

My World in English

Class – II

TEXTBOOK DEVELOPMENT AND PUBLISHING COMMITTEE

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THE GOVERNMENT OF ANDHRA PRADESH

***ALL FOR ONE
AND ONE FOR ALL***

***LESS POLLUTION
IS THE BEST SOLUTION***

i

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PREFACE

English has become a preferred language of Education among students hailing from urban as well as rural areas. Therefore, the government of Andhra Pradesh introduced learning of English as a second language from class I onwards with effect from the academic year 2011-12. Since then, the State Council of Educational Research and Training (SCERT) has been putting in its best efforts to produce and publish the most appropriate textbooks to meet the requirements of the students and to reflect the pedagogical standards as maintained by the National Curriculum Framework 2005 (NCF 2005).

The SCERT had a good deal of discussions on the FEEDBACK, which it obtained from their teachers, students and parents in general on the existing English language textbooks. These discussions impelled the SCERT to review and redesign the English texts for classes I to V. The redesigning has continued the useful features of the existing books and brought in a few innovative ideas to make the books more useful. In the process of learning, the SCERT firmly believes that any textbook prescribed should not only ensure facilitation of learning but also enhance the acquisition of knowledge. Keeping in view the pedagogical interests of the teachers and the taught, the SCERT, while preparing the texts, has kept the following points in mind:

- Students are exposed to the known vocabulary initially, and then to the unknown
- Missing links at LKG and UKG are included for the students in classes I and II
- Flash cards are used for classes I and II, which is given under 'say aloud' in class I and in the 'appendix' in class II.
- Guidelines are provided to the teachers after every lesson showing clearly as to how each lesson can be taught to effect learning. This is based on the maxim *successful teaching is successful learning*.
- All the teachers at primary level should adopt a *bilingual instructional method* to facilitate the process of learning. Use of regional language should consistently be decreased from 80% to 10% in primary schools, class I to V
- Reading cards are included in the texts in classes III to V and the students should be encouraged to go beyond what is prescribed in the book
- Vocabulary has been graded according to their use and also their relatability to the experience of the students
- Pictures/ images are made expressive and relatable in all the texts
- The SCERT will be using online services to meet the academic needs of the students at large, especially for CDs
- The aim is to make the students, at the end of five years learning period, competent to read, write, speak, comprehend speech, elocute and communicate well

I hope these English textbooks will help teachers and students to reach their targets.

I thank all the teachers and staff members of the SCERT and others who contributed directly or indirectly to the successful production of these textbooks.

The SCERT welcomes any suggestion for the further improvement of these textbooks.

Date: 22-2-2016

Hyderabad

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OUR NATIONAL ANTHEM

- *Rabindranath Tagore*

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarata-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.
Tava shubha name jage,
Tava shubha aasisha mage,
Gahe tava jaya gatha,
Jana-gana-mangala dayaka, jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya, jaya, jaya, jaya he!

PLEDGE

- *Pydemmaree Venkata Subba Rao*

“India is my country. All Indians are my brothers and sisters.
I love my country, and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect,
and treat everyone with courtesy. I shall be kind to animals

To my country and my people, I pledge my devotion.

In their well being and prosperity alone lies my happiness.”

Jai Hind.

Note to the teacher:

- I) Before coming to school, the children know their family and environment, and talk to each other in their own language. When they come to school, they realise that the same world can be viewed and talked about in a new language. Hence the title ***My World in English***.
- II) Mother tongue can be used very judiciously and methodically to teach a new language; *successful teaching is successful learning*. Textbooks are an excellent source for the teachers to teach and for the learners to learn.
- III) The new books are developed according to the principles enunciated in National Curriculum Framework (NCF) 2005, A.P state curriculum Framework (AP SCF) 2011 and they are in consonance with Right to Education (RTE) 2009.
- IV) These books are guided by two basic principles:
 - i. Grading of content and expression and
 - ii. Relatability to the experience of the children of Andhra Pradesh.

While introducing points of grammar, care has been taken for the minimal use of technical terms, and examples precede the concept for quick comprehension.

Class II

From listening and saying they progress to reading and talking in class II. Writing words and also, simple sentences come in too. The words they are exposed to make them develop their vocabulary to use in English and also refer to them in their mother tongue. The content covers habits, nice people who help us, nature, a village fair, more information about the school, and information about time, date and month. Listening, saying, reading, talking and also writing are going to make the children happy with their success.

CLASS – II



CONTENTS



UNIT - I	My pet world	June – July 2 - 10
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MY PET WORLD



Part - A

Pom Pom Pom

Cuckoo Cuckoo where are you?
I'll come and learn how to sing.

Monkey monkey where are you?
I'll come and learn how to swing.

Parrot Parrot where are you?
I'll come and learn how to talk.

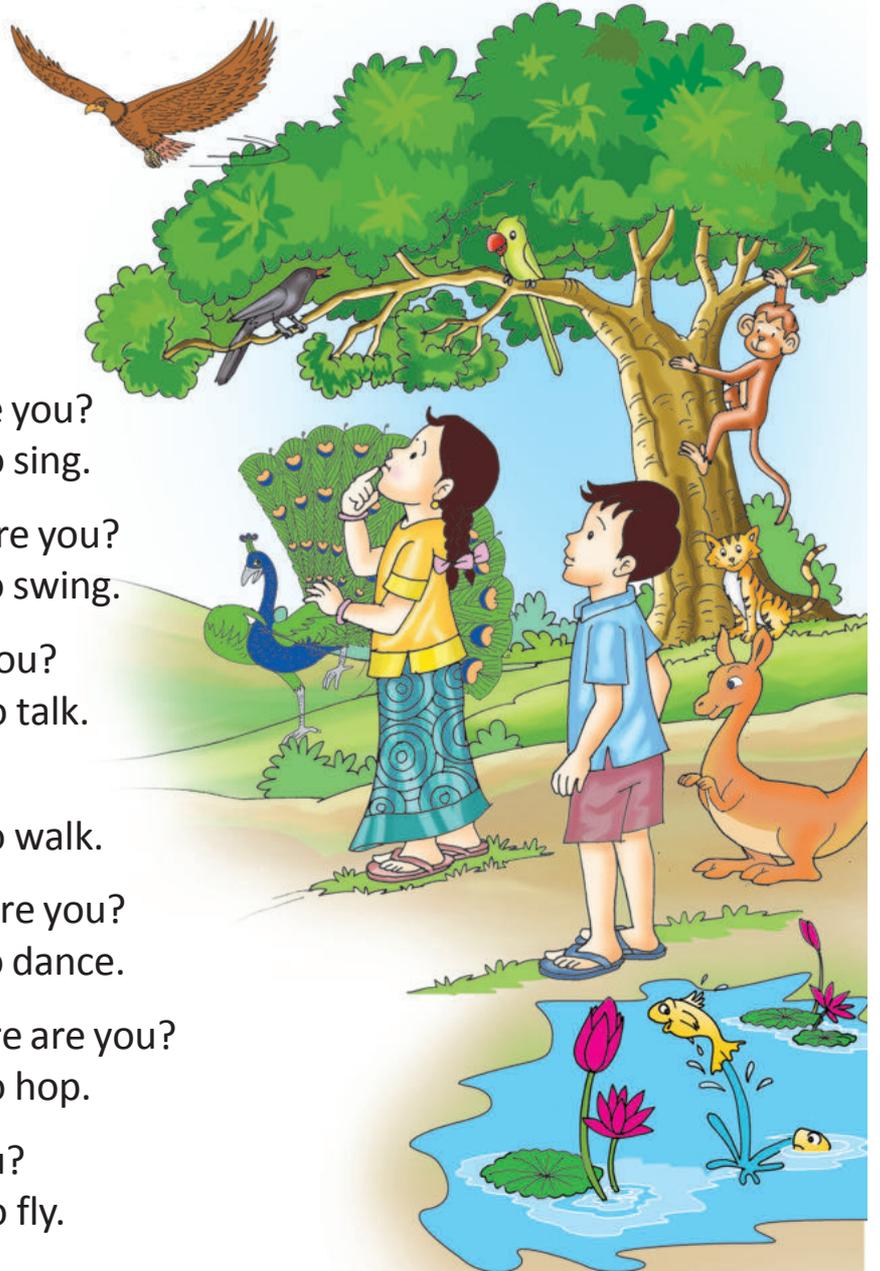
Cat cat where are you?
I'll come and learn how to walk.

Peacock peacock where are you?
I'll come and learn how to dance.

Kangaroo kangaroo where are you?
I'll come and learn how to hop.

Eagle eagle where are you?
I'll come and learn how to fly.

Fish fish where are you?
I'll come and learn how to swim.



Words to remember:



cuckoo



sing



monkey



swing



parrot



talk



cat



walk

Let's read:

1. Cuckoo is singing.



2. Monkey is swinging.



Rhyming words:

1. Sing..... (Swing)

2. Talk.....



Let's talk:

I am cuckoo - and you?
I can sing - and you?
I am peacock - and you?
I can dance - and you...etc.

Note to the teacher:

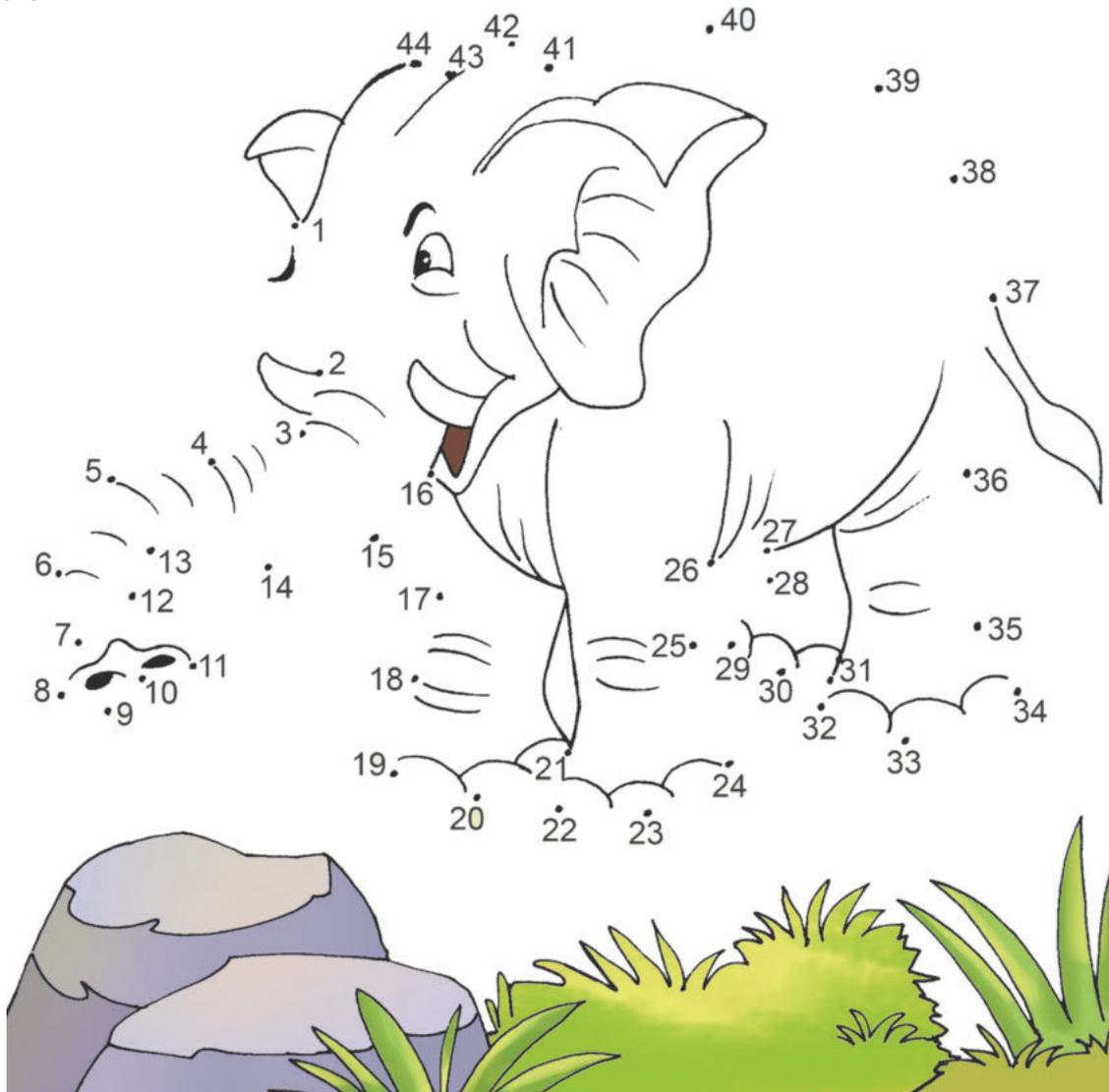
Teacher groups the students and asks them like:



Let's draw:

Join the dots and colour the picture.

Say the name of the animal and identify its ears, tail, legs and trunk.



Class II (F)



"Mom! Shall I go to Sundar's house to play marbles?" asked Sujay peeping through the kitchen window. Mom agreed. Sujay started running down the street humming a song with joy.

That day Sujay wanted to win some more marbles from Sundar and other friends. As he was running, he heard a cry from a bush in a

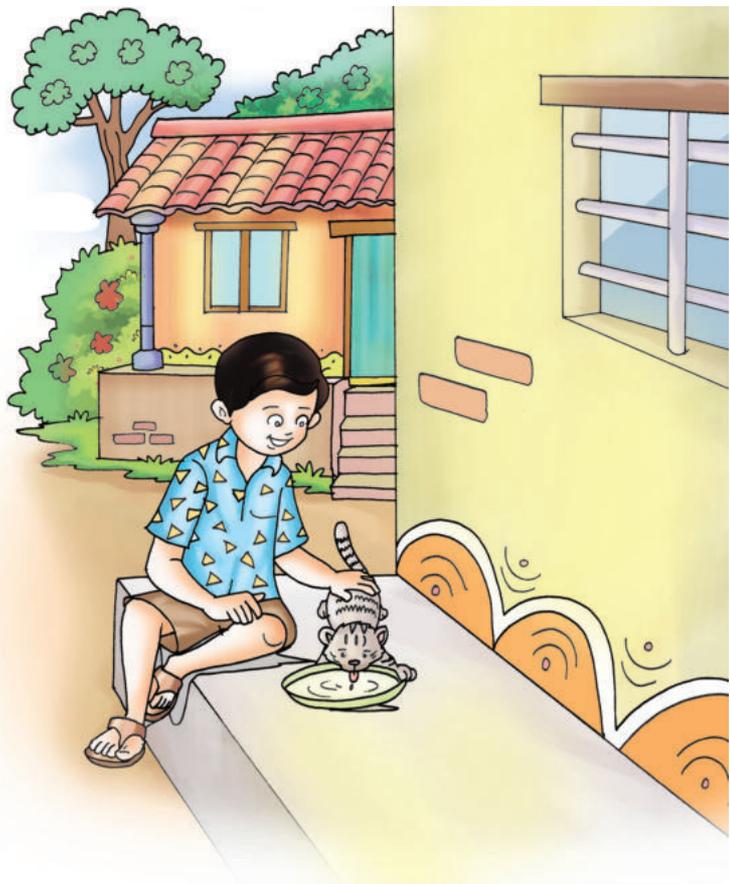


corner. He went slowly to the bush and saw a little cute white kitten stuck among the creepers of that bush and crying for help.

Sujay held that kitten very carefully and removed all the creepers covering it. The kitten looked at him thankfully. Sujay felt happy. He kissed that kitten and let it go.



But that kitten did not leave Sujay. It followed him all the way to his home wagging its tail. Sujay offered his guest kitten a cup of milk and named it Gifty. Gifty thanked him with its twinkling blue eyes.



Words to remember:



peeping



humming



thankfully



happy

Let's read:

1. Sujay is peeping through the (window/door)
2. Sujay is a song (humming/singing)
3. Gifty fastened among (creepers/chains)
4. Gifty looked at Sujay (thankfully/sadly)





Let's talk:

Task-1

1. What is the name of the boy?
2. Where did he want to go?
3. Why did he want to go out?
4. Who did he ask for permission?
5. When did he go out?
6. Why did he go to Sundar's house?
7. Where did he hear a cry from?
8. Who was stuck in the bush?
9. How did Sujay help the kitten?
10. Why did Gifty look at him thankfully?

Task-2

1. Have you ever helped anybody?
2. How do you feel when you help someone?
3. What do you say when somebody helps you?

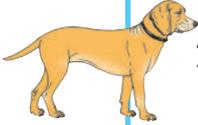
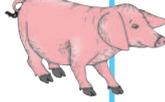
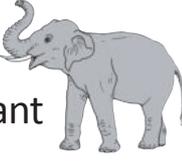
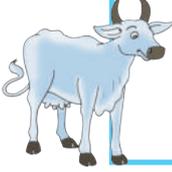
Let's play:

1. *Anthyakshyari* on Animals/Birds (start a word with the last letter of the word)

Example: cat - tiger - rat - tortoise - etc...

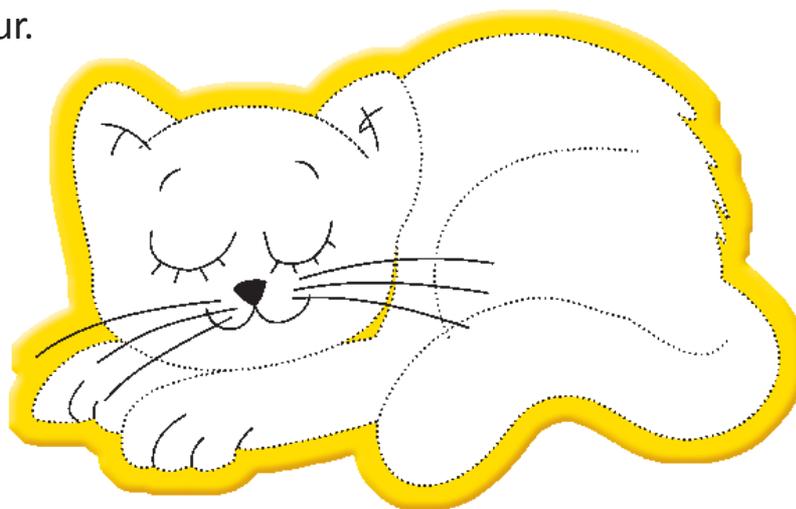
2. ANIMAL - BIRD (start the word of a bird with the first letter of the animal)

Example: elephant - eagle; pig - parrot

Animals	Sounds
 1. dog	barks
 2. cat	meows
 3. pig	grunts
 4. elephant	trumpets
 5. horse	neighs
 6. donkey	brays
 7. cow	moos

Let's play: (Pair work)

1. Teacher has to say the name of the animal and ask the student to respond with its sound.
2. Let's colour.



Let's act:

Act out the story:



Task 1:

Put the following words under the headings given:

cuckoo monkey talk sing parrot swing walk cat

ANIMALS

BIRDS

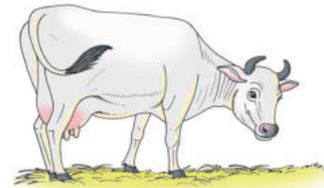
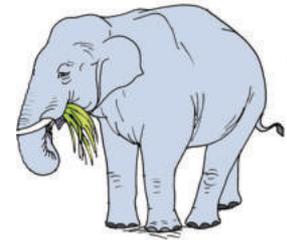
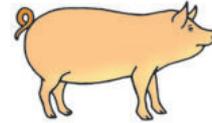
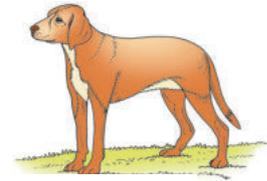
ACTION



Task 2:

Match the following:

- | | | |
|-------------|-------|-------------|
| 1. dog | [] | a. brays |
| 2. cat | [] | b. trumpets |
| 3. pig | [] | c. meows |
| 4. elephant | [] | d. grunts |
| 5. horse | [] | e. moos |
| 6. donkey | [] | f. neighs |
| 7. cow | [] | g. barks |



Note to the teacher:

Part A: My Pet World

"My pet world" is a lovely poem about the pet animals which we see in our daily life.

- * Ask the students, whether they have any pet animals. Ask them to say some pet animal names they see every day.
- * If possible, the teacher must sing the poem rhythmically.
- * Repeat the new words and also rhyming words in the poem.
- * Teachers should make use of the CD.
- * Teacher may use mother tongue to explain.

Part B:

Let the students read the lesson twice in the classroom for better understanding and also let them find new words. It improves their reading skills.

Help them in answering the questions and also to complete the exercises given in part B

Part C:

The aim of the activities given in part C is to develop different skills like listening, reading and writing among the students.

Let them read aloud in chorus, in groups and individually.

Teachers must encourage the students by giving some examples and show them how to write in the space provided. The students can try to do the writing exercises on their own, taking the help of the teacher when necessary.



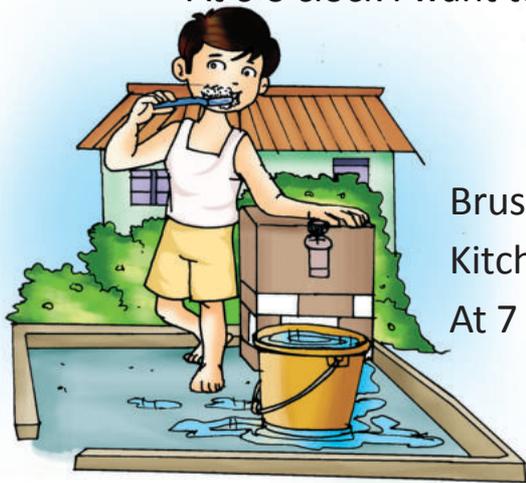
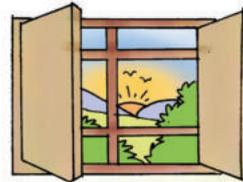
My Habits



Part - A

My day

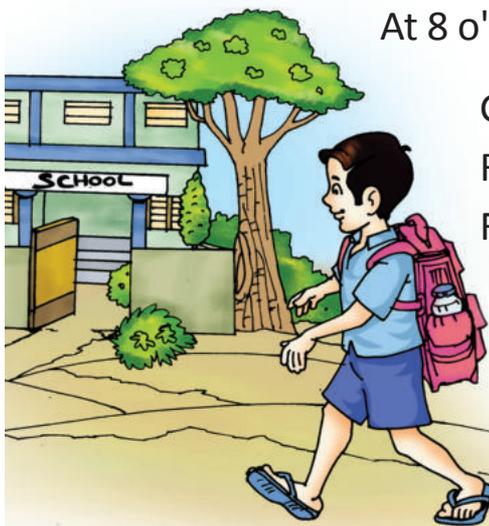
Waking up early is my habit.
Chak chak chak, chak chak chak,
At 6 o'clock I want to do it.



Brushing is my habit.
Kitch kitch kitch, kitch kitch kitch,
At 7 o'clock I want to do it.



Bathing is my habit.
La la la, la la la,
At 8 o'clock I want to do it.



Going to school is my habit.
Read and write, read and write,
From 9 o'clock I want to do it.

Playing is my habit.
Jump and run, jump and run,
At 5 o'clock I want to do it.



Words to remember:



waking up



brushing



bathing



reading



writing



jumping



running



walking

Let's read:

Waking up at 6 o'clock is a good habit.

We all **read, write** and **play** in the school.

Let's talk:

When does your father wake up in the morning?

When do you wake up in the morning?

What other things do you do before coming to school?

Where do you read and write?

When do you play?

What games do you play at home?

Let's write:

1. Fill in the blanks:

We our teeth with paste (brush, comb)

We with friends in the evening (cry, play)



2. What do we do first? Put them in order in the boxes with the numbers 1,2,3,4,5

brushing	<input type="text"/>
bathing	<input type="text"/>
playing	<input type="text"/>
going to school	<input type="text"/>
waking up	<input type="text"/>

Let's fill:

Complete the crossword puzzle. Use the pictures to find the action

The crossword puzzle grid is as follows:

		R			
J		R		P	
		C		Y	
		B	R		H
		D			



Once there lived a white rabbit 'Twinkle' and a brown rabbit, 'Dimple'. Twinkle and Dimple were studying in class 1 in the jungle school. Twinkle was proud that he had white fur.



Twinkle and Dimple were walking to school through the forest. Twinkle was running into bushes, jumping here and there. His body gathered dust, hay stuck in his fur and his bushy round tail. Dimple warned him, "Twinkle! Don't you remember our teacher gives prizes to us if we are clean and well dressed?" Twinkle looked at Dimple and said, "Hi, brown Dimple! I am going to win the prize because you know I am white and shiny! Ha ha ha!" They reached school.

When they entered the class, their teacher Mrs. Deer shouted at Twinkle angrily, "Don't you remember what I said yesterday? Your dress

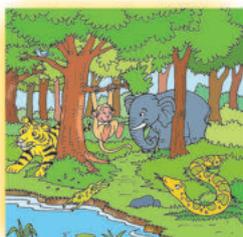


is shabby; your shoes are dirty. Don't come to school like this". Mrs. Deer again said, "Look at your friend Dimple!" He is superb. He keeps his body clean, trims his nails, wears washed clothes, his shoes are polished, and his books are neat. Learn from him." She presented a nice gift to Dimple.



Twinkle said, "I am sorry, Madam! I will come to school neatly from tomorrow onwards!" Mrs. Deer allowed him in to the class, and everybody felt happy.

Words to Remember:



Jungle



fur (coat)



bushes



wash





hay



prize



shiny



shabby



laugh



trim



polish



shoes

Let's read:

We should wear washed clothes.

My mother trims my nails.

We go to school to learn, read and write.

We play in the evening after school.

Keep your books neat.

Let's answer:

- * Who are the two students of the jungle school?
- * What did the white rabbit do on its way to school?
- * Why did Mrs. Deer shout at the white rabbit?
- * Who got the prize for cleanliness? Why?



Let's talk:

1. Look at the boys in the picture and talk about them.



Let's work:

Tick (✓) if it is a good habit and put (✗) if it is not a good habit.



combing hair



dressing shabbily



drinking more water

taking bath every day



quarrelling

keeping books clean



eating vegetables

watering the plants



Let's share:

Match the words with their actions :

The crow is drinking water

He is reading a story

She is skipping

Grandpa is watering the plants

Grandma is brushing her teeth

Sister is combing her hair

Monkey is climbing a tree

Students are washing their hands

People are standing in queue/line



Let's write:

Fill in the blanks by connecting the dotted words:

1. Twinkle is a **white** rabbit and Dimple is a brown rabbit
2. They were going to jungle **school**
3. Twinkle's **dress** became shabby and his **shoes** were dirty
4. **Hay** was stuck in his **fur** and tail
5. Dimple keeps his **body** and **books** clean
6. Mrs. Deer, their **teacher**, shouted at Twinkle

Let's do:

Write the good habits and bad habits given below separately. Paste their related pictures in the boxes given below.

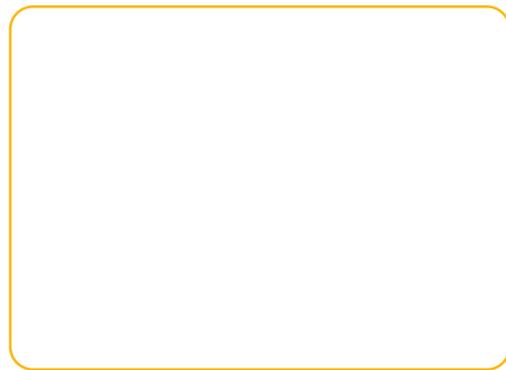
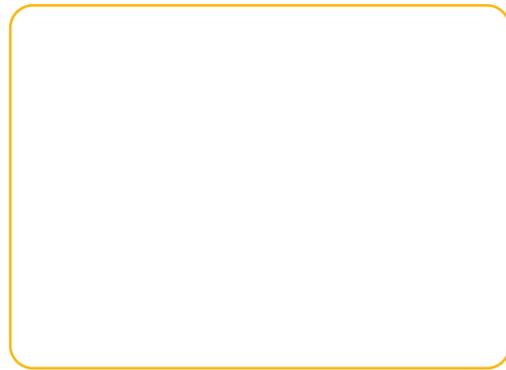
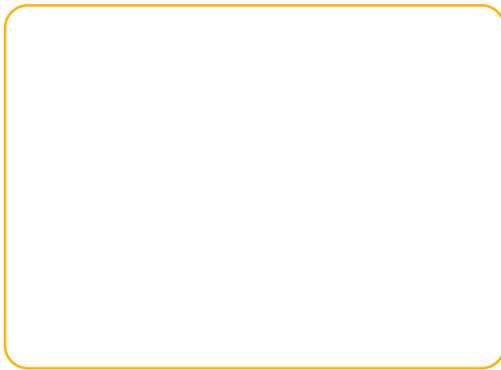
- ❖ eating homemade food
- ❖ wearing washed clothes everyday
- ❖ eating junk food on the roads
- ❖ sharing your food with others
- ❖ going to bed late in the night
- ❖ waking up early in the morning

Good Habits



Bad Habits



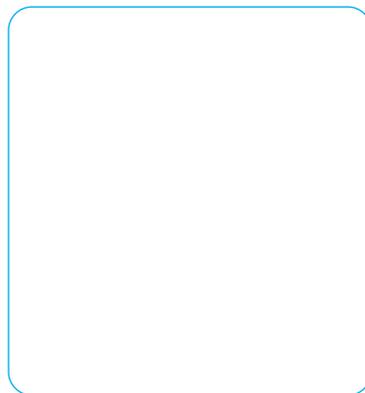
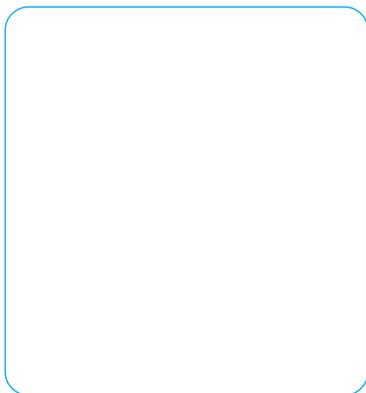


Let's share and draw:

Circle the objects in the box needed to perform the given actions. Draw those pictures in the space provided.

walking

combing



drinking

bathing



sitting

writing



Part - C

Let's write:

A. Answer the following questions in one or two words.

1) Write any two good habits of your friend.

1. _____ 2. _____

2) Write one bad habit of one of your classmates.

Ans: _____

B. Fill in the blanks

1) I get up from bed _____ (early/late) in the morning.

2) I eat only _____ (homemade, junk) food.

3) I do my homework _____ (daily/weekly)

4) I _____ (brush/don't brush) my teeth daily.

5) I _____ (share/don't share) my things with my friends.



Let's play:

Say 'yes' if you do it and say 'No' if you don't do it.

- 1) You get up early.
- 2) You eat junk food.
- 3) You sleep late at night.
- 4) You tease others.
- 5) You go to school in time.
- 6) You keep your shoes clean.
- 7) You wear clean and neat clothes.

Note to the teacher:

- * Use the C.D for the recitation of the poem.
- * Make the children recite the poem.
- * Repeat the new words and rhyming words in the poem. Ask the students to read them twice
- * Let them read aloud the story (B) in the classroom itself, so that you can observe their pronunciation and help them if needed.
- * You can use more comprehension questions beyond the questions given in the textbook.
- * Keep the focus on model reading.
- * Ask the students individually about their daily activities from morning to evening and also about their good habits and bad habits.
- * Encourage the pupils to do the writing exercise on their own, but help them whenever necessary.



Nice People

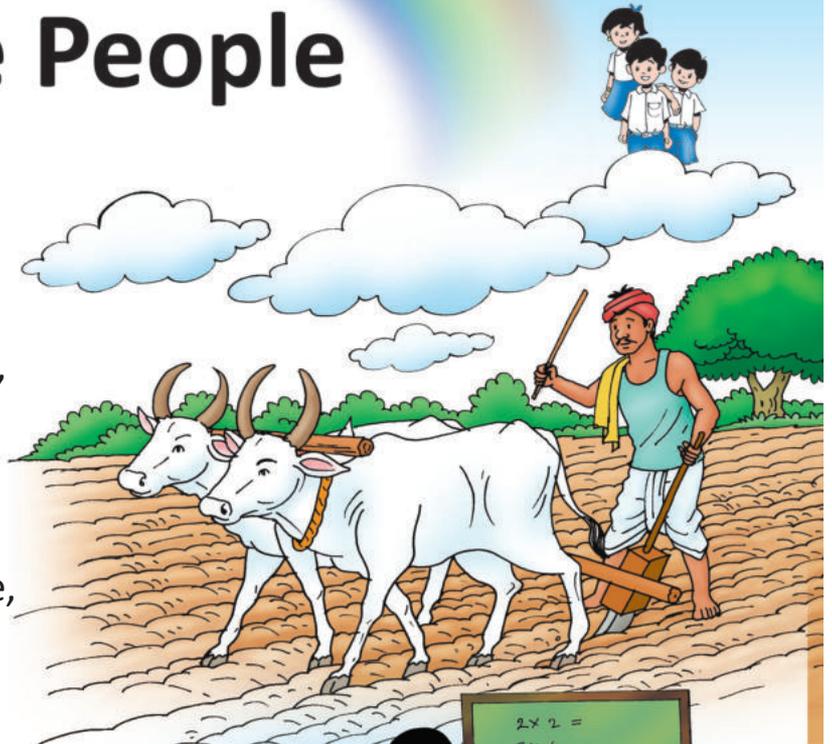
Part - A

Farmers, Farmers... nice people,
Work in the field,
To give us food.

Teachers, Teachers... nice people,
Teach us and guide us,
Give us knowledge.

Doctors, Doctors... nice people,
Give us medicine and,
Treat our illness.

Police, police... nice people,
Protect us and
Give us security.



Words to remember:



farmer



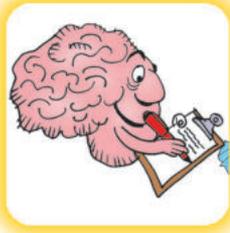
teacher



doctor



police



knowledge



illness



security



protection

Let's talk:

1. Who work in the field for us?
2. Who teach us?
3. Who protect us from thieves and criminals?

Let's colour:



Let's read:

Identify these nice people who help us. Respect them and appreciate their work.



This is a nurse.



This is a postman.



This is a milkman.



This is a washerman.



This is a potter.

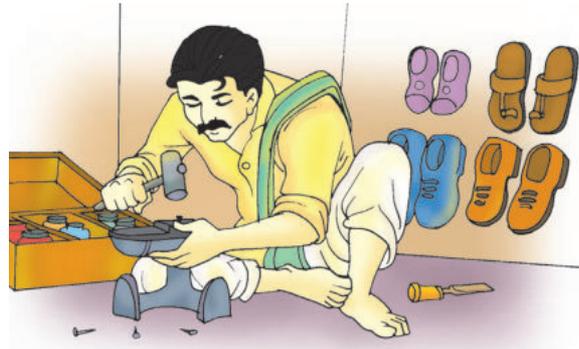


This is a fisherman.





This is a barber.



This is a cobbler.



This is a soldier.



This is a lawyer.



This is a goldsmith.



This is a blacksmith.





This is Mr. Santosh.
He is driving a lorry.
He is a driver.

This is Ms. Surekha.
She is cooking.
She is a cook.



This is Mr. Ashok.
He is working with wood.
He is a carpenter.

This is Mr. Apparao.
He is pulling a rickshaw.
He is a rickshaw-puller.





This is Mr. Mohan.
He is building a house.
He is a mason.

This is Mr. Venkat Rao.
He is painting a wall.
He is a painter.

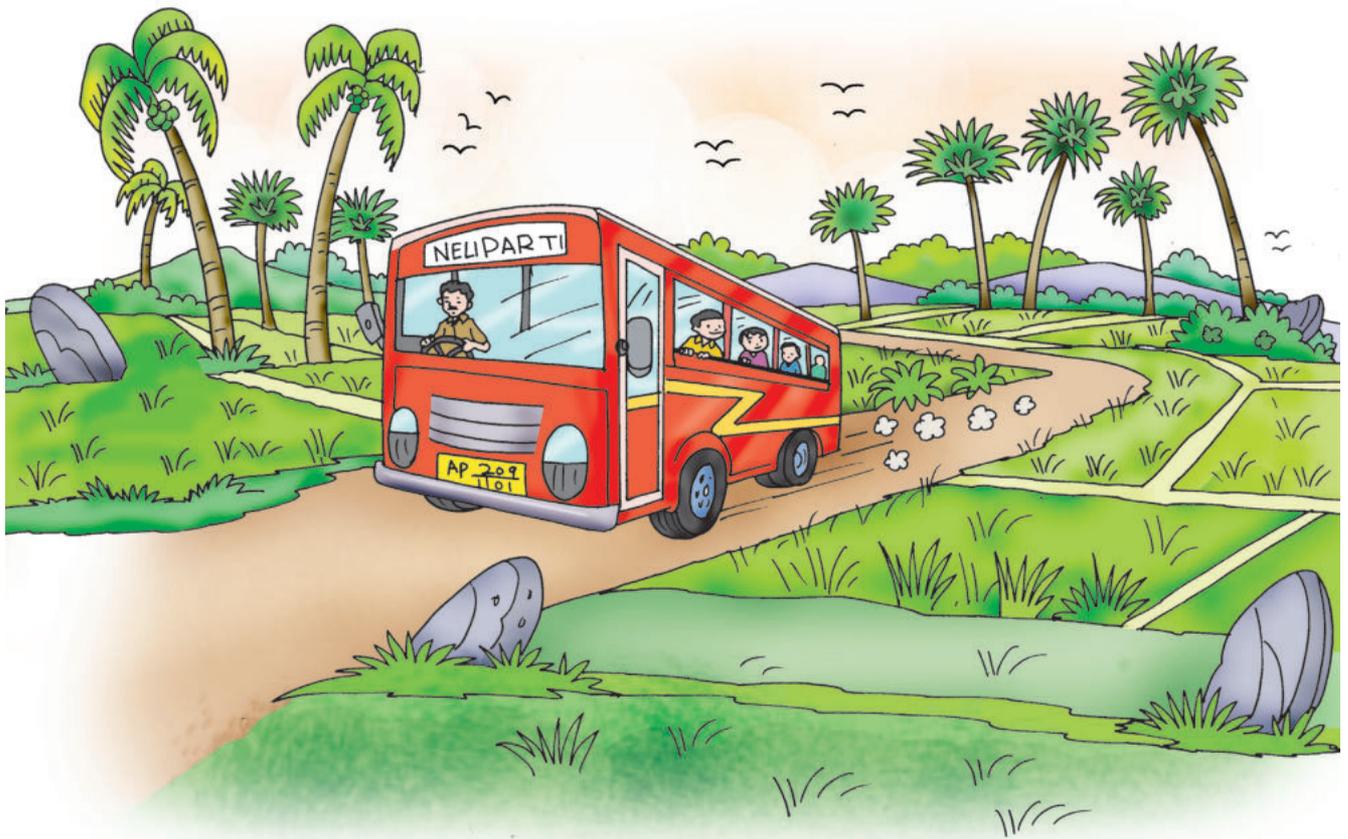


This is Mr. Mohan.
He is fixing water pipes.
He is a plumber.

This is Mr. Ramana.
He is stitching and making dresses.
He is a tailor.



Dinesh and Ganesh are brothers. They live in Vizianagaram town with their parents. They wanted to visit their grandparents' village 'Neliparti'. They went to their father and said, "Daddy, we want to go to Neliparti." "Please say 'yes'," He said, "Ok, let's go." They were very happy. All of them went to Neliparti by bus. On the way to Neliparti, they saw green fields, mountains and beautiful scenery. Their grandparents received them.



The next day, after breakfast, the two brothers went out with their grandfather to see the village. Some people were making pots. They watched a potter making pots. Some people were weaving sarees, and some were working with wood. Some people were making gold jewellery.





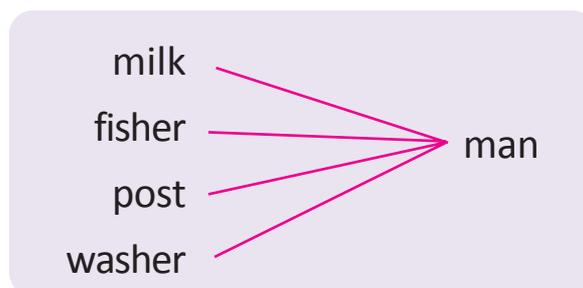
Then they went to the river side. There some people were catching fish. The two brothers bathed in the river. They enjoyed a lot in the village.

Let's talk:

1. Who weaves cloth for us?
2. Who makes pots?
3. Have you ever caught fish?

Let's write:

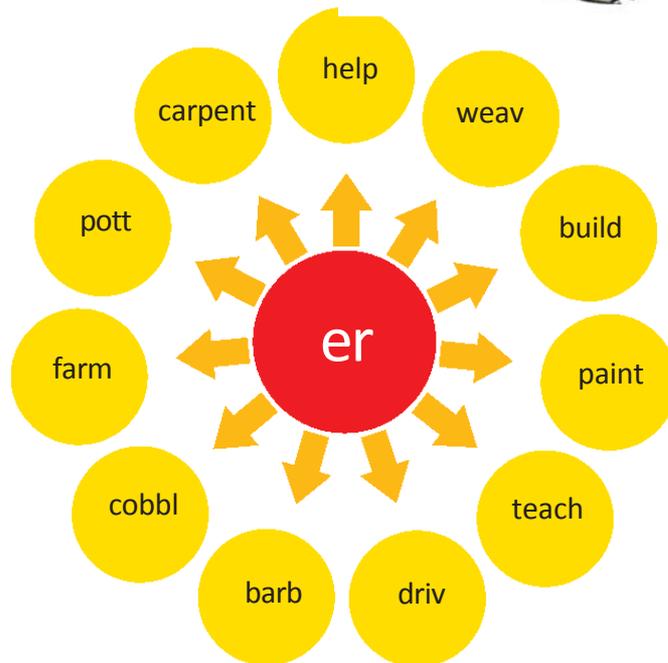
A) Write the appropriate word in the blank.



- 1) The man who brings milk?
.....
- 2) The man who catches fish?
.....
- 3) The man who delivers letters?
.....
- 4) The man who washes clothes?
.....



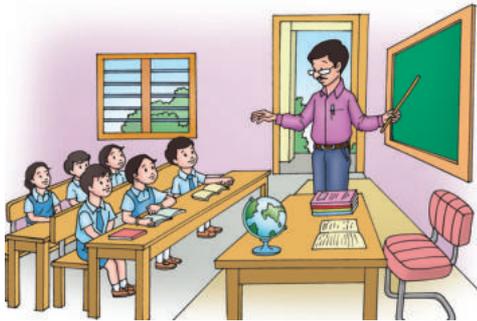
B) Add 'er' and make the words.



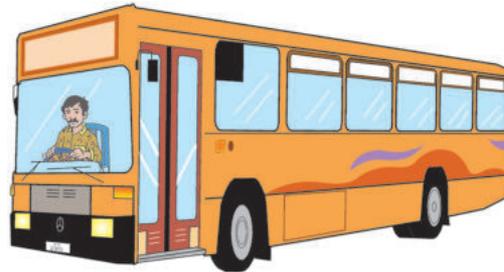
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.



C) Look at the picture, make the word, and write a sentence.



Teach + ing = Teaching
He is teaching.



Drive + ing =

.....



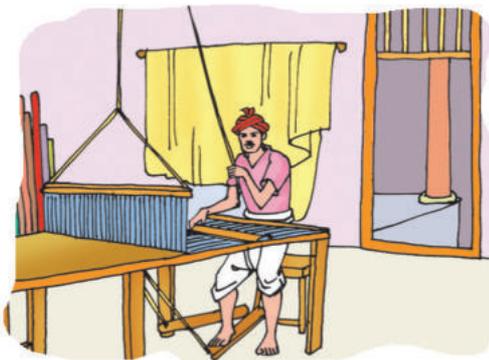
Wash + ing =

.....



Paint + ing =

.....



Weave + ing =

.....



Build + ing =

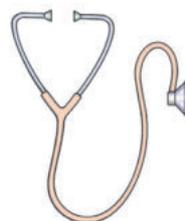
.....



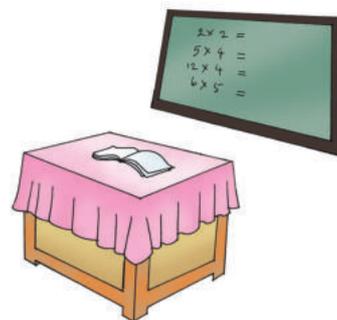
Part - C

Relate the following professions and pictures.

teacher



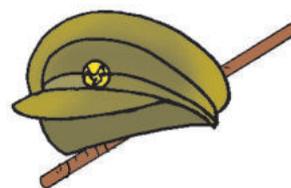
doctor



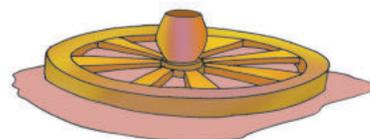
police



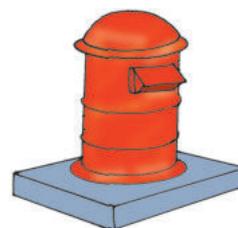
driver



postman



potter



Let's play:

Pick a slip - Tell a Profession:

One child from one group has to take a slip. He has to read the letter written on that slip and tell the name of a profession with the letter. If he can't say, he will lose a point.

The teacher has to prepare some letter slips. He has to divide the class into groups. One child has to take a slip and tell a profession.



Note to the teacher:

- * Use the C.D for the recitation of the poem and other parts.
- * Make children recite the poem. You may use local language if necessary.
- * The teacher can use more comprehension questions beyond the questions given in the textbook.
- * Ask the students about their village.
- * Provide an opportunity for the children to understand the lesson on their own.
- * Keep the focus on model reading. Give live examples while explaining the lesson.
- * Help the children in completing the exercises under 'writing'.



Our School



Part – A

Go to school

Go, go, go to school,
Go to school everyday,
Sing, sing, sing the rhymes,
Sing the rhymes loudly.



Read, read, read the books,
Read the books happily,
Write, write, write the words,
Write the words neatly.



Play, play, play the games,
Play the games joyfully,
Go, go, go to school,
Go to school everyday.



I. Answer the following questions.

1. Where do the pupils go everyday?
2. What do the pupils sing?
3. What do they do with the books?
4. What do the pupils write?
5. How do the pupils play games?
6. Do you like to go to school? Why?

II. Words to remember:

(i) Circle the words you find in the song from the list of words given below.

come jump play run read drive
go sleep write eat dance sing

(ii) Match the words in 'A' with the words in 'B'. Write the answers in the space provided

A

B

- | | | |
|-------|--------|----------|
| write | games | 1. _____ |
| play | tea | 2. _____ |
| sing | food | 3. _____ |
| drink | rhymes | 4. _____ |
| eat | words | 5. _____ |



iii. Look, listen and say:



Walking on the road.



Writing in a notebook.



Reading in the library.



Running a race in the track.



Playing cricket on the ground.



Listening to songs on radio.



Dancing on the floor.



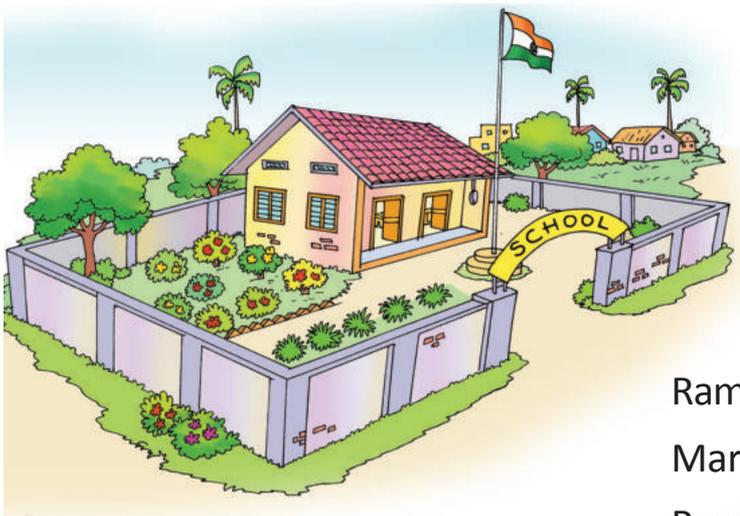
Note to the teacher:

Encourage the pupils to look at the picture and identify the action words. Let them say first in their mother tongue, if they want to. Then help them say in English too.



Let's talk:

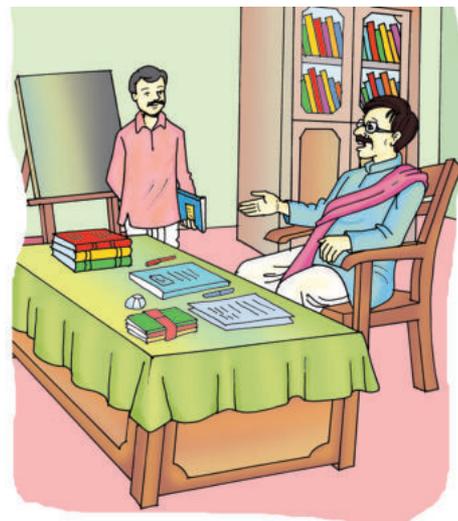
i) Read the sentences and say the following dialogues.

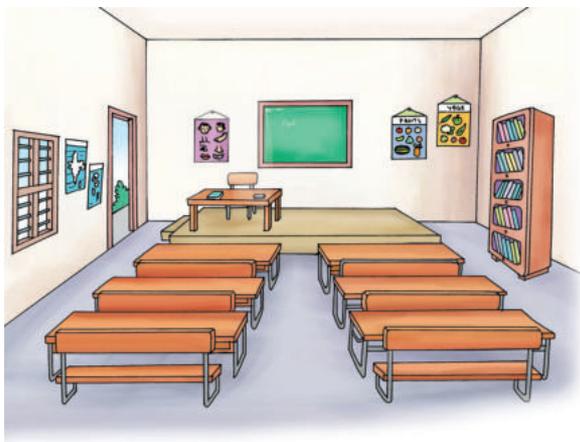


Ramesh: What is this?
Mary: This is our school.
Ramesh: Do you like it?
Mary: We like it very much.



Ajith: What is this?
Nasim: This is our school office.
Ajith: Who is there in it?
Nasim: Our headmaster sits in the office.

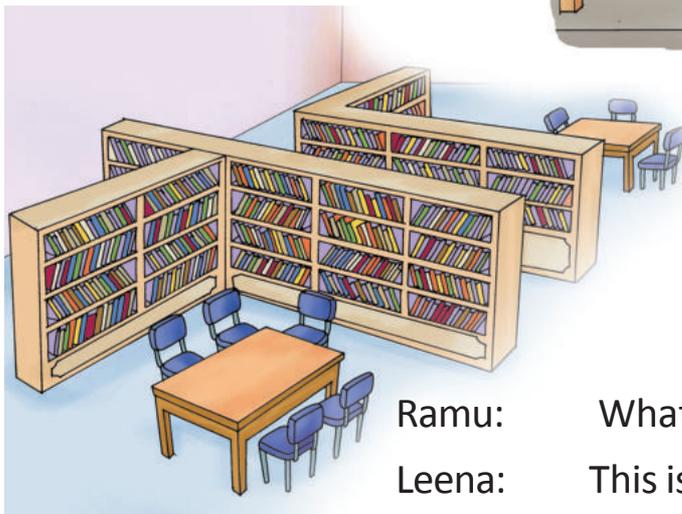




John: What is this?
 Lokesh: This is our classroom.
 John: Do you keep it clean?
 Lokesh: yes, we keep it clean.



Sarada: Who is this?
 Lavanya: This is our teacher.
 Sarada: What does he teach?
 Lavanya: He teaches English.



Ramu: What is this?
 Leena: This is our Library.
 Ramu: What do you do there in the library?
 Leena: We read books and newspapers.



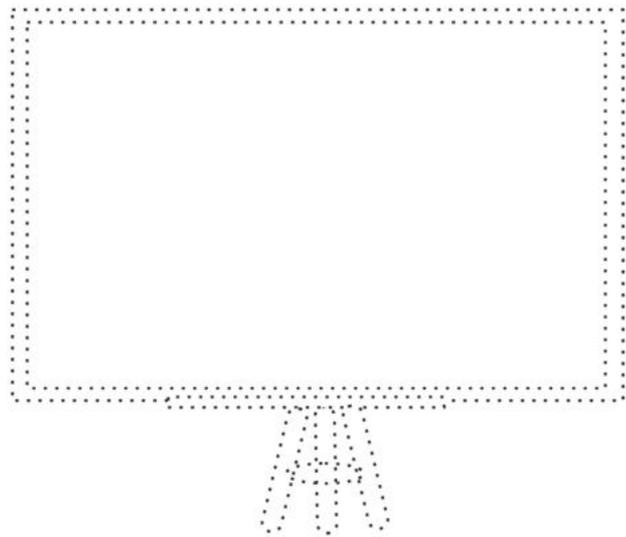
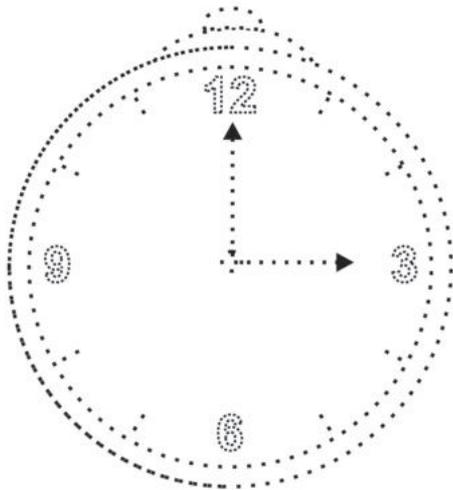
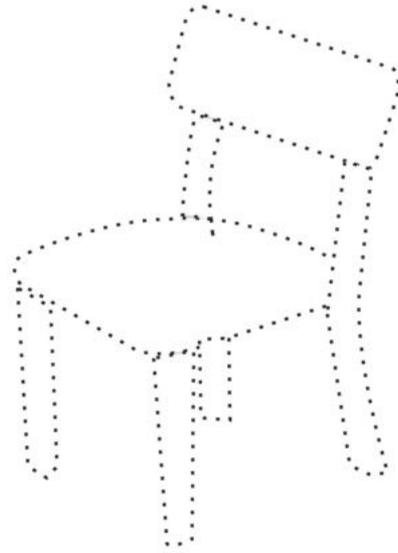
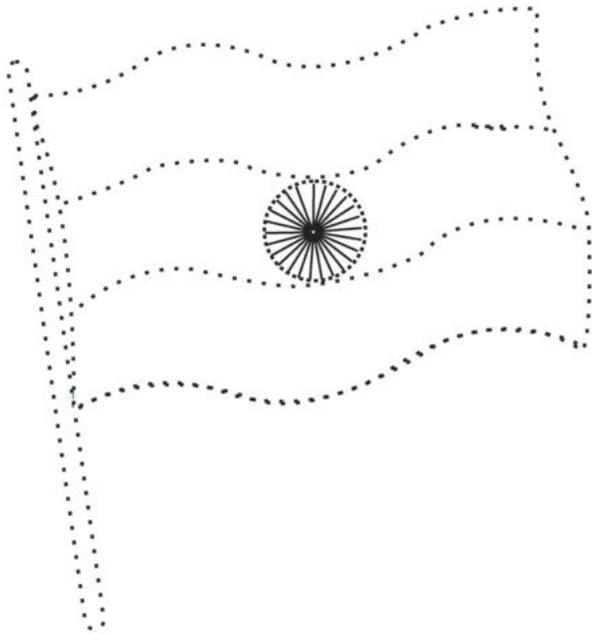
Note to the teacher:

Ask the pupils to look at the pictures and identify the words. Let the pupils talk about them. If they want to use words from the local language, please allow them to do so.



Let's draw:

i) Join the dots and colour the pictures



Part - B

Listening to a text:

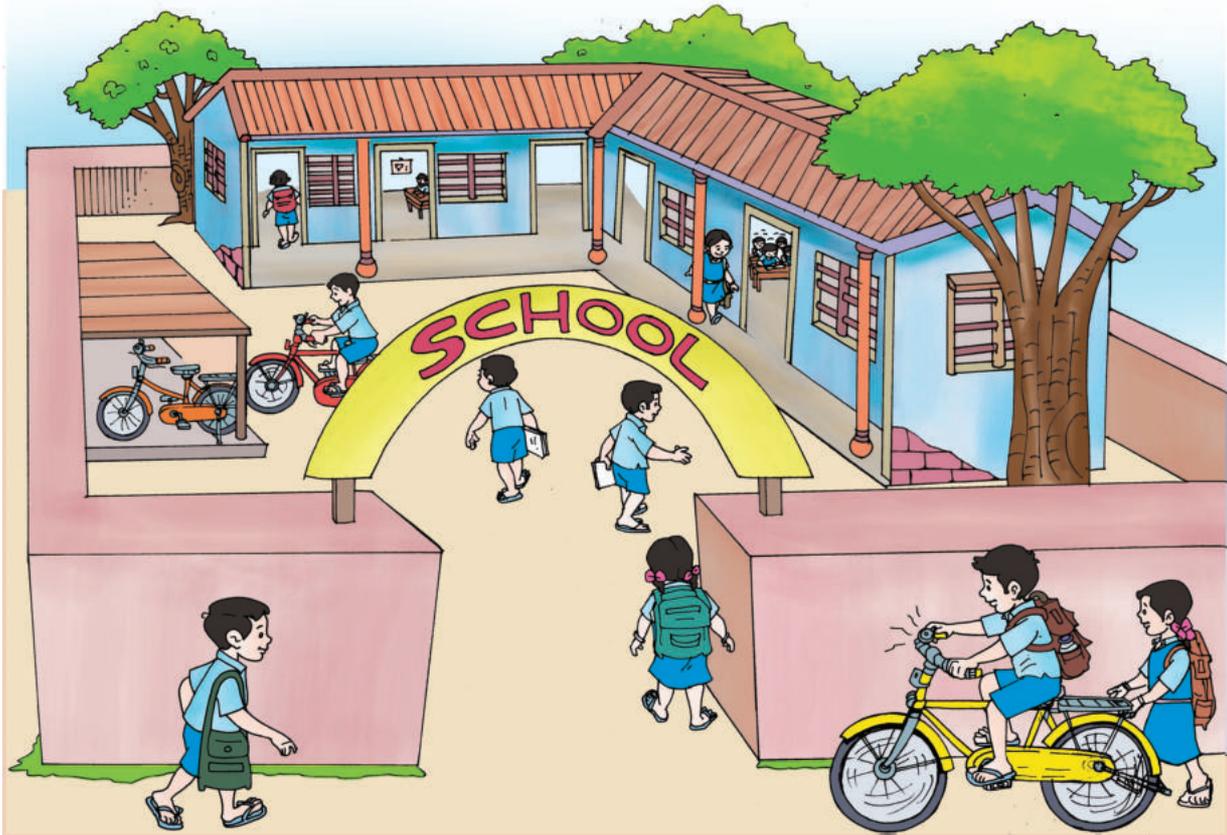
The teacher will tell you about a school and its students. Listen to it carefully.



Our school routine

Our school is a happy place. There are five classrooms. Boys and girls come to school. We learn and play together at school.

Our school begins at nine in the morning. It works for six days a week, from Monday to Saturday. Every day, we get up early before the sunrise. We brush our teeth and take a bath. We read our lessons and do the homework. After the work, we have our breakfast.



We start for school at eight thirty in the morning. We carry our books in a bag. Some of us come to school on foot, and others come on bicycles. The bell rings at nine. It rings loud. It is the first bell. At once, all of us assemble class wise in the playground. The teachers also stand in the assembly along with us. The headmaster stands facing the pupils.



The bell rings again. It is the second bell. We say the prayer and sing the National Anthem. We march back to our classrooms and begin the day's work.

The first thing in the class is taking the attendance. The teacher calls out the names of the boys and the girls. We say 'yes, sir/ madam' when our names are called.



We like our lessons very much. Our class teacher is a very kind man. He looks happy and makes us feel happy. We do our language and maths till noon. Then, we all take mid-day meals. Again, we work till the time for the games. Usually, we play in the last period.



When the long bell rings at around four, we get ready to go home. We like our school very much. We remember it for ever.

(i) Read the words given below. Circle the words you find in the text you read/listened to.

school playground garden books
bicycle coffee milk tea chairs

(ii) Answer the following questions briefly.

1. Who come to school?
2. When does the school begin?
3. What do the pupils do in the morning?
4. What do the children do in the assembly?
5. Do the pupils like lessons? Who teaches lessons?
6. What time do they take lunch?
7. When do the pupils usually play?



(iii) Fill in the blanks.

1. The school begins at ——— (9 am / 10).
2. There are ————— (eight/five) classrooms in our school.
3. Teachers ————— (beat/help) us when we need.
4. The pupils _____ (make/do) the homework.
5. When the _____ (long, short) bell rings, the pupils get ready to go home.

Let's talk:



Answer the following questions orally.

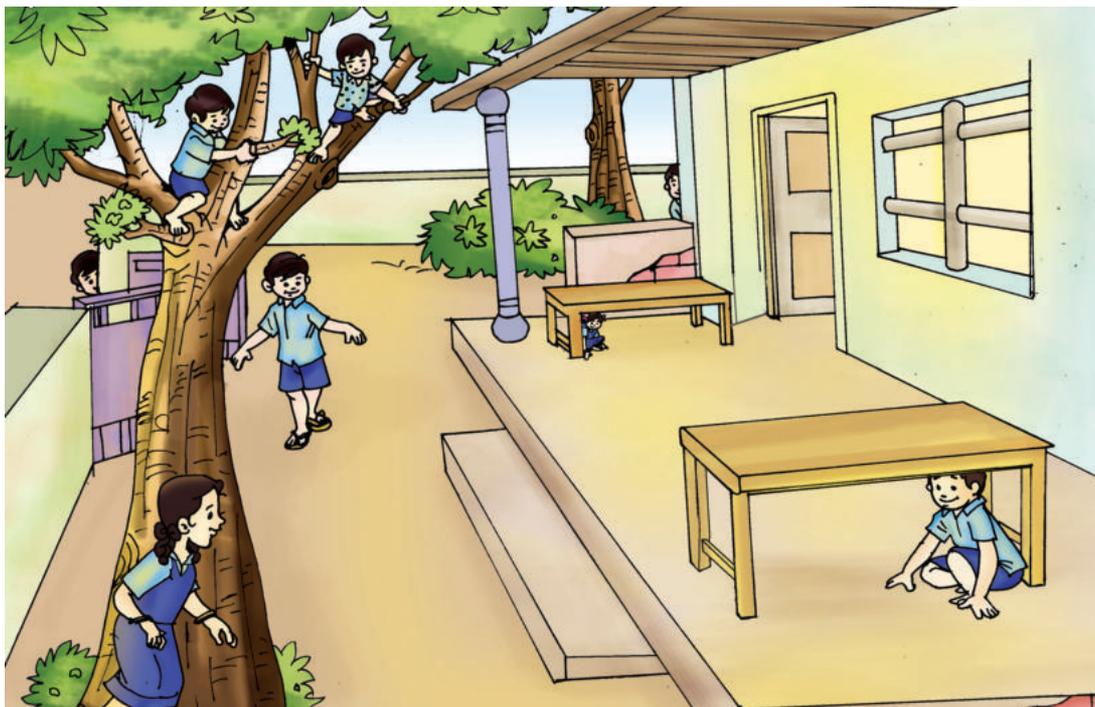
1. What time do you get up in the morning?
2. What do you do at home in the morning?
3. When do you go to school?
4. How do you go to school?
5. What do you do at the school?
6. Which games do you play?
7. Why do you like your school?

Let's work:

Identify the objects related to the classroom. Prepare flashcards of pictures and words related to the classroom and school. Display the word cards in the classroom. Ask the pupils to take the picture cards and match them with the word cards.

Let's act:

How many students are hiding under the table?



Note to the teacher:

The teacher tells the children to play 'hide and seek'. Teacher gives instructions to play this game.

Change the roles. Use prepositions such as 'in' 'above' 'under', 'on', etc.



4. Find rhyming words.

Match the words given in the box with those given in the list to make a pair of rhyming words.

- a) walk _____.
- b) cool _____.
- c) some _____.
- d) names _____.
- e) glass _____.
- f) write _____.
- g) play _____.
- h) plate _____.

school

slate

right

clay

come

class

talk

games





Part - C

Let's write:

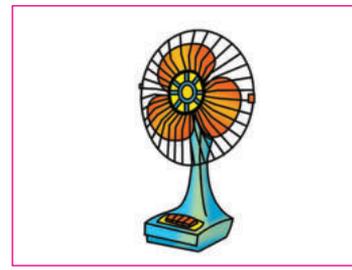
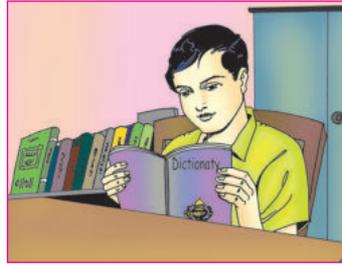
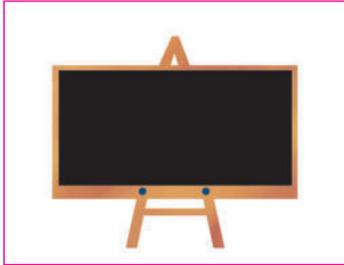
(i) Latha is packing her school bag to go to school. Circle the things which she keeps in her bag and write their names.



- a) _____.
- b) _____.
- c) _____.
- d) _____.
- e) _____.
- f) _____.
- g) _____.
- h) _____.
- i) _____.
- j) _____.
- k) _____.
- l) _____.
- m) _____.
- n) _____.
- o) _____.
- p) _____.
- q) _____.
- r) _____.



(ii) Write the names of the pictures in the boxes.



(iii) Re-write the jumbled letters to form words related to school.

1. SSALC : -----

2. BTALE : -----

3. BRALIRY : -----

4. KOOBS : -----

5. DRAOB: -----



(iv) Find out the words related to classroom hidden in the grid. Write down the words in the space given.

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

Example: P E N

1. _____

2. _____

3. _____

4. _____

5. _____

(v) Copy down the following sentences.

Our school has a big playground.



The Headmaster's room is to the left side.

Note to the teacher:

Let the pupils see and write the above in the given lines.



Let's do:

What are the children doing?

Look at the pictures. Match the pictures by combining the words given under A and B. Write the complete action below the picture.

A	B
going	in the class
riding	a bicycle
studying	food with classmates
sharing	from the school
returning	the lines
tracing	to school













(vi) All about me.

My Name : _____

My mother's name : _____

My father's name : _____

My town/mandal/village : _____

My class : _____



Note to the teacher:

Rhyme:

- * “Go to school” is a refreshing rhyme for making the pupils happy about their school.
- * Introduce all the action words and mime them.
- * Stand in a circle as you sing the rhyme. Keep going around the circle.
- * The teacher can sing the rhyme and show related actions in the rhyme.
- * Say the rhyme with right stresses and rhythm. Use gestures with the rhyme. Let the pupils repeat it in the chorus, groups and individually. Help them memorise the rhyme. *Encourage them to add lines using some more action words: do, dance, eat, etc.*

etc.

New words:

- * Let the pupils look, listen and say the words along with observing the graphic picture.
- * Let the pupils say in the language they know.
- * Help them say in English pointing to the words in the picture.
- * Help them acquire the articulation of English sounds and reasonably good pronunciation.
- * Encourage the pupils to grasp the meaning.
- * Use flashcards to encourage them to read independently.

Let’s listen:

- * Every day, greet your pupils and get your pupils greet you saying ‘Good morning’ or ‘Good afternoon’ when you enter the class. Also, tell them when to say ‘Good evening’ and ‘Good night’.
- * Narrate the given text/story with expression or play the CD in the classroom.
- * Ask pupils to draw the flag, clock, table, chair and colour them appropriately and mime and act wherever possible.
- * Let your pupils close their books and listen when you narrate a story or play the CD in the classroom.
- * Encourage pupils to answer the questions/ do the activities/exercises after the story.

Let’s talk:

- * The purpose of these activities is to develop speaking skills among pupils.
- * Encourage pupils to talk about the given pictures. Pictures contain a lot of objects and ideas. Let the pupils share their ideas about them.
- * Ask them how they come to school and what they do in the school.
- * Encourage them to add lines to the Rhyme.
- * Repeat the dialogue/s in the boxes two or three times. Ask them to role-play the conversation.

Reading:

- * Read the words/phrases/sentences with correct pronunciation and intonation.
- * Get your pupils read them to you, two or three times.
- * Get them read aloud in chorus, in groups and individually.
- * Encourage every pupil to read.
- * Children make mistakes while reading/speaking. Repeat the correct forms without scrubbing them. Help them till they get to do correctly.



Let's write :

- * 'Packing the bag activity': Ask the pupils to differentiate/separate things and then choose the things/articles needed at school.
- * Help the pupils follow the instructions given to them for each task.
- * Ask them to write in space provided in the textbook.
- * Teach them how to hold the pencil properly and in the correct posture.
- * Encourage pupils to follow the model carefully, paying attention to the size and shape of the letters and spacing between words.
- * Encourage pupils to do the written exercises on their own and with peers.

Let's do:

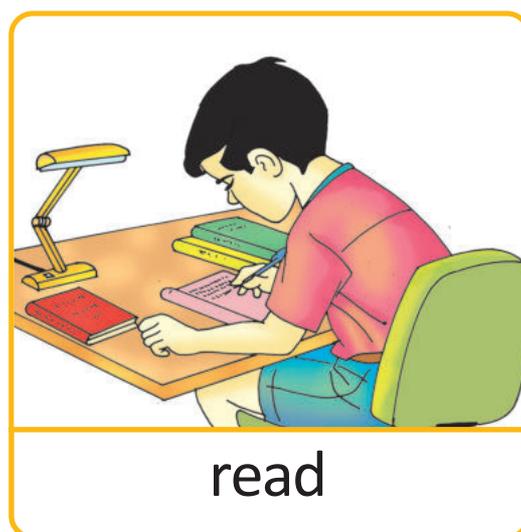
- * Help the children match the pictures with appropriate word partners (words occurring together naturally).
- * Let the students try out on their own.
- * Prepare/bring some other pictures of action words to the classroom and help them understand the daily routine.
- * Ensure that all the pupils match the pictures and with actions.

Appendix

Words for flashcards / words to remember:

sing, read, play, neatly, joyfully.

together, early, start, pray, waste, coffee, breakfast, games, forget.





play



forget



games



neatly



joyfully



together





early



start



pray



waste



coffee



breakfast

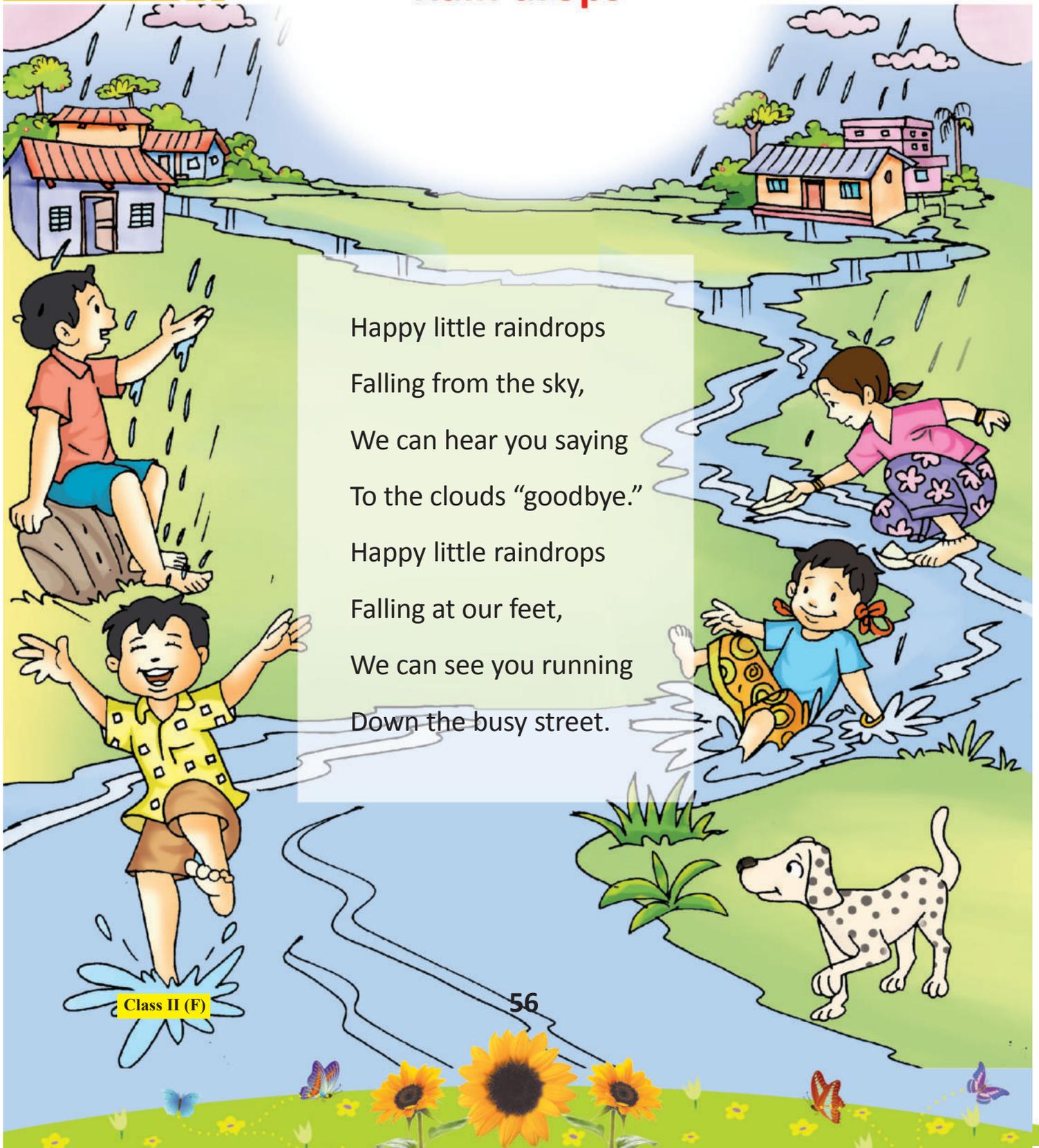


Nature



Part - A

Rain drops



Happy little raindrops
Falling from the sky,
We can hear you saying
To the clouds "goodbye."
Happy little raindrops
Falling at our feet,
We can see you running
Down the busy street.

Note to the teacher:

Say the rhyme/song with right stresses and rhythm. Use gestures with the rhyme. Let the pupils repeat it in the chorus, groups and individually. Help them memorise and recite the rhyme. Encourage them to add a couple of lines using some more words:



Happy little raindrops

Happy little raindrops
Falling on the houses, roads, etc.
We can see you making tup, tup.
On the flowers, leaves, grass, etc.

I. Comprehension questions: Answer the following questions.

1. What are falling from the sky?
2. What are the raindrops saying to the clouds?
3. Where are the raindrops falling?
4. Where do you see the raindrops running?
5. Did you ever get wet in rain? How did you feel about it?

II. New words:

- (i) Circle the words that you find in the above rhyme from the list of the words given below.

water grass rain drops boats
falling flowers street running clouds sky



(ii) Match the words in 'A' with the words in 'B'.
Write the answers in the space provided.

A	B	
busy	boats	1. _____
green	time	2. _____
paper	clothes	3. _____
happy	grass	4. _____
wet	street	5. _____

iii. Look, listen and say:



Note to the teacher:

Encourage the pupils to look at the pictures and identify the words/ideas present in them. Let them begin saying in their mother tongue. Help them then to say in English also.



Let's talk:

Look at the pictures. Answer the questions orally.



1. Who are there in the picture?
2. What is happening in the picture?
3. What is the girl carrying?
4. Why is she carrying it?
5. What is the boy in front of the girl doing?
6. What is the boy doing in the flowing water?
7. What is the boy behind the girl doing?
8. What do you wear when it rains?
9. If it rains, do farmers feel happy in the village? Why?

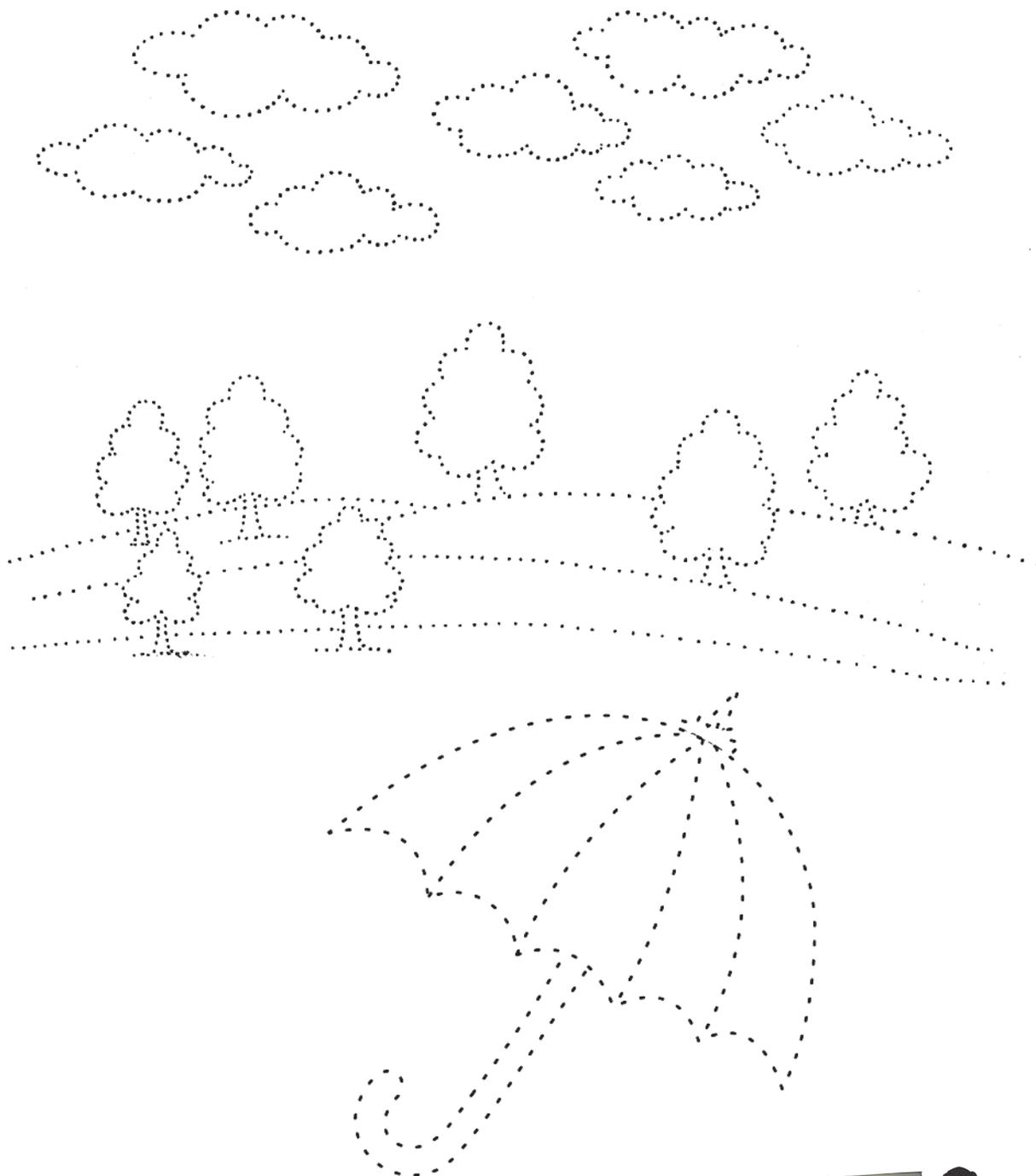
Note to the teacher:

Ask the pupils to look at the pictures and talk about them. Help them to say their ideas/feelings in English.



Let's draw:

Join the dotted lines and colour the things.



Note to the teacher:

Ask the students to join the dots and colour the things in the pictures. Encourage them to talk about them in words or phrases.



Part - B

Listening to a text:

Note to the teacher:

Your teacher will read out the text or play the C D, 'Rainy day'. Listen to it carefully.



Rainy day

Rajesh was a student of second class. His school was a mile away from his house.

One morning, when he was about to leave for school, it started raining. Rajesh had a new shirt. He was proud of it. He wanted to put it on that day and go to school. His mother said, "It is raining now. Do not put on the new shirt. It may get wet and dirty." But Rajesh said, "Do let me wear it, mother. I shall see that it does not get dirty. "May I take father's umbrella with me?" He was very much wished to go out that day with his new shirt.



His mother said, "There will be no school today. Do not go out in the rain." But Rajesh said, "We have a test in English today. I must go to school." His mother let him put on his new shirt and take his father's umbrella.

Rajesh went out with his umbrella in his right hand and his bag of books in his left. It rained heavily. He saw a tractor coming behind him. He ran to the left side of the street. Suddenly he slipped and fell. His dress got wet and dirty. Luckily, his books did not get wet, because they were inside the bag. But he could not go to school with his wet and dirty dress.



Just then he saw his friends coming from the school. They stopped by his side. One of his friends Suresh asked, "Why are your clothes so wet and dirty? What is the matter?" Rajesh did not like to answer the question. He asked, "Is there no school today?"

"No, you may go home and change your clothes," said his friend Suresh.



(iv) Read the words given below. Circle the words you know from the text.

rain wind trees books street
car tractor school books town
wet dirty umbrella coat new
shirt friends tractor home

(v) Answer the following questions briefly.

1. Which class was Rajesh in?
2. How far was his school from his house?
3. What was he proud of?
4. Why didn't his mother want him to wear the new shirt on that day?
5. How did his dress get wet and dirty?
6. Why didn't he answer Suresh's question?
7. How do you feel when you go out in the rain?

(iii) Fill in the blanks.

1. Rajesh wanted to go to ----- (school / market).
2. Rajesh had a new----- (shirt / bag).
3. Mother let Rajesh put on his _____(new shirt / old shirt)
4. Rajesh ran to the_____ (right/left) side of the street.
10. Rajesh _____(slipped/jumped) and fell.



Note to the teacher:

Ask the pupils to read the given words/sentences carefully. Help the children understand the task instructions clearly. Let the children read the text again.



Let's read/listen and say:

mile	fell	rain	walk	dirt	to
smile	tell	main	talk	shirt	do

Note to the teacher:

Ask the pupils read the given words. Help the children say the pair of words clearly and loudly. Let the children repeat the words two or three times till they pronounce correctly.



Let's talk:

- (i) What are the children doing in the picture below? Do you support them? If 'yes', why? If 'no', why not?



- ii) One day Kalavathi 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.

————— x —————

[Sit in groups and complete the conversation between Kalavathi



Mother: Where is _____?

Kalavathi: At _____.

Mother: Why?

Kalavathi: There was no _____ when I started.

Mother: _____.

Kalavathi: Sorry.



Let's work:

- (i) Talk to your classmates and find out how many of them have done the following things.
- got wet in the rain water.
 - made paper boats
 - touched a frog.
 - made kites.
 - flew kites.
 - splashed rain water.
 - jumped in the rain water.

* **Now, speak out what you have discussed with your classmates in the class.**



Part - C

- (i) 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. You can take the help of this table.

a = 1,	b = 2,	c = 3,	d = 4,	e = 5,	f = 6,
g = 7,	h = 8,	i = 9,	j = 10,	k = 11,	l = 12,
m = 13,	n = 14,	o = 15,	p = 16,	q = 17,	r = 18,
s = 19,	t = 20,	u = 21,	v = 22,	w = 23,	x = 24,
y = 25,	z = 26.				

1. Kalavathi is _____ in the water.

16 12 1 25 9 14 7

Answer: Kalavathi is playing in the water.

2. Ramu carries an _____ if it rains.

21 13 2 18 5 12 12 1

3. My father will buy _____ for this September. If I wear it, my clothes will not get wet.

18 1 9 14 3 15 1 20

4. I will take care of my _____ during the rainy season.

8 5 1 12 20 8

5. Rakesh likes to be at _____ when it rains.

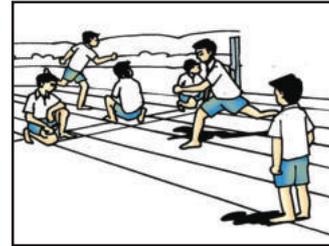
8 15 13 5



ii) Write suitable words in the boxes given below the pictures and read them aloud.









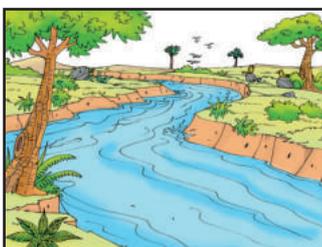


















iii) Copy the following lines from the song –‘Mr. Sky’.



Mr. Sky

Good morning Mr. Sky
How are you today
Will your planet shine
bright and strong?
Or will your rain spoil our play,
Your rays through my window,
Gently wake me up,
I love Mr. Sky
You brighten up my day.

Note to the teacher:

Let the pupils see and write the words/sentences given above.



iv) Write a few words/sentences about your 'RAINY DAY'.
What would you like to do on such a day?

Let's play a game:

Who is 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 got all the words crossed will say, "I am the winner."

Rain
boat
mother
umbrella
jump
catch
water
grass
children
road
street







APPENDIX

Words present in the rhyme:

raindrops saying

happy clouds

falling busy

running street

Listening text: (keywords)

pupil wish

class heavy rain

mile slip

begin fell

proud clothing



put on

stopped

wet

matter

dirty

change

umbrella

laugh

Note to the teacher:

Song/rhyme time:

- * We all know that songs and rhymes motivate the pupils to learn the target language.
- * "Raindrops" is a powerful song/ rhyme for evoking the pupils feelings about nature. Pupils must be made aware of various things offered by nature.
- * Introduce all the unfamiliar words and provide meanings in English. Meanings in Telugu may be used as stimuli to get responses in English.
- * The teacher can sing the rhyme and show/present related actions/ideas in the rhyme.
- * Say the rhyme with correct stresses and rhythm. Use gestures with the rhyme. Let the pupils repeat it in the chorus, groups and individually.
- * Let the pupils look, listen and say the words by observing the graphic picture(s) provided.
- * Help the pupils understand the instructions given to attempt the exercises.
- * Help them circle the words they know from the given rhyme. Ask them to say the words.
- * Train them acquire reasonably good pronunciation.
- * Use flashcards to encourage them to read independently.

Let's draw:

- * Ask pupils to draw /join the dotted lines given in the pictures-clouds, hills, grass, umbrella and colour them appropriately. Help them in joining the dots or lines.





Let's listen:

- * Ask a few leading and relevant questions: Do you know what you will listen now? What do you want to learn today? , etc.
- * Narrate the given text/story with expression or play the CD in the classroom two or three times. Pause the record player wherever necessary, explain and then continue.
- * Provide a conducive atmosphere for the pupils to understand the text.
- * Elicit responses to the questions given.
- * Allow them to say/share their ideas in the language they know and later consolidate the points in English.
- * Let your pupils close their books and listen when you narrate a story or play the CD in the classroom.
- * Encourage pupils to answer the questions/ do the activities/exercises after the story.

Let's talk:

- * The purpose of these activities is to develop confidence among the pupils to start speaking in English.
- * Encourage pupils to talk about the given pictures. Pictures contain a lot of objects and ideas. Let the pupils share their ideas first in the mother tongue. Let the pupils translate their ideas into English. Help them activate/share their ideas in the class.
- * Ask them to say a few sentences on how they feel/felt during the rainy season.
- * Repeat the conversation/dialogues two or three times.
- * Read the words/phrases/sentences with correct pronunciation and intonation.
- * Get your pupils read them to you, two or three times. Let them read aloud
- * Encourage every pupil to read and understand the content.

Let's write:

- * Discovering correct words from the respective numbers: Writing appropriate words from the corresponding numbers is an exciting activity for the children.
- * Help the pupils understand the instructions given to them in each task. Provide one example for each task so that they can easily complete the tasks given thereafter.
- * Ask them to write in space provided in the textbook.
- * Help them hold the pencil properly and in the correct posture.

Let's play:

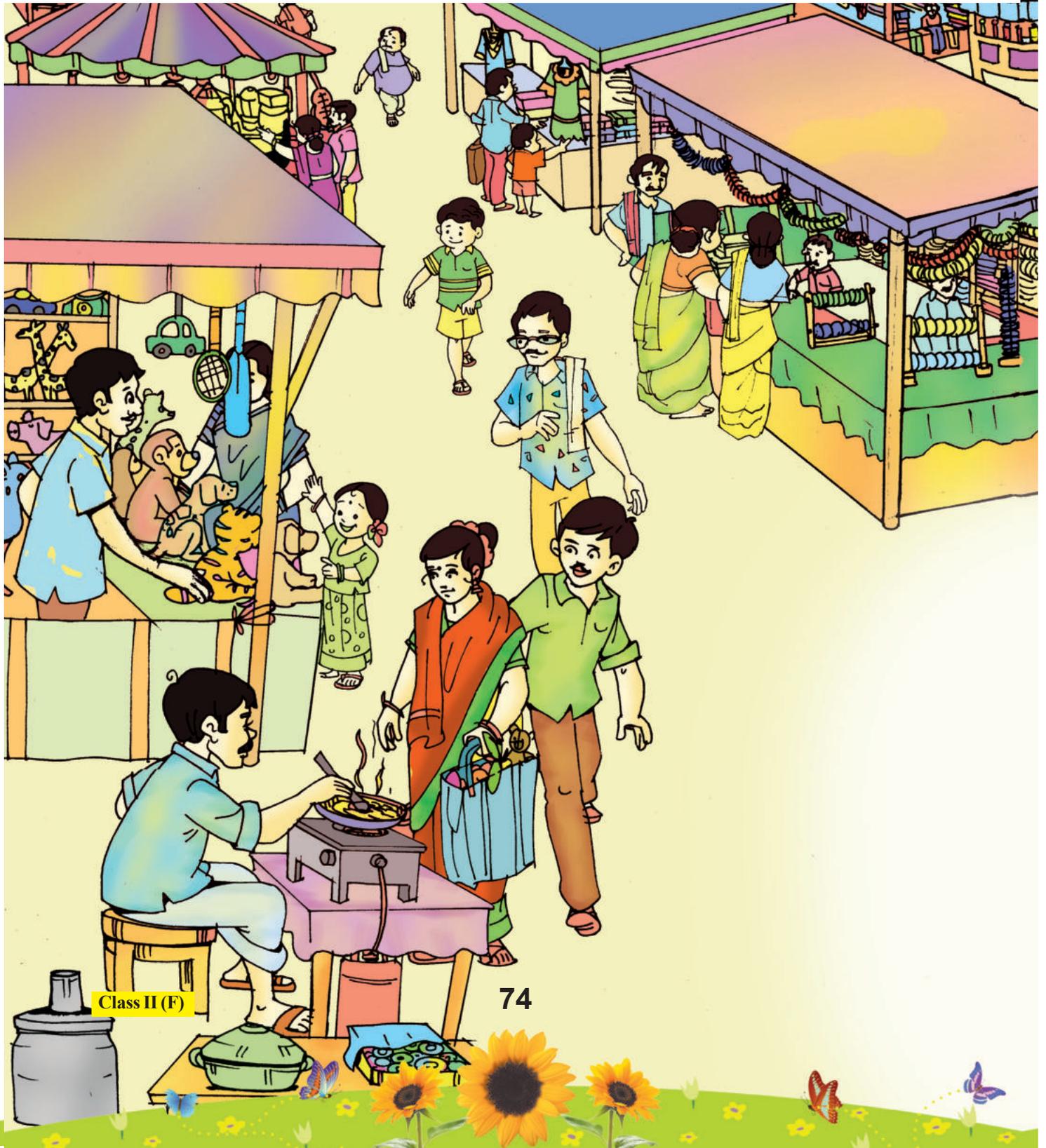
- * Help the children understand the instructions properly.
- * Mock-play the game once for a better understanding of the instructions.
- * Let the children play the game with 'festive spirit.'
- * Plan some more language games suitable for your pupils to promote fun and language learning in the classroom.



Village Fair



Part - A





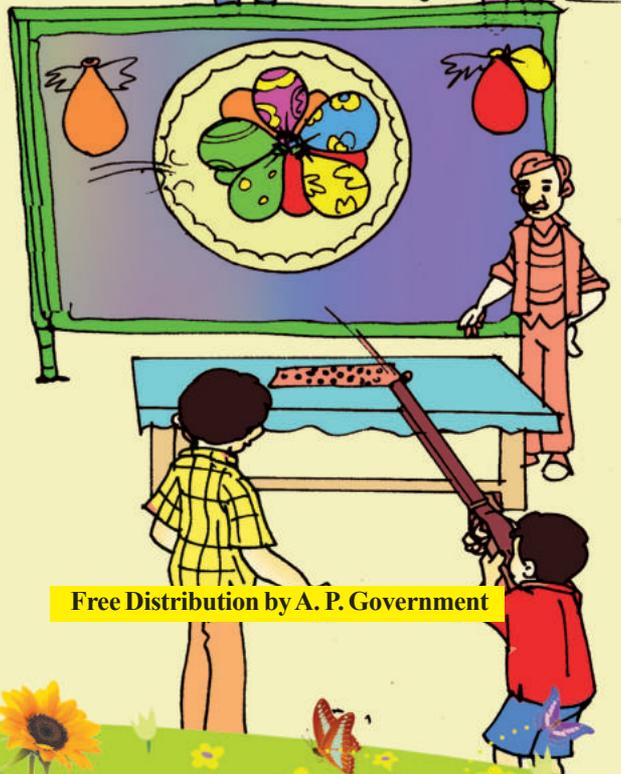
Village fair, village fair,
let's all go there.

We can see many things,
we can play many games.

Merry-go-round and Giant wheel,
we will have a happy feel.

Many, many, many stalls,
with pretty toys and bangles.

We can eat, and we can buy,
Really, it is a fun and joy.



Words to remember:

- | | |
|-------------|----------------|
| fair | merry-go-round |
| giant wheel | bangles |



Let's listen and enjoy:

Pravan goes to a village fair

Pravan went to a village fair. The fair was organised in his village during the Pongal festival.

He found many stalls arranged in rows in the fair. They were selling fruits, sweets, vegetables, toys, clothes, books, and many other items in the stalls. There were hawkers selling balloons, flutes, mouth organs, ice-creams, etc.





He saw merry-go-round, giant wheel, swing, toy train, see-saw and many other things of amusement for the children. He saw jugglers and magicians also in the fair.

He saw many people at the fair. He was excited as he did not see so many people at one place earlier. There were children, young boys and girls, men, women and old people. All of them were wearing colourful clothes. They were very happy. They were busy greeting each other, buying different types of articles, vegetables, fruits, food items, etc. Some people were bargaining clothes. Some other were buying grocery items.

Children were buying sweets and toys. Some were looking at books. Some children were enjoying merry-go-round. Some others were enjoying giant wheel. A few were watching pet animals with joy.





He watched people singing, dancing and enjoying. He roamed in the fair from morning to afternoon watching everything with interest. He bought toys for himself, a flower made of bamboo for his mother and a pen for his father. He enjoyed the fair very much and returned home with pleasant memories, waiting for the next fair.

Words to remember:

- | | |
|--------------|--------------|
| 1. village | 10. sell |
| 2. fair | 11. buy |
| 3. festival | 12. watch |
| 4. toy | 13. next |
| 5. flower | 14. many |
| 6. fruit | 15. pleasant |
| 7. vegetable | 16. women |
| 8. hawker | 17. men |
| 9. arrange | |



Let's talk/role play:

A: What is the name of your village?

B: (xxx xxx xxx)

A: Where did you go yesterday?

B: (Fair)

A: How was the fair?

B: (Very good)

A: How many people came to the fair?

B: (Many)

A: What were there for the children in the fair?

B: (merry-go-round etc.)

A: What did you buy at the fair?

B: (Toys, flowers and pen)

A: What stalls were there in the fair?

B: (Fruit, vegetable, flower, sweet)

A: How did you feel after seeing the fair?

B: (Pleasant)

Let's understand:

1. Where did Sravan go?
2. When was the fair held in the village?
3. How many people came to the fair?
4. What did Sravan buy for his mother?
5. What did Sravan buy for his father?

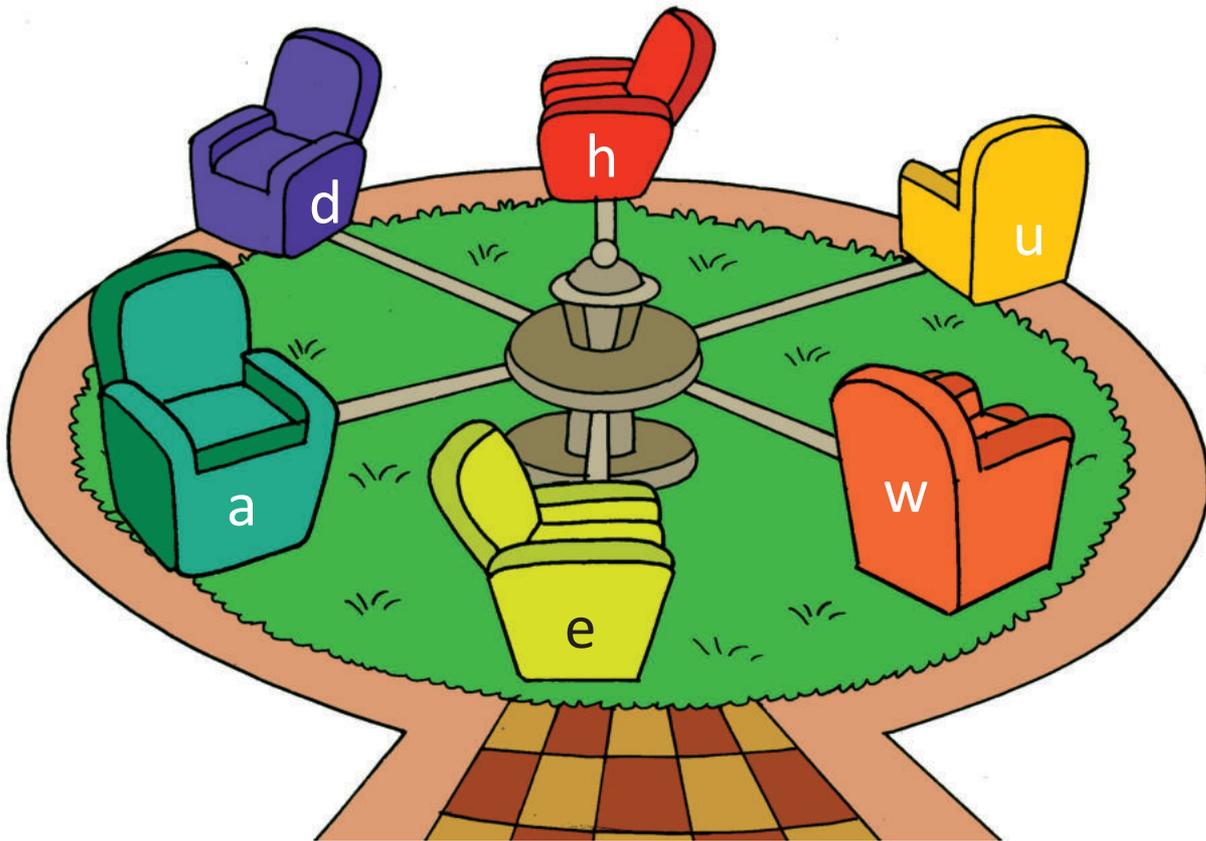


6. What did Sravan buy for himself?
7. What items were sold in the stalls?
8. How did the children enjoy in the fair?
9. How were the people who attended the fair?
10. Who were selling balloons at the fair?

Let's do:

Words merry-go-round:

Complete the boxes and make the words.



- | | |
|----------------|---------------------|
| 1. Toy tr___in | 4. Giant w___eel |
| 2. S___ing | 5. Merry-go-ro___nd |
| 3. Se___saw | 6. Sli___e |





Part - C

Let's do:

Match the following:

Spring horse

Jungle gym

Monkey bar

Seesaw

Tunnel

Swing

Slide

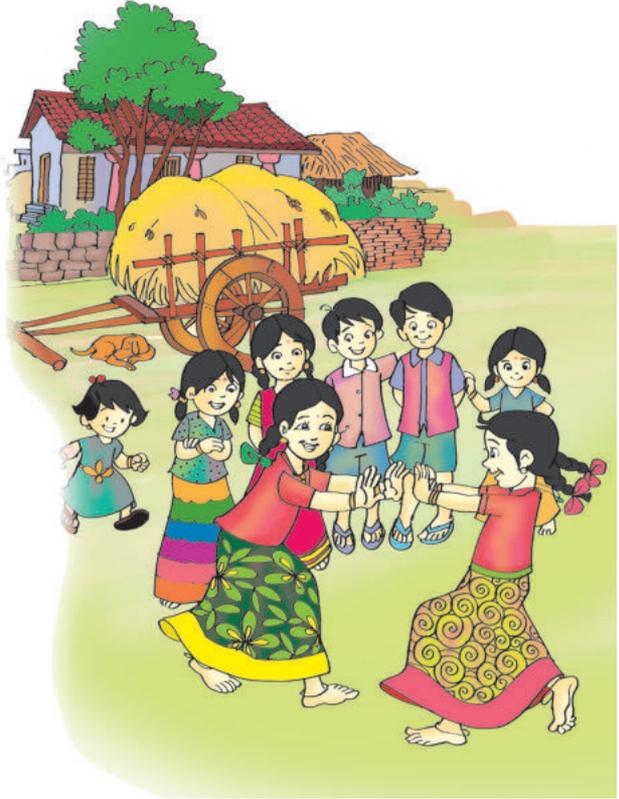
Merry-go-round

Giant wheel



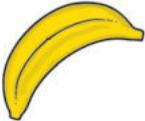
Fill in the blanks and form complete words.

- 1) B U _ _
- 2) T _ _ Y
- 3) S _ _ L L
- 4) F _ _ I _ _
- 5) F R _ _ U _ _ T
- 6) F _ _ O W _ _ R
- 7) V _ _ L _ _ A _ _ E
- 8) F E _ _ T _ _ V _ _ L
- 9) M _ _ N
- 10) W _ _ M _ _ N



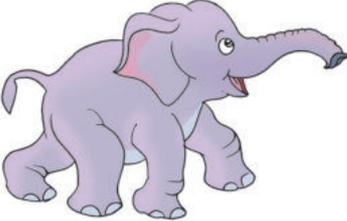
Did Sravan see the following items in the fair?

Write the names of the items in the second column with the help of the teacher. Read them aloud while writing and after writing. Write YES in the last column against the items Sravan saw in the fair and NO against the items that Sravan did not see.

Picture	Name	Yes / No
		
		

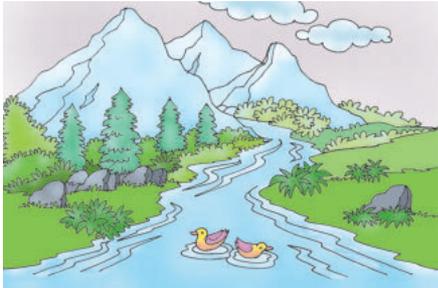
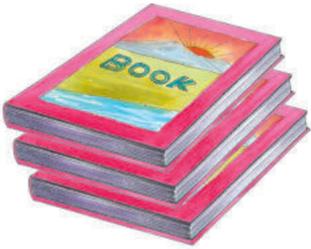
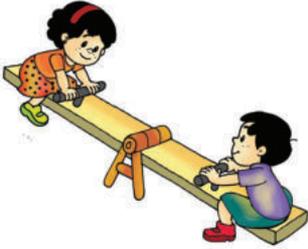




Picture	Name	Yes / No
		
		
		
		
		





Picture	Name	Yes / No
		
		
		
		
		



Let's do:



1. What is it?

Ans. It _____.

2. What is its shape?

Ans. It _____ in shape.

3. What are there to sit on?

Ans. There are _____.

4. How does it move?

Ans. It moves _____.

5. How did you enjoy it?

Ans. I _____.





Now, write all the answers of the above questions.

What did you observe?

It is the description of a merry-go-round.

1. _____
2. _____
3. _____
4. _____
5. _____

Likewise, the teacher should make the children describe giant wheel, seesaw, swing, fair, etc.

Note to the teacher:

- * Introduce all the unfamiliar words and provide meanings in English. Meanings in Telugu may be used as stimuli to get responses in English.
- * Use the C.D for the repetition of the poem.
- * Say the rhyme with correct stresses and rhythm. Use gestures with the rhyme. Let the pupils repeat it in the chorus, groups and individually.
- * Provide a conducive atmosphere for the pupils to understand the text.
- * Allow them to say/share their ideas in the language they know and later consolidate the points in English.
- * Narrate the given text/story with expression or play the CD in the classroom two or three times.
- * Encourage pupils to answer the questions/ do the activities/exercises after the story.
- * The purpose of these activities is to develop confidence among the pupils to start speaking in English.



Time

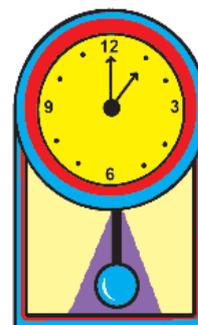
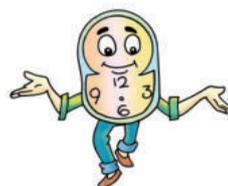


Part – A

Telling the time

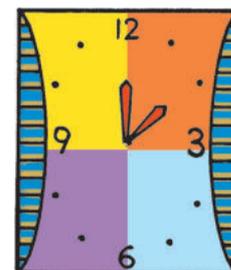
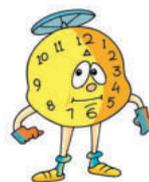
When The Small Needle Touches Number One
And The Big Needle Touches Number Twelve
It's 1 o'clock

It's **1 o'clock**, My Friend.



When The Small Needle Touches Number Two
And The Big Needle Touches Number Twelve
It's 2 o'clock

It's **2 o'clock**, My Friend.



When The Small Needle Touches Number Three
And The Big Needle Touches Number Twelve
It's 3 o'clock

It's **3 o'clock**, My Friend.



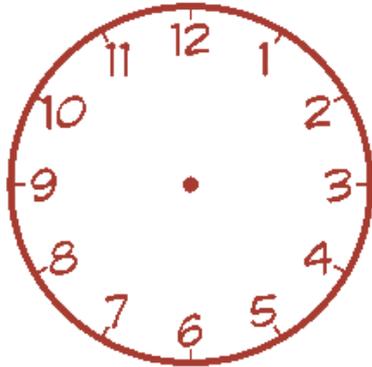
Note to the teacher:

Say the rhyme with correct rhythm. Use gestures for the rhyme.
Let the pupils repeat it. Encourage them to continue the rhyme
by adding lines until they finish saying all the twelve hours.



II. Words to remember:

(I) Let's listen and say:



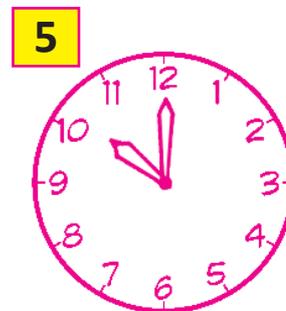
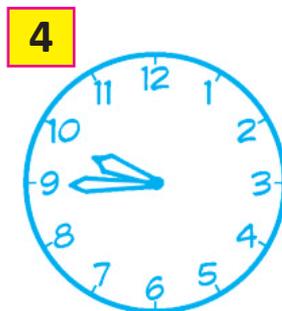
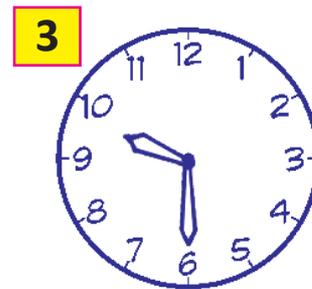
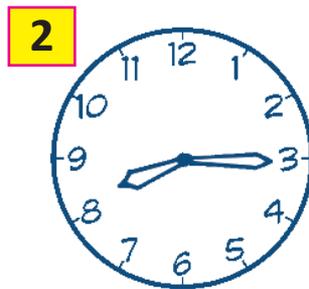
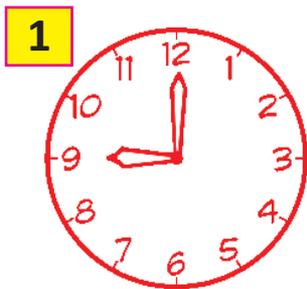
Note to the teacher:

Encourage the pupils to look at the picture and identify the parts of the clock. Let them say even in their mother tongue if they feel like. Help them to say the same thing in English later.



III. Let's talk:

(II) Observe the following picture clocks. Say the dialogues with your friend in pairs.



Talk to your friend:

What's the time in clock 1?



It's _____

What's the time in clock 2?



It's _____

What's the time in clock 3?



It's _____

What's the time in clock 4?



It's _____

What's the time in clock 5?



It's _____

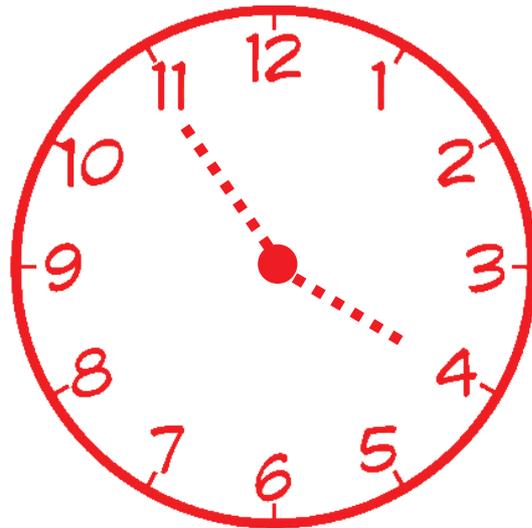
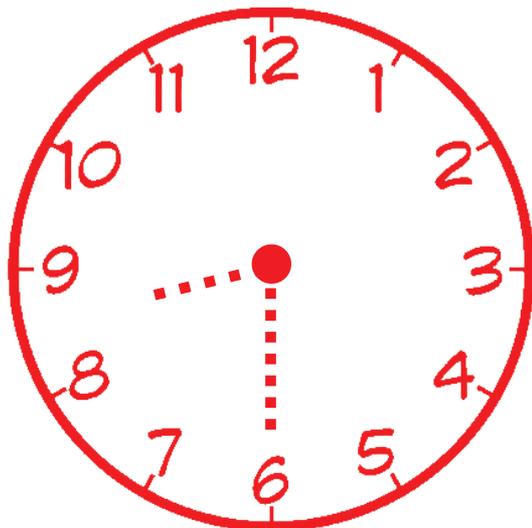
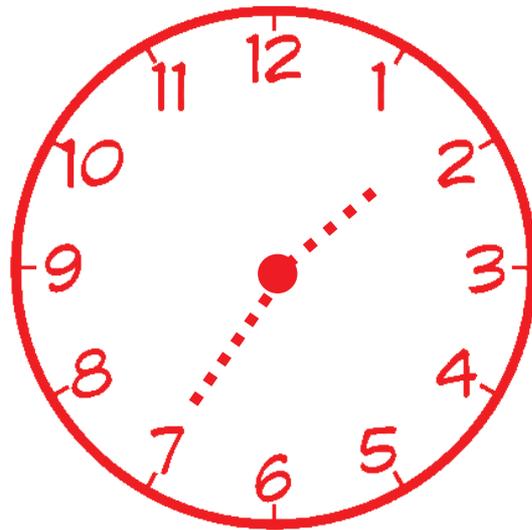
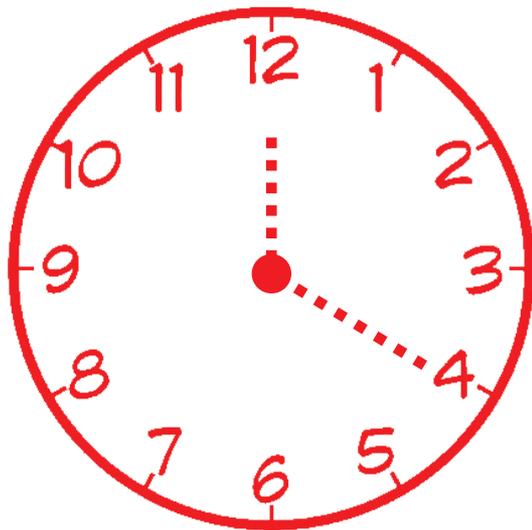


Note to the teacher:

- Ask the Pupils to look at the picture clocks and tell the time and talk about it. Help them to say in English. Encourage them to speak a few time phrases based on the picture clocks.
- Ask the pupils to take a clock / prepare a clock with movable hands. Tell them to keep big hand at twelve and to keep the small hand on numbers. Encourage the pupils to tell the time.



IV. Join the dots and tell the time from the given clocks.



Note to the teacher:

The teacher encourages the pupils to join the dots and helps them to tell the time.



Part - B

Let's listen:

Your teacher will tell you the story about "Telling the Time": Listen Carefully.

Look at me. My name is Mr. Clock. I am necessary to everyone. The whole world follows me. I have two hands, one long and one short. My long hand shows the minutes. My short hand shows the hours.



There are twelve numbers on my face. My minute hand goes from one number to another in five minutes, and makes a round in an hour. Thus, sixty minutes make an hour. My hour hand takes one hour to go from one number to another. There are twelve hours in the day and twelve hours of the night. When we speak of a whole day, we mean the day and night. That is, twenty-four hours make a day.

I treat everyone equally, and I am the true friend of everyone.

"Use me Right and be Happy."

Words to remember:

hands

long

short

honest

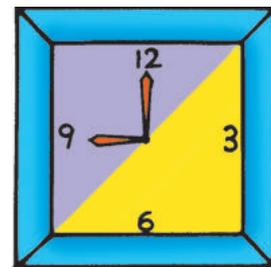
numbers

necessary

Do the following:

I. Answer the following questions:

1. What does the long hand show?
2. What does the short hand show?
3. How many hours make one day?
4. How many numbers are there on the face of a clock?
5. What's your lunch time?

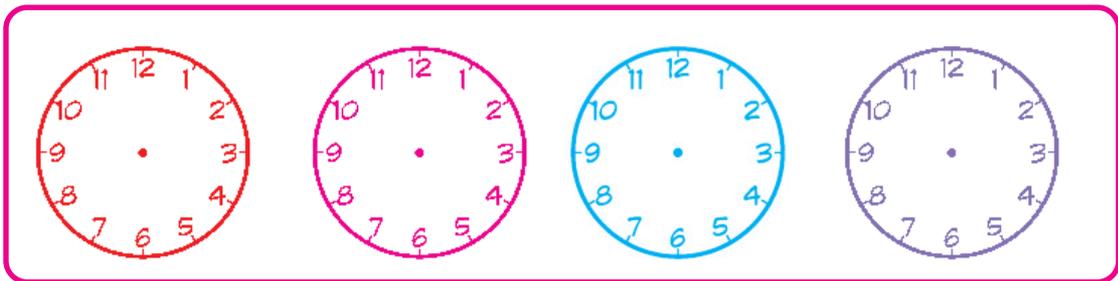


II. Choose the right word:

1. Sixty (seconds\minutes) make a minute.
2. Sixty (seconds\minutes) make an hour.
3. (24\22) hours make (a day\a week).
4. Seven days make (a week\a month).



III. Let's draw:



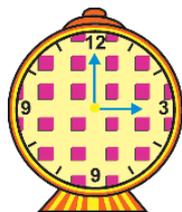
Note to the teacher:

Ask the Students to draw the hour hand and the minute hand and to tell the time.



IV. Pupils identify the types of clocks.

Pictures of types of clocks:



Let's talk:

Form a pair with your friend. Imagine that you and your friend know well about your school timings. Ask the following questions each other and respond.



What time does the first bell ring?



The first bell rings at _____

What time does the second bell ring?



The second bell rings at _____

What time does the lunch bell ring?



The lunch bell rings at _____

What time does the final bell ring?



The final bell rings at _____



2. Ask your friends the following questions and get the responses.

What time does your mother get up?

My mother gets up
at _____.

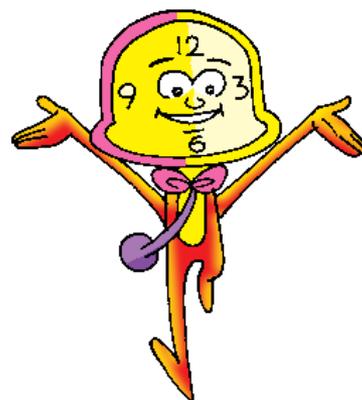


Note to the teacher:

Encourage the pupils to ask more questions and get responses about their family members and friends.



Part – C



Copy the following:

a) I get up at 6 o'clock.

b) I take my bath at 7 o'clock.

c) I have my breakfast at 8 o'clock

d) I go to school at 9 o'clock.

e) I take my lunch at 12 o'clock.



Note to the teacher:

Rhyme time:

- * "Telling the time" is an essential and delightful rhyme to know the concept of 'TIME.'
- * Show "The Clock" available to know the face of "The Clock" like "Numbers, Hour hand, Minutes Hand" etc.
- * Ask 12 students to stand in a clockwise and encourage them to say the rhyme.
- * The teacher can also encourage the children by singing the rhyme musically. (by showing the clock).
- * Remember to say the rhyme with right stresses and intonation.

Words to remember:

- * Let the pupils look and repeat the words along while observing the graphic pictures.
- * Allow the pupils to say (even) in their mother tongue.
- * But help them to say it in English later.
- * Give optimum Tongue & Ear training to acquire reasonably good pronunciation.

Let's listen:

- * Greet your pupils to feel the English learning environment.
- * Play the CD as per the requirement. Narrate the story with required gestures/ actions, etc.
- * Help the pupils to get familiar with "The Clock" while they listen to the story a second time.
- * Tell them to close their books and listen when you narrate the story/ play the CD.
- * Help the pupils to answer the questions. Do the exercises after the repeated listening.

Let's talk:

- * The main purpose of all the activities is to develop oral skills among the pupils.
- * Encourage the pupils to talk about their times of routine, school timings, etc.

Reading:

- * Read the words, phrases, sentences with the correct pronunciation and intonation.
- * Get your pupils read them to you.
- * Get them read aloud in chorus, in groups and individually.
- * Correct them in an encouraging way.

Let's work:

- * Guide the pupils to follow the instructions given to them for each task.
- * Ask them to write in the space provided.



The Calendar



Part - A



Hey Hey,
When is your birthday?
Clap your hand if it's January.

Stamp your feet
If it's February.

Shrug your shoulders
If it's March.

If it's April
Up you stand.

Born in May
Wave your hand.

June's the month
To touch the sky.

Fly around
If it's July.

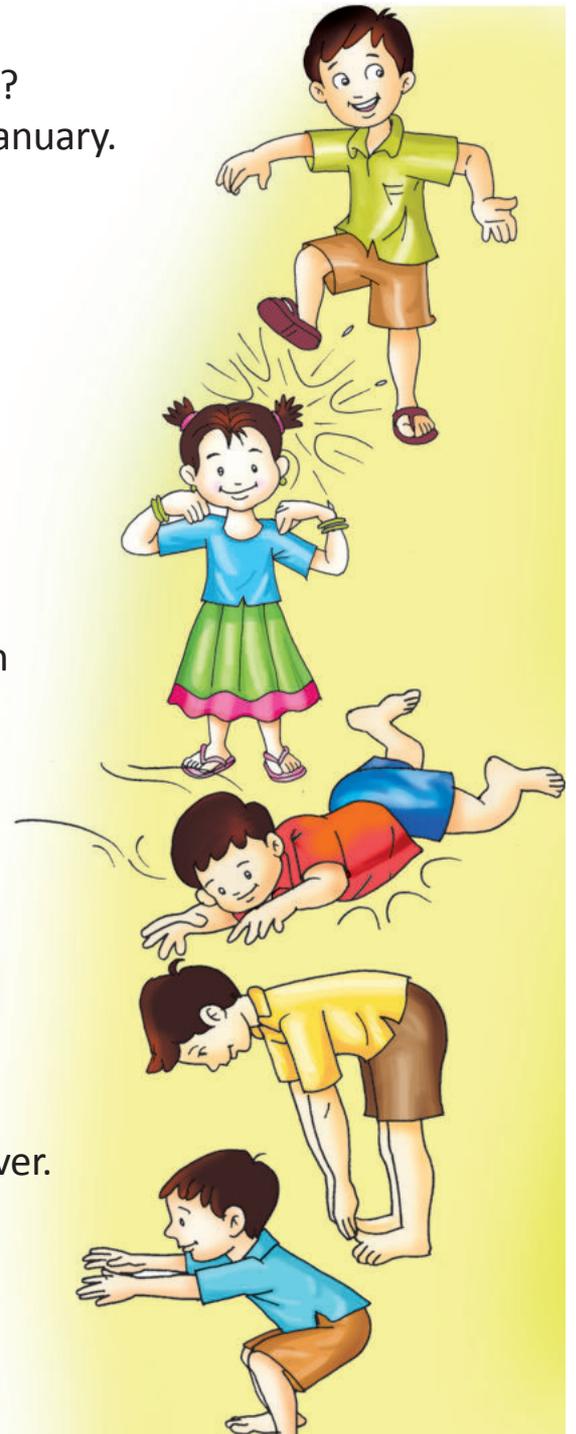
If it's August
Blow your nose.

In September
Touch those toes.

If your day is in October
Start your day by rolling over.

In November
Bend your knees

Here's December
You must freeze.



Words to remember:

clap blow stamp start
shrug bend touch freeze

Note to the teacher:

Encourage the pupils to look at a month of the calendar and identify the days and weeks, let them say (even) in their mother tongue and help them to say in English too.



Observe the calendar. Talk to your friend.

Example:

Friend 1: When is your birthday?

Friend 2: My birthday is in June.

Month	Year					
Sun	Mon	Tues	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

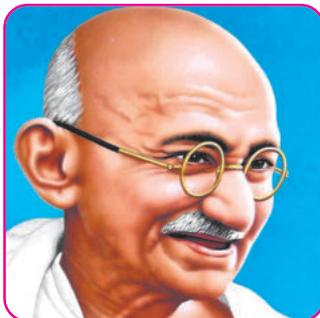


Note to the teacher:

Ask the pupils to look at the months of the calendar and identify the birthdays of all the pupils. Allow them to talk even in their mother tongue. Help them to say the same in English again. Encourage them to speak about the birthdays of their brother and sister and also of their parents.



Listen and do:



Name :

D.O.B :





Name :

D.O.B :

Name :

D.O.B :



Name :

D.O.B :

Name :

D.O.B :



Note to the teacher:

The teacher encourages the pupils to identify the picture of our national leaders and their birthdays. Help them to say Mahatma Gandhi was born on the second October . . .



Rearrange the jumbled letters to get the names of the months.

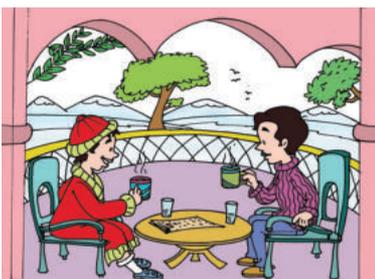
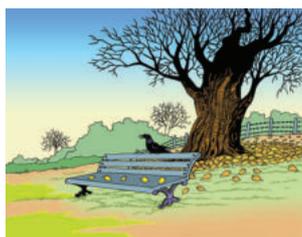
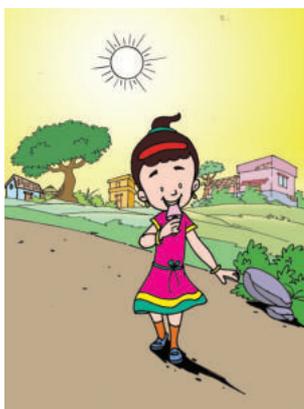
aarnyJu _____ rrbFyeau _____

Note to the teacher:

Help the students to recognize the letters of the alphabet and in rearranging and saying them aloud.



Let's identify:



1. Summer season
(March to May)
2. Rainy season
(June to Sept)
3. Autumn season
(Oct - Nov)
4. Winter season
(Dec to Feb)

Note to the teacher:

The teacher supports the pupils in identifying the seasons and months.



ii) Draw a line to match from 'A' to 'B'.

A	B
Monday	date
28th	year
April	day
2000	month



iii) Match the following.

A	B
May 8 th	tomorrow
May 9 th	yesterday
May 10 th	Today

iv. Fill in the blanks.

- This month: _____
- Next month: _____
- The day before yesterday: _____
- The day after tomorrow: _____

Note to the teacher:

Encourage the Pupils to be familiar with dates and times. (Present, past & future)



V. Find the months and circle them in word – search box.

T	N	J	U	H	U	A
M	T	M	C	Y	M	U
A	P	R	I	L	J	G
Y	A	I	L	U	Y	U
M	E	M	N	J	M	S
E	U	E	M	M	E	T
T	M	Y	U	A	G	M

Example : APRIL



Part - B

Let's listen:

Your teacher will tell you the story of the "The calendar."

Listen carefully:

Do you know when your next birthday is?

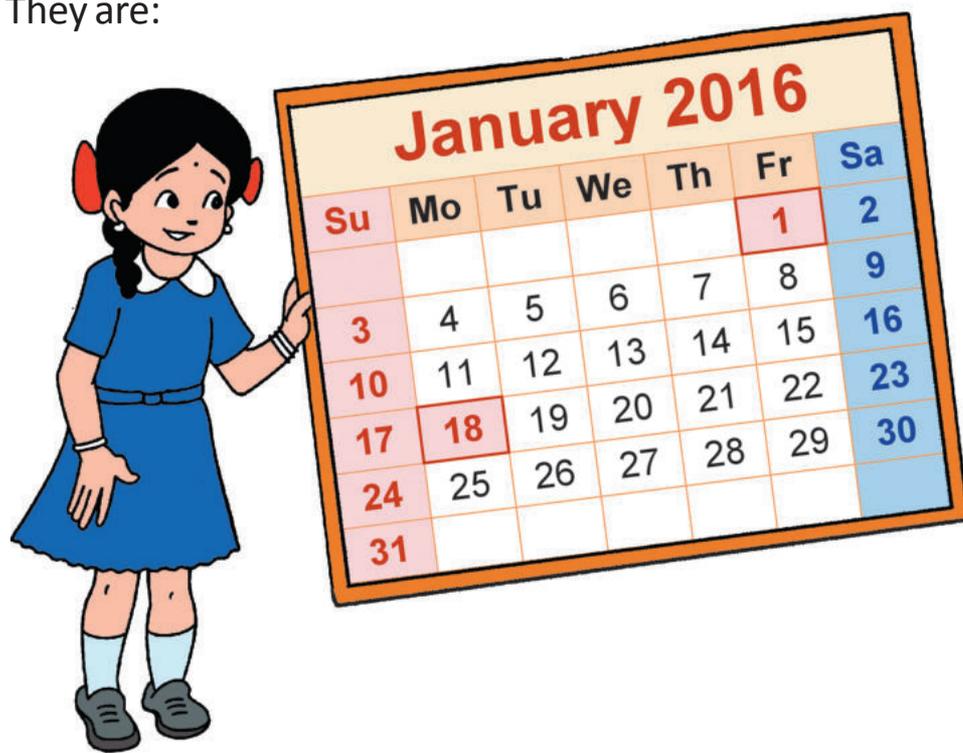
If you want to know, first you should know about me.

My name is Calendar.

I have twelve children.

Do you want to know their names?

Yes. They are:



1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December.



During the three months from March to May, it is summer in most parts of India. The rainy season begins in the second week of June and continues up to the second week of October. Raining recedes in October. Autumn begins in October and continues up to November. Winter season begins in December and ends in February. Seasons differ from country to country.

How many days are there in a month?

Some months have thirty days. Some have thirty-one and one month only twenty-eight days. That month is February. But every fourth year it has twenty-nine days. That year is called 'a leap year.'

How many days are there in a year?

There are three hundred and sixty-five days in a year. But in a 'leap year' we have three hundred and sixty-six days.

Do the following:

Answer the following questions.

How many months are there in a year?

What are the names of the months?

Which months have thirty days?

Which months have thirty-one days?

How many days are there in a year?

What is a 'leap year'?

How many days are there in a 'leap year'?

Which is the shortest month of the year?

Which two months that have thirty-one days come together?

During which months we get the summer holidays?



Fill in the blanks with suitable names of the month.

1. _____ is the first month of the year.
2. _____ has twenty-eight days.
3. _____ is the last month of the year.
4. Is December a hot or a _____ month?
5. August is the _____ month of the year.

Let's talk:

Form into a pair with your friend. Look at the calendar and ask the following questions each other and respond.

Example:

Sunday	Monday	Tuesday
Wednesday	Thursday	Friday
Saturday		

1. How many Sundays are there in this month?
2. Which day do you like most? Why?
3. What do you do on the weekends?



Match the following:

A							B		
1.	Sun	Mon	Tue	Wed	Thu	Fri	Sat	()	A. Three times a week.
	✓	✓	✓	✓	✓	✓	✓		
2.	Sun	Mon	Tue	Wed	Thu	Fri	Sat	()	B. Twice a week.
	✓								
3.	Sun	Mon	Tue	Wed	Thu	Fri	Sat	()	C. Every day.
		✓			✓				
4.	Sun	Mon	Tue	Wed	Thu	Fri	Sat	()	D. Once a week.
		✓		✓		✓			

Note to the teacher:

Encourage the pupils by asking the questions using the phrases.



Ex: Person 1: What do you do everyday?
 Person 2: I water the plants everyday.

Let's write:

Copy the following and say them aloud.

Today is Monday.

Tomorrow is Tuesday.

Yesterday was Sunday.



Note to the teacher:

Rhyme time:

- * 'The calendar' is an easy and lively rhyme to remember the 'months' of the calendar. Just show the calendar along with the 'RHYME.'
- * Show the calendar to know the 12 months. Ask the students to identify the months, seasons, dates, days, weeks, etc.
- * Ask 12 students to stand in a circle, and encourage them to say "My name is January. I'm the first month of the year. People all over the world celebrate my first day as "Happy New Year," etc.
- * If possible, the teacher can sing the rhyme musically. (Showing the Calendar).
- * Remember to say the rhyme with right stresses and intonation.

New words:

- * Let the pupils look and repeat the words while observing the graphic pictures.
- * Allow the pupils to say even in their Mother tongue.
- * But help them to say the same in English with the help of the pictures.
- * Give optimum "Tongue & Ear" training to acquire reasonably good pronunciation.
- * Encourage the pupils to grasp the meanings.

Let's listen:

- * Greet your pupils to get the feel of the English learning environment.
- * Play the CD as per the requirement/ narrate the story with appropriate gestures, and actions, etc.
- * Enable the pupils to become familiar with the calendar available while they listen to the story a second time.
- * Let your pupils close their books and listen when you narrate the story/play the C.D.
- * Help the pupils to answer the questions/ do the exercises after the repeated listenings.

Let's talk:

- * The aim of all the activities is to develop oral skills among pupils.
- * Encourage the pupils to talk about their birthdays and all days of importance.
- * Encourage the pupils to add a few lines if possible.
- * Ask the pupils to "role-play" the conversations.

Reading:

- * Read the words/ phrases/ sentences with the correct pronunciation and information.
- * Get your pupils read them to you, two or three times.
- * Get them read aloud in chorus, in groups and individually.
- * Correct them encouragingly. Repeat the right answer and ask them to repeat.

Let's write:

- * Guide the pupils to follow the instructions given to them by each other.
- * Ask them to write in the space provided.
- * Show them how to write in the space provided.
- * Encourage the pupils to do the writing exercises on their own.

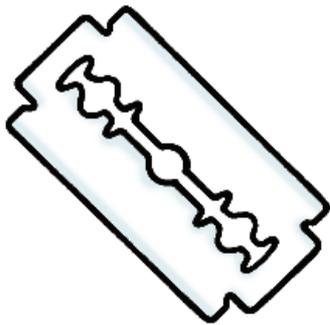




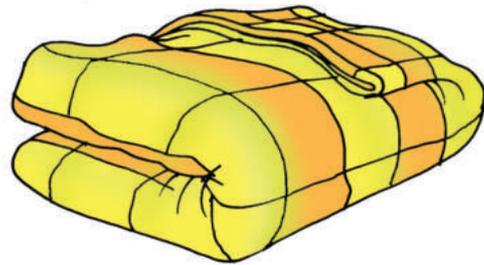
back



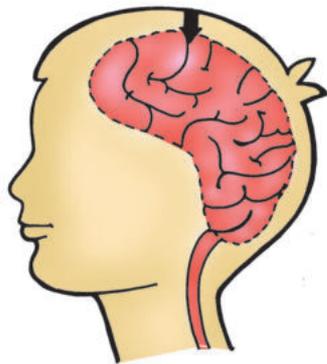
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blade



blanket



brain



break



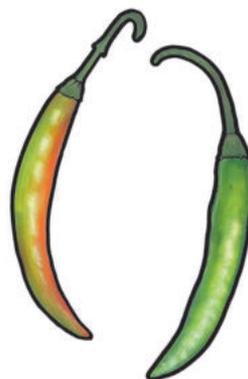
chain



chair



champion



chilli



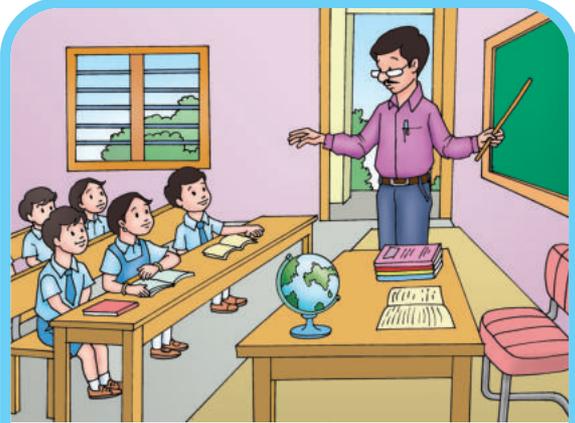
chin



church



clap



classroom



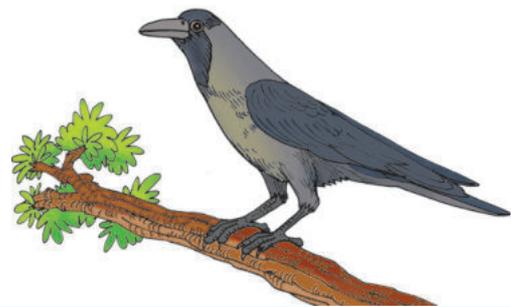
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clock



crane



crow



crowd



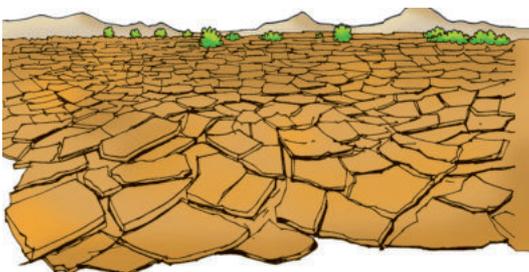
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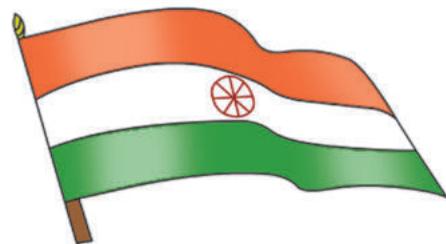
draw



drawers



dry



flag



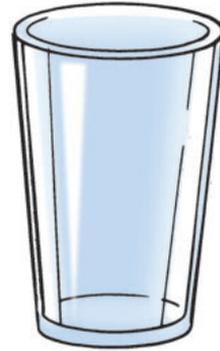
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flood



floor



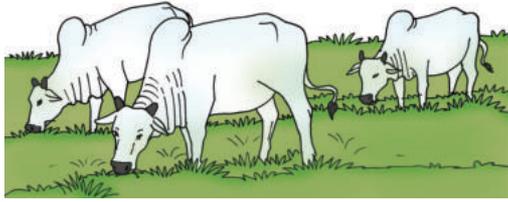
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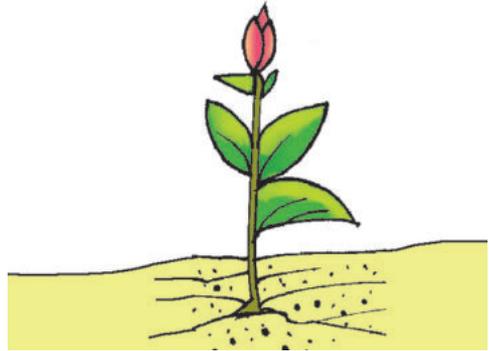
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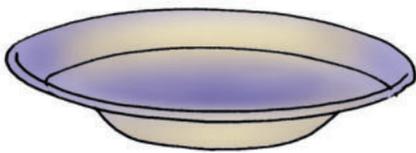
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oxen



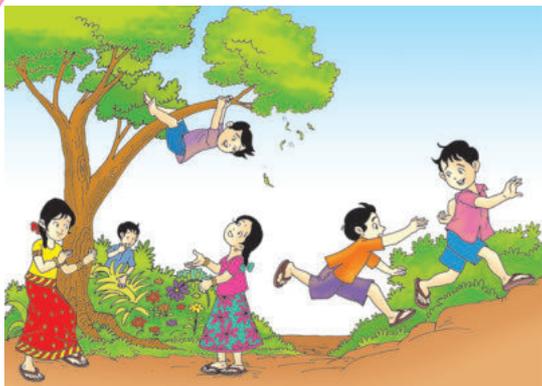
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plate



platform



playing



pray



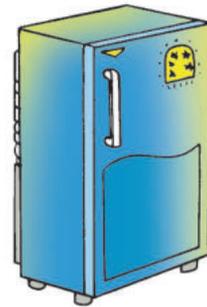
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rat



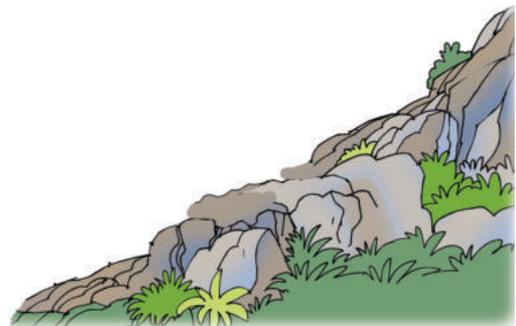
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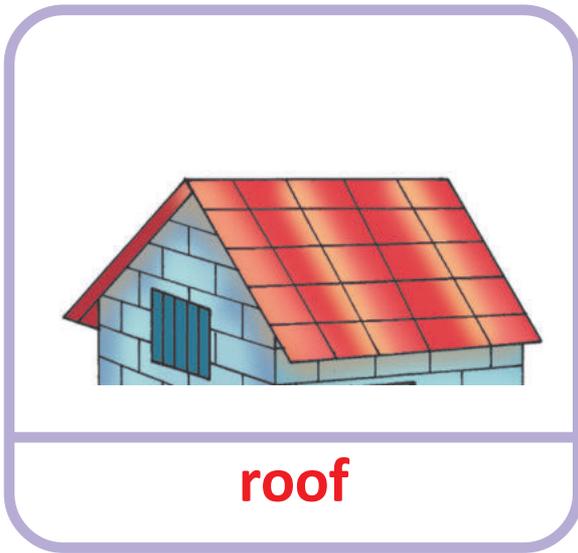
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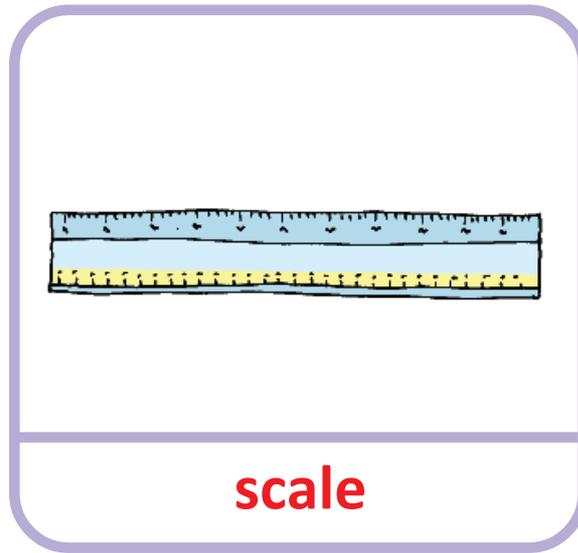
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rock



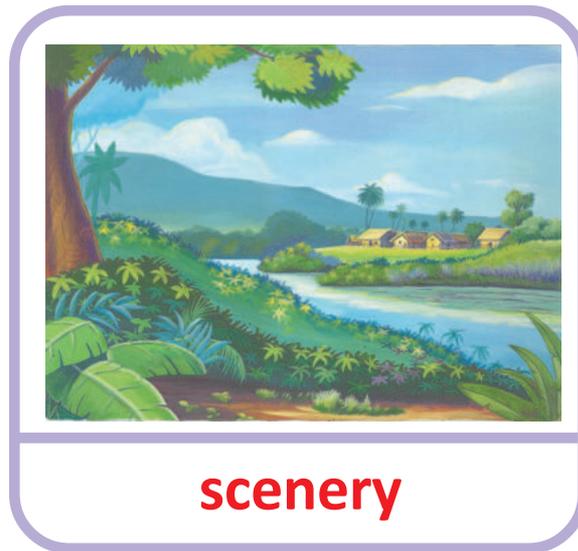
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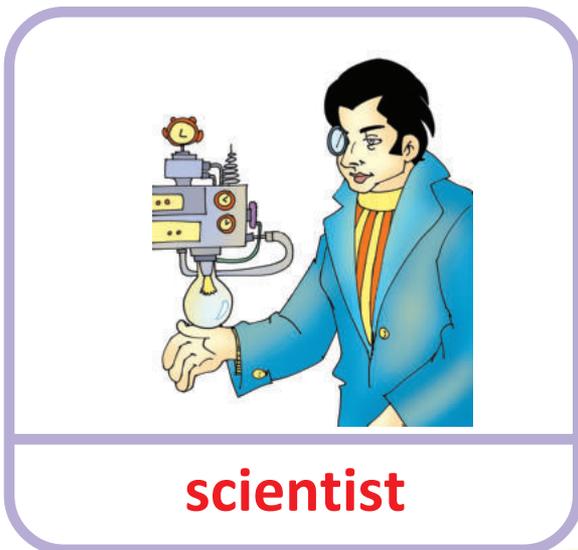
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scare



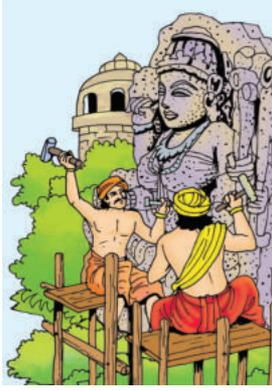
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scientist



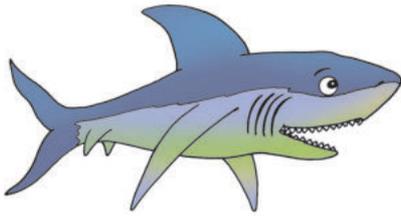
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sculpture



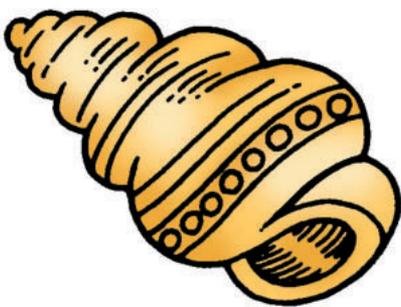
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shark



sheep



shell



shirt



shoulders



skin



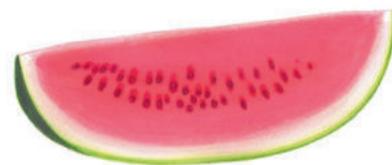
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skirt



sleeping



slice



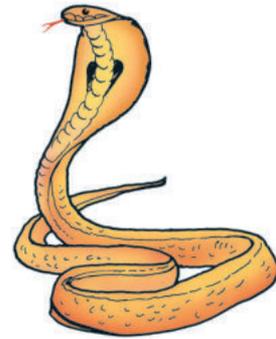
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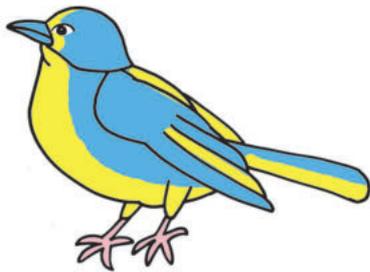
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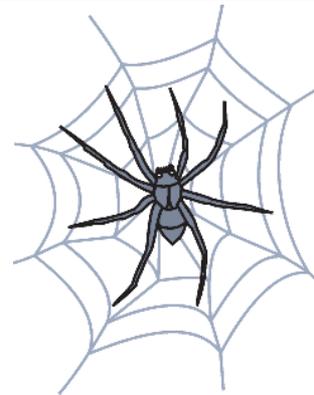
smile



snake



sparrow



spider



spray



strip



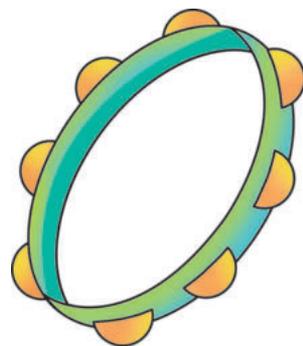
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swimming



sword



tambourine



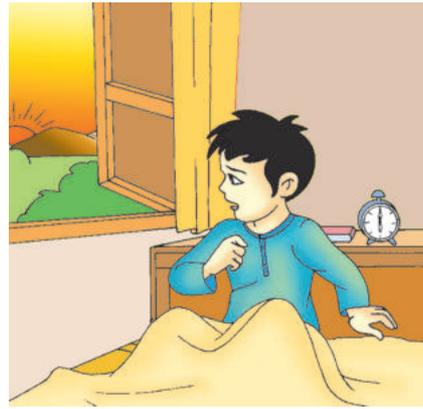
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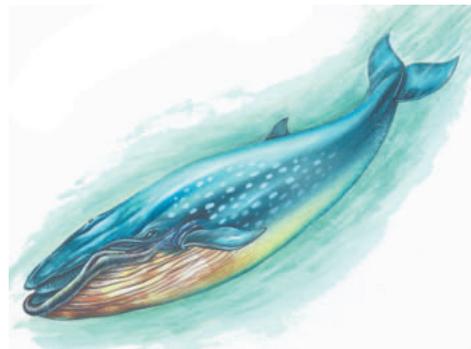
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wake



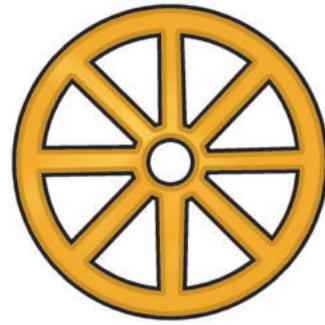
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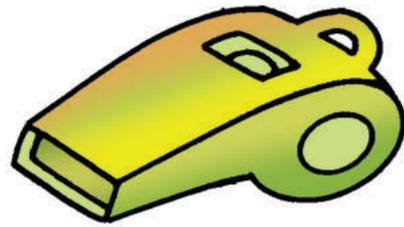
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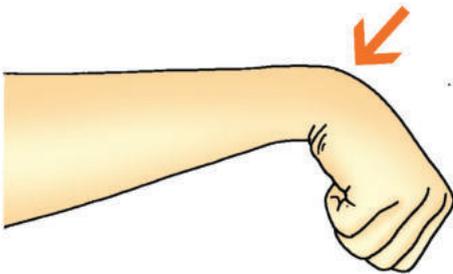
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whiskers



whistle



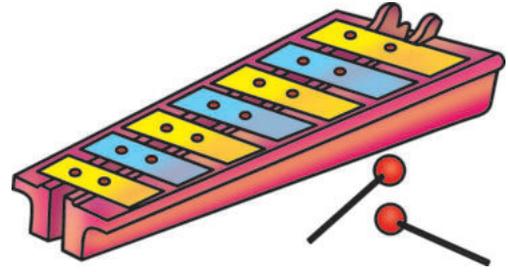
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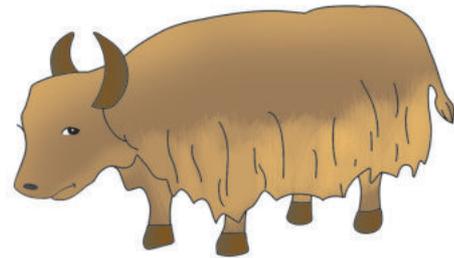
x-mas Tree



xylophone



yacht



yak



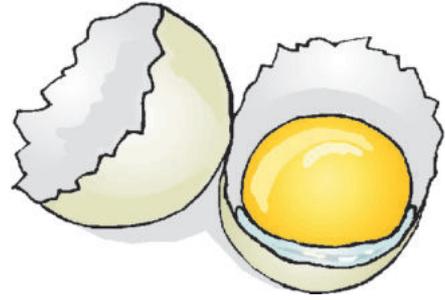
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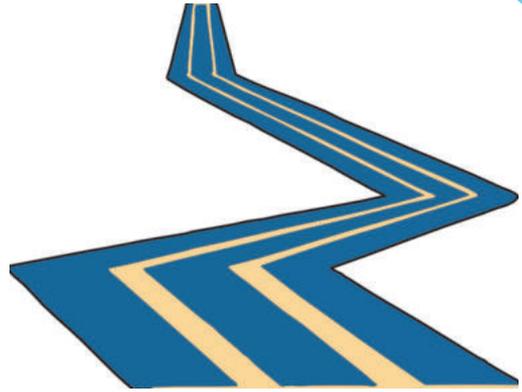
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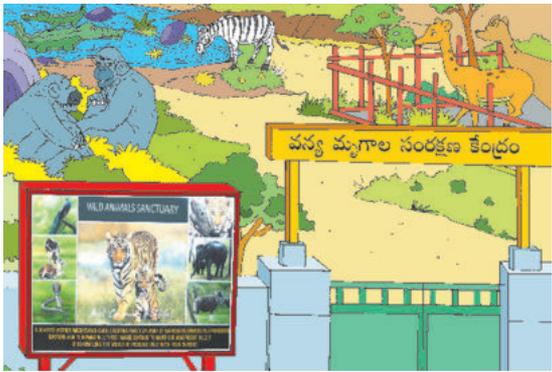
yolk



zebra



zigzag



ZOO



zoom