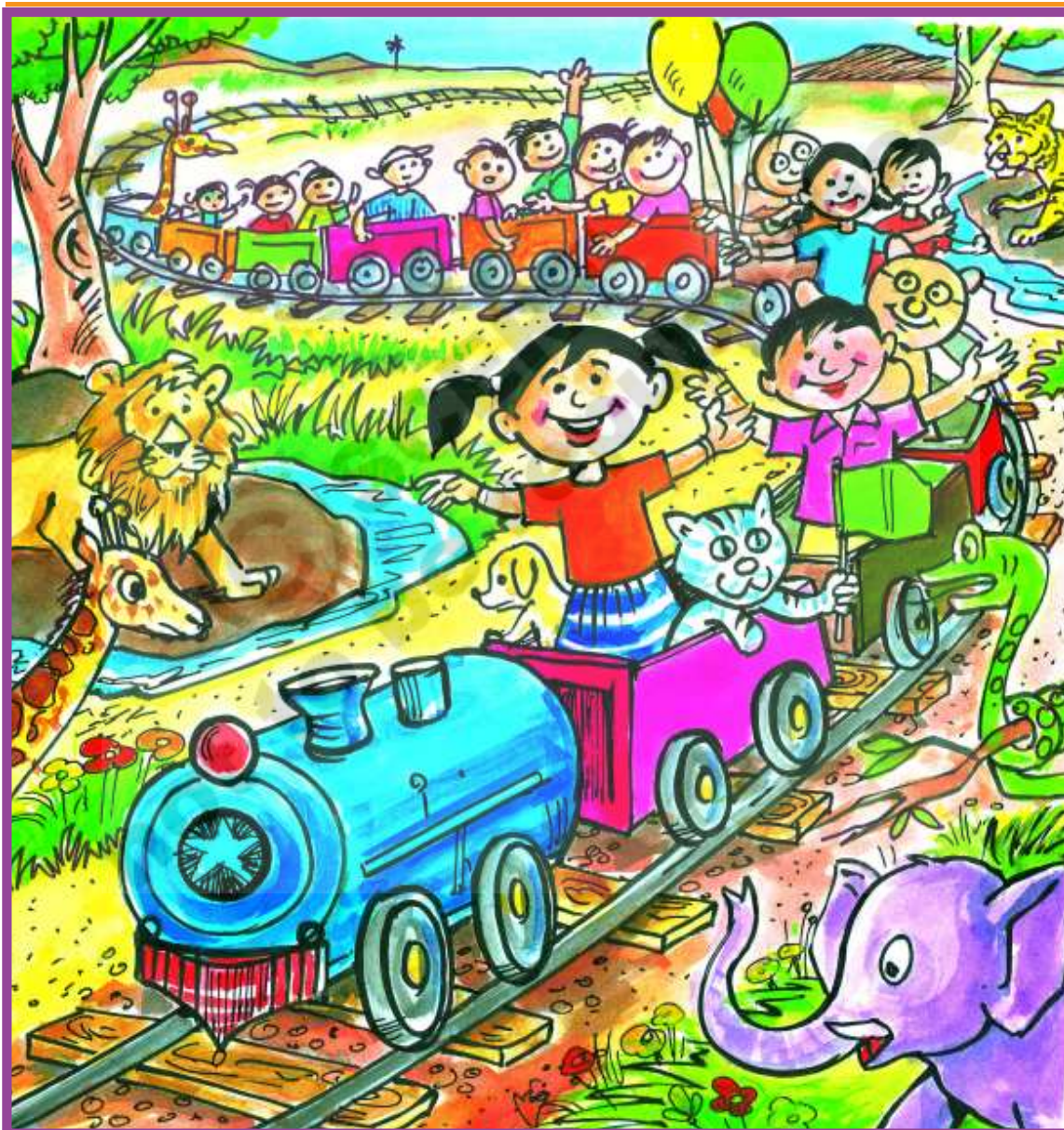


## UNIT - 1

## AT THE ZOO

**I.** Look at the picture and answer the questions given below.



1. Why are the children looking happy?
2. What animals do you see in the picture?



**II.A.** Look at the picture and answer the questions given below.



1. Where are the children going?
2. What is the boy saying?  
Will he get the van?

**B.** Your teacher will tell you about the boy. Listen carefully and answer the following questions.

1. Why does Abhi get up early?
2. Why is he taking Sweetie with him?
3. Will the teacher allow Sweetie to come to the zoo?





### III. Read the following.

A.

#### *At school*

The van was moving.

“Stop! Stop! Saleem uncle, please stop!” shouted Abhi.

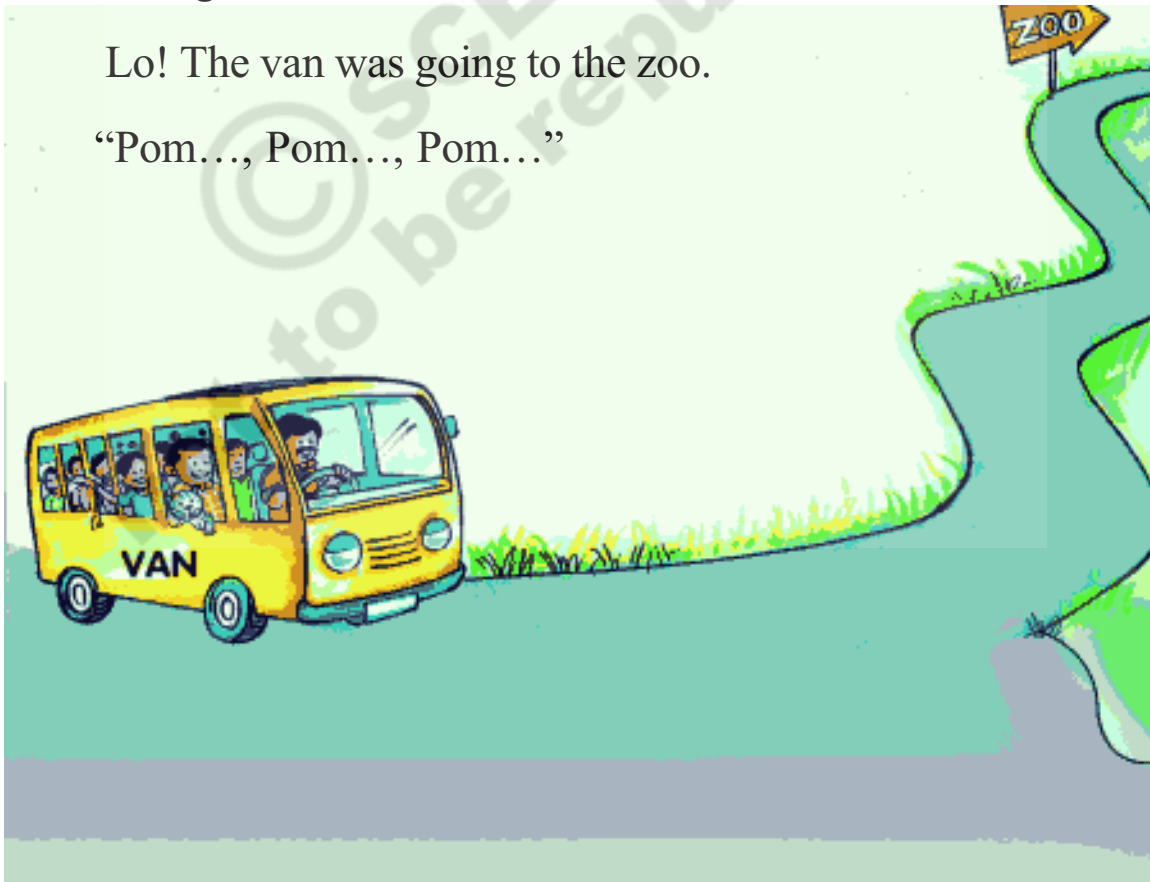
“Stop! Stop! Abhi is coming,” shouted children in the van.

Saleem, the van driver stopped the van.

Abhi got into the van.

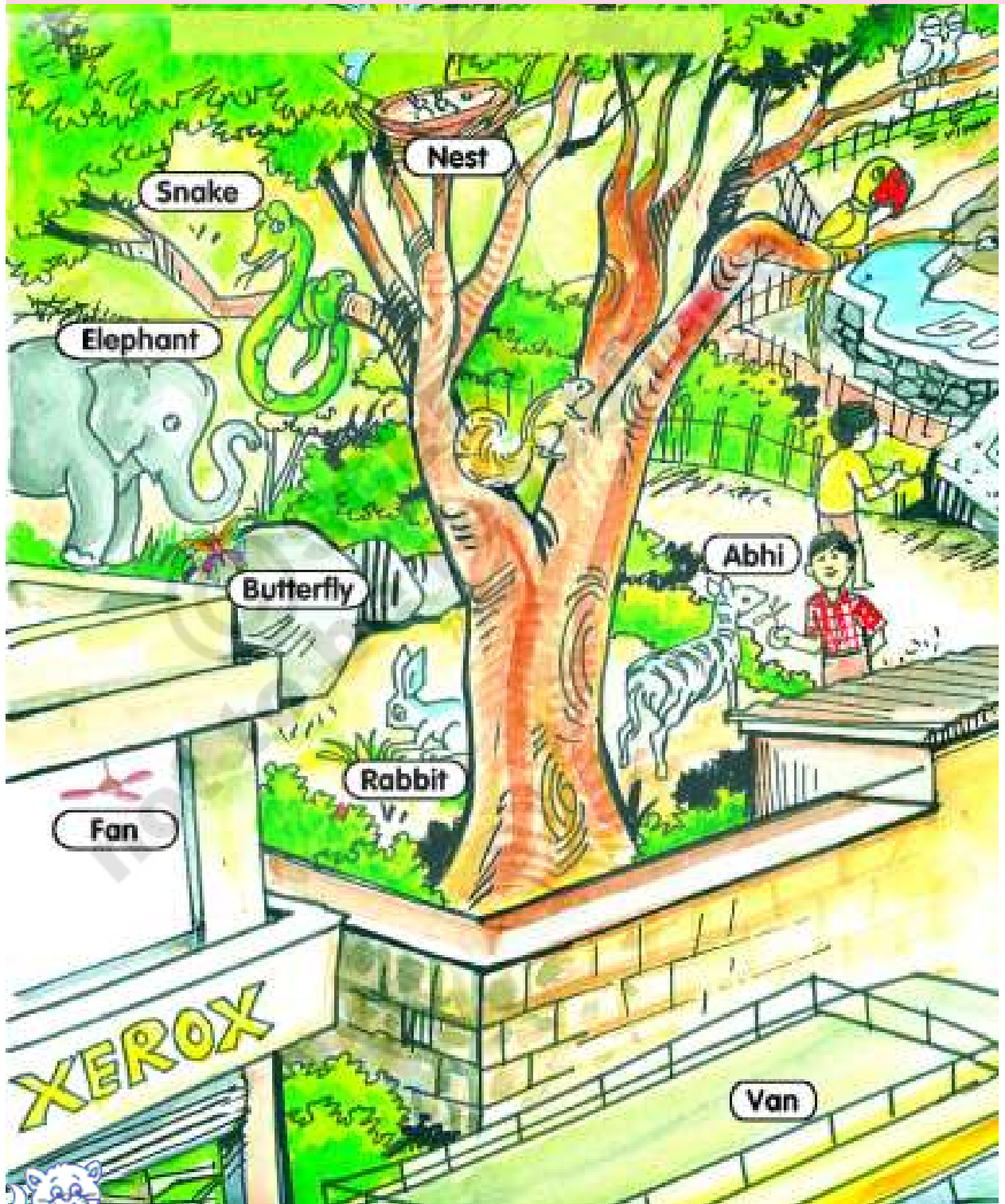
Lo! The van was going to the zoo.

“Pom..., Pom..., Pom...”



**B.** *Look at the picture and read the words.*

Abhi and his classmates are now at the zoo.





#### IV. Do the following.

A. Identify the following in the picture of the “Zoo”.



Owl	Bag
Monkey	Kangaroo
Jug	Lion
Xerox	Parrot

B. Look at the picture of the “Zoo” and write the words in the table given below. One is done for you.

A	Abhi	N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	



## C. Sing and dance.

### Dancing time

ABCD dancing time

EFGH hopping time

IJKL learning time

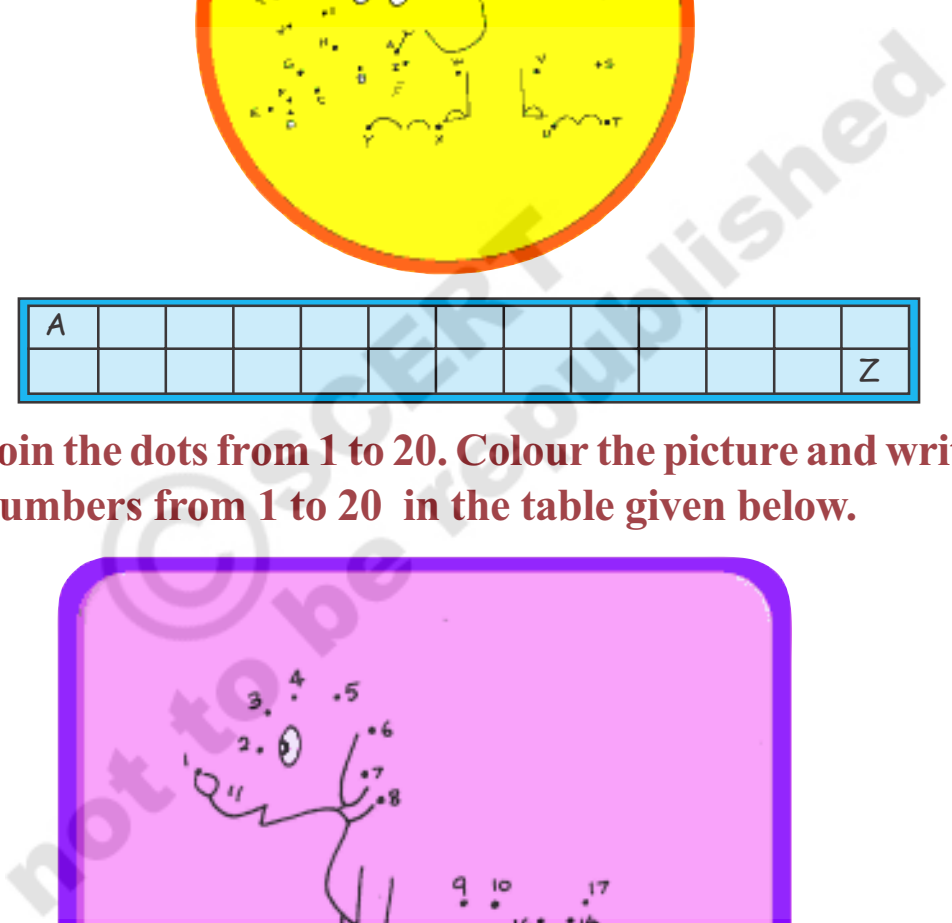
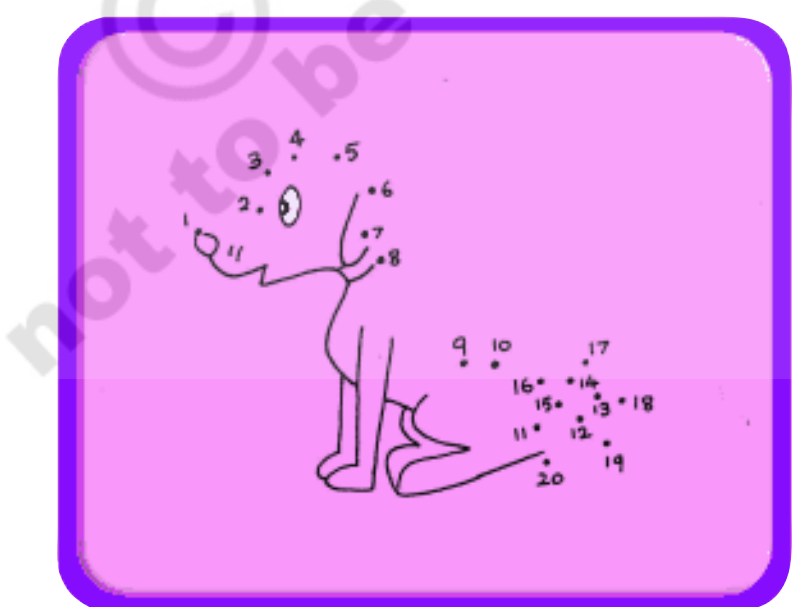
MNOP playing time

QRST story time

UVW writing time

XYZ is jolly time.



[illegible][illegible]



**F. Find out missing birds and animals.**

Look at these pictures. Tell your friend about the animals and birds that are missing in the second picture. Write their names in the table given below.

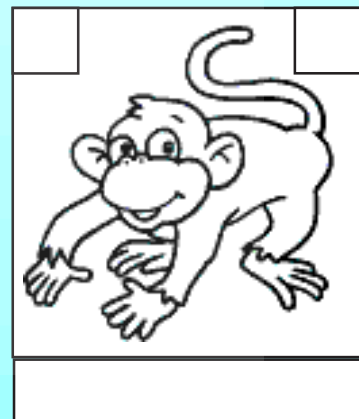
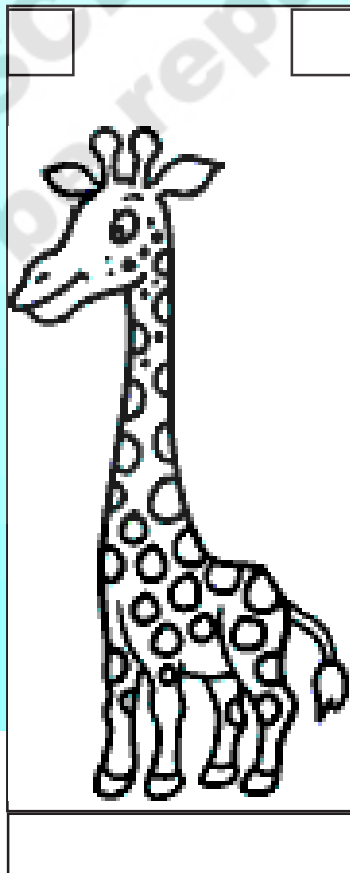
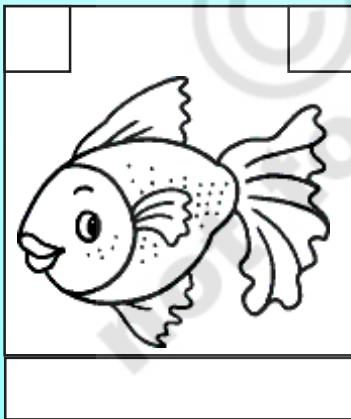
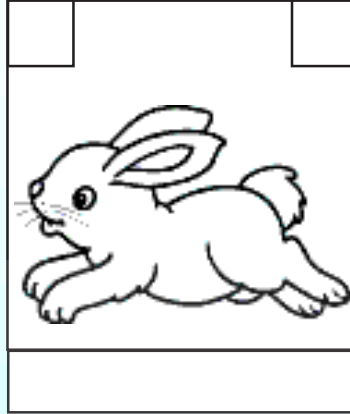
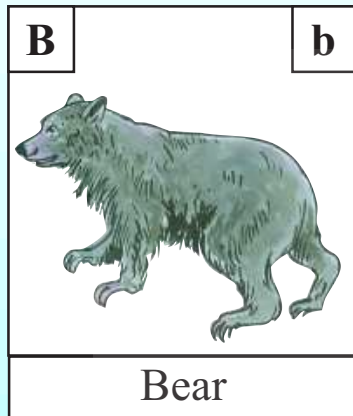


Birds	Animals

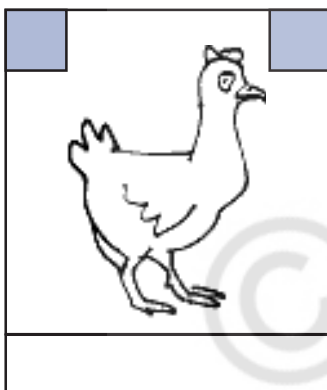
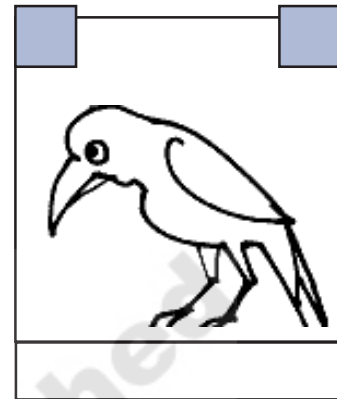
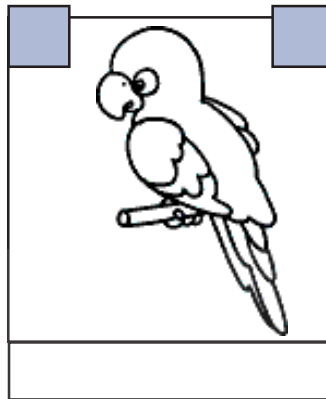
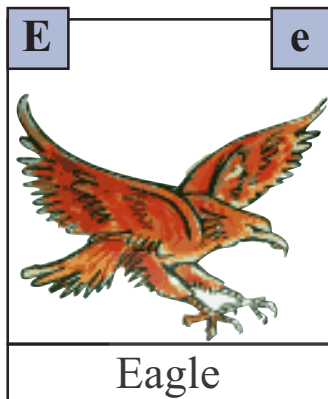


**G. Write the names of animals and birds whose pictures you see below and colour them. One is done for you.**

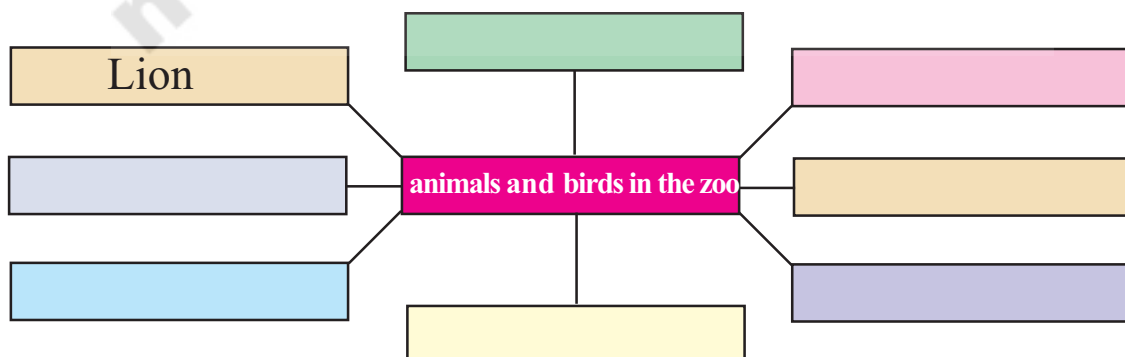
### 1. ANIMALS



## 2. BIRDS



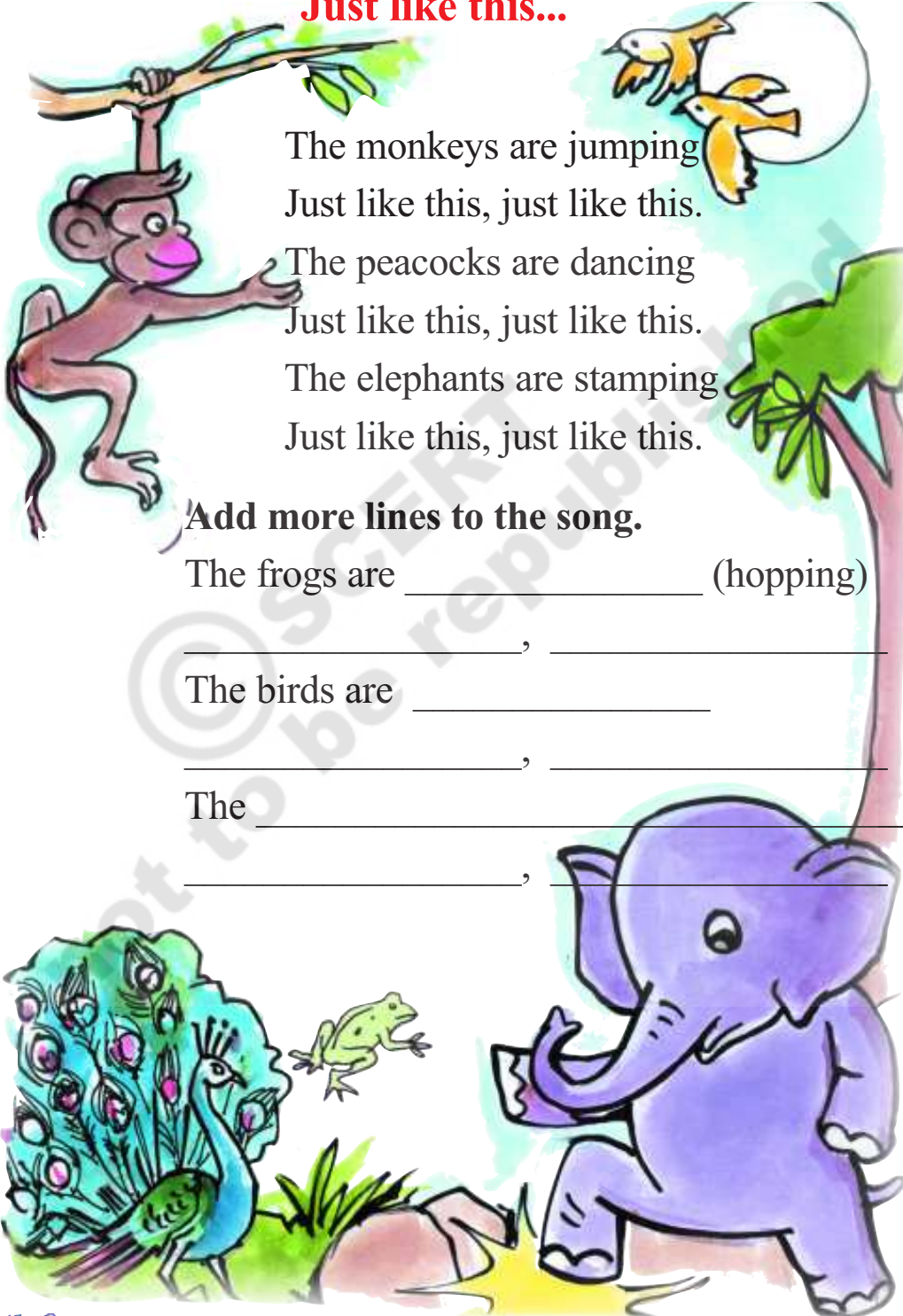
**H. We see different animals and birds in the zoo. Can you write their names? One is done for you.**





**V. Sing , dance and add lines.**

**Just like this...**



The monkeys are jumping  
Just like this, just like this.

The peacocks are dancing  
Just like this, just like this.

The elephants are stamping  
Just like this, just like this.

**Add more lines to the song.**

The frogs are \_\_\_\_\_ (hopping)

The birds are \_\_\_\_\_

The \_\_\_\_\_

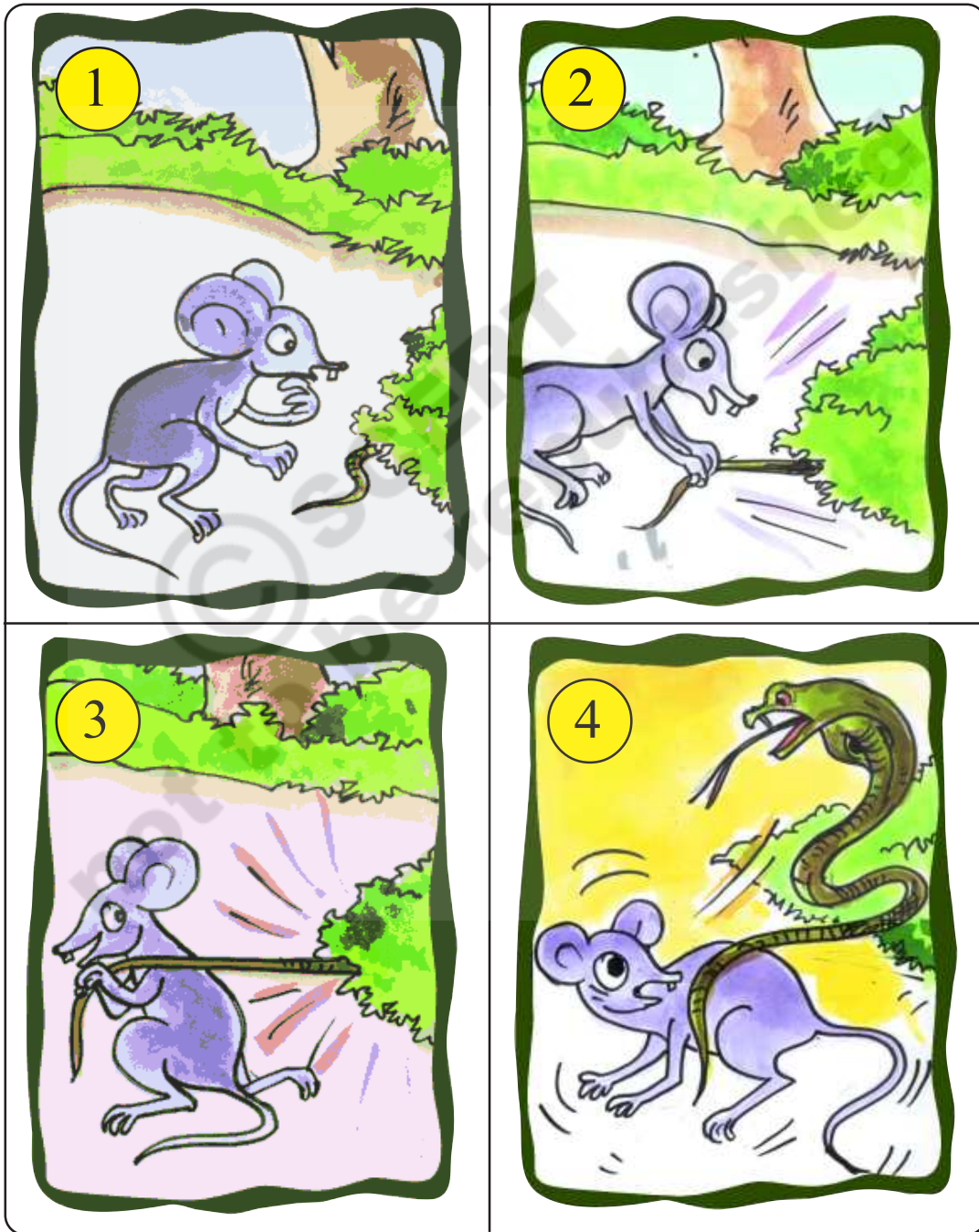
\_\_\_\_\_





**VI. Story time.****A mouse and a snake**

Look at the picture story. Tell the story to your friends in the group.



## UNIT - 2

## WHERE ARE YOU, SWEETY?

**I.** Look at the picture and answer the questions given below.



1. What do you see in the picture?
2. Why is the kitten running?
3. Why are the boy and the girl running after the kitten?



**II.A.** Look at the picture and answer the questions given below.



1. What is the boy asking the old man?
2. What is the old man saying?
3. What is the girl asking the woman?
4. What is the woman saying?

**B.** Your teacher will tell you about 'Sweety'. Listen carefully and answer the following questions.

1. Who is Sweety?
2. Where does Sweety go?
3. What will Abhi and Meena do now?



**III. Read the following.****Where are you, Sweetie?**

Abhi and Meena are looking for the kitten, Sweetie.



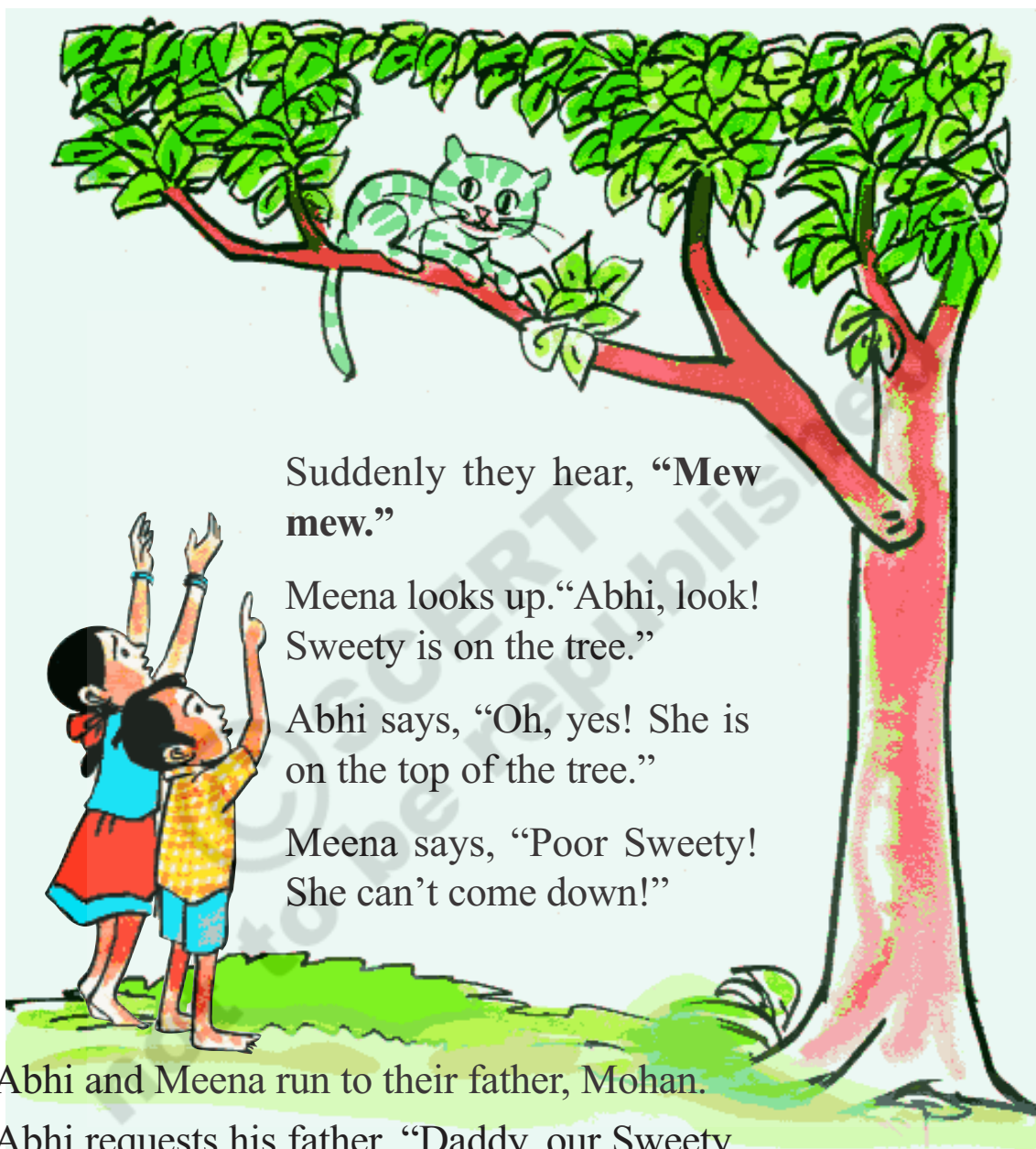
Meena is looking on the cupboard.

Abhi is looking under the cot.





Now they are looking for Sweety in the garden.



Suddenly they hear, “**Mew mew.**”

Meena looks up. “Abhi, look! Sweety is on the tree.”

Abhi says, “Oh, yes! She is on the top of the tree.”

Meena says, “Poor Sweety! She can’t come down!”

Abhi and Meena run to their father, Mohan.

Abhi requests his father, “Daddy, our Sweety is on the top of the tree. Please bring her down.”

“Ok... Ok... Don’t worry,” says Mohan. He climbs on the tree. He brings Sweety down. Sweety runs to Abhi with joy.

Abhi and Meena say, “Thank you, daddy.”



#### IV. Do the following.

##### A. Tick (✓) the correct answer in each of the following.

1. What is the name of the boy in the story?

Mohan ( )      Shekar ( )      Abhi ( )

2. Who is Abhi's sister?

Meena ( )      Rani ( )      Latha ( )

3. Where was the kitten?

on the tree ( )      in the chair ( )      under the table ( )



##### B. Tick (✓) the boxes where Abhi and Meena looked for Sweety.

cot	<input type="checkbox"/>	bag	<input type="checkbox"/>	table	<input type="checkbox"/>
chair	<input type="checkbox"/>	cupboard	<input type="checkbox"/>	tree	<input type="checkbox"/>

##### C. Answer the following questions.

1. What is the name of Abhi's pet?

\_\_\_\_\_

2. Do you have a pet? What is its name?

\_\_\_\_\_

3. Abhi's pet is a kitten. What is your pet?

\_\_\_\_\_

4. "Oh, yes! She is on the top of the tree?" Who says this ?

\_\_\_\_\_

5. Why do you think Sweety doesn't jump down from the tree?

\_\_\_\_\_



**D1. Sweety is in a tree. It is a magic tree. It gives any fruit you want. Draw any fruit on the tree and colour the pictures.**



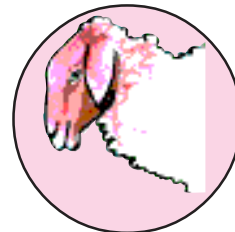
**2. Write names of other fruits that you may love to have.**




**E. Look at these animals. Find their names in the grid and circle them. One is done for you.**



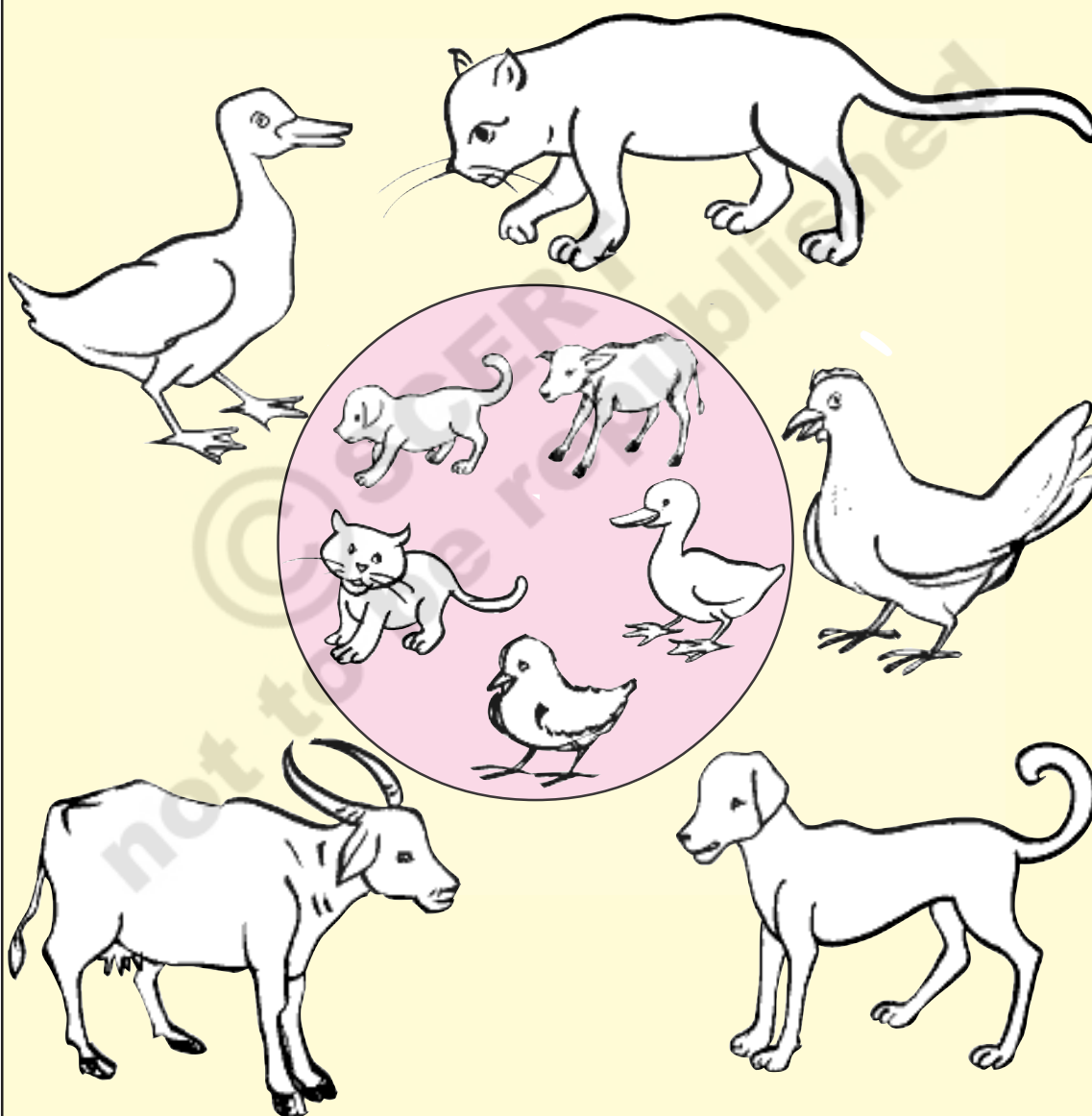
s	c	a	b	c	g
h	a	c	o	w	o
e	t	d	o	g	a
e	d	p	i	g	t
p	h	o	r	s	e
d	o	n	k	e	y





**F. Have fun with colours.**

1. Look at the pictures of mothers and their babies. Name them. You may choose the names of the babies from the box. Colour the mother and her baby with the same colour:



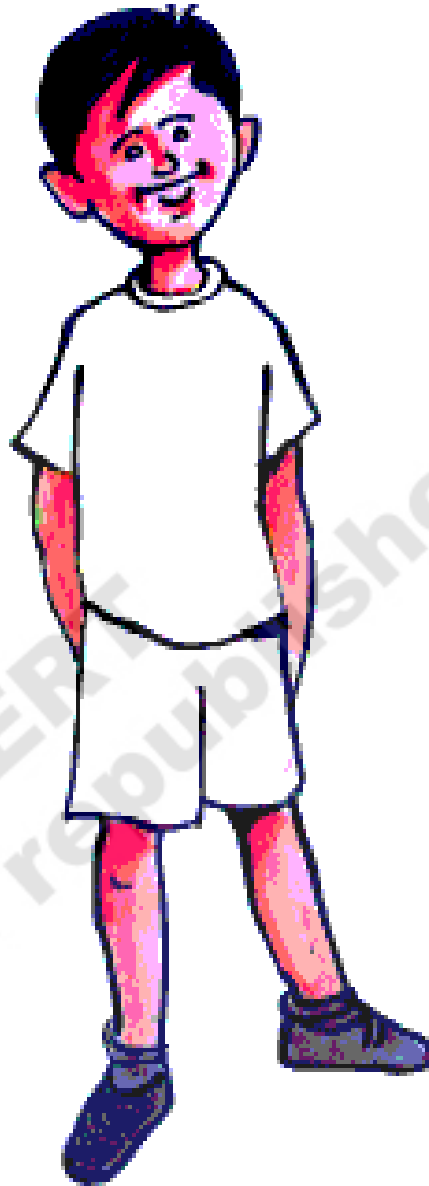
kitten, duckling, calf, puppy, chick



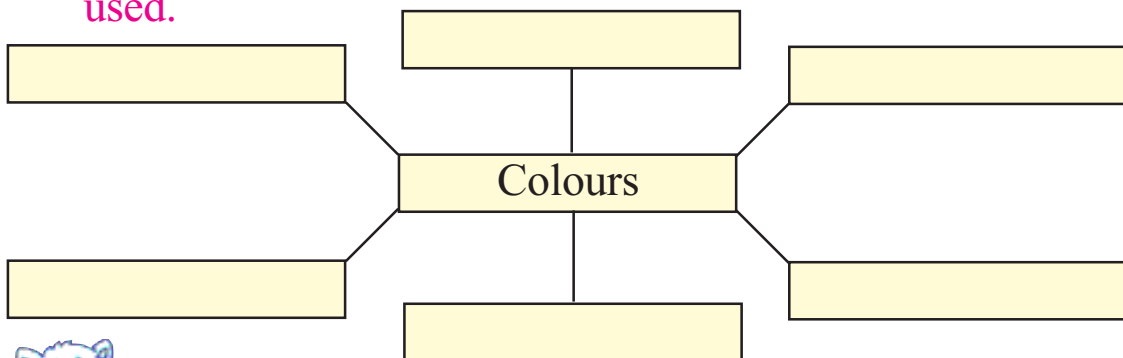
2. Look at Abhi's clothes.

Do you like it?

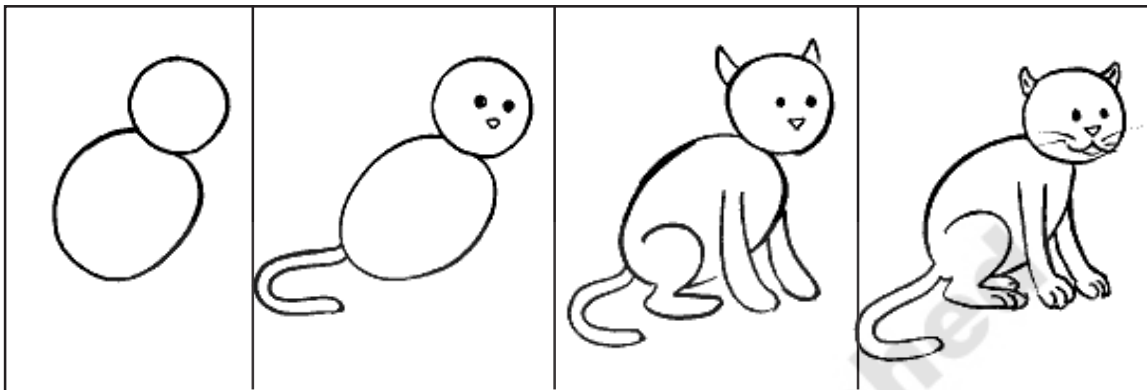
Oh! It has no colours.



Colour the dress. Write the names of the colours you have used.



3. Given below are the steps to draw a cat. Follow the steps and draw a cat.



Name the above cat and write about it.




# **V. Sing, dance and add lines.**

## **My little Sweety**

My little Sweety  
White little Sweety  
Jumping here, jumping there  
Jumping here and there.



## **Add lines to the song.**

My little Sweety  
Black.....  
Dancing ....., ..... there.

.....

..... (puppy)

..... (brown)

..... (playing)

.....





## UNIT - 3

## A VISIT TO UNCLE'S HOUSE

**I.** Look at the picture and answer the questions given below.



1. What do you see in the picture?
2. Where does the bus go?
3. Where are the boy and his father going?



**II.A.** Look at the picture and answer the question given below.



**B.** Your teacher will tell you about the boy and his visit to his uncle's house. Listen carefully and answer the following questions.

1. Why is Siddu going to Hyderabad?
2. How will Siddu go to Hyderabad?





### III. Read the following.

#### A visit to uncle's house

Siddu is happy.

He is going to Hyderabad with his father.

He is going to his uncle's house.

Siddu and his father are in a cart.

They are going to the bus stand.



Now, they are in a bus. The bus is going to Hyderabad.

**Siddu** : Is this bus going to Hyderabad?

**Siddu's father** : Yes, it is.

*Why do you think Siddu is happy?*



Tus...

... sh ... sh ... sh !

Suddenly, the tyre bursts.

The bus stops.

Siddu is sad.



*What sound did the tyre produce?*

*What made Siddu sad?*

*What will Siddu and his father do now?*

People come out of the bus. They stand on the roadside.

**Siddu** : How shall we go to Hyderabad, Nanna?

**Siddu's father** : Wait and see.

They see a jeep coming. It stops in front of them. Siddu and his father get into it.



“Dr... Dru...rrrr...”

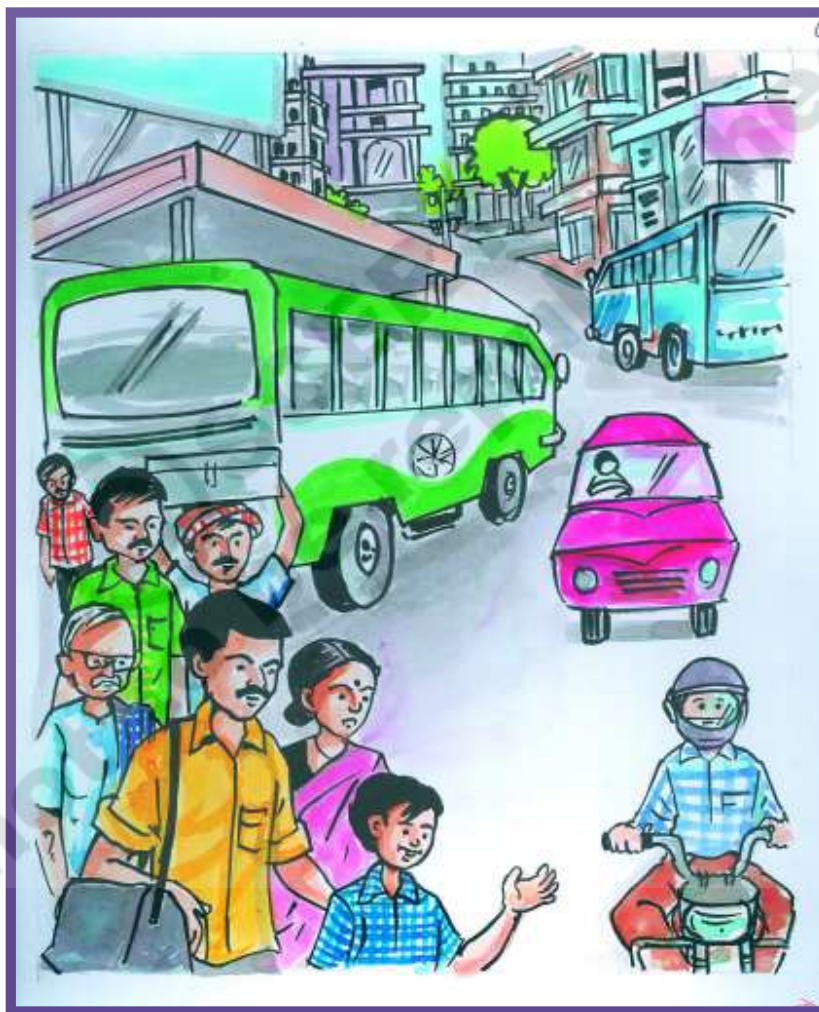




But it does not start. Siddu and his father get down. They stand on the roadside. Siddu looks sad.

They see a bus coming. It stops in front of them. It is going to Hyderabad. They get into it. It moves.

Soon Siddu sees tall buildings, busy shops, many buses and autos.



**Siddu :** Is this Hyderabad, Nanna?

**Father:** Yes, Siddu. This is Hyderabad.

Soon the bus stops. Passengers start getting out of the bus.



**Siddu** : Nanna, how far is my uncle's house?

**Father** : Not very far.

They walk a few steps to reach his uncle's house. Uncle is standing at the door. He greets them and takes them inside. Siddu looks at the puppies and begins to play with them.



#### **IV.** *Do the following.*

##### **A. Answer the following questions.**

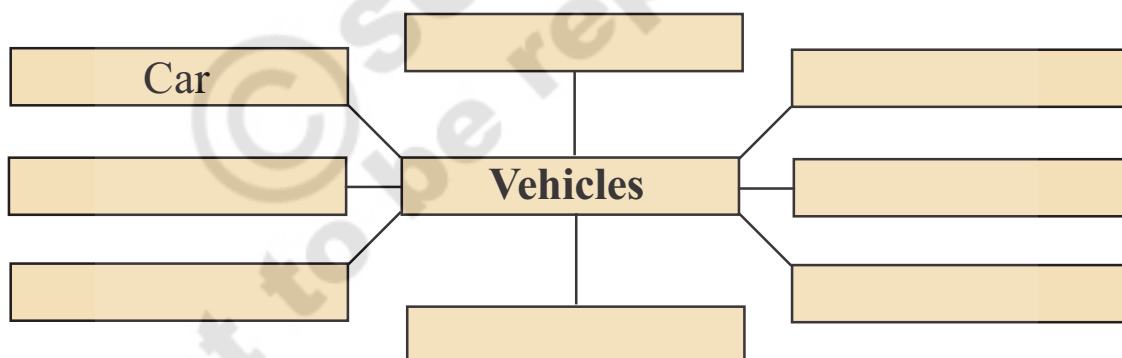
1. How did Siddu and his father reach the bus stop?
2. Why did the bus stop suddenly?
3. Was Siddu happy at uncle's house? Why?



**B. Fill in each blank with the right answer from the bracket.**

1. Siddu and his father reached the bus stand in \_\_\_\_\_. (a cart/an auto)
2. The passengers were getting into the \_\_\_\_\_. (bus/van)
3. Siddu was \_\_\_\_\_ to play with the puppies. (happy/sad)

**C. Siddu and his father are standing on the road. They see many vehicles on the road. Name them. One is done for you.**



**D. Name the vehicles by which Siddu travelled to reach the uncle's house.**

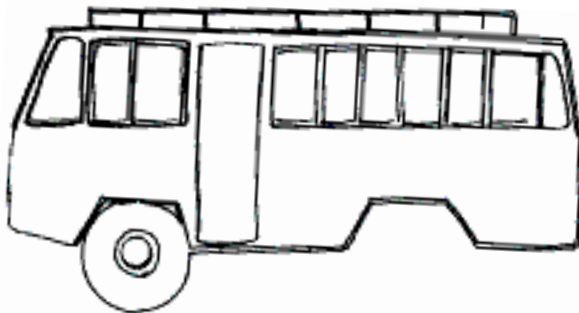


**E. Look at the vehicles in the picture and write the names of the places (air, water and road) where you generally see them.**



S. No.	Name of the vehicle	Travels in the air/on the water/on the road

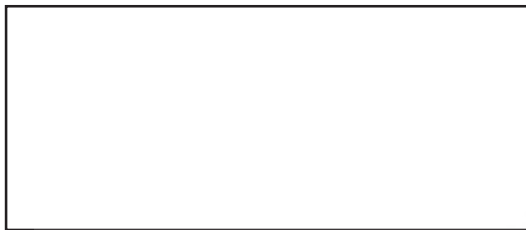
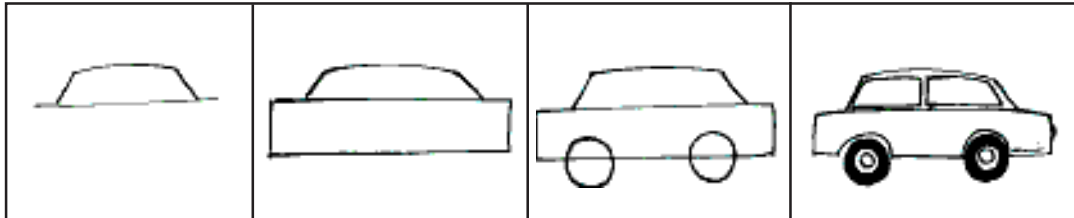
**F1. Draw the missing parts of the bus and colour the bus.**



Talk to your friends about the bus.

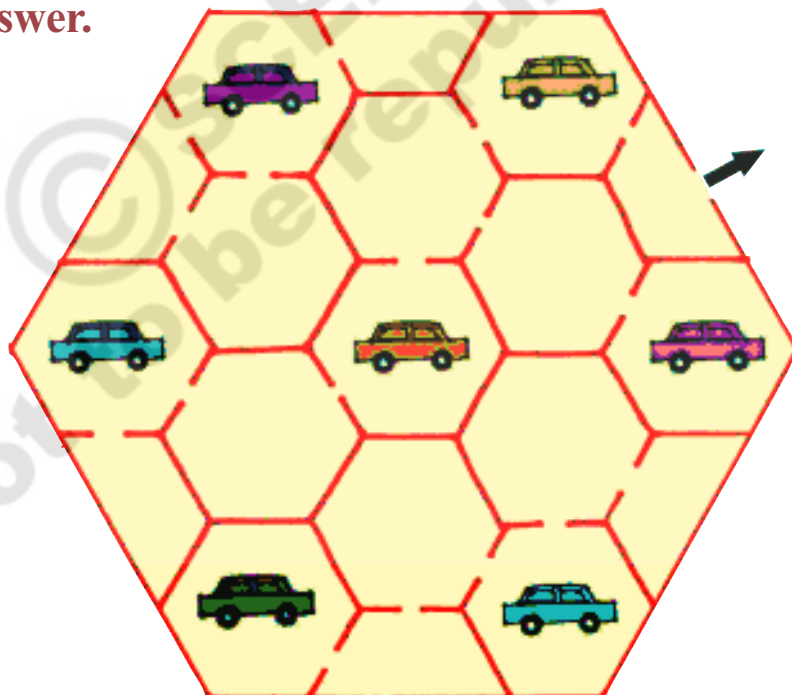


2. Draw a car with the help of the steps given below.  
Colour your car and name it.



Talk to your friends about  
your car.

- G Look at the picture and find out how many cars can manage to come out from the maze? Draw lines to know the answer.



Now answer the following questions.

1. How many cars are there in the maze?
2. How many cars can come out?
3. Which car comes out last?



**V.** *Sing , dance and add lines.*

**All day long...**

The wheels on the bus go round and round,  
Round and round, the wheels on the bus.

The wheels on the bus go round and round,  
Round and round all day long.

The engine on the train goes chuk, chuk, chuk,  
Chuk, chuk, chuk, the engine on the train.

The engine on the train goes chuk, chuk, chuk,  
Chuk, chuk, chuk all day long.



**Now add lines...**

The horn on the car goes peep, peep, peep,

\_\_\_\_\_  
\_\_\_\_\_,  
\_\_\_\_\_ all day long.

The bell on the bicycle goes tring, tring, tring,

\_\_\_\_\_  
\_\_\_\_\_,  
\_\_\_\_\_ all day long.



## VI. Story time.

### Snoopy, a clever puppy

This is Snoopy. He is a clever puppy.



Snoopy is very hungry.  
He wants to drink milk.  
The milk is in a glass.  
The glass is on a table.

Now Snoopy is on the table.  
He is pushing the glass.



Oh! The glass has fallen on the  
table. Now the milk is on the  
table.

Snoopy is drinking the milk.  
The milk is very tasty.  
Snoopy is very happy now.

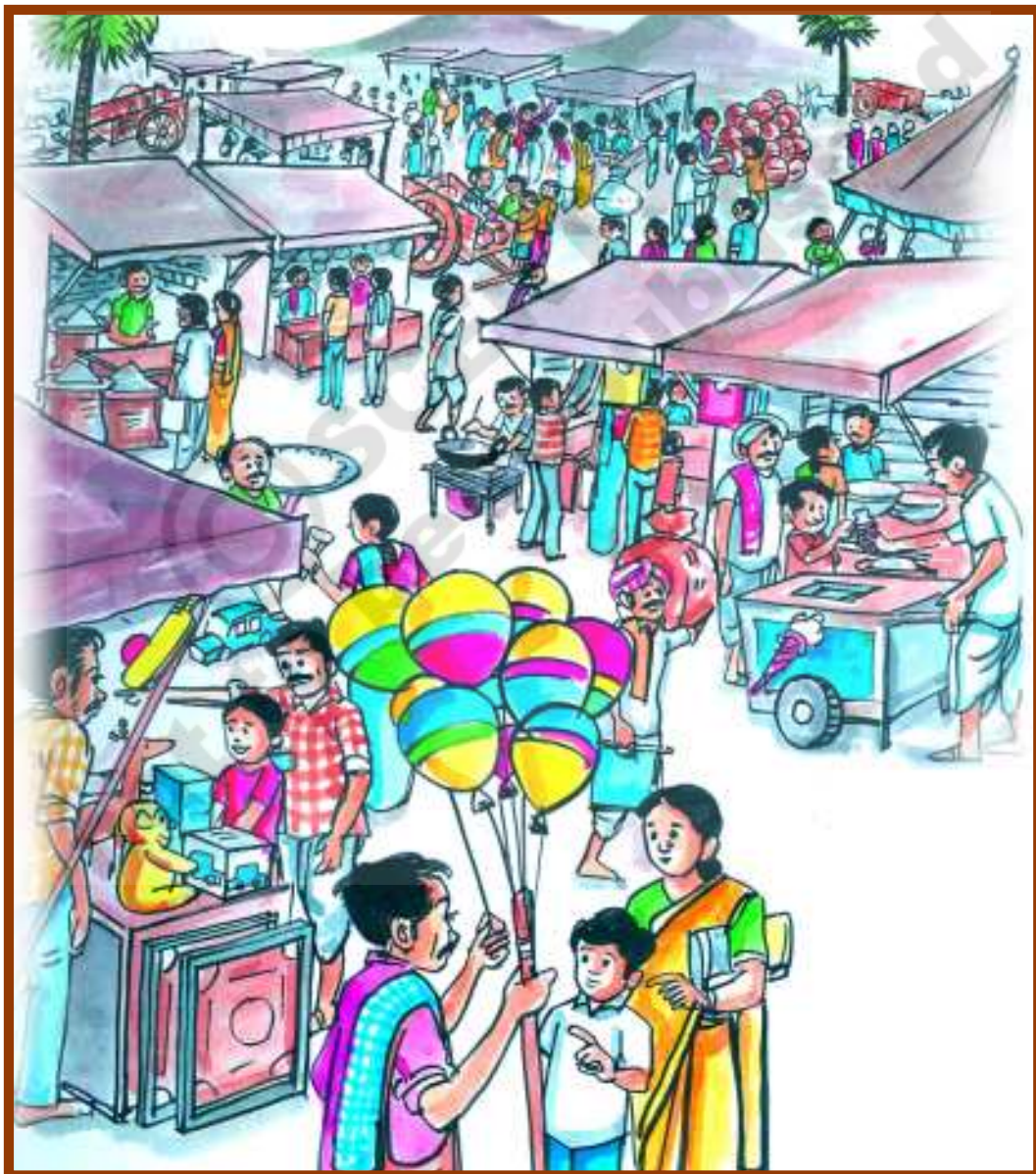




## UNIT -4

## MY VILLAGE FAIR

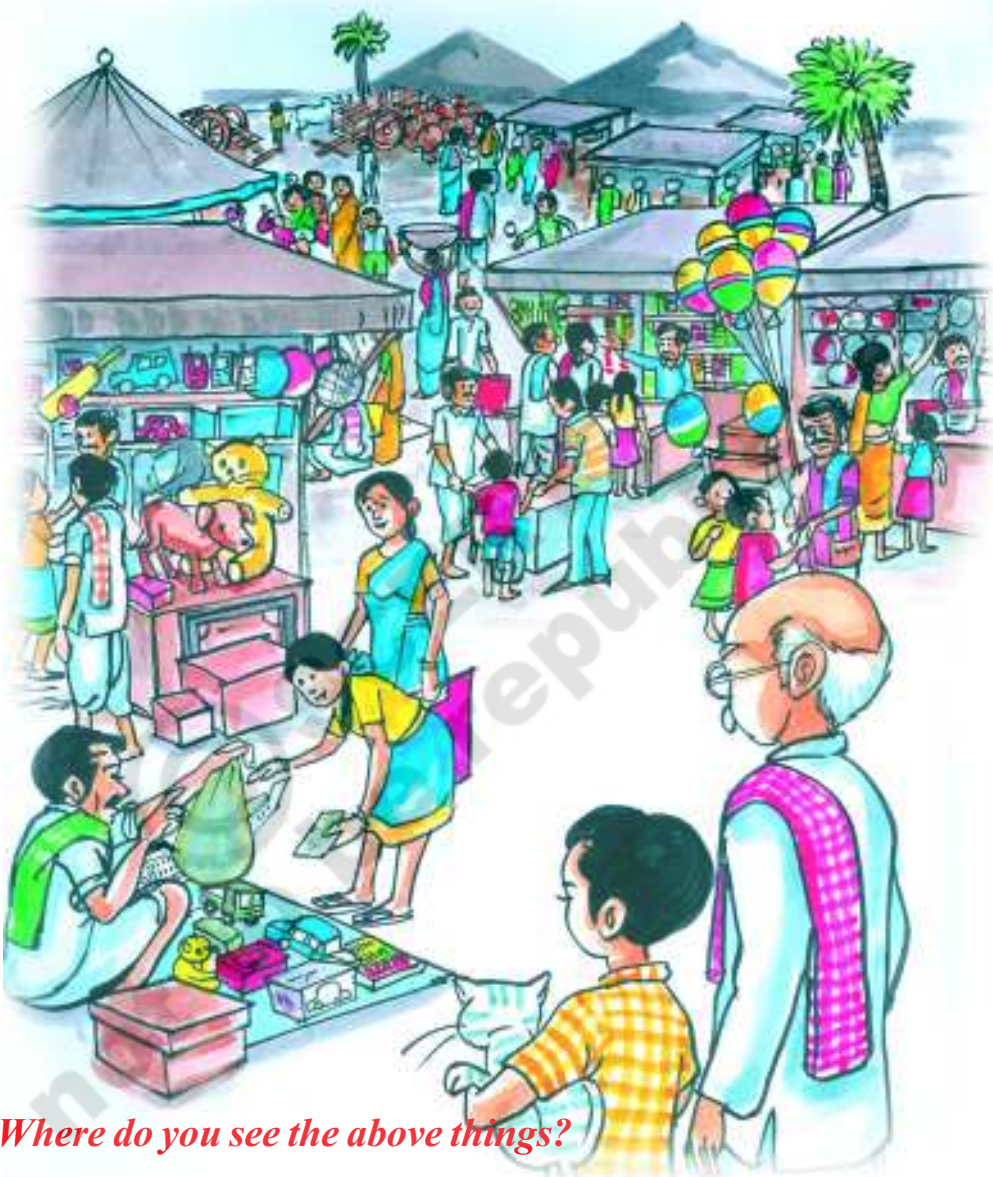
**I.** Look at the picture and answer the question given below.



What things do you see in the picture?



**II.A.** Look at the picture and answer the questions given below.



1. Where do you see the above things?
2. Name the things that you see in the picture.

**B.** Your teacher will tell you about the village fair. Listen carefully and answer the following.

1. Who took Abhi to the fair?
2. Do you have fairs in your place?
3. Who do you go with to a fair?

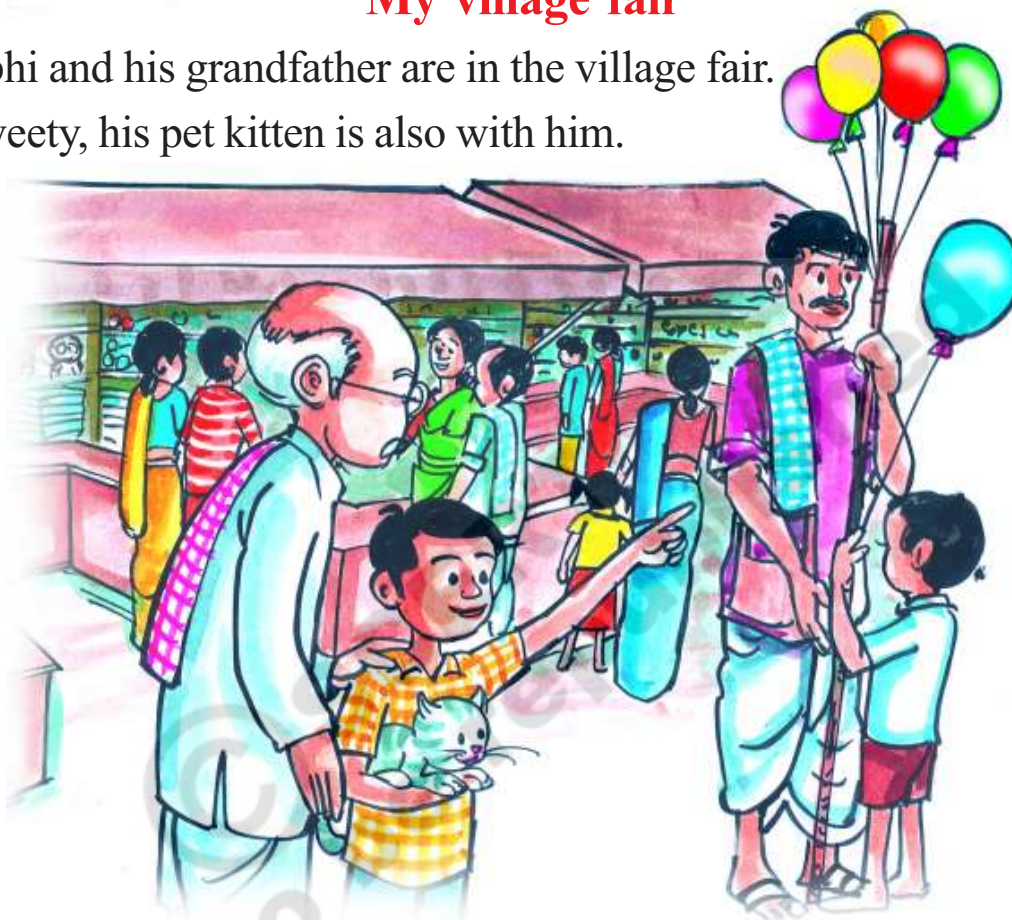




### III. Read the following.

#### My village fair

Abhi and his grandfather are in the village fair. Sweety, his pet kitten is also with him.



**Abhi** : Grandpa, look there. Balloons!  
Big balloons and small ones, too.

**Grandpa** : Yes. They are in many colours.

**Abhi** : They are so beautiful! I want them.

**Grandpa** : What colours do you like?

**Abhi** : I like red and green.

**Grandpa** : Okay! Take one red balloon and one green one, too.

1. *Balloons of what other colours did Abhi see?*
2. *What colours do you like?*



Abhi, grandfather and Sweetie are going to the next shop.

**Abhi** : Grandpa, look there. So many toys! I want a toy.



1. Which toys do you see in the toy shop?
2. Which toys do you like?
3. Which toy do you think will Abhi ask for?

**Grandpa** : Which toy do you want?

**Abhi** : I want a toy car.

**Grandpa** : All right. Take one of them.





Now, they see a toy rat in the shop.  
Sweety looks at it and jumps on it.



*Why did Sweety jump on the toy rat?*



There is a big dog sitting near the rat.  
Sweety looks at the dog and runs away.



*Why did Sweety run away?*

Abhi runs after the kitten. “Stop! Sweety, stop!”  
“It’s not a real dog. It’s only a toy dog,” shouts Abhi.  
“Abhi, catch Sweety!” grandfather says.  
Abhi catches Sweety.





Now they see ice-creams.

Grandfather buys ice-creams for Abhi and Sweety.

They see a merry-go-round. Children on the merry-go-round are shouting with joy.



Suddenly Abhi sees a big tiger. He holds his grandfather's hand tightly.



Many children are laughing at the tiger. Abhi is confused.



**Abhi** : Is it a tiger, grandpa?

**Grandpa** : No, Abhi. He is a man painted as a tiger.

**Abhi** : He is walking and jumping like a tiger.

Sweety, Abhi and grandpa have a lot of fun at the fair.

#### **IV. Do the following.**

##### **A. Answer the following questions.**

1. What did Abhi and Sweety eat in the fair?
2. What do you want to eat in a fair?
3. Why did Abhi hold his grandfather's hand tightly?





**B. Read the sentences. Put a (✓) in the right box.**

1. Abhi has gone to a **village** ☐ / **village fair** ☐.
2. Abhi has bought **two** ☐ / **three** balloons ☐.
3. Sweety jumped on a toy **rat** ☐ / **dog** ☐.
4. Sweety ran away after looking at a toy **rat** ☐ / **dog** ☐.

**C. Abhi has seen a man painted as a tiger. He is saying about it to his mother.**

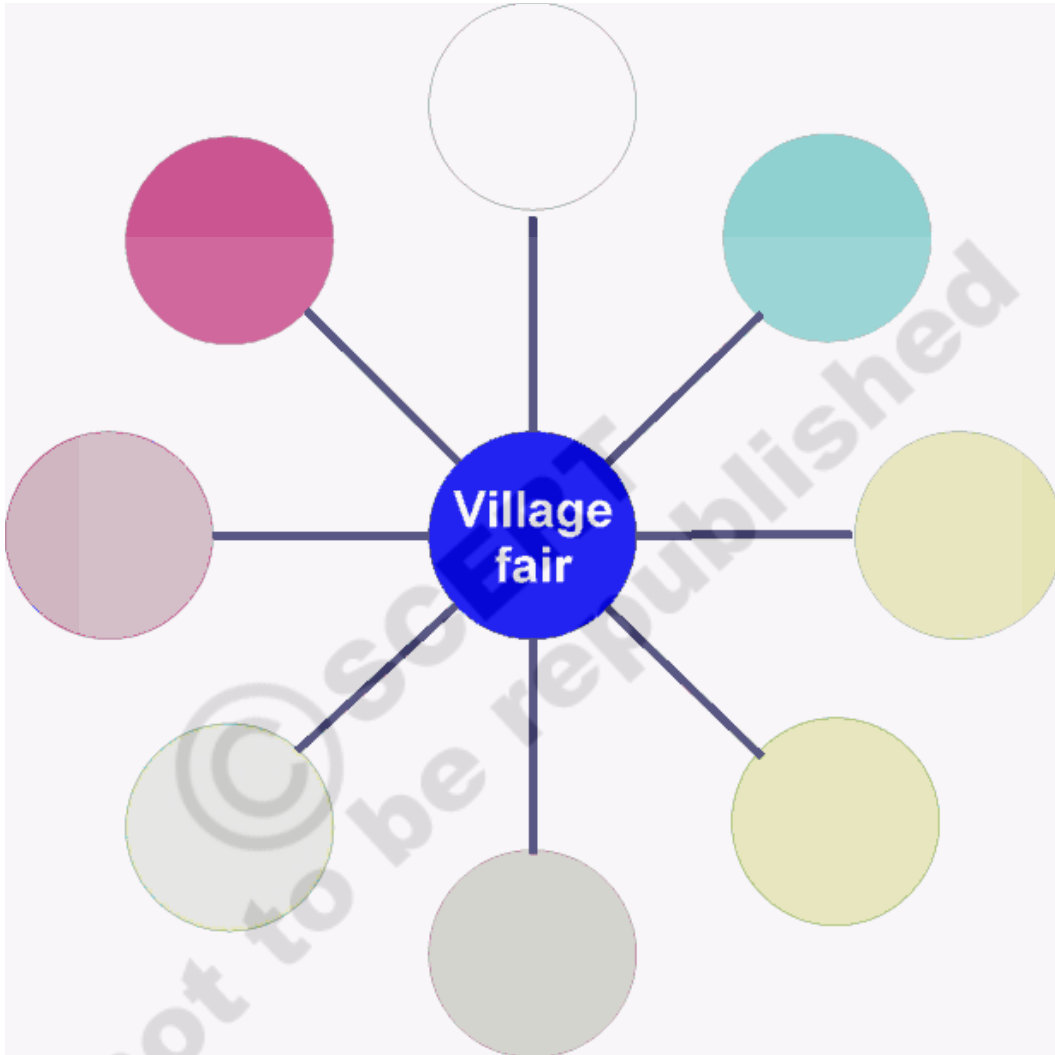


**Write what he is saying.**

1. The man is walking like a tiger.
2. \_\_\_\_\_ (roar).
3. \_\_\_\_\_ (jump).
4. \_\_\_\_\_
5. \_\_\_\_\_



**D1. Abhi is talking to his friend about the village fair. Write words related to the village fair.**



**2. Write about the village fair.**




### E. Work in pairs.

Abhi's friend Siddu asked Abhi about his visit to the village fair. Write the conversation between Siddu and Abhi. Role-play the conversation.

**Siddu** : Who took you to the fair?

**Abhi** : \_\_\_\_\_

**Siddu** : What did you buy?

**Abhi** : \_\_\_\_\_

**Siddu** : \_\_\_\_\_?

**Abhi** : Yes. I took Sweety with me.

**Siddu** : Do you like the fair?

**Abhi** : \_\_\_\_\_

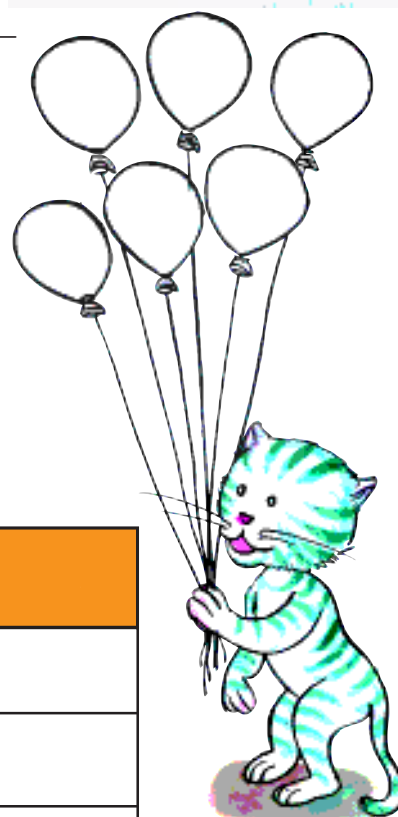


### F. Have fun with colours .

Sweety is holding many balloons.  
Colour them with different colours.

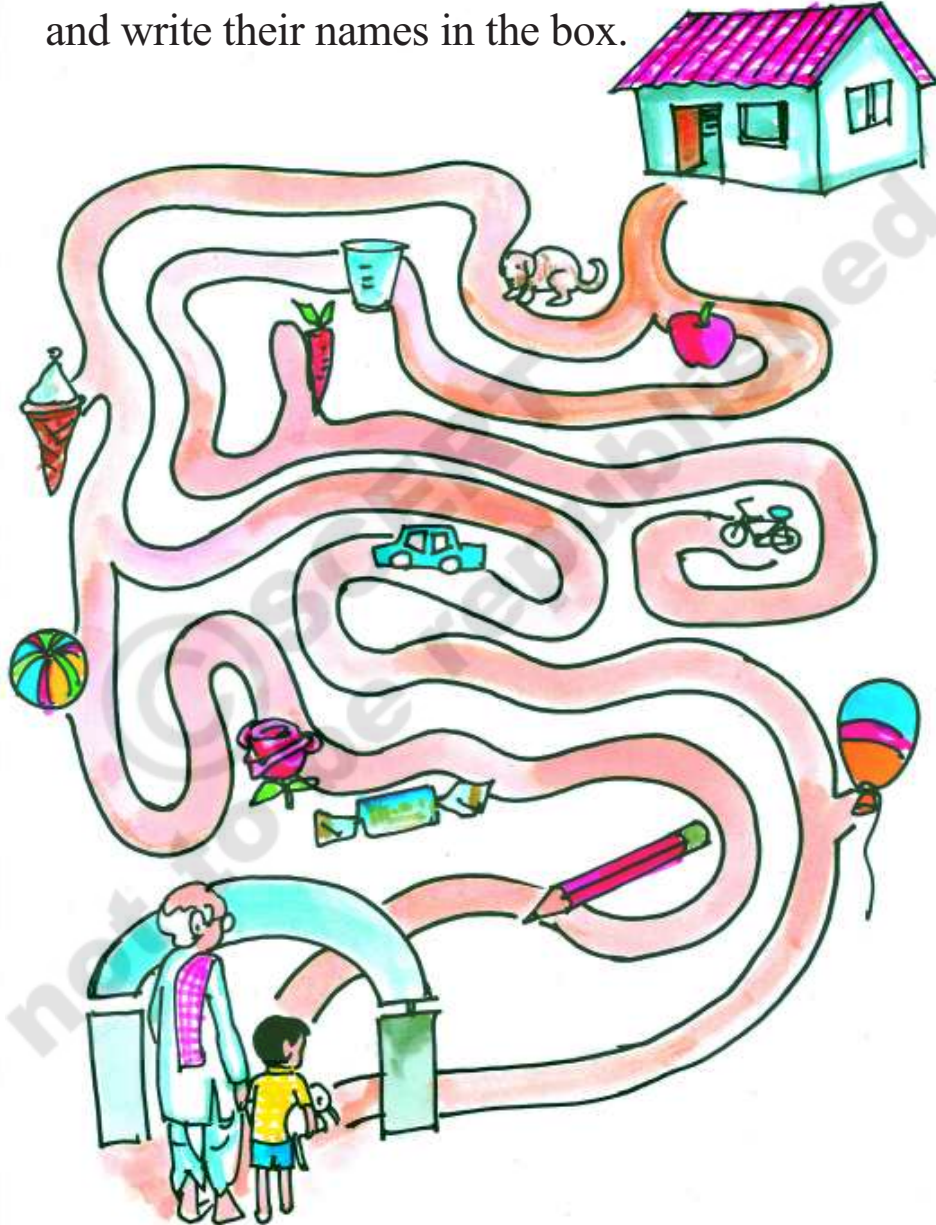
Now write the names of the  
colours you have used.

Colours	



### G. Can you find them?

1. Abhi and his grandfather came back from the fair. They brought many things. Find them in the picture given below and write their names in the box.








2. After reaching home Abhi tells his sister Meena about the fair. What do you think Abhi told his sister?



**V.** *Sing and dance.*

### **Merry-go-round**

I climbed up on the merry-go-round

And it went round and round.

I climbed up on a big brown horse,

And it went up and down.

Round and round

And up and down

Round and round

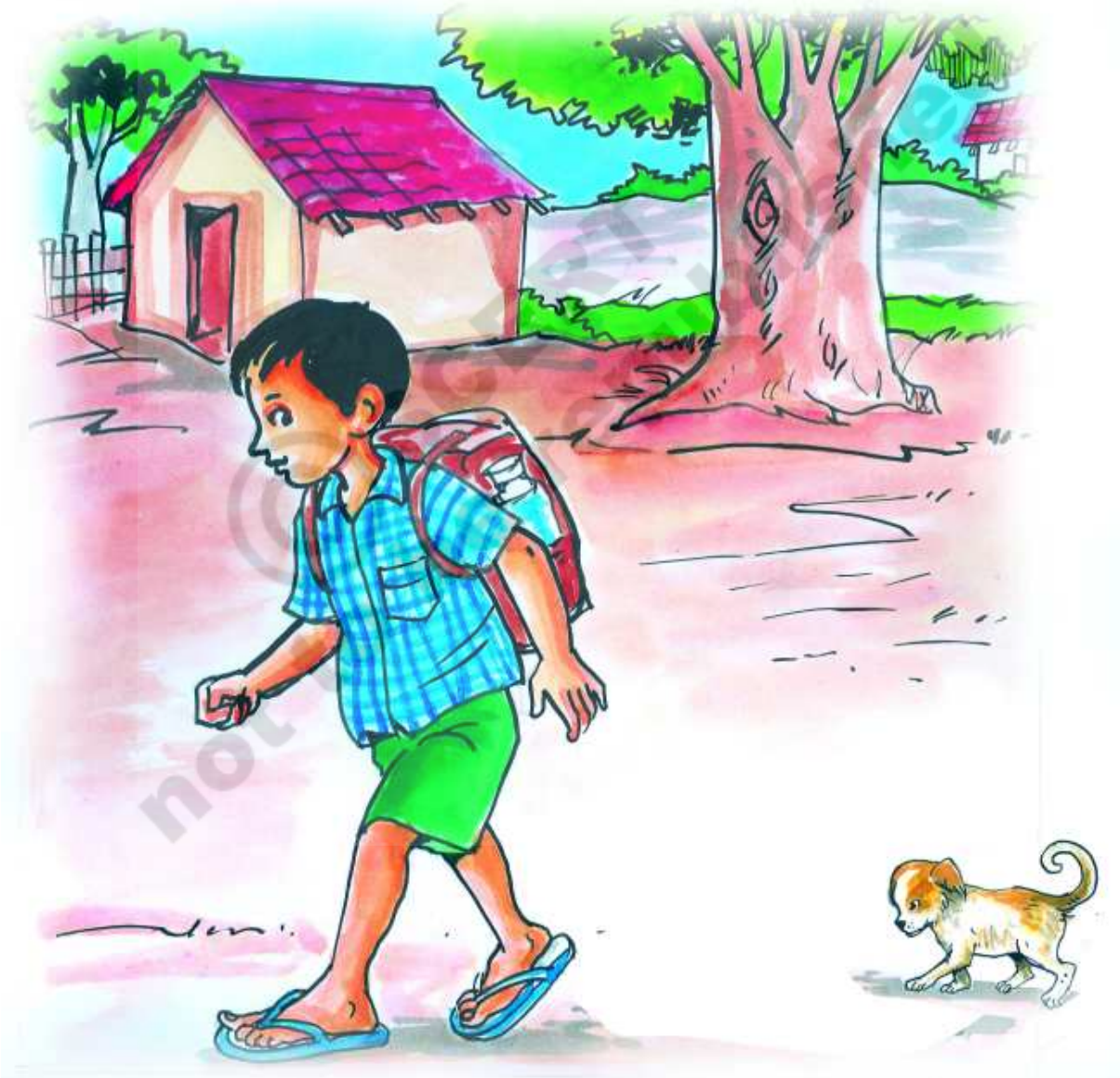
And up and down.



## UNIT -5

## SNOOPY COMES TO SCHOOL

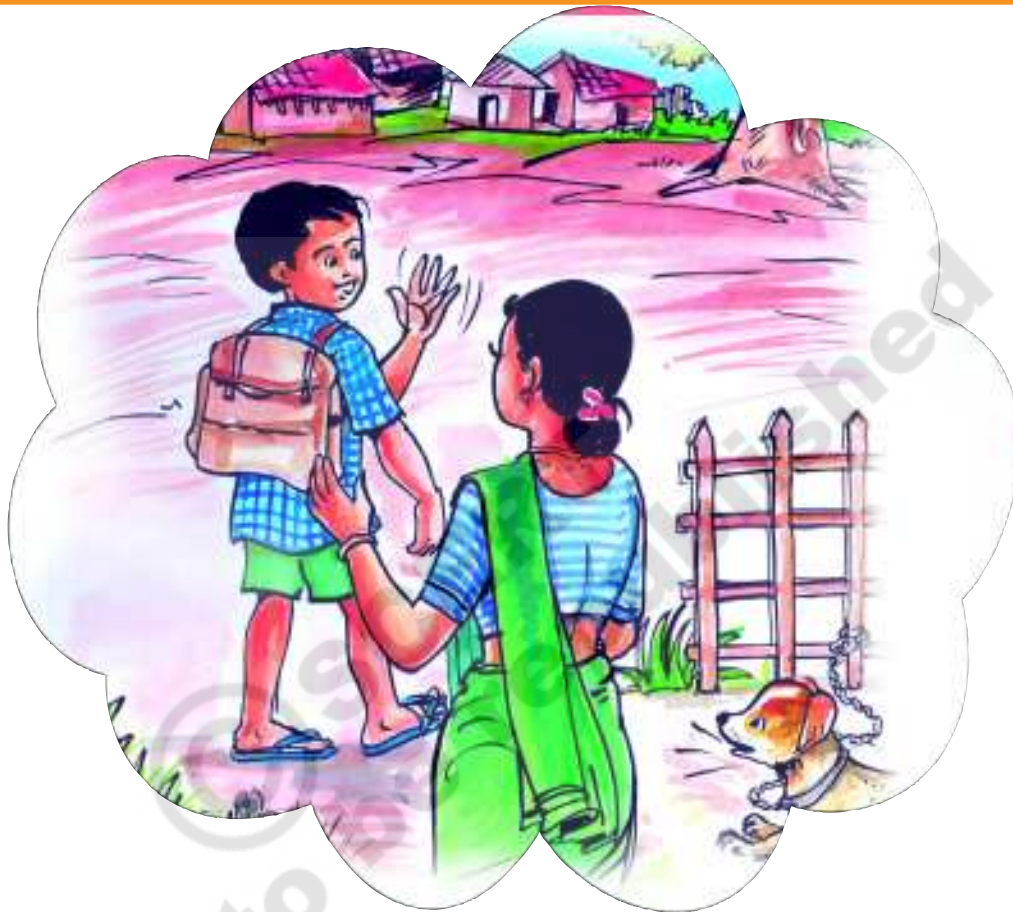
**I.** Look at the picture and answer the questions given below.



1. Where is the boy going?
2. Why is the puppy following him?



**I.A.** *Look at the picture and answer the questions given below.*



1. *Where is the boy going?*
2. *What is he saying to his mother?*
3. *Why is the puppy barking?*

**B.** *Your teacher will tell you about Snoopy and Siddhu. Listen carefully and answer the following.*

1. *Why did Siddhu's mother tie Snoopy?*
2. *Was Snoopy happy? Why did he bark?*
3. *Where was Snoopy going?*
4. *Did he meet Siddhu?*





### III. Read the following.

#### Snoopy comes to school

Snoopy comes to school. He wants to see Siddu.

Snoopy goes to a room. It is the headmaster's room. Siddu is not there.



Snoopy goes to the second room. It is class-V. Children are doing maths. He does not see Siddu there too.

Snoopy goes to the third room. It is class-IV. Children are reading a lesson. He does not find Siddu even there.







Snoopy goes to the fourth room. It is class-III. Children are singing a song. He does not find Siddu there . Snoopy looks sad.

Snoopy goes to the next room. It is class-II. At last he finds Siddu sitting there. Snoopy becomes happy.



He goes to Siddu and sits beside him. The children laugh. Siddu says, “Friends, he is my pet, Snoopy. I love him very much. He comes with me wherever I go. He can run fast, you know.”

Siddu’s friends give some biscuits to Snoopy.



#### IV. Do the following.



##### A. Answer the following questions.

1. Was Siddu happy to see Snoopy at school?
2. What will you do if your pet follows you to school?
3. Will the teacher allow Snoopy to sit in the class? Why?

##### B. Choose the correct answer from the box. One has been done for you.

1. Why do children laugh?

Ans. Snoopy sits near Siddu.

- ♦ Snoopy sits near Siddu
- ♦ Snoopy is at school.

2. Why does Snoopy go to school?

Ans. \_\_\_\_\_

- ♦ To see Siddu
- ♦ To see the headmaster

3. Why is Snoopy sad?

Ans. \_\_\_\_\_

- ♦ He does not see Siddu
- ♦ Children are doing maths

4. Where does Snoopy sit in the class?

Ans. \_\_\_\_\_

- ♦ Beside Siddu
- ♦ Beside headmaster



**C. Correct the following and write them.**

1. Children are singing in class-V.

\_\_\_\_\_

2. Snoopy saw Siddu and felt very sad.

\_\_\_\_\_

3. Siddu was in the headmaster's room.

\_\_\_\_\_



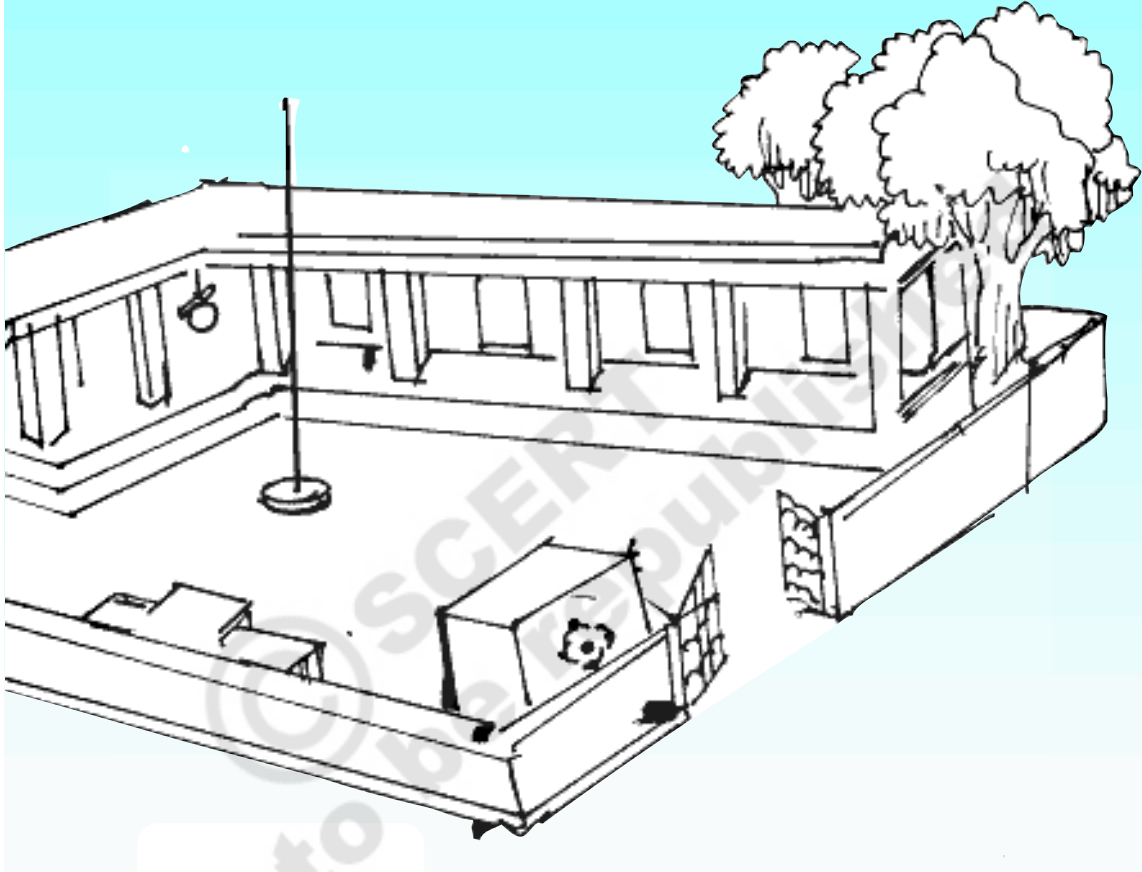
**D. Siddu is packing his school bag to go to school. Circle the things which he keeps in his bag and write their names.**





**E. Draw and colour.**

This is Siddu's school. Look at it.

**Do these.**

- Colour the school building (blue)
- Colour the bell (yellow)
- Colour the trees (green)
- Draw a flag on the flag post and colour it.



**F. Write about your school using the details given in the box.**

Name of your school, Number of classrooms, Number of teachers,  
Class teacher's name, Names of your friends/close friends....

**My School**

**G. Snoopy wants to know the things in the school. Can you help him?**

Write the names of things that you see in the school.



H. Snoopy and Sweety are playing in the garden. There is a parrot sitting on the branch of a tree. Let's read what they are talking .



**Work in pairs.**

Ask questions with 'Can you.?'. Use the words from the box. Your partner will reply by saying either "Yes, I can." or "No, I can't.".

swim	dance	laugh
paint	sing	ride a bicycle

Write the questions and answers.

**You** : \_\_\_\_\_

**Your partner** : \_\_\_\_\_





You : \_\_\_\_\_

Your partner : \_\_\_\_\_

You : \_\_\_\_\_

Your partner : \_\_\_\_\_

**I. Snoopy eats biscuits. He also eats and drinks many other things. Write them.**



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

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

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



**J. Siddu is taking his pet Snoopy for a walk. Two friends of Snoopy join them. Follow the chain and find who Snoopy is.**



**Do these.**

1. Write in the bubble what Siddu is saying to Snoopy.
2. Draw a bubble and write in it what Snoopy says.



**V. Sing , dance and add lines.**

**Come, little children...**



Come little children, come to me;  
I will make you jump with joy.  
This is the place to talk and clap;  
This is the place to sing and dance.

**Add lines...**

Come, little children, \_\_\_\_\_ ;

\_\_\_\_\_ .

\_\_\_\_\_ ;(paint and draw)

\_\_\_\_\_ .(read and write)

\_\_\_\_\_ ;

\_\_\_\_\_ .

\_\_\_\_\_ ;(pray and play)

\_\_\_\_\_ .(learn and do)





## VI. Story time.

### A mistake

Rahim brushed his teeth and drank milk. Next he took a bath and then his breakfast. His sister Razia was not ready to go to school. “Didi, why aren’t you ready yet? It’s already 8-30.”

Razia laughed. Rahim said, “Why are you laughing, Didi?”



Aren’t you coming to school?”

Razia, her mother, father, grandmother and her grandfather laughed.

Rahim got angry. He shouted, “Why are you all laughing? I am just going to school. ”

All of them said, “Don’t you know today is Sunday! Ahaha...ha...ha.!”



## VI. Story time.

### A mistake

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Aren’t you coming to school?”

Razia, her mother, father, grandmother and her grandfather laughed.

Rahim got angry. He shouted, “Why are you all laughing? I am just going to school. ”

All of them said, “Don’t you know today is Sunday! Ahaha...ha...ha.!”





## UNIT -6

## RAIN... RAIN...

**I.** Look at the picture and answer the question given below.



What do you see in the picture?





**II.A.** Look at the picture and answer the questions given below.



1. What do you see in the picture?
2. What will the boy do now?

**B.** Your teacher will tell you what happened on a rainy day. Listen carefully and answer the following.

1. Why did Abhi jump from the bed ?
2. What did Abhi's mother say?
3. What do you like to do when it rains?



### III. Read the following.

*Rain... Rain...*

It's raining.

It is raining on the houses, roads and hills.

There is rain on the flowers, fruits and leaves.

It is raining on the green grass.

1. *Where is it raining?*

2. *It's raining. You want to go out. How do you go?*

There are water droplets on the green grass.

They are shining.







Abhi and Siddu are floating paper boats. Some children are jumping. The frogs are also jumping. Sweety is running after some children. Snoopy is chasing Sweety. Children are splashing water on each other. They are happy.

1. What are the boys floating?
2. What other things are the children doing?
3. Why is Sweety running after some children?
4. Do you think Snoopy likes the other children? Why?



Meena is standing in the verandah. She is looking at the children. She also wants to play in the rain.

“I also want to play, Amma, hautch! hautch! ...,” Meena asks her mother. But her mother says, “Don’t go out in the rain. You are sneezing.”

Meena wants to play. She gets an idea.

1. *Why does mother not allow Meena to go out in the rain?*
2. *What idea, do you think, Meena gets?*



Now, Meena is also in the rain.  
She is not jumping.  
She is not running.  
No rain on Meena.  
She is under an umbrella.

1. *Where is Meena in the picture?*
2. *Why is Meena not jumping or running?*
3. *Why is Meena not wet?*

Meena is turning her umbrella round and round. She takes Sweety in her arms. She says,  
“There is rain on the green grass,  
And rain on the house top,  
There is rain on everything,  
but not upon me.”  
She is happy.





#### IV. Do the following.

##### A. Fill in the blanks. Choose the right word from the brackets.

1. The road is full of \_\_\_\_\_ (water/vehicles).
2. Sweety is running after \_\_\_\_\_ (children/a dog).
3. Meena is in the \_\_\_\_\_ (verandah/kitchen).
4. Children are \_\_\_\_\_ (happy/sad).
5. Abhi and Siddu are playing with \_\_\_\_\_ (paper boats/ toy train).

##### B. Answer the following questions.

1. Why are the children happy?

Ans. \_\_\_\_\_ .

2. Why is Meena not playing with the children?

Ans. \_\_\_\_\_ .

3. What things do you use to protect yourself from rain?

Ans. \_\_\_\_\_ .



**C. What are the children doing in the picture given below?  
Do you support them? If 'yes', why? If 'no', why?**



**D. Work in pairs.**

1. Talk to your classmates and find out how many of your friends

- got wet in the rain water.
- made paper boats.
- touched a frog.
- made kites.
- flew kites.
- splashed rain water.
- jumped in the rain water.



2. Talk to your partner and find out what she/he will do when it rains.

**E. One day Meena left her umbrella at school. While going home in the evening it started raining. She walked in the rain and reached home in wet clothes.**





**Sit in groups and complete the conversation between Meena and her mother. Role play it.**

Mother: Where is \_\_\_\_\_?

Meena: At \_\_\_\_\_.

Mother: Why?

Meena: There was no \_\_\_\_\_ when I started.

Mother: \_\_\_\_\_.

Meena: Sorry.

### **F. I am the winner!**

- Write any six words from the list given in the circle. Put only one word in one box.
- Your teacher will read out any six words one by one. Listen and put a cross ( x ) if the word she/he calls out is in the box.
- The one who crosses out all the words first says, "I am the winner."



### **Words:**

rain, umbrella, boat,  
jump, window, mother,  
catch, children, grass,  
water, road.






**G** Letters with numbers are given in the box. Pick up the letter under each number and replace the numbers by writing it in the blanks and read. One is done for you.

Meena is \_\_\_\_\_ in the water.

16 12 1 25 9 14 7

Meena is **playing** in the water.

1. Mother is making \_\_\_\_\_.

19 23 5 5 20 19

2. We need \_\_\_\_\_ in rain.

21 13 2 18 5 12 12 1

3. Abhi likes to wear a \_\_\_\_\_.

18 1 9 14 3 15 1 20

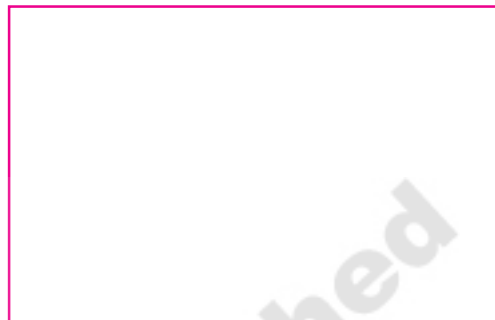
a	b	c	d	e	f	g	h	i	J	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26



## H. Project work

Collect some pictures of the things that we use in the rainy season and paste them below. Talk about them.



### V. *Sing , dance and add lines*

#### **Rain on the green grass...**

Rain on the green grass,  
Rain on the house top,  
Rain on the hill,  
Rain on the tree,  
Rain on everything,  
But not upon me.



**Add lines. ..**

Rain on \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## UNIT -7

## HERE IS YOUR COIN!

**I.** Look at the picture and answer the questions given below.



1. Where are the children playing?
2. What are they playing?
3. Who will catch the ball?





**II.A.** Look at the picture and answer the questions given below.



1. What are the children doing?
2. What games are they playing?

**B.** Your teacher will sing a song, “Here we play...”  
Listen to it and answer the questions.

1. What games do you play with your friends?
2. Do you like to play inside the house or outside? Give reasons.





### III. Read the following.

#### Here is your coin!

Abhi, Meena and Siddu are playing cricket in the park.

They are playing with their friends.

Abhi and Rahim are batting.

Siddu is the bowler.

Meena, David, Teja are fielding.

Manu, Mary, Sweety and Snoopy are watching them.

Siddu bowled to Abhi. **“Tup!!!!”**



1. What is the sound?
2. Where is the ball now?
3. Who do you think will try to catch/stop the ball?



Abhi hit the ball.

The ball has gone  
a long way.

Nice shot! shouted  
Manu.

Sweety jumped in joy.

Teja ran after the ball.

“Throw the ball, Teja,  
quick!” shouted Siddu.

Teja did not throw the ball.

He picked up something  
from the ground.



1. Why did Siddu ask Teja to throw the ball?
2. Why did Teja not throw the ball?
3. What do you think Teja picked up from the ground?

Abhi, Siddu, Meena and Rahim ran to Teja.

**Abhi** : What did you pick up, Teja?

**Teja** : A five-rupee coin.

**Meena** : We can buy chocolates and eat them.

1. What did Teja pick up?
2. Whose coin was it?
3. If you see a five-rupee coin in your classroom, what will you do?





**Teja** : I will not give it to anyone. It's mine. I've found it.

**Siddu** : No, Teja. It's not yours. It's somebody else's.

**Abhi** : You are right, Siddu. It's not ours. Let's give it to the teacher.

**Meena** : Look there. Manu is crying.

1. *Why didn't Teja want to give the coin?*
2. *Why is Manu crying?*
3. *Why did Abhi want to give the coin to the teacher?*

**Abhi** : Why are you crying, Manu?

**Manu** : Grandfather gave me a five-rupee coin in the morning. But it is not there in my pocket now. I don't know where it has fallen.

**Teja** : Don't cry. I found your coin.  
Here it is.

**Manu** : Thank you Teja,  
thank you all.

They started playing cricket again.



**IV. Do the following.****A. Answer the following questions.**

1. Who ran after the ball?

Ans. \_\_\_\_\_.

2. Who shouted at Teja to throw the ball quickly?

Ans. \_\_\_\_\_.

3. What did Teja pick up?

Ans. \_\_\_\_\_.

4. Why was Manu crying?

Ans. \_\_\_\_\_.

5. Whom do you ask for money at your home?

Ans. \_\_\_\_\_.

6. How do you ask for money?

Ans. \_\_\_\_\_.

7. Why did Manu thank his friends?

Ans. \_\_\_\_\_.

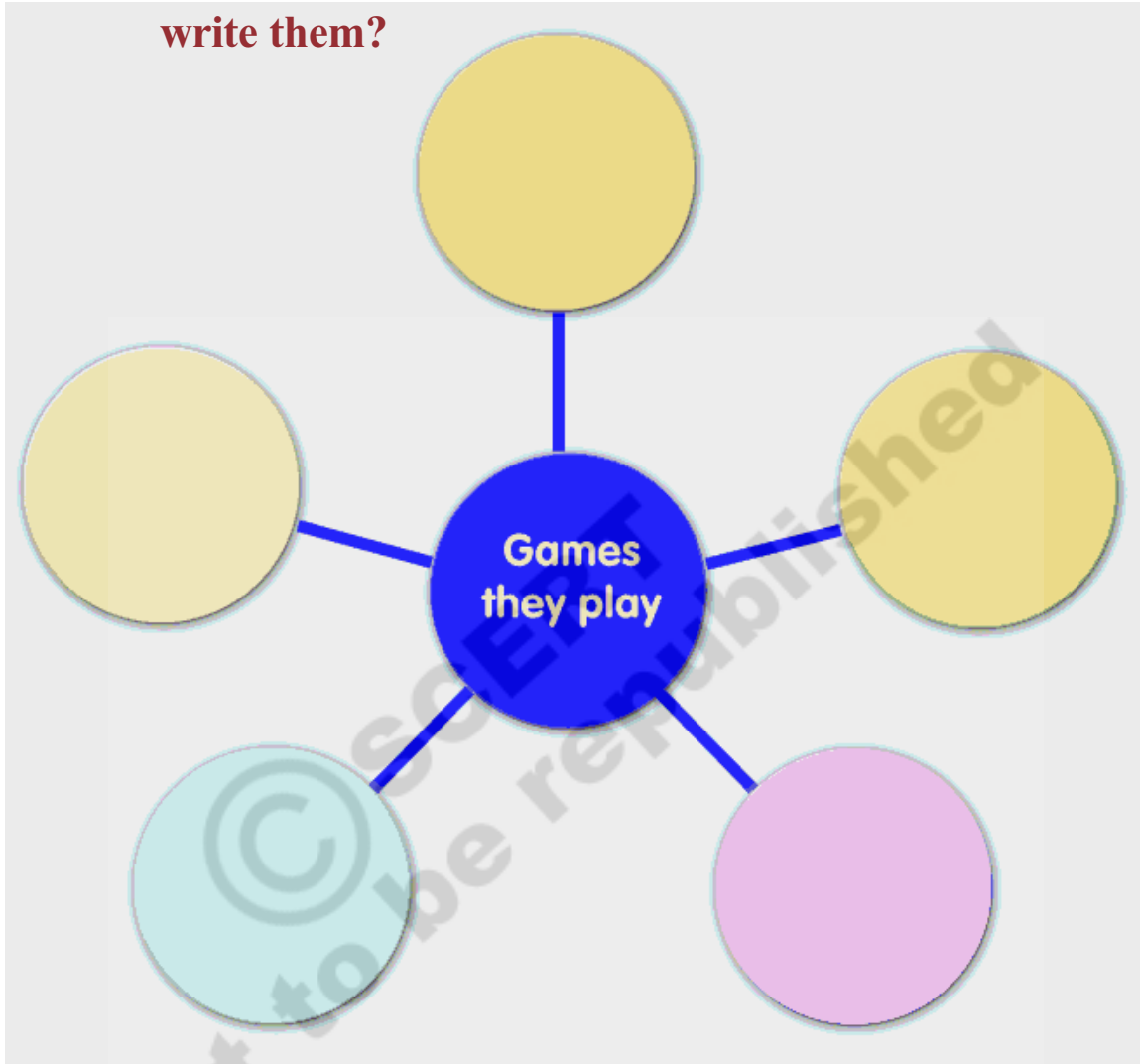
8. Do you play cricket? Are you a batsman or a bowler?

Ans. \_\_\_\_\_.





**B.1. Abhi and his friends play different games. Can you write them?**



**2. Write the games that you play with your friends.**

A large empty light blue rectangular box with a red border, intended for writing the games played with friends.



**C. Look at the following pictures of playthings.**

**Write the names of the things we need to play cricket in the box given below.**



not to be



**D.1. Abhi and his friends play six games in their school. Identify them in the grid and write them in the space given below. One is done for you.**

F	O	O	T	B	A	L	L
K	C	R	I	C	K	E	T
H	A	N	M	H	A	J	D
O	R	O	T	E	B	E	K
K	R	P	M	S	A	O	P
H	O	K	N	S	D	R	T
O	M	R	S	A	D	Y	W
R	S	K	L	G	I	X	B



- 1) FOOTBALL      2) \_\_\_\_\_      3) \_\_\_\_\_  
 4) \_\_\_\_\_      5) \_\_\_\_\_      6) \_\_\_\_\_

## 2. Work in groups.

**Choose the game you like. Take turn and talk about it to your friends.**





**E1. Draw two things that you like to play with.**



<b>1</b>	<b>2</b>
----------	----------

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**2. Write a few sentences about them.**



.....

.....

.....

.....

.....

.....



### F. Work in pairs.

Abhi is making a kite. His friend Siddu comes there. They talk to each other. Complete their conversation. Role play their talk in pairs.



**Siddu** : Hi, Abhi!

**Abhi** : \_\_\_\_\_

**Siddu** : \_\_\_\_\_

**Abhi** : \_\_\_\_\_

**Siddu** : \_\_\_\_\_

**Abhi** : Yes I like kites.

**Siddu** : May I help you?

**Abhi** : \_\_\_\_\_

### G. Look at the following pictures and put a tick (✓) on the things that we need to make a kite.



## H. What do you do?

You are playing with your friends. One of your friends falls on the ground. What will you do?

Put (✓) or (×).

1. You laugh at him. (       )
2. You just go away from there. (       )
3. Call the teacher. (       )
4. Call other friends. (       )
5. Help him to stand up. (       )
6. Bring water. (       )

## I. Project work.

Abhi's favourite cricketer is Sachin. He collected Sachin's picture and wrote about him.

I like Sachin Tendulkar.

He is an all-rounder.

I like his batting.



Collect and paste the picture of your favourite player here and write about him/her.

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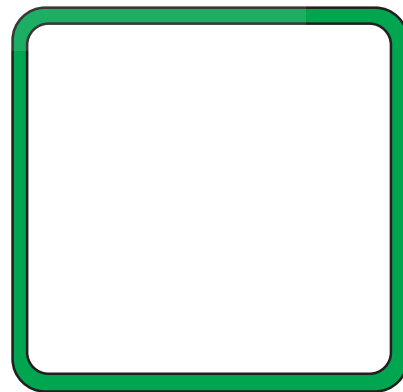
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**V.** *Sing , dance and add lines.*



### Here we play...

Here we play with all the friends,  
With all the friends, with all the friends.  
Here we play with all the friends,  
Every day evening, every day evening.

Here we jump with all the friends,  
With all the friends, with all the friends.  
Here we jump with all the friends,  
Every day evening, every day evening.

### Now add lines to the song...

\_\_\_\_\_, (run)  
\_\_\_\_\_.  
\_\_\_\_\_,  
\_\_\_\_\_ every day evening.

\_\_\_\_\_, (swing)  
\_\_\_\_\_.  
\_\_\_\_\_,  
\_\_\_\_\_ every day evening.





## VI. Story time.

### Two friends



Squirrel



Mango



Tree



Monkey

One day a  saw a  in a . The  ran up the  to eat the . A  was sitting in the .

The  said to the , “The  is mine. You cannot have it!” The  said, “Brother  ! I am very hungry. Please let me eat half of the  !” The  agreed. Together they ate the . Thus the  and the  became friends.



## UNIT - 8

# MY WISH

**I.** Look at the picture and answer the questions given below.



1. Who are there in the picture?
2. What is the old man telling the boy?
3. What are the other things you see in the picture?



**II.A.** Look at the picture and answer the question given below.



*What is the boy doing?*

**B.** Your teacher will tell you about the boy. Listen carefully and answer the following questions.

1. What magic do you think the lamp can do?
2. Who tells you stories at home?





**III. Read the following.****My wish**

Once there was a forest. It was full of trees. So many trees.

There lived three friends- the Elephant, the Crocodile and the Giraffe.

One day they found a magic lamp. They rubbed it and there appeared a genie. The genie said, "I am the genie of the lamp. I can do whatever you ask me to do."

Each one had something to ask for.



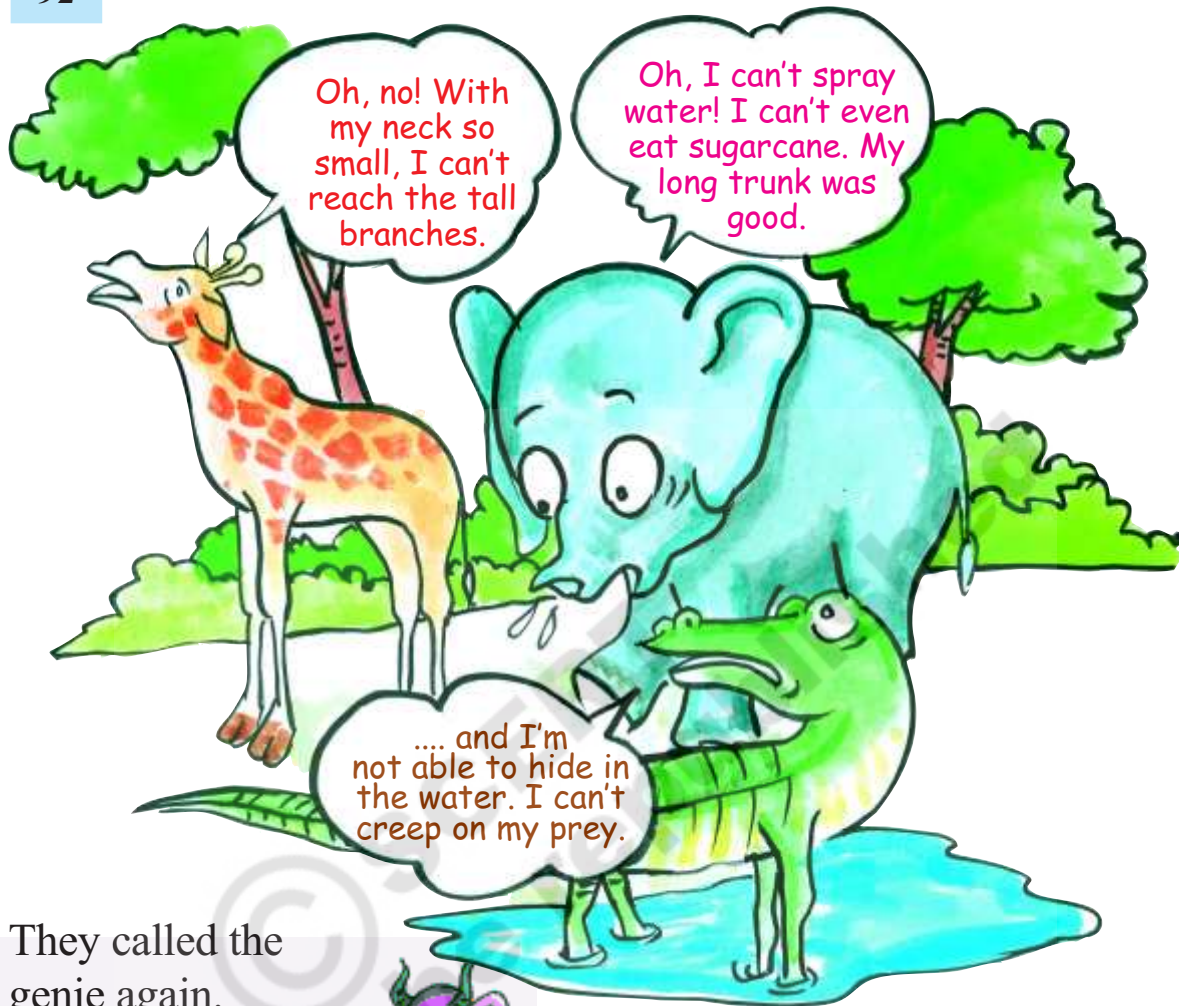




The genie of the lamp granted the Elephant, the Crocodile and the Giraffe their wishes.

The Elephant, the Crocodile and the Giraffe got what they wished. But soon there were troubles.





They called the genie again.



The genie once again granted their wishes. The Elephant got back his long trunk, the Crocodile got back his short legs and the Giraffe got back his long neck.



#### IV. Do the following.

A. Say whether the following sentences are true or false. The first one is done for you. If any sentences are false, correct them.

1) The genie appeared from a box. ( f )

The genie appeared from a magic lamp.

2) The elephant wished for a long neck. ( )

.....

3) The giraffe wished for smaller legs. ( )

.....

4) The crocodile wished for a short tail. ( )

.....

5) Finally the three friends were happy. ( )

.....

B. Answer the following questions.

1) Who were the three friends?

\_\_\_\_\_

\_\_\_\_\_

2) If genie appears before you what will you wish for ?

\_\_\_\_\_

\_\_\_\_\_

3) What will you do if your wish is granted?

\_\_\_\_\_

\_\_\_\_\_



### C. Things I would like to do...

Look how a boy and the genie talk.



Write down the things you will do if you become a superman.

If I became a superman, I would like to

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





**D. Find out**

*Read the following riddles. You can find the answers in the story.  
Write them in the boxes.*

1. I am an animal. I live in water.  
I have 9 letters in me.  
Who am I?

Ans: 

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

2. I am a plant. You can  
make sugar out of me.  
Who am I?

Ans: 

	u						
--	---	--	--	--	--	--	--

3. I am an animal.  
I have a long neck.  
Who am I?

Ans: 

		r			
--	--	---	--	--	--

4. I am a very huge animal.  
I have a long trunk.  
Who am I?

Ans: 

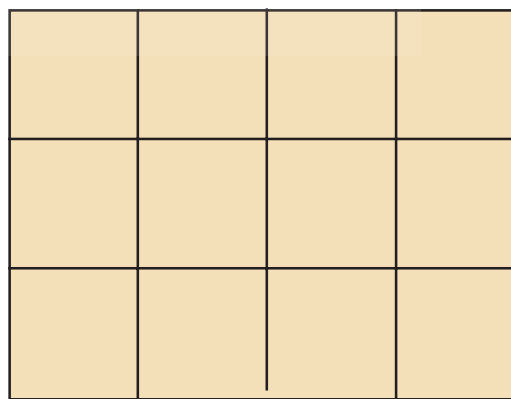
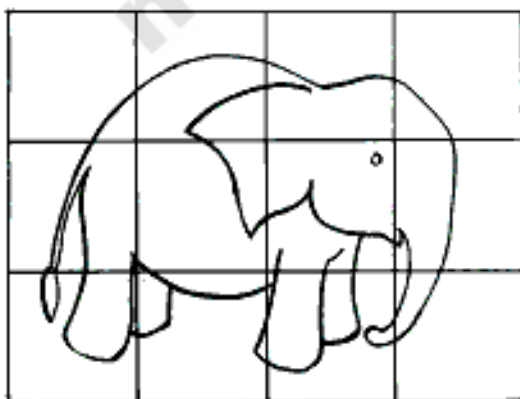
e				h		
---	--	--	--	---	--	--

5. I give light.  
The first letter of me is 'L'.  
Who am I?

Ans: 

--	--	--	--

**E1. Look at the elephant in the picture and draw it in the next box.**



Write a few sentences about the elephant. Share with your friends what you have written.

---

---

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---

**2. Draw and colour any animal you like and write about it.**




**3. Talk to your friends about the animal you have drawn.**



**V.** *Sing , dance and add lines.*

### If genie appears...

Little Abhi, little Abhi,  
If genie appears before you,  
What will you ask?  
What will you ask?

I'll ask him for two wings  
To fly high in the land of kings  
And reach a wonderful place  
To see many wonderful things.



Add lines....

\_\_\_\_\_ Abhi, \_\_\_\_\_ Abhi,

If genie \_\_\_\_\_,  
\_\_\_\_\_ ask?

\_\_\_\_\_ ask?

I'll ask him \_\_\_\_\_

\_\_\_\_\_

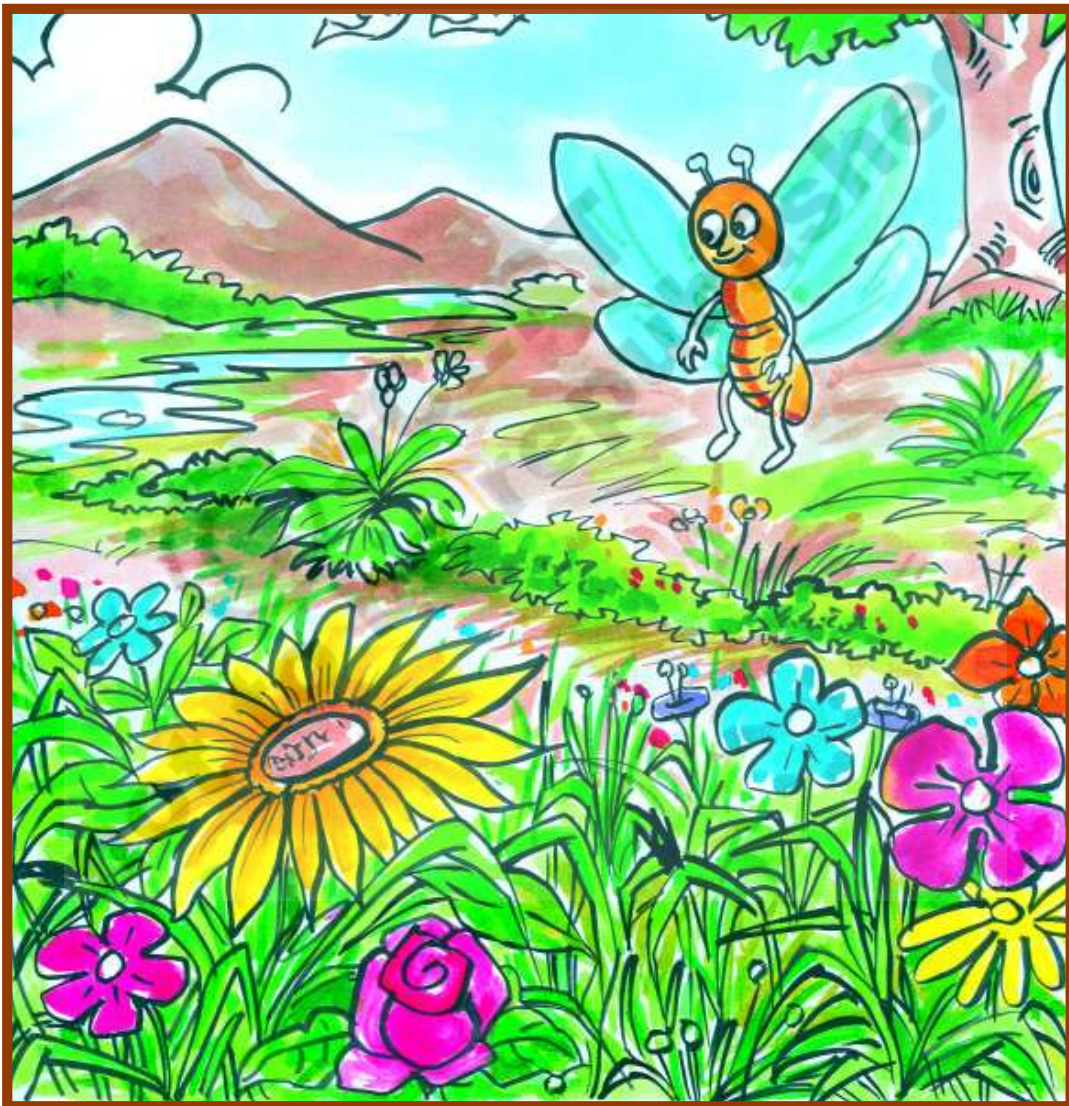
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## UNIT - 9

## WHAT'S MY NAME?

**I.** Look at the picture and answer the questions given below.

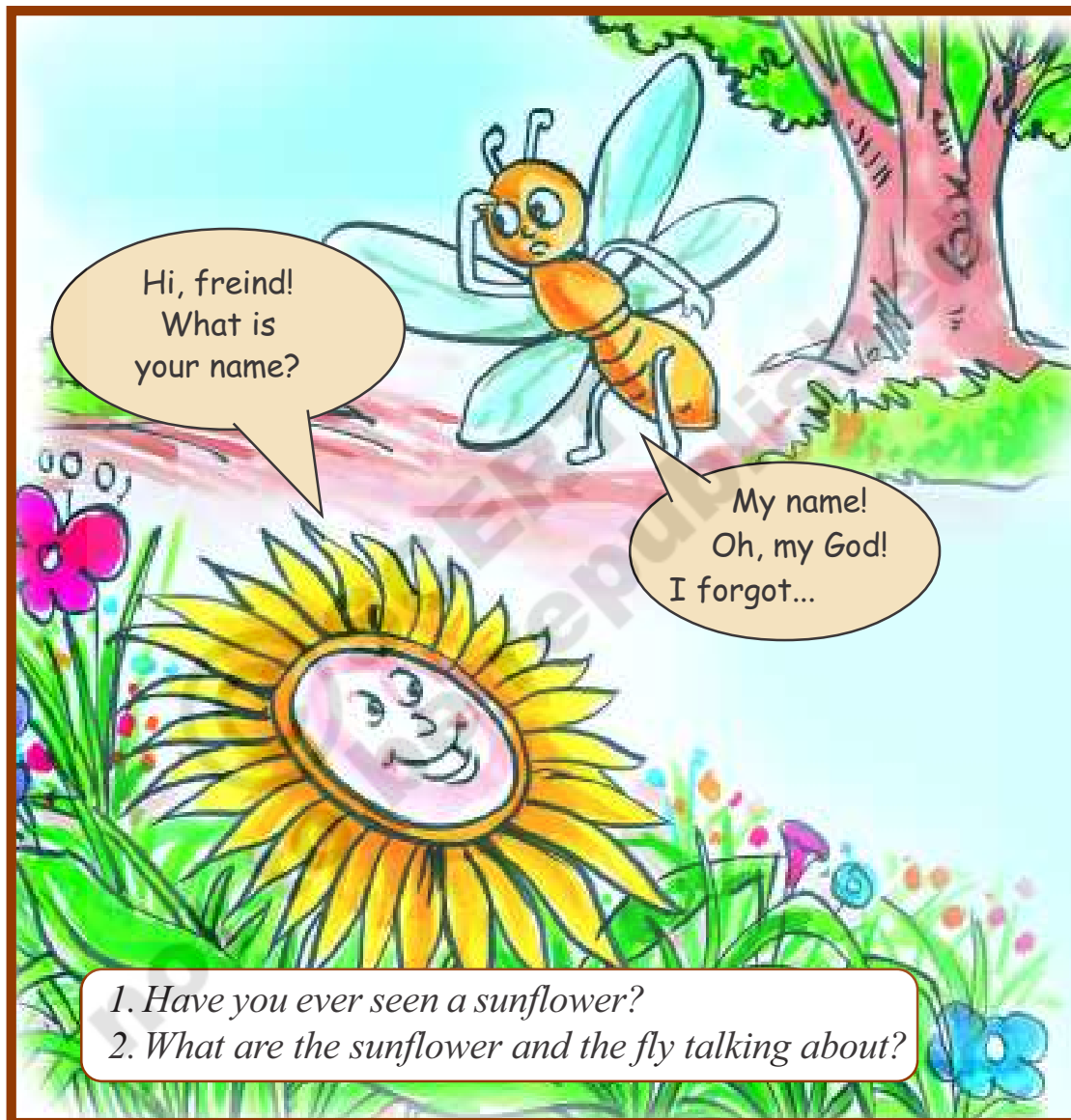


1. What do you see in the picture?
2. Do you have gardens in your place?
3. Name any five flowers you know.





**II.A.** *Look at the following picture and answer the questions given below.*



**B.** *Your teacher will tell you about the fly. Listen carefully and answer the following questions.*

1. What will the fly do to know its name?
2. Why does the fly want to know its name?



**III. Read the following.****What's my name?**

The fly went to an old woman. She was sitting under a **tree**. “What’s my **name** grandma?” asked the fly.

“Sorry dear, go and ask my son. He is a potter. He might help you,” said the woman.



The fly went to her **son**. “Please tell me my name,” asked the fly.

“I am very busy in making pots. Go and ask the barber,” said the **potter**.



The fly went to the barber and said, “Barber uncle! Do you know my name?”

“I am busy in trimming. Please go to the tailor,” said the **barber**.



The fly went to the tailor. “Please tell me my name,” said the fly.

“I am busy in stitching. Go and ask the cobbler,” said the **tailor**.

The fly was worried.

She went to the **cobbler**. The cobbler was making shoes. The fly said to him, “What’s my name?”

“Go away? I am **busy**,” said the cobbler.

The fly was sad.







She was slowly flying in the air. She saw some **children** playing in the ground.

Siddu was playing in the park. He saw the fly. “Hello, fly! How are you?” he asked the **fly**.

Then the fly jumped in **joy** and danced.

“I am a fly!

I can fly!

What a joy!

Thank you, boy!”

It jumped and danced again.





#### IV. Do the following.

##### A. Answer the following questions.

1. Whom did the fly meet first?
2. What was the barber doing?
3. Whom did the fly call uncle?
4. How did the fly know her name?
5. Who makes shoes?
6. You are lost in a fair. You have forgotten your address.  
How will you reach home?



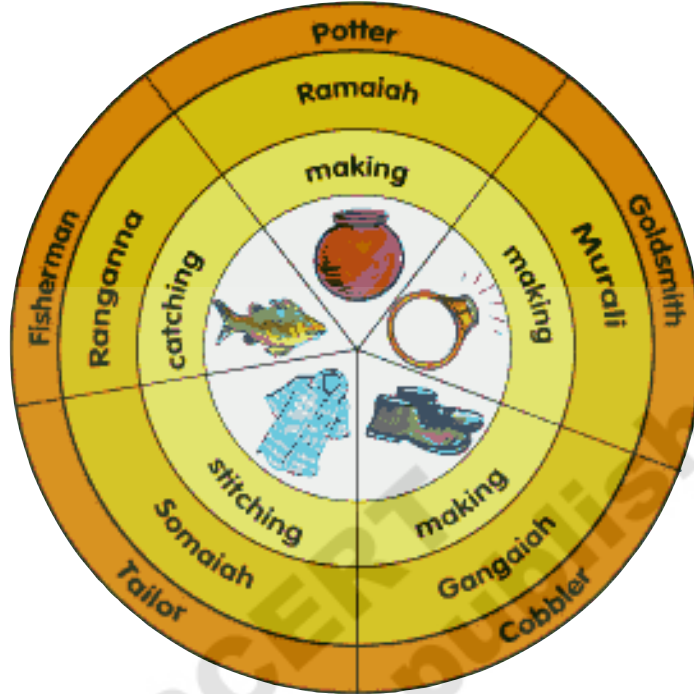
##### B. Number the following statements in the order in which they appear in the story.



- The fly went to the barber. ( )
- It saw the children playing in the ground. ( )
- The fly was in the garden. ( )
- It went to the cobbler. ( )
- Siddu asked, "Hello fly, how are you?" ( )
- The fly forgot her name. ( )



### C. Read, say and write.



Abhi and Siddu are talking about the people, they see in the above wheel.

**Abhi: Ramaiah is making pots. He is a potter.**

Now you say about Murali, Gangaiah, Somaiah and Ranganna and write about them below.

Murali	
Gangaiah	
Somaiah	
Ranganna	



### D. Find the words from the grid.

Some of the words in the text are coloured. They are hidden in the grid below. Identify and circle them. One has been done for you.

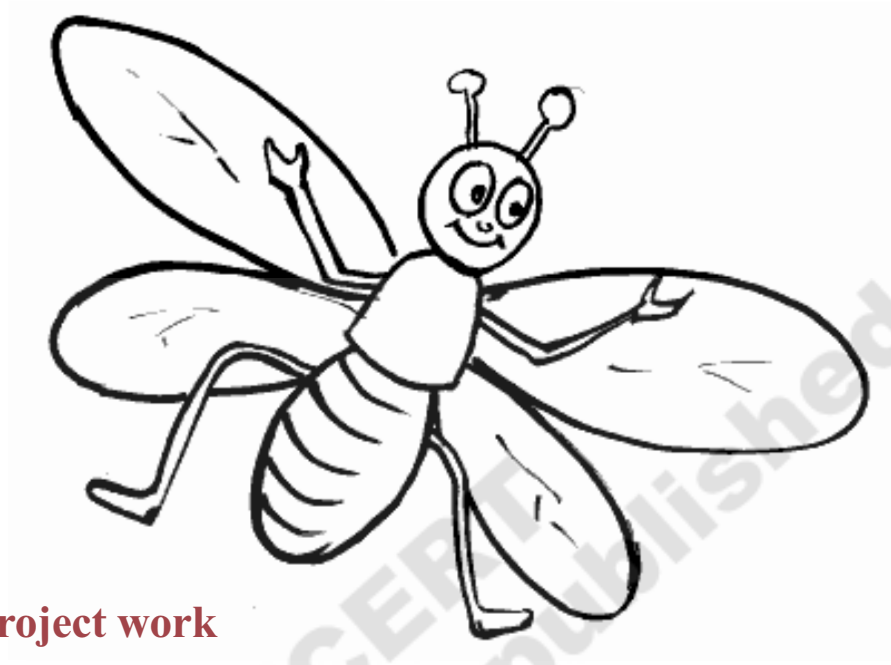
c	h	i	l	d	r	e	n
o	k	n	a	m	e	r	b
b	s	p	o	t	t	e	r
b	a	r	b	e	r	s	h
l	b	y	u	r	e	o	t
e	g	h	s	t	e	n	r
r	j	o	y	f	l	y	e
g	t	a	i	l	o	r	e

### E. What are they talking about?

The fly went to Snoopy and Sweety. It said, "What is my name?" Write in the bubbles what they said.



## F. Colour the fly.



## G. Project work

Work in groups and collect the following information from different people.

Write items which they use in their work. One is done for you.

<b>Tailor</b>	<b>tape, scissors, needle, thread, sewing machine.</b>
---------------	--

S.No.	People	Items they use in their work
1.	Cobbler	
2.	Barber	
3.	Fisherman	
4.	Goldsmith	





**V. Sing and dance.****Bang and a bang!**

There is a cobbler down the street,  
Mending shoes for little feet.

With a bang, and a bang and a bang, bang, bang.

And a bang and a bang and bang bang, bang  
Mending shoes the whole day long.

Mending shoes to make them strong.

With a bang, and a bang and a bang, bang, bang,

And a bang and a bang and bang bang, bang!



**VI.** *Story time.***Three little kittens**

Three little kittens were looking for food.



They saw a rat and ran after it.



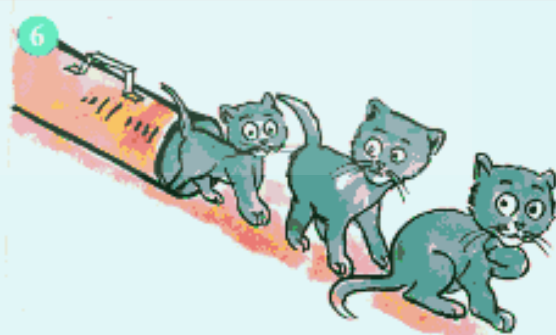
The rat jumped into the rice flour drum.



The kittens also jumped in. All the kittens turned white.



Then the kittens ran after a frog.



The frog went into a drain and so did the kittens. They turned black.





Then the kittens saw a  
fish in the pond.  
They all jumped in.



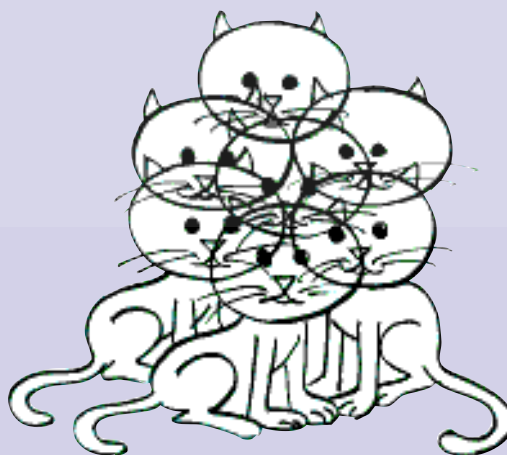
They could not get the  
fish, but ...

9

They got their colours back.



**How many kittens  
are there in the  
picture?**



There are \_\_\_\_\_

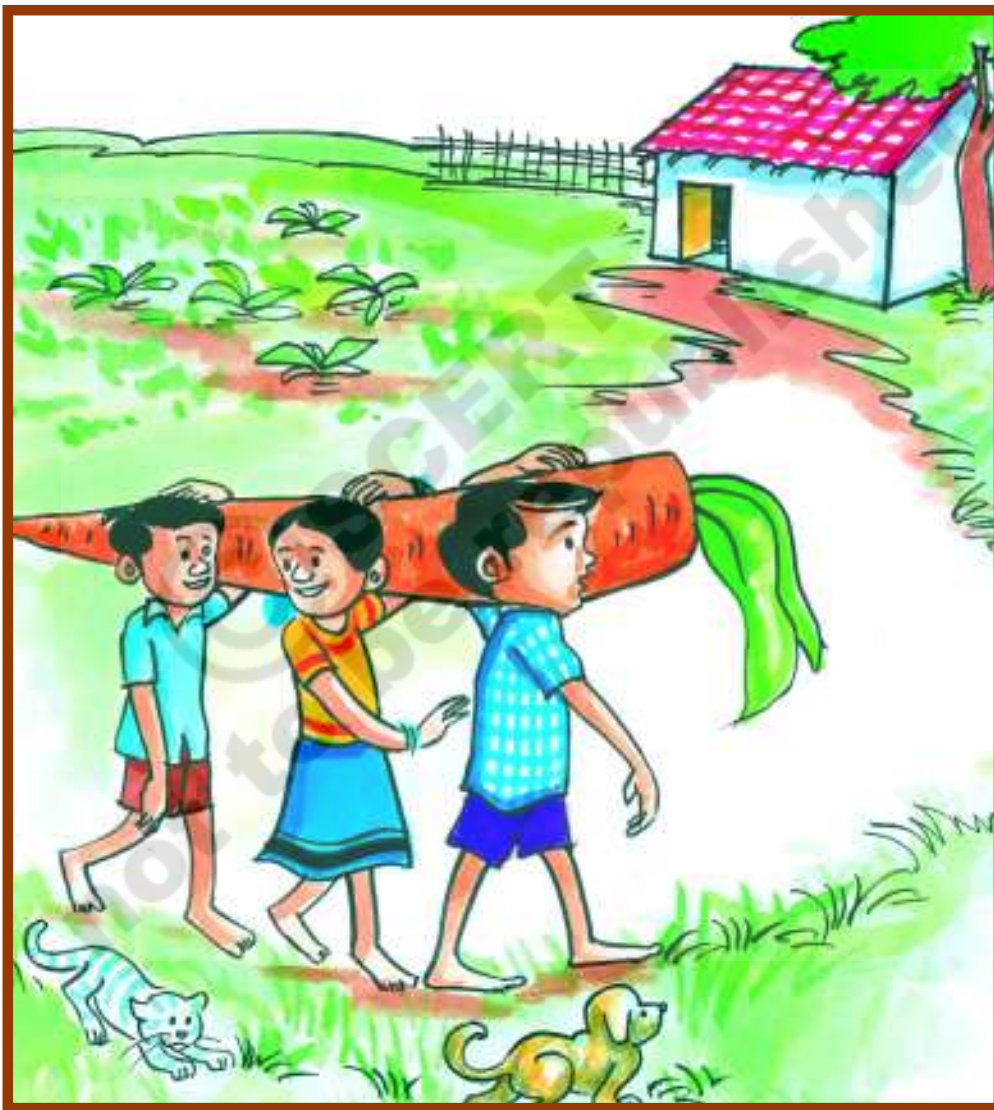




## UNIT - 10

## TOGETHER WE PULL

**I.** Look at the picture and answer the questions given below.



1. How many boys and girls are there in the picture?
2. What are the children carrying?
3. What do you think they will do with the carrot?





**II.A.** Look at the picture and answer the questions given below.



1. Who are the people in the picture?
2. What does the boy like to eat?

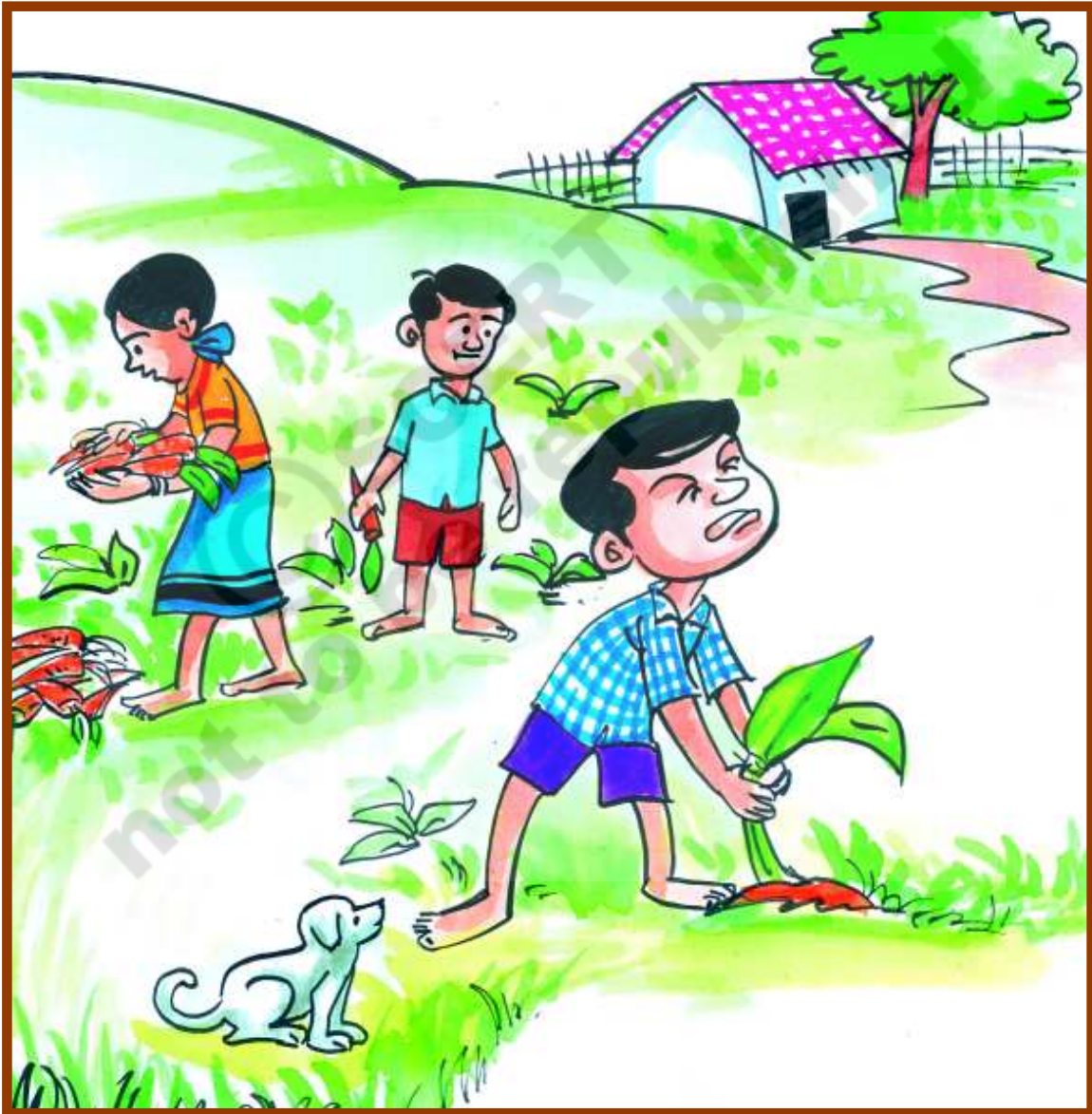
**B.** Your teacher will tell you about the boy. Listen carefully and answer the following questions.

1. Have you ever tasted halwa? What is the name of the halwa? What does it taste like?
2. If you want to cook carrot halwa, what do you need?



**III. Read the following.****Together we pull**

Appu wanted to eat carrot halwa. He planted carrots in the garden. Soon there were many carrots in his garden. Appu and his friends pulled the carrots out.



But one carrot has grown big and big. Appu was not able to pull it out. He tried and tried. Then he called Meena.





“Meena, please help me to pull this carrot out.”

“Can’t you pull the carrot out? It is easy,” said Meena.

“No... This carrot, I think, is big... I cannot pull it out.

“Please help me,” said Appu.

Meena pulled Appu and Appu pulled the carrot.

They pulled and pulled, but they could not pull the carrot out.

Then Meena called Abhi. Abhi came there.

He pulled Meena, Meena pulled Appu, and Appu pulled the carrot. They pulled and pulled, but they could not pull the carrot out.



Snoopy, Abhi's pet came there.

Snoopy pulled Abhi, Abhi pulled Meena, Meena pulled Appu and Appu pulled the carrot. They pulled and pulled.



At last the carrot came out.





Together they carried the carrot home and gave it to Appu's mother. She made carrot halwa. All of them shared it. "Wow! the halwa is tasty." Appu jumped in joy.



#### **IV. Do the following.**

##### **A. Write true or false. Correct the false ones and write all the sentences.**

1. Appu calls Meena for help. ( )  
\_\_\_\_\_
2. Snoopy does not help Appu. ( )  
\_\_\_\_\_
3. Carrot grows above the soil. ( )  
\_\_\_\_\_
4. Amma makes carrot halwa. ( )  
\_\_\_\_\_



## B. Find out.

1. Abhi is in the vegetable market. He buys carrots and other vegetables. The names of the vegetables are hidden in the boxes. Find and circle them with the help of pictures. One is done for you.



B	E	E	T	R	O	O	T
R	C	A	R	R	O	T	O
I	A	P	E	A	S	U	M
N	B	O	L	D	T	R	A
J	B	T	E	I	Q	N	T
A	A	A	M	S	M	I	O
L	G	T	O	H	R	P	G
V	E	O	N	S	H	K	J



## 2. Work in groups.

What do you cook with these vegetables? Discuss with your friends. Write your ideas on a chart and present them before the whole class.



### C. Answer the following questions.

1. What happened to one of the carrot plants?  
\_\_\_\_\_
2. Who helped Appu in pulling the carrot out?  
\_\_\_\_\_
3. Have you ever tasted carrot halwa? Do you like it? How does it taste?  
\_\_\_\_\_
4. What food do you like to eat most?  
\_\_\_\_\_

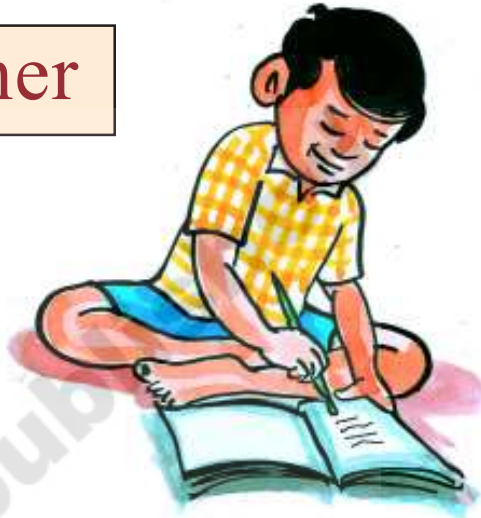


## D. Can you write words?

1. Abhi and Siddu are playing a word game. Siddu asked Abhi to write as many words as possible from the word.



Grandmother



Abhi wrote the following words from the word 'grandmother', but some words have the other letters also. Find those words and underline them.

hand

father

mad

dam

month

garden

horse

duck

mother

great

motor

rat





## 2. *Work in pairs.*

Write as many words as possible using the letters from the word, **TEACHER**

Example: Tea.

## E. *Work in groups.*

Meena, Abhi and Siddu are in the sweet shop. They want to buy sweets. What will each of them ask the shopkeeper? What will the shopkeeper tell them? Role play the conversation before the whole class.



## F. Pick out

Appu asked his mother to make halwa.

His mother said, “yes”. Appu wanted to help her to make a list of things needed to make halwa.

Read the following and pick out the things we need to make halwa. Now list them in the space given below.

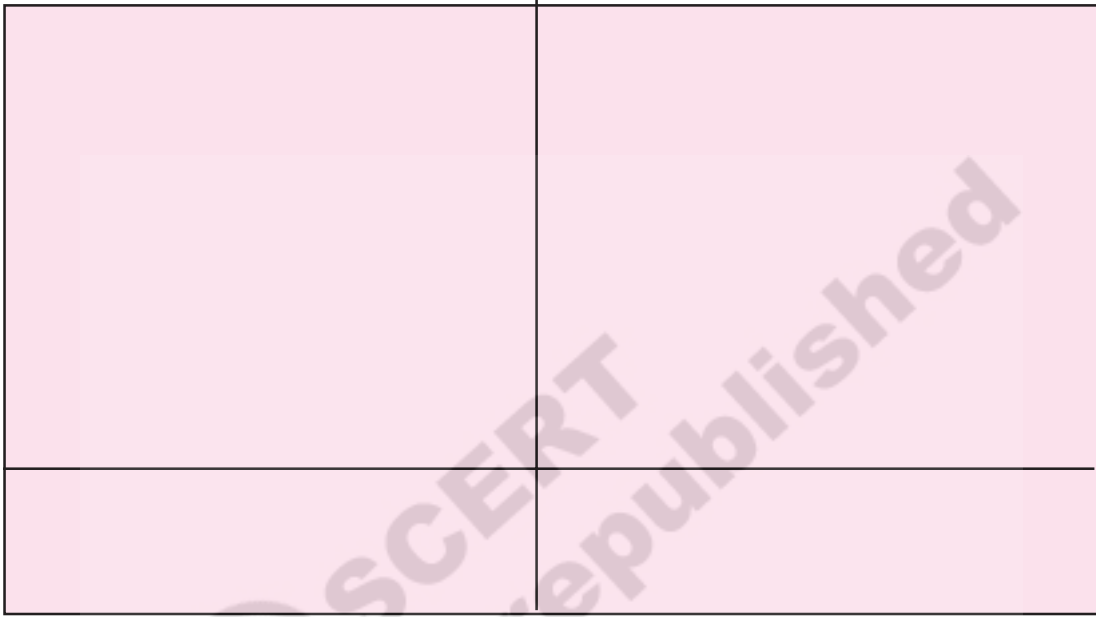
Sugar, bittergourd, carrot, salt, oil, ghee, stove, water, milk, a box of matches, spoon, tamarind, bowl, dry fruits, etc.



- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_



**G. Draw and name any two vegetables that have to be pulled out from the soil. Colour your pictures and write about them.**



1.

---

---

---

---

2.

---

---

---

---



## H. Project work

Ask your friends in the class about their favourite sweet and write them in the table given below.

S. No.	Name of your friend	Favourite sweet
1		
2		
3		
4		
5		
6		





## I. Sing and enjoy.

Tomatoes and Carrots

Cabbage and Beans

Looks so Yummy

All Red and Green

So little children

Eat them every day

To make you grow

Strong and smart.

## V. Sing , dance and add lines.

We share our toys

We share our toffees

We ..... (sorrow)

We ..... (joys).

We help each other

We walk together

We ..... ( )

We ..... (live).



## Appendixes

### Appendix - I

## Texts for Listening

### Unit 1 AT THE ZOO

Abhi got up early. He is getting ready for a picnic at a zoo.

“Amma! Where is my blue shirt?” Abhi asked his mother.

“It’s there in the almirah,” mother said.

“Amma, where is my water bottle,” asked Abhi.

“It’s there on the dining table,” said the mother.

“Oh! It is not there, Amma!”

“Look, it will be there.”

“Oh! It is not there... please help me, Amma!”

Abhi and his mother found it under the table.

Now, Abhi is ready to go.

Just then his pet kitten Sweety jumped on him. ‘Hi Sweety, I’m going to the zoo’. ‘We’ll play in the evening’ said Abhi.

Abhi walked out.

The mother also walked out with Abhi to see him off.

Sweety followed him.

“May I take Sweety with me?” Abhi asked his mother.

“But she will trouble you in the zoo,” said Amma.

“No, she won’t. My friends want to see Sweety. We’ll have a lot of fun.”

“Ok, take care!” said the mother.

“Thank you, Amma! Oh, my God! It’s getting late. Bye, Amma!”

Abhi was running fast.

## Unit - 2 **WHERE ARE YOU, SWEETY?**

Sweety is a small kitten. She is Abhi's pet. Abhi and his sister Meena play with Sweety every day. One day they were playing hide and seek in the garden. Sweety was also playing there. Suddenly Sweety heard, "bow-wow..ow" Sweety started running back into the house. Abhi and Meena ran after Sweety. They could not find her.

Abhi went to his grandfather. He asked him, "Grandpa, did you see Sweety?"

Grandfather said, "No."

Meena went to her mother. She asked her, "Amma, did you see Sweety?" Her mother said, 'No... No...'

## Unit - 3 **A VISIT TO UNCLE'S HOUSE**

One day Abhi and Meena were playing under the mango tree. Siddu came running there. "I will not come to school tomorrow, " he said. "Why?" asked Abhi. "I'm going to Hyderabad, you know. There is a function in my uncle's house. "

"When will you come back?" asked Abhi.

"After two days. This time I'll bring a little cute puppy with me."

"Will you buy a puppy in Hyderabad?" asked Meena.

"No, no. There is a big dog, Brownie in my uncle's house. Uncle told us that Brownie has four puppies now."

"I like puppies," said Abhi.

"I also like them," said Meena.

"But what do we call the puppy?" asked Siddu.

"Let's give it a name now," said Meena.

"Tommy," said Abhi.

"Sony," said Siddu.

"How about Snoopy?" asked Meena.

"Oh! A nice name, our kitten is Sweety and our puppy will be Snoopy," said Siddu.

#### **Unit - 4 MY VILLAGE FAIR**

There is a fair in the village. There are many shops in the fair. There are toys, balloons, magic shows, gun-games, and many other things.

Abhi wants to go to the fair. He asked his father to take him to the fair. Father said “Sorry, I am busy with my work”. Then Abhi went to his mother. Mother said “I am busy in preparing lunch.” Abhi is sad. At last, he went to his grandfather.

#### **Unit - 5 SNOOPY COMES TO SCHOOL**

One day Siddu was going to school.

His pet Snoopy followed him.

When Siddu saw Snoopy, he said “Snoopy, don’t come with me. Go home.”

Snoopy did not go back.

Siddu shouted, “Snoopy, don’t come, I say!”

Snoopy stopped.

Siddu continued his walk.

Snoopy followed him again.

Siddu caught Snoopy and took it back home.

‘Amma, tie Snoopy’ said Siddu.

Mother tied Snoopy.

Snoopy barked bow...wow...ow...ow...

Siddu went to school.



Snoopy was sad.

He waited for some time.

Mother went inside.

Snoopy pulled the chain again and again.

At last the belt came off.

Snoopy started running..

## **Unit - 6    RAIN... RAIN...**

‘Tup! tup! tup!’

Abhi heard the sound of water drops.

He opened the window.

Cool breeze touched him.

Water drops also entered the room.

“Wow! It’s raining,” shouted Abhi.

He jumped from the bed.

He started running out.

“Abhi, don’t go out”.

“Don’t go out in the rain,” Abhi’s mother shouted.

Abhi didn’t listen to his mother.

“Abhi, you’ll catch cold, stop.” shouted Abhi’s mother.

Abhi ran out. Sweety followed him.

## Unit - 7 **HERE IS YOUR COIN!**

### **Here we play...**

Here we play with all the friends

With all the friends, with all the friends

Here we play with all the friends

Every day evening, every day evening.

Here we jump with all the friends

With all the friends, with all the friends

Here we jump with all the friends

Every day evening, every day evening.

## Unit - 8 **MY WISH**

One evening Abhi asked his mother. "Mummy! please tell me a story"

"Can't you see, Abhi? I am preparing dinner. I will tell you a story tomorrow," said his mother.

Abhi went to his grandfather. He was in the garden.

"Grandpa, please tell me a story," asked Abhi.

Grandfather said, "Abhi, I am watering the plants now. I will tell you a story at night."

Abhi went to the bed room. He opened the cupboard. There were many storybooks in it. Abhi picked one book. It had many pictures in it. Abhi liked the story of the magic lamp. He started reading the story.

## Unit - 9 WHAT'S MY NAME?

Once a fly was flying in the garden. There were many plants and beautiful flowers in the garden. The fly saw many flowers- red, pink, yellow,... “Oh! The flowers are beautiful. They look smooth and soft!” it said. It was moving around the flowers and enjoying their smell.

A sunflower smiled at the fly and said, “Hai, how are you?” The fly was very happy and went near the sunflower. It asked, “Can I touch you?” The flower smiled and said, “Why not dear, please sit on my petal.”

Then the fly jumped in joy and sat on the flower. “What’s your name? The flower said. The fly was silent for some time and said, “Oh! My God! I forgot my name!” It was very sad.

## Unit - 10 TOGETHER WE PULL

One evening Appu went to the birthday party of his friend Abhi. He ate many sweets there, but he liked the carrot halwa very much. Appu wanted to eat carrot halwa again and again.

Appu ran to his mother and said, “Amma! I ate carrot halwa at Abhi’s birthday party. It is very tasty. Please make it for me every day”.

“It’s ok, my boy, but carrot halwa every day!” mother wondered. “Yes, Amma, I want to eat carrot halwa every day” said Appu. “No my dear, carrots are not available in the market,” said mother. “Then why don’t we buy halwa from the sweet shop Amma? Really it is very tasty,” requested Appu.

“No my son, it is very expensive, but we can grow carrots in our garden,” she suggested. Appu was very happy.

## Appendix - II

### A Note to the Teacher

The new textbooks in English have been developed based on National Curriculum Framework (NCF) 2005 and State Curriculum Framework (SCF) AP 2011 and are in tune with Right To Education (RTE) 2009. They envisage a shift in the teaching paradigm in the sense that the focus is on knowledge construction rather than the reproduction of a given set of information.

The textbook for class II has been developed keeping the following as the learning outcomes expected from the learners at the end of the academic year.

#### Learning outcomes expected at the end of the course

We expect the learners in class II to listen to narratives, descriptions, songs and dialogues, read them and construct the following discourses both orally and in the written form (possibly by virtue of graphic writing)

1. Descriptions (objects, person and places).
2. Conversations with at least two exchanges related to their likes, dislikes, needs, etc.
3. Story containing events and dialogues.
4. Rhymes / songs by substituting words or phrases.

#### Salient Features of the new Textbooks

You may have noticed that the new textbook has a few features which make it different from the one that we have been using.

- Units are thematically organized with passages meant for listening, reading and reading for pleasure and activities focusing on comprehension, expansion of vocabulary and building up grammar consciousness.
- Efforts have been taken to ensure that the learners get holistic input of language rather than fragmentary one in terms of language elements, vocabulary items, etc.
- Vocabulary and grammar exercises have been contextually embedded avoiding decontextualised treatment of these.
- A few questions and activities have been included from the point of view of Continuous and Comprehensive Evaluation (CCE). These do not target on any fixed responses; instead they demand the learners to use language authentically by way of expressing themselves orally and in writing. The comprehension questions, vocabulary and grammar exercise, reading and listening are all stepping stones for the learners to gain proficiency in language and as such are not goals by themselves.



## **The Classroom Process**

**The general design of classroom transaction will be something like the following:**

### ***The Pre-reading session:***

- i. The teacher interacts with the learners in an informal way in order to instil in them a sort of communication expectancy so that they are psychologically tuned to involve in the activities that follow. The picture given in the beginning of the unit can be used as a trigger for sensitizing the learners on the theme around which the lessons in the unit have been woven. The interaction based on this picture will serve as warm up for engaging the learners in the activities that follow. The teacher can ask a few analytical questions that will elicit individual perceptions on the picture.
- ii. The second picture in the beginning of the unit is related to the listening input given to the learners. The interaction based on the picture will help the learners comprehend the passage presented to them orally. Individual perceptions and divergent thinking on the part of the learners are the prime focus of the interaction at this stage.
- iii. This is followed by the presentation of a narrative which will further sensitize the learners on the theme. The narrative makes the major listening input for the learners. The passage for listening has been given at the end of the book.
- iv. This is followed by a few more analytical questions eliciting free responses of the learners. Moreover, these questions will help the learners make intelligent predictions on what they are going to read.

### ***Reading***

The next language module to be transacted is reading. This involves a number of micro-processes:

- i. Individual reading: Note that children have already made some intelligent prediction on the content of the passage. They will be making an earnest attempt to check whether their prediction is borne true. Reading in this sense is need-based and is an intrinsically motivated activity. Of course they will be confronting with a few barriers, caused by the unfamiliar words or structural complexities.
- ii. Collaborative reading: Children sit in groups and share their reading experience within the group in terms of things like the following:
  - What they understood from the passage they read
  - What they did not understand
  - The parts that they liked most in the passage
- iii. This is followed by sharing of ideas with other groups with the facilitator's mediation. Sometimes a glossary or dictionary will be made use of.

- iv. When collaborative reading is over the facilitator asks a few questions related to the passage. These are not meant for checking comprehension. Instead, they are questions of an analytical nature such as reflective questions, inferential questions, cause-consequence questions and so on. These questions help the learners assimilate the text by virtue of localising and personalising it.
- v. The facilitator can read the passage aloud which will help the learners make better sense of the reading passage. Moreover, the teacher's reading will serve as a listening input for the learners in terms of some of the articulation features.
- vi. A mind mapping activity may be carried out which will act as a tool tracking the thinking process of learners. They can describe the mind maps they have developed.

### ***The Post Reading Session***

The major activity of the post-reading session is the construction of a discourse by the learners. By virtue of the inputs they have received through listening and reading they are in a position to take up a task which demands them to construct a specific discourse (conversation, description, story, etc.). Each discourse calls for a specific process without which the learners will not be able to construct it. The micro-process of discourse construction ensures

- individual construction,
- presentation by a few individuals,
- sharing in group for refinement,
- presentation by the groups,
- and the presentation of the facilitator's version of the targeted discourse.

### ***Editing***

The discourses constructed by the learners (whether individually or in groups) may have certain errors in them. These errors may be related to syntax or morphology or cutting across both. In addition to these there may be punctuation or spelling errors. These are to be rectified for which there is a meticulous process of editing. This is not a slot for teaching grammar. The learners are sensitized on these errors by evoking their intuitive sense of well-formed structures which works like a conscious monitor. Note that this sense is to be acquired non-consciously and not by learning grammatical facts consciously.

The post reading session also includes some activities meant for the expansion of vocabulary and the strengthening of specific aspects of grammar. However, these activities are not meant for teaching any grammatical points explicitly. Both vocabulary and grammar are contextually embedded.

### ***Addressing Listening, Speaking, Reading and Writing***

Traditional classrooms give a lot of importance to the writing skills of learners. The underlying assumption is that skills can be developed through practice which in due course will lead to the mastery of language. However, a major chunk of the writing task assigned to children comprises of

- Writing answers to comprehension questions;
- Doing de-contextualized exercises involving vocabulary and structural items;
- Writing guided compositions (letter writing, developing story from the given outline, etc.);
- Writing copies;

This kind of writing is in a way, ‘risk-free’ because in most cases there will be only one correct answer. Since the thrust is on practising skills most of what children are expected to write have a direct bearing upon the information given in the textbook. This is supposed to be necessary for avoiding or at least minimizing the possibilities of learners making errors. This being the general situation of writing tasks undertaken by the learners there is no point in sharing ideas with others. Therefore, there is hardly any scope for refining one’s written work through collaboration.

Discourse Oriented Pedagogy as had been conceived here does not address skills placing them in watertight compartments. Instead, they are treated embedding them in the context of discourses to be listened to, to be read and to be produced orally and in the written form by the learners; there is wider scope for integrating skills.

Sufficient time should be given for the learners to share their ideas with their peers. Whether they are reading, or constructing discourses opportunities should be provided for the learners to do the task individually as well as in groups.

Instead of asking and eliciting pre-decided responses from the learners the teacher can initiate dialoguing with the learners using a variety of strategies such as reporting, seeking confirmation, agreeing or disagreeing, asking for opinions, etc.

### Assessment

Language learning process is a continuous one and assessment is not an activity distinct from learning. Since learning is facilitated through group discussions, pair discussions and individually, assessment also operates at the individual level, in peers and in groups. This will help the learners to compare their strengths and weakness and make modifications in their learning. We propose **Continuous and Comprehensive Assessment** at all levels of language learning. The thrust is on formative assessment which can be interpreted as assessment **for** learning and assessment **as** learning which are distinct from summative assessment **of** learning. It is important that the teacher does not judge the child’s nature, instead notices the inherent potential of the child as a learner in the context of his / her nature.

As has already been pointed out the development of language skills and thinking skills is taken care of by the various activities that are to be carried out in the class room such as listening to and reading authentic texts and responding to them. None of the grammatical concepts and vocabulary items is meant for de-contextualised testing as was done in our examinations; the learning of various grammatical concepts and vocabulary items are to be tested only by placing them in authentic discourse contexts.

### **Tools available for performance assessment related to a specific unit**

- Assessment page of Teacher's Lesson Plan ( Teaching Manual)
- Diary containing anecdotes revealing snapshots of learner achievement
- Student portfolio (Collection of the work done by the individual learner)
- Big books or other products evolving in groups through collaboration
- Feedback collected from parents
- Peer assessment tools (specific tools to be evolved)
- Worksheets in a specific assessment context

### **Stages of Assessment**

Let us see how the Unit Analysis is done for materialising Continuous Assessment. The following stages may be useful:

1. Identifying the modules or segments (listening, reading, exercises, etc.) to be transacted in each unit. At each stage of transaction the facilitator has to bear in mind a few questions:
  - What are the competencies addressed in this segment /unit?
  - What are the constructs (concepts, skills, processes, attitudes, etc. ) formed at this stage?
  - What activities /classroom processes are to be carried out for facilitating the construction of knowledge at each stage?
2. Using appropriate tools for assessment with specified indicators
3. Giving proper positive feedback to the learners in the form of qualitative statements
4. Recording assessment in terms of the indicators

You should rise above the textbook and appreciate the fact that language can be taught using any /every material available in the classroom or outside the class room. The textbook is only a skeleton that represents the syllabus. The teacher should give it flesh, blood, and life by bringing into the classroom a wide variety of stimulating materials like photographs, pictures, riddles, models, art, craft, dance, and anything under the sun that facilitates teaching learning process and makes it a joyful experience. We hope you could do that.

**Happy teaching!**