

ગુજરાત શૈક્ષણિક સંશોધન અને તાલીમ પરિષદ, ગાંધીનગરના પત્ર-ક્રમાંક
જસીઈઆરટી/અભ્યાસક્રમ/માધ્યમ/૨૦૧૫/૬૪૧, તા. ૯-૧-૨૦૧૫-થી મંજૂર

English

First Language

Standard 2

(Second Semester)



PLEDGE

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 respect my parents, teachers and all my elders and treat everyone with courtesy.

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

Price : ₹ 29.00

Name of Student : _____

Name of School : _____

Class : _____ **Roll No.** _____



Producer : Gujarat Council of Educational Research and Training, Gandhinagar

Publisher : Gujarat State Board of School Textbooks, Gandhinagar



© Gujarat State Board of School Textbooks, Gandhinagar

Copyright of this book is reserved by Gujarat State Board of School Textbooks. No reproduction of this book in whole or in part, in any form is permitted without written permission of the Director, Gujarat State Board of School Textbooks.

Subject Advisor:

Dr. Rajendrasinh Jadeja

Authors:

Dr. Damyanti Umra
Dr. Jignasa Patel

Reviewers:

Dr. Parul Patel
Ms. Sylvia Fernands
Dr. Pranav Joshipura
Mrs. Madhu Khanna

Editors:

Dr. Piyush Joshi
Dr. Mahendra Chotaliya

Subject Co-ordinator:

Ms. Krishna Dave (English)

Art and Design:

Lajja Communications
Vallabh Vidyanagar

Preparation and Planning:

Haresh S. Limbachiya
(Dy. Director :Academic)

Lay-out and Planning:

Haresh S. Limbachiya
(Dy. Director :Production)

Preface

In view of NCF 2005 and RTE – 2009, many far reaching changes have been carried out in the curriculum as well as the whole education system in Gujarat. While the focus of these changes has been on the fundamental concepts regarding the very process of education, the perceptible difference can be noticed in the new orientation given to the classroom interaction between the teacher and the learner as also among the learners themselves. This new orientation aims at promoting creativity, critical thinking and analytical abilities. In language education, particularly, this change of orientation can be noticed in the shift from predictable, content based comprehension and expression to constructive, meaningful interaction. This shift of focus requires the teacher to discourage memorisation of text based answers and encourage variation in response generated by authentic experiences in real life situations. This has been done by providing learning tasks in the form of activities rather than text based exercises.

We have also received valuable cooperation of H. M. Patel Institute of English Training and Research in this process. The textbook has been prepared in the light of constructive suggestions given by subject experts as well as practicing teachers. Care has been taken to retain the good elements that were tried and tested in the earlier textbooks, and new elements have been added in the light of the new orientation. Thus, efforts are made to prepare an error free and pedagogically effective textbook. However, we shall welcome constructive suggestions to improve the quality of the work.

With all good wishes.

Dr. Bharat Pandit

Director

Date : 3-3-2015

Dr. Nitin Pethani

Executive President

Gandhinagar

First Edition : 2015

Published by : Bharat Pandit, Director, on behalf of Gujarat State Board of School Textbooks, 'Vidyayan', Sector 10-A, Gandhinagar

Printed by :

FUNDAMENTAL DUTIES

It shall be the duty of every citizen of India : *

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild-life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) to provide opportunities for education to his /her child or ward by parent or guardian as case may be, between the age of six and fourteen years.

*Constitution of India : Section 51-A.

INTRODUCTION

We are happy to present this textbook for joyfully learning English. This book reduces the burden of the children by combining mathematics, environmental science and English in a unique fun loving way.

With the emphasis on learning by doing, this book focuses on oral work in the first few units and gradually introduces reading and writing thereafter. Hence the beginning units have only illustrations that go with the stories, rhymes and activities. For suggestions about the classroom procedures, the stories to be narrated and for the rhymes, games and other activities, you may refer to the Helpline. Parents who are interested in participating in the children's learning process could also use the Helpline. They could also enhance the children's language competence by providing exposure to the language and by encouraging the children to use English for a variety of purposes.

Each unit in the book begins with a whole class activity such as the teacher narrating a story based on the pictures given in the children's book. After this children work in groups of four or six and then with a single pair partner. This leads to individual work where the children develop the ability to do some productive work on their own. At the end, once again call the whole class together. Thus, each unit begins with the whole class working together and ends with the whole class sharing their learning experience. In between the children work in groups, pairs and as individuals.

There are colourful pictures in the book. Further, space is provided for children to draw and colour specific sketches according to teacher's instruction. The illustrations and the activities based on them help the learners. Explore the world by using all their senses. They talk about what they see, hear, smell, taste and feel. This helps in their overall development and provides a strong foundation for their ability to think and use language meaningfully.

Learning of a language is not limited to learning the alphabets, words and sentences alone. Once a language is learnt, it becomes a tool for various purposes. For this to happen, the children should be engaged in meaningful interaction with their classmates and the teacher. The emphasis has to shift from mechanical copying of letters, words and sentences to real communication. Hence, the first few units do not expect them to read or write anything. They just listen to the teacher, look at the pictures and learn to interact. Whatever they draw or say will convey their own ideas and feelings. The later units gradually introduce reading and writing. Towards the end of the year, they will learn to write a few words and sentences. This is in keeping with the latest developments in the teaching and learning of languages.

The focus of both teaching and testing at this level is certainly not on making the children memorize the spellings of words. Children should be able to

- Listen to English and understand what is said
- Use a few words in English expressing their own thoughts, ideas and feelings
- Look at pictures and understand what they stand for
- Read a few words and sentences with understanding
- Write a few words and sentences which they have already used orally.

The main purpose of the book is to make the children experience the pleasure of learning a new language. At this age, children can learn any number of languages as easily as they learn their mother tongue. When they learn their mother tongue they just listen to others and then respond in their own way. They begin to repeat some words and then begin to use the language creatively and meaningfully. Similarly, while teaching any other language the emphasis should be on listening. That is, children may respond with hand gestures, head nods, facial expressions, sketches etc. Later they may respond by repeating some part of what they hear. Then, gradually, they learn to express their own ideas and receive others' responses. When they learn their mother tongue, they do not learn to read and write till they have learnt to use the language orally. Similarly, when we teach a new language, it is necessary to introduce it orally before we ask the children to read and write words and sentences in that language. The teaching of a new language should never begin with the copying of the alphabets. That is why this book has no written words in the first few units.

At the end of the year, the children are expected to do the following :

- Participate in a simple conversation including greetings and simple responses
- Listen and understand stories and conversation based on pictures
- Listen and recite simple rhymes
- Talk about one's own likes, dislikes, feelings, etc. and share information and experiences
- Read and write simple words and sentences which express personal information and ideas felt and experienced.

Parents can help their children by using the language in meaningful contexts as part of day-to-day life and thereby provide natural exposure. They can help the children participate in real interaction wherein their response may be a simple gesture, one word or part of a sentence. They can describe the pictures in the textbook to the children and tell them stories in English.

We enjoyed preparing this book and we hope that you and the children will enjoy using it.

- Authors

CONTENTS

Unit	Name	Page No.
1	Who is Stronger?	01
2	Rainbow Colours	07
3	Cleanliness is next to Godliness	12
4	The Sky is Falling	19
5	The Wise Banyan Tree	28
6	Mice are Nice	36
•	Evaluation Activity	43

UNIT - 1

Who is Stronger?

ACTIVITY - 1

Look at the following pictures and describe what you see.

Prepare a list of things you see.



ACTIVITY - 2

Listen to the following story.

Characters

1. North Wind

2. The Sun

3. A Traveller

Once the North Wind and the Sun had fight over a silly matter.

North wind : I am the strongest in the world. Watch me blow huff! puff !

Sun : Yes, you are strong. But you are not stronger than I am.

North Wind : Of course I am stronger than you!

Sun : Come, let's find out.

Can you see the traveller tending on the road in the picture given below?

North Wind : Of course, I do. Do you want me to blow him down? I can do it easily.

Sun : No, no, you don't have to do that. Just try and take off the man's shawl.

North Wind : That is easy! I can do it in a single blow.

And the North Wind began to blow hard.

Traveller : Hmm... it's getting a little cold.
Let me wrap my shawl tightly around me.

North Wind : Watch me I'll soon have it off!

The North Wind blew even harder.

Traveller : Oh! It's getting very cold. I must wrap my shawl around my head or I'll freeze

North Wind : Oh! I can't make him take off his shawl.

Sun : Shall I try now?

North Wind : Oh yes, But I am sure you can't do it.

The sun began to shine brightly.



Traveller : Ah! It's getting warmer.

Sun : I'll shine a little brighter and then watch him.

Traveller : Oh! It's getting warmer. I must take off my shawl.

The traveller took the shawl off, folded it neatly and put it in his bag.

Sun : It is always better to be warm and smiling than cold and angry.



Helpline

Discuss with the class how the sun brings light, warmth and joy to the world. Talk also about a world without sunshine and about what would happen to all the birds, animals, plants. etc

ACTIVITY - 3

Read the following sentences and write - who said to whom ?

1. Ah! Its getting warmer.
2. It is always better to be warm and smiling than cold and angry.
3. That is easy! I can do it in a single blow.
4. Oh, it's getting very cold. I must wrap my shawl around my head or I'll freeze.

ACTIVITY - 4

Go to an open space. Stand facing the East. Put your hands out and point to the directions with the help of your teacher and tell the direction.

Example :

- Point to the North and say, "This is the North."
- Point to the South and say, "This is the South."
- Point to the East and say, "This is the East."
- Point to the West and say, "This is the West"



Sing this song with actions.

Point your foot to the North,
Point your foot to the West,
Point your foot to the North,
And shake it all about
Do the boogie woogie
And turn yourself around.

Point your foot to the North,
Point your foot to the East,
Point your foot to the North,
And shake it all about
Do the boogie woogie
And turn yourself around.

Point your hand to the South,
Point your hand to the East,
Point your hand to the South,
And shake it all about
Do the boogie woogie
And turn yourself around.

Point your hand to the South,
Point your hand to the West,
Point your hand to the South,
And shake it all about
Do the boogie woogie
And turn yourself around.

ACTIVITY-5

Ask four of your friends to stand in different directions. Then write the sentences about different directions your friends are standing.

Example:

1. Sonal is facing the North.
- 2.
- 3.
- 4.
- 5.
- 6.

ACTIVITY-6

Read the story again and circle the following words. Write how many times each word occurs in the story.

No.	Words	Number of Times
1	stronger	
2	shawl	
3	blow	
4	warm	
5	cold	

ACTIVITY - 7

Read and copy the following sentences.

1. The Sun rises in the East.
2. The Sun sets in the West.
3. The wind is coming from the North.
4. The wind blows across the land.

ACTIVITY - 8

Who am I ?

- a. I always go round and round the house but never touch the house?

Tell me who am I? _____.

- b. We are four brothers in this world that were all born together.

The first runs and never wearies.

The second eats and is never full.

The third drinks and is always thirsty.

The fourth sings a song that is never good.

Tell me who am I? _____.

ACTIVITY - 9

Read the newspaper and answer the questions to complete the table.

Questions :

1. What time did the sun rise today?
2. What time will the sun set today?

Example :

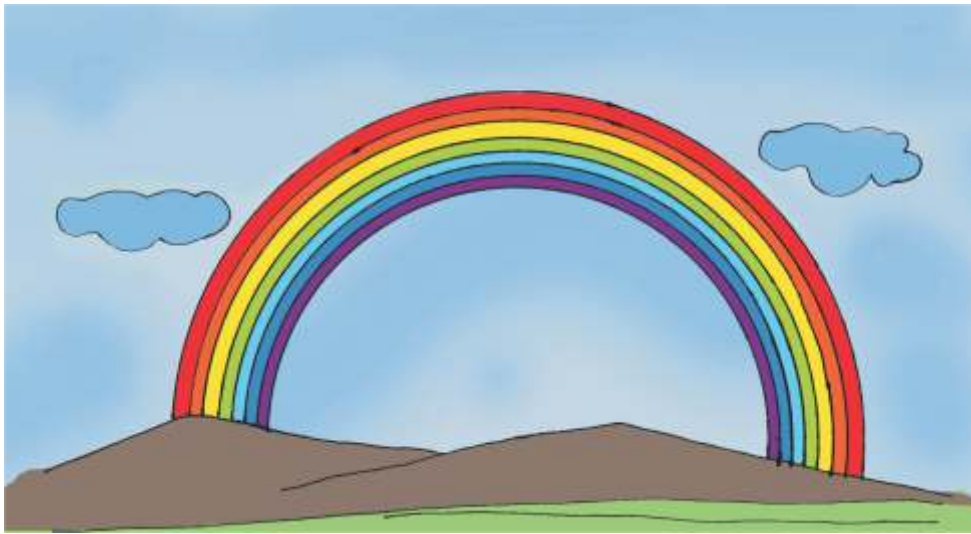
Date	Sunrise	Sunset
15/04/2014	5:14 a.m.	7:00 p.m.

ACTIVITY - 10

Enact the play 'Who is stronger?' in your class. Make paper masks for the Sun and the Wind using coloured chart paper. Everybody takes turns to be the Wind, the Sun or the traveller. Finally, write two sentences about one of the masks.

Helpline

While explaining the story, the teacher should introduce new words to the students.

**ACTIVITY - 1**

Read and enjoy the poem.

A rainbow of colours,
In the light, after rain.
There are seven of them,
And, each one has a name.

Red is the first
Rainbow colour in the sky.
Orange is next,
Like jack-o-lantern pie.

Yellow is the third,
Lemon comes to mind.
Colour four is green,
Think of grassy hills to climb.

Blue is the colour five,
Like the water in a lake
The sixth is indigo,
Blue-grey blends that you can make.

Violet is the colour
Of the last rainbow band.
Violet is flowery,
Like the pedals in your hand.
So, wave your arms above you
Cast your colours high.
And, try to make a rainbow
Across a cloudy sky.

- Sharon MacDonald

ACTIVITY - 2

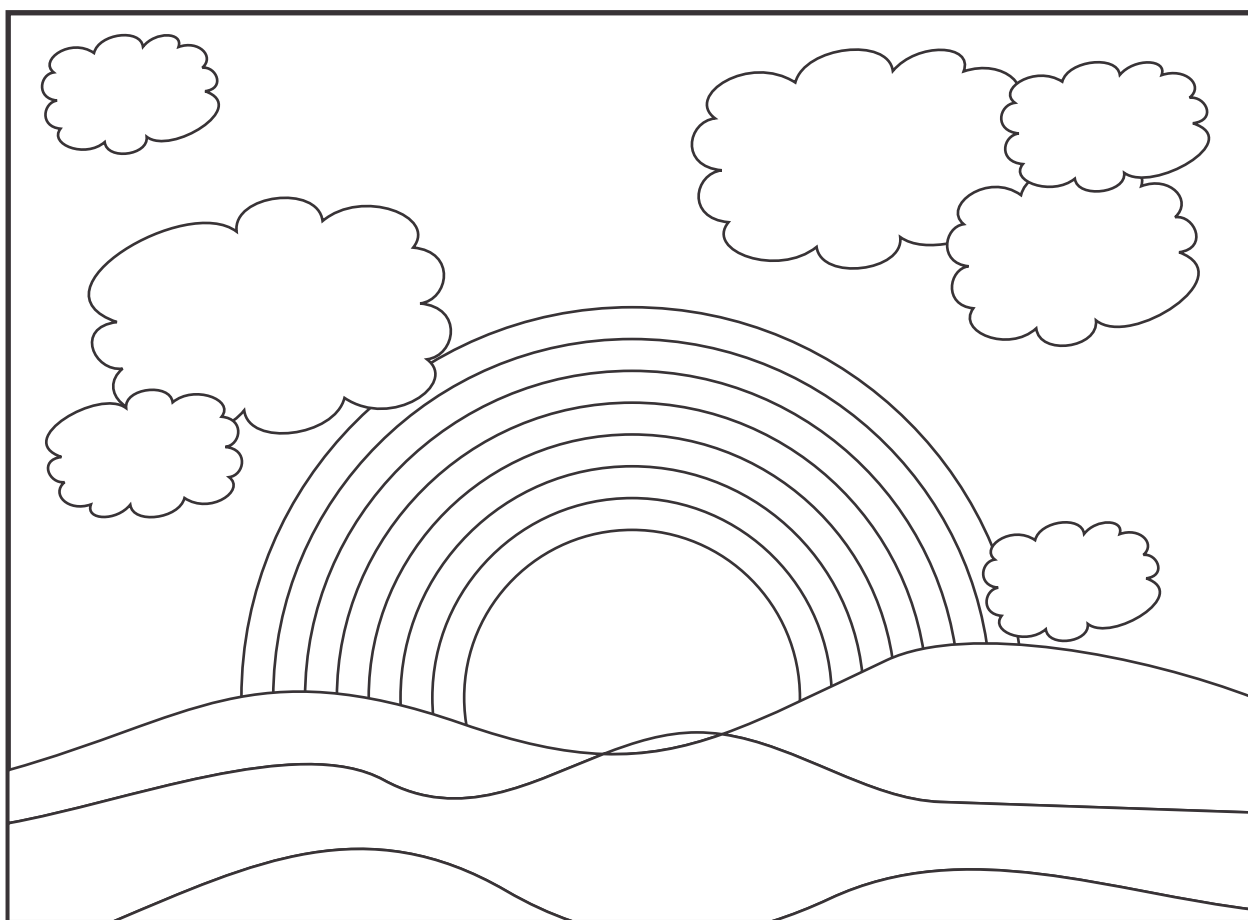
Classify the following things according to their colour:

(apple, banana, mango, grapes, cauliflower, ladies finger, cabbage, tomato, sweet lime, brinjal, carrot, orange, peas, pineapple, capsicum)

Red	Violet	Green	Yellow	Orange

ACTIVITY - 3

Colour the following picture:



Helpline

Help students to colour the rainbow in sequence.

ACTIVITY - 4

What is your favourite colour ? _____.

Name the things you have seen in that colour.

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

ACTIVITY - 5

Read and enjoy the poem.

My skin is sort of brownish
Pinkish yellowish white
My eyes are greyish bluish green,
But I am told they look orange in the night.
My hair is reddish blondish brown.
But it's silver when it's wet.
And all the colours I am inside
Have not been yet invented.

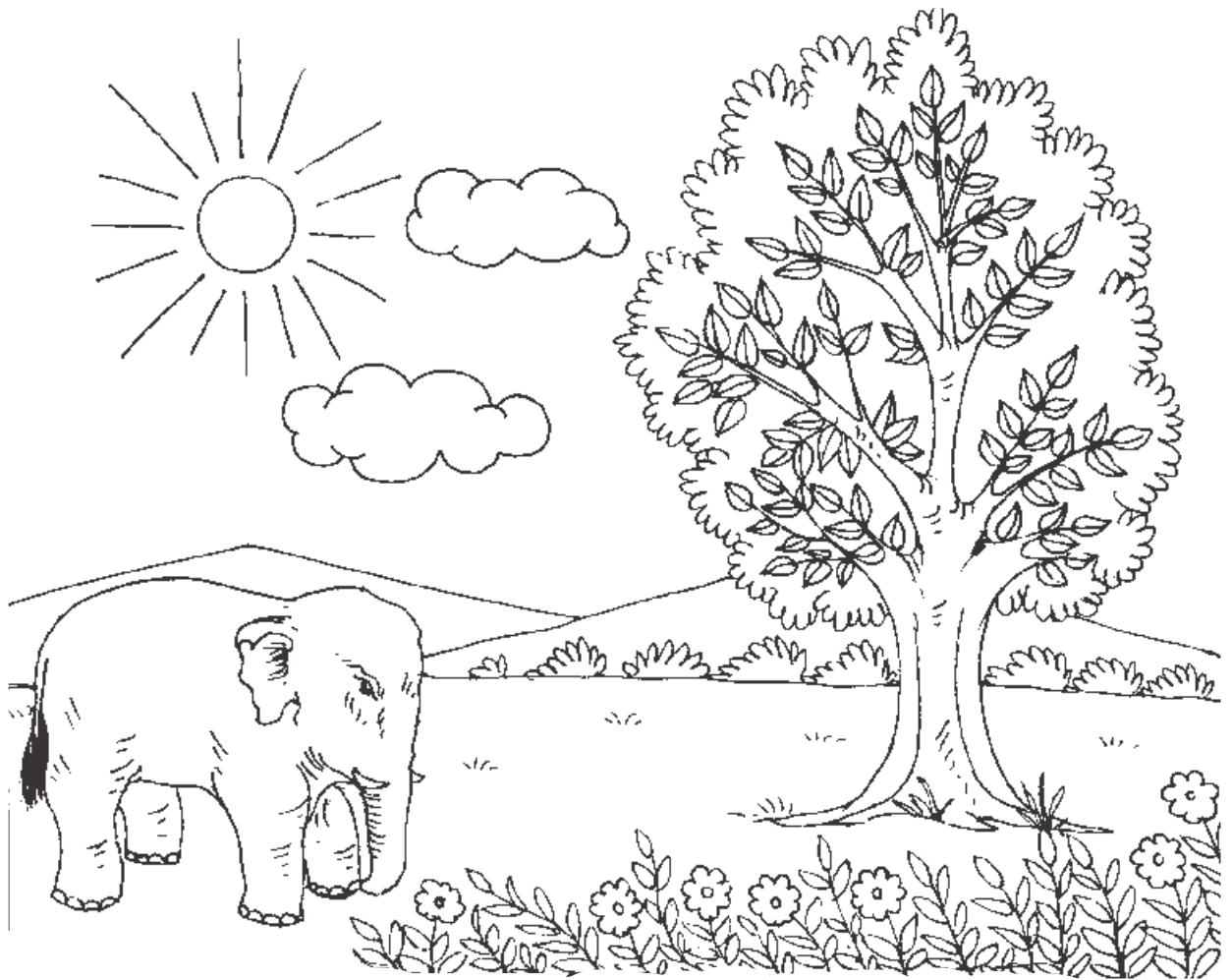
ACTIVITY - 6

Match "A" with "B".

- | A | B |
|----------|-------|
| 1. hair | white |
| 2. grass | pink |
| 3. teeth | blue |
| 4. lips | black |
| 5. sky | green |

ACTIVITY - 7

Colour the picture .



Fill in the blanks with the colours that you have used in the picture.

The _____ sun is shining. There are _____ clouds in the _____ sky. There is a big tree with _____ leaves and a _____ trunk. A _____ elephant is standing on the _____ grass. The flowers are _____.

ACTIVITY - 8

Learn to do leaf painting.

Instruction: Paint the leaf with your finger and press the painted leaf on the paper. Remove the leaf slowly and carefully. What do you get?

Helpline

The teacher should show the class how to do leaf painting according to the instruction given and then tell the class to do the activity.

ACTIVITY - 9

Ask your family members and your friends what their favourite colours are and prepare a list.

No	Family members	Colour	Friends	Colour

ACTIVITY - 10

Let's explore a new colour by mixing two colours.

1. red + white = _____.
2. orange + brown = _____.
3. white + grey = _____.
4. green + red = _____.
5. violet + yellow = _____.

Helpline

Allow students to explore new colours by mixing their own choice of colours.

ACTIVITY - 1



Look at the following picture and answer the questions.

1. What do you see in the picture?
2. Prepare the list of things you can see in the picture.
3. How many items did you note?
4. Share your list with your classmates. Who made the longest list?
5. Write one new word that you learned from a classmate's list.

Item No.	Name of thing	Item No.	Name of thing

ACTIVITY - 2

Read the following story.

Children of Class II : 'Can we go for a picnic, please?'

Squirrel : 'Please teacher, let's go for a picnic.'

Teacher : 'Ok, let's go.'

(So the children of Class II decided to go for a picnic.)

They took a bus and went to Sundarvan. It is a picnic spot in the jungle.

All of them got down from the bus. They started walking towards the jungle.

Suddenly it started raining. They saw a building in front of them. They ran towards it. The door of the building was open. They entered. It was a very dirty house. They could not see anybody inside. They shouted.

Teacher : 'Hello! Anybody there? Its raining, can we stay here for some time?'

'Yes, I think nobody is there. Let's stay here for some time.'

Children : 'But teacher, the house is dirty.'

Teacher : 'Let's clean it.'

'Four of you clean the kitchen.'

'Four of you clean this big room.'



Miss Camela said, 'sweep the floor'
Puppy said. 'I'll sweep the floor,' Puppy swept the floor.

Miss Camela said: 'Remove the cobwebs.'

The Kangaroo and the squirrel said:
'We'll remove the cobwebs.'

They removed the cobwebs.

Miss Camela said: 'Clean the windows.'

Kitty Cat and the squirrel said: 'We'll clean the windows.'

They cleaned the windows.

Miss Camela said: 'Mop the floor.'

Snowy lamb and a snake said: 'We'll mop the floor.'

They mopped the floor.

Now the house was very clean.

Everyone was very tired. But they were very happy.

The Teacher said: 'Let's open the picnic basket and take out the food,'

They opened the picnic basket and took out all the food.

After eating the food, they all started singing and dancing. They played games. They enjoyed their picnic very much.



ACTIVITY - 3

Work with your partner. Take turns to ask and answer the question: ‘Who said the following?’ First say the answer orally and then write it in the space provided. One example is given.

1. “We will clean the windows.” — Kitty and squirrel
2. “But Madam, the house is so dirty.” —
3. “Four of you clean the kitchen.” —
4. “I will sweep the floor.” —
5. “We will mop the floor.” —
6. “We will remove the cobwebs.” —

Helpline

Help students answer the questions by reading the story again.

ACTIVITY - 4

Work in groups of four and take turns to give instructions and follow the instructions. Say a sentence in response before doing the action.

Example:

A

Clean the table.

Pick up the papers.

B

I’ll clean the table.

I’ll pick up the papers.

ACTIVITY - 5

Participate in cleaning your classroom or the school. Then prepare a table which lists the names and work done by each.

Example:

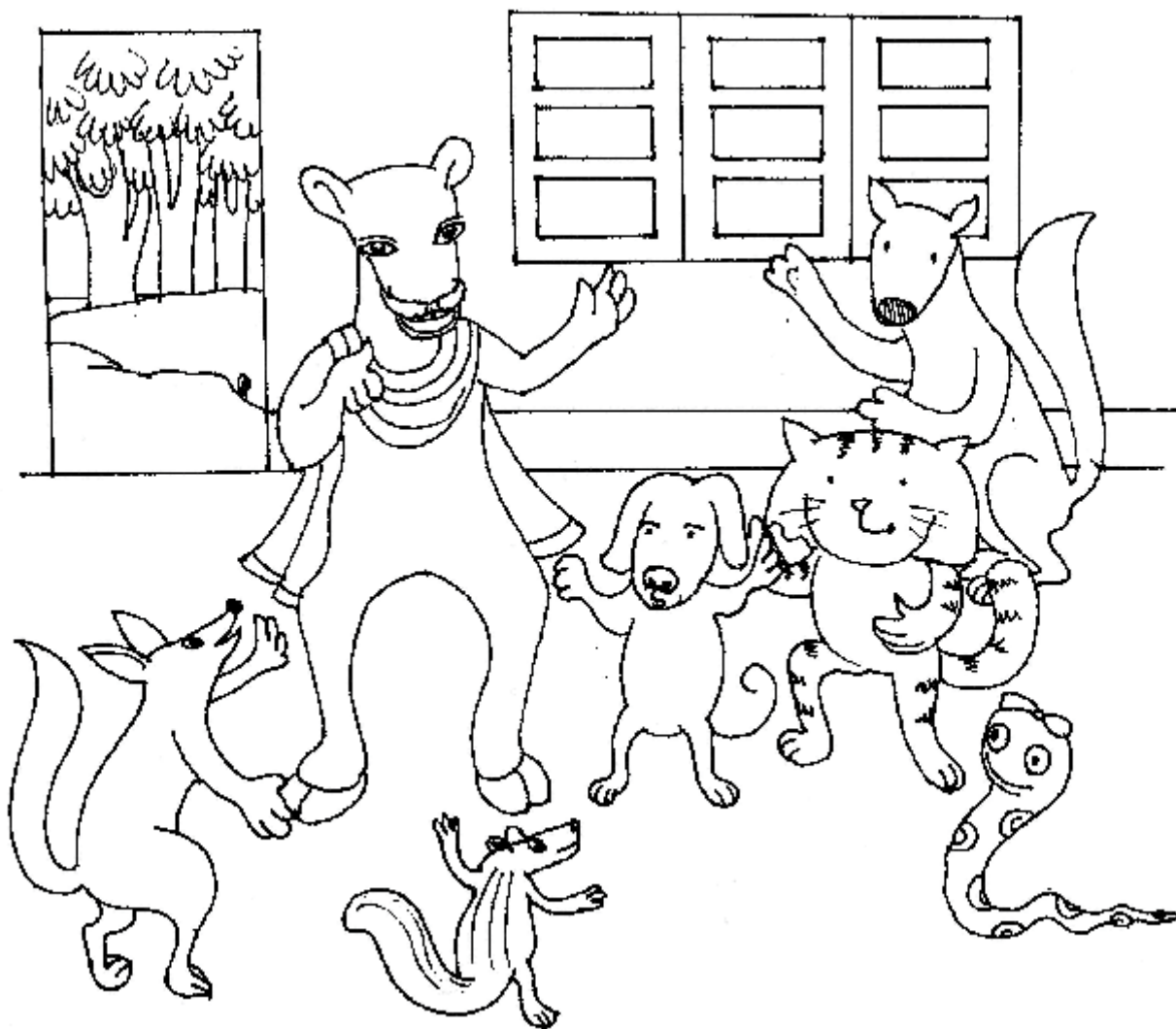
No.	Name / Names	Activity / Activities
1.	Aryan	swept the floor
2.	Smita	dusted the table
3.		
4.		
5.		

Helpline

Get the classroom cleaned. Distribute the work among the children.

ACTIVITY - 6

Colour the picture and say two sentences about each character in the picture.



ACTIVITY - 7

Sing this rhyme while doing action.

This is the way we sweep the floor ,
Sissy-shish, Sissy-shish,
Watch them getting clean and neat,
Sissy-shish, Sissy-shish!



This is the way we mop our room,
Moppoty-mop, Moppoty - mop
Watch them getting clean and neat,
Moppoty-mop, Moppoty-mop!

This is the way we wash our clothes,
Rub-a-dub, Rub-a-dub,
Watch them getting clean and white,
Rub-a-dub, Rub-a-dub!



This is the way we hang them out,
Flippity-flap, Flippity-flap,
Watch them blowing in the wind,
Flippity-flap, Flippity-flap!

This is the way we have a bath
Splashy-splash, Splashy-splash,
Watch us splashing in the pool,
Splashy-splash, Splashy-splash!





ACTIVITY - 8

Mime an action and ask.

“What did I do ?”

Let the others guess by asking,

“Swept the floor”

“dusted the tables?” etc

You say, “Yes, you’re right.”

or

“No, guess again.”

ACTIVITY - 9

Form groups and enact the story on cleanliness.

ACTIVITY - 10

Write five sentences on how you will keep yourself clean. Use the words given below:

(bath, daily, comb, clean clothes, nails, oil, brush)

Helpline

Ask one student to mime and let other students guess what he/she is acting.

Part - 1: THE SKY IS FALLING



ACTIVITY - 1

1. What are the things you can see in the sky?
2. What are the things that can fall from the sky?
3. What falls from a tree?
4. What sound does it make?

ACTIVITY - 2

Narrator, Chorus, Rabbit, Duck, Fox, Dog, Lion

Narrator : One morning, little Rabbit woke up early. He decided to go for a walk. The sun was shining. It was a pleasant day. He was walking under a big tree. A small acorn fell, plop!! It landed right on his head.



Rabbit : Hey, what was that?
What was that? Oh
no! The sky is
falling.

Chorus : Run Rabbit, run
Rabbit. Run Rabbit,
little Rabbit,
run, run, run. The
sky is falling.

Rabbit : I must tell the King.
I must tell the King.
A piece of the sky
fell on my head. I
must tell the King.

Chorus : You must tell the
King, You must tell
the King. The sky is
falling. You must
tell the King.

Narrator : Little Rabbit, ran and ran and ran. On the way, he met his
old friend Mrs. Ducky.

Mrs. Ducky : Good morning, little Rabbit. Where are you going? Why are
you running? Can't you say 'Hello'?

Rabbit : I can't stop now. I'm going to see the King. The sky is
falling. I must tell the King.

Mrs. Ducky : What did you say?

Rabbit : The sky is falling.

Chorus : Run, Mrs. Ducky, run. The sky is falling. Run, run, run. You
must tell the King.

Mrs. Ducky : The sky is falling. The sky is falling.



Chorus : Little Rabbit, Mrs Ducky, run, run, run. The sky is falling.
Tell the King

Narrator : Little Rabbit and Mrs. Ducky ran and ran and ran. On the
way, they met their old friend Mr. fox.

Mr. Fox : Good morning, little Rabbit and Mrs. Ducky. Where are you
going? Why are you running? Can't you say 'Hello'?

Little Rabbit : We can't stop now. We're going to see the King. The sky is
& Mrs. Ducky falling. We must tell the King.

Mr. Fox : What did you say? What did you say?

Little Rabbit : The sky is falling.
& Mrs. Ducky

Chorus : Run, little Rabbit, Mrs. Ducky, Mr. Fox. The sky is falling.
You must tell the King.

Mr. Fox : Tell me again. What fell?

Little Rabbit : A piece of the sky.

Mr. Fox : When?

Little Rabbit : Just a minute ago.

Mr. Fox : Oh no! What'll we do? Oh my! What'll we do? The sky is
falling. We must tell the King.

Narrator : And so, little Rabbit, Mrs. Ducky and Mr. Fox, ran and ran
and ran. On the way, they met the old friend Mrs. Doggy.

ACTIVITY - 3

Read the story and answer the questions.

1. What is the story about?
2. What hit little Rabbit on the head in the beginning of the story?
Tick (✓) the right answer.
() a rock () an acorn () a mango () a pan
3. Why did little rabbit think the sky was falling?

4. Who is the first animal to follow little rabbit?
5. You can tell little rabbit is _____
 - tired and hungry
 - not very smart
 - very angry
 - very smart

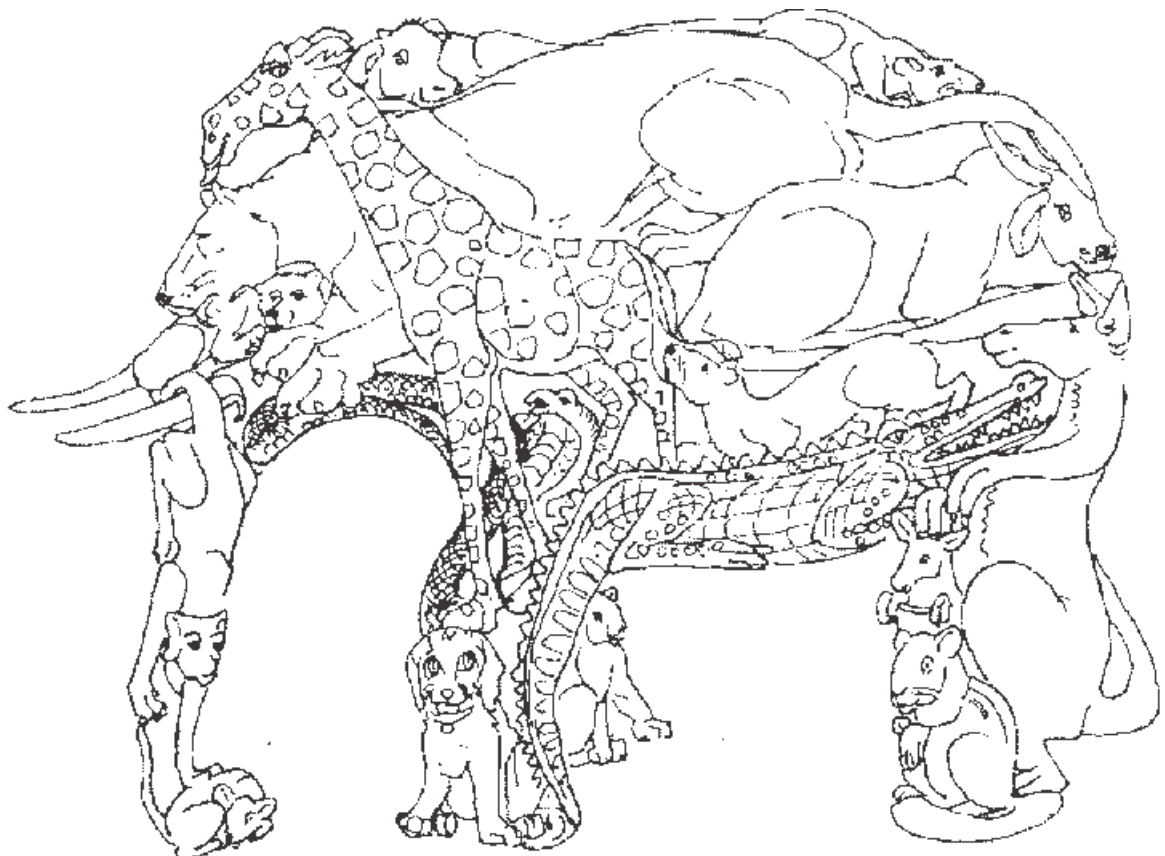
ACTIVITY - 4

Here is a list of animals. Read their names carefully. Then arrange these names in an alphabetical order.

elephant	leopard	sheep	horse
buffalo	donkey	deer	cat
camel	goat	fox	dog
monkey	bear	tiger	cow
zebra	rabbit	lion	squirrel
giraffe			

ACTIVITY - 5

Find out the wild animals and domestic animals from the picture and write their names.

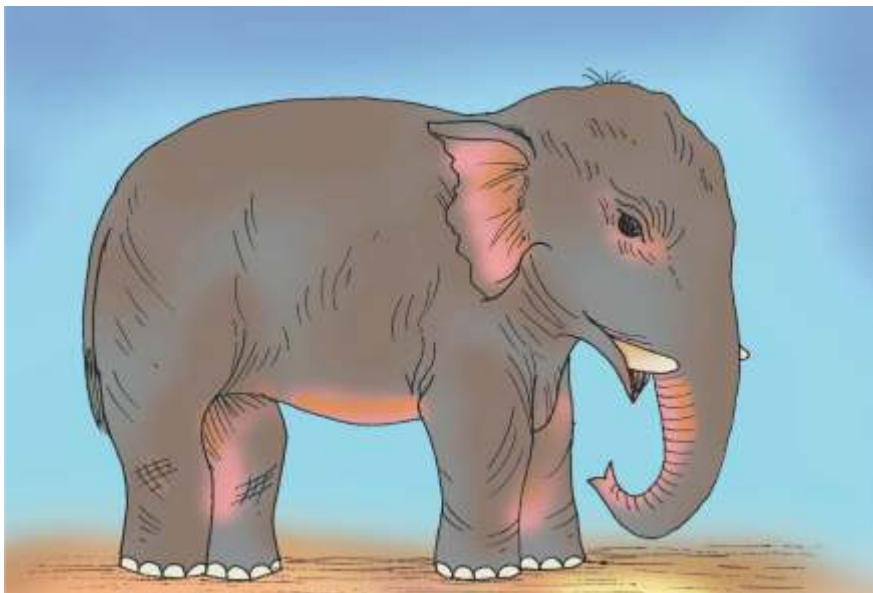


Domestic animals	Wild animals

ACTIVITY - 6

Look at the picture and write five sentences about it.

1. I can see a big e_____.
2. It has two big e__s.
3. It _____ two small e__s.
4. _____.
5. _____.





ACTIVITY - 7

Part - 2: THE SKY IS FALLING

- Mrs. Doggy : Good morning, little Rabbit, Mrs. Ducky and Mr. Fox. Where are you going? Why are you running?
- Mr. Fox : The sky is falling, The sky is falling, We're going to see the King. We must tell the King.
- Mrs. Doggy : What did you say? What did you say?
- Little Rabbit, Mrs. Ducky, Mr. Fox : The sky is falling
- Chorus : Run little Rabbit, Mrs. Ducky, Mr. Fox, Mrs. Doggy. The sky is falling. You must tell the King.
- Narrator : And so, little Rabbit, Mrs. Ducky, Mr. Fox and Mrs. Doggy, the four of them, hurried together down the road towards the king's castle. On the way, they met their old friend, king of the forest, the Lion.
- Lion : Hello everybody! Where are you going?
- Mrs. Doggy : To the King. The sky is falling.
- Lion : How do you know the sky is falling?
- Mrs. Doggy : Mr. Fox told me.
- Lion : How do you know?
- Mr Fox : Mrs Ducky told me.
- Lion : How do you know?
- Mrs Ducky : Little Rabbit told me.
- Lion : How do you know?
- Little Rabbit: How do I know? A piece of the sky fell on my head. Just a minute ago.
- Lion : Is that true? Then I'll come too. We must tell the King. The sky is falling.

Narrator : And down the road they went just as fast as they could. Little Rabbit, Ms. Ducky, Mr. Fox, Mrs. Doggy and the King of the forest, the Lion.

Chorus : Watch out for the Lion. He'll eat you up. Watch out for the Lion. Watch out! He'll eat you up. He'll eat you up.

Narrator : Now, the Lion was a clever fellow. He didn't believe the sky was falling. He took a long look at the sky and then turned to little Rabbit and said.

Lion : Hey, you're right. The sky is falling. Follow me. I know the way. I'll take you to the king.

Narrator : So little Rabbit, Mrs. Ducky, Mr. Fox and Mrs. Doggy all followed the Lion and no one ever saw them again. And nobody told the King....

Helpline

- Read the lesson aloud. Ask the students to move their index finger along the text as it is being read in order to follow the story.
- Encourage the students to raise their hands and ask if they come across a word or expression they don't know.
- Explain the meanings with examples, write the word and meaning on the blackboard.
- After the lesson is read, ask the students to read the story aloud one by one, paragraph wise, dialogue wise.

ACTIVITY - 8 (A)

In the story, who says the following:

1. 'A piece of sky fell on my head' _____
2. 'Good morning, little Rabbit and Mrs. Ducky.' _____
3. 'Hey, you're right.' _____
4. 'Tell me again, what fell.' _____
5. 'Hello every body! Where are you going?' _____

ACTIVITY - 8 (B)

Circle these sentences in the story and count how many times these sentences occur.

Sentences	No. of times
The sky is falling.	
You must tell the King.	
Run, Run, Run.	
Where are you going?	
Why are you running?	

ACTIVITY - 8 (C)

Read the story and complete these sentences.

1. One morning little Rabbit _____.
2. He was walking _____.
3. Acorn _____.
4. The sky _____.
5. Little Rabbit run _____.
6. I must tell _____.

ACTIVITY - 9

1. You read the story about the frightened Rabbit. How many animals are mentioned in the story? List them.

2. How did the Lion find out the truth?

3. Where do you think the Lion took the animals? What did he do?

ACTIVITY - 10

Let's play Bingo. Write any nine words from the given list in the boxes. Put only one word in one box.

The teacher will call out any nine words. If the word she calls out is in the box put a cross on it. The one who crosses out all the words first shouts "Bingo" and is the winner.





ACTIVITY - 1

- Imagine that you are a tree. Spread out your arms, feel the wind and sway gently in the wind. Enjoy the experience.
- Do you know the names of some trees in and around the school compound?
- Do you have plants at home? Name them.

ACTIVITY - 2

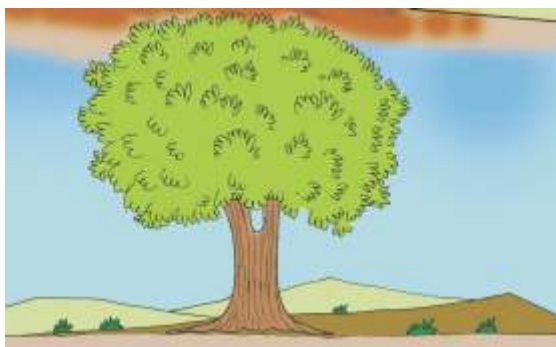
Look at the pictures and read the story.

Once upon a time, all the trees started fighting in the forest.



The Coconut tree said, “I am more important. I give coconuts. You can drink its water, eat it, make oil and even make ropes from it.”

The Mango tree said, “I am more important. I give mangoes to eat. I also give shade.”



The Neem tree said, “I am more important. I give shade. People make medicine with my leaves, flowers and seeds. I drive mosquitoes away.”

The Gulmohar tree said, “I give shade and beauty. I give beautiful orange flowers.”





They all went to the Banyan tree, “You are the oldest and wisest of us all. Tell us who is the most important.”

The Banyan tree said, “All of you try to do everything. Try to give flowers and fruits, shade and medicine, oil, paper and wood.”

All the trees tried hard, but they could not do everything.

The Coconut tree could not give orange flowers or shade. The Neem tree could not give mangoes. The gulmohar tree could not give coconuts.

The Banyan tree smiled and said, “Now what do you say?”

All the trees said, “We can not do everything.”

The Banyan tree said. “Yes, you do different things. So you all are important.”

ACTIVITY - 3

Read the story again and complete the following table.

One example is given.

No.	Trees	What do they give us?
1.	Coconut	Coconut water
2.	Mango	
3.	Neem	
4.	Gulmohar	

ACTIVITY - 4

Guessing Game

Work in pairs. Take turns to think of a tree and read a dialogue from the story. Ask your partner to tell you which tree you are.

Example : A. I give beautiful orange flowers.

B. You are the Gulmohar tree.

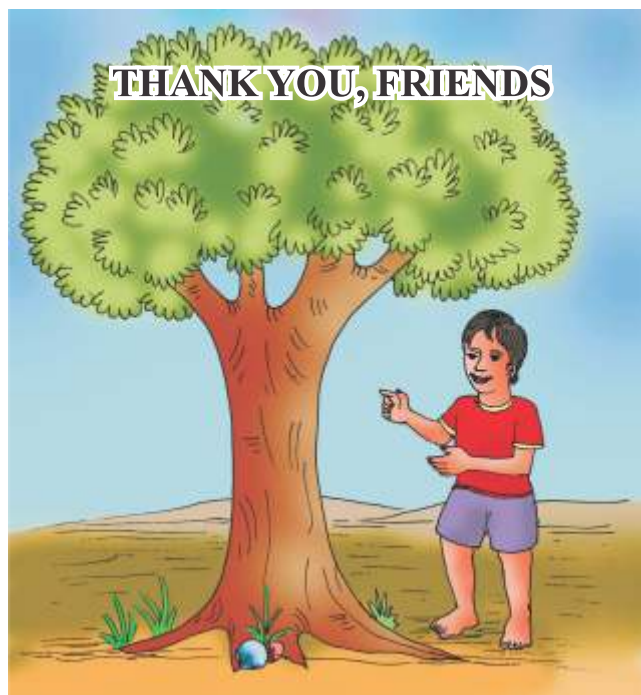
ACTIVITY - 5

Read the sentences and identify the trees. Write their names.

1. I give fruit and shade. _____
2. I am the oldest of all trees. _____
3. I give shade and beauty. _____
4. I make oil. You can drink my water. _____
5. People make medicine from my leaves, flowers and seeds. _____

ACTIVITY - 6

Read the letters given below which talk about the trees.



Dear friends,

You give us flowers and leaves. You give us wood and fruit. We sit in your cool shade. We draw pictures on paper made from you. You bring rain. You keep our air clean. You make our place colourful and beautiful.

We thank you for every thing.

- Mahesh

Answer the questions.

1. What do trees give us?
2. Where do people sit in the hot afternoons?
3. What is the name of the writer?

ACTIVITY - 7

Make sentences using the words given in the box.

Trees give us

1. _____

wood
fruit
flowers
shade

clean air
bring rain
our friends

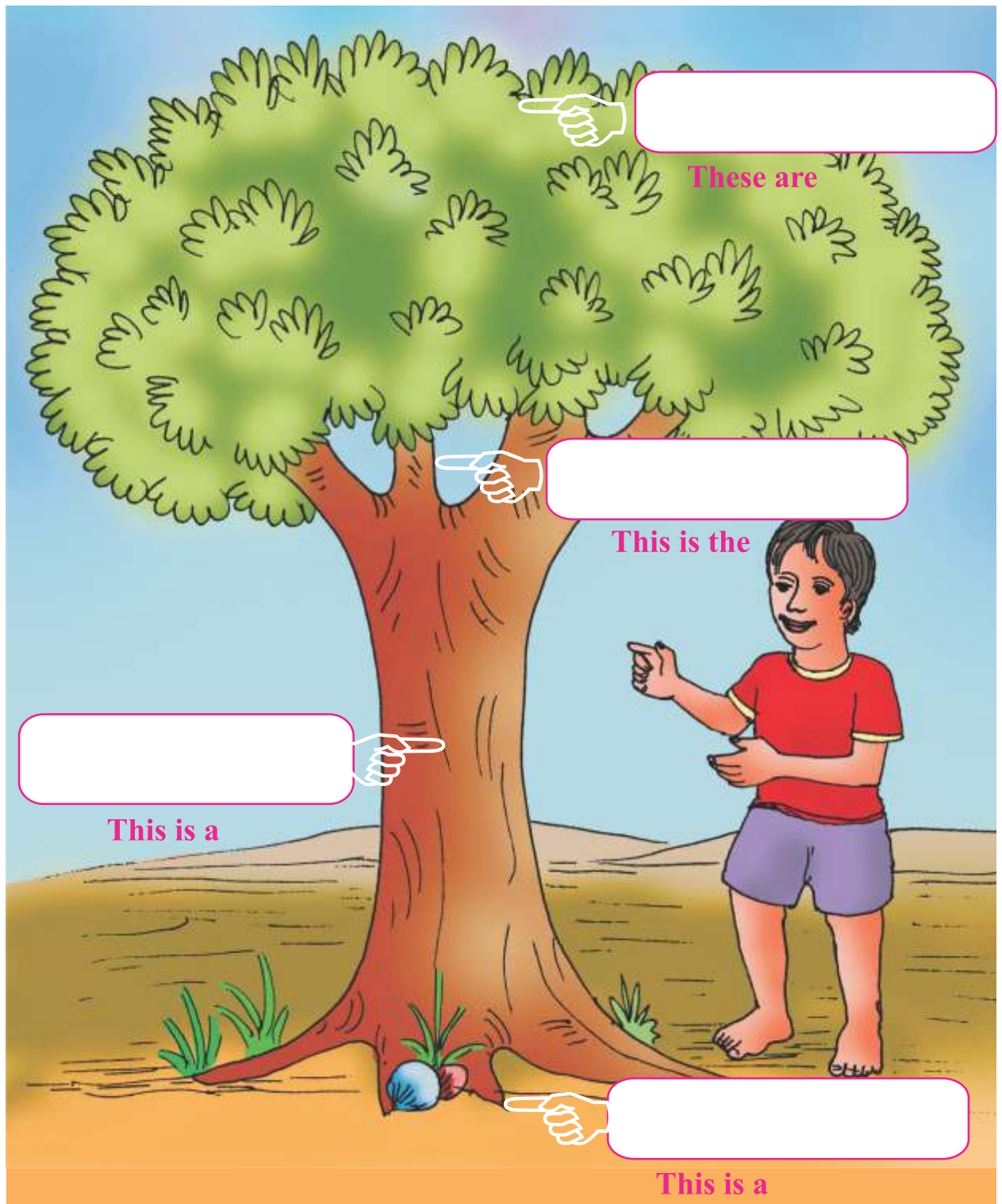
Trees

2. _____

ACTIVITY - 8 (A)

Look at the picture and complete the sentences. The words are given below.

PARTS OF A TREE



ACTIVITY-8 (B)

Look at the pictures and complete the sentences. The words are given below.

PARTS OF A TREE



This is a



These are



These are

These are



Word Bank : roots, leaves, fruit, flowers



ACTIVITY - 8 (C)

Find the words related to trees in the puzzle. One is done for you.



FRUIT

ACTIVITY - 8 (D)

Sing and Enjoy

TREES ARE OUR FRIENDS

(Tune : Mary had a little lamb)

Let the trees grow big and tall,
Big and tall, big and tall,
Let the trees grow big and tall,
For trees are our friends.

We won't cut and make them fall,
Make them fall, make them fall,
We won't cut and make them fall,
For trees are our friends.

We make this promise, one and all,
One and all, one and all,
We make this promise, one and all,
For trees are our friends.

ACTIVITY - 9

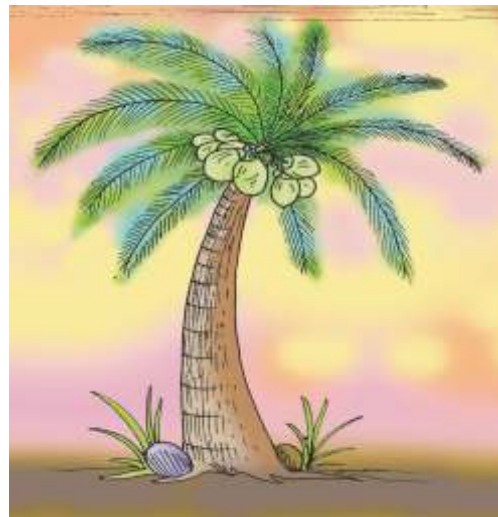
Read the following paragraph on 'Mango Tree'.

A mango tree is a big and tall tree. It has many branches. Its leaves are long and dark green. Mangoes grow when the trees are four years old.

A mango tree can have a few hundred mangoes in a season. Mangoes are used for making pickles, ice-creams, chutneys, mango-shakes and cakes.

Now write a similar paragraph on 'A Coconut Tree'. Use the following points.

1. What kind of a tree is it? (tall, big etc)
2. Does it have branches?
3. How do the leaves look?
4. When do coconuts grow? (When the trees are five years old)
5. What are coconuts used for?



ACTIVITY - 10

Collect leaves and flowers of different trees. Dry them by placing them inside old books and paste them in your scrap book. Write a few lines about them.

Helpline

Ask students to collect different kinds of leaves / flowers. Put them between pages of books / sheets of newspaper and iron them. Each leaf can then be cut out and the edges trimmed for an attractive look. Ask students to make birthday cards using tree motifs.

ACTIVITY - 1



Read and enjoy the poem.

I think mice
Are rather nice.

Their tails are long,
Their faces small,
They haven't any
Chins at all.

Their ears are pink,
Their teeth are white,
They run about
The house at night.

They nibble things
They shouldn't touch.
And no one seems
To like them much.

But I think mice
Are nice.

- Rose Fyleman

ACTIVITY - 2

Listen to the poem 'Mice are Nice' as the teacher recites it. Mark 'Yes' or 'No' by drawing a circle around it.

- | | | | | |
|----|---|-----|---|----|
| 1. | Their faces are very big. | Yes | / | No |
| 2. | Their ears are pink. | Yes | / | No |
| 3. | They run about the house at night. | Yes | / | No |
| 4. | The poet feels that mice are not nice. | Yes | / | No |
| 5. | Every one seems to like them very much. | Yes | / | No |

ACTIVITY - 3

Draw a picture of a mouse and write 4-5 sentences about the mouse.







ACTIVITY - 4

Read and enjoy the poem.

HICKORY DICKORY DOCK

Hickory, Dickory, Dock,
The mouse ran up the clock,
The clock struck one,
The mouse ran down
Hickory, Dickory, Dock.

THREE NAUGHTY MICE

Three naughty mice
See, how they run?
They have fun
That's why they run.
Did you ever see
Such a sight in your life
As three naughty mice?

ACTIVITY - 5

Imagine that you are an animal. Write four sentences saying:

- What you are.
- Where you live.
- What you eat.
- What you like to do.

ACTIVITY - 6

Look at the pictures and read the story.

THE MOUSE WEDDING

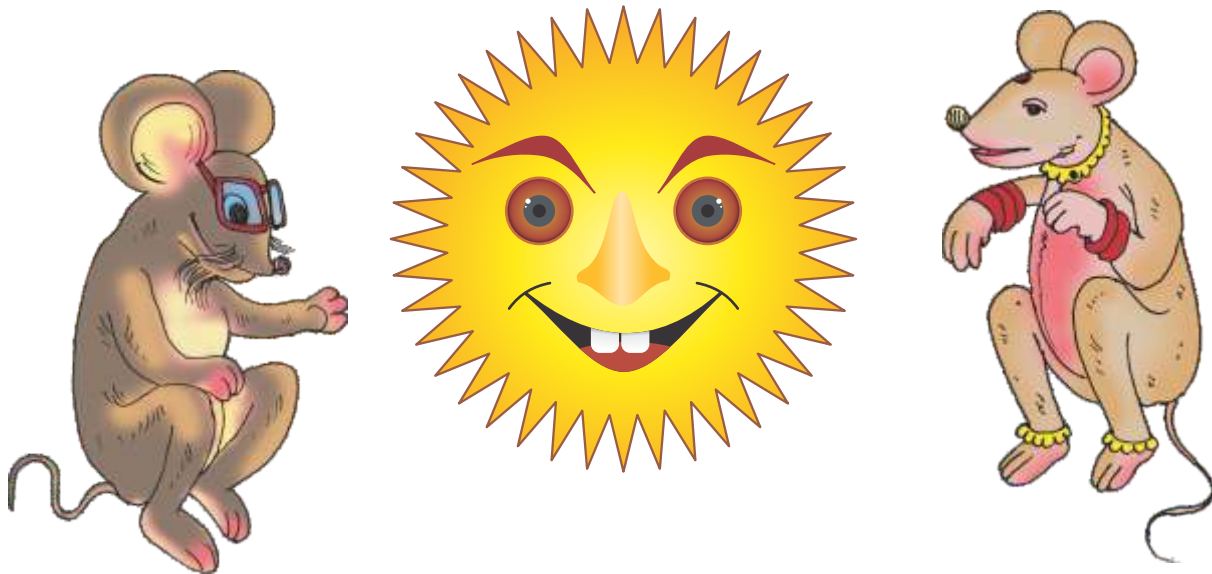
There lived a family of wealthy mouse. Their only daughter was a very beautiful and young mouse. Father Mouse and mother Mouse were proud of her.

One day, Father Mouse said to Mother Mouse: "Don't we want our daughter to marry the greatest person in the world? Who could be the greatest in the world?"

Mother Mouse : It must be the sun. He lights up the whole world.

So, Father Mouse and Mother Mouse visited Mr. Sun.

Father Mouse : Mr. Sun, Mr. Sun, you are the greatest person in the world.
Will you marry our only daughter? She is very beautiful.



Mr. Sun : I am not the greatest person in the world. However hard I try to light up the world, I am easily hidden away when Mr. cloud comes out. So the two went to see Mr. cloud.

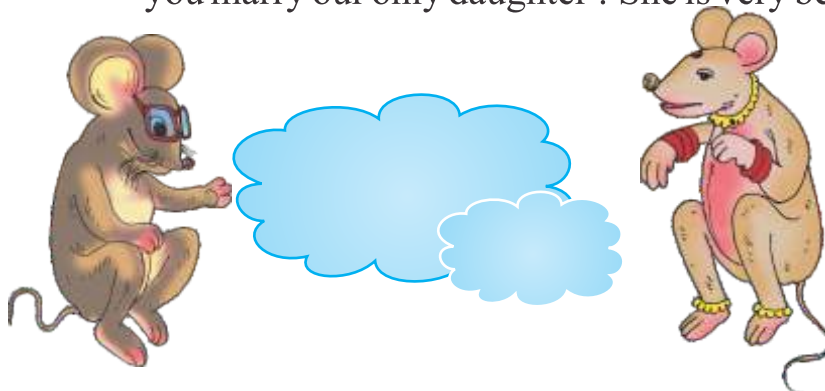
Mother Mouse : Mr. Cloud, Mr. Cloud! You are the greatest person in the world. Will you marry our only daughter? She is very beautiful.

Mr. Cloud : I am not the greatest person in the world. however hard I may try to cover the sky, Mr. wind can blow me away with one puff.

Father Mouse }
Mother Mouse } : I see.

So they both went to Mr. Wind.

Father Mouse }
Mother Mouse } : Mr. Wind, you are the greatest person in the world. Will you marry our only daughter? She is very beautiful.



Mr. Wind : Well, thank you. but there is some one who is greater than me.

Father Mouse : Who is that ?

Mr. Wind : It's Mr. Wall. However hard I blow, I just can't blow him down.



Finally, Father Mouse and Mother Mouse went to see Mr Wall.

Father Mouse }
Mother Mouse } : Mr. Wall, you are the greatest person in the world. Will you marry our only daughter? She is very beautiful.

Mr. Wall : You are mistaken. If you mice nibble on me, I'm full of holes. The greatest ones in the world must be mice.

Father Mouse : That never occurred to us. So we are the greatest in the world.

Father Mouse and Mother Mouse went back home smiling .

Father Mouse }
Mother Mouse } : Well, we mice are the best after all.

Father Mouse : Chusuke Mouse, our next door neighbour, gets along well with our daughter.

So, Father Mouse and Mother mouse got both of them married. They lived happily ever after.



ACTIVITY - 7

In the story who says.

1. 'I am easily hidden away when Mr. Cloud comes out.'
_____.
2. 'Mr. Wind can blow me away with one puff.'
_____.
3. 'If you mice nibble on me, I'm full of holes.'
_____.
4. 'I just can't blow him down.'
_____.
5. 'Chusuke Mouse, next door, gets along well with our daughter.'
_____.

ACTIVITY - 8

Read the story how many of times these sentences occur.

Sentences	No of times
You are the greatest person in the world. Will you marry our only daughter? I am not the greatest person in the world. She is very beautiful.	



ACTIVITY - 9

Read and enjoy the poem.

A BIG WIND

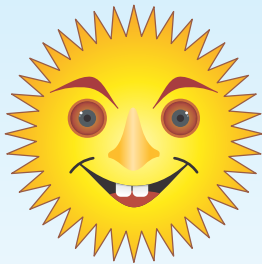
A big wind is blowing
Look, the leaves are flying!
The wind can blow trees down
It can blow houses down
My house is old
Will it come down?

Are these sentences Right (✓) or Wrong (✗)

1. The wind can blow down a house. ☐
2. The wind can blow down a river. ☐
3. The wind can blow down a child. ☐
4. The wind can blow down a tree ☐
5. The wind can blow down a field ☐

ACTIVITY - 10

Describe this picture using the words in the box.



sun shining
bright day
blue sky
no clouds
not raining
warm

Evaluation Activity

ACTIVITY - 1

Fill in the blanks with the correct word.

I have read the story of a funny Rabbit. One day an acorn _____ (fell / fall) on his head. He thought that the sky _____ (is / was) falling. So, he _____ (go /went) to tell the King. On the way he met different animals. All of them _____ (join / joined) him. At last, they _____ (met/meet) a clever Lion. It took them to a forest and _____ (eat/ate) them all.

ACTIVITY - 2

Choose the right word from the box below and fill in the blanks.

pulled took blew felt wanted started

One day, the Wind and the Sun had a competition. They _____ to make a man take off his coat. First, the Wind _____ hard. The man _____ his coat tightly round himself.

Then, the Sun _____ shining brightly. The man _____ hot and he _____ off his coat.

ACTIVITY - 3

Answer the following questions.

1. What kind of tails do mice have?
2. Describe a mouse's face.
3. What do mice nibble at?
4. When do mice run about the house?
5. What does the poet think about mice?



ACTIVITY - 4

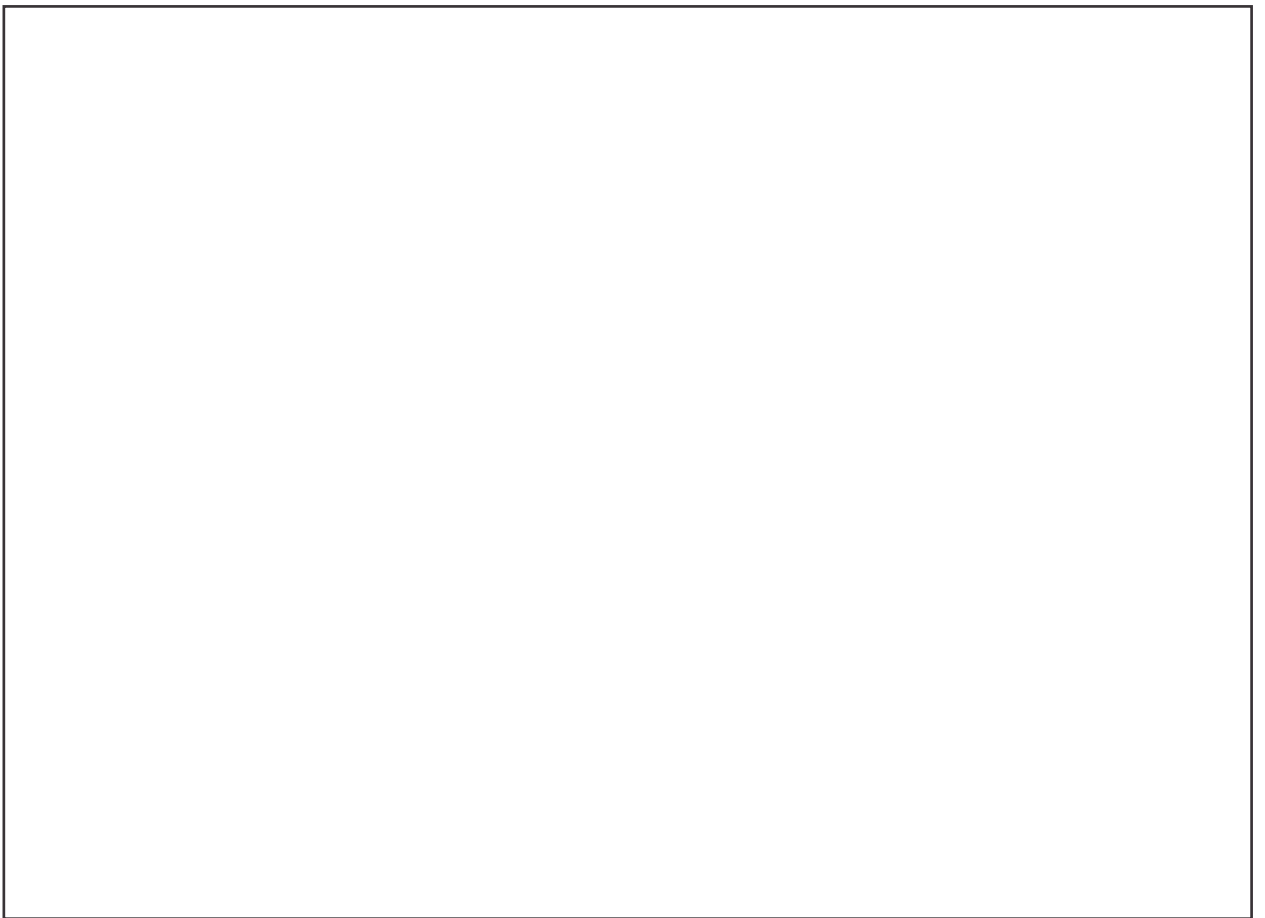
Complete the following sentences :

a) I love trees because _____

b) I like the parrot because _____

ACTIVITY - 5

Draw a picture of a garden with trees and birds. Then write a paragraph about 'A Garden'.



ACTIVITY - 6

Complete the table as shown. One example is given. Write five other sentences of your own.

No.	Name	Activity
	Rahul	cleaned the windows
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

ACTIVITY - 7

Based on the table, write the sentence as shown below.

1. Rahul cleaned the windows.

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



ACTIVITY - 8

What are these? Rearrange the letters.



ipkn _____



cabkl _____



dre _____



ubel _____

ACTIVITY - 9

Classification

Read the words given below and write them in the correct box.

green

mango

dog

gulmohar

coconut

rabbit

monkey

violet

neem

cat

banyan

yellow

camel

black

orange

Colours	Trees	Animals

ACTIVITY - 10 (A)

Write 5 things which are red in colour.

ACTIVITY - 10 (B)

Write 5 things which are green in colour.



Teaching / Learning Process Points

Unit	Title	Language Function/s	Environment Topic/s
1	Family and Friends	Revision : Introducing, Relationship, Present Simple, Past Simple	Family, Friends, School
2	Animal World	Stating likes / dislikes, Describing (Adjectives / Adverbs)	Domestic and wild animals
3	India - A Poem	Describing habitual action, More (Adjectives / Adverbs)	National and Social Festivals celebration, National spirit, games and sports
4	Enjoy the Seasons	Asking for information, Inversion questions, Wh-Questions	Days, Months, Seasons of the year, Weather, Clothes, Food items
5	Our Neighbourhood	Proposals Stating the location, stating ability	Neighbourhood, Social Service / Institutions
6	Helpers Around Us	Describing activities S+V+O	Professions and Vocations, tools and instruments
Evaluation -1			
7	Who is Stronger ?	Present Simple (Universal Truth), Comparing things and actions	Four Directions, Elements of Nature
8	Rainbow colours	Names of colours, comprehending and giving instructions	Appreciate the colours of things at home and in natural surrounding
9	Cleanliness is next to Godliness	Past simple, Regular and Irregular verbs using 'will' to state future action	Good habits for keeping clean and healthy.
10	The Sky is Falling - I	Dramatic Narration, Reading aloud / Silent Reading	Gathering information about natural surrounding.
11	The Wise Banyan Tree	Silent Reading, Adverbs and Adjectives	Trees and plant life
12	Mice are Nice	Literary Appreciation, Rhythm in poetic expression	Pets and domestic animals



