

ગુજરાત શૈક્ષણિક સંશોધન અને તાલીમ પરિષદ, ગાંધીનગરના પત્ર-ક્રમાંક  
જસીઈઆરટી/અભ્યાસક્રમ/માધ્યમ/૨૦૧૫/૬૪૧, તા. ૮-૧-૨૦૧૫-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

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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

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## 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 of 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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**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

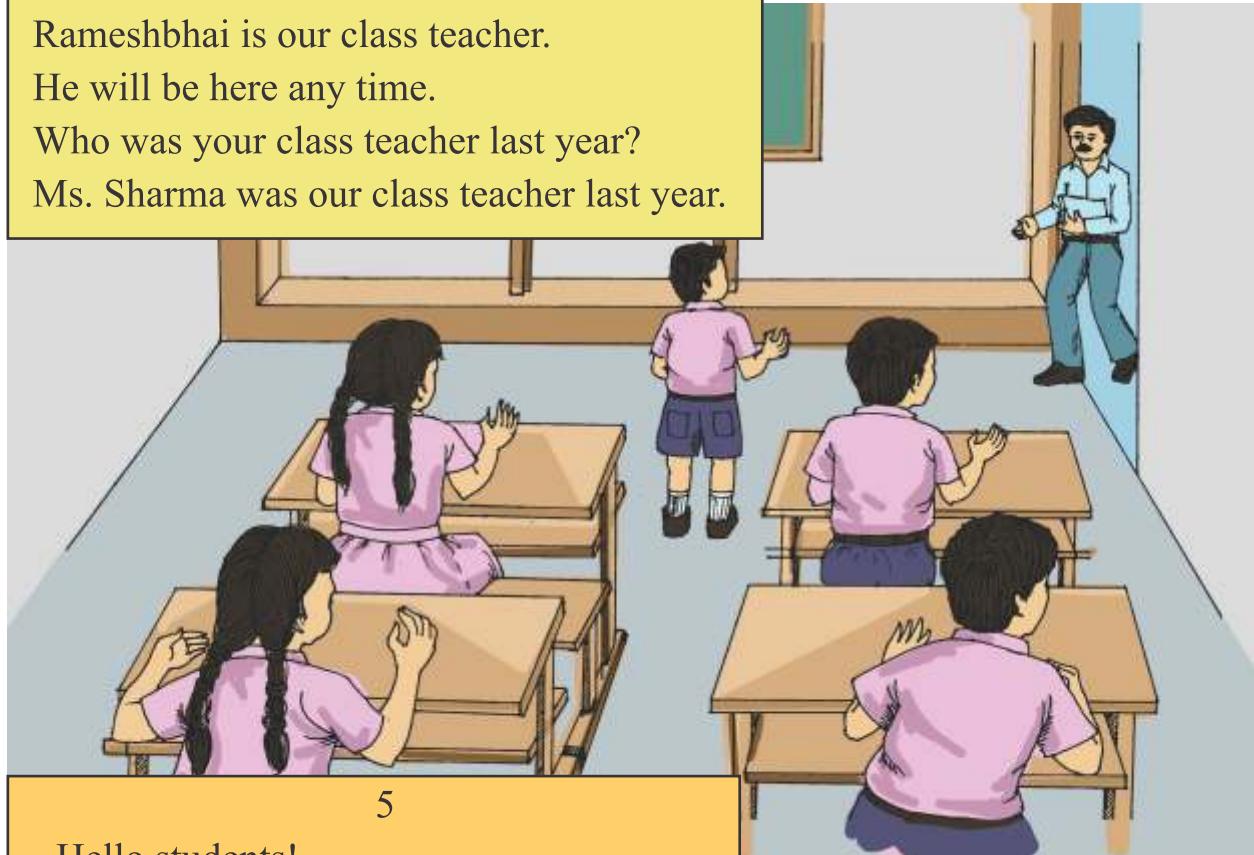
Who is our class teacher ?

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

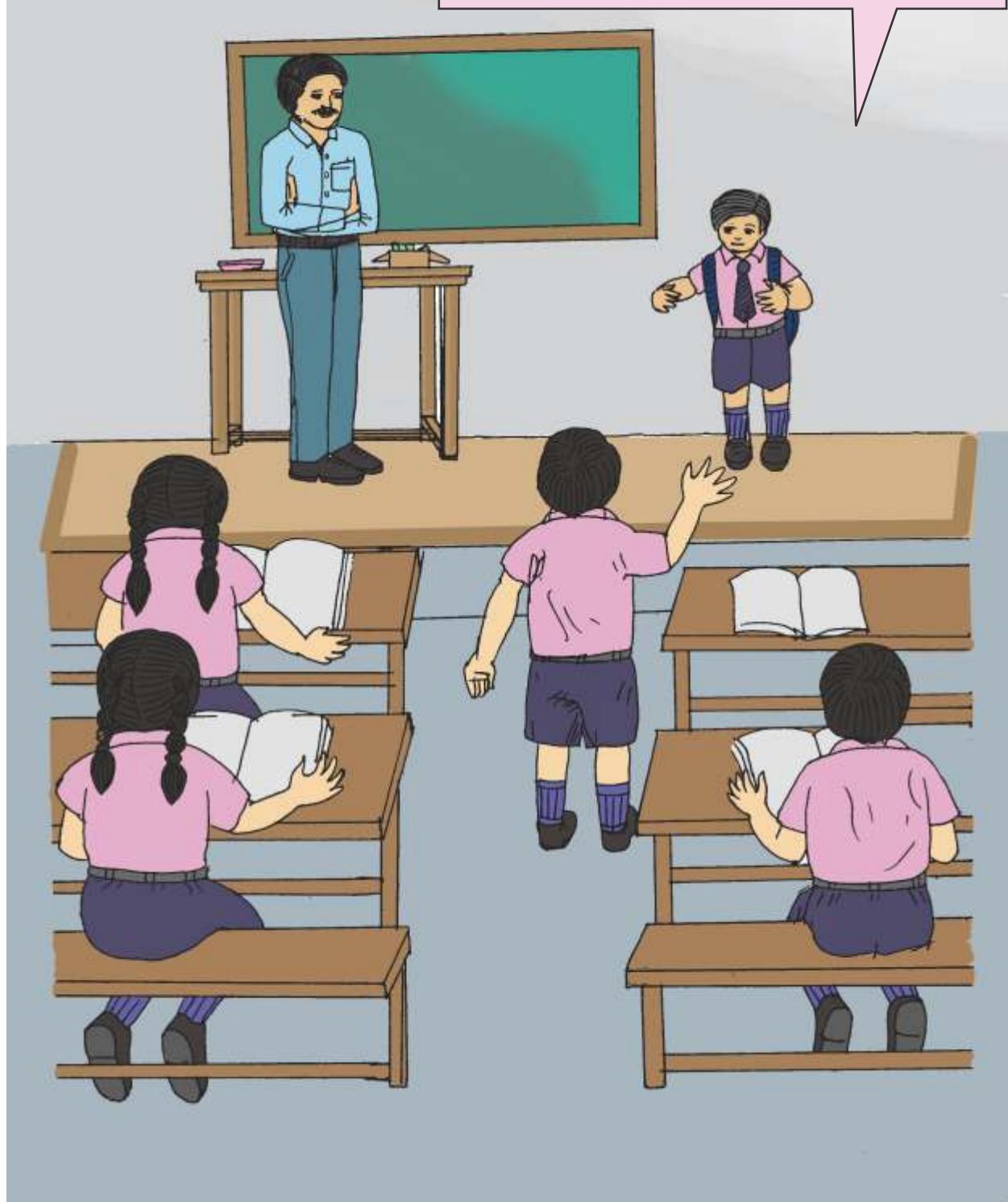
Teach greetings in the Indian context like 'namaskar' / 'namaste'  
that means 'Hello'.

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 :

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

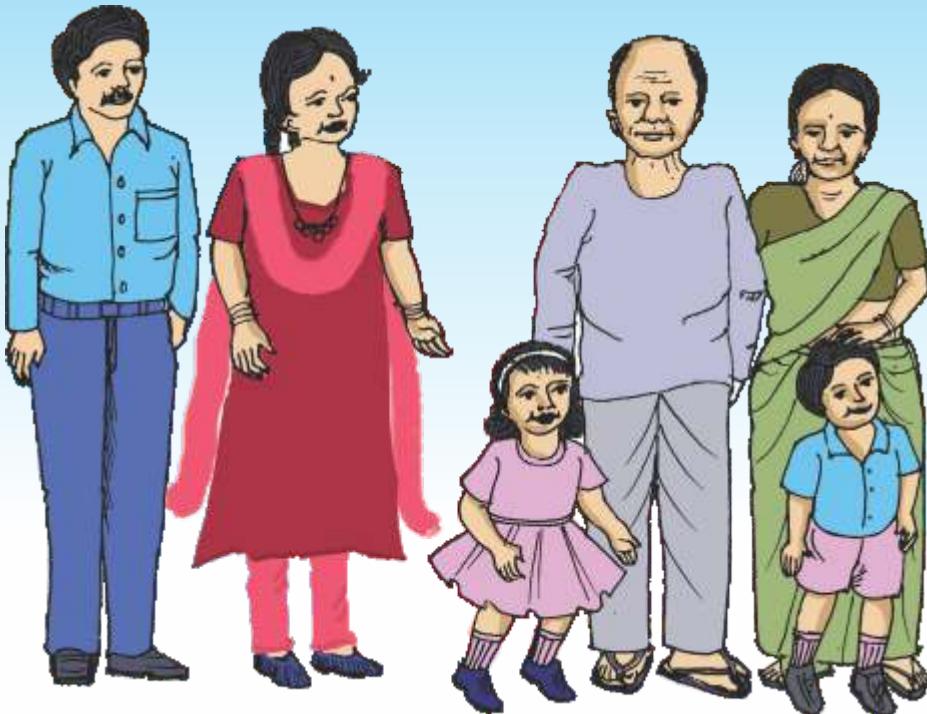
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 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.

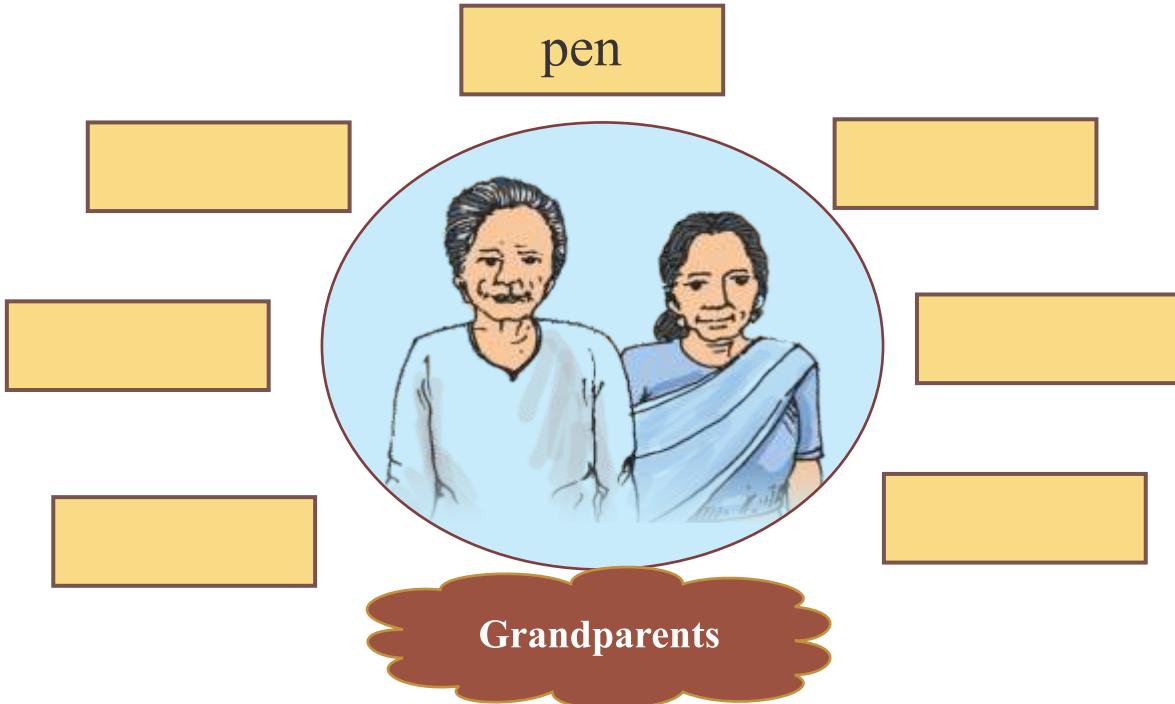
Ours is a large family.



## 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.



## ACTIVITY - 8 (B)

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

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

F \_\_\_\_\_

B \_\_\_\_\_

A \_\_\_\_\_



## 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

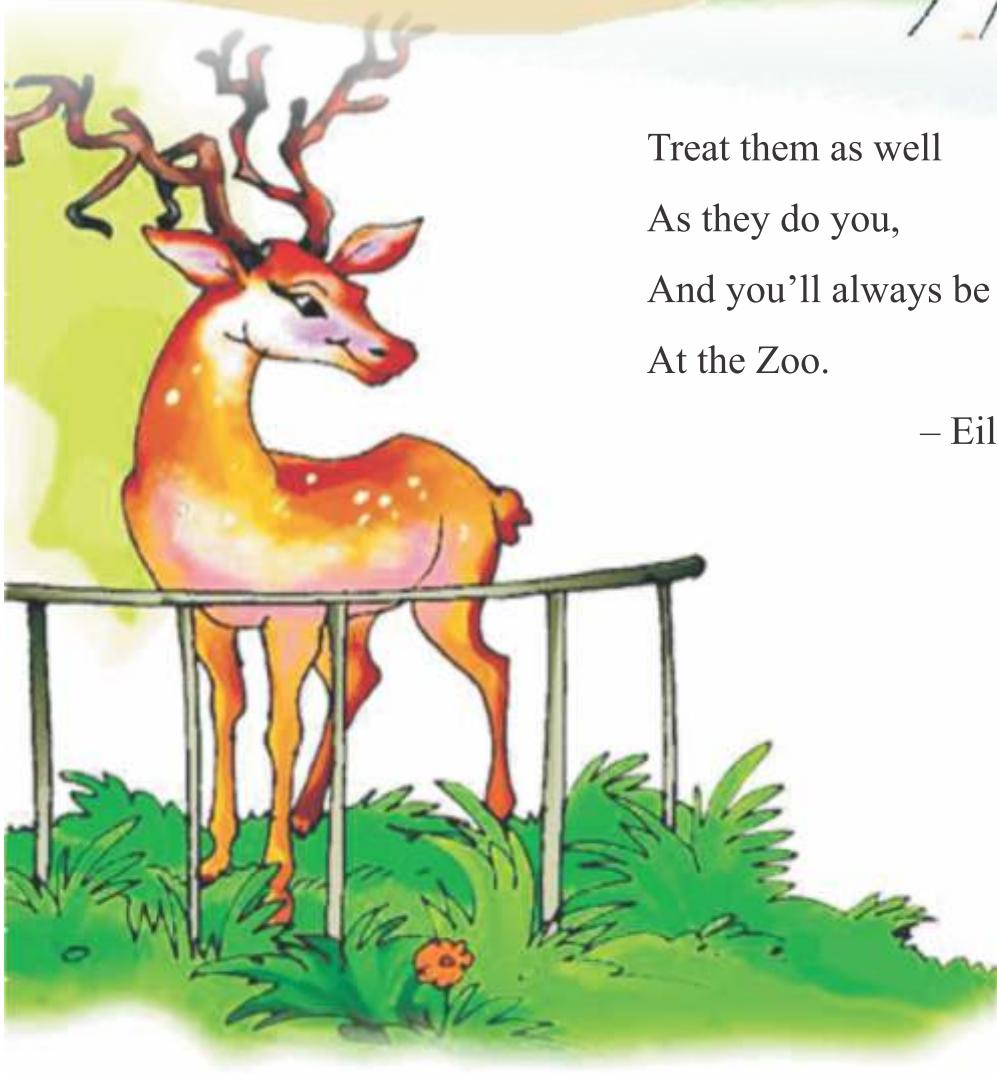
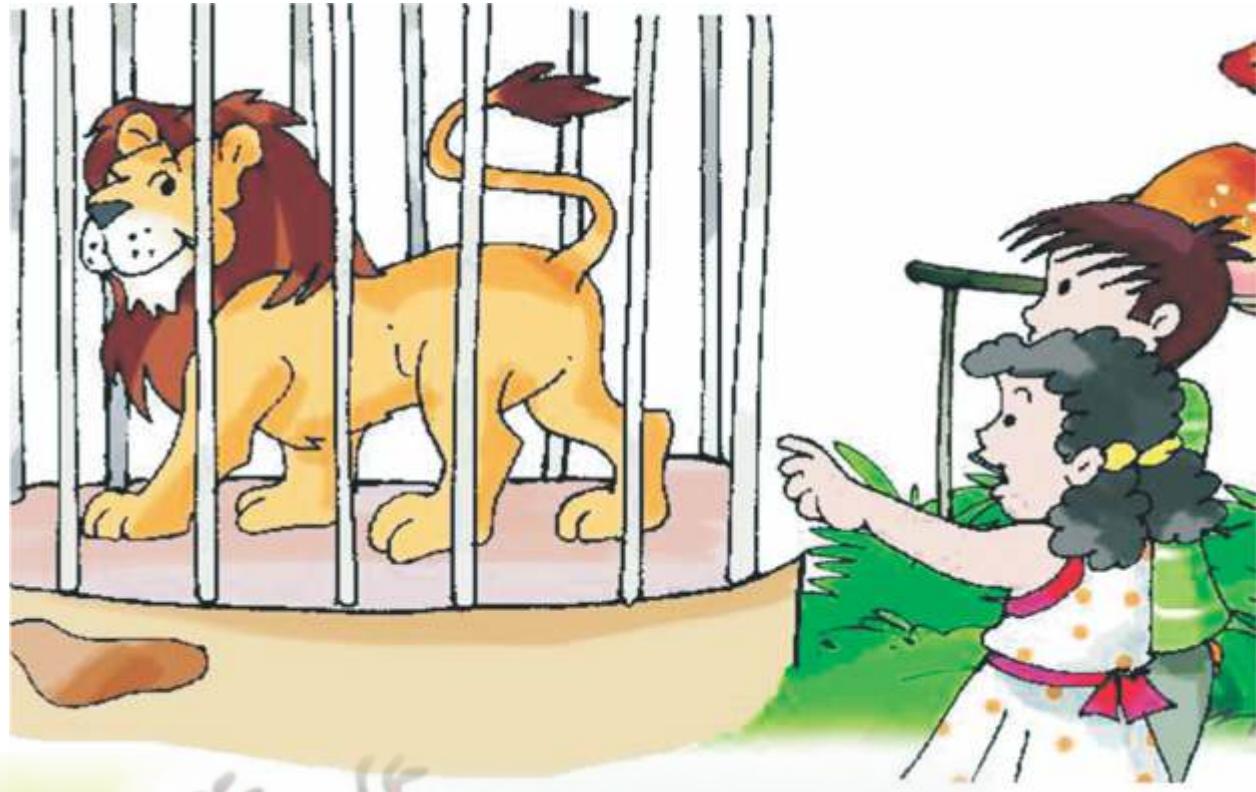
Be careful what  
You say or do  
When you visit the animals  
At the Zoo.

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.

#### Male

1. Cock
2. Dog
3. Lion
4. Bull
5. Horse

#### Female

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



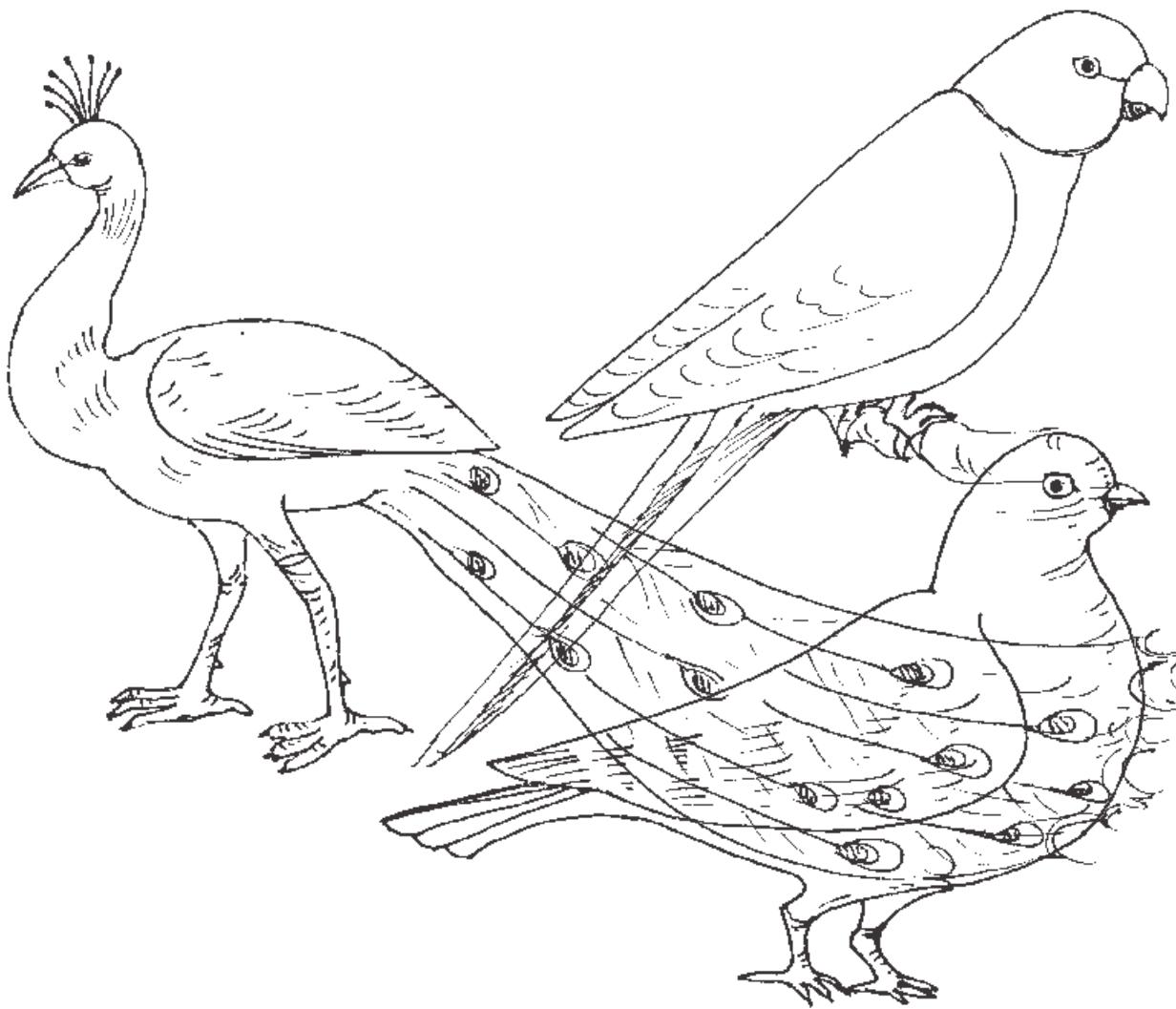
ch \_ \_ pa \_ zee



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

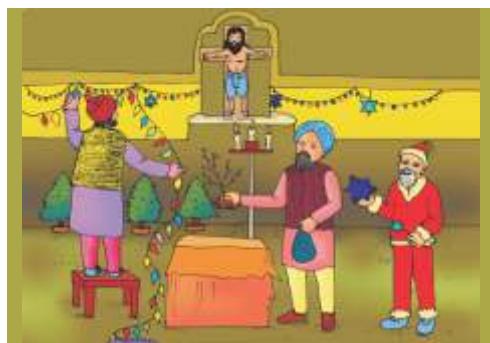
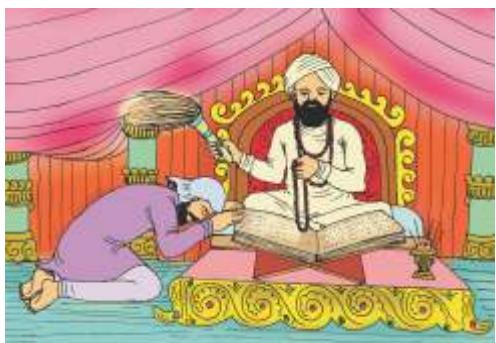
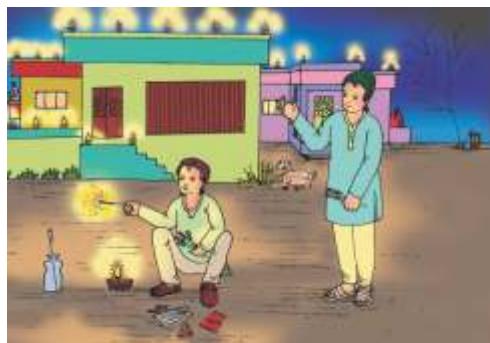
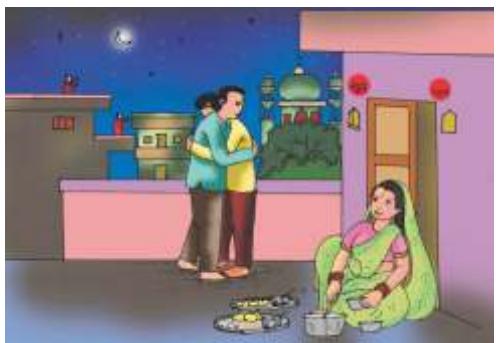
## ACTIVITY - 2

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:



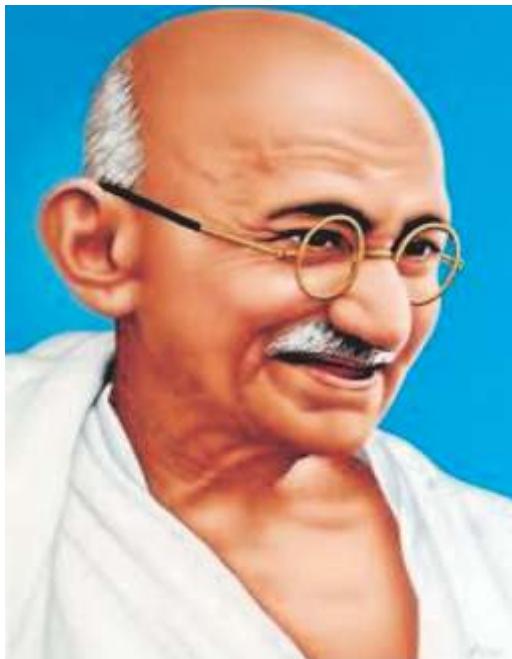
#### Republic Day :

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.

emblem                    everyone                    national

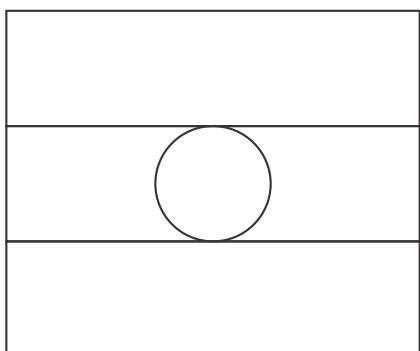
15<sup>th</sup> August      26<sup>th</sup> January

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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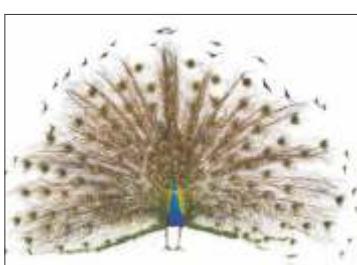
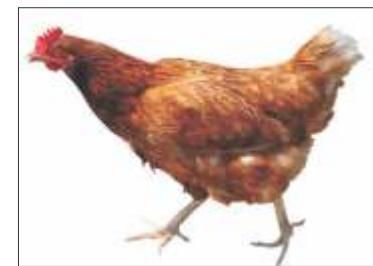
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## ACTIVITY - 8

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



## 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:

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## ACTIVITY - 10

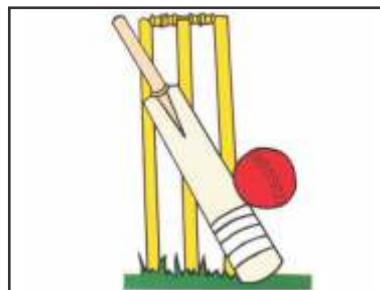
Write the name of the games with the help of the pictures given below. One is done for you.

Example :



Football

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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.

**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.  
Chikos, 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.

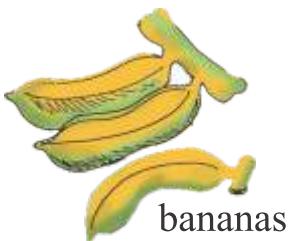
Summer

Monsoon

Winter



Orange



bananas



carrot



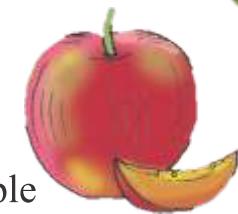
cabbage



lemon juice



grapes



apple



watermelon



peas



tea



tomatoes



brinjals



milk



capsicum



ice-cream

## ACTIVITY - 5

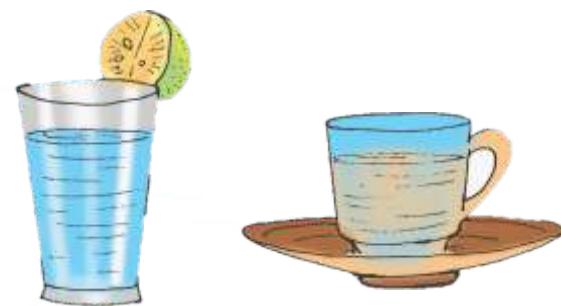
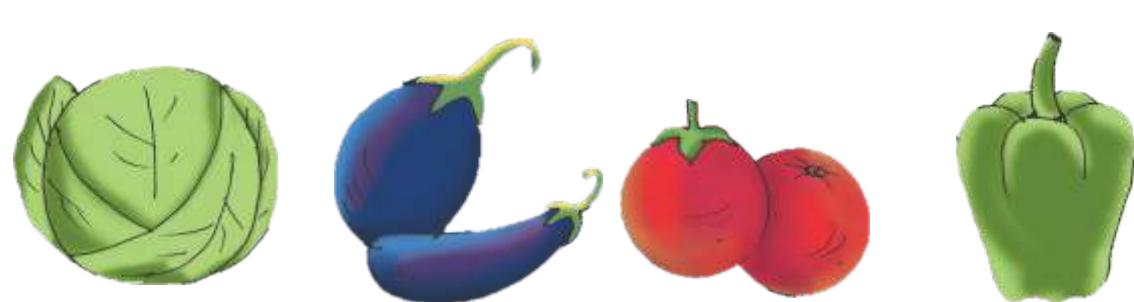
Write the name of the season that we have now.

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- 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.

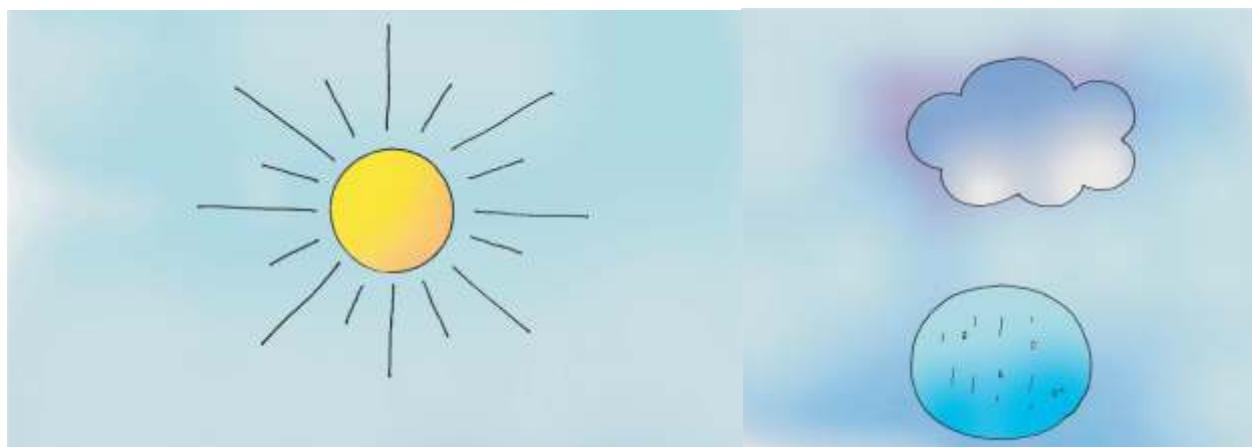


## ACTIVITY - 6 (A)

Read and enjoy the song.

Four seasons in a year:

Spring, Summer, Autumn and Winter  
Spring is showery, bowery, flowery  
Summer is happy, goppy, 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 \_\_\_\_\_.

hot  
flowers  
swim  
snowman  
white  
green

## **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?

\_\_\_\_\_.

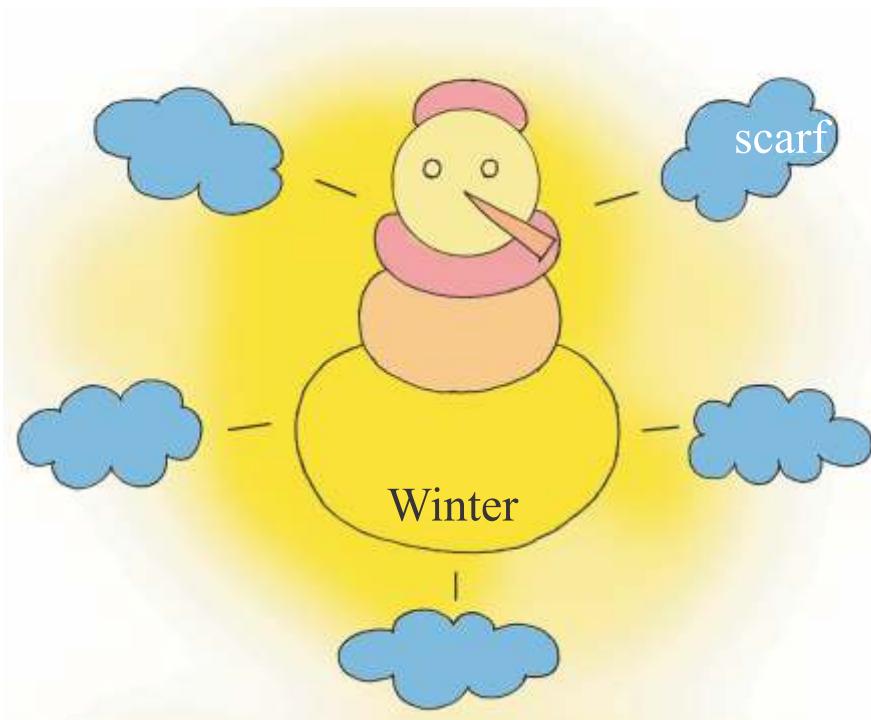
- Write two good points about the season you like.

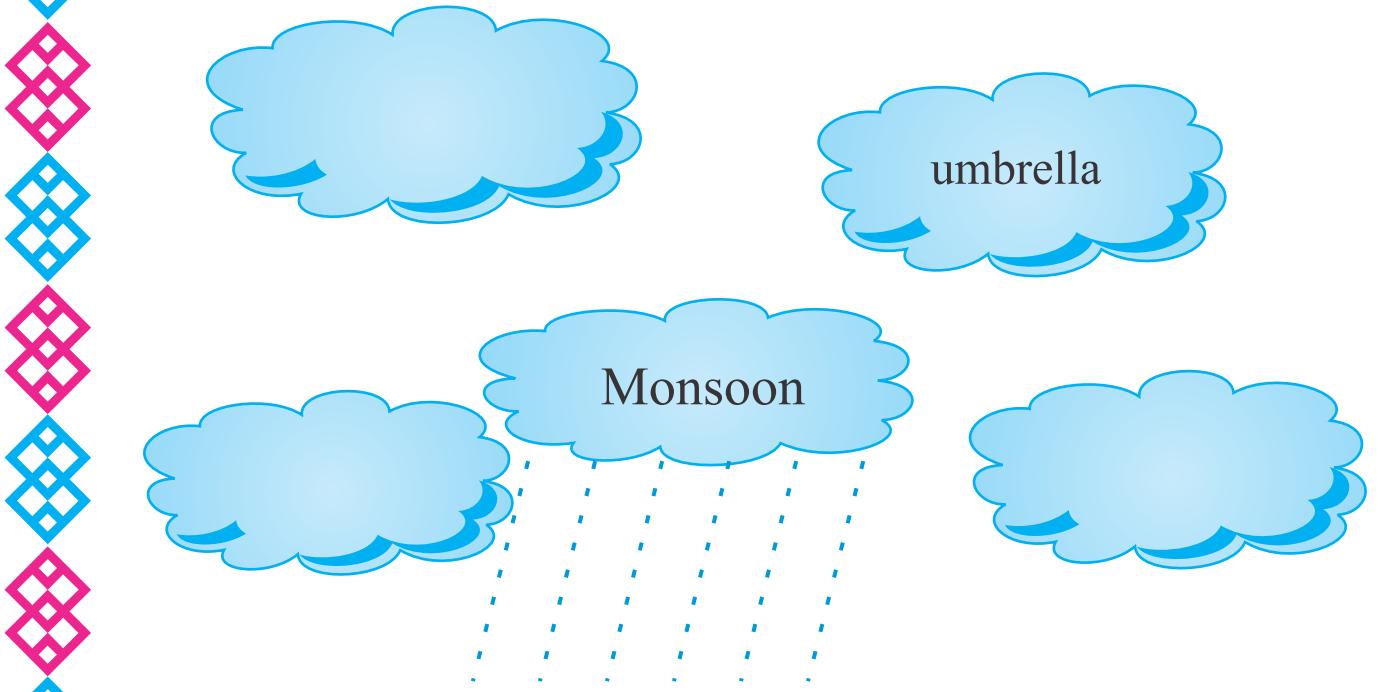
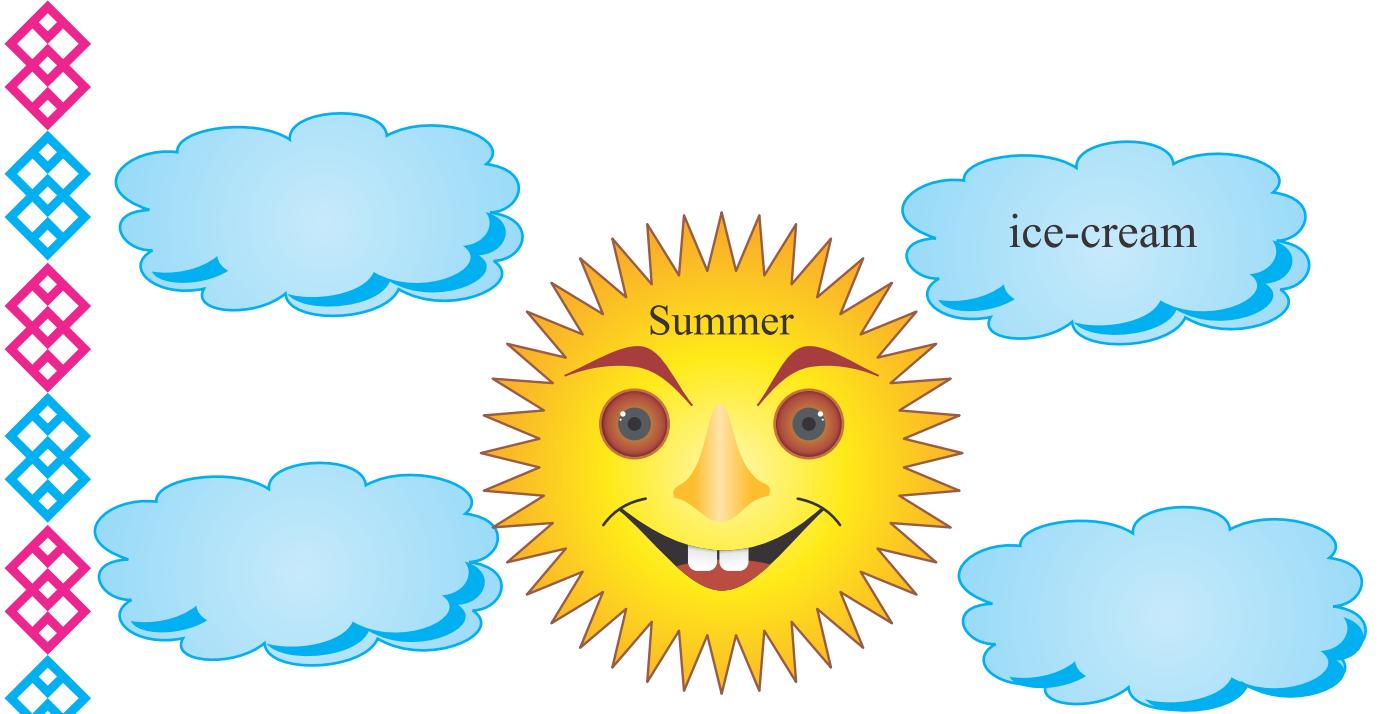
\_\_\_\_\_.

\_\_\_\_\_.

## 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

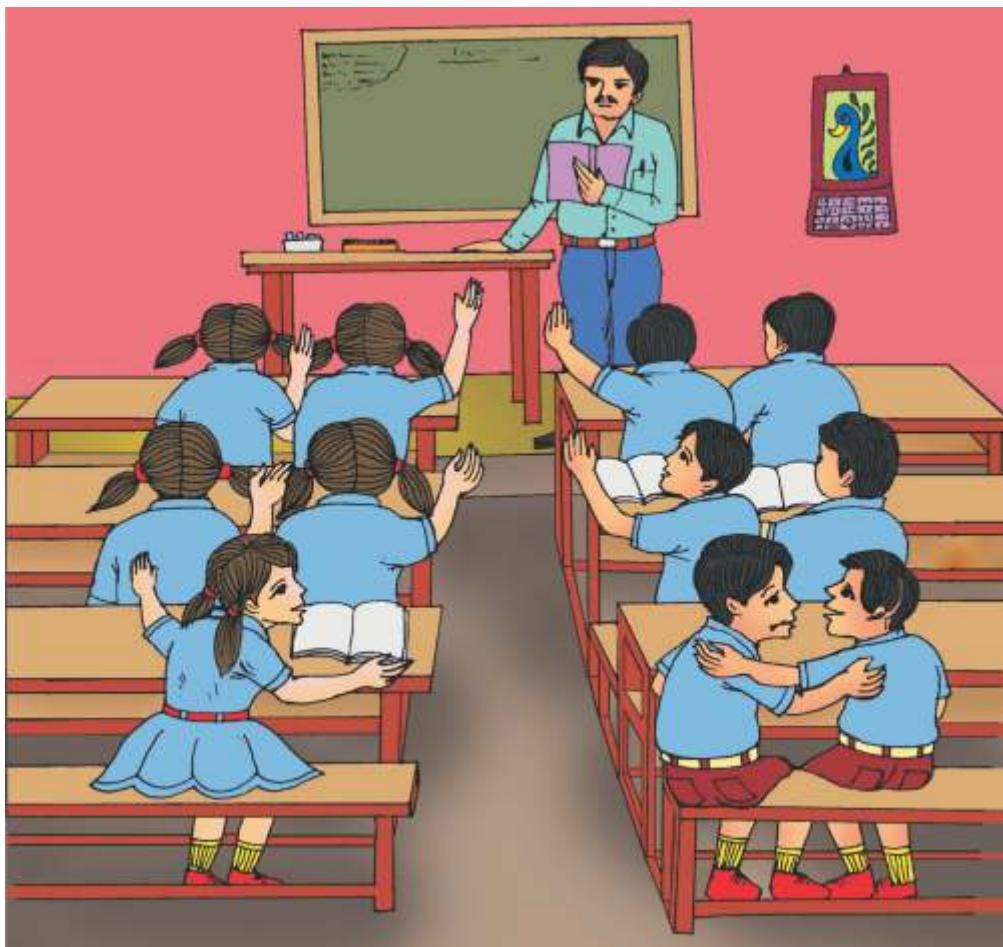
Read aloud the poem and help students to learn pronunciation.

## 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.

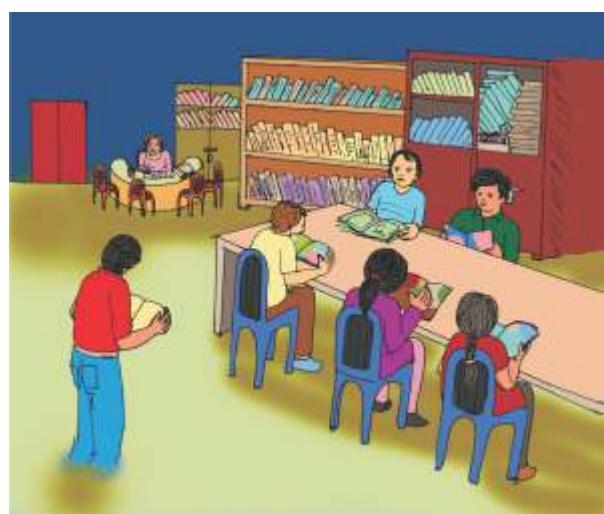
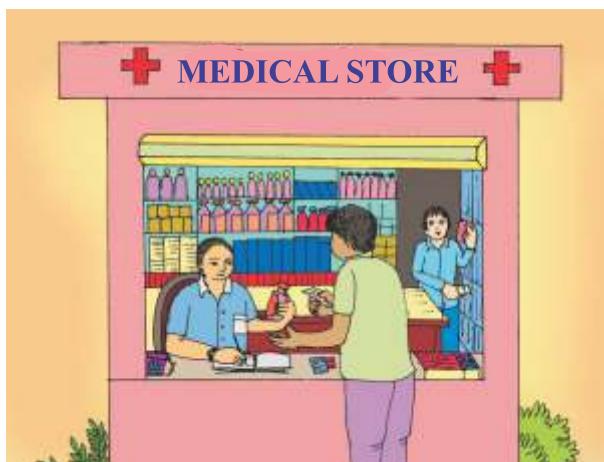
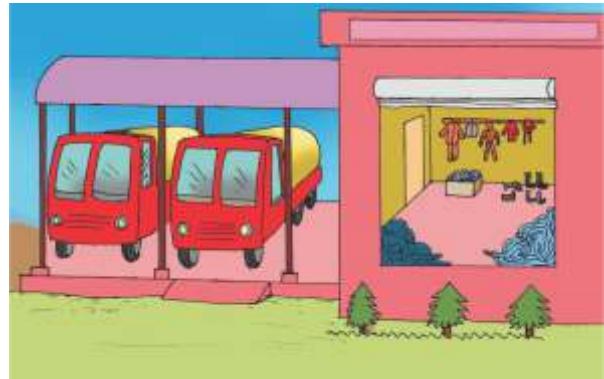
Look, there is a chemist shop too.

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'.

A

1. Policeman
2. Fireman
3. Doctor
4. Postman
5. Chemist

B

- post office  
hospital  
fire station  
medical store  
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

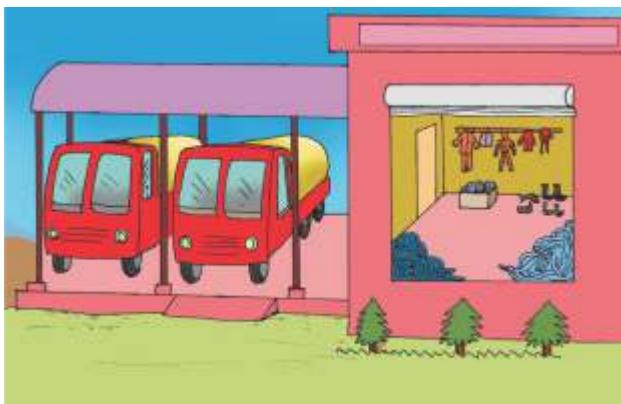
Read the poem and fill in the blocks given.

Community  
Helpers

## 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.

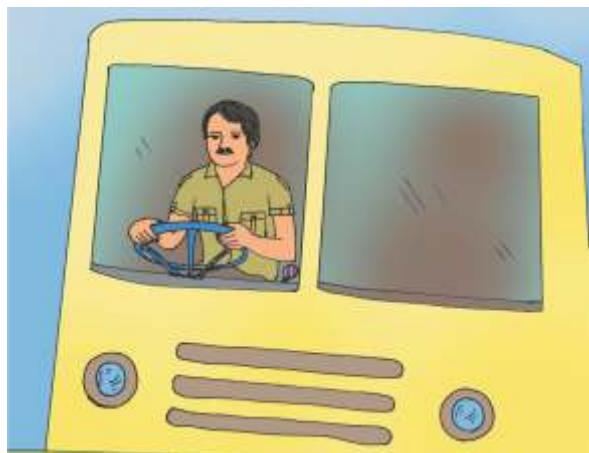
### HELPERS AROUND US

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

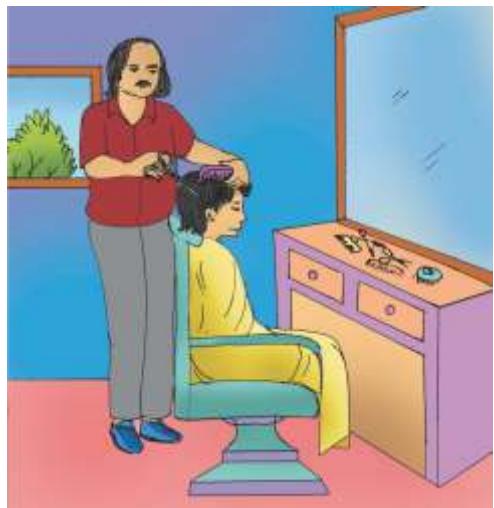


Baker, baker, bake me a cake,  
Bake it in the oven now.

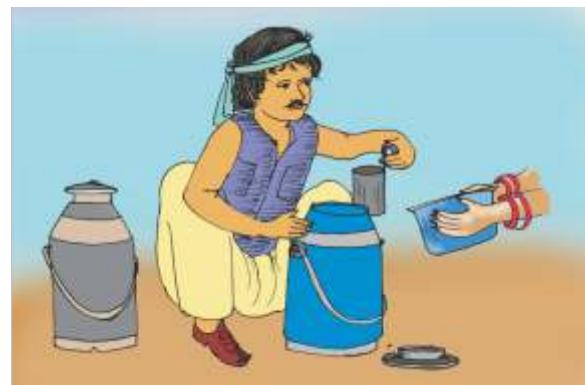
Postman, postman, bring my letters,  
Bring them in your bag now.



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

Steer

Bake

Hosepipe

### ACTIVITY - 5

Look at the pictures and read the sentences.

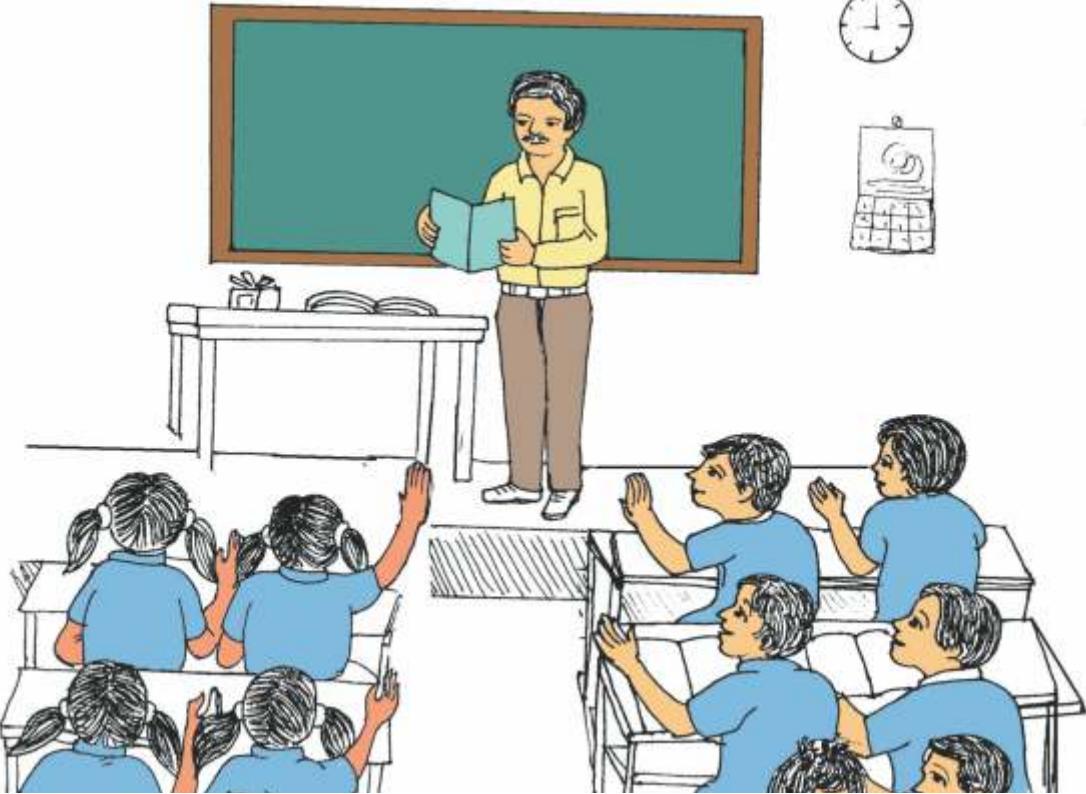
If I become a doctor,  
I'll use a stethoscope,  
And I'll help the patients.



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 \_\_\_\_\_.
- 4) I mend the broken shoes.  
I am a \_\_\_\_\_.
- 5) I sell grains.  
I am a \_\_\_\_\_.
- 6) I repair cars and scooters.  
I am a \_\_\_\_\_.
- 7) I drive the bus.  
I am a \_\_\_\_\_.
- 8) I fix the leaking taps.  
I am a \_\_\_\_\_.
- 9) I make walls with bricks.  
I am a \_\_\_\_\_.

### **ACTIVITY - 7**

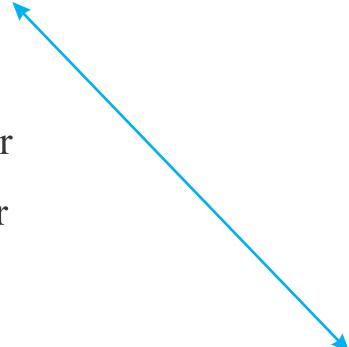
#### **Match A with B.**

**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.

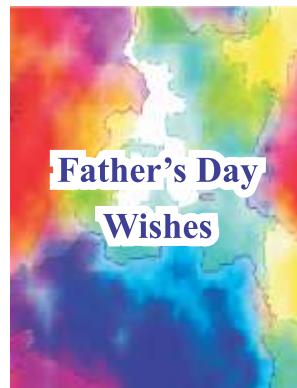
## Evaluation Activity

### 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/> <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 \_\_\_\_\_.

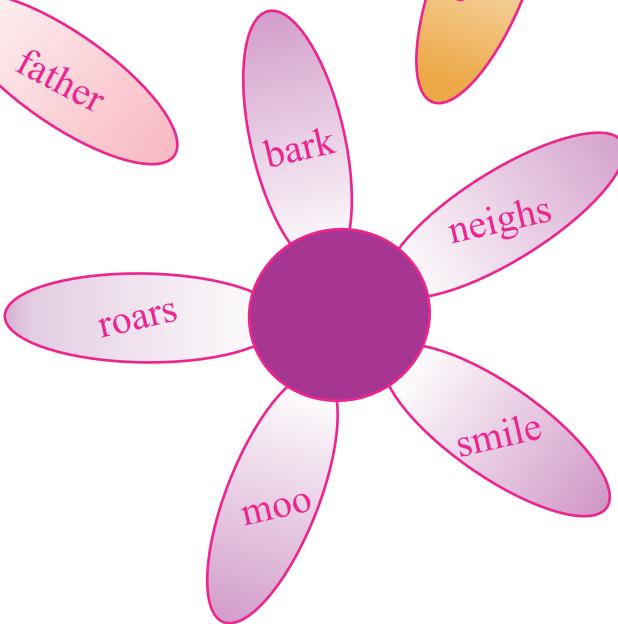
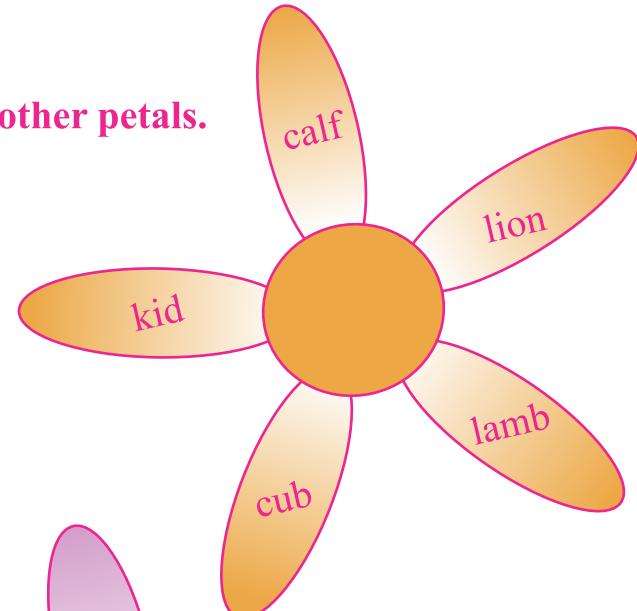
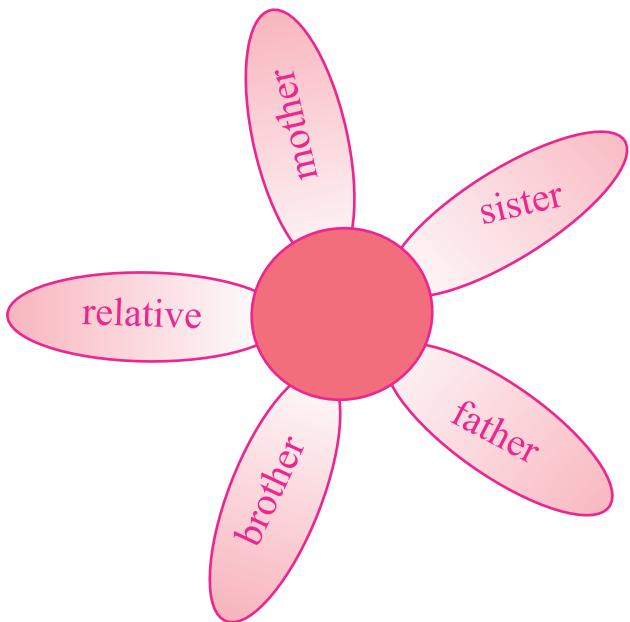
4. This animal has a long tail and uses it to swing from tree to tree  
\_\_\_\_\_.

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. \_\_\_\_\_

