

# MY BOOK OF ENGLISH 2



**Department of Elementary Education**  
Government of Haryana, Shiksha Sadan, Sector-5, Panchkula

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## Preface

Globalization and information technology revolution have transformed the world, throwing open new possibilities in the field of education, knowledge and learning. There is a growing feeling that education is not just about academics, but should also focus on shaping the learners' all-round personality to make them responsible citizens, besides enabling them to communicate better in the competitive world.

NCF-2005 emphasized a radical paradigm shift in teaching from the teacher-centric to pupil-centric approach. In view of this shift, a need was felt to review the existing books and develop a new set of textbooks as per the guidelines laid down in NCF-2005 and new insights gained since then.

A new set of English language textbooks have been developed accordingly for primary classes wherein special attention have been paid to make learners play an active role in the teaching-learning process. Themes that learners can relate to and are interested in, have been chosen as reading materials. Activities that would make learning not only joyful, but also stimulate learners' thinking have been designed. Learners would get ample opportunity to work in pairs/groups to discuss and explore issues and themes embedded in the textbooks. These books are written in simple, clear and effective language to create interest among children.

The activities have been designed with the objective of imparting reading and comprehension skills to help learners face challenges they are likely to encounter in higher classes and the changing environment around them. Likewise, the illustrations used are vibrant and eye-catching to arouse learners' curiosity, enhance their creativity and stimulate their critical thinking.

Research has shown that there is no one method of teaching language. There is an enormous variability in methods of language teaching, but one of the most important considerations in choosing a method is that it should accelerate learning. Thus, a method is just a tool in the hands of an expert teacher to make the most of it.

Every lesson includes certain guidelines for teachers to help them transact effectively the activities included in them. These guidelines supplement teaching and facilitate optimization of learning in the given teaching learning situations. The focus is on Continuous and Comprehensive Evaluation to make teaching-learning more effective to cover all aspects of children's development. Exercises and activities given are integrative in nature and make extensive use of learners' prior knowledge and experience that they bring to the classroom.

The State Council for Educational Research and Training, Haryana is thankful to all those, whose efforts, co-operation and hard work have made it possible to make these books a reality. It is a matter of pride for us to prepare and present these textbooks to our children and teachers.



**Additional Chief Secretary,  
School Education Haryana,  
Chandigarh.**

# Teacher's Page

Dear Teachers,

We are proud to present you this new textbook which is based on the presumptions that children are born with an innate ability to acquire different languages. They do not make many mistakes in understanding and speaking these languages. It is not necessary that the children understand everything around them. They will understand it all in due course of time.

The language learning needs care, patience and affection, not only of family but also of teachers. Plenty of language should be used in the classroom environment and children should be provided opportunities to listen and speak the target language. We also believe that languages flourish in each other's company. So, give them enough time and chance to speak this language with their peers and encourage them to express their day to day needs, feelings and imagination in English.

This English textbook has 15 lessons comprising stories, poems, plays etc. Each chapter has the following sections:

## Pre Reading

- To set learners thinking about ideas that are related to the text that follows
- To break the silence by making learners participate in discussion using their prior experience, knowledge and language

## Reading

- To cultivate correct reading habits among learners
- To train learners to read a text with correct pronunciation, intonation and pauses

## Word Meaning in Context

- Meaning of words as used in the text

## Comprehension

- To help learners read and assimilate the main ideas and details

## Vocabulary

- To encourage learners to understand words in the text and use them in their own sentences
- To train learners consult a dictionary to find the most appropriate meaning of a word and use it in their own sentence
- To help learners form new words

## Grammar

- To help learners understand and use in everyday life the language structures used in the texts
- The Grammar items may be contextualized
- Repeated exercises will help children to learn grammar in a spontaneous way
- No need to stress on rules and definitions

## Listening and Speaking

- To provide learners a vast scope to develop their listening and speaking skills
- To encourage learners to say words correctly
- To give learners practice in a variety of listening tasks
- To engage learners in practising conversations and dialogues, and reciting some poems
- To help them learn to make requests, seek permission, make polite enquiry, greet people and express gratitude

## Writing

- To encourage learners' creativity, and help them describe persons, places, things, events and experiences

  
**Director**  
**SCERT Haryana**  
**Gurgaon**

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Sr. No.	Name of the Chapter	Genre (Prose/ Poem)	Theme	Comprehension	Listening and Speaking	Writing
1.	<b>ABCD Song</b> Pg - 1	Poem	Environment, Cleanliness	Fill in the blanks, Odd one out, Matching of rhyming words	Listening to instructions	Tracing over dotted patterns
2.	<b>Our Festivals</b> Pg - 6	Prose	Festivals and Culture	MCQ, Fill in the blanks and Matching of festivals with their pictures	Discussing pictures, Rhyme recitation, Listening to identify the months of festivals.	Writing days of the week, months of the year and Practice of sentence writing
3.	<b>Chhuk Chhuk Train</b> Pg - 12	Poem	Transport	MCQ, Matching of means of transport to their places	Listening to repeat rhyming words and rhyme	Rearrangement of letters, Practice of writing sentences
4.	<b>Let's All Play</b> Pg - 17	Prose	Sports	SAQ, Matching of games with objects related to them.	Listening to discuss pictures and repeat the rhyme	Formation of words, singular and plural
5.	<b>Murali's Mango Tree</b> Pg - 24	Prose	Plantation and Heritage	MCQ, Matching of fruits names with their pictures	Listening to repeat the rhyme and discussing a favourite fruit	Writing words learnt in the lesson, Circle words in the grid
6.	<b>My Body</b> Pg - 30	Poem	Knowledge of Body Parts	SAQ, Matching of parts of body with their Actions	Rhyme Recitation, Listen and Repeat the parts of Body, Counting of 1 - 20	Self description
7.	<b>Things We Do</b> Pg - 37	Prose	Action Words	True and false, Matching of action words with the pictures, Who is who	Listening and speaking of long and short vowel 'A', Discussing the pictures	Completion of action words
8.	<b>Colours</b> Pg - 42	Poem	Colours	Completion of sentences, Fill in blanks with the help of pictures, Colouring the stars, Circle in the grid	Listening to colour the balloons	Writing words learnt in the lesson, Fill in the blanks with the help of the pictures

Sr. No.	Name of the Chapter	Genre (Prose/ Poem)	Theme	Comprehension	Listening and Speaking	Writing
9.	Let's Draw Faces Pg - 48	Prose	Shapes, Family and Imagination	True and false, Find double letter words, Rhyming words, Brain storming	Listening to repeat rhyming words	Picture composition: writing words, Fill in the blanks
10.	Little Bird Pg - 56	Poem	Birds and Nature	True and false, SAQ, Pick out the different letter word, Tick the correct option	Listening to match rhyming words, Listening and speaking of long and short vowel 'E'	Describing a bird
11.	A Fair Pg - 61	Prose	Culture and Adventure	Tick the correct one, SAQ, Circle in the grid, Complete words with the help of picture	Listening and speaking of long and short vowel 'I', Listening to differentiate the sounds of 'S' and 'SH' sound, Discussing an event (Role Play)	Practice of writing sentences
12.	My House Pg - 68	Prose	Family and Home	True and false, Matching of professionals to their tools	Listening to complete words and repeat rhyming words	Completion of words through pictures, Vocabulary network
13.	Catch Me If You Can Pg - 74	Prose	Imagination and Adventure	MCQ, SAQ	Listening to solve riddles and repeat the rhyme	Practice of writing words, writing rhyming words, Order of sentences
14.	A Greedy Dog Pg - 80	Prose	Moral Value	SAQ, Rearrangement of story through pictures, Matching of animals to their food, MCQ	Listening and speaking of long and short vowel 'O'	Writing words in appropriate order
15.	Our Food Pg - 88	Prose	Food, Health and Hygiene	Guessing riddle, Find rhyming words, MCQ	Listening and speaking of long and short vowel 'U', Listening to instructions and repeat rhyming words	Writing words with help of pictures and names of vegetables

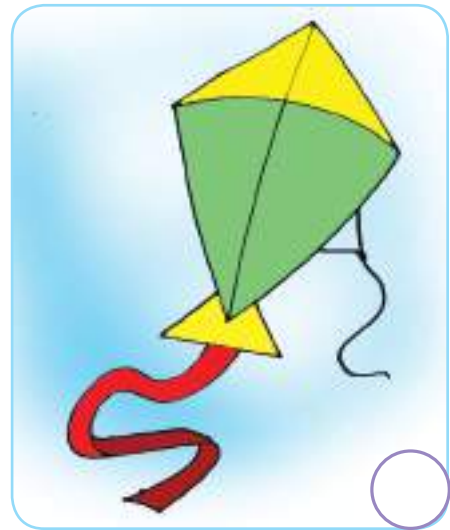
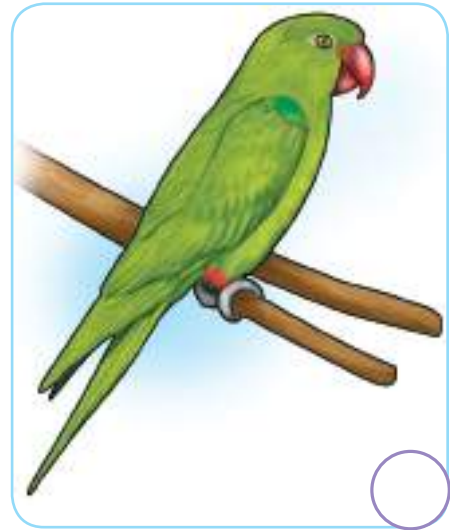
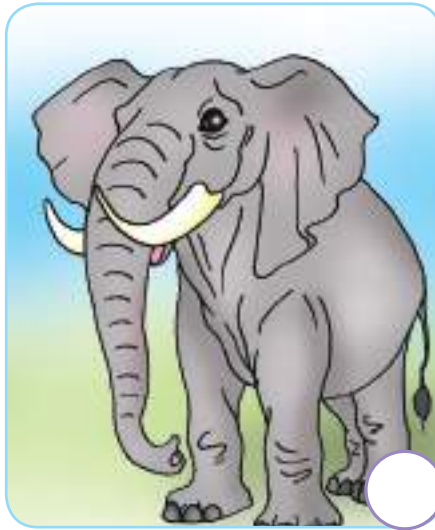
- Grammar and Vocabulary are integrated in the exercises.
- Note: MCQ - Multiple Choice Questions, SAQ - Short Answer Questions



# 1

## ABCD Song

Pre Reading



**For the teacher**

Pointing to the pictures one by one, ask children to answer the following questions.

What is this? Name it.

- Encourage children to write only the first letter of the name in the circle.

Recite

**A B C D E**

A clean world is the place for me.

**F G H I J**

That's the way we want it to stay.

**K L M N O**

Make it dirty? No! No! No!

**P Q R S T**

Pick up all the trash you see.

**U V W X Y Z**

Keep it clean for you and me!



For the teacher

Recite the poem with proper actions and gestures. Ask children to repeat it after you.



## New Words

world	संसार
dirty	गन्दा
way	तरीका
trash	कचरा

## Comprehension

### Activity I

#### For the teacher

Ask children to fill in the blanks by writing letters of the alphabet in sequence from A to Z.

A	B	—	D	E	—	G	H	I	—	K	—	M
N	—	P	—	R	—	T	U	V	—	—	Y	Z

### Activity II

Circle one word in each row that does not begin with the same letter of the alphabet. One has been done for you.

b	bat	hat	ball
d	cat	dog	duck
g	girl	grapes	horse
k	key	kite	jug
l	lock	lamp	mat
n	net	man	nest
o	owl	frog	ox

### Activity III

Match the following words ending with the same sound.



man ▶

◀ nut



bat ▶

◀ van



jug ▶

◀ mug



tap ▶

◀ boy



toy ▶

◀ map



hut ▶

◀ cat



## Listening and Speaking

### For the teacher

Speak these instructions aloud and ask one child at a time to carry out the instructions given to him/her.

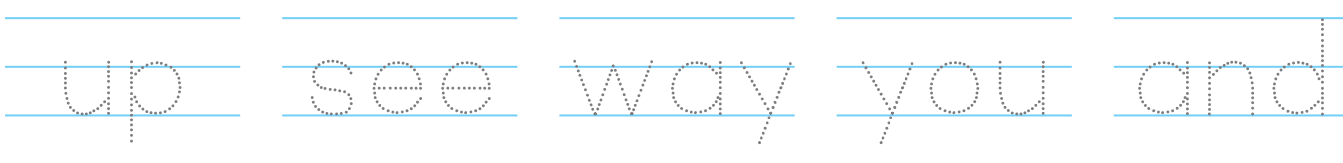


- Pick up your bag.
- Pick up your pencil.
- Open the window.
- Raise your left hand.
- Stand up.
- Sit down.
- Write 'a' on the blackboard.
- Put your pencil into your bag.
- Open your book.
- Come here.
- Take out your pencil box from your bag.

## Writing

### For the teacher

Ask children to rewrite the words given below in their notebooks.



# 2

## Our Festivals

### Pre Reading



### For the teacher

Ask children to look at the picture and answer the following questions.

- Name the things that you see in the picture.
- Which festival is shown in the picture?
- Do you celebrate this festival? How do you celebrate it?
- Name some other festivals you celebrate.



Reading

Look at the pictures showing how people are celebrating festivals.



Christmas



Eid



Holi



Raksha Bandhan

For the teacher

Describe briefly how these festivals are celebrated.

Comprehension

Activity I

Tick (✓) the names of the festivals shown in the pictures.

- |   |                                      |                                    |                                 |
|---|--------------------------------------|------------------------------------|---------------------------------|
| <input type="checkbox"/> Janamasthami   | <input type="checkbox"/> Holi        | <input type="checkbox"/> Christmas | <input type="checkbox"/> Diwali |
| <input type="checkbox"/> Raksha Bandhan | <input type="checkbox"/> Durga Pooja | <input type="checkbox"/> Teej      | <input type="checkbox"/> Eid    |



## Activity II

Fill in the blanks with the words given in the box.

colours

clothes

Christmas

rakhi

1. Holi is the festival of \_\_\_\_\_.
2. Sisters tie \_\_\_\_\_ on their brothers' wrist.
3. Muslims wear new \_\_\_\_\_ and offer 'Namaz' on Eid.
4. \_\_\_\_\_ falls on 25th December.

## Activity III

Match the names of festivals with their pictures.

Diwali



Holi



Id-ul-Fitr



Christmas



Teej



### Activity I

Here are some pictures of festivals which we celebrate.



### For the teacher

Pointing to a festival ask children, 'Which festival is this?' Children should answer, 'This is Teej.' Then, repeat the same question about the next picture. Children should say, 'This is---.'

## Activity II

### For the teacher

Ask children to recite this rhyme.

Sunday, Monday, Tuesday too.

Wednesday, Thursday just for you.

Friday, Saturday that's the end.

Now let's say these days again!

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

### Writing

## Activity I

Arrange the jumbled names of months in correct order and write them in the space provided.

May

January

October

March

June

November

September

February

December

July

April

August

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## Activity II

### For the teacher

Ask children to trace over the dotted words.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

### Activity III

#### For the teacher

Ask children to write the following sentences in their notebook.

Holi is a festival of colours.

Holi is a festival of colours.

Diwali is a festival of lights.

Diwali is a festival of lights.



# 3

## Chhuk Chhuk Train

Pre Reading



**For the teacher**

Ask children the following questions.

- Have you ever seen a train? If yes, when?
- Have you ever travelled in a train? If yes, where did you go?
- Make a human train as shown in the picture given above.



## Recite

### For the teacher

Recite the rhyme aloud with proper gestures and actions and ask children to repeat it.

*Chhuk- chhuk-  
Chhuk- chhuk,  
Comes the train,  
Into the station, out again,  
Pulling bogies  
Whistling loud,  
The big black engine  
Looking proud!*



## New Words

station	स्टेशन	again	फिर से
pulling	खींचते हुए	bogies	बोगियाँ/रेल के डिब्बे
whistling	सीटीं बजाते हुए	loud	तेज/ऊँचा
engine	इंजन	proud	गर्व से

## Comprehension

### Activity I

Tick (✓) the correct options in the following sentences.

- The train produces the sound of  
 tuck-tuck.                       chhuk-chhuk.                       dhum-dhum.
- The train stops at the  
 anywhere.                       lane.                       station.

3. The engine of the train is

big black

small yellow.

big white.

4. The train runs on the

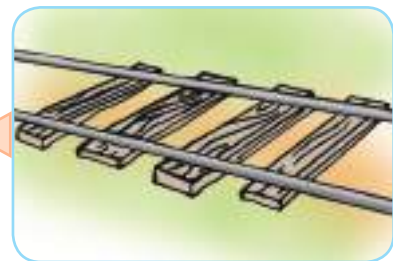
road.

track.

water.

### Activity II

Match the means of transport with the places where they are generally found.



A	B
An aeroplane	runs on the road.
A ship	runs on the tracks.
A bus	sails on the sea.
A train	flies in the sky.

**Listening and Speaking** 

**Activity I**

**For the teacher**

Say these pairs of words aloud and ask children to listen carefully and repeat them aloud.

loud	cloud	train	rain	black	track
big	pig	pull	bull	station	nation

**Activity II**

**For the teacher**

Recite the rhyme and ask children to repeat it after you.

The wipers on the bus go  
*swish swish swish.*  
 The children on the bus go  
*chatter chatter chatter.*  
 The baby on the bus goes  
*wah wah wah.*  
 The door on the bus goes  
*open and shut.*



### Activity I

Re-arrange the letters of names of things/objects. One is done for you.



cecly      *cycle*



pihs     



rado     



cra     



tckru     



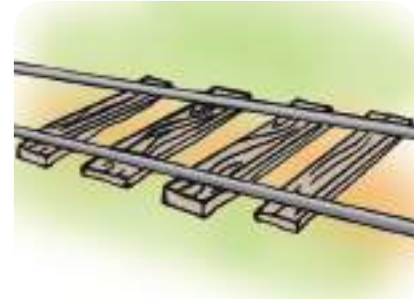
tairn     



bsu     



apleranoe     



tckar     

### Activity II

For the teacher

Help children to write some more simple sentences in their notebook.

I love my bicycle.



# 4

## Let's All Play

### Pre Reading



### For the teacher

Ask children to look at the pictures and answer the following questions orally.

- What are girls doing in picture 1?
- What are boys and girls doing in picture 2?
- Do you play these games?
- Which game do you like the most?





**Harshit** : Come-Come-Come, everybody. Let's all go out and play some games.



**Priya** : Look, we can play *kho-kho*, *kabaddi* or *pitthu*.

**Ali** : We can play *pitthu*. I have a new ball.

**Harshit** : Okay, let's play *pitthu*. We'll make two groups.

Priya : Raju, you come and join us.

Raju : Alright. I'll join your group.

All : Hurrah! Let's start. It'll be a great fun.



**New Words**

join

शामिल होना

groups

समूह

Comprehension

Activity I

Answer the following questions.

1. Why is Harshit calling everybody?
2. What does Ali have?
3. Which game do they decide to play?
4. What does Priya ask Raju?
5. Which word shows us that the children are happy?

Activity II

Match names of games with the pictures of objects related to them.

badminton ▶

hockey ▶

cricket ▶

carrom ▶

skipping ▶

◀ bat

◀ stick

◀ rope

◀ racquet

◀ board





## Activity I

### For the teacher

Draw children's attention to the pictures of activities given below. Ask them which of the following activities they can/can't do.

For example, a child may say,

'I can play football but I can't cook.'



## Activity II

### For the teacher

Recite the following rhyme aloud with proper actions and gestures.

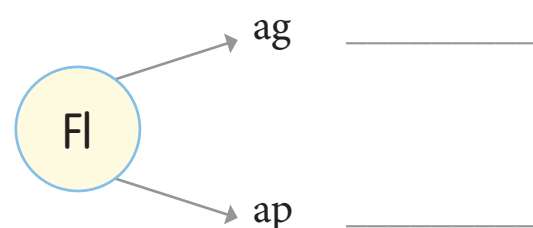
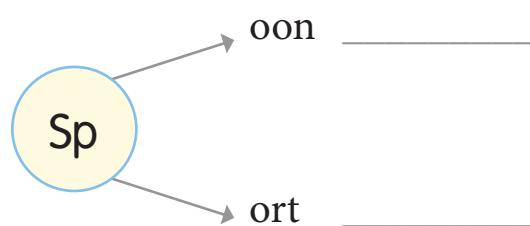
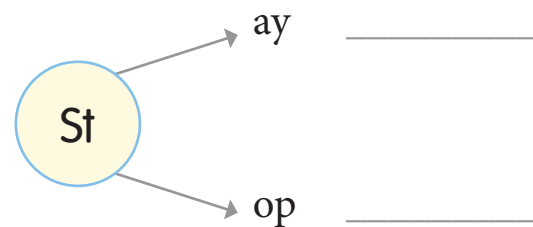
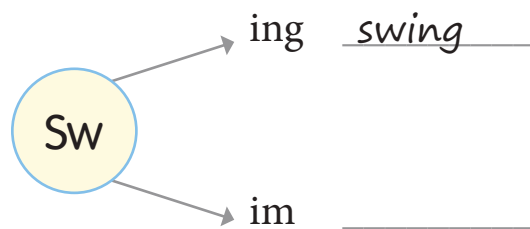
Hop like a rabbit.  
Jump like a frog.  
Fly like a bird.  
Walk like a peacock.  
Swim like a fish.  
Run like a horse.

Now call one child at a time and ask him/her to perform one of these actions.

### Writing

## Activity I









Join the letters given in the circles with the letters indicated by the arrows to form new words. One has been done for you.





## Activity II

Look at the pictures given below. Read the words aloud. Write 's' after the name if picture shows more than one thing.

 bat	 bat.....
 ball	 ball.....
 book	 book.....
 bag	 bag.....

### For the teacher

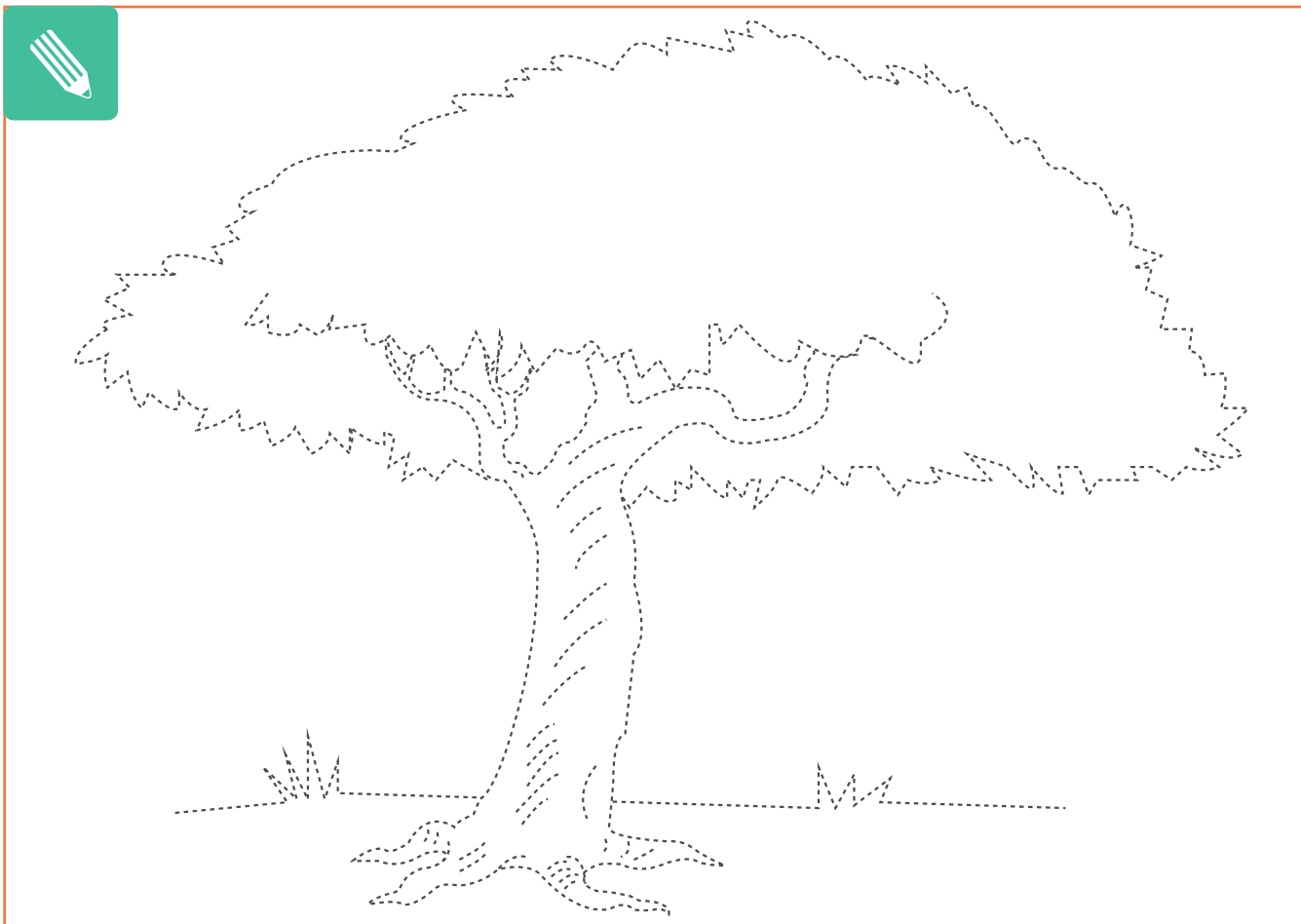
Explain the concept of one thing (singular) and more than one thing (plural).

# 5

## Murali's Mango Tree

Pre Reading

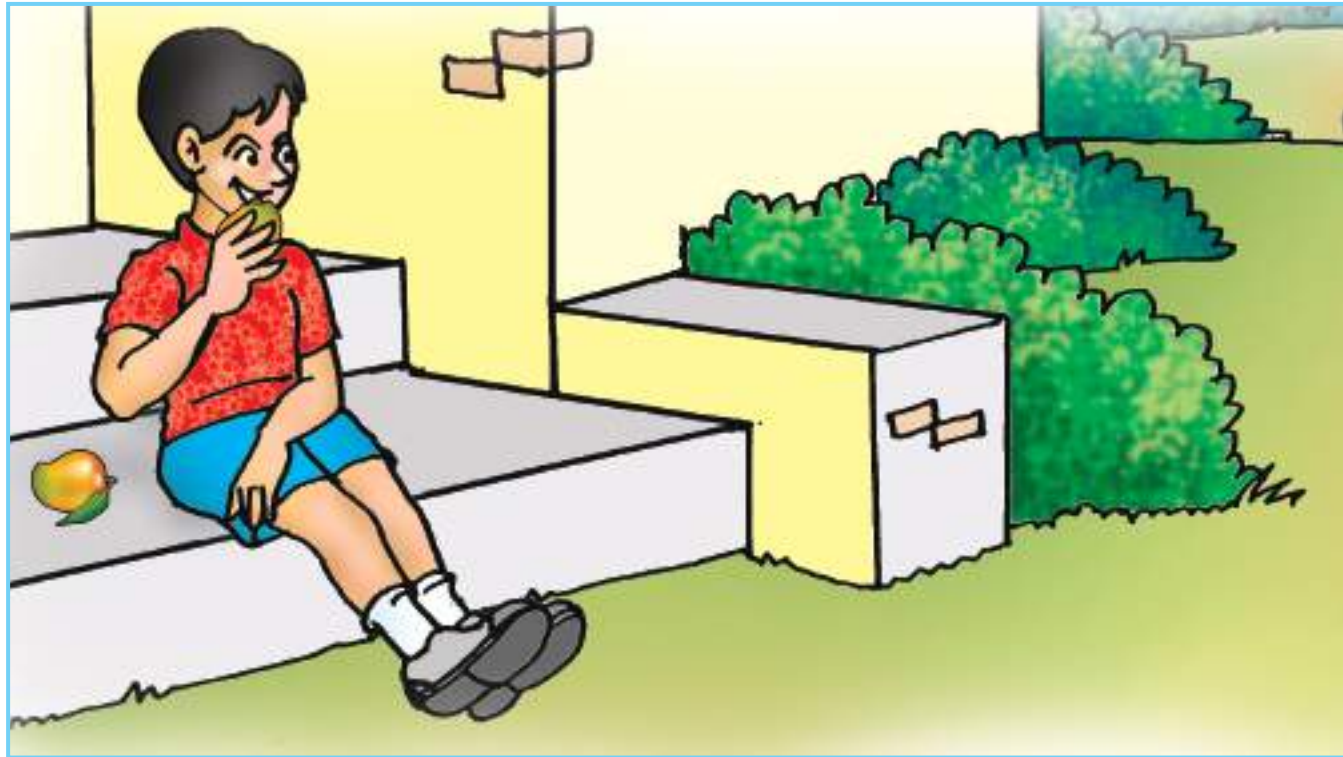
Ask children to join the dots and colour the picture.



For the teacher

Talk to children about the picture and ask them the following questions.

- What have you drawn?
- Have you ever planted a tree?
- Name some trees that you see in your village/city.
- Have you ever eaten a mango? How does it taste and what is its colour?



One day Murali ate a mango.



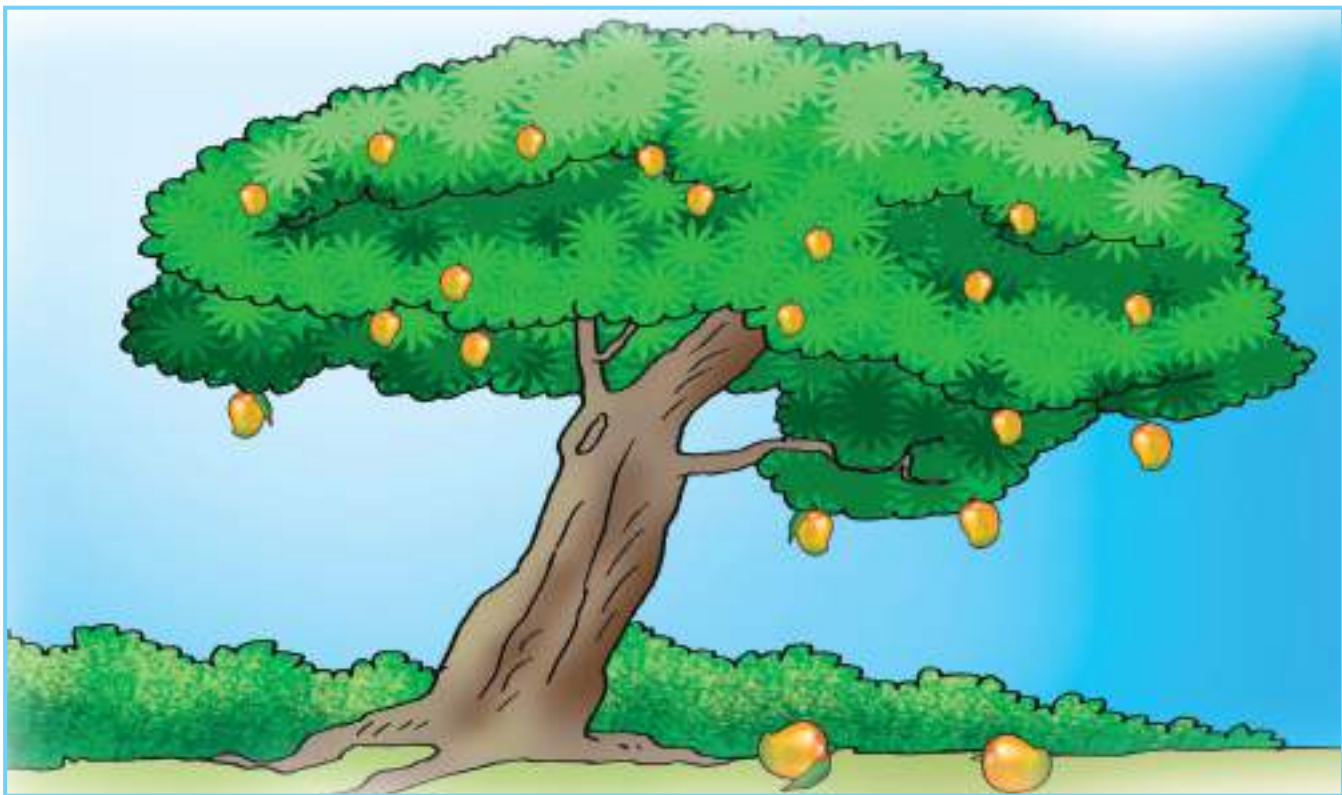
He threw the seed behind his house.



Many months later, he saw a plant.  
He watered the plant everyday.



The plant grew into a big mango tree.  
Every summer, many mangoes grow on it.







Now, Murali's children eat these mangoes.

### New Words

threw	फेंका	summer	गरमी
behind	पीछे	every	प्रत्येक
plant	पौधा	sweet	मीठा

### Comprehension

#### Activity I

Circle the correct option in each of the following.

1. Murali ate a banana/guava/mango.
2. The plant grew into a big/small/tall mango tree.
3. Murali threw the seed behind the school/classroom/ house.
4. Murali's children liked to eat mangoes/grapes/papayas.

## Activity II

Match the names of fruits with their pictures.

apple



banana



grapes



guava



orange



### Listening and Speaking

## Activity I

### For the teacher

Recite the rhyme with proper actions and gestures and ask children to repeat it after you.

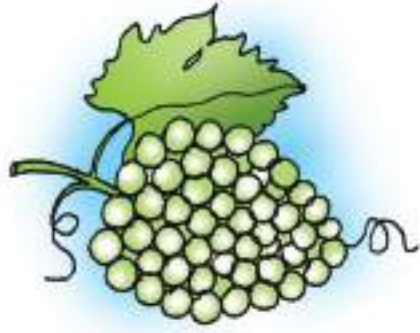
There are apples

Big and round

I like apples

Red and sweet





Here are grapes  
 Round and small  
 I like grapes  
 Green and sour.

## Activity II

### For the teacher

Divide the class in groups. Now ask children to name the fruits they like or don't like. One has been done for you. Each group should complete the following table.

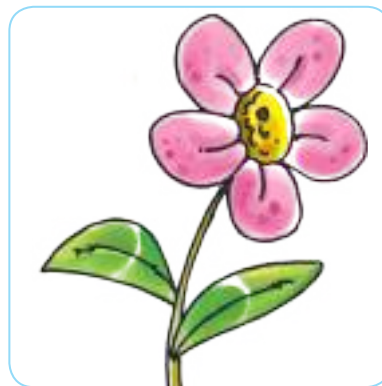
	Name	Fruits that you like	Fruits that you don't like
1.	Rohan	I like apple.	I don't like guava.
2.			
3.			
4.			
5.			

### Writing

Look at the pictures carefully and complete the words that name these pictures.



H \_ U \_ E



F \_ \_ W E R

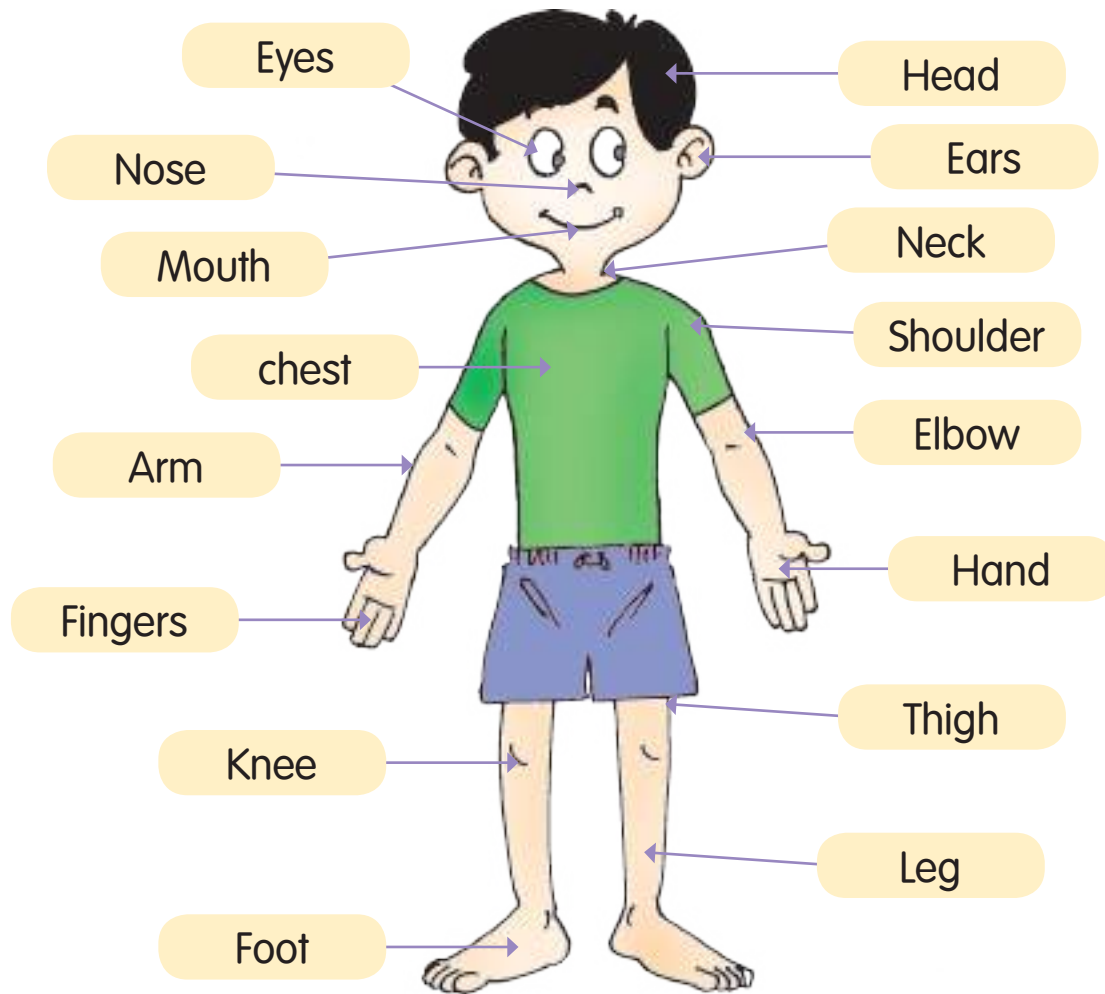


P \_ A \_ T

# 6

## My Body

Pre Reading



**For the teacher**

Ask children to look at the picture and answer the following questions orally.

- Tell names of different parts of the body.
- What do you do with your eyes?
- Which part(s) of your body helps you to run/walk/jump?
- What do you do with your hands?



### My Body

Here are my ears.  
Here is my nose.  
Here are my fingers.  
Here are my toes.  
Here are my eyes,  
Both open wide.  
Here is my mouth  
With white teeth inside.  
Here is my tongue  
That helps me speak.  
Here is my chin,  
And here are my cheeks.  
Here are my hands  
That help me play.  
Here are my feet  
For walking today.



#### For the teacher

Recite the poem with proper actions and gestures. Ask children to repeat it after you.

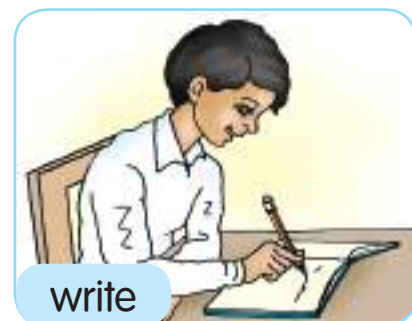
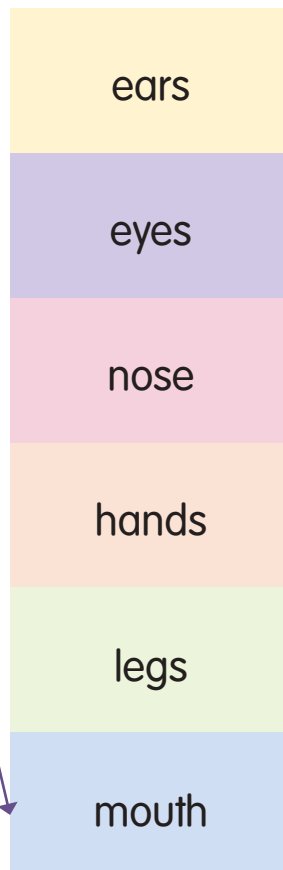
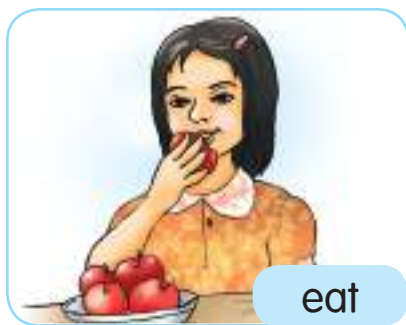
## New Words

fingers	अंगुलियाँ
toes	पैरों की अंगुलियाँ
cheeks	गाल
tongue	जीभ
wide	खुला
chin	ठोड़ी
feet	पैर

## Comprehension

### Activity I

Look at these pictures and match the actions with parts of the body with which you do these actions.



## Activity II

Answer the questions given below.

1. How many fingers do you have?
2. How many toes do you have?
3. Which part of your body helps you see?
4. Which part of your body helps you hear sounds?
5. Which part of the body do you use to walk?
6. Which part of the body helps you lift things?

### Listening and Speaking

#### Activity I

Let's recite the rhyme aloud with proper actions and gestures.

Two little eyes to look around.

Two little ears to hear each sound.

One little nose to smell what's sweet.

One little mouth that likes to eat.



#### Activity II

##### For the teacher











- Ask children to listen, repeat and circle the part of body mentioned by you. You may name the following parts of the body: toes, forehead, neck, knee, ankle, hip, elbow, wrist, heel, palm




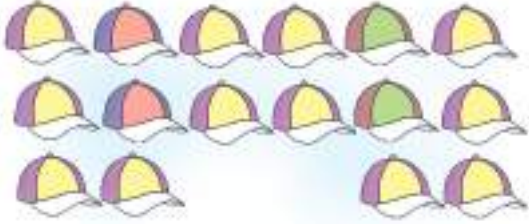








### Activity III

For the teacher

Read the number words aloud and ask children to repeat them.

1	 one	6	 six
2	 two	7	 seven
3	 three	8	 eight
4	 four	9	 nine
5	 five	10	 ten



11		16	
12		17	
13		18	
14		19	
15		20	

## Activity IV

### For the teacher

Speak aloud any number randomly from 1-20 and ask children to circle the number word given below. For example say 7 and children will circle the number word 'seven'.

one	two	three	four	five
six	seven	eight	nine	ten
eleven	twelve	thirteen	fourteen	fifteen
sixteen	seventeen	eighteen	nineteen	twenty

## Activity V

Teacher should speak aloud numbers from twenty one to fifty and ask children to repeat after her/him.

### Writing

Complete the following sentences. Choose the correct options in sentences 3, 4 and 5.

1. My name is \_\_\_\_\_
2. I live in \_\_\_\_\_
3. I am a \_\_\_\_\_ (boy/girl)
4. I am \_\_\_\_\_ years old. (six/seven)
5. I study in \_\_\_\_\_ (second/third) class.

paste  
your  
photograph  
here

# 7

## Things I do

### Pre Reading



### For the teacher

- Ask children to look at the picture.
- Pointing to the various activities one by one, encourage them to say what action is going on. You may ask, 'What is the child doing in this picture?'

## Reading

### For the teacher

- Ask children to look at the pictures and say what each child is doing.  
For example, you may say that in the first picture 'Pawan is jumping.'



Pawan



Veer



Parth



Manju



Komal



Mona

## Comprehension

### Activity I

Read the sentences and write (T) for true and (F) for false sentences in the given boxes.

- |                             |                          |                             |                          |
|-----------------------------|--------------------------|-----------------------------|--------------------------|
| 1. Parth is dancing.        | <input type="checkbox"/> | 4. Mona is eating an apple. | <input type="checkbox"/> |
| 2. Komal is drinking water. | <input type="checkbox"/> | 5. Veer is singing.         | <input type="checkbox"/> |
| 3. Tahir is sleeping.       | <input type="checkbox"/> | 6. John is dancing.         | <input type="checkbox"/> |



## Activity II

Match actions shown in the pictures with the words given in the box. One has been done for you.



- swimming
- singing
- skipping
- writing
- laughing
- hopping
- sleeping



## Activity III

For the teacher

Ask children to look at the pictures and read the sentences.



Beena

I am Beena.  
I am six years old.  
He is Raghu.  
He is my brother.



Raghu

### For the teacher

Tell children that 'is' is used with 'he', 'she', 'it' and a singular number. 'Am' is used with 'I'. And 'are' is used with we, they, you and plural number.

Fill in the blanks with 'is', 'am' or 'are'.

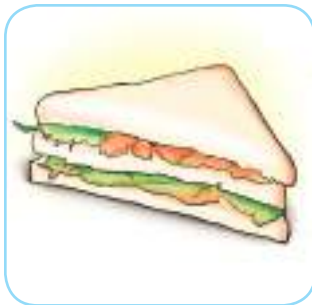
1. I \_\_\_\_\_ Renu. I \_\_\_\_\_ seven years old.
2. He \_\_\_\_\_ Gopal. He \_\_\_\_\_ my friend.
3. She \_\_\_\_\_ Indu. She \_\_\_\_\_ my sister.
4. These \_\_\_\_\_ my books.

### Listening and Speaking

#### Activity I

### For the teacher

Read the following words aloud and ask children to repeat after you.



sandwich



pail



snake



rat



candle



mask



cake



cat

Read aloud the words given below. Notice the difference in the meaning and sound.

can    cane    tap    tape    plan    plane    mad    maid

### Activity II

#### For the teacher

Pointing to the pictures one by one ask children what the persons in the pictures are doing.

For example:

Pointing to picture 1, you may ask ‘What is the girl doing?’

and in picture 2, ‘What is the boy doing?’

The child will answer,

- ‘The boy is....’
- ‘The girl is.....’



#### Writing

#### For the teacher

Ask children to look at the pictures and complete the action words. One has been done for you.



D R I N K I N G



P A Y N G



S K P I



A T N G



# 8

## Colours

Pre Reading



### For the teacher

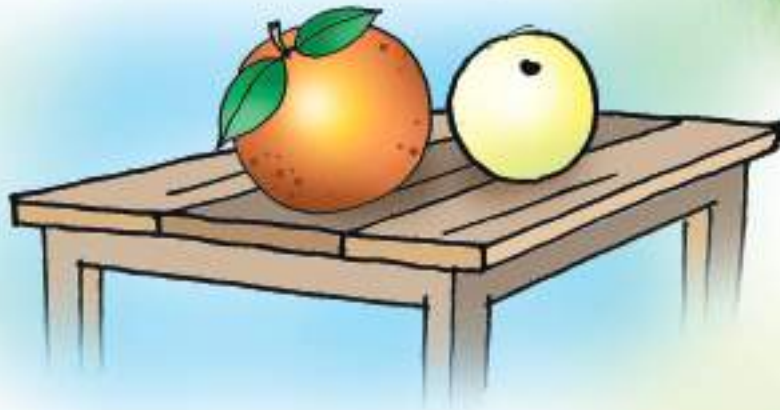
Encourage children to observe the picture carefully and ask them to answer the following questions.

- What do you see in the picture?
- What is the colour of the sky?
- Name colours of the butterflies.



Recite

The sky is blue  
The grass is green  
The rose is red  
Isn't that true?



Lemon is yellow  
Orange is orange  
Wood is brown  
Don't you know?

Milk is white  
Tar is black  
Mix them up  
And what have you?



Blue, green, red, brown,  
Yellow, orange, black, white,  
How many colours do you know?

One, two, three, four, five, six,  
seven, eight,  
If to this, you add grey,  
Nine colours, now you know.



## New Words

sky	आकाश
grass	घास
rose	गुलाब
true	सत्य / सही

know	जानना
tar	तारकोल
mix	मिलाना

## Comprehension

### Activity I

Complete the sentences with names of colours.

1. Leaves are

---

---

---

---

2. A rose is

---

---

---

---

3. Milk is

---

---

---

---

4. The sky is

---

---

---

---

### Activity II

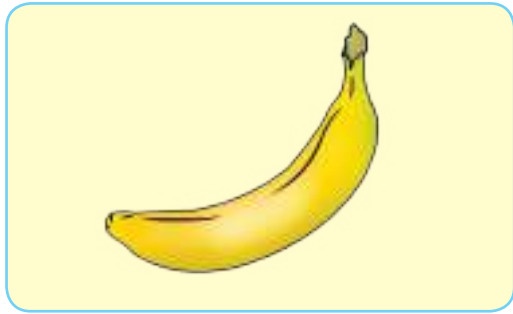
Look at the pictures and fill in the blanks with the correct name of the colour.



1. This is a buffalo.  
It is \_\_\_\_\_ in colour.



2. That is the moon.  
It is \_\_\_\_\_.



3. This is a banana.  
It is \_\_\_\_\_.



4. This is an apple.  
It is \_\_\_\_\_.

### Activity III

Colour the stars according to the numbers indicated in the box. For example, if the number on the star is '7', you should colour it 'yellow'.

1	blue
2	black
3	white
4	red
5	orange
6	grey
7	yellow
8	green
9	brown



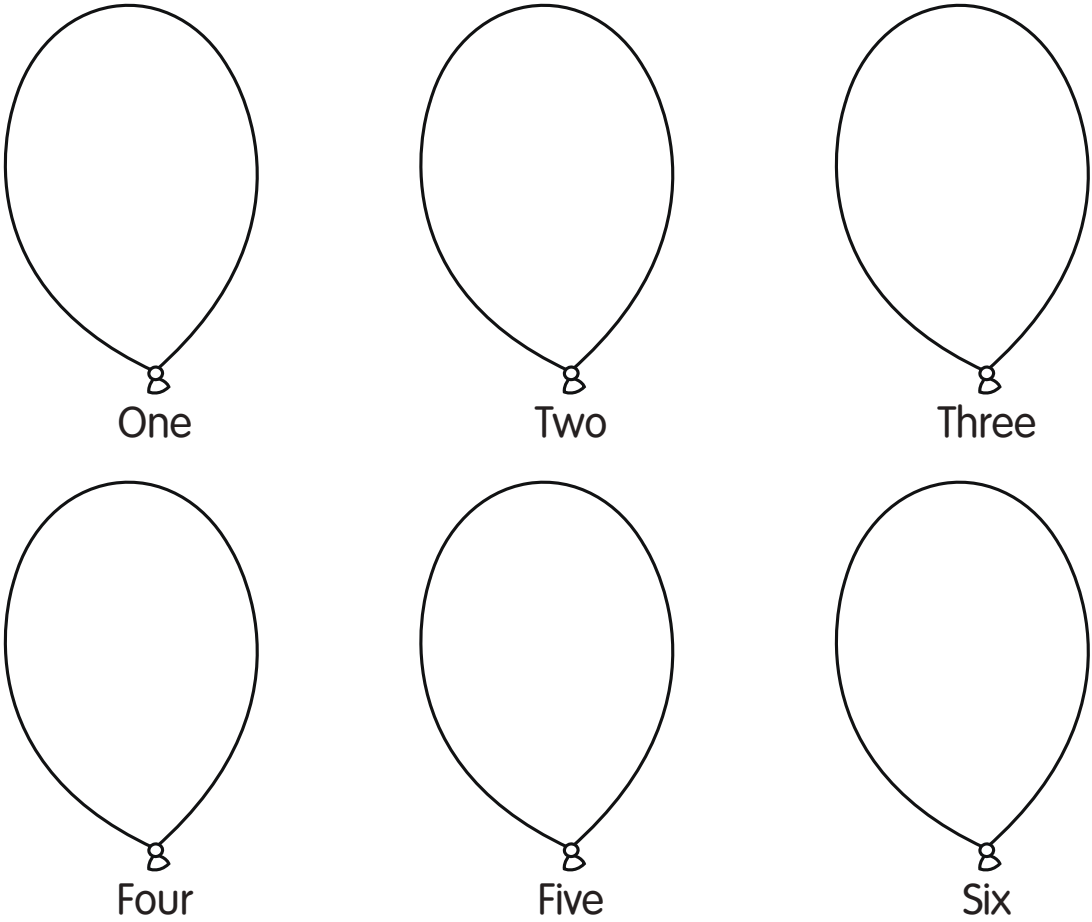

### Activity IV

Names of colours are given in the grid. Pick out the names of colours and colour them. One has been done for you.

P	Z	N	G	R	E	E	N
L	Y	V	R	E	D	P	R
B	L	U	E	G	R	E	Y
Y	E	L	L	O	W	U	R
B	L	A	C	K	L	L	O

### Listening and Speaking

Teacher will speak aloud the name of a colour and also the number of the balloon. Children will colour the balloon with the colour mention by the teacher.



One

Two

Three

Four

Five

Six



## Writing

### Activity I

Rewrite these words in your notebook.

milk

grass

lemon

orange

### For the teacher

Help children to write these words. More words can be taken for practice.

### Activity II

Fill in the blanks by using 'is' or 'are.'

1. The banana \_\_\_\_\_ yellow.



2. The leaves \_\_\_\_\_ green.



3. The sky \_\_\_\_\_ blue.



4. The flowers \_\_\_\_\_ purple.



5. The tomato \_\_\_\_\_ red.



6. The caps \_\_\_\_\_ black.



### For the teacher

Tell children that we use 'is' to talk about one object, thing or person and 'are' for more than one.

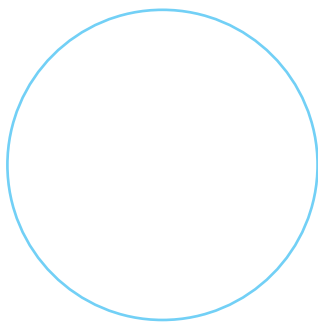
# 9

## Let's Draw Faces

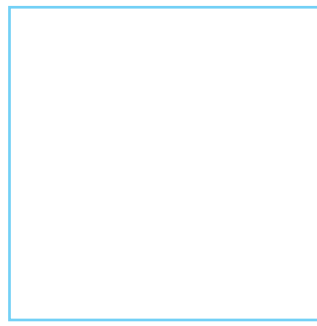
Pre Reading

For the teacher

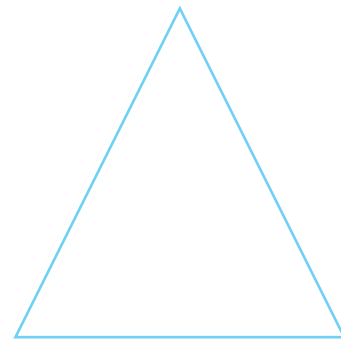
Ask children to colour the following shapes. Ask them to name things around them that have these shape. For example, a football has the shape of a circle.



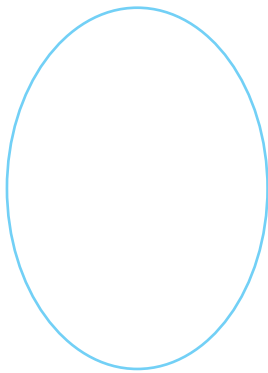
Circle



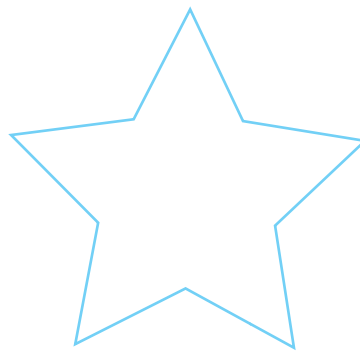
Square



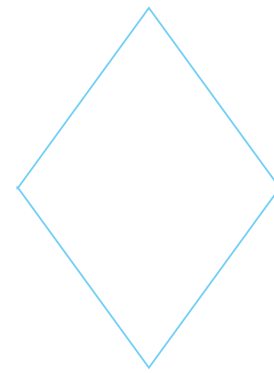
Triangle



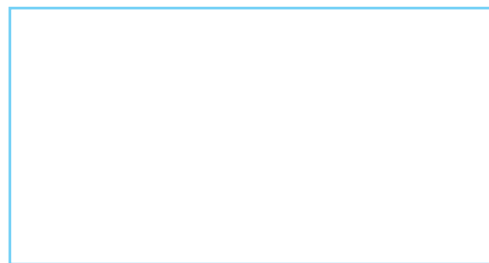
Oval



Star



Diamond



Rectangle



One day Neha was sitting in her room. Her mother said, “Why are you looking so sad?”



“Mummy,” said Neha, “My teacher gave us homework to draw circles and make different faces from them. But I don’t know how to draw.”

“It’s so simple, Neha,” said the mother. “First, try to find circles in the room.”



“Ok. Mummy. Your bangle is a circle. This plate, buttons of my shirt and coins are also circles.”

“Yes, Neha. Now you have got the idea of a circle. Your face is also round as a circle,” smiled her mother.



“Let’s draw faces with different feelings with the help of circles on a paper.”





Look here. First, we draw a circle by putting two dots and one curve, and the face is ready. By changing the shape of the curve you can change the feelings on the face.”

“Wow!” said Neha. She drew many faces by drawing a circle and putting two dots and a curve in it.

### New Words

sad	उदास
circle	वृत्त / गोला
draw	खींचा / बनाया
different	भिन्न / पृथक्
try	प्रयत्न करना
smile	मुस्कराना
feelings	भावनाएँ

## Comprehension

### Activity I

Write (T) for true and (F) for false statements.

1. Neha was sitting with her mother.
2. Mother and Neha drew a square.
3. The circle looked like a ball.
4. Neha was very happy.

### Activity II

Pick out words from the lesson that have the same letter doubled and write them in the space provided. One has been done for you.

Example

*Sitting* \_\_\_\_\_

### Activity III

Read the words given in column A. Write the missing letters in column B to complete the rhyming words.

Column A	Column B
day	s a y
can	v _ _ n
few	d _ _ w
big	f _ _ g
sun	r _ _ n
moon	s _ _ _ n
hug	m _ _ g

### For the teacher

Tell children the pronunciation and the meanings of these words. Ask children to say some more words that rhyme with the words given.

### Activity IV

Form new words from the letters of the word 'GRANDMOTHER'. You may use the letters in any order. One has been done for you.



### Listening and Speaking

#### For the teacher

Recite the rhyming words and ask children to repeat them. Also ask them to write one more word that rhymes with the words in each row.

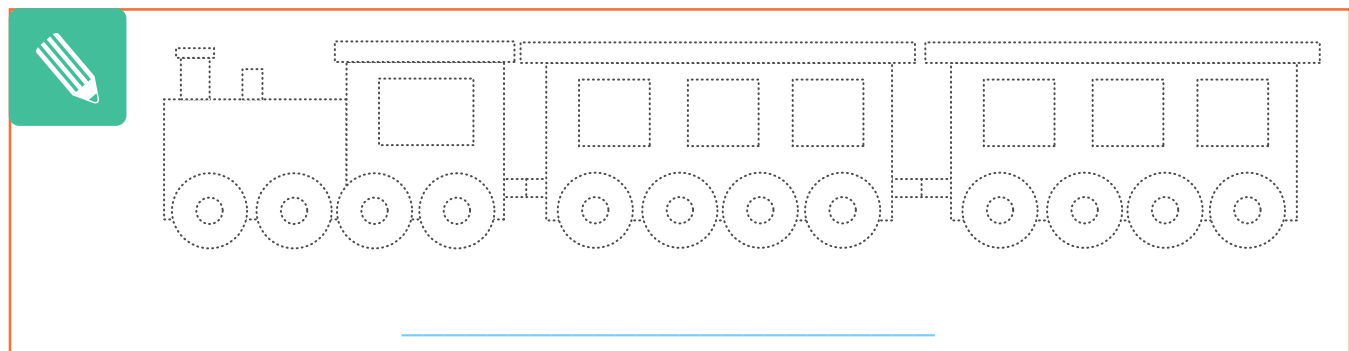
- |         |      |       |         |      |       |
|---------|------|-------|---------|------|-------|
| 1. ball | hall | _____ | 4. face | race | _____ |
| 2. line | nine | _____ | 5. moon | soon | _____ |
| 3. blue | glue | _____ | 6. like | bike | _____ |

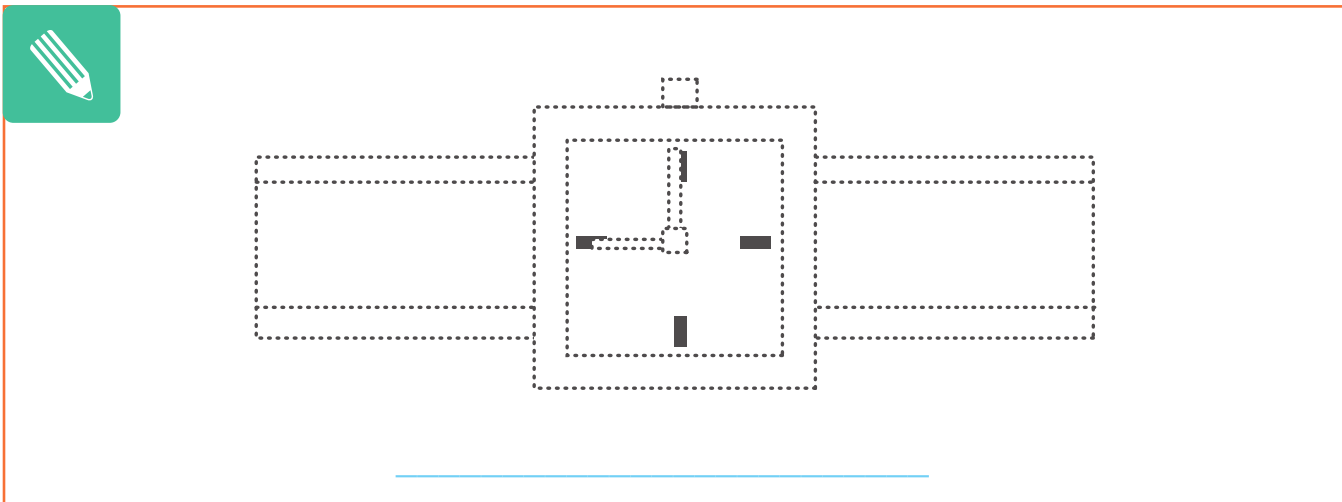
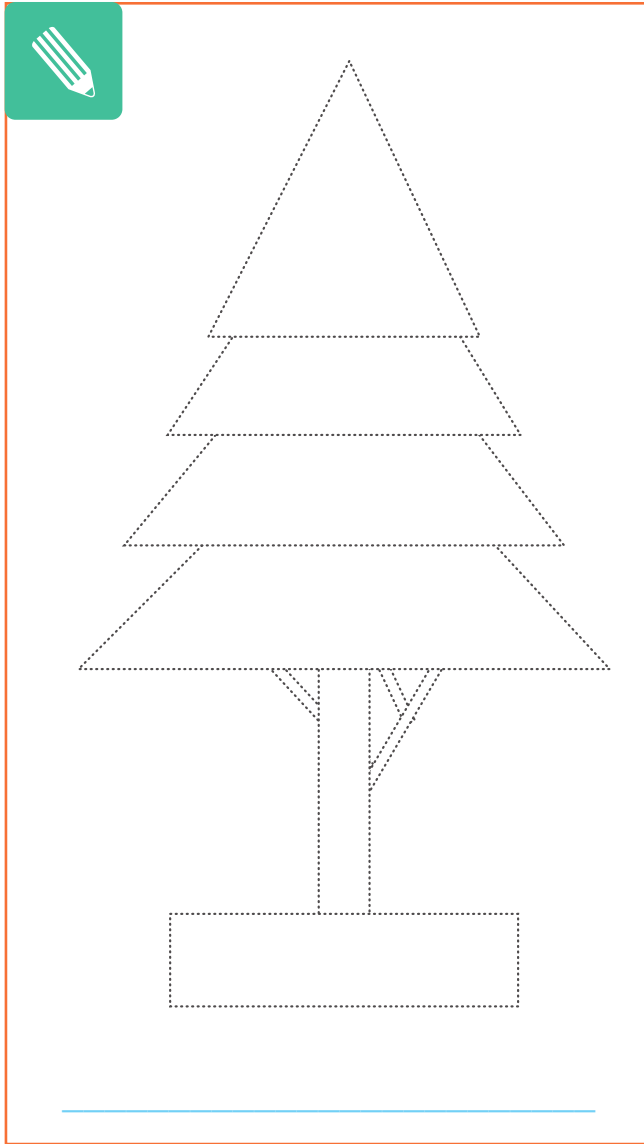
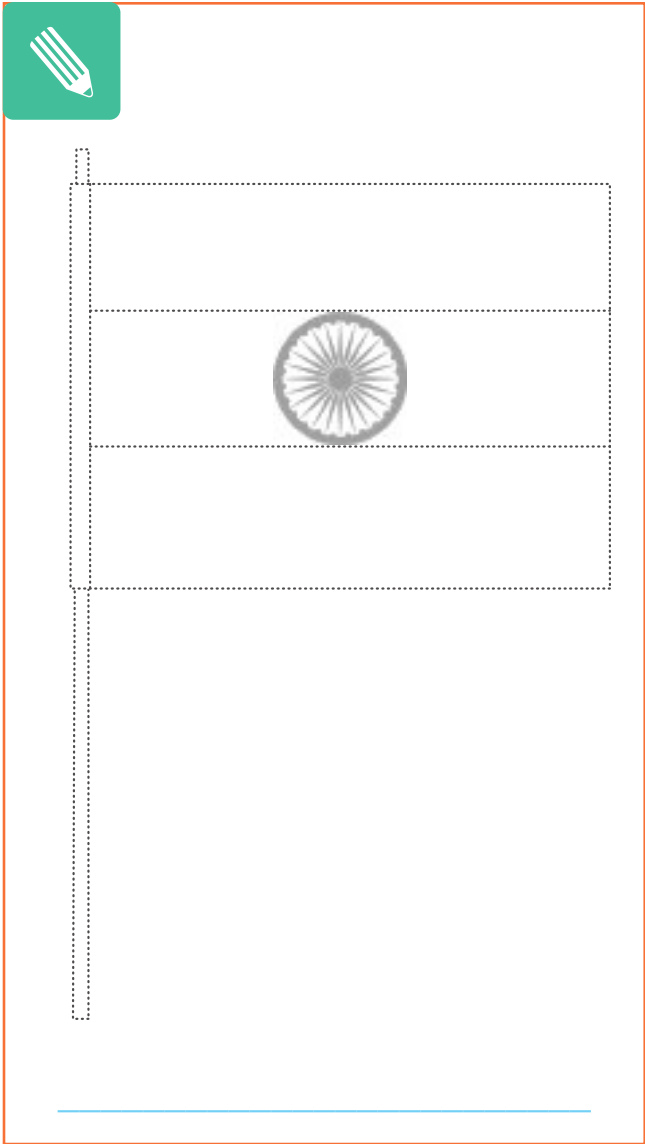
### Writing

### Activity I

#### For the teacher

Ask children to join the dots and complete the picture. Ask them to write the names of objects given in the picture.





Now copy these new words in your notebooks and practise saying and writing them.



## Activity II

### For the teacher

Explain the use of 'was' and 'were'. They are used to describe an action that happened in the past. We use 'was' for singulars and 'were' for plurals.

1. It **was** Mohini's birthday yesterday.
2. She **was** very happy.
3. There **were** many gifts for her.

**Complete the following sentences using 'was' or 'were'. One has been done for you.**

1. Last Sunday I visited a park.
2. There was a pond.
3. There \_\_\_\_\_ a big banyan tree in the park.
4. There \_\_\_\_\_ many beautiful flowers in the flower beds.
5. A few children \_\_\_\_\_ running here and there.
6. Some children \_\_\_\_\_ sitting on the swings and some \_\_\_\_\_ playing football.

# 10

## Little Bird

Pre Reading



For the teacher

Ask children to look at the pictures and answer the following questions.

- Name the birds you see in the pictures given above.
- Where do birds live?
- Which bird do you like the most and why?

## Reading

Little bird, little bird,  
fly around,  
Up to the sky,  
down to the ground.

Little bird, little bird,  
flap your wings.  
Open your beak  
and sweetly sing.

Little bird, little bird,  
fly to your nest.  
Now it is time  
to take a rest.



## New Words

bird	पक्षी
around	चारों तरफ
down	नीचे
wings	पंख
fly	उड़ना

flap	फड़फड़ाना
nest	घोंसला
beak	चोंच
rest	आराम

## Comprehension

### Activity I

Read the following sentences and mark 'T' for true and 'F' for false statements.

1. The little bird flies around.
2. Birds can't go up to the sky.

3. Bird flaps its wings.
4. Like birds we too can fly in the sky.
5. Bird takes rest in a nest.

### Activity II

Answer the following questions.

1. Where does the little bird fly?
2. Does a bird have beak?
3. Where does the bird take rest?

### Activity III

Read and write.

1. Write the letter which is in NEST but not in TEST.
2. Write the letter which is in AROUND but not in GROUND.
3. Write the letter which is in FLAP but not in CLAP.
4. Write the letter which is in BEAK but not in PEAK.
5. Write the letter which is in SING but not in WING.

### Activity IV

#### Use of has/have

A bird **has** wings and a beak.

We use **has/have** to show that a thing belongs to someone.

**Has** is used with one person or a thing (he, she, it) and singular names. Thus, we can say:

- He has one bag.
- She has two dolls.
- The cat has a long tail.



**Have** 'is' used with more than one person or things (I, you, we, and plural nouns). So we can say:

- I have two friends.
- We have a new car.
- You have a big house.
- They have many books.

**Tick (✓) the correct option.**

1. My cat *has/have* black spots.
2. The girls *has/have* beautiful flowers.
3. An elephant *has/have* a long trunk.
4. I *has/have* no light in my room at night.
5. Reema and I *has/have* many friends.
6. I *has/have* a pen and pencil.
7. She *has/have* a younger brother.
8. These girls *has/have* long hair.






**Listening and Speaking** 

**Activity I**







**For the teacher**

Ask children to read aloud the words given below and then match the words that rhyme. One has been done for you.

**A**

- bird 
- wing 
- tail 
- fly 
- nest 
- egg 

**B**

-  cry
-  nail
-  test
-  peg
-  ring
-  curd

## Activity II

### For the teacher

Read aloud the following pairs of words given below. Notice the difference.

sit	seat	bit	beat
hit	heat	ship	sheep

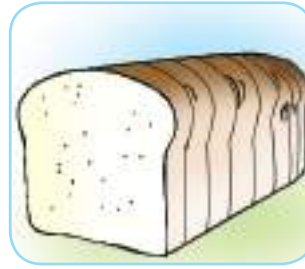
Look at the pictures and speak the words aloud.



bed



leaf



bread



beet



net



jet



tree



bee

### Writing

Choose the words from the box to complete the sentences about the bird given in the picture.

seeds

feathers

nest

eggs

wings

beak

The bird has \_\_\_\_\_.

It has a \_\_\_\_\_.

The bird has \_\_\_\_\_.



The bird builds a \_\_\_\_\_.

It lays \_\_\_\_\_.

The bird eats \_\_\_\_\_.

# 11

## A Fair

### Pre Reading



### For the teacher

Encourage children to look at the picture of the fair and ask them the following questions.

- What do you see in the picture given above?
- Have you ever visited such a place?
- What things do you like in the picture?



Look at the picture carefully and read the conversation given below.



Sonu : Good morning, Radha.

Radha : Good morning, Sonu.

Sonu : How are you?

Radha : I'm fine, How about you?

Sonu : I'm fine too. I didn't see you on Monday. Where were you?

Radha : I was at the fair with my father.

Sonu : Wow! How was it?



**Radha** : It was wonderful! I saw many things there. You know, I saw balloons and toys. I saw sweet-stalls and swings and many other things.

**Sonu** : Oh! I missed it.

**Radha** : Don't worry, we'll go together next time.

**Sonu** : Sure?

**Radha** : I promise.

**Sonu** : Thanks, bye Radha.

**Radha** : Bye.

**Comprehension** 

**Activity I**

**Tick (✓) the correct statements.**

1. The picture shows a village fair.
2. Some children are riding on the merry-go-round.
3. There is no animal in the fair.
4. Some children are buying ice-cream.
5. A man is eating sweets.
6. A few children are enjoying an elephant ride.

**Activity II**

1. Name the shops you see in the picture.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. What will you like to buy in a fair?

\_\_\_\_\_

\_\_\_\_\_

### Activity III

#### For the teacher

Ask children to circle in the grid the words given in the box. One has been done for you.

air	Z	Y	O	P	B	H	S	C	P
camel	T	S	R	Q	A	O	W	D	A
sweet	S	T	A	L	L	M	I	E	R
toy	C	A	M	E	L	E	N	F	S
swing	U	V	W	T	O	Y	G	O	P
shop	T	H	C	B	N	S	H	O	P
stall	F	A	I	R	S	W	E	E	T

### Activity IV

Look at the picture and complete the boxes.



### For the teacher

Help children complete the names of the animals. Tell them that the first letter of the name of the animals is given as a hint. Tell children that names of more than one animal take '-s' at the end.

1. There are four 

h					
---	--	--	--	--	--

.
2. There are two 

d			
---	--	--	--

.
3. There is an 

e						
---	--	--	--	--	--	--

.
4. There are five 

c					
---	--	--	--	--	--

.
5. There are three 

p			
---	--	--	--

.
6. There are three 

c					
---	--	--	--	--	--

.

### Listening

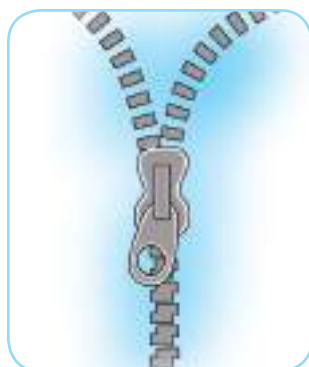
### Activity I

### For the teacher

Read aloud the words given below. Notice the difference in the meaning and sound.

sill	seal	hill	heal
pill	peal	mill	meal

Now ask children to read aloud with correct pronunciation of short 'i' sound.



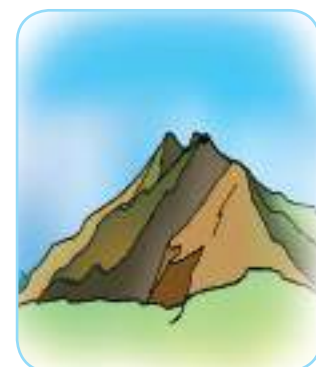
zip



kite



bike



hill



fish



pig



five



slide

## Activity II

Sound (s) 'स' and sound (sh) 'श'

### For the teacher

Read the following words aloud with proper pronunciation. You may read these words in whatever order you wish to. Ask children to raise one hand if the word begins with sound 's' 'स' and both hands, if it begins with sound 'sh' 'श'.

's' (sound)	'sh' (sound)
sea	she
sip	ship
sell	shell

's' (sound)	'sh' (sound)
sign	shine
seat	sheet
suit	shoot

### Speaking

### For the teacher

Read aloud the dialogue given below. Now ask children to work in pairs and role play it.

**Friend** : Hi, where were you last Sunday?

**You** : I went to a fair with my parents.



**Friend** : How did you go to the fair?

**You** : I went there by bus.

**Friend** : What things did you see there?

**You** : I saw balloons, toys, sweet stalls, swings, bangles etc.

**Friend** : Did you buy anything in the fair?

**You** : Yes, I did.

**Friend** : What did you buy?

**You** : Ice-cream, toys and balloons.

*Writing*

### Activity

**For the teacher**

Teacher should help children to practise writing.

**Write the sentence given below in your notebook.**

I have a toy bus.

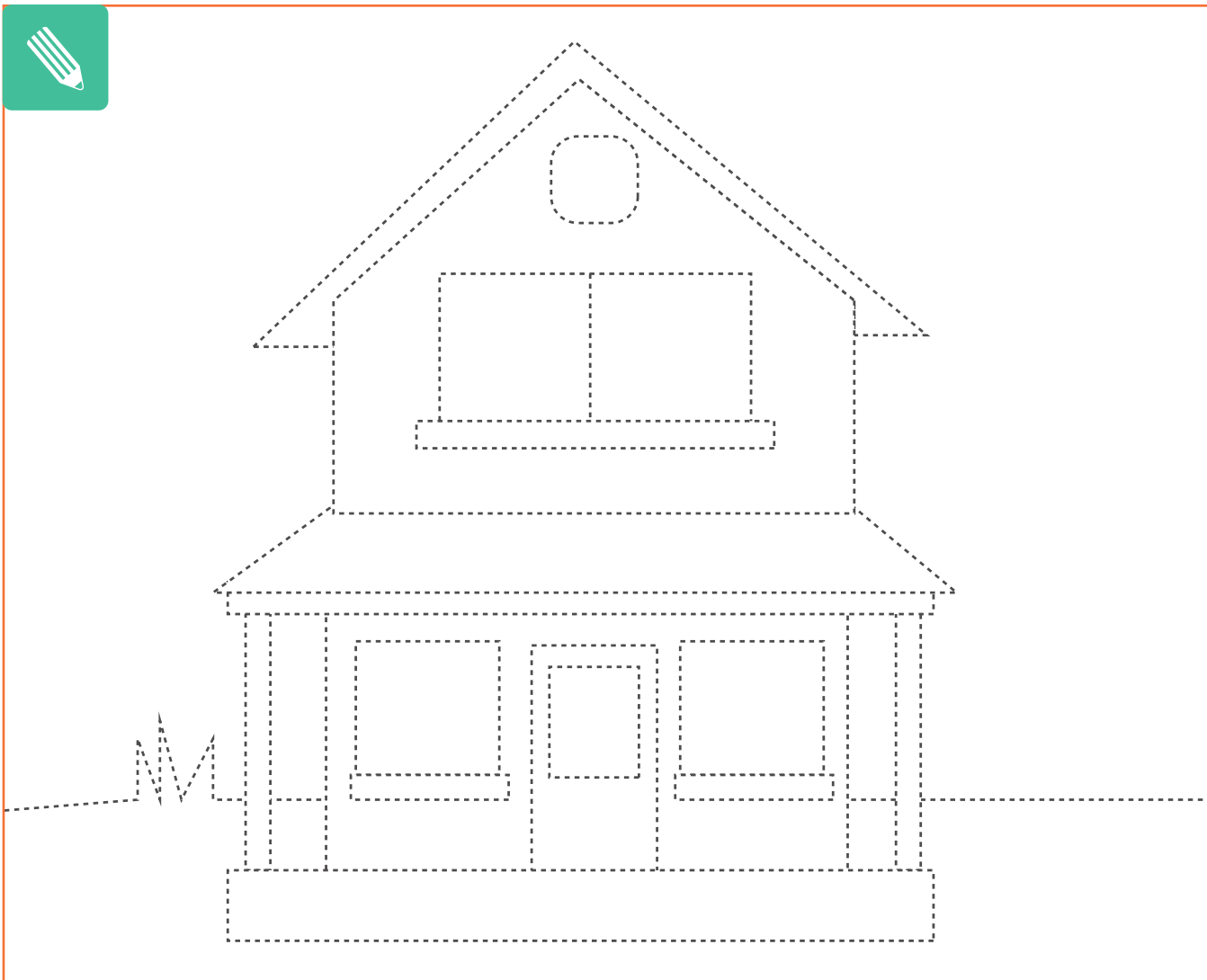
I like to eat sweets.

# 12

## My House

Pre Reading

Join the dots and colour the picture.



For the teacher

Ask children the following questions about the picture.

- What have you drawn?
- Name the things you see in the picture.

## Reading

My name is Ashu. I live in Haryana. This is my house. It is a beautiful house. I live in it with my grandparents, father, mother, brother and sister. It has five rooms, a kitchen and a big drawing room. There is a small garden in front of my house.



There is a big Neem tree also outside my house. My father is a teacher. My mother is a nurse. My grandparents tell us nice stories at night. I love my house very much.

### New Words

<b>beautiful</b>	सुन्दर
<b>live</b>	रहना
<b>love</b>	स्नेह करना
<b>kitchen</b>	रसोई घर
<b>garden</b>	बगीचा
<b>in front of</b>	के सामने
<b>outside</b>	बाहर
<b>story</b>	कहानी

### Comprehension

#### Activity I

Read the text again and complete the table given below. If a statement is true put a tick (✓) under 'True' and if it is false put the tick (✓) under 'False'. One has been done for you.

Statements	True	False
Ashu's house is beautiful.	✓	
There are four members in his family.		
His father is a teacher.		
There is a small tree near the house.		
His mother is a doctor.		



## Activity II

Match the names of persons with the tools they use. One has been done for you.



Tailor



camera



Potter



stethoscope



Doctor



hammer



Photographer



needle



Tinker



wheel

## Listening and Speaking

### Activity I

#### For the teacher

Say the following words aloud.

father      mother      sister      teacher      nurse

Ask children to listen and complete the words given below. Say them aloud.

f \_ th \_ r

m \_ th \_ r

s \_ st \_ r

t \_ ach \_ r

n \_ rs \_

### Activity II

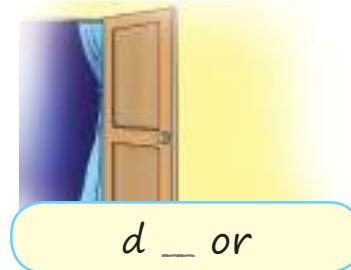
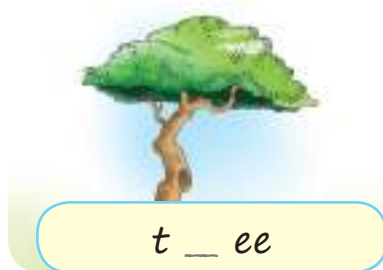
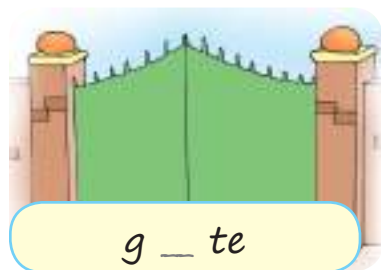
Listen and repeat. Add another similar sound word in each column.

look	name	can	cow	big
book	fame	man	how	pig

## Writing

### Activity I

Look at the pictures. Fill in the missing letters to complete the words.

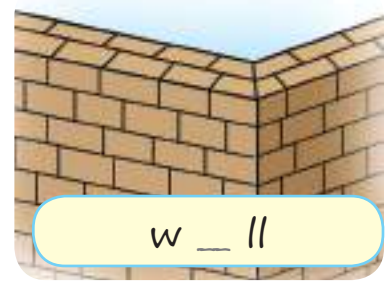




r \_ \_ of



win \_ \_ ow

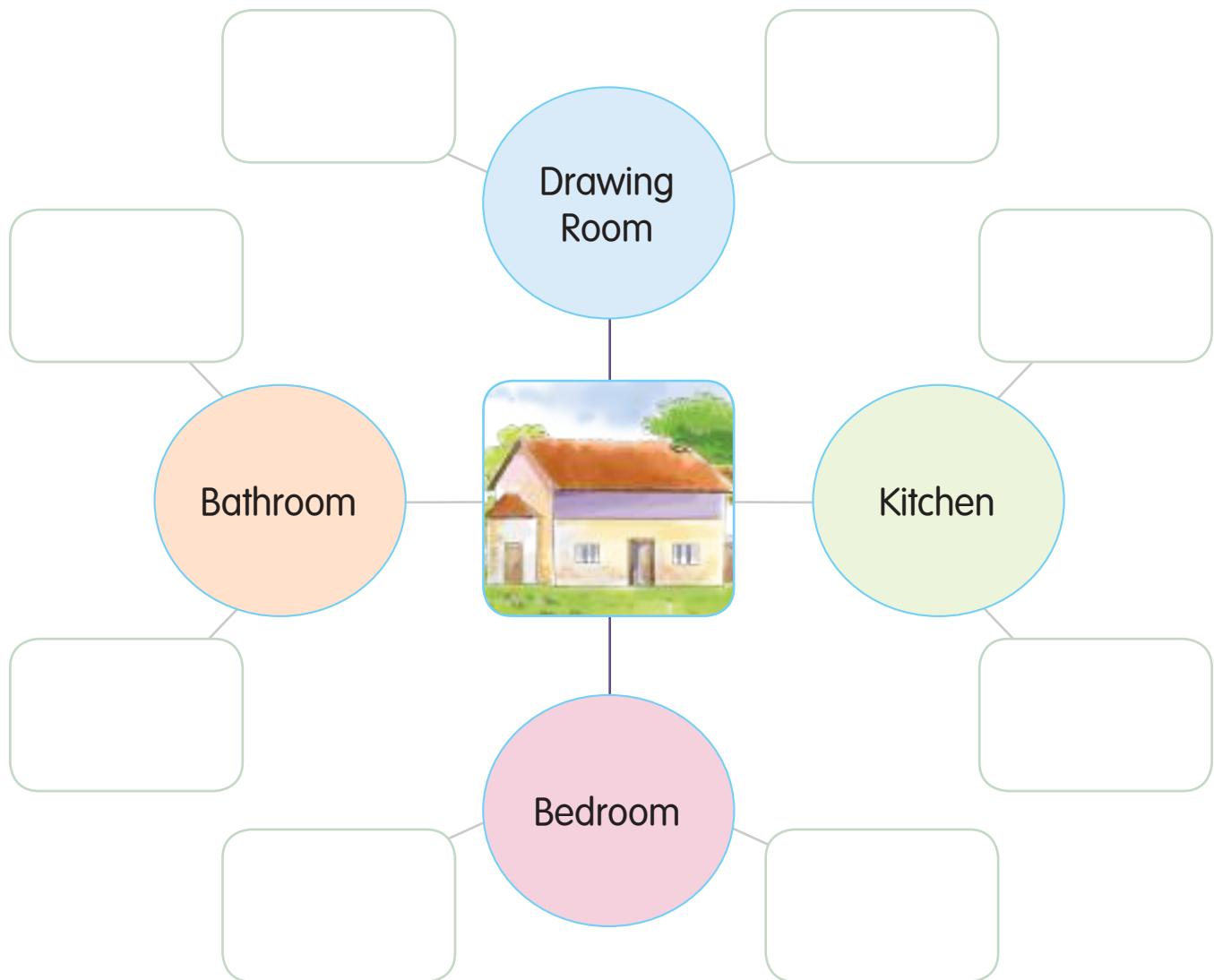


w \_ \_ ll

### Activity II

Complete the following vocabulary network using the words given in the box.

sofa   pillow   table   towel   gas-stove   soap   mattress   utensils



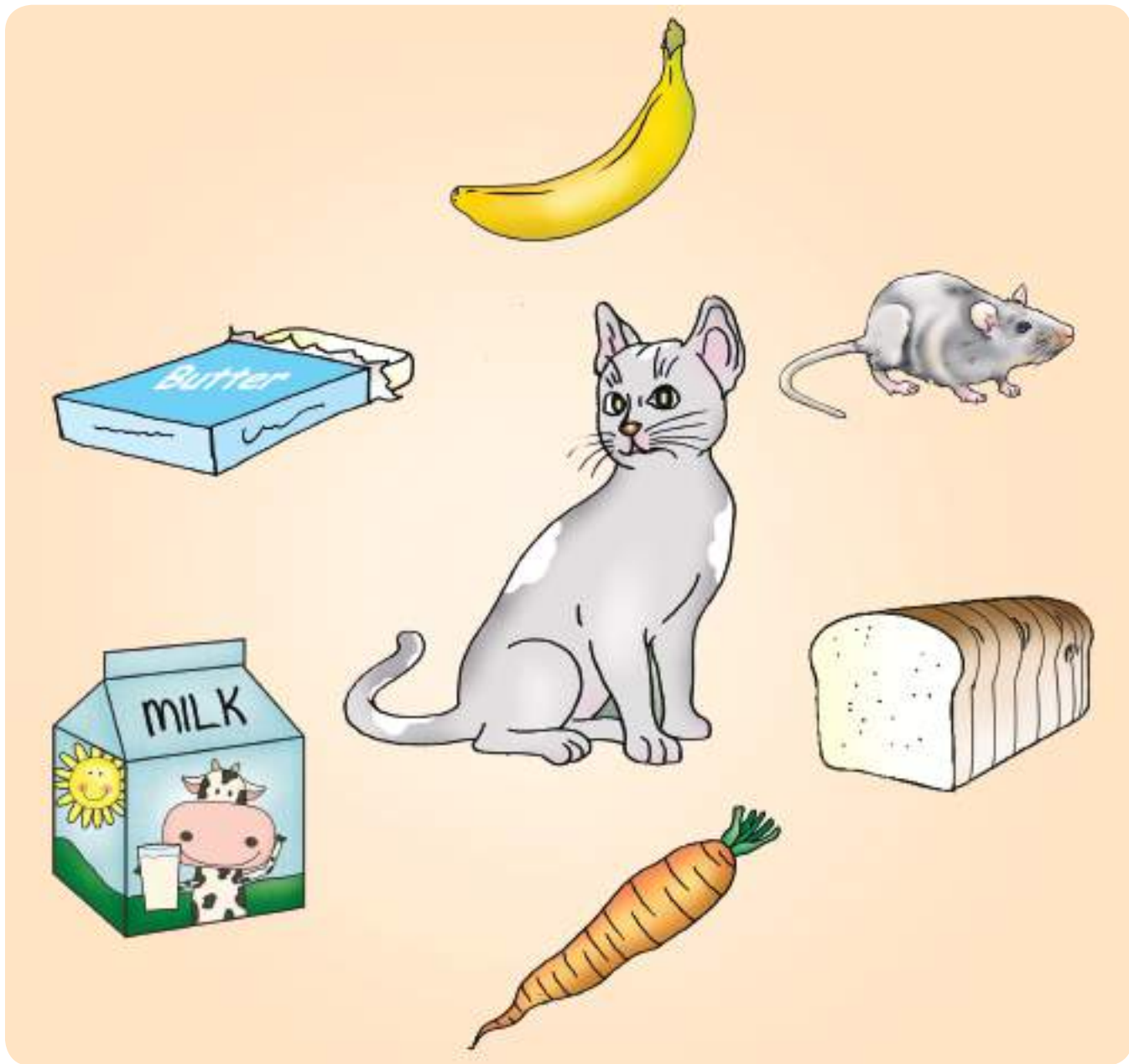
# 13

## Catch Me, If You Can

Pre Reading

For the teacher

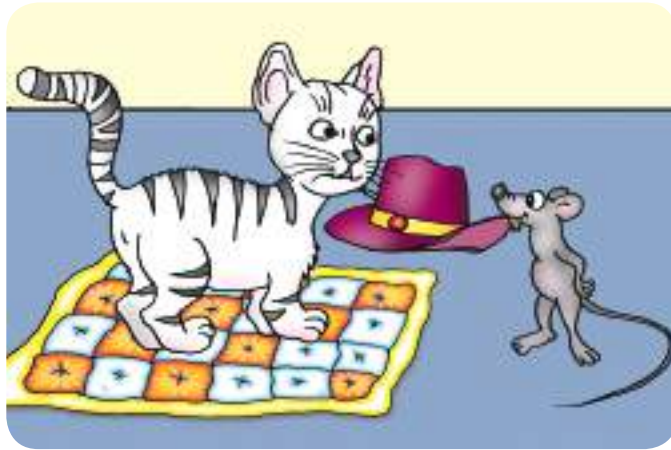
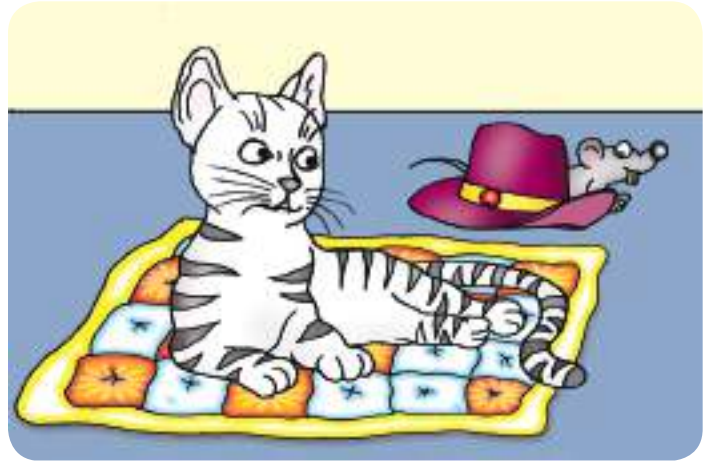
Ask children to look at the pictures below and tick (✓) the things that a cat likes to eat.





Reading

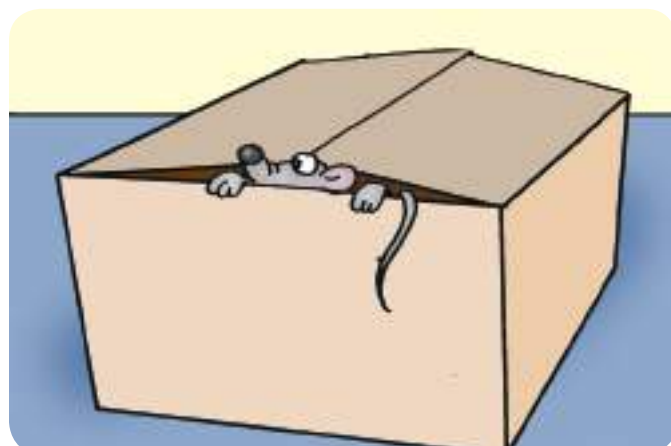
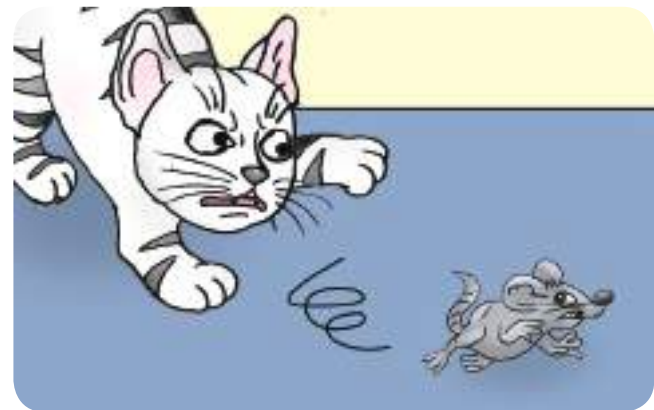
A fat cat sat on a mat.  
A little rat saw her,  
and hid in a hat.



“I can catch you, little rat”,  
said the cat.

“No, no, you can’t”, said  
the rat.

The cat ran to catch the rat.  
The rat ran and hid in a box.  
The lid of the box did not open.



“Ha, ha! You can’t catch  
me, big cat!” said the rat.

Usha Dutta

## New Words

mat	चटाई
saw	देखा
hid	छिपा
little	छोटा
rat	चूहा
lid	ढक्कन

## Comprehension

### Activity I

Tick (✓) the correct words and complete the sentences given below.

1. A fat cat sat on a \_\_\_\_\_ (sofa/table/mat)
2. The cat saw a \_\_\_\_\_ (rat/mat/hat)
3. The rat hid in a \_\_\_\_\_ (bottle/box/dustbin)
4. The cat ran to catch the \_\_\_\_\_ (ball/rat/dog )

### Activity II

Answer the following questions orally.

1. Where did the rat hide?
2. Was the cat able to catch the rat?
3. Who is cleverer - rat or cat?

## Listening and Speaking

### Activity I

#### For the teacher

Read aloud the following riddles and ask children to solve them.

1 I have a long tail,  
I have sharp teeth.  
I am a little one,  
My name starts with 'R',  
Who am I? Who am I?

2 I am a fat one,  
I like to drink milk,  
My name starts with 'C'  
Who am I? Who am I?

## Activity II

### For the teacher

- Help children fill in the blanks on the same pattern as the first stanza has.
- Read the rhyme and help children complete the second stanza with their own words.

My Little Puppy  
My little Puppy,  
White little Puppy,  
Jumping here, jumping there,

My little Puppy  
My little \_\_\_\_\_,  
Black \_\_\_\_\_ Puppy,  
Dancing \_\_\_\_\_, \_\_\_\_\_ there.



Activity I

Look at the pictures given below and complete the names of things by filling in the correct letters (a, e, i, o, u).



c \_ \_ t



b \_ \_ x



p \_ \_ n



h \_ \_ n



c \_ \_ p











r \_ \_ t



## Activity II

### For the teacher

Read the words given in the table below. Ask children to choose the words from the box that end with the similar sound and write them in the space given. One has been done for you.

 cot	 fox	 pen	 tub
 pin	 mat	 log	 toy
Rat	<i>Mat</i>	Box	
Dog		Hen	
Boy		Tin	
Pot		Cub	

## Activity III

Re-arrange the following sentences in the order in which they appear in the story. One has been done for you.

- The rat hid in a box.
- A fat cat saw a rat.
- The cat ran to catch the rat.
- The cat lost the rat.
- The lid of the box did not open.

# 14

## The Greedy Dog

Pre Reading



For the teacher

Ask children to look at the picture above and answer the following questions.

- What are three men doing in the picture?
- Do you notice any thing strange about the fat man? If yes, talk about it.



Once there was a dog. One day he stole a piece of bread. He ran to the forest to eat the bread.



He reached a bridge on a river. When he was walking on the bridge, he saw his reflection in the water. He thought it was another dog with a piece of bread in its mouth.





The dog was very greedy. He wanted to eat that piece of bread also. He barked at the reflection. His own piece of bread fell into the water.



He became very sad and went away.



## New Words

stole	चुराया
reached	पहुँचा
bridge	पुल
reflection	परछाई
barked	भौंका
own	अपनी

## Comprehension

### Activity I

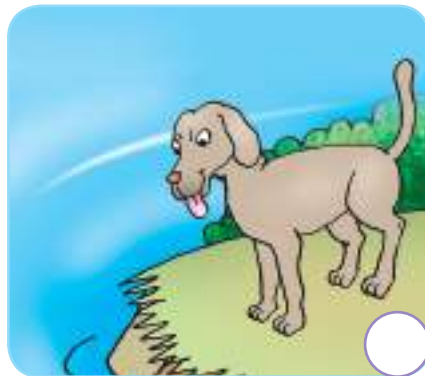
Answer the following questions.

1. What did the dog have in his mouth?
2. Where did the dog see his reflection?
3. What happened to his piece of bread when he barked?
4. How did the dog feel at the end of the story?

### Activity II

#### For the teacher

Ask children to look at the pictures given below. They are not in correct order. Ask them to write '1' below the picture that should come first, and '2' for the next and so on.





### Activity III

For the teacher

Ask children to match the animals to the food they like most.



Monkey

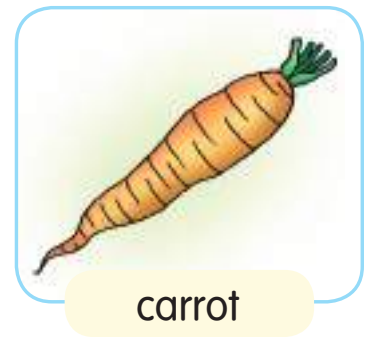
Cow

Elephant

Dog

Cat

Rabbit



### Activity IV

Let's use 'my, his, her, our, your'

Read the sentences written against each picture.



I am Rahul.  
This is my book.



He is Sohit.  
This is his bat.



She is Reena.  
This is her bicycle.



#### For the teacher

Tell children that the words 'my, his, her, our' describe the thing/person before which they are used. For example, 'This is my book' means that the book belongs to me.

- 'My' is used with 'I'.
- 'His' is used with 'He'.
- 'Her' is used with 'She'.
- 'Our' is used with 'We'.
- 'Your' is used with 'You'.

Now complete the sentences with the correct words from the brackets.

1. He is Rohit. This is \_\_\_\_\_ pencil. (his/her)
2. I am Tarun. This is \_\_\_\_\_ bag. (his/my)
3. She is Nitu. This is \_\_\_\_\_ toy. (his/her)
4. You are Raman. This is \_\_\_\_\_ pen. (your/his)

### Listening and Speaking

#### For the teacher

Read aloud the words given below. Notice the difference in meaning and sound.

shot	short	spot	sport
cot	court	pot	port

Now ask children to read aloud the following words.



top



boat



coat



pot





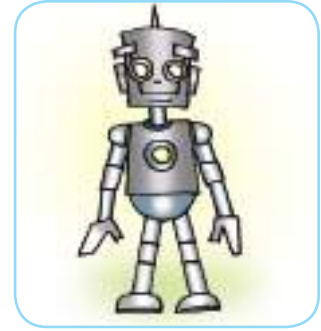
goat



mop



box



robot

*Writing* 

**For the teacher**

Tell children that the letters in names of animals are not in correct order. Ask them to rearrange the letters to get the correct names of the animals. One has been done for you.



tac

cat



woc



riteg



ogd



eerd



loni



nodkey



aogt



hseep

# 15

## Our Food

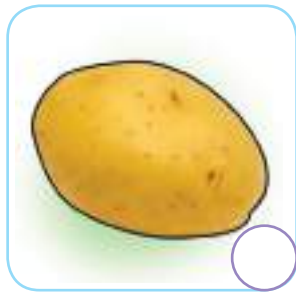
Pre Reading

For the teacher

Ask children to tick (✓) the things that they eat and drink. Ask them to name their favourite food.



mango



potato



chair



apple



milk



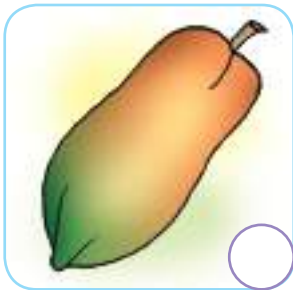
pencil



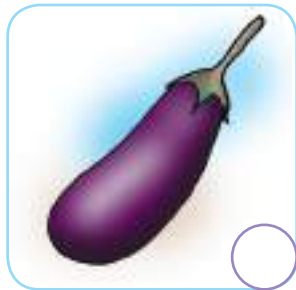
book



grapes



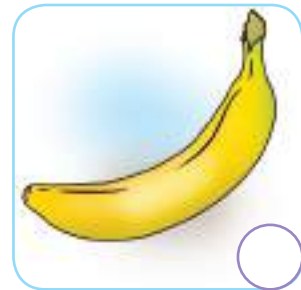
papaya



brinjal



bag



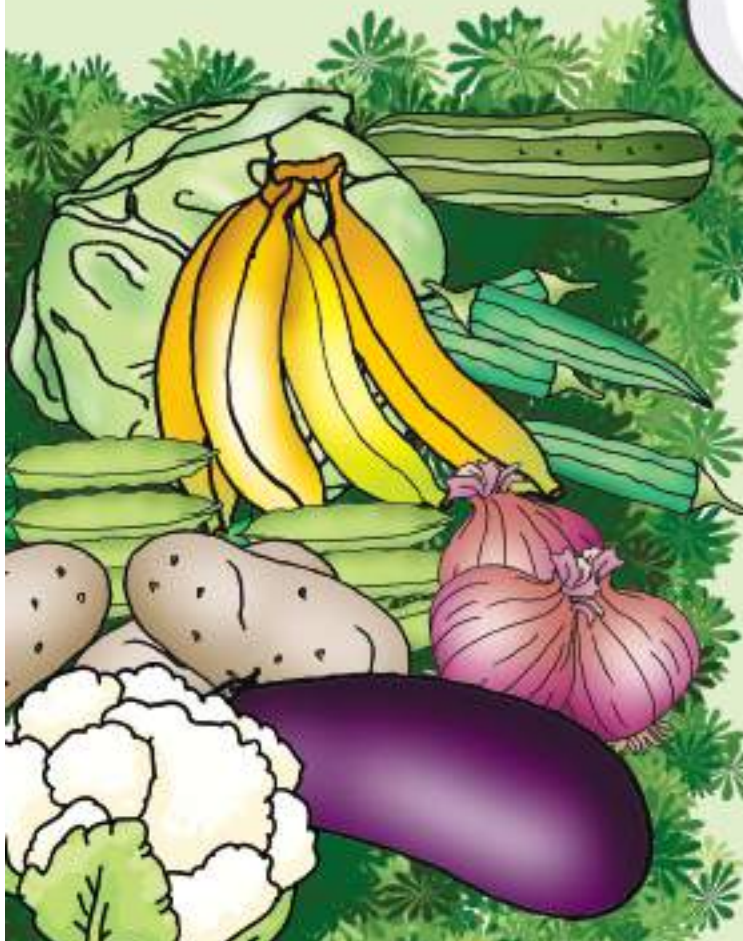
banana



**What am I?**

I am red, I am red  
Red, red all the way.  
Eating me saves your eyes,  
As the people say.

I am white, I am white  
As you can see.  
Elders and young ones  
All drink me.



When you cut me up  
I will make you cry,  
I smell really strong  
But I don't know why.

I am yellow and long.  
I am a fruit.  
Monkeys also like to eat me.  
If you throw me on road.  
It is wrong.

## New Words

save	बचाना	cry	रोना / आसूँ निकलना
elders	बड़े	smell	गंध
young	छोटे	really	वास्तव में
drink	पीना	like	पसंद करना

## Comprehension

### Activity I

Let children guess and solve the riddles given in the lesson.

### Activity II

In the first four lines of the poem 'way' and 'say' end with the same sound. Pick out more pairs of words from the poem that end with the same sound.

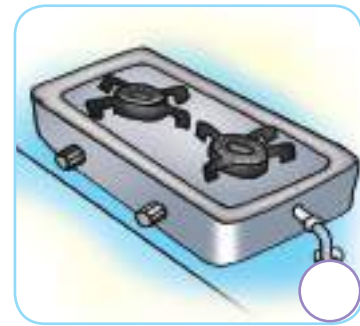
### Activity III

Fill in the blanks with the correct options given in the bracket.

1. Carrot is a \_\_\_\_\_. (fruit/vegetable)
2. Onion is a \_\_\_\_\_. (fruit/vegetable)
3. We eat \_\_\_\_\_ to live. (toys/food)
4. Food that makes us strong is called \_\_\_\_\_ food. (healthy/unhealthy)

### Activity IV

We cook our food on a variety of stoves. Ask children to look at the pictures of stoves and tick (✓) the one that they have in their kitchen.





**Listening and Speaking**

**Activity I**

**For the teacher**

Read aloud the words given below. They have short 'u' and long 'U' sound.

U: short	U: long	U: short	U: long
cub	cube	full	fool
tub	tube	cut	cute

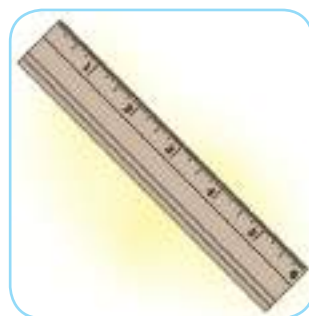
Now ask children to read aloud and tick (✓) the words that have long 'U' sound.



jug



tube



ruler



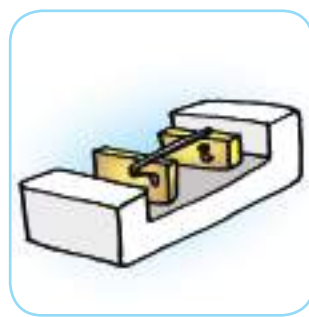
hut



bus



cup



fuse



tub

**Activity II**

**For the teacher**

Ask children to repeat aloud the following pairs of words after you and add at least one more such word in each row.

see me	read need	can man	write right
red bed	cry dry	cut but	eat beat

### Activity III

Listen and practise.



## Good Food Habits



- Wash hands before and after eating.
- Place napkin on your lap.
- Don't waste food.
- Don't talk while eating.
- Chew food properly.
- Cover your mouth when you burp.
- Wipe your mouth with a napkin.
- Keep your table clean.

### Activity I

Mother is cooking *Khichdi*. The names of all the things that she has used to make *khichdi* are jumbled. Pick out the names and write them in the blanks. One has been done for you.



1. Rice

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

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

## Activity II

For the teacher

Ask children to match the vegetables with their pictures.

Potato

Tomato

Brinjal

Pea

Turnip

Carrot

Cabbage

