
Watch them getting clean and neat,  
Moppoty-mop, Moppoty-mop!

This is the way we wash our clothes,  
Rub-a-dub, Rub-a-dub,  
Watch them getting clean and white,  
Rub-a-dub, Rub-a-dub!



This is the way we hang them out,  
Flippity-flap, Flippity-flap,  
Watch them blowing in the wind,  
Flippity-flap, Flippity-flap!

This is the way we have a bath  
Splashy-splash, Splashy-splash,  
Watch us splashing in the pool,  
Splashy-splash, Splashy-splash!



**ACTIVITY - 8**

**Mime an action and ask.**

“What did I do ?”

Let the others guess by asking,

“Swept the floor”

“dusted the tables?” etc

You say, “Yes, you’re right.”

or

“No, guess again.”

**ACTIVITY - 9**

**Form groups and enact the story on cleanliness.**

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**ACTIVITY - 10**

**Write five sentences on how you will keep yourself clean. Use the words given below:**

**(bath, daily, comb, clean clothes, nails, oil, brush)**

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**Helpline**

Ask one student to mime and let other students guess what he/she is acting.



## Unit - 4

## The Sky is Falling

### Part - 1: THE SKY IS FALLING



#### ACTIVITY - 1

1. What are the things you can see in the sky?
2. What are the things that can fall from the sky?
3. What falls from a tree?
4. What sound does it make?

#### ACTIVITY - 2

**Narrator, Chorus, Rabbit, Duck, Fox, Dog, Lion**

Narrator : One morning, little Rabbit woke up early. He decided to go for a walk. The sun was shining. It was a pleasant day. He was walking under a big tree. A small acorn fell, plop!! It landed right on his head.



Rabbit : Hey, what was that?  
What was that? Oh  
no! The sky is  
falling.

Chorus : Run Rabbit, run  
Rabbit. Run Rabbit,  
little Rabbit,  
run, run, run. The  
sky is falling.

Rabbit : I must tell the King.  
I must tell the King.  
A piece of the sky  
fell on my head. I  
must tell the King.

Chorus : You must tell the  
King, You must tell  
the King. The sky is  
falling. You must  
tell the King.

Narrator : Little Rabbit, ran and ran and ran. On the way, he met his  
old friend Mrs. Ducky.

Mrs. Ducky : Good morning, little Rabbit. Where are you going? Why are  
you running? Can't you say 'Hello'?

Rabbit : I can't stop now. I'm going to see the King. The sky is  
falling. I must tell the King.

Mrs. Ducky : What did you say?

Rabbit : The sky is falling.

Chorus : Run, Mrs. Ducky, run. The sky is falling. Run, run, run. You  
must tell the King.

Mrs. Ducky : The sky is falling. The sky is falling.



- Chorus : Little Rabbit, Mrs Ducky, run, run, run. The sky is falling.  
Tell the King
- Narrator : Little Rabbit and Mrs. Ducky ran and ran and ran. On the way, they met their old friend Mr. fox.
- Mr. Fox : Good morning, little Rabbit and Mrs. Ducky. Where are you going? Why are you running? Can't you say 'Hello'?
- Little Rabbit : We can't stop now. We're going to see the King. The sky is  
& Mrs. Ducky falling. We must tell the King.
- Mr. Fox : What did you say? What did you say?
- Little Rabbit : The sky is falling.  
& Mrs. Ducky
- Chorus : Run, little Rabbit, Mrs. Ducky, Mr. Fox. The sky is falling.  
You must tell the King.
- Mr. Fox : Tell me again. What fell?
- Little Rabbit : A piece of the sky.
- Mr. Fox : When?
- Little Rabbit : Just a minute ago.
- Mr. Fox : Oh no! What'll we do? Oh my! What'll we do? The sky is falling. We must tell the King.
- Narrator : And so, little Rabbit, Mrs. Ducky and Mr. Fox, ran and ran and ran. On the way, they met the old friend Mrs. Doggy.

### ACTIVITY - 3

**Read the story and answer the questions.**

1. What is the story about?
2. What hit little Rabbit on the head in the beginning of the story?  
Tick (✓) the right answer.  
( ) a rock      ( ) an acorn      ( ) a mango      ( ) a pan
3. Why did little rabbit think the sky was falling?



4. Who is the first animal to follow little rabbit?
5. You can tell little rabbit is \_\_\_\_\_
  - tired and hungry
  - not very smart
  - very angry
  - very smart

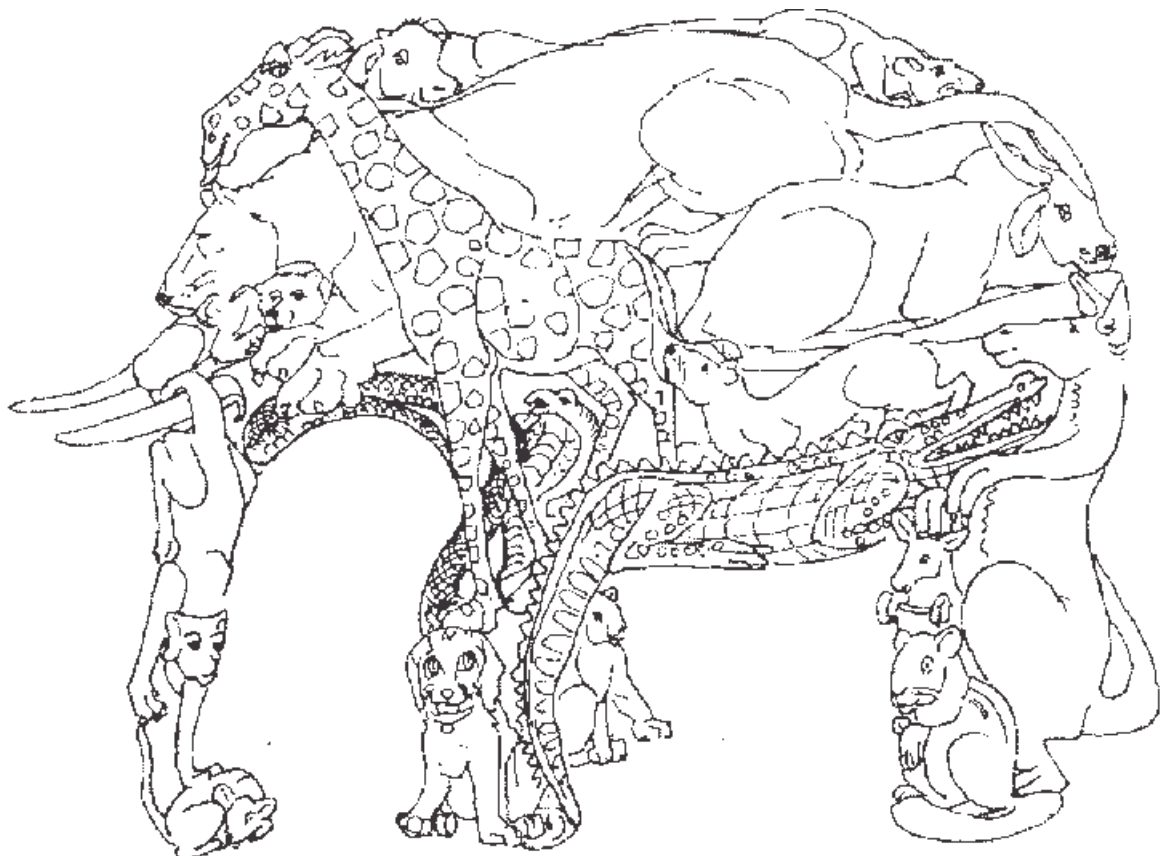
#### ACTIVITY - 4

Here is a list of animals. Read their names carefully. Then arrange these names in an alphabetical order.

elephant	leopard	sheep	horse
buffalo	donkey	deer	cat
camel	goat	fox	dog
monkey	bear	tiger	cow
zebra	rabbit	lion	squirrel
giraffe			

#### ACTIVITY - 5

Find out the wild animals and domestic animals from the picture and write their names.





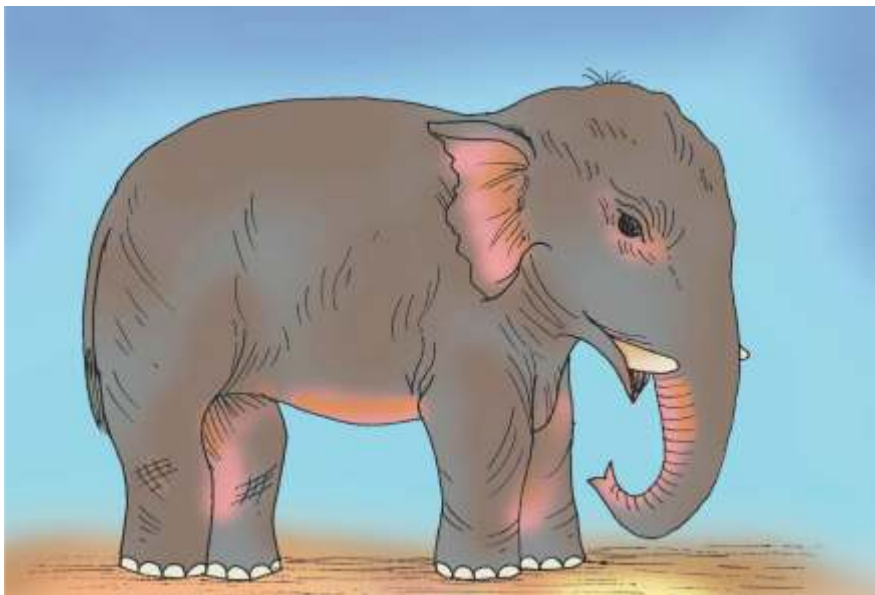


Domestic animals	Wild animals

**ACTIVITY - 6**

**Look at the picture and write five sentences about it.**

1. I can see a big e\_\_\_\_\_.
2. It has two big e\_\_s.
3. It \_\_\_\_\_ two small e\_\_s.
4. \_\_\_\_\_.
5. \_\_\_\_\_.



**ACTIVITY - 7**

**Part - 2: THE SKY IS FALLING**

Mrs. Doggy : Good morning, little Rabbit, Mrs. Ducky and Mr. Fox. Where are you going? Why are you running?

Mr. Fox : The sky is falling, The sky is falling, We're going to see the King. We must tell the King.

Mrs. Doggy : What did you say? What did you say?

Little Rabbit, : The sky is falling

Mrs. Ducky,  
Mr. Fox

Chorus : Run little Rabbit, Mrs. Ducky, Mr. Fox, Mrs. Doggy. The sky is falling. You must tell the King.

Narrator : And so, little Rabbit, Mrs. Ducky, Mr. Fox and Mrs. Doggy, the four of them, hurried together down the road towards the king's castle. On the way, they met their old friend, king of the forest, the Lion.

Lion : Hello everybody! Where are you going?

Mrs. Doggy : To the King. The sky is falling.

Lion : How do you know the sky is falling?

Mrs. Doggy : Mr. Fox told me.

Lion : How do you know?

Mr Fox : Mrs Ducky told me.

Lion : How do you know?

Mrs Ducky : Little Rabbit told me.

Lion : How do you know?

Little Rabbit: How do I know? A piece of the sky fell on my head. Just a minute ago.

Lion : Is that true? Then I'll come too. We must tell the King. The sky is falling.



Narrator : And down the road they went just as fast as they could. Little Rabbit, Ms. Ducky, Mr. Fox, Mrs. Doggy and the King of the forest, the Lion.

Chorus : Watch out for the Lion. He'll eat you up. Watch out for the Lion. Watch out! He'll eat you up. He'll eat you up.

Narrator : Now, the Lion was a clever fellow. He didn't believe the sky was falling. He took a long look at the sky and then turned to little Rabbit and said.

Lion : Hey, you're right. The sky is falling. Follow me. I know the way. I'll take you to the king.

Narrator : So little Rabbit, Mrs. Ducky, Mr. Fox and Mrs. Doggy all followed the Lion and no one ever saw them again. And nobody told the King....

**Helpline**

- Read the lesson aloud. Ask the students to move their index finger along the text as it is being read in order to follow the story.
- Encourage the students to raise their hands and ask if they come across a word or expression they don't know.
- Explain the meanings with examples, write the word and meaning on the blackboard.
- After the lesson is read, ask the students to read the story aloud one by one, paragraph wise, dialogue wise.

**ACTIVITY - 8 (A)**

**In the story, who says the following:**

1. 'A piece of sky fell on my head' \_\_\_\_\_
2. 'Good morning, little Rabbit and Mrs. Ducky.' \_\_\_\_\_
3. 'Hey, you're right.' \_\_\_\_\_
4. 'Tell me again, what fell.' \_\_\_\_\_
5. 'Hello every body! Where are you going?' \_\_\_\_\_

**ACTIVITY - 8 (B)**

Circle these sentences in the story and count how many times these sentences occur.

Sentences	No. of times
The sky is falling.	
You must tell the King.	
Run, Run, Run.	
Where are you going?	
Why are you running?	

**ACTIVITY - 8 (C)**

Read the story and complete these sentences.

1. One morning little Rabbit \_\_\_\_\_.
2. He was walking \_\_\_\_\_.
3. Acorn \_\_\_\_\_.
4. The sky \_\_\_\_\_.
5. Little Rabbit run \_\_\_\_\_.
6. I must tell \_\_\_\_\_.

**ACTIVITY - 9**

1. You read the story about the frightened Rabbit. How many animals are mentioned in the story? List them.

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2. How did the Lion find out the truth?

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3. Where do you think the Lion took the animals? What did he do?

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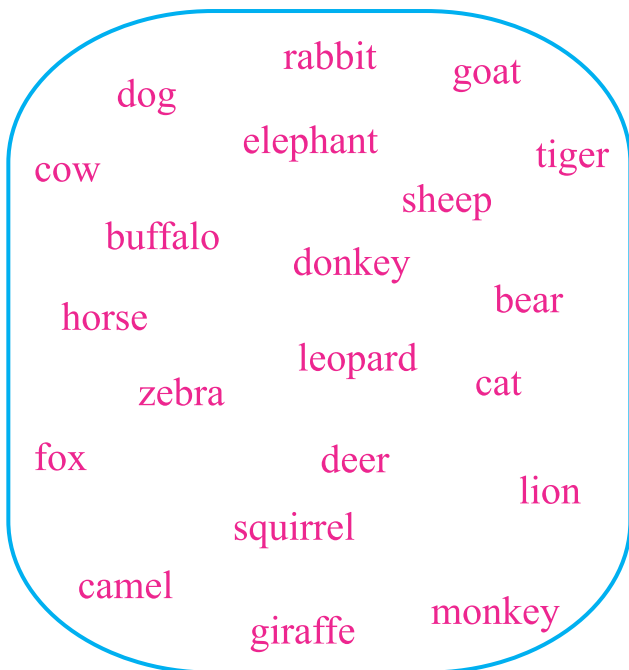
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**ACTIVITY - 10**

Let's play Bingo. Write any nine words from the given list in the boxes. Put only one word in one box.

The teacher will call out any nine words. If the word she calls out is in the box put a cross on it. The one who crosses out all the words first shouts "Bingo" and is the winner.




## Unit - 5

## The Wise Banyan Tree

### ACTIVITY - 1

- Imagine that you are a tree. Spread out your arms, feel the wind and sway gently in the wind. Enjoy the experience.
- Do you know the names of some trees in and around the school compound?
- Do you have plants at home? Name them.

### ACTIVITY - 2

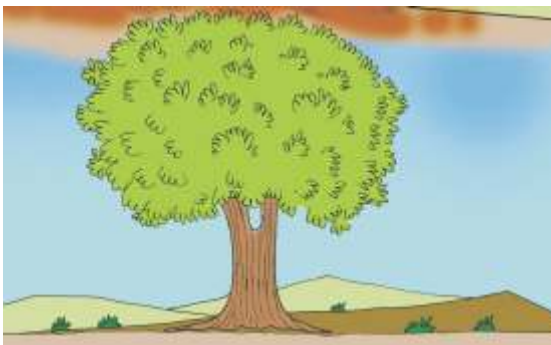
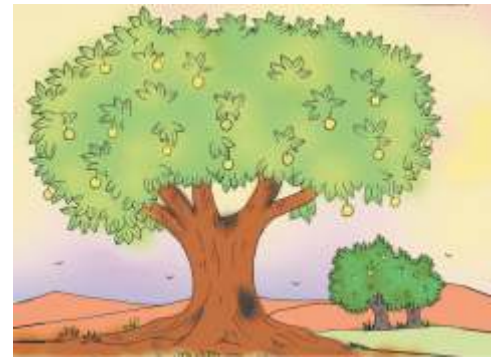
**Look at the pictures and read the story.**

Once upon a time, all the trees started fighting in the forest.



The Coconut tree said, “I am more important. I give coconuts. You can drink its water, eat it, make oil and even make ropes from it.”

The Mango tree said, “I am more important. I give mangoes to eat. I also give shade.”



The Neem tree said, “I am more important. I give shade. People make medicine with my leaves, flowers and seeds. I drive mosquitoes away.”

The Gulmohar tree said, “I give shade and beauty. I give beautiful orange flowers.”





They all went to the Banyan tree, “You are the oldest and wisest of us all. Tell us who is the most important.”

The Banyan tree said, “All of you try to do everything. Try to give flowers and fruits, shade and medicine, oil, paper and wood.”

All the trees tried hard, but they could not do everything.

The Coconut tree could not give orange flowers or shade. The Neem tree could not give mangoes. The gulmohar tree could not give coconuts.

The Banyan tree smiled and said, “Now what do you say?”

All the trees said, “We can not do everything.”

The Banyan tree said. “Yes, you do different things. So you all are important.”

### ACTIVITY - 3

Read the story again and complete the following table.

One example is given.

No.	Trees	What do they give us?
1.	Coconut	Coconut water
2.	Mango	_____
3.	Neem	_____
4.	Gulmohar	_____



**ACTIVITY - 4**

**Guessing Game**

Work in pairs. Take turns to think of a tree and read a dialogue from the story. Ask your partner to tell you which tree you are.

**Example :** A. I give beautiful orange flowers.

B. You are the Gulmohar tree.

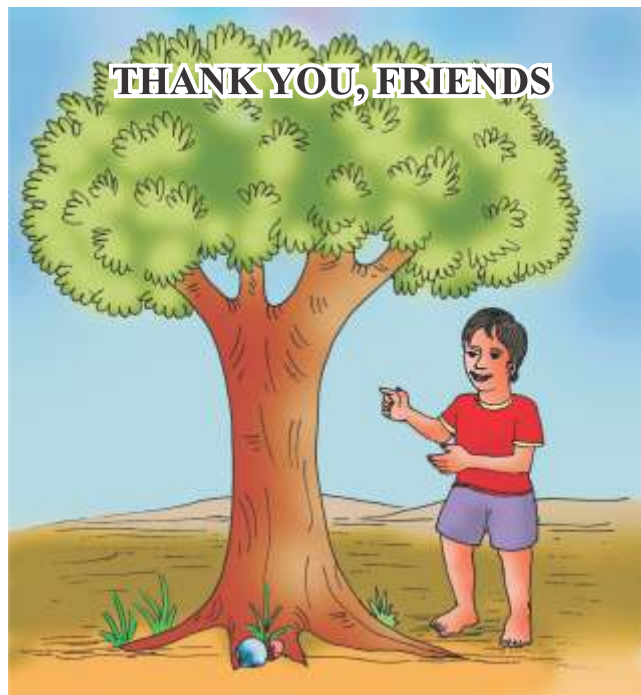
**ACTIVITY - 5**

Read the sentences and identify the trees. Write their names.

1. I give fruit and shade. \_\_\_\_\_
2. I am the oldest of all trees. \_\_\_\_\_
3. I give shade and beauty. \_\_\_\_\_
4. I make oil. You can drink my water. \_\_\_\_\_
5. People make medicine from my leaves, flowers and seeds. \_\_\_\_\_

**ACTIVITY - 6**

Read the letters given below which talk about the trees.







Dear friends,

You give us flowers and leaves. You give us wood and fruit. We sit in your cool shade. We draw pictures on paper made from you. You bring rain. You keep our air clean. You make our place colourful and beautiful.

We thank you for every thing.

- Mahesh

**Answer the questions.**

1. What do trees give us?
2. Where do people sit in the hot afternoons?
3. What is the name of the writer?

**ACTIVITY - 7**

**Make sentences using the words given in the box.**

Trees give us

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

wood  
fruit  
flowers  
shade

clean air  
bring rain  
our friends

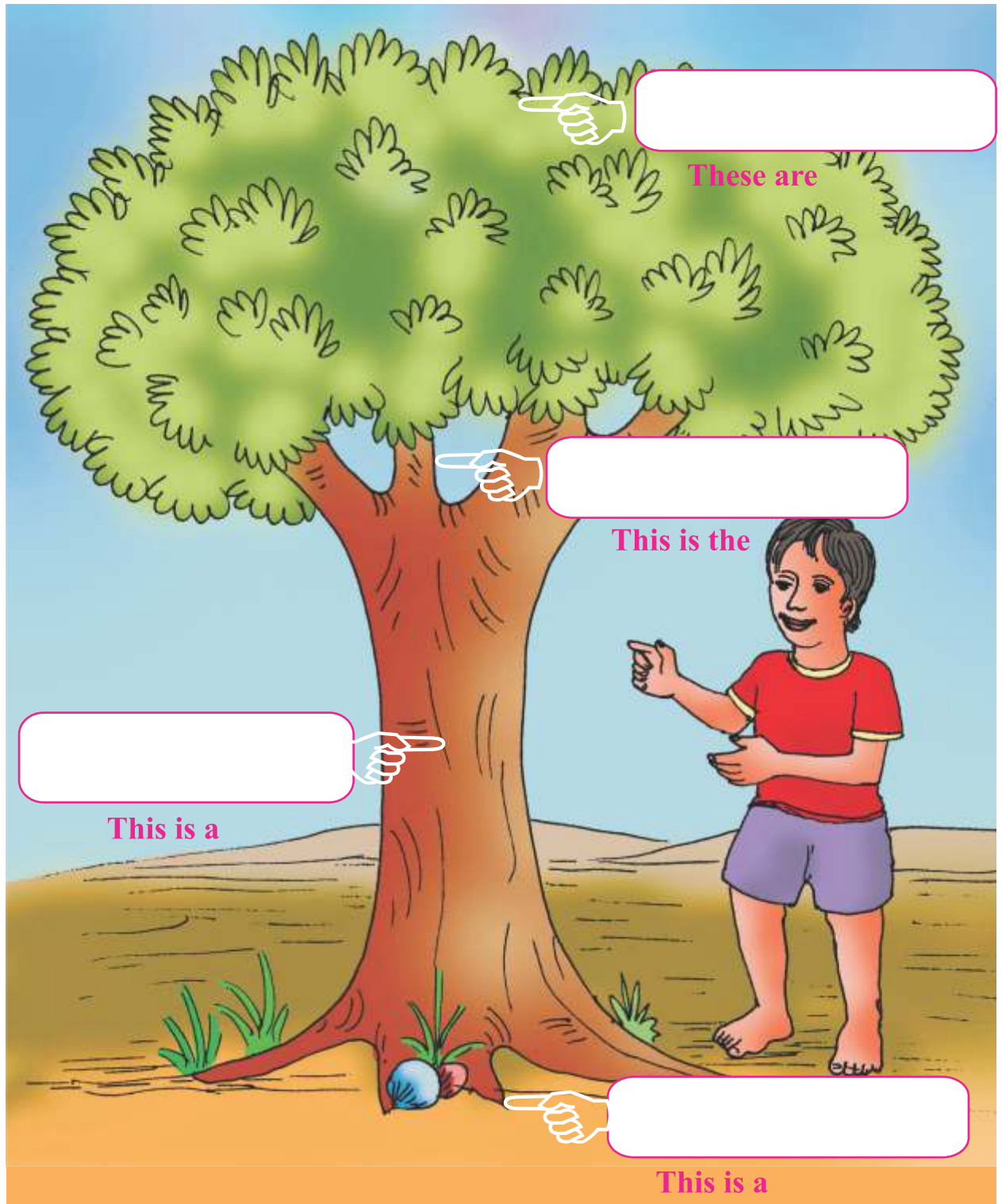
Trees

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ACTIVITY - 8 (A)

Look at the picture and complete the sentences. The words are given below.

PARTS OF A TREE



**ACTIVITY-8 (B)**

Look at the pictures and complete the sentences. The words are given below.

**PARTS OF A TREE**



This is a

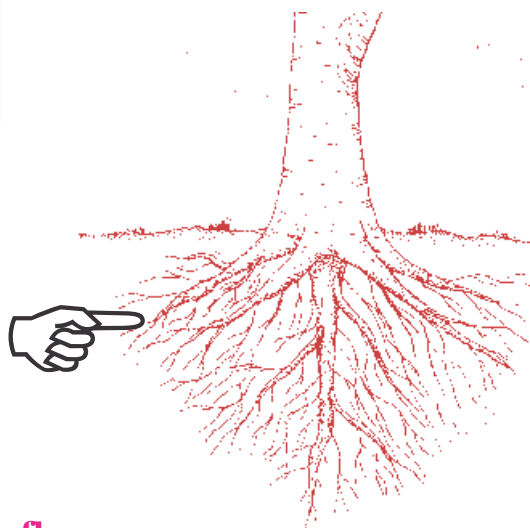


These are



These are

These are



**Word Bank : roots, leaves, fruit, flowers**



**ACTIVITY - 8 (C)**

Find the words related to trees in the puzzle. One is done for you.



FRUIT

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**ACTIVITY - 8 (D)**

**Sing and Enjoy**

**TREES ARE OUR FRIENDS**

(Tune : Mary had a little lamb)

Let the trees grow big and tall,  
 Big and tall, big and tall,  
 Let the trees grow big and tall,  
 For trees are our friends.

We won't cut and make them fall,  
Make them fall, make them fall,  
We won't cut and make them fall,  
For trees are our friends.

We make this promise, one and all,  
One and all, one and all,  
We make this promise, one and all,  
For trees are our friends.

### ACTIVITY - 9

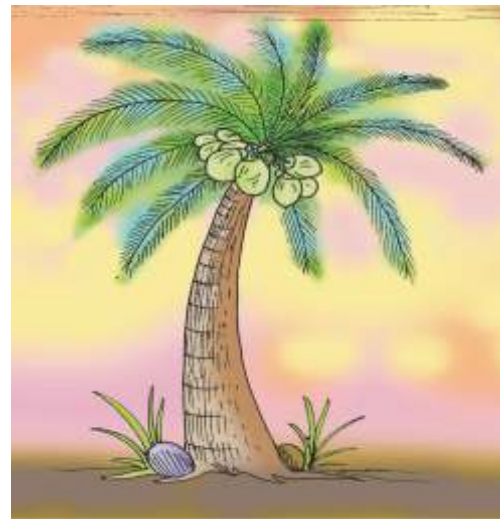
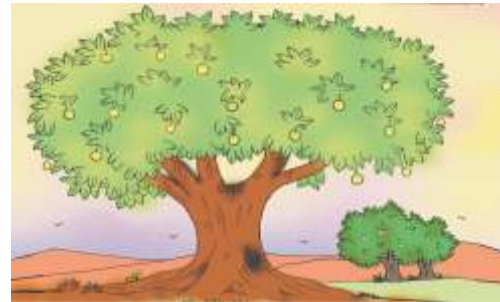
**Read the following paragraph on 'Mango Tree'.**

A mango tree is a big and tall tree. It has many branches. Its leaves are long and dark green. Mangoes grow when the trees are four years old.

A mango tree can have a few hundred mangoes in a season. Mangoes are used for making pickles, ice-creams, chutneys, mango-shakes and cakes.

**Now write a similar paragraph on 'A Coconut Tree'. Use the following points.**

1. What kind of a tree is it? (tall, big etc)
2. Does it have branches?
3. How do the leaves look?
4. When do coconuts grow? (When the trees are five years old)
5. What are coconuts used for?



### ACTIVITY - 10

**Collect leaves and flowers of different trees. Dry them by placing them inside old books and paste them in your scrap book. Write a few lines about them.**

#### Helpline

Ask students to collect different kinds of leaves / flowers. Put them between pages of books / sheets of newspaper and iron them. Each leaf can then be cut out and the edges trimmed for an attractive look. Ask students to make birthday cards using tree motifs.



## Unit - 6

## Mice are Nice

### ACTIVITY - 1



### Read and enjoy the poem.

I think mice  
Are rather nice.

Their tails are long,  
Their faces small,  
They haven't any  
Chins at all.

Their ears are pink,  
Their teeth are white,  
They run about  
The house at night.

They nibble things  
They shouldn't touch.  
And no one seems  
To like them much.

But I think mice  
Are nice.

- Rose Fyleman

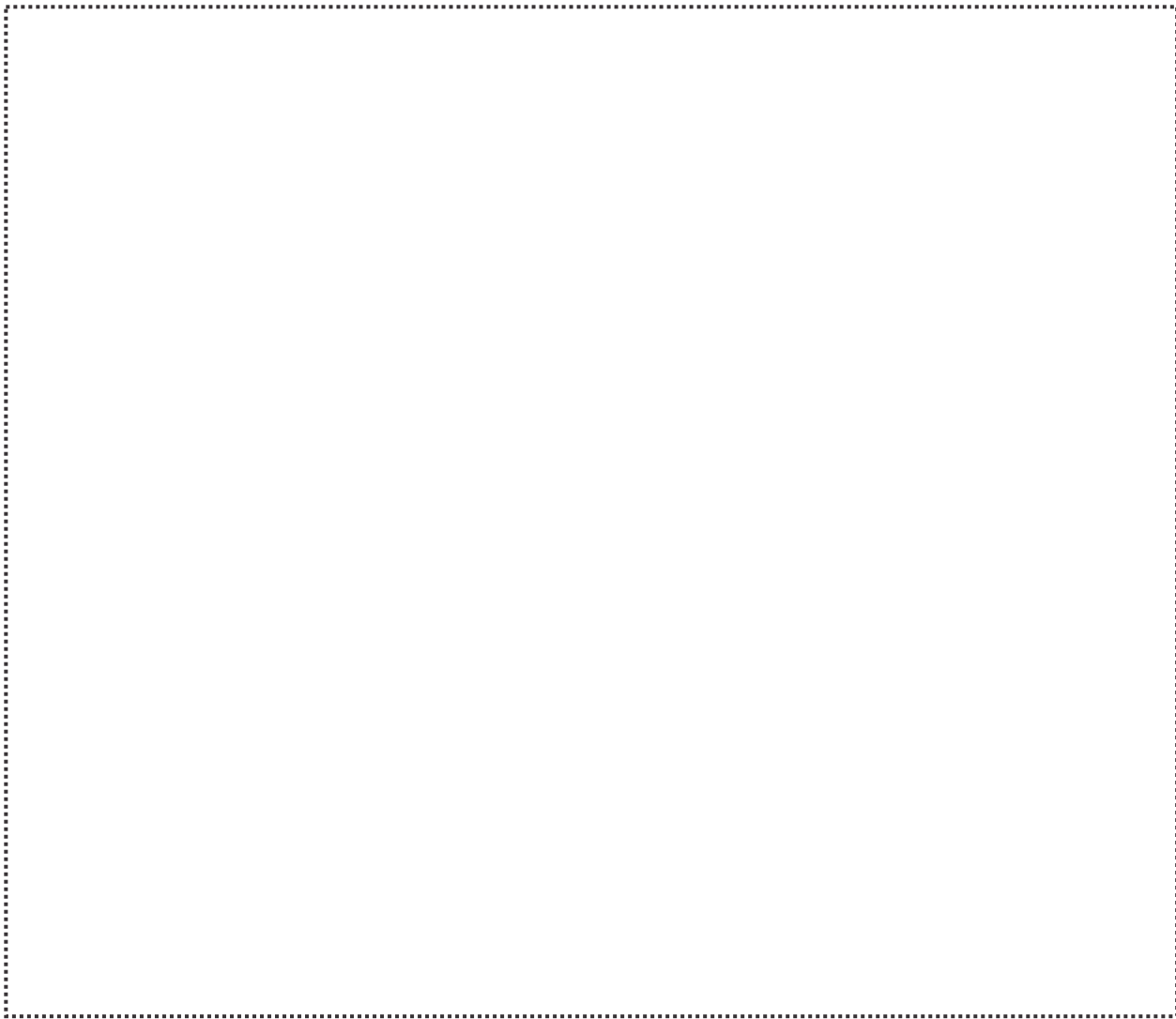
### ACTIVITY - 2

Listen to the poem 'Mice are Nice' as the teacher recites it. Mark 'Yes' or 'No' by drawing a circle around it.

- |    |   |     |   |    |
|----|---|-----|---|----|
| 1. | Their faces are very big.               | Yes | / | No |
| 2. | Their ears are pink.                    | Yes | / | No |
| 3. | They run about the house at night.      | Yes | / | No |
| 4. | The poet feels that mice are not nice.  | Yes | / | No |
| 5. | Every one seems to like them very much. | Yes | / | No |

**ACTIVITY - 3**

**Draw a picture of a mouse and write 4-5 sentences about the mouse.**



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**ACTIVITY - 4**

**Read and enjoy the poem.**

**HICKORY DICKORY DOCK**

Hickory, Dickory, Dock,  
The mouse ran up the clock,  
The clock struck one,  
The mouse ran down  
Hickory, Dickory, Dock.

**THREE NAUGHTY MICE**

Three naughty mice  
See, how they run?  
They have fun  
That's why they run.  
Did you ever see  
Such a sight in your life  
As three naughty mice?

**ACTIVITY - 5**

**Imagine that you are an animal. Write four sentences saying:**

- What you are.
- Where you live.
- What you eat.
- What you like to do.

**ACTIVITY - 6**

**Look at the pictures and read the story.**

**THE MOUSE WEDDING**

There lived a family of wealthy mouse. Their only daughter was a very beautiful and young mouse. Father Mouse and mother Mouse were proud of her.

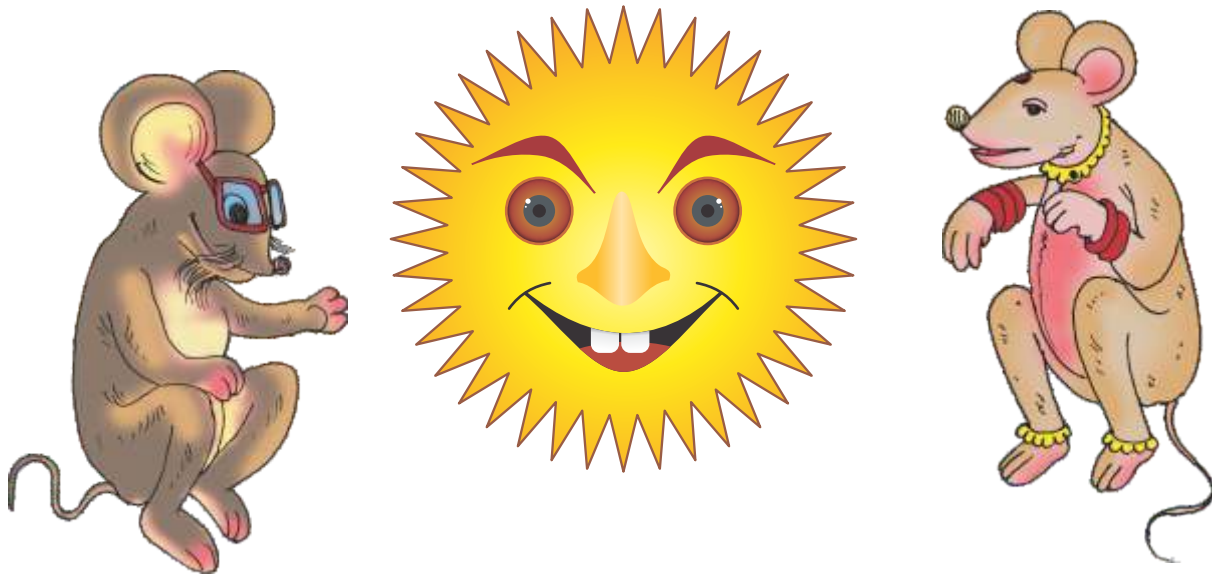
One day, Father Mouse said to Mother Mouse: "Don't we want our daughter to marry the greatest person in the world? Who could be the greatest in the world?"

Mother Mouse : It must be the sun. He lights up the whole world.

So, Father Mouse and Mother Mouse visited Mr. Sun.

Father Mouse : Mr. Sun, Mr. Sun, you are the greatest person in the world. Will you marry our only daughter? She is very beautiful.





Mr. Sun : I am not the greatest person in the world. However hard I try to light up the world, I am easily hidden away when Mr. cloud comes out. So the two went to see Mr. cloud.

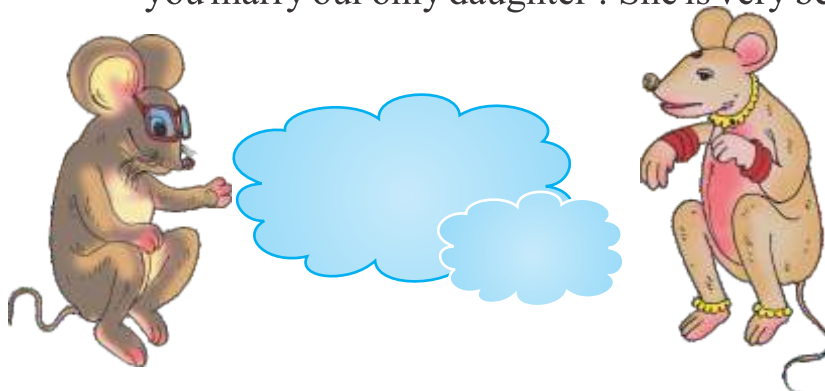
Mother Mouse : Mr. Cloud, Mr. Cloud! You are the greatest person in the world. Will you marry our only daughter? She is very beautiful.

Mr. Cloud : I am not the greatest person in the world. however hard I may try to cover the sky, Mr. wind can blow me away with one puff.

Father Mouse }  
Mother Mouse } : I see.

So they both went to Mr. Wind.

Father Mouse }  
Mother Mouse } : Mr. Wind, you are the greatest person in the world. Will you marry our only daughter ? She is very beautiful.



Mr. Wind : Well, thank you. but there is some one who is greater than me.

Father Mouse : Who is that ?

Mr. Wind : It's Mr. Wall. However hard I blow, I just can't blow him down.



Finally, Father Mouse and Mother Mouse went to see Mr Wall.

Father Mouse }  
Mother Mouse } : Mr. Wall, you are the greatest person in the world. Will you marry our only daughter? She is very beautiful.

Mr. Wall : You are mistaken. If you mice nibble on me, I'm full of holes. The greatest ones in the world must be mice.

Father Mouse : That never occurred to us. So we are the greatest in the world.

Father Mouse and Mother Mouse went back home smiling .

Father Mouse }  
Mother Mouse } : Well, we mice are the best after all.

Father Mouse : Chusuke Mouse, our next door neighbour, gets along well with our daughter.

So, Father Mouse and Mother mouse got both of them married. They lived happily ever after.





**ACTIVITY - 7**

**In the story who says.**

1. 'I am easily hidden away when Mr. Cloud comes out.'  
\_\_\_\_\_.
2. 'Mr. Wind can blow me away with one puff.'  
\_\_\_\_\_.
3. 'If you mice nibble on me, I'm full of holes.'  
\_\_\_\_\_.
4. 'I just can't blow him down.'  
\_\_\_\_\_.
5. 'Chusuke Mouse, next door, gets along well with our daughter.'  
\_\_\_\_\_.

**ACTIVITY - 8**

**Read the story how many of times these sentences occur.**

Sentences	No of times
You are the greatest person in the world. Will you marry our only daughter? I am not the greatest person in the world. She is very beautiful.	

**ACTIVITY - 9**

**Read and enjoy the poem.**

**A BIG WIND**

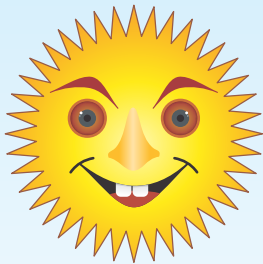
A big wind is blowing  
Look, the leaves are flying!  
The wind can blow trees down  
It can blow houses down  
My house is old  
Will it come down?

Are these sentences Right (✓) or Wrong (✗)

1. The wind can blow down a house.
2. The wind can blow down a river.
3. The wind can blow down a child.
4. The wind can blow down a tree
5. The wind can blow down a field

**ACTIVITY - 10**

**Describe this picture using the words in the box.**



sun shining  
bright day  
blue sky  
no clouds  
not raining  
warm

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## Evaluation Activity

### ACTIVITY - 1

Fill in the blanks with the correct word.

I have read the story of a funny Rabbit. One day an acorn \_\_\_\_\_ (fell / fall) on his head. He thought that the sky \_\_\_\_\_ (is / was ) falling. So, he \_\_\_\_\_ (go / went) to tell the King. On the way he met different animals. All of them \_\_\_\_\_ (join / joined) him. At last, they \_\_\_\_\_ (met/meet) a clever Lion. It took them to a forest and \_\_\_\_\_ (eat/ate) them all.

### ACTIVITY - 2

Choose the right word from the box below and fill in the blanks.

**pulled   took   blew   felt   wanted   started**

One day, the Wind and the Sun had a competition. They \_\_\_\_\_ to make a man take off his coat. First, the Wind \_\_\_\_\_ hard. The man \_\_\_\_\_ his coat tightly round himself.

Then, the Sun \_\_\_\_\_ shining brightly. The man \_\_\_\_\_ hot and he \_\_\_\_\_ off his coat.

### ACTIVITY - 3

Answer the following questions.

1. What kind of tails do mice have?
2. Describe a mouse's face.
3. What do mice nibble at?
4. When do mice run about the house?
5. What does the poet think about mice?



**ACTIVITY - 4**

**Complete the following sentences :**

a) I love trees because \_\_\_\_\_

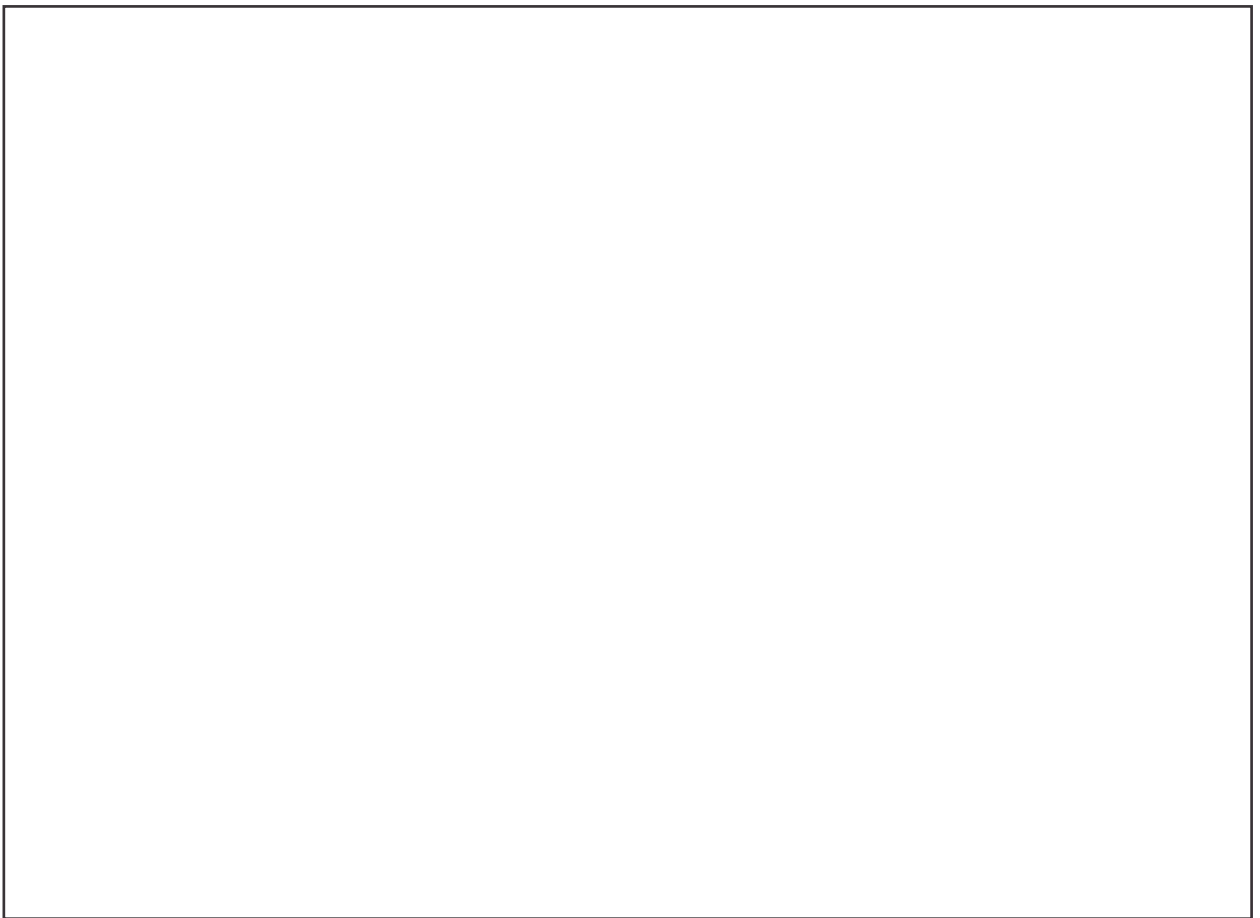
\_\_\_\_\_

b) I like the parrot because \_\_\_\_\_

\_\_\_\_\_

**ACTIVITY - 5**

**Draw a picture of a garden with trees and birds. Then write a paragraph about 'A Garden'.**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**ACTIVITY - 6**

Complete the table as shown. One example is given. Write five other sentences of your own.

No.	Name	Activity
	Rahul	cleaned the windows
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

**ACTIVITY - 7**

Based on the table, write the sentence as shown below.

1. Rahul cleaned the windows.  
\_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**ACTIVITY - 8**

What are these? Rearrange the letters.



ipkn \_\_\_\_\_



cabkl \_\_\_\_\_



dre \_\_\_\_\_



ubel \_\_\_\_\_

**ACTIVITY - 9**

**Classification**

Read the words given below and write them in the correct box.

green

mango

dog

gulmohar

coconut

rabbit

monkey

violet

neem

cat

banyan

yellow

camel

black

orange

Colours	Trees	Animals





**ACTIVITY - 10 (A)**

**Write 5 things which are red in colour.**

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**ACTIVITY - 10 (B)**

**Write 5 things which are green in colour.**

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## Teaching / Learning Process Points

Unit	Title	Language Function/s	Environment Topic/s
1	Family and Friends	Revision : Introducing, Relationship, Present Simple, Past Simple	Family, Friends, School
2	Animal World	Stating likes / dislikes, Describing (Adjectives / Adverbs)	Domestic and wild animals
3	India - A Poem	Describing habitual action, More (Adjectives / Adverbs)	National and Social Festivals celebration, National spirit, games and sports
4	Enjoy the Seasons	Asking for information, Inversion questions, Wh-Questions	Days, Months, Seasons of the year, Weather, Clothes, Food items
5	Our Neighbourhood	Proposals Stating the location, stating ability	Neighbourhood, Social Service / Institutions
6	Helpers Around Us	Describing activities S+V+O	Professions and Vocations, tools and instruments
Evaluation -1			
7	Who is Stronger ?	Present Simple (Universal Truth), Comparing things and actions	Four Directions, Elements of Nature
8	Rainbow colours	Names of colours, comprehending and giving instructions	Appreciate the colours of things at home and in natural surrounding
9	Cleanliness is next to Godliness	Past simple, Regular and Irregular verbs using 'will' to state future action	Good habits for keeping clean and healthy.
10	The Sky is Falling - I	Dramatic Narration, Reading aloud / Silent Reading	Gathering information about natural surrounding.
11	The Wise Banyan Tree	Silent Reading, Adverbs and Adjectives	Trees and plant life
12	Mice are Nice	Literary Appreciation, Rhythm in poetic expression	Pets and domestic animals



