

Let's Learn English

Class - II



For Free Distribution in all Government Schools



State Institute of Educational Research and Training (SIERT)
Udaipur, Rajasthan



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Preface

English in India is no longer a language of the colonial masters. In some important domains of activity, it has become an integral part of the Indian multilingual repertoire. In a variety of ways it has enriched Indian languages, which in turn have made significant contributions to English in India and as it is used abroad. The attitudes of the contemporary Indians towards English are significantly more positive than what we find at the time of independence.

According to National Curriculum Framework, 2005 it is extremely important that textbook writers and teachers realize that children learn as much outside as in the class-room, particularly in the case of language since it is there all around them all the time. Playgrounds, street hangouts, markets, fairs, etc. are all important sites of language learning from a socio-cultural perspective. If these considerations inform the new textbooks, they are bound to look different. It would be largely unnecessary and futile to teach isolated grammatical items to students. Grammar would emerge from an active engagement in communicative practices. Input rich methodologies aim at exposure to the language in meaning– focussed situations so as to trigger the formation of a language system by the learner.

Input-rich communicational environments are a prerequisite to language learning since languages are learnt implicitly by comprehending and communicating messages, either through listening to or reading for meaning. A comprehensible input rich curriculum lays the foundation for spontaneous language growth, and different language skills develop simultaneously in communicative socio-cultural contexts. The learner can receive meaningful language input that is appropriate to his/her age and knowledge of language or readiness for language skills, given the variety and range of English-learning situations in India.

The National Curriculum Framework of Teacher Education, 2009 also suggests that the active engagement of learner in classroom interactions is a prerequisite to learning. Instead of being a passive receptor the role of the



learner should be changed as an active participant in classroom interactions. The classroom interactions should provide such opportunities where learners can develop their own knowledge.

Right to Education Act, 2009 discusses an activity based learning system where teaching and evaluation go hand in hand. It suggests continuous and comprehensive evaluation system.

These guidelines are kept in mind while developing these textbooks. The success of these textbooks depends crucially on how teachers transect these in schools. They are the ones who understand the need and mood of the learners. They can present these textbooks in a more interesting way.

SIERT wholeheartedly appreciates all the members of UNICEF and is thankful to Mr. Samuel M., Chief, UNICEF Jaipur, Dr. Sulagna Roy Education Specialist UNICEF for their timely financial support.

We are specially thankful to Mr. Kunjilal Meena, Secretary Elementary Education, Mr. Naresh Pal Gangwar, Secretary and Commissioner RMSA, Mr. Babu Lal Meena, Director, Elementary Education. Mr. Suwalal, Director, Secondary Education, Mr. B.L. Jatawat, Commissioner SSA and Rajasthan Council of Elementary Education, Government of Rajasthan for their valuable suggestions and guidance in making this text book better.

We are happy to handover these textbooks in your hands. Our constant effort is to improve the quality of education in our schools. We gladly welcome any feedback or suggestions from all of you so that we can further improve this textbook.

Director
State Institute of Educational
Research and Training, Udaipur



Textbook Development Team

- Patron:** • Vinita Bohra, Director, SIERT, Udaipur
- Chief Coordinator:** • Narayan Lal Prajapat, Deputy Director, SIERT, Udaipur
- Coordinator:** • Hemlata Menaria, Principal, SIERT, Udaipur
Sushma Ahari, Lecturer, SIERT, Udaipur
- Core Member :** • Prof. (Dr.) Suresh Kumar Agrawal, MGS University, Bikaner
- Convener:** • Subhash Chandra Mangal, Principal, GSSS, Shergarh-Masuda (Ajmer)
- Authors / Editors:** • Subhash Chandra Mangal, Principal, GSSS, Shergarh-Masuda (Ajmer)
• Ramakant Sharma, Teacher, GSSS, Begus, Jaipur
• Manoj Dadhich, Sr. Teacher, GSS, Kaliwas (Girwa) Udaipur
• Damodar Lal Kabra, Retd. Principal, Chittorgarh
• Madhav Lal Jat, Retd. Principal, Chittorgarh
• Saroj Kanwar, Principal, GGSSS, Amarsar, Jaipur
• Purushottam Gupta, Principal, GSSS, Khazalpura, Jaipur
• Rajeev Mishra, Principal, GSSS, Dara Stn. Kota
• Rahul Sharma, CRP, DCE, DIET, Kota
• Ashutosh Tuli, Lecturer, SIERT, Udaipur
• Gajendra Kumar Sharma, Lecturer, GSSS, Hindon City
• Devendra Bhardwaj, Lecturer, GSSS, Durgapura, Jaipur
• Aruna Sharma, Sr. Teacher, KGBV, Dabich, Jaipur
• Tarun Mittal, Sr. Teacher, GSS, Thunsra, Baran
• Dr. Dhiraj Joshi, Teacher, GUPS, Sundergram, Banswara
• Poonam Sharma, Teacher, GSSS, Kuchaman City
- Layout and Design** • Dr. Jagdish Kumawat, Lecturer, SIERT, Udaipur
- Illustrator :** • Dr. Satyanarayan Suthar, Lecturer, DIET, Nathdwara
- Technical Support :** • Hemant Ameta, Lecturer, SIERT, Udaipur
• Abhinav Pandya, SIERT, Udaipur
- Graphic Designing:** • Schematics Mining Pvt. Ltd. Dehradun, Uttarakhand

Free Distribution



गुरुजन से दो बातें

प्रिय गुरुजन!

आप तो जानते ही हैं कि राजस्थान में और खासकर ग्रामीण राजस्थान में बच्चों को अंग्रेजी सिखाना एक मामूली चुनौती नहीं है। लेकिन आप यह भी अच्छे से जानते हैं कि आपके अलावा कोई और ऐसा नहीं है जो इस चुनौती को स्वीकार कर सकें। पाठ्यपुस्तक तैयार करना भी कुछ ऐसा ही है। कुल मिलाकर इस किताब को लिखते समय हर पृष्ठ पर लिखना, लिख कर मिटाना और फिर नए सिरे से लिखना चलता रहा है। हर संभव प्रयास किया गया है कि यह पुस्तक बच्चों और उनके गुरुजन को समान रूप से भाए और उनका मन लुभाए। जैसा भी यथा योग्य प्रयास बन सका उसे आपके अनुभवी हाथों में इस विश्वास के साथ सौंपा जा रहा है कि आप इसमें बहुत कुछ अपनी और से जोड़कर इसकी उपयोगिता बढ़ाएँगे। इसी क्रम में सुझाव के तौर पर कुछ बिन्दु यहाँ दिए जा रहे हैं—

1. बच्चों को सुनना, बोलना, पढ़ना, और लिखना सिखाने से पहले यह बहुत जरूरी है कि उनकी झिझक दूर की जाए, वे भय रहित महसूस करें, वे खुलकर बोलना—बतियाना, गाना—नाचना, खेलना और इसी तरह लकीरें खींचना, रंग भरना, अधूरे चित्र पूरे करना शुरू करें। इससे उन्हें आनन्द आएगा, उनका जुड़ाव बनेगा। पाठ्यपुस्तक के प्रारम्भ में कक्षा 1 में सिखाये गए बिन्दुओं का दोहरान किया गया है। उन्हें आप फिर से अभ्यास करायें। इन्हें पूरी रुचि के साथ करवाएँ। बच्चों के प्रयासों की खूबियाँ ढूँढें। उनकी प्रशंसा करें तथा प्रोत्साहित करें।
2. इस पुस्तक में हमने बच्चों को अंग्रेजी के शब्द पढ़ने के साथ—साथ छोटे—छोटे वाक्य एवं वाक्यांश पढ़ने का भी अवसर दिया है। जिससे बच्चों में बड़े वाक्य पढ़ने में रुचि जागृत होगी तथा उनका आत्मविश्वास बढ़ेगा। हमने कोशिश की है कि बच्चों के परिवेश से ही अध्ययन सामग्री लेकर उन्हें अंग्रेजी भाषा सिखाने का प्रयास करें। इसी क्रम में हमने कविताओं के साथ—साथ विभिन्न स्थानीय विषयों पर छोटे—छोटे पाठों का भी समावेश किया है।
3. इस पुस्तक में हमने कोशिश की है कि बच्चे पढ़ने के साथ—साथ लिखने का भी अभ्यास करें। इस हेतु हमने लिखने के लिए स्तरानुकूल पर्याप्त अवसर दिए हैं।

4. बच्चों को रटन्त विद्या से दूर रखने के लिए पुस्तक में ऐसे प्रयास भी किए हैं जिनसे उन्हें अंग्रेज़ी भाषा में अपनी स्वतन्त्र सोच विकसित करने के अवसर मिले।
5. पुस्तक में प्रस्तुत गतिविधियों में कोशिश की गई है कि बच्चें पढ़ाये गये पाठ का पुनः आंकलन करें तथा इसके माध्यम से अपनी भाषा को विकसित करने का प्रयास करें। सभी गुरुजनों से यह भी अपेक्षा की गई है कि आप भी अपने स्तर पर पाठ्यपुस्तक में दी गई गतिविधियों के समकक्ष और गतिविधियों का निर्माण करें।
6. इस पुस्तक में हमनें परोक्ष रूप से पाठ में निहित व्याकरण का अभ्यास बिना नियम रटाये कराने का प्रयास किया है।

बच्चे स्वयं सीख सकते हैं। बस थोड़ी मदद,
थोड़ा स्नेह-प्यार और बहुत सारा प्रोत्साहन चाहिये।
बच्चों को सिखाने की बजाए, सीखने में उनकी मदद करें,
उन्हें प्रोत्साहित करें।

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Revision

1. Write the letter that comes just after the given letter:

C	<input type="text"/>	F	<input type="text"/>	J	<input type="text"/>
P	<input type="text"/>	T	<input type="text"/>	X	<input type="text"/>

2. Write the letter that comes just in the middle of the given letter:

B	<input type="text"/>	D	F	<input type="text"/>	H	L	<input type="text"/>	N
Q	<input type="text"/>	S	T	<input type="text"/>	V	X	<input type="text"/>	Z

3. Write the letter that comes just before the given letter:

<input type="text"/>	C	<input type="text"/>	F	<input type="text"/>	J
<input type="text"/>	P	<input type="text"/>	T	<input type="text"/>	X





4. Write the missing letters:

A			D				H			K		
	O				S				W			Z

5 Write down the missing letters of English alphabet in capital letters:

A												M
		P									Y	

6. Write down the missing letters of English alphabet in small letters:

a												m
		p									y	

7. Circle the letter which is not in the right order of the English Alphabet:

- A B C D E R F
- J K L Z M N O





8. Look at the picture and fill in the missing letters:



b		s		e	
---	--	---	--	---	--



9. Tick mark the correct spelling:



camel	<input type="checkbox"/>
kamal	<input type="checkbox"/>
camal	<input type="checkbox"/>



10. Circle the words that do not begin with the given letter:

- a- ant cow ass axe
- b- ball boy arm basket



11. Underline the given letter in each word:

- d- dog road radio doll





12. Write the following words in small letters:

1. FAN - - -

2. GUN - - -

13. Put the right name under each picture:



.....



.....

14. Write two words beginning with the given letters:

f 1 2

h 1 2





15. Read the given words and match them with their pictures:

a girl



a lion



an apple



a dustbin



16. Match capital letters with their small letter form:

A

c

C

m

M

a





Numbers:

1. Write the number that comes just after the given word:

one four

six nine

2. Write the number that comes just in the middle of the given letter:

two four

seven nine

3. Write the number that comes just before the given word:

..... three five

..... six nine





4. Write the missing numbers in English:

one

..... .. five

5 Write down the numbers in English in capital letters:

1 2

3 4

5 6

6. Write down the numbers in words. Use small letters of English Alphabet:




1	..........
3	..........
5	..........

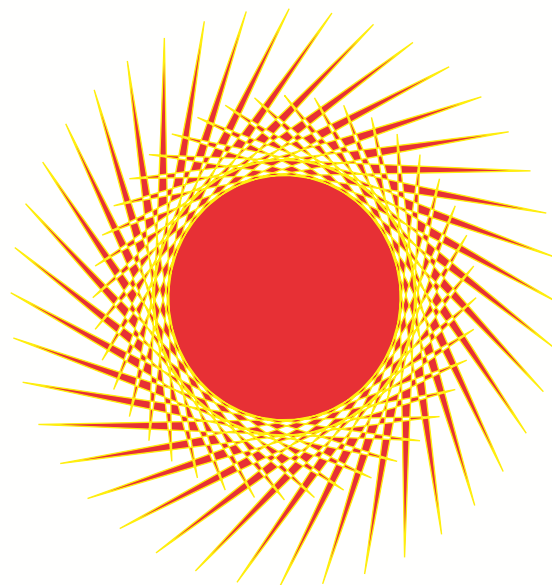
2	..........
4	..........
6	..........





7. Count the pictures and write the number in words against them:

	<p>.....</p>
	<p>.....</p>
	<p>.....</p>





1

Swami Vivekanand

Parliament of World's Religions

Swami Vivekanand on the Platform of the Parliament of Religions

Swami Vivekanand was a great saint of India. He represented India in The Parliament of Religions.



It was held in America on 11 September 1893. He addressed the audience by saying, "Sisters and brothers of America!" All the people clapped for a long time on this. This address has a basic value of great Indian culture. This value is, 'वसुधैव कुटुम्बकम्' It means, "The whole world is our family."





'उत्तिष्ठत जाग्रत प्राप्य वरान्निबोधत'
'उठो! जागो! रुको नहीं,
'जब तक कि लक्ष्य की प्राप्ति न हो जाए।'

'Arise! Awake! Stop not until the goal is reached'

भारत जागो! विश्व जगाओ!!





Glossary :

saint	:	संत
religion	:	धर्म
parliament	:	संसद / सभा
audience	:	श्रोता
address	:	सम्बोधन करना
culture	:	संस्कृति
world	:	संसार

Activity: I

Tick Mark (✓) 'True' or 'False' :

1. Swami Vivekanand was a great saint of India.
2. The Parliament of Religions was held in America.
3. 'वसुधैव कुटुम्बकम्' means, 'The whole world is our family.'

True/False

True/False

True/False





Activity: II

One and more than one

- sister - sisters
- brother - brothers

The word **sister** shows one sister.

The word **sisters** shows more than one sister.

The word **brother** shows one brother.

The word **brothers** shows more than one brother.

Change the following words

One	More than one
tiger
lion
boy
girl
cow
book

One	More than one
song
bag
scooter
door
car
ball





Activity: III

Talk in small groups about the saints of your area.

What do they say to people ?

Let's speak: Vowel 'a'

-at



bat



cat



hat



mat



rat

-an



fan



man



pan



ran



van





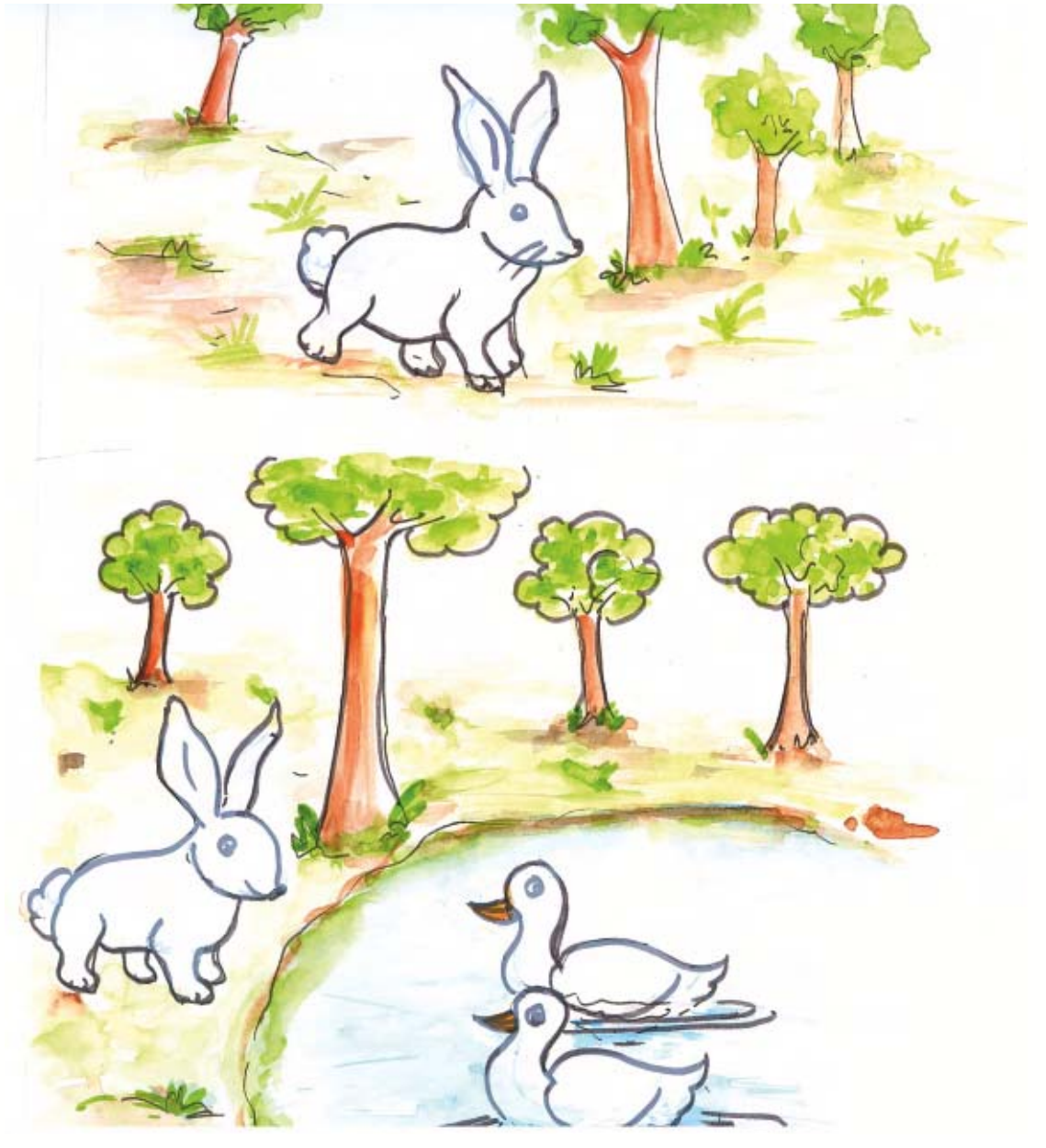
2



A Rabbit and Two Ducks



Once upon a time, there was a jungle. A rabbit lived in it. He had no friend. He wandered here and there alone.





There was a pond also. Two ducks lived in it. They became the friend of the rabbit.

One day, the rabbit wanted to roam in the pond like the ducks. But he could not swim. He told his wish to the ducks. They promised to help him.



They became closer to each other. He sat on their back. They moved around the pond. The rabbit enjoyed the ride very much.



15





Glossary :

wander	:	भटकना
alone	:	अकेला
ducks	:	बत्तख
roam	:	घूमना
wish	:	इच्छा
promise	:	वादा करना
ride (n)	:	सवारी





Activity: I

1. Complete the following.

- (a) Two lived in the pond.
- (b) There was a also.
- (c) The ducks becameof the rabbit.
- (d) The enjoyed thevery much.

2. Read the following sentences and discuss the underlined words with your friend.

- (a) I cannot swim.
- (b) We can help you.
- (c) We cannot teach you swimming.

Here in the above sentences the word 'can' shows present capacity of doing something. The word 'cannot' shows the absence of some capacity.



17





Complete the following sentences using 'can' or 'cannot'.

- (a) A duck swim but a rabbit swim.
- (b) A dog fly but a bird fly.
- (c) An elephant run fast but a horse run fast.
- (d) A parrot see in the day but an owl see.

3. We have read about the word 'pond'. Here are some more sources of water. Circle the sources of water found in your locality and write their names in the given blank space.



handpump



well



tap





dam



canal



johad

- (a) We get water from
- (b) We get water from
- (c) We get
- (d) We

Activity: II



Look at the above picture. Develop a story in small groups.





Activity: III

1. Enact the story in small groups.
2. List these animals in appropriate columns.

lion	dog	fox	horse	rabbit
bear	goat	cow	sheep	deer

Domestic Animals

Wild Animals





Let's speak: Vowel 'a'

-ap cap clap

lap tap

map

-ad bad dad

had lad

sad

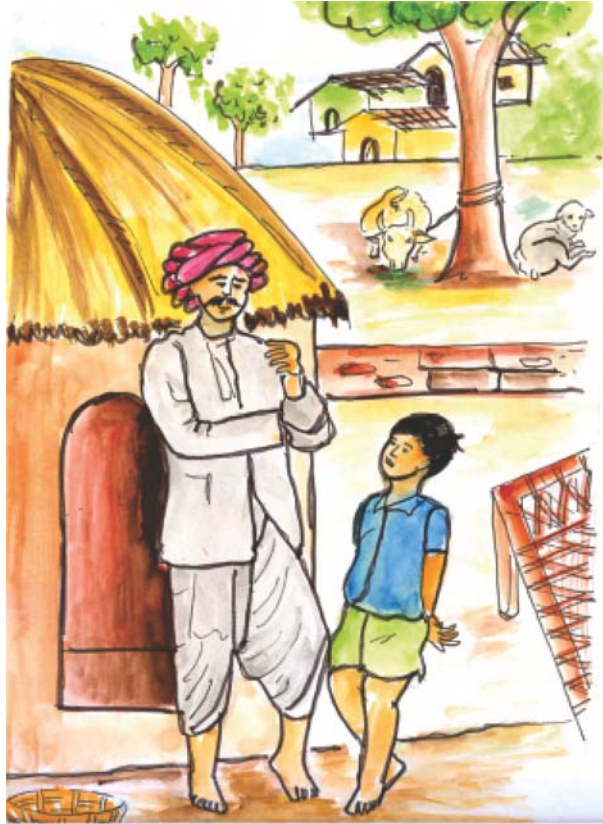




Value of Time

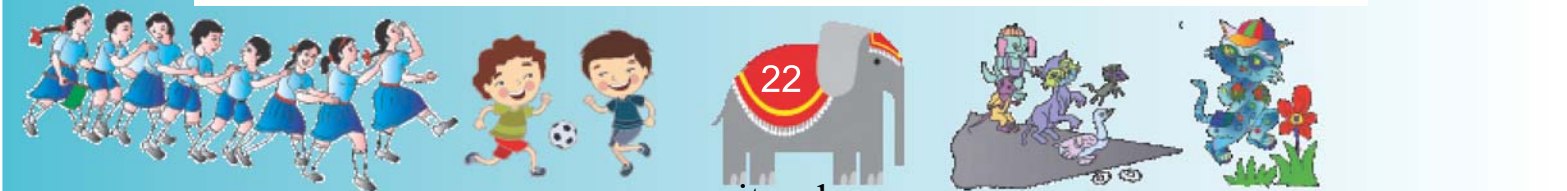


Satish was a lazy boy. He always used to postpone things.



One day his father called him and told about the value of time.” Satish promised his father,” I would never postpone things.”

One day he came to know that he had won first prize in an essay writing competition. It was held in the last month. He was asked to collect the prize the same day. But he did not care. He went to collect the prize the next day. But the prize became useless for him.





As it was a ticket of a circus show which was held the previous day.

Now Satish learnt the value of time.

Glossary :

lazy	:	आलसी
value	:	मूल्य / कीमत
postpone	:	किसी काम को आगे सरका देना / आगे स्थगित कर देना
competition	:	प्रतियोगिता

Activity: I

1. 1. Tick mark (✓) the right answer:

1.1 Satish came to know the value time from his:

(a) mother (b) teacher (c) father

1.2 Satish worked

(a) on time (b) late (c) never





1.3 Why did Satish miss the circus show?

- (a) He was informed late.
- (b) He did not collect the ticket.
- (c) He collected the ticket late.

1. Who said these sentences :

(a) You should always do things on time.
.....

(b) I would never postpone things.
.....

Activity: II

Listen these words attentively and speak after the teacher.

- | | | | |
|------|---------|-------|--------|
| boy | : toy | prize | : rise |
| lazy | : crazy | day | : say |
| last | : fast | but | : cut |
| care | : fare | went | : sent |





Activity: III

Read these sentences with the help of the teacher and discuss the underlined words in them.

- (a) Satish was a lazy boy.
(b) Satish is a lazy boy.
- (a) It was a ticket of a circus show.
(b) It is a ticket of a circus show.

Activity: IV

Let's Read

Read and enjoy this poem:

Sixty seconds in a minute;
How much good can I do in it?
Sixty minutes in an hour;
All the good that's in my power.
Twenty hours and four a day;
Time to work and sleep and play.





Fill in the blanks the time of the activities you do everyday.

Your Name :

Activity		Time (a.m./p.m.)
Get up		
Get ready for school		
Go to school		
Have lunch		





Come back home		
Sit for study		
Go to play		
Enjoy dinner		
Go to bed		



HINT FOR TEACHER : Teacher! Please discuss the concept of a.m./p.m. briefly with the students. (शिक्षक छात्रों से a.m./p.m. के विषय में संक्षिप्त चर्चा करें। इस के बारे में उन्हें जानकारी दें।)





Activity: V

Write 'Yes' for that you buy a ticket and 'No' for that you do not buy a ticket.



in a bus (yes)

in a cinema hall ()



in a hospital ()

in a hotel ()

in a house ()

in a park ()



in a school ()

in a shop ()

in a temple ()

in a train ()



in a zoo ()

Activity: VI

Project

Collect different kinds of tickets (bus, train, park, cinema, parking, zoo, postal stamps, etc.) and paste them on a chart.





Let's speak : Vowel 'a'

-ag bag

rag

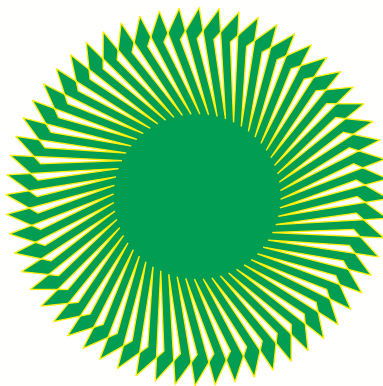
tag

wag

-ack back

black

pack



29





Good Personal Habits



Teacher : Good morning, children.

Students : Good morning, teacher.



Teacher : What is there in your hand, Pushpa ?

Pushpa : Teacher, it is a pamphlet. A nurse gave it to me today.



Teacher : Show it to me.

(Pushpa hands it over to the teacher. She starts reading it.)



Mohan : Madam, what is it ?

Teacher : Children, look! It tells us about good habits we have to follow daily.



Children : Please, tell us what they are.

Teacher : OK.





<< Good personal habits include >>

1. Washing hands with soap before eating and after going to the toilet.	It helps stop the spread of germs.
2. Cleaning the teeth at least twice a day.	It helps keep gums and teeth healthy.
3. Having a proper bath every day.	It helps keep us free from germs causing diseases.
4. Cutting nails regularly.	It helps keep away dirt under them.
5. Covering the nose and mouth when sneezing.	It helps stop the spread of germs.



Glossary :

pamphlet : पेम्फलेट, संक्षिप्त सूचना पत्र

spread : फैलना / फैलाना

germ : कीटाणु

gums : मसूड़े

dirt : धूल-मिट्टी

sneezing : छींकना





Activity: I

1. Circle the pictures which show good habits.



2. Answer the following questions:

(a) Do you cover your nose and mouth while sneezing?

Yes/No.

(b) Who gave Pushpa the pamphlet?

.....

(c) When should we wash hands?

.....

(d) Where do you take bath ?

.....





3. Match column A with B.

A

B

a)



b)



c)



d)





Activity: II

Look at the pictures. Choose and fill in the words or phrases from the box to complete the sentences.

comb hair

cut nails

have a bath

cover nose and mouth

clean our teeth



We use it to



Raghav uses it to



I use it to



Pawan uses it to



Chhotu uses it to





Activity: III

Let's sing and enjoy :

Brush, brush, brush,
Brush your teeth.
Do it everyday.
Do it everyday.

Cut , cut, cut,
Cut your nails.
Do it every Sunday.
Do it every Sunday.

Wash, wash, wash,
Wash your hands.
Do it after toilet.
Do it before you eat.





Activity: IV

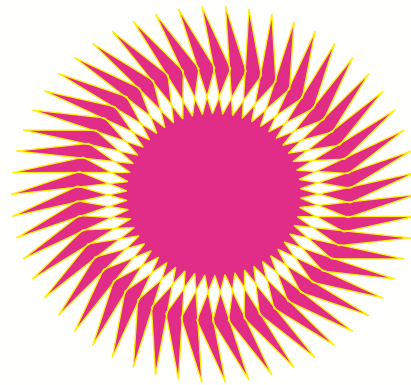
Pair work :

The teacher should instruct monitors to check other students' nails, teeth, hair, etc.

Let's speak : Vowel 'e'

-ed bed fed led red

-en den hen men pen





5

Me and My Family

Hello!

I am Jamuna.

I am six years old.

I study in class two.

I live in the village Rampura.



He is Sohan.
He is my brother.
He is in class one.
He plays with a ball.



37





He is my father.

His name is Shri Rakesh.

He is a *patwari*.

He plays with me and Sohan.



She is my mother.

Her name is Shrimati Geeta.

She is a teacher.

She tells us stories.

He is my grandfather.

His name is Shri Deva.

He is very loving.

He takes care of us.



She is my grandmother.

Her name is Shrimati Durga.

She is also loving.

She takes us to temple.



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Activity: I

1. Answer the following questions:

(a) Who is introducing?
.....

(b) Who are brother and sister?
.....

(c) Who lives in Rampura?
.....

Activity: II

You have heard many stories. Who tells you them? Tell your favourite story to your friends.

Activity: III

Fill in the missing letters.

(a) cl _ s s

(b) broth _ r

(c) fam _ ly

(d) m _ ther

(e) te _ ple

(f) ca _ e

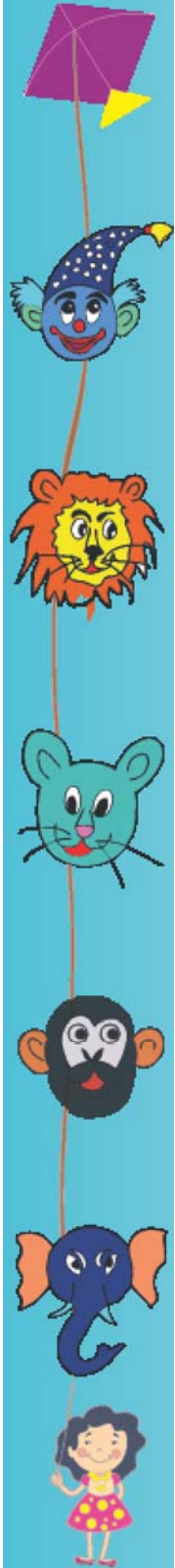




Activity: IV

Read and discuss the underlined words in the sentences:

- (a) Sohan is my brother.
He is in class one.
- (b) Rakesh is my father.
He is a *patwari*.
- (c) Deva is my grandfather.
He is very old.
- (d) Geeta is my mother.
She is a teacher.
- (e) Durga is my grandmother.
She takes us to temple.





Activity: V

Let's write

1. Write about yourself:

My name is	(name)
I am years old.	(age)
I live in	(place)
I like to eat	(fruits)
I like to play	(games)
My father's name is	(name)
My mother's name is	(name)
My brother's name is	(name)
My sister's name is	(name)
My friend's name is	(name)
My friend lives in	(place)





2. Fill in the following form:

Me

Name : (in capital letters)

.....

First

Middle

Last

Mother's Name :

Father's Name :

Class :

Mobile phone/Phone number :

House Number: Street:

Town / Village:

District:

State :

Country :

Number of Brothers:

Number of Sisters:

My Favourite Colour:

My Favourite Fruit:

My Favourite Animal:





Activity: IV

Project:

Collect the photographs of the members of your family. Paste them on a sheet and label them.

Let's speak : Vowel 'e'

-et bet get

pet let

net

-ell sell bell

well tell

fell





6 Our Lovely Rajasthan

- Look at this magazine with ideas for joyful holidays for families. Which of these holidays looks the most interesting? Say why?
- Which of the places would you like to visit?

Family holidays can be fun !

Where would you like to go the next holidays?

Camel Festival, Bikaner

Bikaner Camel Festival is held every year in Bikaner, Rajasthan.



People from all over the world come to India to attend the Bikaner Camel Festival, where camel owners flock to show off their camels.





Desert Festival, Jaisalmer



It is a colourful festival. It is known for cultural events, camel races, turban tying competitions and the man with the best moustache contests, etc.



Elephant Festival, Jaipur

It is celebrated every year on the occasion of 'Holi', the festival of colours. Rows of elephants do a catwalk, they



move with style, run races, play polo, and finally participate in Holi. They enjoy dancing and playing. People enjoy elephant ride in the ground.



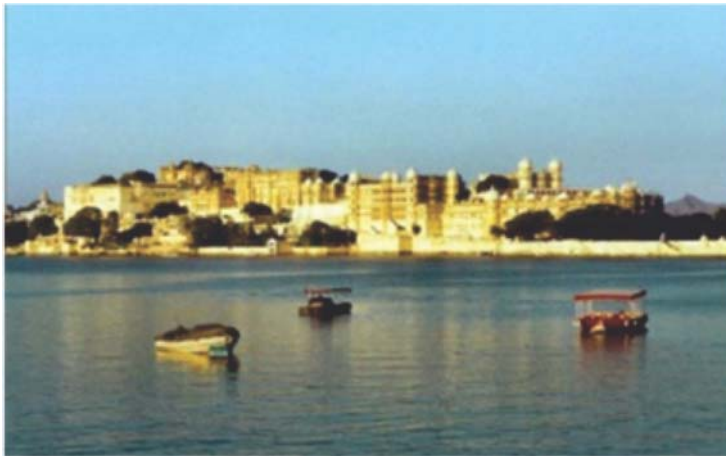
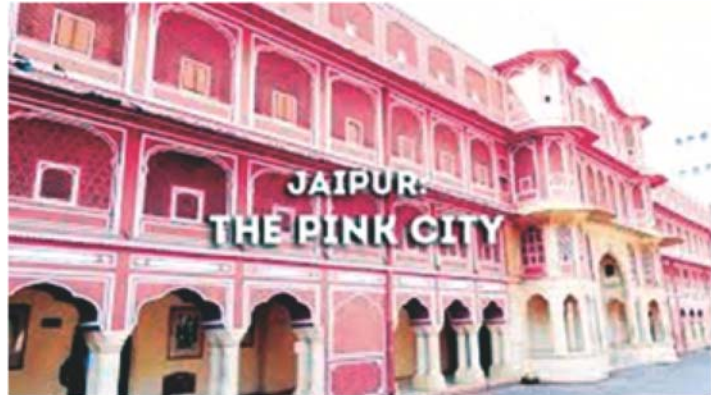


Names of some cities with their nicknames

Jaipur

**The Pink City
of India**

Pink colour of the
buildings



Udaipur

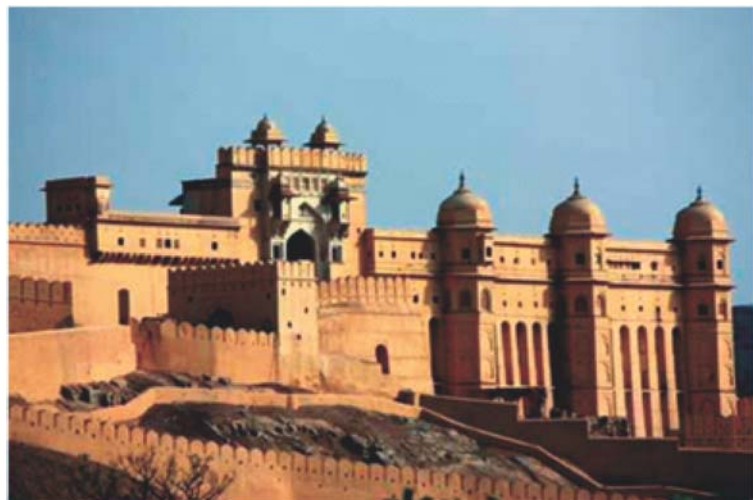
**The City of
Lakes**

Many lakes in
the city.

Jodhpur

**The Sun City of
Rajasthan**

A bright sunny
weather all the
year round.





Chittorgarh

The Pride of Rajasthan

The Tower of Victory or
Vijay Stambh



Jaisalmer

The Golden City of Rajasthan

Its golden view during the day



Glossary :

lake	:	झील
weather	:	मौसम
pride	:	गर्व / अभिमान
island	:	द्वीप या टापू





Activity: I

Let's imagine

Udaipur is known as 'The City of Lakes' because it has many lakes. Match the following features with the imaginative names of cities.

Imaginations

Name of the city

Full of toys

The Tomato City

Full of flowers

The Balloon City

Full of balloons

The Butterfly City

Full of tomatoes

The Toy City

Full of butterflies

The Flower City





Activity: II

Read the following:

Jaipur, Udaipur, Jodhpur, Rajasthan, India.

These are the names of some particular places. The first letter of such words is always written as a capital letter. Here are the names of some other places. Rewrite them with capital letters in the beginning.

bikaner	Bikaner
dungarpur	
bhilwara	
kota	
bharatpur	
ganganagar	
punjab	
nepal	





When we write the name of a particular person, the first letter is written in the capital letter. Complete the table now.

dinesh	Dinesh
alka	
bherulal	
jaswinder	
chirag	

Activity: III

Have you ever visited the places mentioned in the text above? If yes then talk about your visit in the class.

Activity: IV

Look at the pictures given below. Read the names of places. Ask your teacher, the members of your family and friends to know the names of the city and district where these places are situated. Mention these in the table given below.





Famous places of Rajasthan



Jantar Mantar



Mandore Garden



Pushkar Lake



Hawa Mahal



Vijay Stambh

Junagarh Fort





Place	City	District
Hawa Mahal		
Junagarh Fort		
Mandore Garden		
Pushkar Lake		
Vijay Stambh		
Jantar Mantar		

Let's speak : Vowel 'e'

-eg keg beg peg leg egg

-est rest nest best test





7

My Dear Little Dog

My dear little dog,
Is my best friend.



When I come from school,
He meets me at the gate.
He sniffs me, licks me and wags his tail,
And runs around me again and again.
When I pat him, he jumps up and down,
Just to tell me he missed me all day round.





Glossary :

- sniff : सूँघना
 lick : चाटना
 wag : हिलाना
 pat : थपथपाना

Activity: I

Fill in the blanks with the words that the dog does when the boy comes from the school.

- (a) He me at the gate.
 (b) He.....me,me and his tail,
 (c) And around me again and again.
 (d) When I pat him, he.....up and down,

Activity: II

Circle the names of the animal that are kept as pet.

cat	buffalo	peacock	goat	crow
tiger	monkey	hen	mouse	sheep









Activity: III

Listen and speak these words.

pat	mat	cat	rat	hat
fan	man	van	ran	pan
cap	clap	map	lap	tap



Activity: IV

Look at the breeds of dogs and fill in the blank spaces.

	
Pomerian	Dachshund
This is a dog.	This is a dog.
	
Bull Dog	Labrador
This is a dog.	This is a dog.





	
German Shepherd	Doberman
This is a dog.	This is a dog.

Activity: V

Read the given pyramid of words.

a dog
 a black dog
 a black pet dog
 a black fat pet dog
 a black fat lazy pet dog
 a black fat lazy little dog
 a black fat lazy little spotty dog

Activity: VI

Read the underlined words in the following lines.

They refer to talk about the same person but in a different way.





My dear little dog,
When I come from school,
He meets me at the gate.

Let's speak: Vowel 'i'

-ig pig wig

fig dig

big

-it kit bit

pit sit

hit





My Friends

I have many friends.



Some friends are big.

Some friends are very small.

Some friends walk on land.

Some friends fly in the sky.

Some friends swim in water.

Some friends wriggle.

Some eat grass.





Some eat fruits and vegetables.
Some eat other animals.

Oh! The books are also my friends. I get knowledge from them.

But who is my best friend ?

Glossary :

- swim : तैरना
wriggle : रेंगना / टेढ़े मेढ़े घूमना
grass : घास

Activity: I

Read the names of the animals given in the box.
Fill them in the appropriate box.

fish	pigeon	goat	duck	buffalo	parrot
crow	lizard	eagle	camel	turtle	crab
crocodile	elephant	sparrow			





Animals live on land.

.....

.....

.....

.....

.....

Animals that fly.

.....

.....

.....

.....

.....

Animals that live in water.

.....

.....

.....

.....

.....

Activity: II

Write these words in small letters.

CAMEL	.....	TURTLE	.....
SNAKE	.....	FISH	.....
GOAT	.....	PIGEON	.....
FISH	.....	LIZARD	.....





Activity: III

Write names of the animals

(a) which eat grass.

1..... 2.....

3.....

(b) which eat fruits and vegetables

1 2

3

(c) which eat other animals.

1 2

3



Activity: IV

There is a line in the text-

Some friends wriggle.

Discuss the name and nature of the animals that wriggle.

Circle the pictures of the animals that wriggle.



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Activity: V

Enjoy this poem:

Let's move in different ways and see who has the most fun

How creatures move

The lion walks on padded paws,
The squirrel leaps from limb to limb,
While flies can crawl straight up a wall,
And seals can dive and swim.
The worm he wriggles all around,
The monkey swings by his tail,
And birds may hop upon the ground,
Or spread their wings and sail.
But boys and girls,
Have much more fun,
They leap and dance,
And walk and run.





Activity: VI

Project :

Collect the pictures of different kinds of living beings around your locality that live on land, fly in the sky, live in water.

Let's speak: Vowel 'i'

-id did kid

lid rid

hid

-in chin tin

pin bin

fin



63



9

Picnic

There were five friends - a monkey, a mouse, a rabbit, a squirrel and a bear.



One day, they all went on a picnic. They played many games like 'Hide and Seek', 'Kabbaddi', 'Chor-Sipahi', etc. They played till noon.

The monkey said, "Let's eat. Please bring something."





Everyone went out and brought something to eat.

The rabbit brought some carrots.
The bear brought some cabbages.
The squirrel brought some tomatoes.

The mouse brought a radish.



They washed these vegetables. They cut these into pieces and mixed them. They sat together to eat. The bear said, "Wow! It is delicious. What is it?"



The mouse replied, "It is *chaat*."

The rabbit described it as '*panchranga*.'

The squirrel said, "Mixed vegetables."

"It is salad." finally the monkey gave it a name.

"It is salad." finally the monkey gave it a name.
"Eat it and be strong." "सलाद खाओ, बल बढ़ाओ" He said.
The mouse declared, "I will have it daily. I want to be a lion one day."

They all began to laugh. Ha.....Ha.....Ha.





Glossary :

squirrel	:	गिलहरी
'Hide and Seek'	:	आँख मिचौली का खेल
noon	:	दोपहर
delicious	:	स्वादिष्ट

'Hide and Seek' is a game in which one player covers his/her eyes while the other players hide and then he/she tries to find them.

Activity: I

(a) Answer these questions based on the story:

1. Name the five friends.

.....

2. Name the games they played.

.....

(b) Complete the following.

1. The rabbit brought

.....

2. The bear carried

.....

3.by the squirrel.

4. gave a





(a) Tick Mark (✓) Under 'True' or 'False' for the following statements-

Statements	True	False
1. There were five enemies.		
2. The dish was tasty.		
3. The animals played 'Kho-Kho'.		
4. All the animals enjoyed the picnic.		
5. The animals played games till evening.		



Activity: II

(a) The mouse declared, "I will have it daily. I want to be a lion one day."

Discuss in groups why the mouse wanted to be a lion.

(b) Let's play a game: 'Jump in - Jump out.'

As you know, on the picnic all the animals played different kinds of games. Now we would play a game. Its name is '**Jump in - Jump out.**'

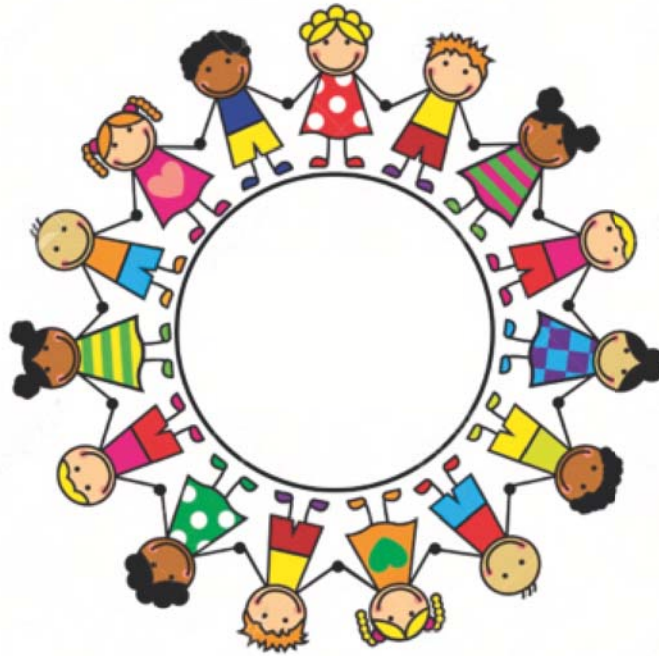
How to play:

- Draw a circle on the ground.
- Stand around it.
- Put hands on your waist.





- When the instructor says 'in' all the players jump into the circle.
- When the instructor says 'out' all the players jump outside the circle without twisting.
- Those who fail to follow will be out of the game.



Activity: III

Read the following words that have come in the text.

friend	:	friends
carrot	:	carrots
rabbit	:	rabbits
vegetable	:	vegetables
game	:	games





These are some examples of singular (one) and plural (two or many) nouns. We can change many singular nouns into plural ones by adding letter 's' after the singular nouns.

Change the following singular nouns into plural ones.

singular	:	plural
pencil	:
bag	:
table	:
mobile	:
cycle	:
book	:
dog	:
cat	:
chair	:
bulb	:

Notice the addition of letters 'es' in the following examples.

tomato : tomatoes
 bus : buses





box : boxes
 bench : benches
 buzz : buzzes

Activity: IV

Draw a picture of a picnic and colour it.



Let's speak: Vowel ' i '

-ip lip zip clip sip tip

-ill bill hill mill pill fill





10

A Cloud in the Sky



“Look there are clouds in the sky.” Bholu said.



“Start raining O cloud! I want to enjoy rain.” said Nirmala.

“O cloud! I want to make a paper boat and float it on water.” said Raju.

Peacock Raja said, “I want to dance. My dance is famous.”

Fish Rani said, “I need more water in my pond.”

Ramesh said, “I am a farmer. I want to sow seeds.”





The cloud smiled. It started raining. Water filled the ditches and the ponds.

Hurray! *Chhap-chhap!* Nirmala is playing in the rain.



Bholu is swimming in the pond.

Ramesh is sowing seeds.

Peacock Raja is dancing.

Fish Rani is very happy.

Raju is floating a paper boat.

All are very happy.

“Thank you cloud,” All said.

The cloud smiled and went away.





Glossary :

cloud	:	बादल
float	:	निर्जीव वस्तुओं का सतह पर तैरना,
pond	:	तालाब
seed	:	बीज
ditches	:	गढ़ड़े
sow	:	बीज बोना

Activity: I

Look at the table given below. The table shows 'Who wants what?' Tick mark the correct actions. One has been done for you.

Activity →	wants to sow seeds.	wants to dance.	wants to float paper boat.	wants to fill the pond.	wants to enjoy rain.	wants to swim in the pond.
Doer ↓						
Peacock		✓				
Bholu						
Ramesh						
Fish						
Raju						
Nirmala						





Activity: II

Look at these words. Notice the changes.

rain	:	raining
dance	:	dancing
swim	:	swimming
play	:	playing
float	:	floating

These words are verbs. The addition of-ing is used to show continuity of an action.

Try to rewrite the following verbs adding 'ing' at the end.

go	:	.....
come	:	.....
drink	:	.....
eat	:	.....
jump	:	.....
throw	:	.....
write	:	.....
read	:	.....
sit	:	.....
brush	:	.....











Activity: III

Let's enrich our word store

Here are some action verbs. Listen the word, look at the pictures and do the actions.

			
Jump	run	dance	clap
			
Laugh	eat	bathe	sleep

Mime game:

गुरुजन इन शब्दों को इसी क्रम में साफ व तेज आवाज में बोलें। साथ में अभिनय भी करें। बच्चों को चुप रहकर ध्यान से सुनने व अभिनय की नकल करने के लिए प्रेरित करें। जब बच्चे सीख जाएँ तो आप अभिनय नहीं करें। शब्दों को क्रम में बदलकर बोलें। बाद में बच्चे जोड़े में खेल की तरह खेलें।

Activity: IV

Sing and enjoy

Rain, rain, come today,
Come and chase the heat away,
Come and cool the dust and sand,
Come and cool the hot dry land.

Let's play a language game





'Mitthu Says'

Make the students sit in a circle. Choose one of them as the leader and call him/her 'Mitthu' (or you can give any other name).



The leader orders all kinds of funny things to be done by everyone (e.g. jump, dance, make faces, and show tongue). However, the order must be

followed only when they are preceded by the phrase 'Mitthu says'. If the phrase is missing, then the students should not follow 'Mitthu's orders'. If someone follows any order that does not begin with the phrase "Mitthu says", he/she is out of the game. In the beginning, the teacher can be the leader and gradually encourage the students to play on their own.



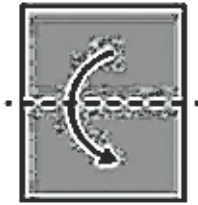


Activity: V

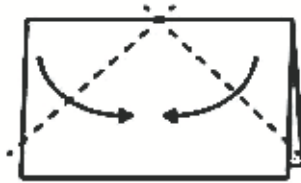
Project Work

Raju floated a paper boat. Bholu swam in the pond. Nirmala played in the rain. They all enjoyed the rain. How do you enjoy when it rains? Share with your teacher and friends.

Project: Let's make a paper boat.



1. Fold paper (A4 or letter size) in half



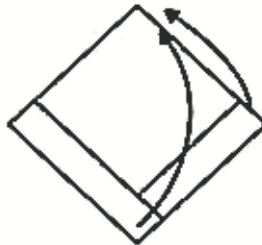
2. Fold corner in



3. Fold along bottom on both sides



4. Lift the needle and push sides together



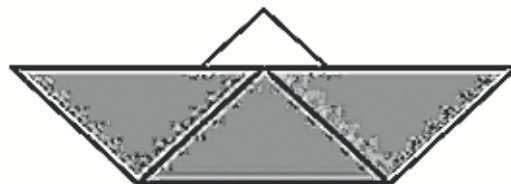
5. Fold bottom points up



6. Lift the needle and push sides together



7. Pull apart the sides and shape into a boat



8. a boat





Let's speak: Vowel 'O'

-op top hop

pop mop

stop

-ot hot pot

got cot

dot



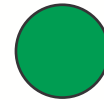
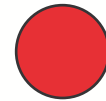


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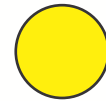
Colours Around Us

Colours all round, everywhere you go,
 Colours way up high, colours way down low.
 Colours all round for all to see,
 Make this world a brighter place for you and for me.

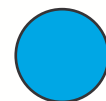
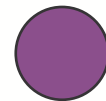
Look for red and shake your head,
 On an apple the colour is red.
 Now look for green and pat your knees,
 On a leaf the colour is green.



Look for yellow and shake like Hello!
 On a banana, the colour is yellow.
 Now, look for brown, hop up and down,
 A farmer's soil, the colour is brown.



Look for the purple, turn in a circle,
 On a brinjal, the colour is purple.
 Look for blue, tap with your shoe,
 In the sunny sky, the colour is blue.



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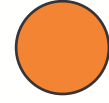




Look for black, jump right back,
In your hair, the colour is black.



Look for orange, twist all over,
On a pumpkin the colour is orange.



Glossary :

brighter : अधिक चमकीला

shake : हिलना / हिलाना

hop : कूदना

soil : मिट्टी

tap : हल्की आवाज के साथ पदचाप

twist : गोल-गोल घूमना





Activity: I

1. Tick in the right box.

	red	blue	green	brown	purple	black
sky						
soil						
leaf						
hair						
apple						
brinjal						

2. Match the column.

Look for **red**,

Look for **green**,

Look for **yellow**,

Look for **blue**,

Look for the **purple**,

Look for **brown**,

turn in a circle.

hop up and down.

shake your head.

pat your knees.

shake like Hello!

tap with your shoe.



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3. You have learnt so many names of colours. Now read the poem again. Discuss in the groups and find out what colours are still missing.

Activity: II

In this poem we notice that 'white' colour has not been mentioned. Read the words given in the box and identify them that are white. Write the white objects in the space given.

teeth tyre radish milk curd leaf egg
snake chalk lizard paper tubelight

.....
.....





Activity: III

Read the following sentences of the poem. Notice the starting and the end of every sentence.

- (a) On an apple the colour is red.
- (b) On a leaf the colour is green.
- © On a pumpkin the colour is orange.

In the sentences above, every sentence begins with a capital letter and it ends with a full stop (.). The initial letter of someone or something always begins with the capital letter. 'I' comes in capital form.

Now rewrite the given sentences properly.

- (a) this is my school
.....
- (b) my name is Muskan
.....
- (c) i study in class II
.....
- (d) my teacher teaches me English
.....





Activity: IV

1. Let's know the names of some colours

Write names of colours on these balloons



.....

.....





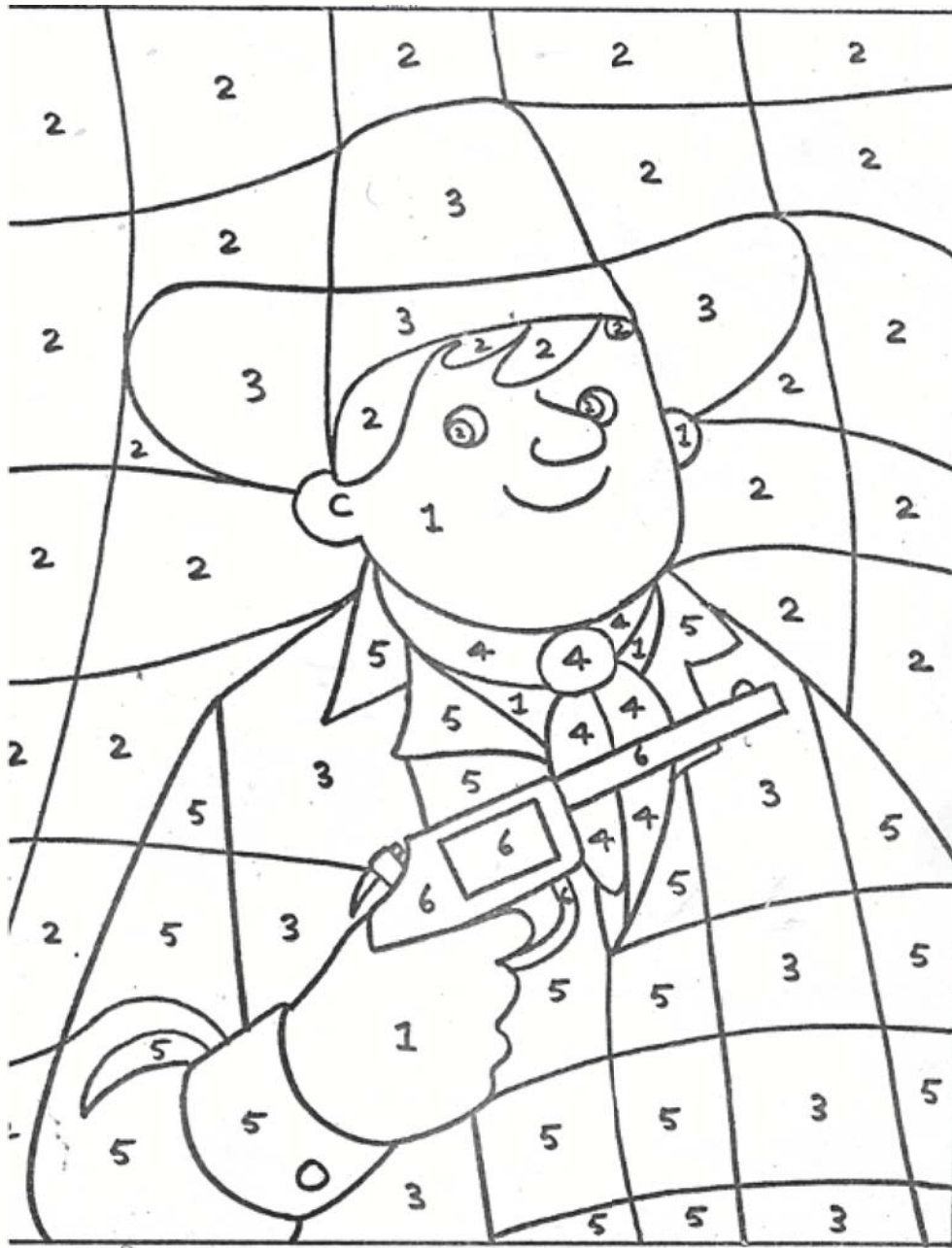
2. Colour by numbers.

1. Red

2. Green

3. Yellow

4. Orange





3. Let's enjoy :

The Colour Song







Red, red, red touch your head.
 Blue, blue, blue, tie your shoe.
 Brown, brown, brown, touch the ground.
 White, white, white, take a bite,
 Black, black, black, touch your back,
 Purple, purple, purple, draw a circle.
 Pink, pink, pink, smile and wink.

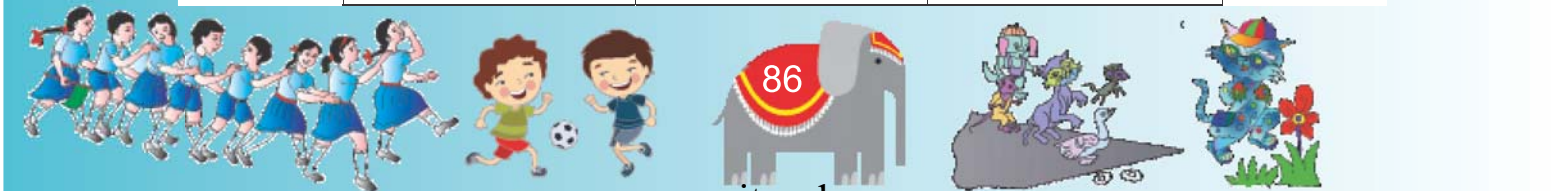
Activity: V

Let's solve it : Questions 1-5

Which picture (A-F) says this (1-5)

For questions 1-5, mark the correct letter A-F on the answer sheet.

		
A	B	C
		
D	E	F





1. **Blue** wings
and **blue** beak

Answer 1

2. **Red** body and
blue wings

Answer 2

3. **Yellow** wings
and **yellow**
head.

Answer 3

4. **Green** wings
and **green**
beak

Answer 4

5. **Yellow** wings
and **yellow**
beak.

Answer 5

A	B	C	D	E	F
A	B	C	D	E	F
A	B	C	D	E	F
A	B	C	D	E	F
A	B	C	D	E	F



Let's speak: Vowel 'O'

-ock lock cock rock clock dock

-og bog fog log dog





12

Phoon.....Phoon.....

Shyam went to his nana's house. It was in a small village called Begus. One evening he took his flute and started playing it.



All the members of the family gathered there. They enjoyed its sweet tune. His cousin Kalu went inside. He returned with a music instrument.

He gave it to Shyam to play on it.



Shyam was surprised to see this instrument. It was a pair of flutes. Shyam could not understand what to do with it.





Now, Kalu took it and started playing on it.

Shyam listened to it with great interest. He asked the name of this instrument. Kalu said, "It is 'Algoja.' It is a folk instrument of Rajasthan."

Shyam said, "Please tell me more about these folk instruments." Kalu told him about other instruments. Shyam enjoyed the discussion.



The next evening Kalu invited his friend Shambhu. He came there with a Pungi. All these friends sat together. Shyam played on the flute. Kalu played on the Algoja. Shambhu played on the Pungi. All were enjoying.





“Snake, snake” a shouting voice came.

All got frightened.

The music stopped. The only sound coming was

“Phoon, phoon”

Kalu's sister Rani came laughing and said, “You cowards.”



“ Oh! It was you.” said Shyam.



“You naughty girl! Today we will teach you a lesson.”
Saying this, they all ran after her.

Ha , ha , ha





Glossary :

music instrument	:	वाद्य यन्त्र
pair	:	जोड़ा
interest	:	रुचि
naughty	:	शरारती / नटखट

Activity: I

1. Here are some pairs of statements. Tick right (✓) for the correct statements and put cross (X) for the wrong ones. One has been done for you.

<input type="checkbox"/> a. Begus was a small village.	<input checked="" type="checkbox"/>	Begus was a small town.	<input type="checkbox"/> X
<input type="checkbox"/> b. Shyam played on the 'pungi.'	<input type="checkbox"/>	Shyam played on the flute.	<input type="checkbox"/>
<input type="checkbox"/> c. No snake came there.	<input type="checkbox"/>	A real snake came there.	<input type="checkbox"/>
<input type="checkbox"/> d. Pungi is a folk instrument.	<input type="checkbox"/>	Pungi is a western instrument.	<input type="checkbox"/>





e. Shyam did not like the music played by Kalu on Algoja.

Shyam liked the music played by Kalu on Algoja.

f. Algoja is a pair of flutes.

Algoja has two pairs of flute.

g. Rani was sad.

Rani was happy.

2. Answer the following questions:

- (a) Who said, "You cowards"?
- (b) Why did the music stop and only "phoo phoo" remained?

Activity: II

1. Read and discuss the underlined words below.

small village

sweet tune

music instrument

folk instrument

great interest

naughty girl

These are describing words. These add some meaning to the words (noun) which follow them. These are called Adjectives.





2. Do this activity in small groups. Read, discuss and fill in the blanks.

Musical instruments of Rajasthan



Flute

A 'flute' is a traditional instrument. It is made of bamboo. It has six holes. Beautiful tunes are played on it.



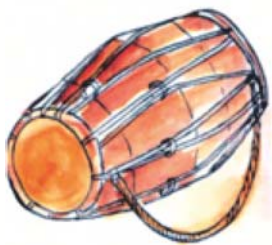
Algoja

An 'Algoja' is a combination of two flutes.



Pungi

A 'Pungi' instrument has a magical effect. It is made from a dry bottle-gourd and consists of two bamboo tubes known as jivala. It is used for playing a melody.



Dholak

A 'Dholak' is a two-sided drum like structure made of wood with skin of animals, covering the hollow structure. It adds rhythm to the music.



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Dhol

It is a two faced drum. It is played with two sticks. It is used for any celebration in Rajasthan.



Nagara

A 'Nagara' is a conical drum played with the 'Surnai' and 'Nafeeri' (the two sticks). It is played in the folk dramas to give rhythm.



Ravanhattha

It has string with *ghunghroos* tied to the rod which rubs over the string giving captivating taal (*rhythm*) to the song being played.



Sarangi

This instrument has two main strings and a variable number of supporting strings, with a belly of half a coconut shell and a body of bamboo.



Morchang

The twang of the 'Morchang' adds beauty to the songs of Jaisalmer and Barmer area of Rajasthan.





Points for discussion:

1. Air is blown to play instruments like-

a.

b.

c.

2. Some instruments have strings like-

a.

b.

c.

3. Some instruments are beaten to play rhythm like-

a.

b.

c.



Activity: III

Learn with fun

1. Tell this story at home.
2. Enact this story in small groups.





Let's speak : Vowel 'O'

-ox

box

fox

-ng

song

long





13

Sariska Tiger Reserve

The Sariska Tiger Reserve is situated in Alwar district of Rajasthan. The area was declared a sanctuary in 1955. It became a National Park in 1979.



It has hills, valleys, rocks and forests. There are ruins of old pavilions and temples. There are leopards, wild dogs, jungle cats, hyenas, jackals, and tigers.





These feed on species such as sambar, chital, neelgai, chausingha, wild boar and langur. Sariska is also well known for its large population of Rhesus Monkeys.



There are many birds like fowls, woodpeckers, eagles and owls.

The park is open almost the whole year-round, but it is best to visit from October to April. Safaris are provided with jeep.



Glossary :

sanctuary	: अभ्यारण्य
national park	: राष्ट्रीय उद्यान
ruin	: अवशेष
wild boar	: जंगली सूअर
safari	: वन्य पशु दर्शन





Activity: I

Tick Mark (✓) True or False :

1. The Sariska Tiger Reserve is now an Indian National park.
2. There is no temple in Sariska.
3. You can visit Sariska from October to April only.
4. Sariska has been made a National Park for the conservation of lions.
5. Many Rhesus Monkeys are found in Sariska.

True/False
True/False
True/False
True/False
True/False



1. Complete the information about the Sariska National Park.

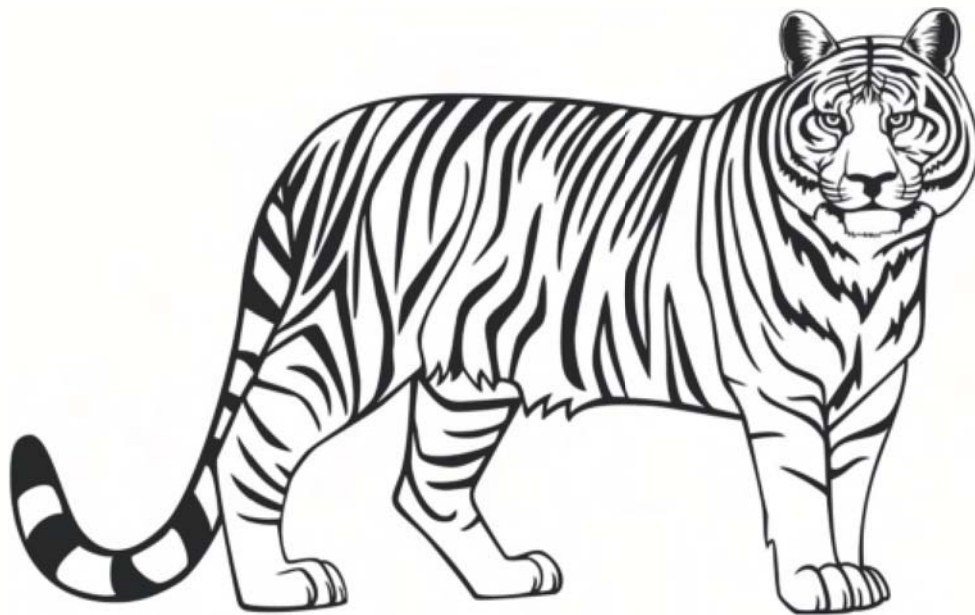
1.	The ruin of	
2.	National Park in	
3.	The animals found	
4.	The birds found	
5.	The animals feed on	
6.	The best visiting time	





Activity: II

Colour the picture



Let's speak: Vowel 'u'

-ut but cut hut nut shut

-ug bug rug jug dug mug





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Trees

Teacher : Good morning, children.

Students : Good morning, teacher.



Dinesh : Teacher, I have seen many plants in the office today.

Teacher : Yes, we will plant them in our school campus.

Kanta : Why teacher ?

Teacher : Trees are very useful for us.

Suresh : How ?





Teacher : Well, trees give many things such as

- fresh air
- shade
- wood
- home to birds and animals
- fruits and flowers
- medicines



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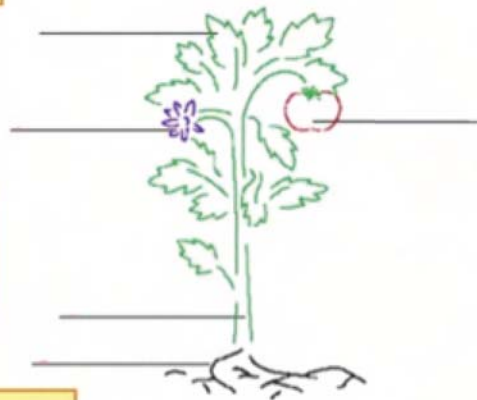
Glossary :

campus	:	परिसर
useful	:	उपयोगी
shade	:	छाया
plants (Noun)	:	पौधे
plant (Verb)	:	पौधे लगाना

Activity: I

1. Read the words given in the box. Now label the parts of a tree using these words correctly.

root, stem, leaf, flower, fruit





Activity: II

1. You have seen these things around a plant. Discuss with your teacher why these things are kept around a plant.



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2. Let's sing :

I AM A TREE

I am a tree,
A tall tall tree.
There are many things that I can see.
I look above,
I look below,
So many things that I can show.
I see the birds flying high in the skies,
Making circles like huge mud pies.
And at nights where do they go ?
On my branches both high and low.



I am a tree,
A tall tall tree.
There are so many things that I can say.
Save the trees, save the earth.
We are the guardians of nature's birth.





Activity: III

Some names of animals are given in the box. Write the names of the animals in the given space.

cat	camel	dog	rabbit
pig	cow	elephant	lion



.....



.....



.....



.....



.....



.....



.....



.....





Activity: IV

Read the following sentences and copy them in the given space.

(a) Trees give fresh air.

.....

(b) Trees give shade.

.....

(c) Trees give wood.

.....

(d) Trees give medicines.

.....

Activity: V

Read these phrases:

lock and key

tomato and carrot

bag and books

shoes and socks





In the above examples the two words are joined with 'and'. This is called the compounding of words. We can join more than two words or sentences also.

Read the given words and complete the pair using the correct words from the box. One has been done for you.

eraser plate father copy teacher ear chalk

- (a) board andchalk.
- (b) pencil and
- (c) cup and.....
- (d) eye and.....
- (e) student andmother and

Activity: VI

Colour the picture.





Let's speak : Vowel 'u'

-um

gum

hum

mum

yum

-up

up

cup

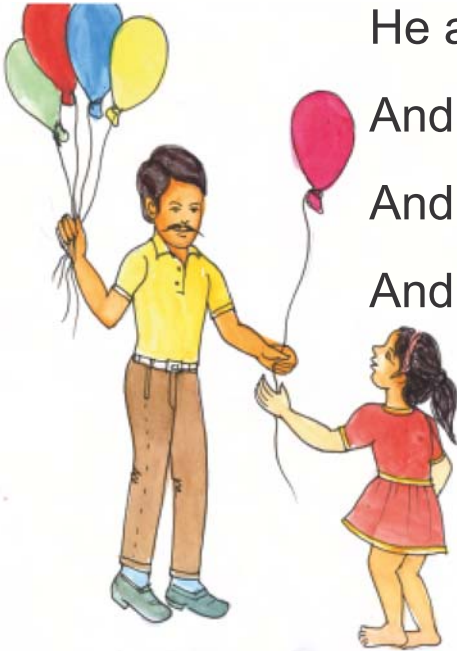
pup





15

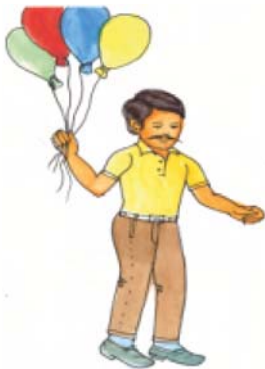
The Balloon Man



He always comes on market days,
And holds balloons - a lovely bunch.
And in the market square he stays,
And never seems to think of lunch.



They are red and purple, blue, and green,
And when it is a sunny day,
Though carts and people get between
You see them shining far away.



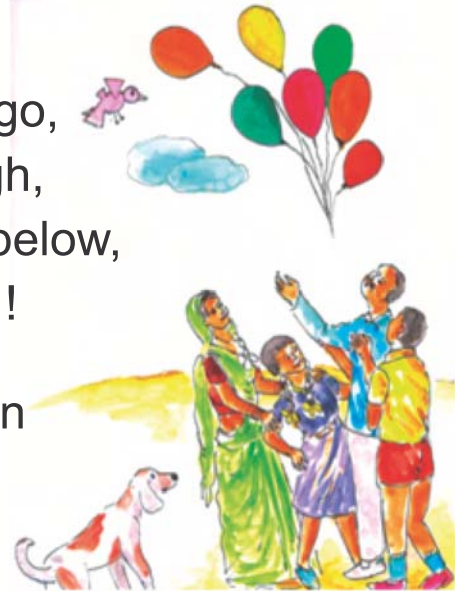
And some are big and some are small
All tied together with a string,
And if there is a wind at all,
They tug and tug like anything.





Some day perhaps he'll let them go,
And we shall see them sailing high,
And stand and watch them from below,
They would look pretty in the sky !

-Rose Fyleman



Glossary :

bunch	: समूह
square	: खुला स्थान
stay	: इन्तजार करना, रुकना
sunny	: चमकीली धूप
string	: धागा
tug	: जोर से खींचना
sailing	: उड़ते हुए / हवा में तैरते हुए
pretty	: सुन्दर





Activity: I

1. Circle the correct answer.

- (a) The balloon man has a bunch of
 (i) bananas (ii) balloons (iii) grapes
- (b) The balloon man stands in
 (i) the market square (ii) the street (iii) shop
- (c) Which colour is not mentioned in the poem ?
 (i) purple (ii) green (iii) orange
- (d) The balloon man never thinks of.
 (i) breakfast (ii) lunch (iii) dinner

2. Arrange the lines of the poem in right order.

Though carts and people get between

They are red and purple, blue, and green

You see them shining far away

And when it is a sunny day





Activity: II

A. Complete the table by filling in the names of things of the given colour. One is done for you.

red	blue	green
tomato		
	jeans	
		grass

B. Add a word to each group with the help of the words given in the box.

jeep blue father papaya eraser

- (a) pencil , scale , sharpener,
- (b) mother , brother, sister ,
- (c) car , bus , scooter ,
- (d) green , red , purple ,
- (e) mango , banana , guava ,





C. Match the opposites.

day	→	low
big		never
high	→	night
always		small

Activity: III

Practise these rhyming pairs of words :

bunch : lunch	days : says
green : clean	red : fed
all : small	high : sky

Activity: IV

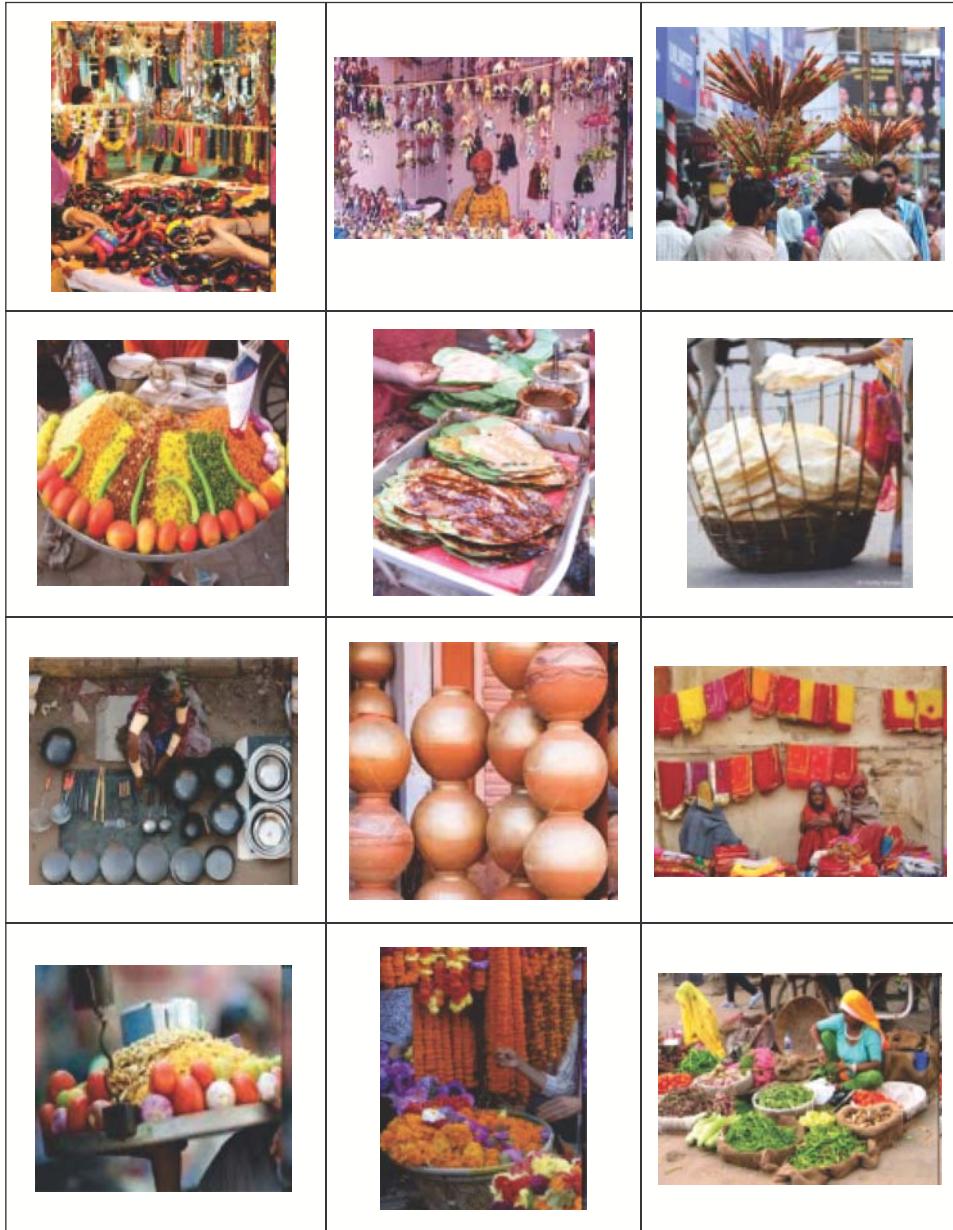
A. Draw the different shapes of the balloons you have seen and colour them.

--	--	--	--





B. We see many street vendors in our everyday life. Look at the pictures given here-





Discuss in groups. What do they sell? How do they sell? How do they call people? Try to enact some street vendors and hawkers. Use their styles and dialogues in their own language. Enjoy it.



.....

.....

.....

.....

Let's speak: Vowel 'u'

-ub tub rub cub

-un run bun sun

fun gun





Let's solve it : 1

A

SAVE AND
EDUCATE
DAUGHTERS!

B

PLEASE!
USE DUSTBIN

C

BETTER LATE
THAN NEVER

D

HUNTING
IS PROHIBITED

E

DO NOT CUT
TREES

F

TEMPLE OPENS
From 7.00 - 10.00 a.m.

G

PUT OFF YOUR
SHOES HERE

H

SCHOOL SPORTS CLUB
NOW OPEN IN THE
EVENINGS!





Questions 1-5

Which notice (A-H) says this (1-5)

For questions 1-5, mark the correct letter A-H on the answer sheet.

Example:

0	Drive slow and be safe.	Answer	0	A	B	C	D	E	F	G	H
						√					



1. You can not kill animals here.

2. You must not get in with shoes on.

3. You can play games here after lessons.

4. Keep this place clean.

5. You should protect trees.

1	A	B	C	D	E	F	G	H
2	A	B	C	D	E	F	G	H
3	A	B	C	D	E	F	G	H
4	A	B	C	D	E	F	G	H
5	A	B	C	D	E	F	G	H





Let's solve it : 2



A

B

C

D



E

F

G

H

Questions 1-5

Which picture (A-H) says this (1-5)

For questions 1-5, mark the correct letter A-H on the answer sheet.

Example:

0	It helps us clean our teeth.	Answer	0	A	B	C	D	E	F	G	H
					✓						

1. It protects our head.

1

A	B	C	D	E	F	G	H

2. It is used in rain.

2

A	B	C	D	E	F	G	H

3. It is used on Diwali.

3

A	B	C	D	E	F	G	H





4. We play with it

4

A	B	C	D	E	F	G	H



5. We know the time with it

5

A	B	C	D	E	F	G	H

