Government of Karnataka

ENGLISH READER CUM ACTIVITY BOOK

Second Language

(Revised)

2

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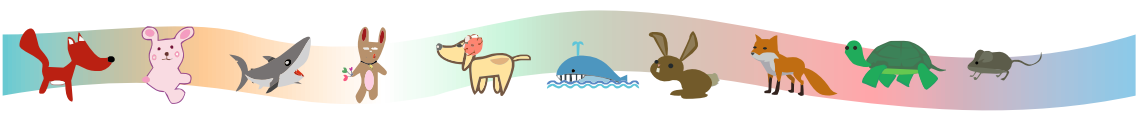
Karnataka Textbook Society (R.)
100 Feet Ring Road,
Banashankari 3rd stage, Bengaluru-85



PREFACE

The Textbook Society, Karnataka has been engaged in producing new textbooks for Standards I to X since 2010. These books have been prepared according to the new syllabi which in turn are designed on NCF 2005 and KCF 2007. Textbooks are prepared in 12 languages, and seven media.

In view of the low standard of attainment of Kannada medium students in English, the Government of Karnataka introduced English from standard I in the year 2007. A series of books were prepared and they have been in use ever since. With the introduction of the new textbooks in all subjects, the Government decided to replace these books and the new books prepared now satisfy the redefined objectives of NCF 2005. The new objectives are-

- connecting knowledge to life activities
- learning to shift from rote methods
- enriching the curriculum beyond textbooks
- learning experiences for the construction of knowledge by learners
- making education relevant to the present and future needs.

The new books are called Practice Books. Children learn spoken English through activities relating to their immediate environment and personal experiences .The books are full of attractive pictures in four colours. These pictures represent objects which the learners encounter in their life around them. Learners begin learning English by naming objects to begin with and then use them in sentences. In the early stages, a lot of importance is given to fluent communication in the spoken form.

The emphasis gradually shifts to learners using language to express their needs, feelings and emotions (notions and function) in the simplest possible form. Then come simple stories which they listen to and enjoy. Telling stories by the learners and simple conversations follow.

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Then they begin to read pictures, words and simple sentences off the black board and from the Reader. The learners are slowly introduced to writing the letters of the English alphabet by the end of Standard I. This process continues in Standard II and by the end of the second year it is hoped that learners should be able to read the materials given in the Practice Book.

There is not going to be the Teachers Source Book as we used to have for the earlier package of Practice Books. All the instructions are given in the Practice Book itself (For example 'Word to the teacher :- ask the pupils to name the dresses and make them repeat the same' etc.

In books for classes I and II a number of Rhymes are included to help learners master the rhythm of the language. The rhymes are very simple and children enjoy saying these rhymes after the teacher.

Listening to stories begins half way through I year and continues throughout the course (four years). In class I the teachers may use a bit of the learner's mother tongue and reduce the use of it gradually. Let the children use English. Do not insist on grammatical accuracy to begin with. Let the learners feel confident that they can speak English like any others.

The Textbook Society expresses grateful thanks to the chairpersons, writers and scrutinizers for their sincere efforts in preparing the books and making them interesting.

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CHAIRPERSON'S NOTE

The second English Activity Book is aimed at familiarizing pupils with English in both its written and spoken forms. As the name suggests, this is an activity book and not a textbook with a set syllabus. By saying rhymes, singing songs, listening to stories and by colouring and drawing, children will become familiar with the language and so comfortable with English. The focus in this book is on listening and speaking; the reading is mainly picture reading and writing is limited to tracing and copying.

Spaced, controlled and meaningful repetition helps children to fix language patterns in their minds. We have suggested that you do this with words and rhymes. Colours are important to children get them to do the colouring activities and make it an enjoyable experience. Seeing the shape of words, tracing and drawing helps a child's motor skills. Give them enough time to do this. Above all, do not be anxious about 'finishing' the portion! One academic year is sufficient to do the activities in the book at an easy pace.

We would like your observations and comments about your teaching experience with this activity book. It will help us to incorporate changes, if possible in the next edition. You could write to

Ms Shobha M.B. Co-ordinator, Karnataka Textbook Society, Banashankari 3rd Stage, Bengaluru - 85
E-mail : textbooksociety@gmail.com

I would like to thank all the persons involved in the production of this book. My special thanks and acknowledgement to Ms Indira Pastala of Bombay, a teacher and a great writer of children's stories, for allowing us to use her story: Scratch my back.

We enjoyed putting together this activity book I hope you enjoy using it.

Happy teaching!

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About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the New Textbooks from standard one to ten, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the Textbook experts should follow: " The Textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment", he said.

Later, for the production of the Textbooks from class one to tenth, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints and analyses about the Textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also give freedom even to re-write the Textbooks if necessary. In the same order, it was said that the completely reviewed Textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had send them to

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the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teacher Associations'. Questionnaires were administered among teachers to pool up opinions. Separate meeting were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meeting were held for discussions. Women associations and science related organistation were also invited for discussions. Thus, on the basis of all inputs received from various sources, the textbooks have been revised where ever necessary.

Another very important thing has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a critical study of the text of science, mathematics and social science subjects of central schools (N.C.E.R.T), along with state textbooks. Thus, the state text books have been enriched basing on the critical analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central school. Besides, these textbooks have been examined along side with the textbooks of Andhra, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total production of the textbooks. Therefore, the forms of already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have

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not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been effected into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Text book Society, who sincerely worked hard in forming the committees and managed to see the task reach it's logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also due to the subject experts and to the associations who gave valuable suggestions.

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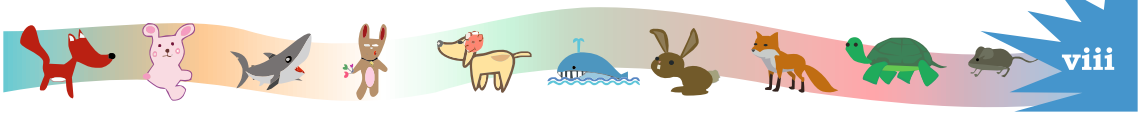

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ORDER OF LESSONS

1. My House	1-14
2. Food	15-24
3. Dress	25-35
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9. Sports & Games	101-114
10. Professions	115-130

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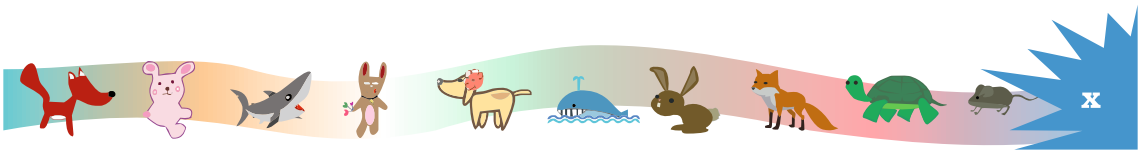
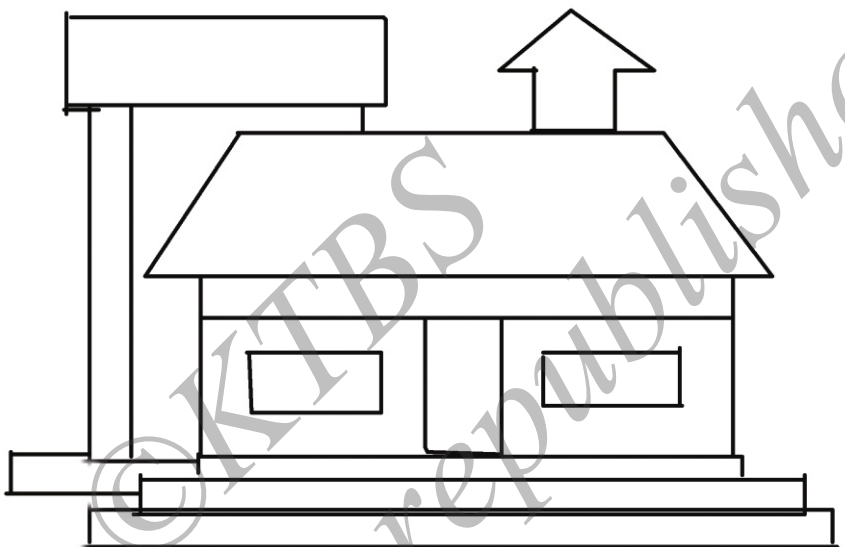


UNIT 1

MY HOUSE

Colour me





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MY HOUSE

Repeat after the teacher.

house



garden



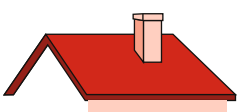
window



door



roof



tree



flower



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MY HOUSE

Action Song

Go in and out of the window
Go in and out of the window
Go in and out of the window
As we have done before



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First, teach the pupils this song.
Next, get them to sing it with actions.
Pupils form a chain holding hands. Then one student goes in and out of the chain circle while the children sing the song. They take turns to do this.

MY HOUSE

Colour and say.



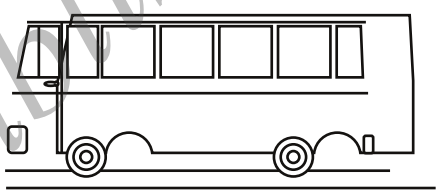
a green leaf



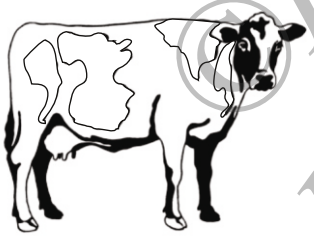
a red rose



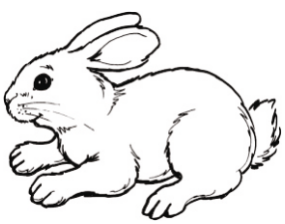
a yellow T-shirt



a blue bus



a black cow



a white rabbit



Let the pupils colour the pictures first. After they have all finished, ask them to repeat the phrases after you.

Next, you point to a picture and ask, “What is this?”
Let the pupils answer in a phrase, for example, “a green leaf”.
Later, the pupils can do this in pairs.

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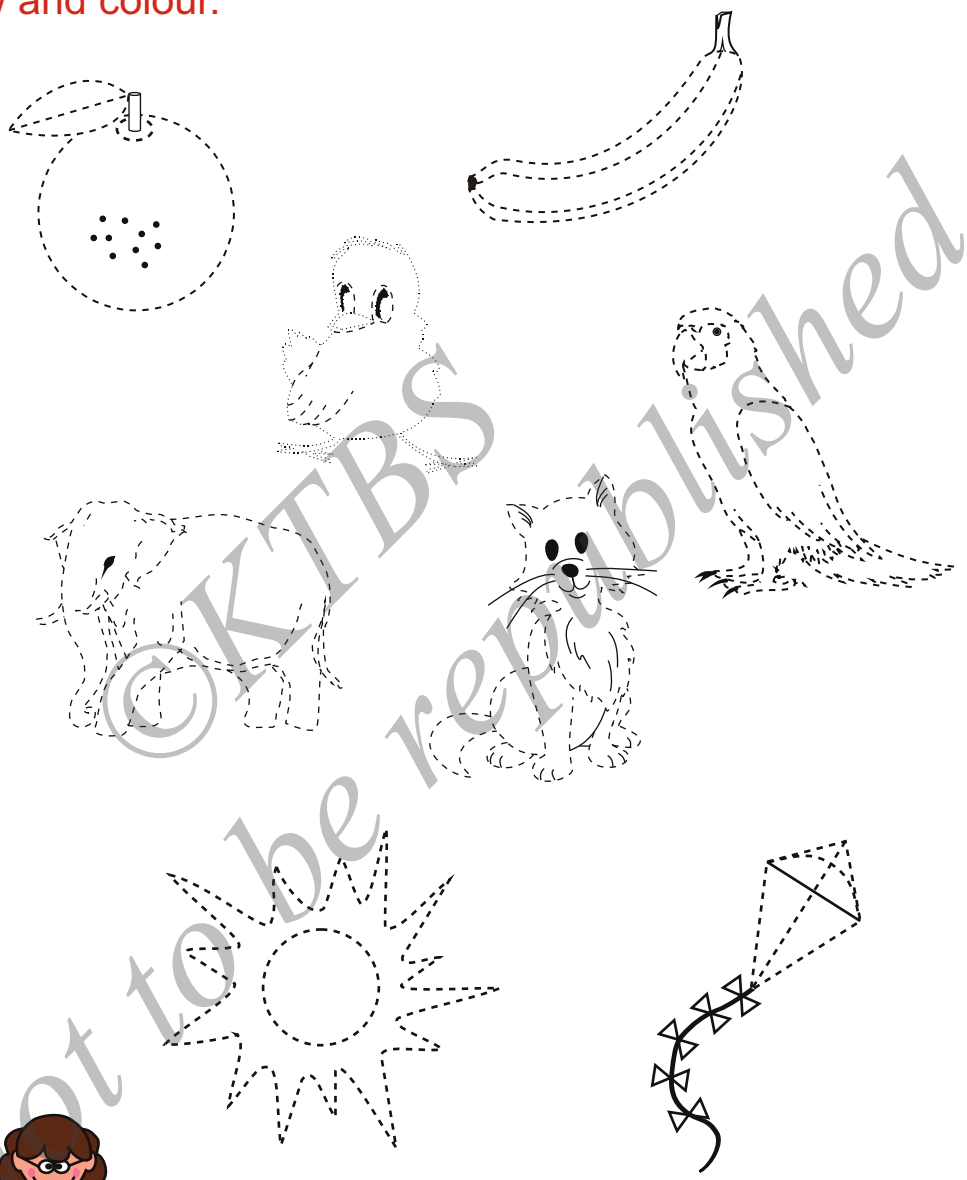
MY HOUSE

Draw and colour.



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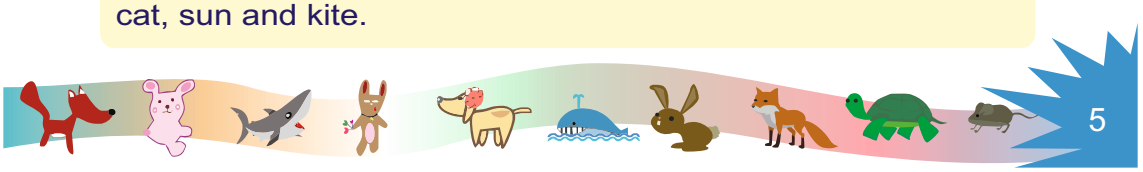
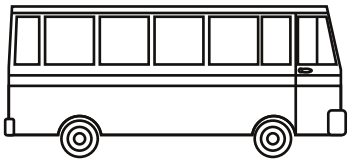
After the pupils have drawn and coloured the pictures, teach them the words: orange, banana, parrot, chicken, elephant, cat, sun and kite.



MY HOUSE

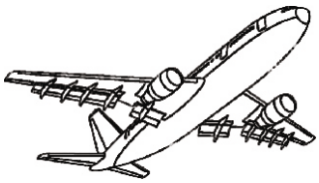
Look and say after your teacher. Then colour and say.



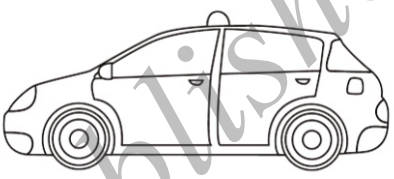
a bus



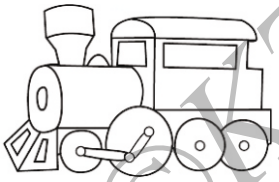
a cycle



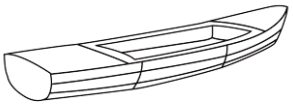
a plane



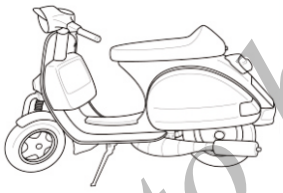
a car



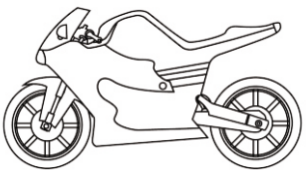
a train



a boat



a scooter



a motorbike



It is important that the children learn to use ‘a’ right from the beginning.

After the children colour the pictures get them to say the word along with the colour they have used. For example: ‘a red bus’, ‘a blue cycle’ etc.

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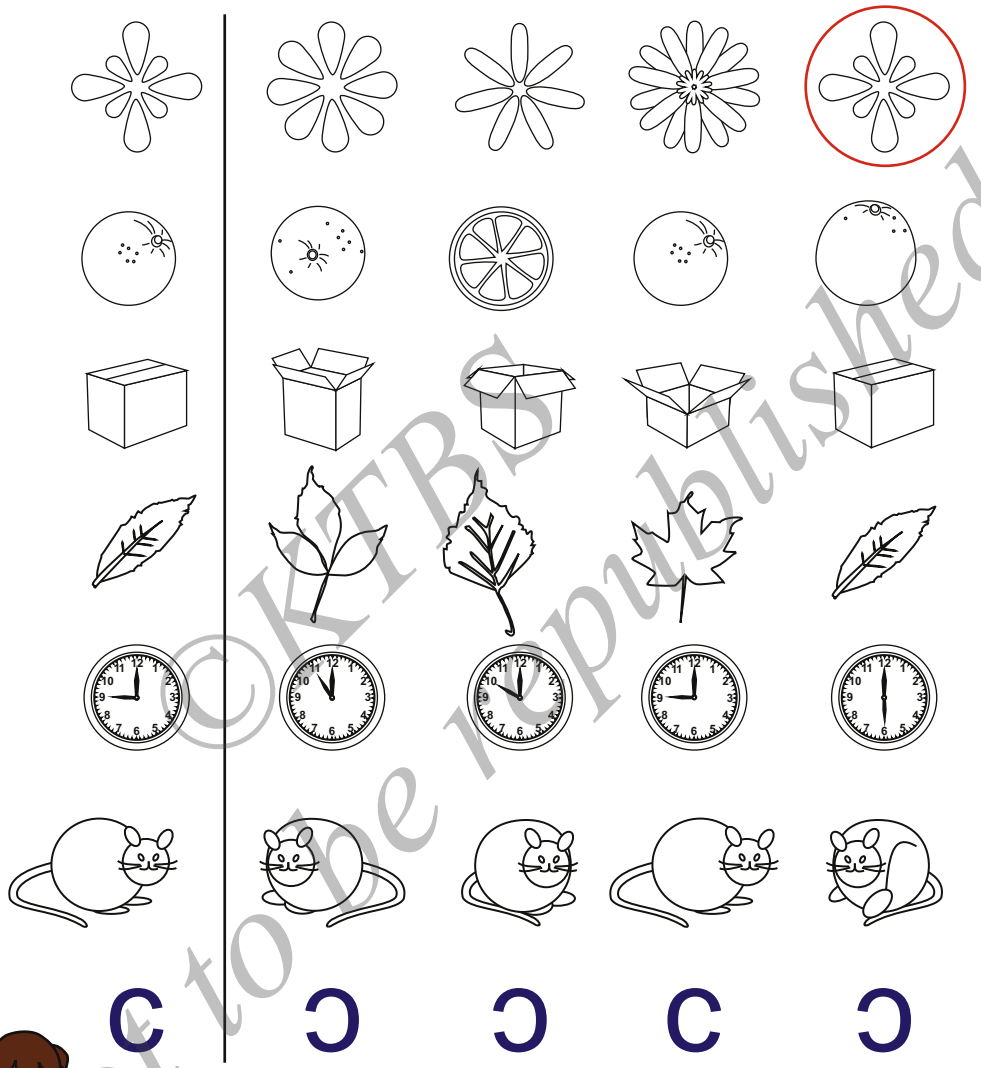
MY HOUSE

Match and circle





Colour what you have circled.

If required, give instructions about how to do this task in the mother tongue along with English.

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MY HOUSE

Speaking

What's your name?
My name is _____.

Where do you live?
I live in_____.

How old are you?
I am _____ years old.

Which class are you in?
I'm in class_____.



Model these exchanges with a pupil in the class. You ask the questions and get the pupil to answer. Then, let the pupil ask you the questions. You answer.
Practice the questions with the whole class. Once it is clear how this activity is done, let the pupils ask and answer questions in pairs.

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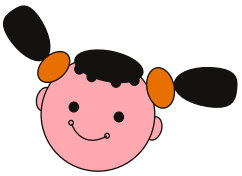
MY HOUSE

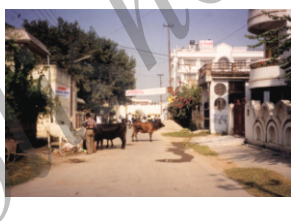
Say this rhyme after the teacher.



What's your name?
Mary Jane.



What's your number?
Cucumber.



Where do you live?
Down the lane.



What's your address?
Watercress.



What's your shop?
Lollipop.



Get the pupils to learn this rhyme. You might need 2-3 periods for this. Next, you ask the questions and get the pupils to answer. Change roles. Let the class ask you the questions. You answer.

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MY HOUSE

Match and say.



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Get the pupils to draw lines to match the pictures.

Then teach them the words: monkey, peacock, elephant, duck, dog, mouse. Do choral work. (These are common animals, so you will not find it necessary to translate into the mother tongue.)

Game

Colour, Colour

One pupil is chosen to begin the game.

S/he says: Colour, colour.
Class (in chorus): What colour?
S/he (chooses a colour): Red colour.
Class (in 10 seconds): Finds something red in the class.

Example: a red bag

Now, another pupil begins the game. The game continues till most of the pupils have had a chance to start the game.

The teacher is the referee.

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If necessary use the mother tongue to explain how the game is played.

MY HOUSE

Draw your house and colour it.

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Tell pupils that they should draw their house. Help them to draw it. Then let them colour it in any way they want.

MY HOUSE

h h



b b



p p



m m



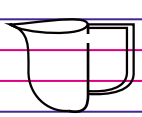
a a



o o



j j



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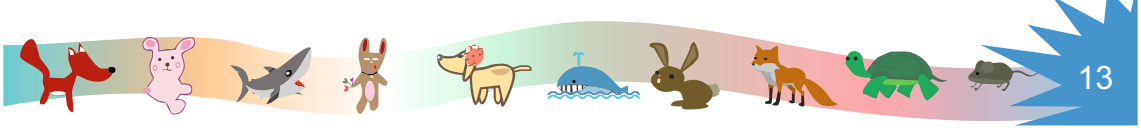

Listen to the story

Scratch my back

"Please scratch my back" said the tiger cub to her mummy.
Mummy Tiger lifted her left paw and scratched tiger cub's furry back.
"Thank you, mummy, that was good."
"Please scratch my back," said the chicken to her mummy.
Mummy Hen lifted up the small claw of her right foot and scratched baby chicken's soft feathery back.
"Thank you, mummy, that was good."
"Please scratch my back," said the puppy to his mummy.
Mummy dog raised her front paw and scratched puppy dog's furry back.
"Thank you, mummy, that was good"
"Please scratch my back," said the kitten to her mummy.
Mummy cat raised her left paw and scratched baby kitten's furry back.
"Thank you, mummy, that was good"
"Please scratch my back" said the baby to her mummy.
Mummy picked little baby up, gave her a big hug and kiss and then scratched her back.
"Thank you, mummy, that was good"
"Please scratch my back," said Daddy.
Mummy and baby jumped up and tickled and tickled him.
"Ha! Ha! Ha! Ha! Ha! laughed Daddy, Mummy and Baby.



Tell the story slowly and with expressions. The students can mime the story or enact it with dialogues of their own. Give a model enacting or mime.

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UNIT 2

FOOD

Put out a banana leaf
Wash it all clean.
Put in some chutney
And put in some beans.
Put in some salad.
And dal mixed with ghee.
Put in some rice.
And eat it for me.





You should sing first. Then ask the pupils to repeat after you.

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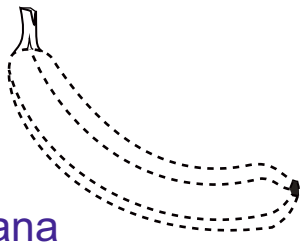
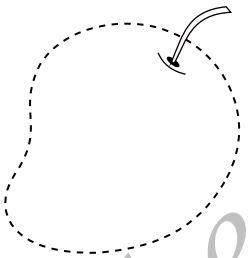
FOOD

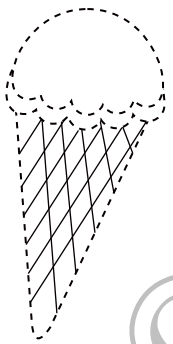
Join the dots and colour the pictures.



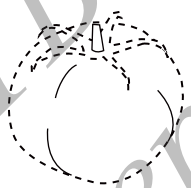
banana



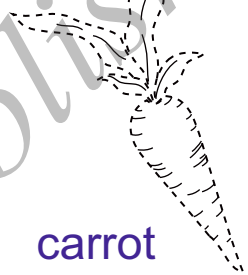
mango



ice cream



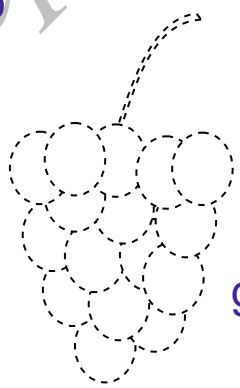
tomato



carrot



spinach



grapes



Ask the pupils to look at the pictures.
Then ask them to join the dots and colour them.

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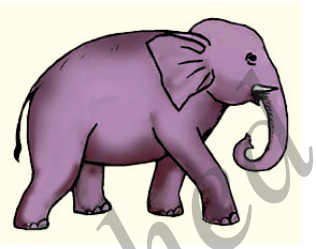
The elephant and the dog



Long long ago there was a king. The king had an elephant. An elephant trainer looked after the elephant. The trainer had a dog. The dog and the elephant were friends. They ate together, they played together.

The trainer needed money; so, he sold the dog to a rich man. The dog did not want to leave his friend, the elephant, but he had to go with his new master. From that day on the elephant stopped eating and would not bathe.

"The elephant is ill," said everyone. The doctor was called "He is not ill," the doctor said, " He is lonely, he needs a friend." "Who has taken his friend away? Who has taken the dog away?" the king asked. "Punish that man."



The rich man who had the dog became afraid. He set the dog free. The dog ran out of the rich man's house. He ran as fast as he could to the elephant. Both the elephant and dog were now happy. They played together once again.



Narrate the story with expressions.

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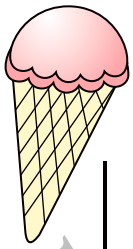
FOOD

Draw a line to the things which Nithin can eat.










Ask the pupils to name the food items above. Then let them join the food items to Nithin by drawing a line.

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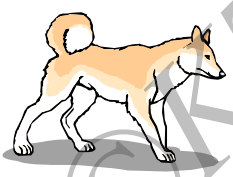
FOOD

Give us our food.

A













B











Ask the pupils to match the food items in ‘B’ with the picture s in ‘A’.

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FOOD

MY FAVOURITES

Circle the food items which you like most. Learn to say their names in English.












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FOOD

IN WHICH SEASON ?

Colour the circles red or blue



















Choose these food items for the summer and rainy season. Ask the pupils to colour the summer food items red and rainy season food items blue.

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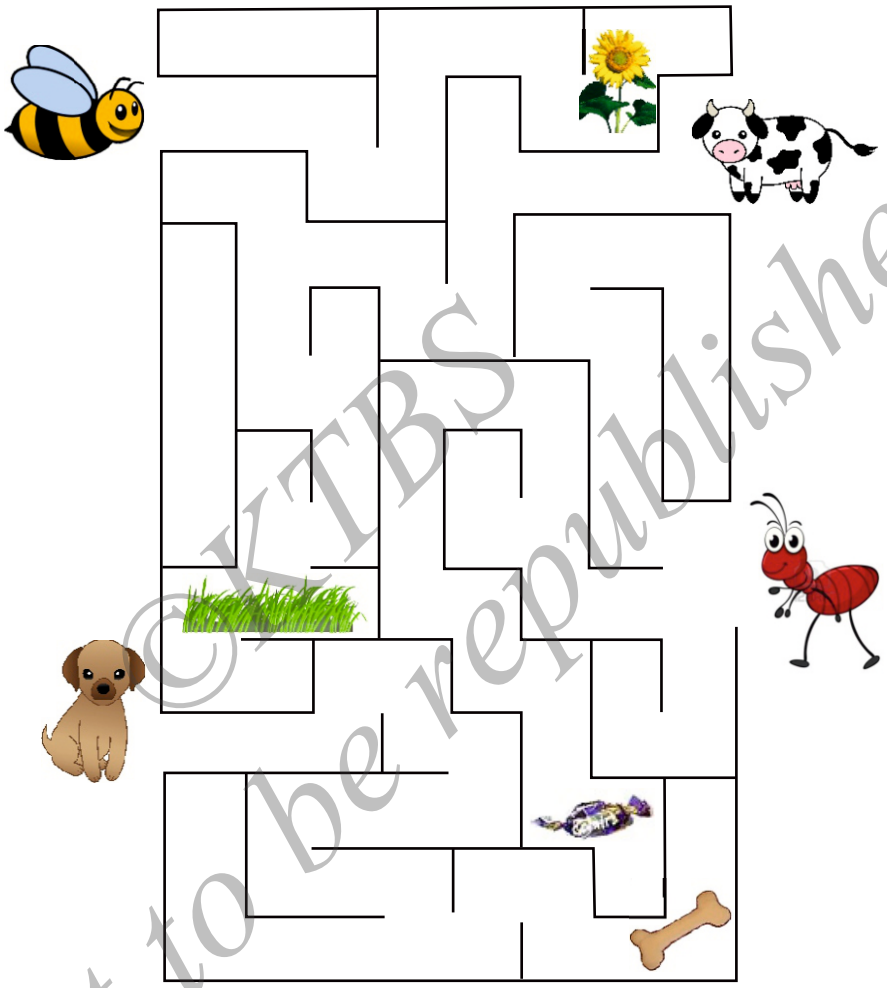
FOOD

Trace the way and help them to get the food.



Circle the letters (one is done for you)

b : A blue bird is singing.

b : Sabeeha is reading a book.

d : A dog is hiding behind a book.

c : A child is playing with a chick.

f : He is a fine friend forever.

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FOOD

Look, listen and repeat after the teacher.

rob	log	hop
job	fog	top
sob	jog	mop
mob	dog	pop

pen	beg	net
hen	leg	bet
den	peg	get
yen	keg	yet



Read the words first and ask the pupils to repeat them.

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FOOD

Repeat after the teacher.

dear	near
fear	rear
gear	tear
hear	year

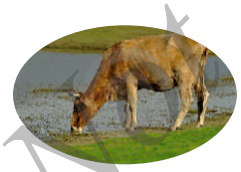
Read the picture.



Boats are sailing on water.



Ravi is driving the car.



The cow is drinking water.

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DRESS

RHYME

The wind blew;

All my clothes flew.

A cat got my hat !

A fox got my socks !

A goat got my coat !

An owl got my towel !



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Name the dress

1) 

2) 

3) 

4) 

5) 

6) 

7) 

8) 



Ask the pupils to name the dresses, and make them practise saying the words.

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DRESS

Join the things with their names by drawing a line.
There is one example.



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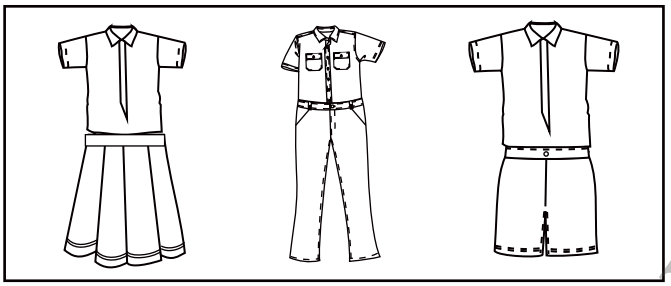
DRESS

Copy the pictures in the right box and colour them.



1. Raju is going to school.

2. Sarah is going to school.

3. Daddy is going to office.



Ask the pupils to identify the pictures. Ask them who wears these dresses (school children, person working in an office). Then read the three sentences. Let the pupils copy the pictures and colour them.

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DRESS

Join the dots and colour the picture.



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DRESS

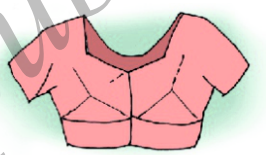
Match the pictures by drawing lines.

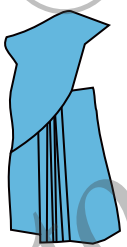
Eg.



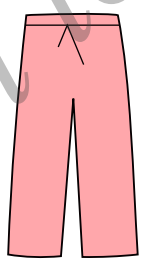














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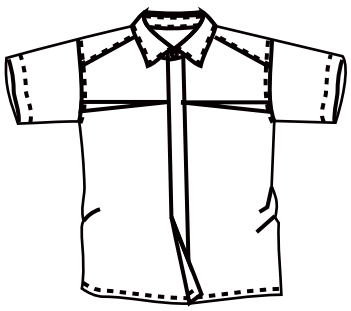
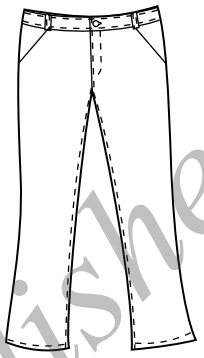
DRESS

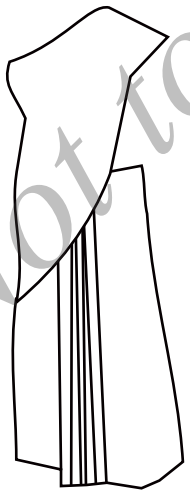
Colour these pictures.

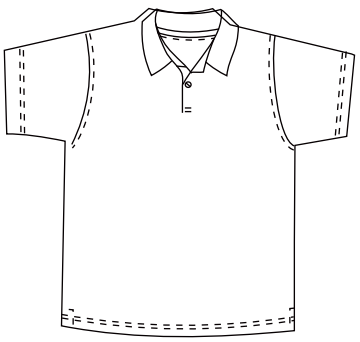












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DRESS

Activity :

Practise writing the words.



coat

coat



blouse



shirt



jeans



jacket



tie

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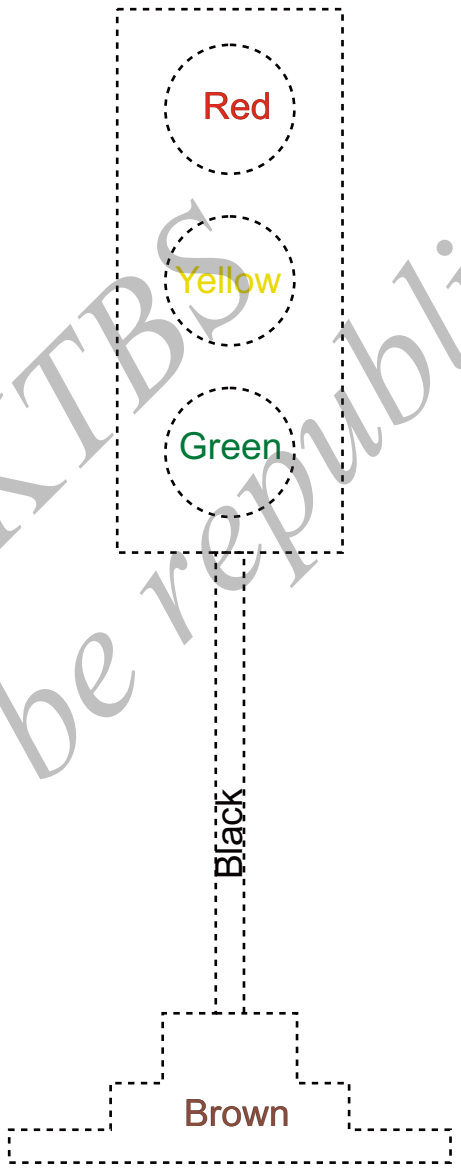
DRESS

Join the dots and colour the picture.



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DRESS

RHYME :



The furry white white cat

Was sitting on a mat ;

Suddenly she saw a rat

Who was gray and very fat.

My cat mewed and jumped,

The rat ran dhat dhat dhat.

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DRESS

coat hat shirt skirt

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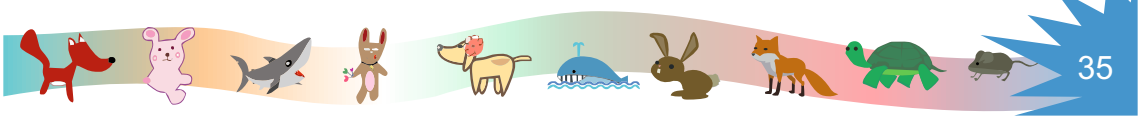

UNIT 4

RELATIONSHIPS

Name me using the clues



1) Eg. M o t h e r



2) F a _ _ _ _



3) B r _ _ _ _ _



4) S i _ _ _ _



5) G r _ _ _ f a _ _ _ _



6) G r _ _ _ m o _ _ _ _



Make the pupils say the words.

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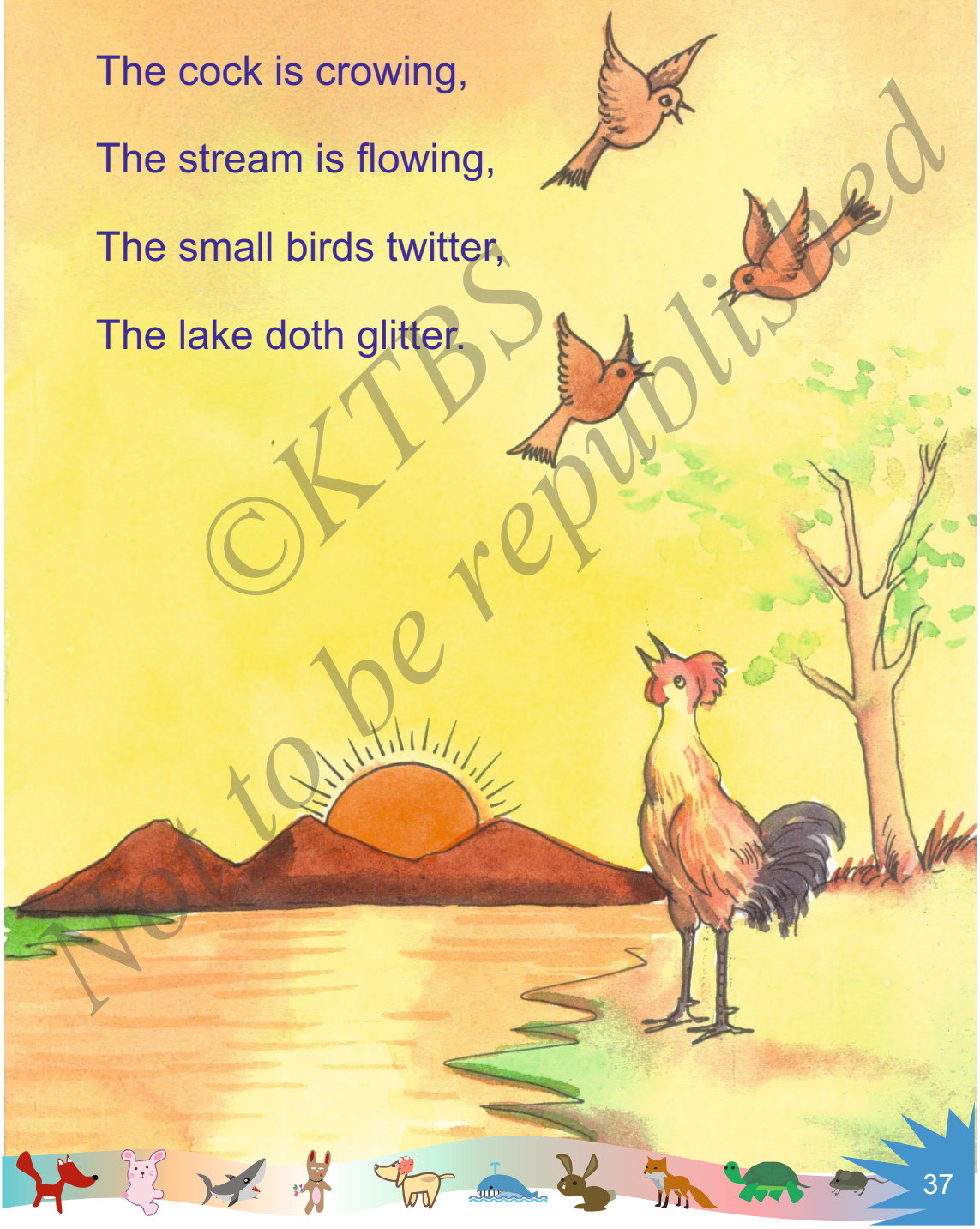
RHYME

The cock is crowing,

The stream is flowing,

The small birds twitter,

The lake doth glitter.



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Make the pupils join the dots and colour the picture.

RELATIONSHIPS

Look at the people in the pictures. Listen to your teacher. Then tick the correct choice below each picture.

a)



1) aunt and niece ✓

2) brother and sister

b)



1) aunt and uncle

2) father and daughter

c)



1) husband and wife ✓

2) brother and father

d)



1) mother and daughter

2) brother and sister

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Speaking Activity

1) My father is _____

2) My mother is _____

3) My brother is _____

4) My sister is _____

5) My grandfather is _____

6) My grandmother is _____



Make the pupils say the names to complete the sentences.
If the pupils do not have any relatives they can say,
"I have no brother/sister."

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Circle the odd man out and write.

eg. 1) F F ⊣ ⊣ F

2) E ∃ ⊐ ⊐ _____

3) B B B B _____

4) ⊥ T ⊢ ⊣ _____



Ask the children to identify the correct shape of the letter, circle it and then write it in the given space.

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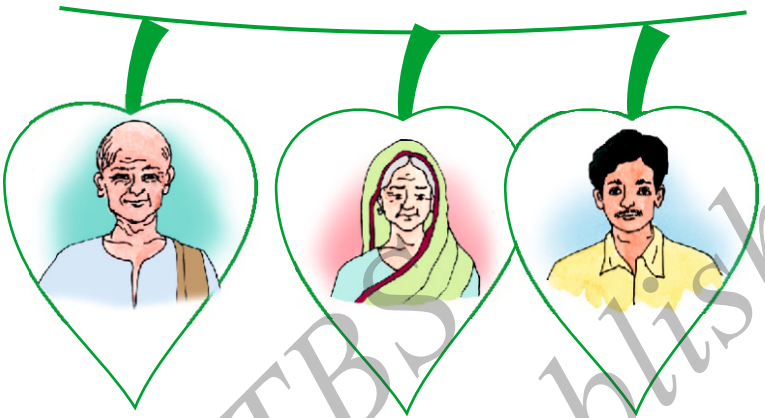
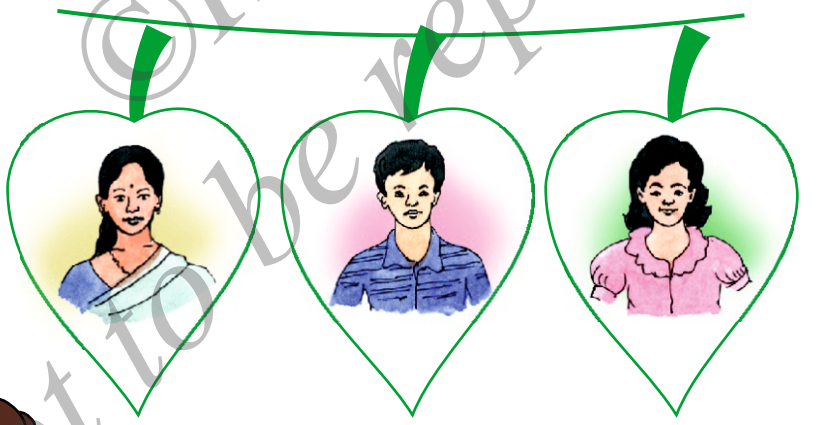
WHO ARE THEY?



E.g. Grandfather





Ask the pupils, “Who are they ?” If they can’t answer help them.

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Odd man out.

1) E.g.






2)






3)






4)






5)








Make the pupils identify the odd man and circle the picture.

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Use these words.



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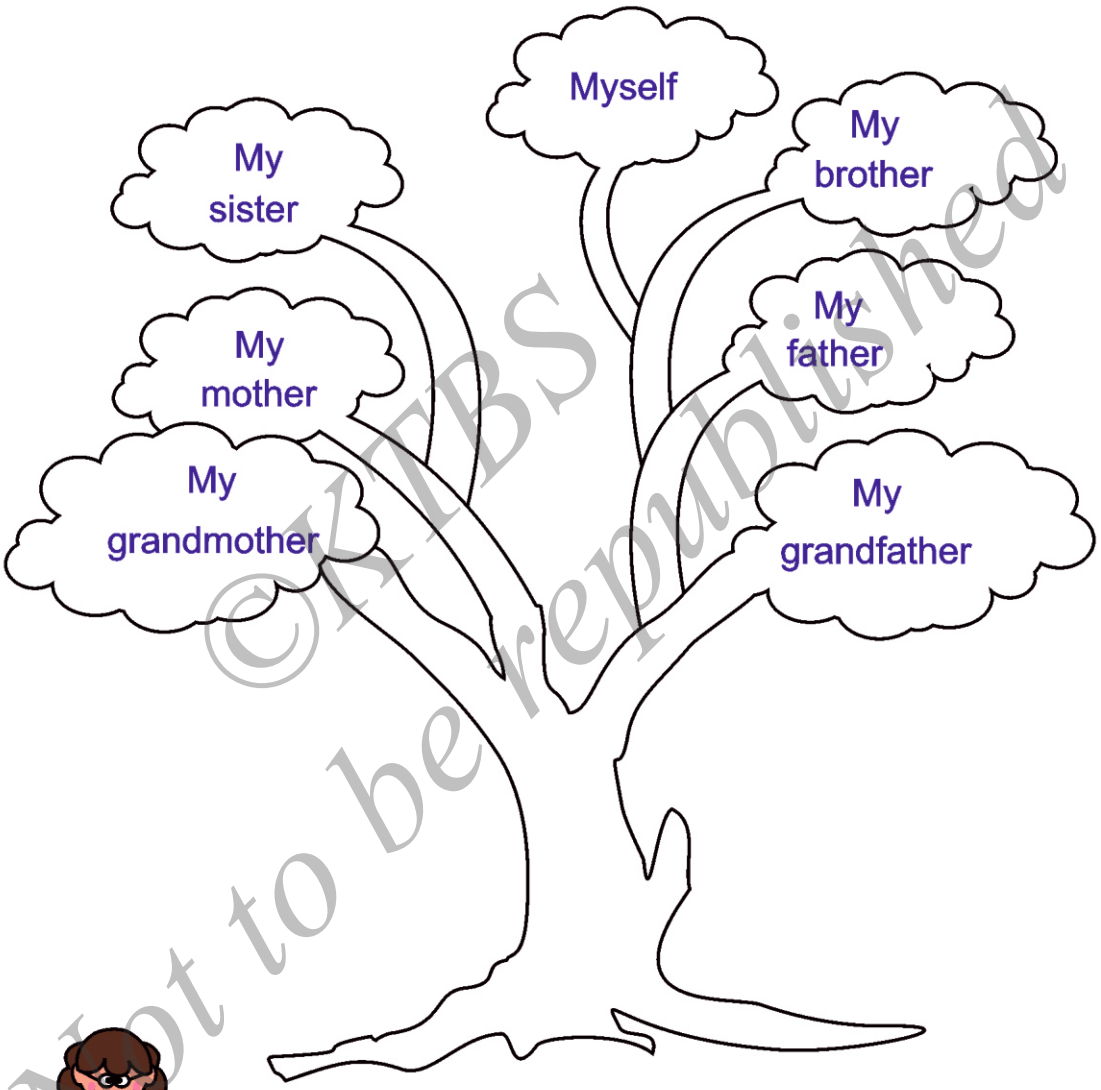
Make the pupils sit in a circle and make them talk about any one person of their family. They can use the given words.

Activity

My family tree



Make the pupils paste the photograph of their family members.

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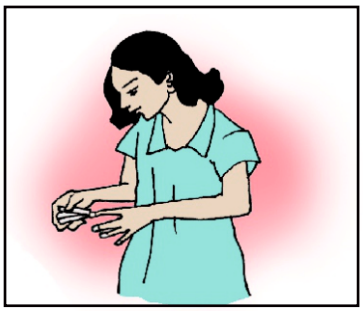
UNIT 5

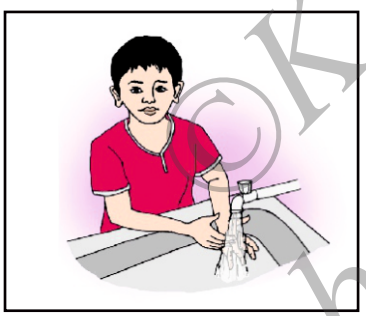
HYGIENE

Put ✓ under good habits, and X under bad habits. There is an example.

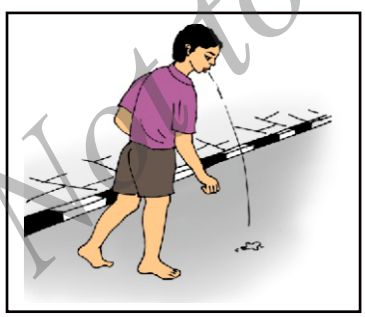


✓











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1. Do you wash your hands after going home? _____

2. Do you leave your shoes in the middle of the hall? _____

3. Do you speak when food is in your mouth? _____

4. Do you keep cut fruits on your notebooks? _____

5. Do you wash your clothes regularly? _____

6. Do you eat food sold in the street? _____

7. Do you wash fruits and vegetables before eating? _____

8. Do you throw rubbish only in the dustbin? _____

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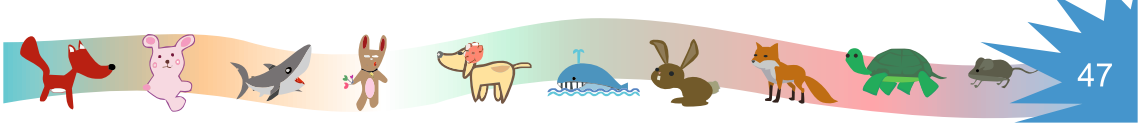
★ The activity can be done as pair work too where one pupil asks the question and the other answers.

★ Model the activity with a student; Practice the phrases 'Yes we do,' 'No we don't , with the class.'

★ **Ask the above questions to the class.**



HYGIENE

Match the pictures of things that help you to keep clean.












Draw ☺ under good habits and ☹ under bad habits. There is one example.







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Rhyme

Here we go round the mulberry bush,
Mulberry bush,
Mulberry bush
On a bright and sunny morning.

This is the way we brush our teeth,
Brush our teeth,
Brush our teeth
On a bright and sunny morning.

This is the way we wash our face,
Wash our face,
Wash our face
On a bright and sunny morning.



Teach pupils these phrases: brush my teeth, comb my hair, wash my face, sweep the room, cut my nails.

Then say the phrases with actions. Ask the pupils to copy your actions. Now ask the pupils to sing the song with actions.
You can sing this song adding “comb our hair,” “sweep the room” and “cut our nails.”

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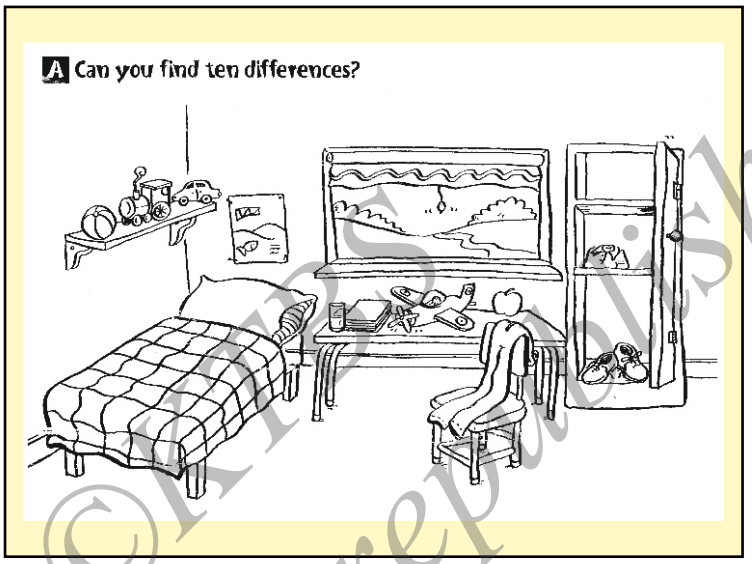
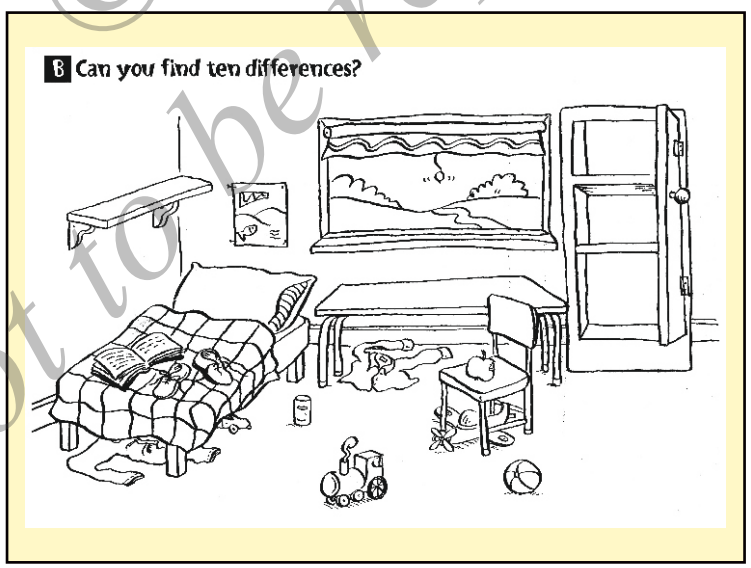
HYGIENE

Spot the differences in the two pictures and tell your partner about them. These words may help you.

Words : apple, ball, shoes, toys, towel, dog, book, glass, aeroplane, cloth.





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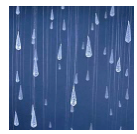
HYGIENE

Circle all those pictures that have the same sound.

1.     

2.     

3.     

4.  

10  

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HYGIENE

Repeat the sentences after the teacher.

The cat sat on the mat.
A big fat rat is under the hat.
I found a pin in a tin near the bin.
The bug is snug under the rug.
The ten men chased the hen into the den.



Say the above sentences at least twice, slowly and clearly.
Ask the pupils to repeat. You can have a pair activity with one pupil asking the other to complete what he has begun.

Sing this rhyme with actions.

Wash your hands dearie
Wash both your hands
Wash your hands dearie
Before eating any meal

Brush your teeth dearie
Brush your teeth well
Brush your teeth dearie
Every morning and night

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HYGIENE

Draw these pictures on the board and ask pupils the to copy down any four pictures in their books within four squares like this.





Call out the names of any four pictures from the group on the board. If a pupil has drawn the picture in his book, he ticks it. The pupil who has all the pictures you call out, says 'Bingo'. She/he is the winner.

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HYGIENE

Circle all the words which have the same sound as the first word.

hot :	pot	net	got	cot
run :	man	sun	bun	gun
fig :	big	dig	pig	jug
say :	hay	may	try	ray
pet :	set	hit	met	get
dry :	pay	try	fry	cry

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Say the words aloud clearly. The pupils must be able to hear them. They follow the words as you say them and do the activity. Have the students repeat similar sounding words in each row after the activity is over.

HYGIENE

Match the body part to what it does.

























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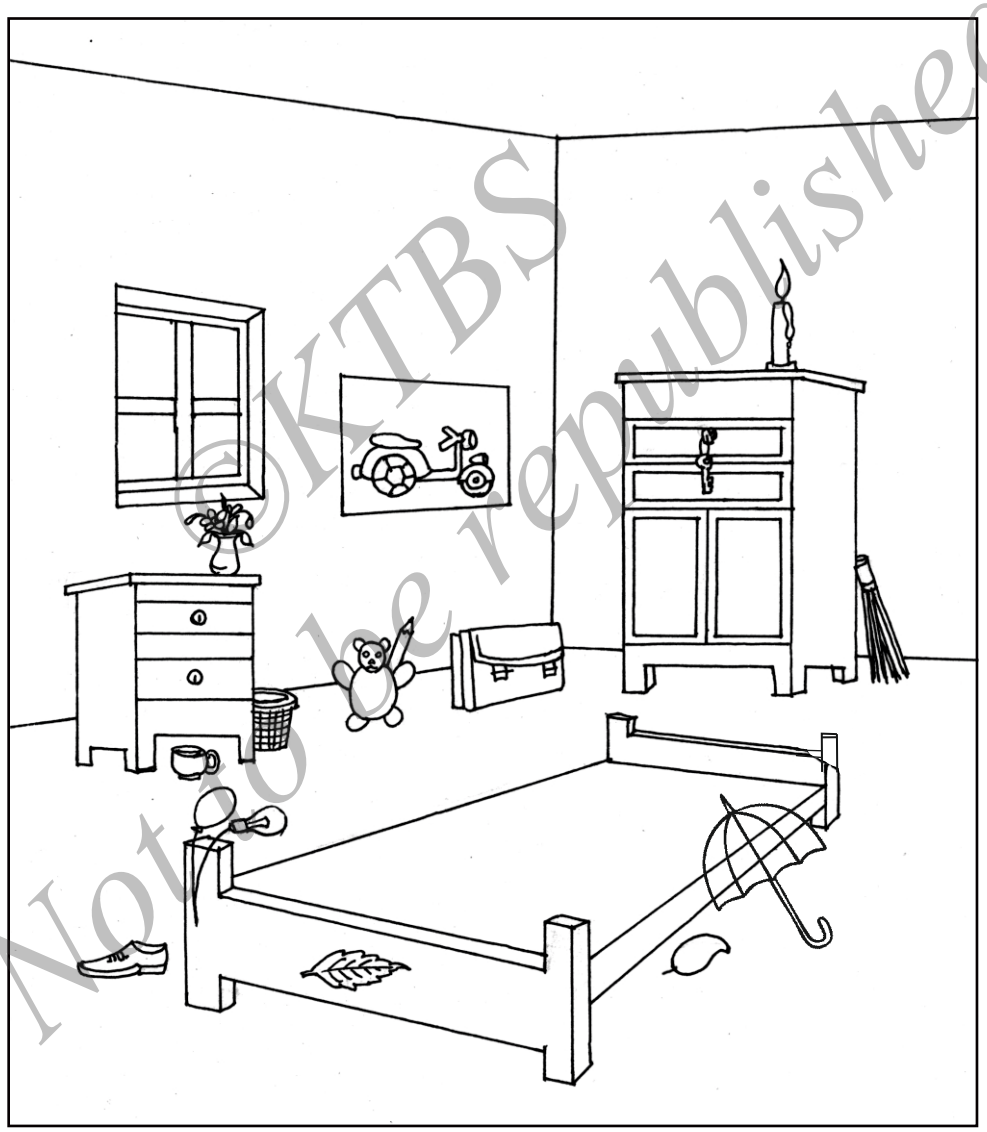
HYGIENE

Find the hidden objects in the picture and circle them. The following objects are hidden:

key, mango, football, umbrella, leaf, flower, pencil, broom, candle, bulb, cup, shoe, bag.

Your teacher will read out the words.



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HYGIENE

I. Sing these rhymes with actions.

Thank you God for the world so sweet
Thank you God for the food we eat
Thank you God for the birds that sing
Thank you God for everything.

Off to School

The sun is up
It's yet another day !
The birds chirp
Loud and gay.

I wash my face
The teeth I brush
I oil my hair
To bathe I rush.

My dress is ironed
I comb my hair
My kerchief is folded
Into a neat square.

I am now ready
To God I bow
I put on my shoes
To school I go !

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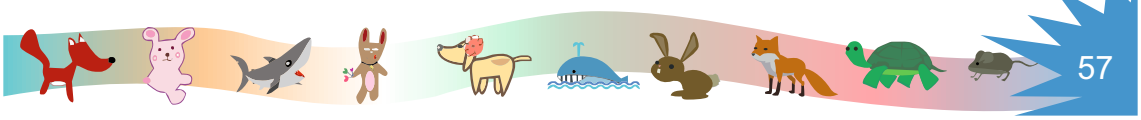

Listen to the story.

Elemu's Gold

Elemu was a rich merchant. He had lot of gold with him. Once he had to go to a nearby city. When he came back, all his gold was gone!

Elemu went to the king for justice. The king kept a donkey in a tent. He put perfume on its tail. He told all the villagers to go one by one, touch the donkey's tail and come out. If the thief touched the tail, the donkey would bray, he said.

When each villager touched the donkey and came out, the king smelled his hand. One person's hand did not smell of perfume. The king declared him the thief. The thief had not touched the tail. He was afraid the donkey would bray.

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Tell the story slowly and with expressions.
The students can mime the story or enact it with dialogues their own. Give a model enacting or mime.

Sing the rhyme and colour the picture.

LITTLE KITTY

I like little Kitty,
Her coat is so warm,

And if I don't hurt her,
She'll do me no harm;

So I'll not pull her tail,
Nor drive her away,

But Kitty and I,
Very gently will play.



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HYGIENE

Sing the rhyme and colour the picture.

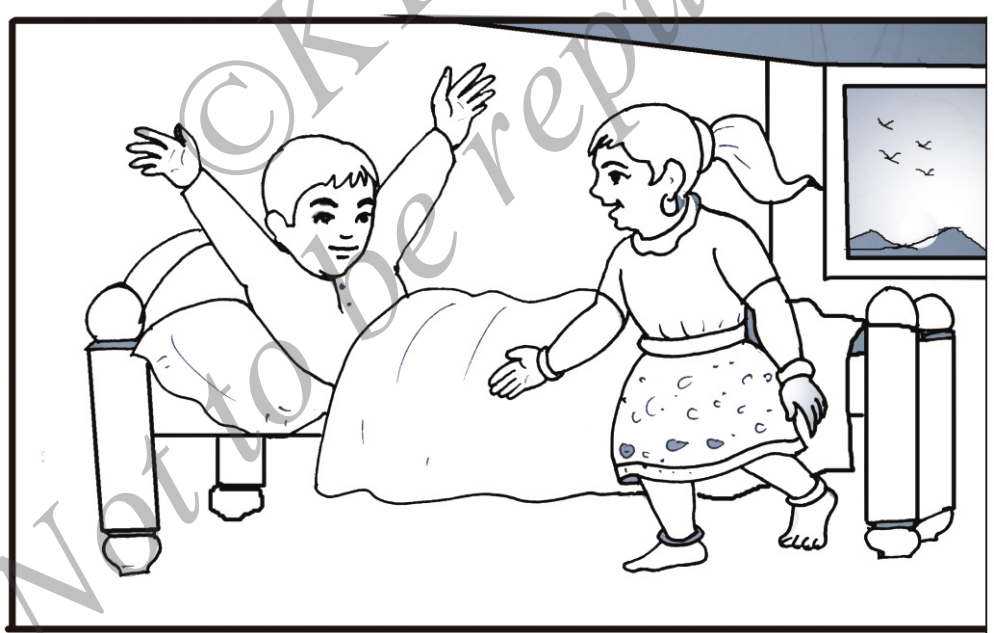
EARLY TO BED

Early to bed,

And early to rise,

Makes a man,

Healthy, wealthy and wise.



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HYGIENE

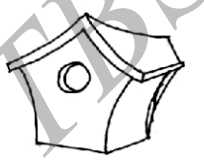
Colour the picture that goes with the first picture in each row:





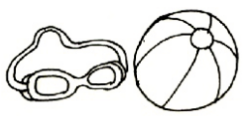
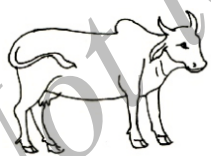




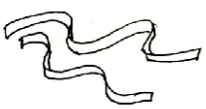








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HYGIENE

Meena is ready to take her bath. Circle the things she will need.


















Do you know the names of the other objects?
Tell your friend.

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at eat be he her

am it spit to two

we went do dot car

bat bath for bit bite



Sets of words can be written on different days; they can be combined with story listening.

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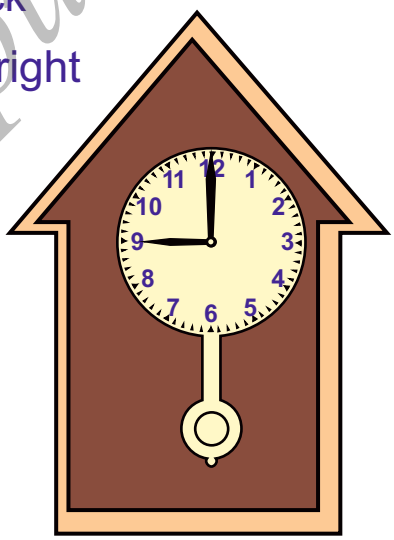
UNIT 6

TIME

Neat little clock

There's a neat little clock
In the school room it stands
And it points to the time
With its two little hands.

And may we, like the clock
Keep a face clean and bright
With hands ever ready
To do what is right.





Sing the rhyme and ask the pupils to repeat after you.

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Play this game

"Lion uncle, Lion uncle what is the time?"



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Ask the pupils to play the "Lion uncle" game. Select one child as the lion; others have to ask him "Lion uncle, lion uncle what's the time ?" The lion has to answer. When the children get close to the lion the pupil who is the lion has to say "It is eating time," and try to catch the children.

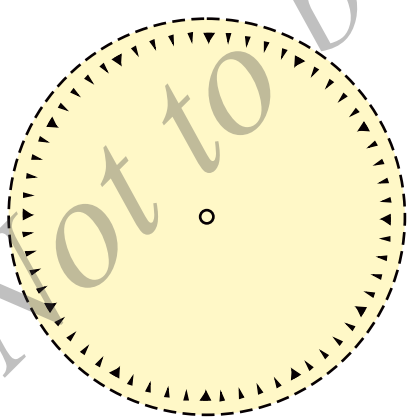
Then swap roles.

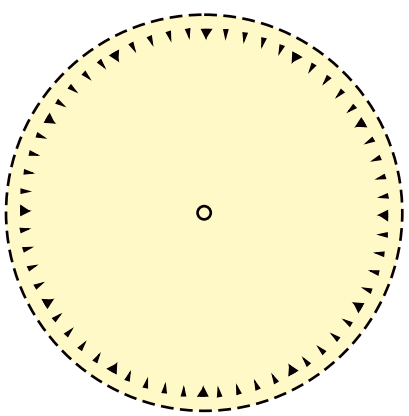
TIME

Below are two clocks. Copy them and complete the clocks.









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The Foolish Frog

A baby frog once saw an ox grazing in a field. He was surprised to see such a big animal. “What a huge god - like creature this is,” he murmured.

He ran to his father, and said excitedly, “Papa, papa, I’ve seen a big animal! It is huge. I’ve never seen such a big animal!”

The big frog was not happy to hear this. He breathed deep and swelled his body.

“Was that animal this big?”

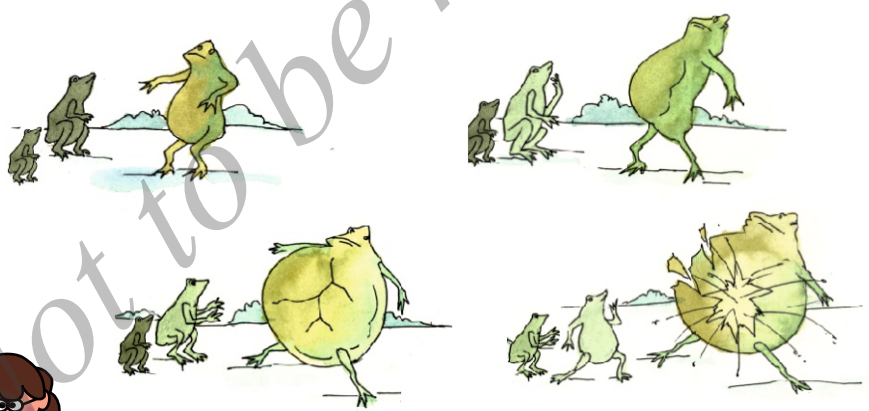
“No, it was bigger.”

He took a bigger breath and stretched his skin.

“Now am I bigger than that fellow?”

“No, papa. He was much bigger.”

At this, he became angry. He breathed deeper still and deeper. Finally he burst and died.



Read the story with expressions. Change your voice for the Baby frog and Papa frog.

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Nithin's day



Nithin gets up at 6-o'clock in the morning,

When do you get up?

He brushes his teeth.

Do you brush your teeth?





Then he takes his bath.

When do you take your bath?

Nithin has his breakfast at 8 am.

At what time do you have
your breakfast?





Nithin reaches school at 9 am.

At what time do you reach school?

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TIME

Nithin reads a story book with his friend Sabir.
Do you like stories?
Who is your friend?

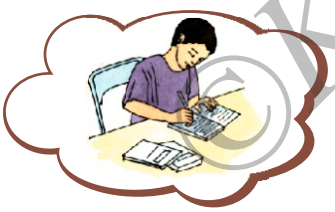




He has his lunch at 12-45 p.m.
When do you have your lunch?

Nithin returns home at 4-30 p.m.
At what time do you leave school ?





Nithin finishes his homework at 7-30 p.m.
When do you finish your homework?

Then he has his dinner at 8 p.m.
When do you have your dinner?





He goes to bed at 9-30 p.m.
When do you go to bed?



Ask questions about the pictures and try to elicit real answers from the pupils. Help them if required.

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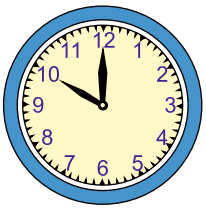
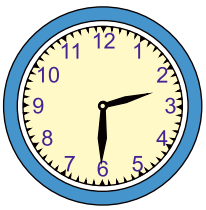
TIME

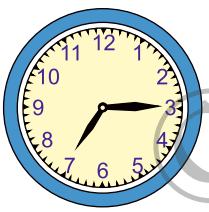
Telling the time.



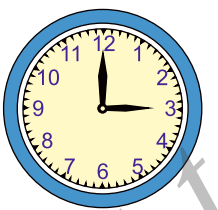
What time is it?
It is 10 o' clock.



What time is it?
It is half past two.



What time is it?
It is quarter past seven.



What time is it?
It is 3 o' clock.



Ask the question and say the answer. Then ask pupils to repeat the answer when you ask the question.
Do this with all the questions.

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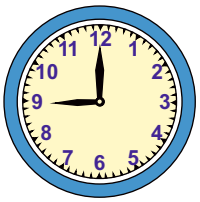
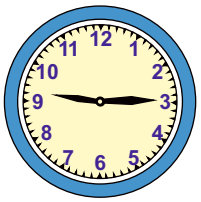
TIME

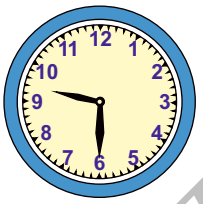
TELL THE TIME



What time is it?



What time is it?



What time is it?

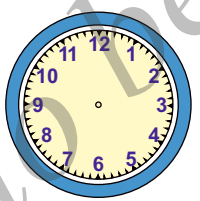


What time is it?

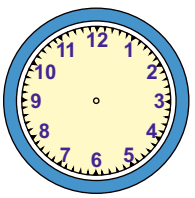


Ask the questions to the class. Let the pupils look at the clocks and tell the time. Help them to frame sentences and say them.

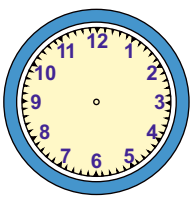
Draw the hands according to the time given.



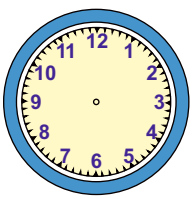
4-00



10-30



12-15



6-00

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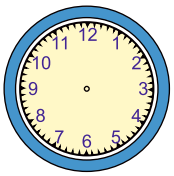
TIME

Ramya finishes her homework at 7-15 p.m.



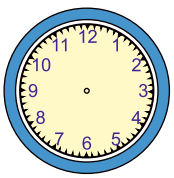
She reaches home at 5 p.m.



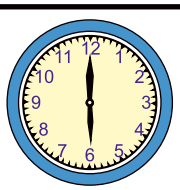
Ramya has lunch at _____ p.m.



She reaches school at 8-30 a.m.



Ramya gets up at _____ a.m.





Ask the pupils to fill the blanks or draw the hands of the clocks wherever required. Begin at the bottom.

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TIME

Rearrange the jumbled pictures in order.

1,2,3,4,5,6, Number the pictures 1 to 6. There is one example.













1

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Ask the pupils to look at the pictures and number them according to what they do from morning to evening.

TIME

Listen and repeat.

fit	feet
ship	sheep
dip	deep
whip	weep
sip	seep



Read the words first. Then ask the pupils to repeat after you.

Circle Talk

At what time do you get up?

At what time do you have breakfast?

At what time do you go to school?

At what time do you have your lunch?

When do you return from school?

When do you go to bed?



Teach pupils how to ask the questions above and practise them. Divide the pupils into two groups. Make them stand in an inner and an outer circle. Ask the inner circle to move in clockwise and the outer circle in anticlockwise direction. The pupils sing the lines “Fire on the mountain, run, run, run....” When they stop singing, the pupils talk to the person they are facing.

They use the above questions.

If required, use the mother tongue to explain how the activity is done.

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Riddles

Answer me.

1. My short hand is at 2
   my long hand is at 6
   What time is it? ☐

2. My short hand is at 12
   my long hand is at 3
   What time is it? ☐

3. My short hand is at 9
   my long hand is at 3
   What time is it? ☐

Find and circle the letters.

i | The Prime Minister is coming today.
n | Birds are singing and flying.
k | Monkey takes a cakepacket.
l | Sheela is eating an apple.

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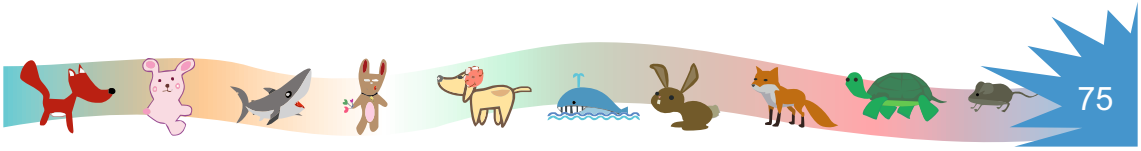
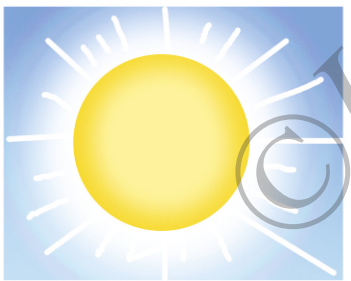


TIME

Listen and repeat.



The sun rises in the East.



The sun is very hot and bright in the afternoon.



The sun sets in the evening.

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UNIT 7

WEATHER

RHYME

The rain is raining all around.

It falls on field and tree.

It rains on the umbrellas here.

And on the ships at sea.

- Robert Louis Stevenson

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Recite the rhyme and ask the pupils to repeat after you.

WEATHER

RHYME

There is joy in the mountains,

There is life in the fountains.

Small clouds are sailing,

Blue sky prevailing,

The rain is over and gone.

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Recite the rhyme and ask the pupils to repeat after you.

WEATHER

Story

One cold winter morning in December, Ahmadi woke up.

She looked out of the window. “Oh!” she shouted, “It’s so cold.”

She got dressed quickly. She put on her red sweater and brown muffler.

“Mummy can I go out, please?”

She asked.

“Yes,” Mom replied,

Ahmadi went out and came back home.

She took her doll.

She asked her mother for a cap and a shawl

She put them on the doll.

“Finished,” said Ahmadi.

Ahmadi held up the doll and said

“Now she is warm!”









Read the story with expression to the pupils.

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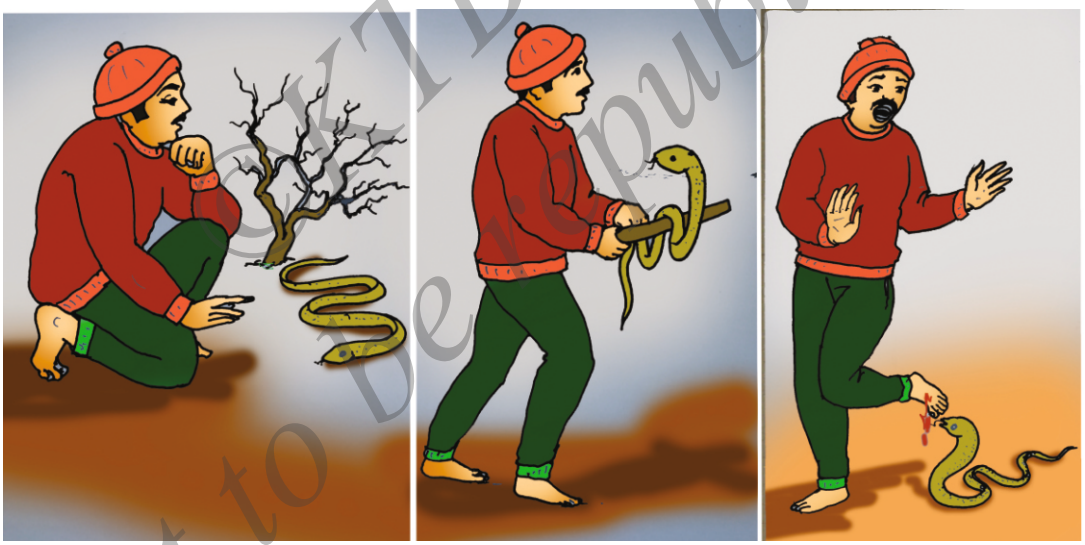
Story

On a winter's day a labourer found a snake, nearly frozen stiff with cold. He was moved by pity and picking it up put it near his bosom.

In the warmth, the snake came to life and bit the labourer.

Moral : "Pity cannot alter a bad nature."



Read the story and narrate it to the pupils.

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WEATHER



WINTER

The weather is cold in winter.

- How do you feel in winter?



SUMMER

Days are hot in summer.

- How do you feel in summer?



MONSOON

It rains during the monsoon.

- What do you carry with you in the rainy season?



SPRING

The weather is very warm in spring.

- Do you like to go for an outing in spring?

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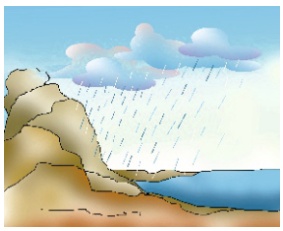
WEATHER

Match the seasons with the pictures.

1. 



2. 



3. 



4. 



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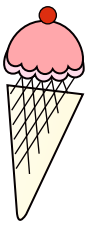
WEATHER



1. ice cream



2. umbrella



3. coat



4. muffler



5. buttermilk



6. sweater



7. coffee



8. hot meal



9. rain coat

SUMMER	WINTER	MONSOON
1		



Make the pupils put the things in the correct group, using numbers. There is one example. Say the words.

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WEATHER

Listen and repeat

Summer	Rain
Winter	Cold
Spring	Hot
Monsoon	Warm

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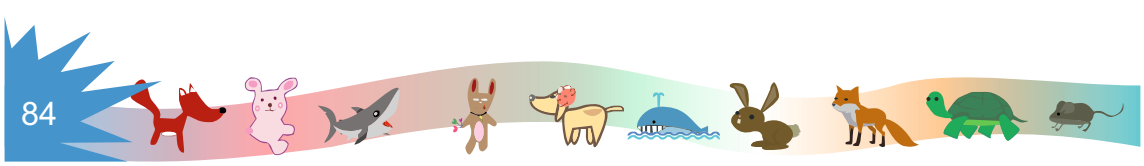
Circle the same word

1.	Hot	:	Cat	Hot	Bat
2.	Cold	:	Bold	Fold	Cold
3.	Rain	:	Pain	Rain	Vain
4.	Day	:	Bay	Day	Gay
5.	Cap	:	Cap	Map	Tap



WEATHER

Draw a line to connect each set of clothing to the correct type of weather.













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WEATHER

Say True (✓) or False (X).

1. We use an umbrella on a rainy day. ✓
2. We wear woollen clothes on a hot day.
3. We enjoy eating ice cream on a cold day.
4. Cotton clothes are used in summer.
5. Raincoats are worn on rainy days.



Read out the sentences to the class and ask the pupils to raise their right hand if the sentence is true and their left hand if the sentence is false.

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Let's practise .

rain tree coat play

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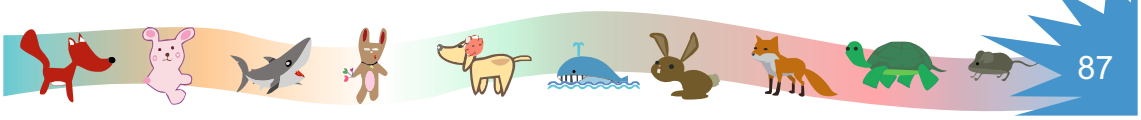
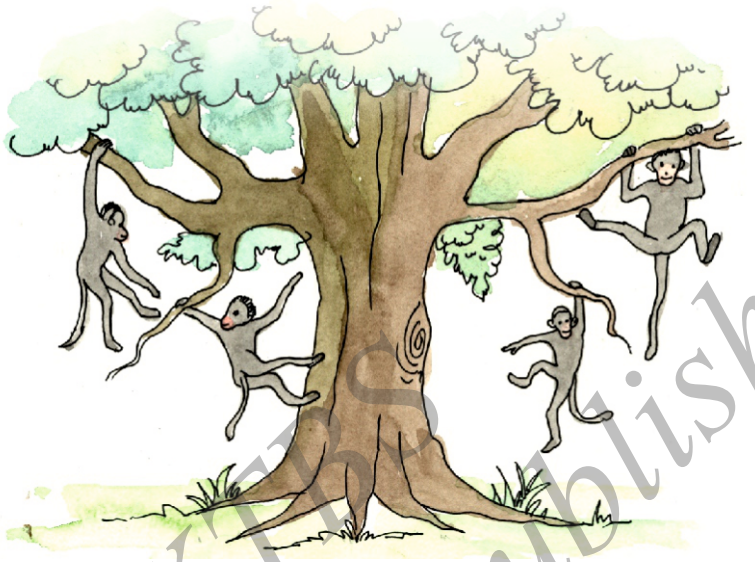


UNIT
8

FESTIVALS



Monkeys

Swing, swing, swinging, swinging
Look at the monkeys swinging.
From the treetops swinging.
By their hands they're swinging.

Papa monkey's swinging
Mama monkey's swinging
Baby monkey's swinging
Uncles and aunties swinging.

They never tire of swinging
To them joy it's bringing
They're dancing and they're singing
All day long they're swinging.

Extracted from:- 'Wild About Animals'

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Travelling Travelling



Row, row, row your boat
Gently round the lake
Travelling, travelling on the water
Boats are what you take.



Drive, drive, drive your car
Have a merry cruise
Travelling, travelling on the road
Cars are what you use.



Fly, fly, fly your plane
High up in the air
Travelling, travelling through the sky
Planes will get you there.



Stamp, stamp, stamp your feet
Stamp them on the ground
Travelling, travelling on your feet
Walk to get around.

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Make us beautiful.

1. Colour all the leaves red or yellow.



2. Colour all the leaves green and owers yellow.





Ask the pupils to colour the pictures according to the instructions. Help them if required.

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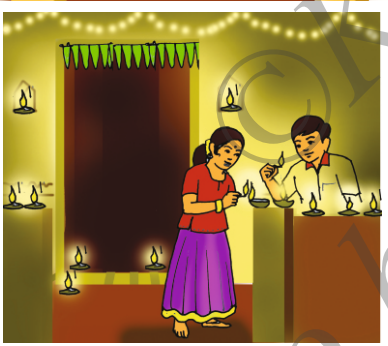
DIWALI

Jeevan went to his friend Shashwath's home on Diwali day. These are the things he did at Shashwath's home.









What do you like doing best on Diwali day?

* What sweet do you like the most?
* Do you like bursting crackers?
* Do you get new clothes for Diwali?



Name the things in the picture and ask questions about them. You can use the questions in the box.

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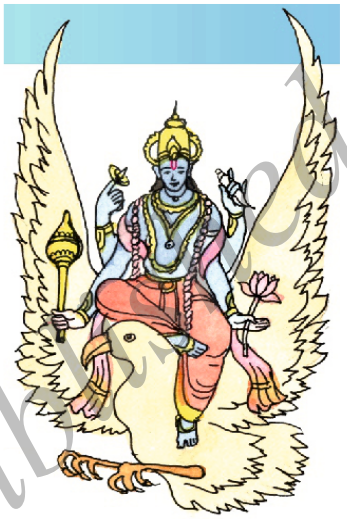
NARAKASURA



Bhoomi Devi had a son named Narakasura. But he had the nature of a demon. Narakasura was powerful and he threatened people. He was harming people and the Gods. Narakasura heard that Devendra, the king of the Devas, had thousands of divine elephants in his army. Now Narakasura was so greedy that he wanted to get everything. So, he attacked Heaven. Devendra was helpless and he lost his power to Narakasura.

One day Narakasura found a lady with glittering earrings in Heaven. She was Aditi the mother of the Devas. He assaulted mother Aditi and grabbed her earrings. Devendra was shocked and he went to Krishna. He told Krishna what had happened and begged him for his help.

Krishna called his mount Garuda and went to Narakasura's fortress. With the help of his flying discus, Krishna killed Narakasura. The Devas showered Krishna with flowers from Heaven. People celebrated the day by lighting lamps.

The tradition continues even today. People celebrate this day as Naraka Chaturdasi.





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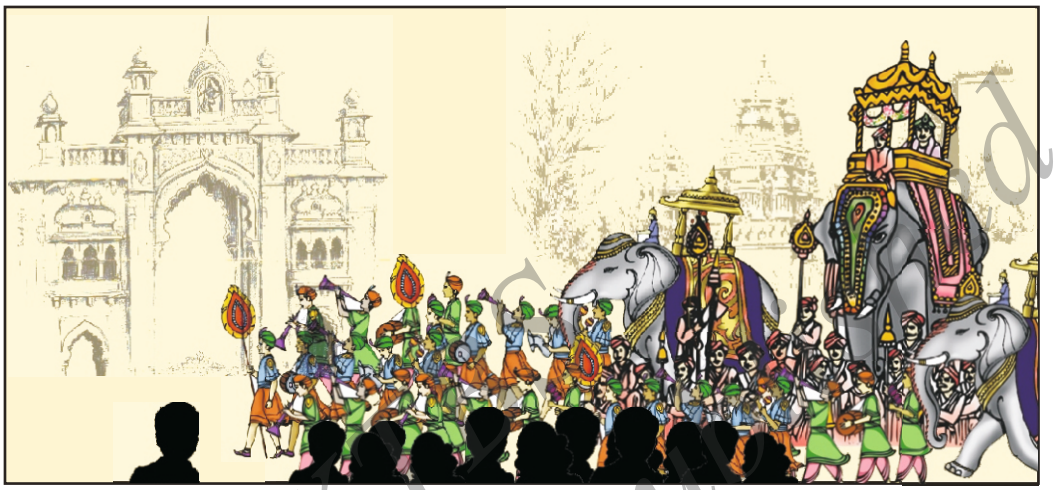
FESTIVALS

DASARA

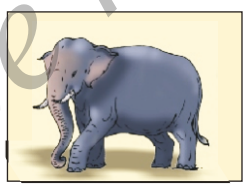
Chethan visits Mysuru Dasara.



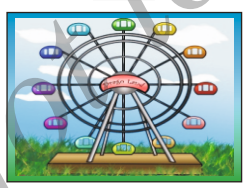
* What is Chetan looking at ?
* Where is the Ambari ?

Which picture do you like the best? Tick (✓) in the box.













Let the pupils look at the bigger picture. Then ask them the questions in the box. Help them to name things in the picture.

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Baby beds

Little lambs little lambs
Where do you sleep?
“In the green meadow
With mother we sleep”.

Little birds, little birds
Where do you rest?
“Close to our mother
In a warm nest".

Baby dear Baby dear
Where do you lie?
“In my warm bed
With mother close by”.



Recite the rhyme and ask the pupils to repeat after you.

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FESTIVALS

RAMZAN

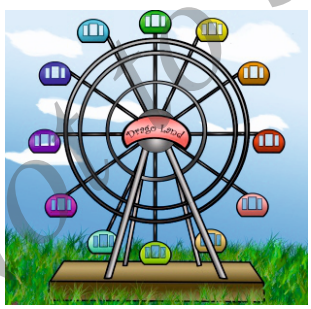




Farida is very happy. Tomorrow is Ramzan festival. She has already bought 'mehendi' and clothes from the market.

Today is Ramzan. Farida wished her friends 'Eid Mubarak'. She wore her new clothes and went to the fair. There she saw beautiful toys, shops selling bangles and perfumes and many other things.

She enjoyed the giant wheel and the merry-go-round. A tall man walked by he was walking on stilts. She saw a white horse and an elephant. Best of all, she saw sweets piled up in trays. Farida bought some sweets and bangles.





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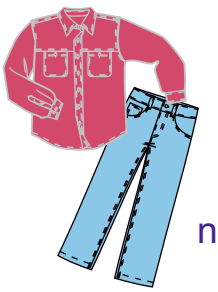
FESTIVALS

Look and repeat after the teacher.



new clothes



beautiful toys



tall man



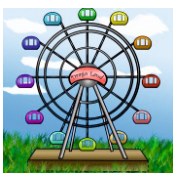
red bag



square box



green bangles



giant wheel



Ask the pupils to look at the picture and the words.
Ask them to repeat after you.

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FESTIVALS

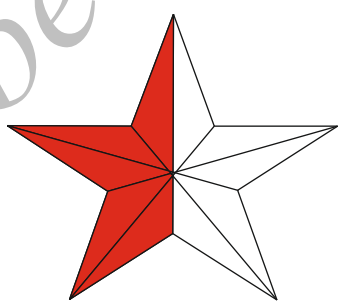
CHRISTMAS

Avin Sandesh is celebrating Christmas.

* Colour the other part of the pictures.









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Ask the pupils to look at the picture and name them. Half of the pictures are coloured. Ask them to colour the other half of the pictures.

FESTIVALS

Learn to sing the song.

Jingle bells, jingle bells

jingle all the way

Santa Claus is coming

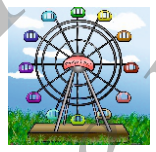
On a one-horse open sleigh

Hey, Jingle...

* Look and say.











* Look, listen, then repeat after the teacher

mat	map
cat	cap
bat	lap
fat	tap
rat	gap
hat	nap

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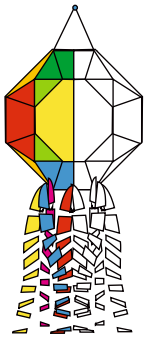
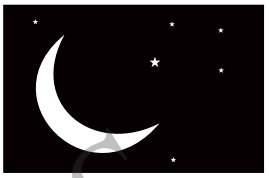
FESTIVALS

Draw lines and match the pictures.






Ramzan	Dasara	Christmas	Diwali

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* Listen and draw ☺ or ☹ in front of the sentences. There is an example.

1. When I've new clothes ☺
2. When I get punished
3. When I get a prize
4. When I get sweets
5. When I lose my pen

Exercises

Find and circle the letters. There is one example.

h	Sheela has a hen in her house.
a	Sham kept his hat on a chair.
j	Vijaya gets a jam bottle.
m	Prem is eating a mango.

Listen and repeat.



Charan is reading a book.



Shreema is watching TV.



Nishan is playing.

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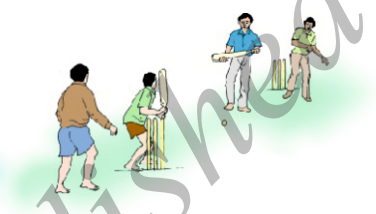
UNIT 9

SPORTS AND GAMES

Look at the pictures carefully and write 'I' for indoor games (those played inside the house) and 'O' for outdoor games (those played outside the house). There is an example.

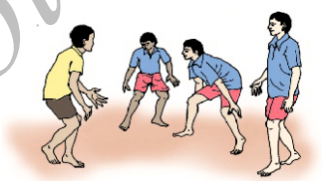
eg. 1 

















Ask the pupils if they know the names of the games shown in the pictures. Teach them the names they do not know. The games shown are: Snakes and ladders, Badminton, Cricket, Chess, Carrom, Kabaddi, Hockey, Tug-of-war.

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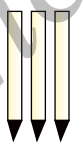
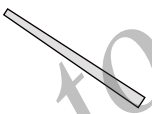
SPORTS AND GAMES

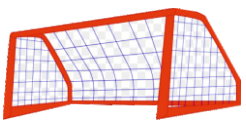
Look at the picture and circle the odd one out.

1.    

2.    

3.    

4.    

5.    

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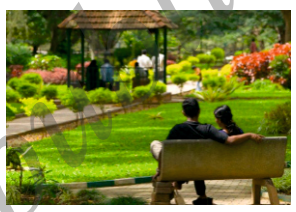
SPORTS AND GAMES

Put ✓ where you can play and X where you should not play.
There is an example.













X





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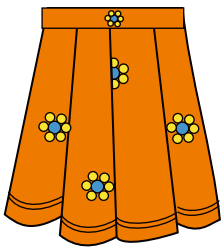
SPORTS AND GAMES

Circle the objects when you hear their names read out by the teacher.














Say these words slowly and clearly:
bat, shoe, pawn, shirt, skirt, carrom board, ball, tree, dice, chair, mat

After the pupils finish the activity, teach them to say these words.

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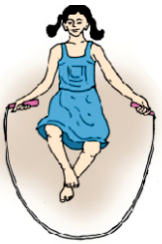
SPORTS AND GAMES

Some more games are shown in the pictures.

Look at them carefully and say the correct names of the games.

Your teacher will give you an example.





SKIPPING







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Repeat these words after your teacher.

runs	goalkeeper	pawns
wickets	batsman	coins
bat	bowler	board
ball	player	winner
net	match	points



You need not read all the words on a single day. Choose any 5. Read the next five in the next period and soon.

Read the words slowly and clearly: swinging, hide-and-seek, playing marbles, flying a kite, skating.

SPORTS AND GAMES

Talk to your friends about what you like to play. You can begin:

I like playing.....

Then ask your partner:

What do you like to play ?

You can use these words :

indoor - games outdoor - games cricket chess

carrom badminton hockey football

marbles hide-n-seek tug-of-war



Get the pupils to practise how to say "I like playing..." and the question. Teach them to say the words in the list. Then let them work in pairs.

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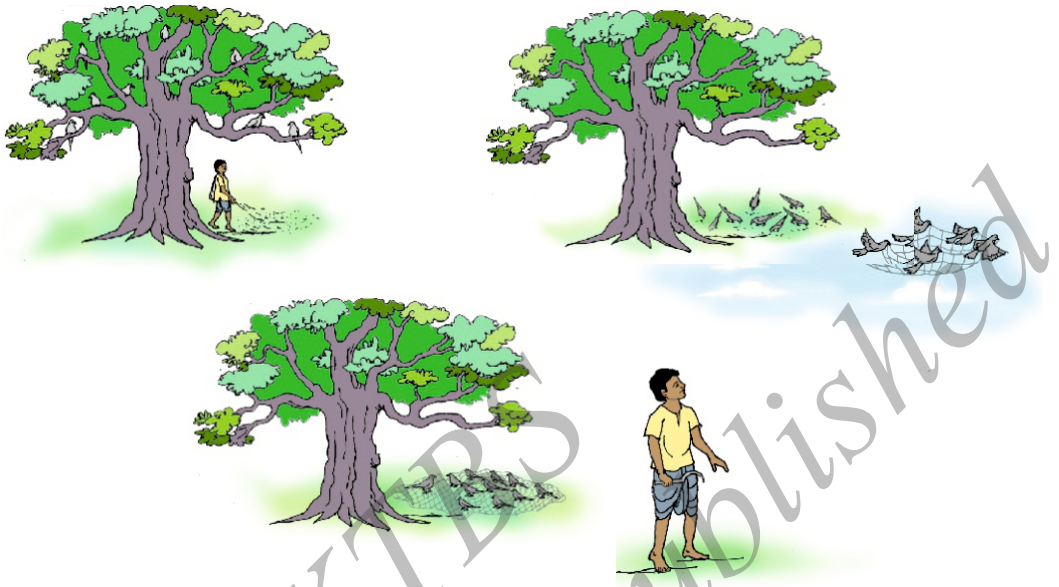
SPORTS AND GAMES



1. Many doves lived happily on a big tree.
2. One day a hunter came and scattered some grains near the tree.
3. As they ate the grains, the hunter's net fell upon the birds.
4. An old dove advised the others to be calm and listen to him.
5. All the doves picked up parts of the net and flew away.
6. The hunter was surprised to see all the doves flying away.



Tell the story of 'The Wise Dove' with expressions.
Tell the pupils to look at the pictures and follow the story.

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SPORTS AND GAMES

Listen to the teacher and circle only those pictures which relate to the story of 'The wise dove.'

















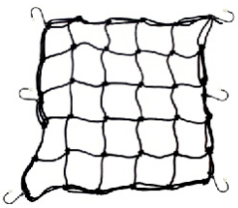

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SPORTS AND GAMES

Sing these rhymes with actions:

1. I can skip, I can hop,
   I can spin round like a top.
   I can dance, I can jump,
   I can fall and get a bump.
   I can walk, I can run,
   All the things I do are fun.

2. Two little hands to clap, clap, clap
   Two little legs go tap, tap, tap,
   Two little eyes are open wide,
   One little head goes side to side.

3. Hop a little, jump a little,
   One, two, three,
   Run a little, skip a little,
   Tap, tap, one knee ;
   Bend a little, stretch a little,
   Nod your head ;
   Yawn a little, sleep a little,
   In your bed.

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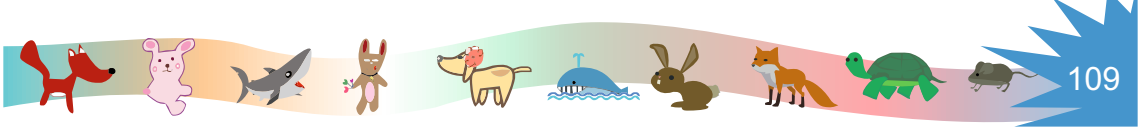

4. Boxing is not hard at all,
Whether you are big or small.
Boxing is not hard at all,
Come and box with me.

Dancing is not hard at all,
Whether you are big or small.
Dancing is not hard at all,
Come and dance with me.

Skipping is not hard at all,
Whether you are big or small.
Skipping is not hard at all,
Come and skip with me.

Smash ! I hit it
And again I run,
The cork is in the air
Badminton is fun.

Cricket needs eleven
It's six in volleyball,
The sports may differ
But it's exercise for all.



Recite the rhyme and ask the pupils to repeat after you.

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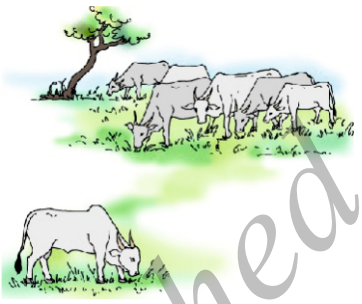
UNITY IS STRENGTH

Balu the bull loved to graze all alone.



Shera the tiger found it easy to attack him.



Balu ran as fast as he could and joined the herd.



All the cattle rushed towards the tiger, pointing their horns.

Shera ran away into the forest.





Tell the story of Balu and Shera slowly and clearly while the pupils look at the pictures.

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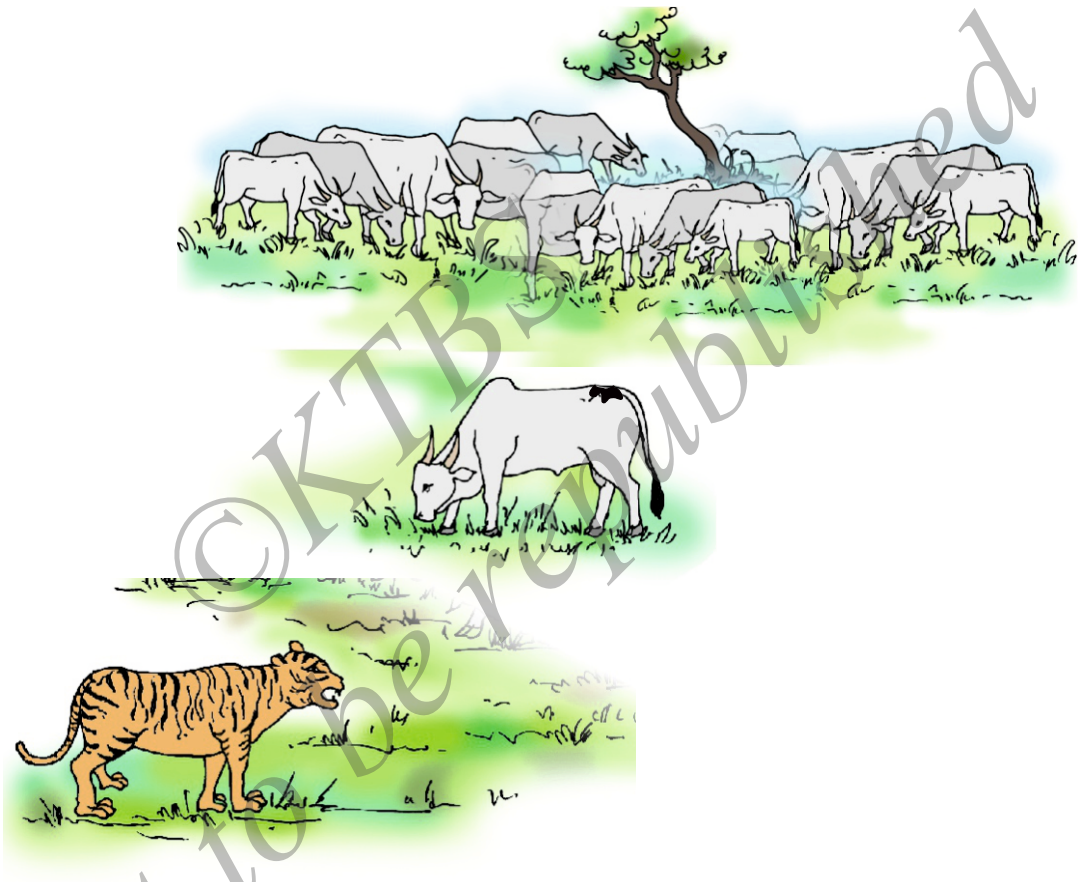
SPORTS AND GAMES

Look at the pictures and tell your friend a story about it.



If some children want to, they can tell their own story.

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SPORTS AND GAMES

Match the things that go together.














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ant big car dog cat

get hay ink joy kit

men not old pat quit

son tie van why yes



Different sets of words can be written on different days.

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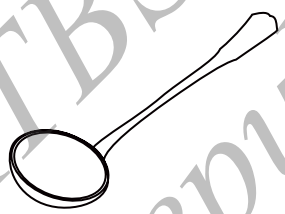
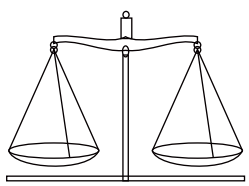
UNIT 10

PROFESSIONS

Match the picture in column 'A' with the related picture in column 'B' or 'C' and colour; one is done for you:

A	B	C
		
		
		
		

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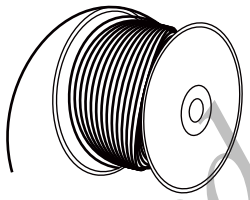
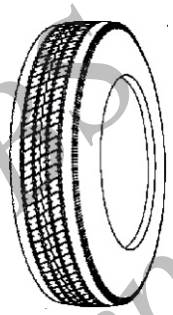
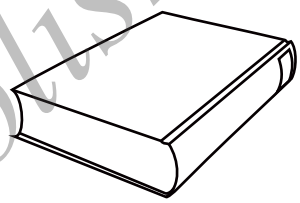
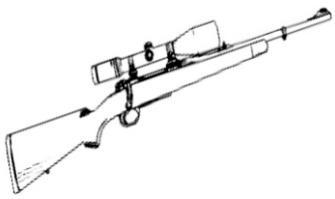
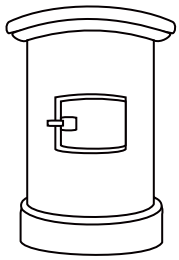
PROFESSIONS

A	B	C
		
		
		
		

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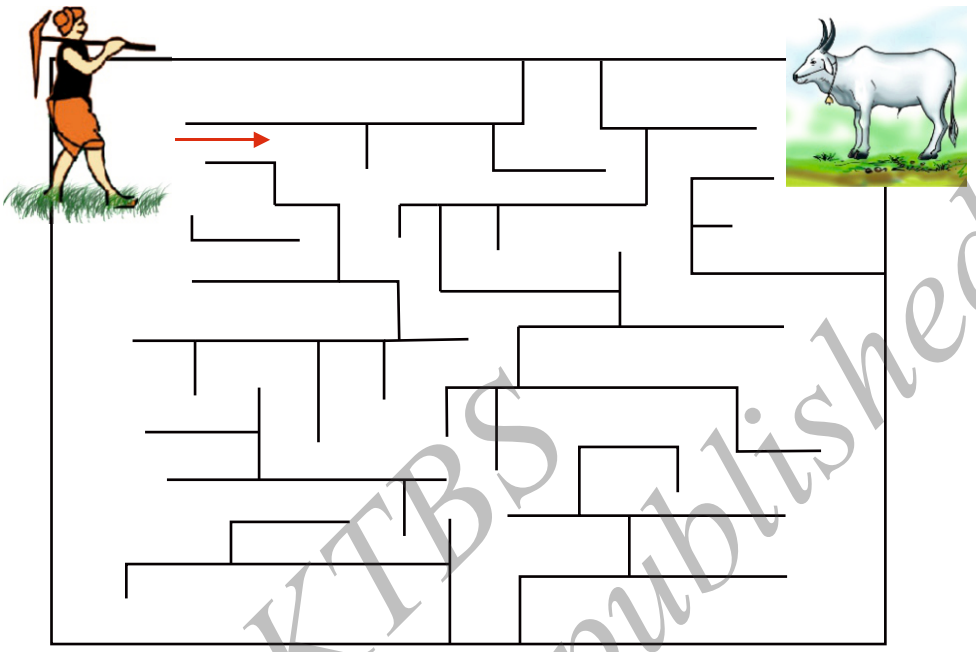
PROFESSIONS



Help the farmer reach his cow and bring it back.

Talk to your friends about the professions of their fathers, Also talk about what you want to become when you grow up. You can use sentences like :

What does your father do/what is your father?
My father is a/an----------
What do you want to become when you grow up?
I want to become a/an----------
You could use words like:
artist, singer, dancer, teacher, farmer, postman, doctor, actor, engineer, gardener, nurse, pilot.



Teach the pupils to ask questions and the answers given above. Teach them to say the words for different professions.

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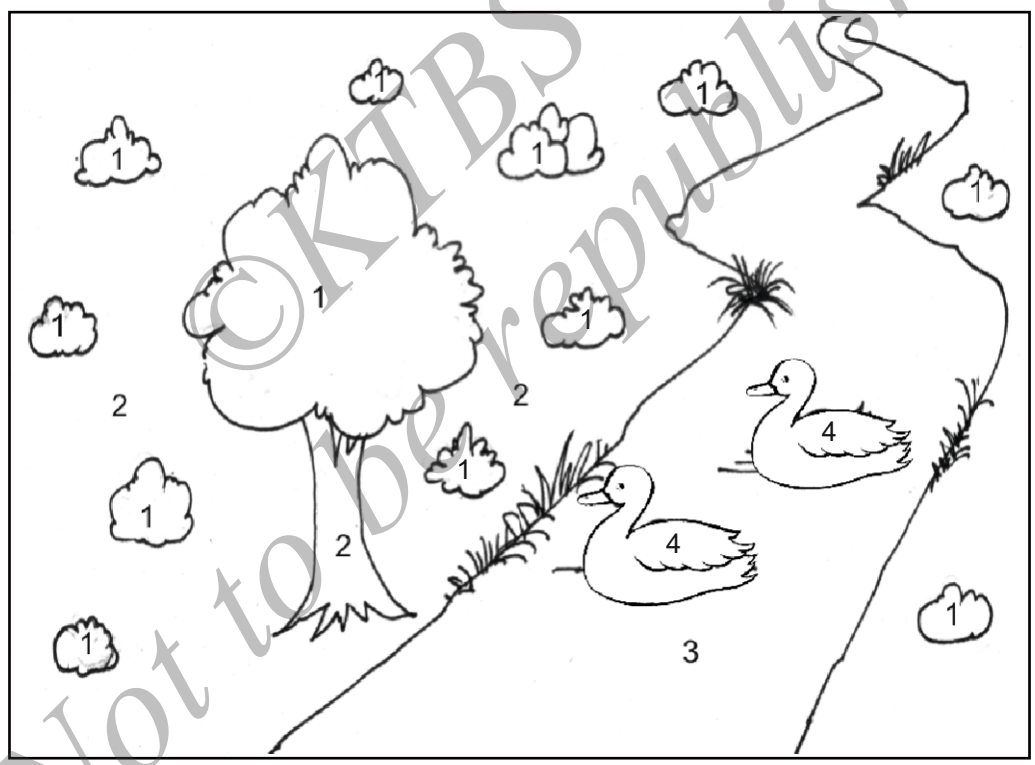
PROFESSIONS

Colour the picture. The numbers tell you which colour to use.

1.  2.  3.  4.



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The Three Little Pigs

Tell the story twice, slowly, while the pupils look at the pictures.



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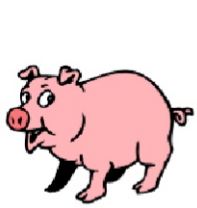
Listen to the story and look at the pictures carefully.

PROFESSIONS

Tell the story of the Three Little Pigs again.

Circle the pictures that appear in the story.










Give time for the pupils to circle the words when necessary.

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Three Little Pigs

Once three little pigs wanted to build separate houses of their own. The first pig built a house of straw. A big bad wolf came and huffed and puffed at the house. The house fell down. The wolf ate up the little pig.

The second pig built a house of sticks. The big bad wolf came and huffed and puffed at the house. The house fell down. The wolf ate up the second pig too.

The third pig built a house of bricks. The big bad wolf came and huffed and puffed at the house. But the house did not fall at all. The wolf climbed down the chimney to get the pig. The pig kept a pot of hot water in the fireplace right beneath the chimney. The big bad wolf fell into the hot water and died. The third pig lived happily ever after.



Tell the story above to the pupils as they look at the picture. Later read out the sentences twice, slowly and clearly.

The story can be repeated the next day too, when related activities are being done.

While telling the story, stop the narration at 'A big bad wolf came and ...' Let the pupils complete the sentences.

The pupils tell the story to their partners in English.

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PROFESSIONS

Tell the story of the Three Little Pigs in brief.
Model the role play with a pupil.

The pupils enact the story with one pupil being the pig and the other being the wolf. You can use sentences like :

Wolf : Can I come in, please ?

I Pig : No, no, my house is of stick. Please don't come.
Wolf : I'm very hungry. I'll come. Oof ! Oof !
I Pig : Oh no ! My house has fallen ! Please don't eat me !
Wolf : I will, I will !
I Pig : Ahhhhhhhh !

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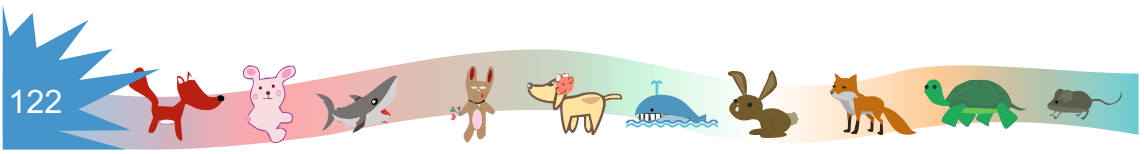

PROFESSIONS

Repeat these words after your teacher.

doctor	soldier	singer
nurse	pilot	actor
teacher	inspector	dancer
farmer	policeman	shop-keeper
driver	writer	lawyer

Ask these riddles in the class.

a. I look after students.
I teach poems and lessons. Who am I?

b. I look after patients.
I give them medicines and keep their beds clean. Who am I ?

c. I manage an aeroplane.
I fly in the sky. Who am I?

d. I grow vegetables and fruits.
I have cows and oxen too. Who am I?

e. I sell different kinds of things.
I have my own shop. Who am I?



You can select any 5 or 10 words and read them out. The rest can be read out in the next period.

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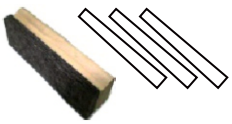
PROFESSIONS

Match the following.

























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PROFESSIONS

We see these products in the farm. Match the product with the animals. Colour the animals.



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PROFESSIONS

Find four differences between the two pictures.





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Tansen - the great singer

Tansen was a great singer from Gwalior. He was one of the navaratnas, the nine talented people, in the court of Akbar.

Once Akbar asked Tansen to sing Raag Deepak for him. Tansen said that if he sang Raag Deepak, lamps would light up, but he would also fall sick. Akbar refused to listen to any explanation. He wanted Tansen to sing.

So Tansen trained Rupa, another singer, to sing Raag Megh. Raag Megh would cause rain. When Tansen began singing Raag Deepak, lamps lit up, water evaporated from rivers. Flowers died. Tansen became weak.

Then Rupa sang Raag Megh. It started raining. River s were again filled with water. There were flowers everywhere.

Akbar was pleased with Tansen and gave him a huge reward.



Tell the story slowly and with expressions.
Tell it twice, the second time pausing at places and asking for names of Raagas and the people in the story.

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Raju - the Milk man

Raju was a milkman. He was handsome.

Once he walked with a pot of milk on his head to the market. He started dreaming:

“I will sell this milk and buy two hens with the money. The hens will lay many eggs. I will sell the eggs and buy many more hens. Then I will have a lot of eggs to sell. I will become very rich quickly. Many women will want to marry me. When they come to talk to me, I will not speak to them. I will turn my head away.”

Thinking thus, Raju shook his head suddenly. The pot of milk fell down on the ground. It broke. All the milk flowed away. Raju went back home sad.



Tell the story above slowly and with expressions. After reading it the second time, ask the pupils which words/phrases they remember. The one who recalls the maximum number of words wins.

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Finger poems

1

Here is the sun (join both the palms like a ball)



Rising bright (slowly open the fingers)



Now it's day (hold both palms open facing side by side)



And now it's night (close both the palms facing eachother)



2

The king and his ministers (bring thumb, middle and ring fingers close)



Meet one day (put them together)



Then they chase a deer (hold the hands like the face of a deer)



Running away (make movements of running with your hand)

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can	ban	fan	man	ran
cot	dot	rot	pot	got
sin	in	bin	tin	din
make	cake	bake	lake	take

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Sets of words can be written on different days.
They need not be written on the same day.