

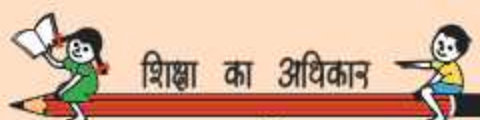
English is Fun

(Textbook based on Bridge Course)

(Level-2)

Class 4 and 5

2022

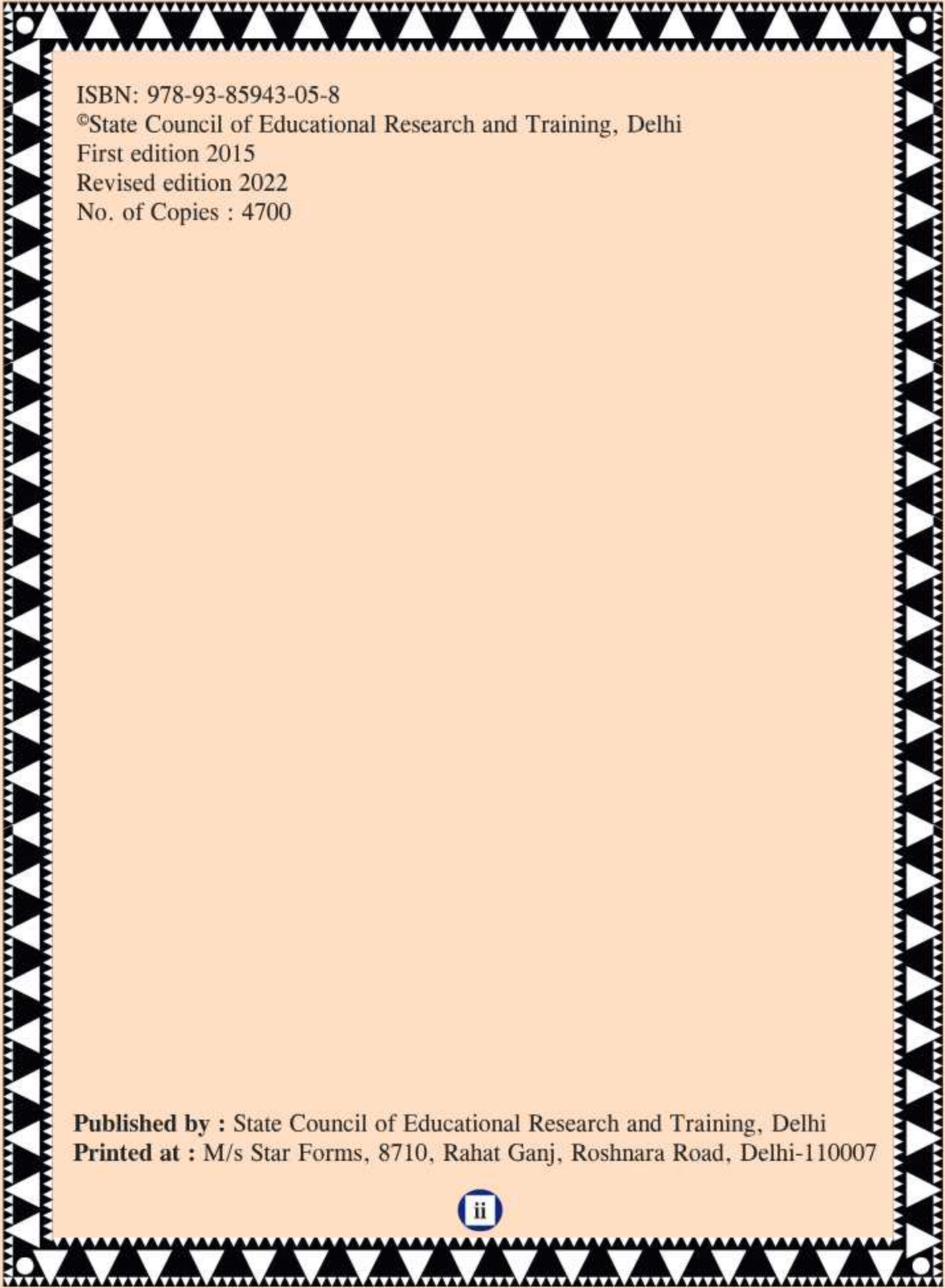


समग्र शिक्षा
सबको शिक्षा, अच्छी शिक्षा



स्वाध्यायान्मा प्रमदः

State Council of Educational Research and Training
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Message

Education is the fundamental right of all children. Quality education always creates a bright future for the children. It also helps in improving the mental, physical and spiritual level of the child along with providing cognitive information to the children. Books play an important role in achieving the objectives of education.

Keeping this in mind, the State Council of Educational Research and Training, New Delhi has prepared 18 text books for the students of Special Training Centers. The main objective of these textbooks is to encourage children to learn 'within the school' and 'outside the school' and to inculcate a sense of self-confidence among the children. Some important changes have been made in these books according to the needs of the children, so that the children find learning easy and interesting.

Hope this learning material will guide the children and help in their holistic development.

(Rajanish Singh)



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Message

Right to Education Act 2009 provides for free and compulsory education for children in the age group of 6 to 14 years. According to the Section 4 of RTE Act 2009, there is a provision of Special Training Center for the out-of-school children, to provide opportunities to learn and prepare for age-appropriate class. According to the National Education Policy 2020, the state government has the responsibility of providing quality and equitable education to every child in the age group of 3 to 18 years.

National Education Policy 2020 lays emphasis on foundational literacy and numeracy and also on developing higher level cognitive and problem solving abilities among children. It also focuses on developing the life skills among the children.

The learning material developed for the students of Special Training Centers by State Council of Educational Research and Training, Delhi has been updated keeping in mind the provisions laid in NEP 2020. This will enhance their knowledge and skills and lead to holistic development of children, so that they become responsible citizens.

I extend my best compliments to all the teachers for making the text relevant to the context of the implied goals as envisaged by the National Education Policy 2020.

I sincerely hope that these text books will be useful for the students studying at Special Training Centers.

Best wishes for the bright future of our students.

(Dr. Nahar Singh)

Preface

It is important to master the essential skills for the 21st century with ethics, rationality, empathy and sensitivity in the context of the broad objectives of the National Education Policy, 2020. The National Education Policy 2020 and the Sustainable Development Agenda is in front of us today with the overarching goal of ensuring "inclusive and equitable quality education for all and promoting opportunities for lifelong education by 2030". Extensive reforms have been made in the school education system through this policy. The policy envisages the 5+3+3+4 structure of school education including 12 years of schooling and 3 years of Anganwadi/Pre-school education. The policy envisages that it will be a top priority to bring out-of-school children back into the educational fold as early as possible, and to prevent further students from dropping out, with a goal to achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030.

Under Section 4 of the Right to Education Act, 2009, there is a provision for the out-of-school children to get education in special training centers. Its purpose is to prepare them for admission to the age-appropriate class. Stepping towards achieving this goal, the State Council of Educational Research and Training, New Delhi has made necessary reforms in the text books developed for the students studying in the Special Training Centers so that the objectives of the National Education Policy can be achieved.

Based on the curriculum developed by the State Council of Educational Research and Training, New Delhi, these books have been prepared using very simple language. These textbooks have been kept in the basic form according to the curriculum which is prepared at four levels. Level one and Level two are for primary classes and Level three and Level four are for upper primary classes. The books for four subjects (Hindi, English, Mathematics and Environmental Studies) have been prepared for primary level and for five subjects (Hindi, English, Mathematics, Social Studies and Science) have been prepared for upper primary level.

I express my gratitude to all the teachers who contributed in the preparation and revision of these books. I hope that these textbooks will prove useful to the teachers and students of the Special Training Centers, these books can play an active role in the holistic development of the students studying in the centers.

Your valuable suggestions for improving the books are always welcome.

Dr. Bindu Saxena
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ABOUT THE BOOK

The Right to Education (RTE) 2009 places different demands and expectations on the part of school and teachers. So, a teacher needs to be prepared to cater to the needs and demands arising in out of the school context. The Out of School curriculum in Special Training Centre, therefore, needs to be in consonance with the curriculum framework for school education. The following bridge course has been developed for the learners of Special Training Centre (STC). It aims to give learners and opportunity to have pace with mainstream by bridging their gaps.

The selection of the pieces has been made keeping the interest, cognitive level, context and needs of the out of school children enrolled in special training centre. The book has been developed keeping in view their age appropriateness and level before coming to school

The book is totally activity based giving scope for the learners to work individually on worksheets and teachers to involve them in learning by doing to enhance their skills. There are different sections in each unit with subheadings such as: Let's Get Ready, Let's Read, Let's Explore, Words and Fun, Let's Listen, Let's Talk, Let's Write to develop and focus on different skills.

The book is based on some themes which are well graded and are closely linked to the lives of the learners at primary level. The major themes for the book in level I are Things Around Us: this unit is to link learners with their surroundings and giving them a feel that the things which are there in their English book is not unfamiliar but relates them to their immediate environment. Unit II is Helpers: this unit maniliarize them with the people who help them in their daily life. Unit III Family aware learners about their family, they can identify and relate to them. Unit IV is on Animals which in itself is very interesting for the learners; Unit V on Body Parts; Unit VI Clothes; Unit VII on Games on fo their favourite topic and Unit VIII School : to which they are becoming familiar as it is a diverse mix of social, language and cultural situations.

Notes for the teacher are given in each unit with suggestions and guidelines, which serve as an icebreaker, allowing teachers and learners to connect to the topic.

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My Street Friend

My day starts at six,
and I am in a fix.



Children pick up their bags.
But I wrapped in rags,

pick up my sack,
and put it on my back.

I walk on the street,
looking for something to eat.

I don't go to school
be it morning or noon.

I see only pictures in the book.
As for me, words are figures to look.
I sit in a nook
Looking at a book



As for me hook in the book

Is just  never a h-o-o-k.

UNIT-1

Travel and Transport

Activity 1: Let us Sing

For the teacher

1. Recite the poem with rhythm and with gestures and expressions, ask the students to follow.
2. Audio/video of the rhyme from the internet may be used.
3. Students may be asked to add stanzas to the poem. Example:
Doors of the bus go
Open and shut

Wheels on The Bus

Wheels of the bus go,
Round and round.....
All through the town,
Lights of the bus go, Blink, blink, blink(2)

All through the town.
Horns of the bus go pom pom, pom.(2)

Wipers of the bus go,
Swish swish, swish(2)

All through the town
The money in the bus goes clink, clink, clink (2)

Children in the bus go,
Up and down, Up and down, Up and down(2)

All through the town



Activity 2: Think, Pair and Share



For the teacher

1. Ask the students to observe the given pictures and discuss with their partner as per the following points:
 - a. Name of the means of the transport they have seen or travelled in (Discussion - pair)
 - b. Classify the means of transport- land, air and water by writing L for land transport, A for air transport and W for water transport.
 - c. Means of transport used by them – regularly, frequently, occasionally, rarely, never. (Spoken activity)

I use rickshaw regularly.

I use _____ frequently.

I use _____ occasionally.

I rarely use _____.

I have never used _____.

2. Help and guide the students as and when required.
3. Ask some students to share their experiences related to the topic with the whole class.



HELICOPTER ☒ A



TRUCK ☒ L



CAR ☐



SCHOOL BUS ☐



DTC BUS ☐



SHIP ☐



METRO TRAIN ☐



TRAIN ☐



AMBULLANCE ☐



MOTOR CYCLE ☐



AUTO RICKSHA ☐



CART ☐



BOAT ☐



BICYCLE ☐



POLICE CAR ☐



SPACESHIP ☐



TRACTOR ☐

Activity 3: Match pictures with names

For the teacher:

1. Help the students if they find it difficult to read the names of the means of transport.
2. Encourage the students to find the meaning of a new word from a Dictionary.

1.



a. Truck

6.



f. Spaceship

2.



b. Ambulance

7.



g. Boat

3.



c. Auto rickshaw

8.



h. Submarine

4.



d. Tractor

9.



i. Ship

5.



e. Cart

10.



j. Tempo Truck

Activity 4: Complete names and fill in the blanks

For the teacher:

1. Ask the students to mark/classify the land, water and air transports with different colors in the puzzle.
2. Ask students to complete the names of the means of transport, in pairs.
3. Ask students to fill in the blanks against the picture.
4. Show students the use of dictionary to find the names of means of the transport.

- (a) Search for names of the means of transport from the box. You can only search vertically or horizontally.

a	u	n	p	b	u	s	n	i	s	h	u
s	p	a	c	e	s	h	i	p	b	q	w
u	c	m	a	l	y	i	p	a	t	c	v
b	b	o	r	l	f	p	g	h	r	b	o
m	h	f	t	r	a	c	t	o	r	o	t
a	u	t	o	r	i	c	k	s	h	a	w
r	p	e	v	f	z	q	c	v	n	t	p
i	a	m	b	u	l	a	n	c	e	m	s
n	s	p	i	x	y	z	t	a	k	p	h
e	x	o	k	P	j	i	g	r	n	u	j
T	u	h	e	l	i	c	o	p	t	e	r

(b) Complete names of the means of transport given against the pictures.
Hints are given:

1.



a. Tr _ _ _ or.

2.



b. C _ _ t.

3.



c. Sp _ _ e sh _ _

4.



d. Am _ _ _ an _ e

5.



e. T _ _ p _

6.



f. B _ s

7.



g. S _ i _

8.



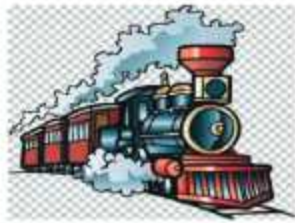
h. B _ _ t

9.



i. A _ _ o R _ _ s _ _ w

10.



j. _ r _ l _

11.



k. B _ c _ c _ e

12.



l. E _ r _ ck _ h _ w

Activity 5: Riddle Time

For the teacher:

1. Ask students to solve the riddles in pairs/groups.
2. There could be different responses for some riddles such as boat/ship for riddle 6. All may be accepted and discussed with the whole class.
3. Suggest the use of dictionary to find the meanings of the new words in the riddles.
4. Encourage students to make new riddles.

Riddle 1

I have four wheels.
I can seat four-five people.
I run on roads.
Who am I?

I am a _____.

Riddle 2

I fly in the air.
I have a big fan on my head.
Who am I?

I am a _____.

Riddle 3

I have three wheels.
I am green and yellow in color.
I run on the road. Who am I?

I am a _____.

Riddle 4

You use me for long journeys.
I run on tracks.
Who am I?

I am a _____.

Riddle 5

I have two wheels.
I move on the road.
Who am I?

I am a _____.

Riddle 6

I move on water.
I carry many passengers.
Who am I?

I am a _____.

Activity 6: Listen and write

For the teacher:

1. Give dictation as suggested below:
 - a. A car runs on the road.
 - b. An auto has three wheels.
 - c. A ship moves on water.
 - d. A helicopter has big fan on its top.
 - e. A train has many wheels.
2. Speak the sentences twice.

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

Activity 7: Speak and Write

For the teacher:

1. Do this activity in two steps:
 - a. Show and tell – students show the picture of their favorite means of transport.
This is _____.
It is _____ in colour.
It is _____ in size. (big/small)
It is used to _____.
It is a _____ transport. (land/air/water)

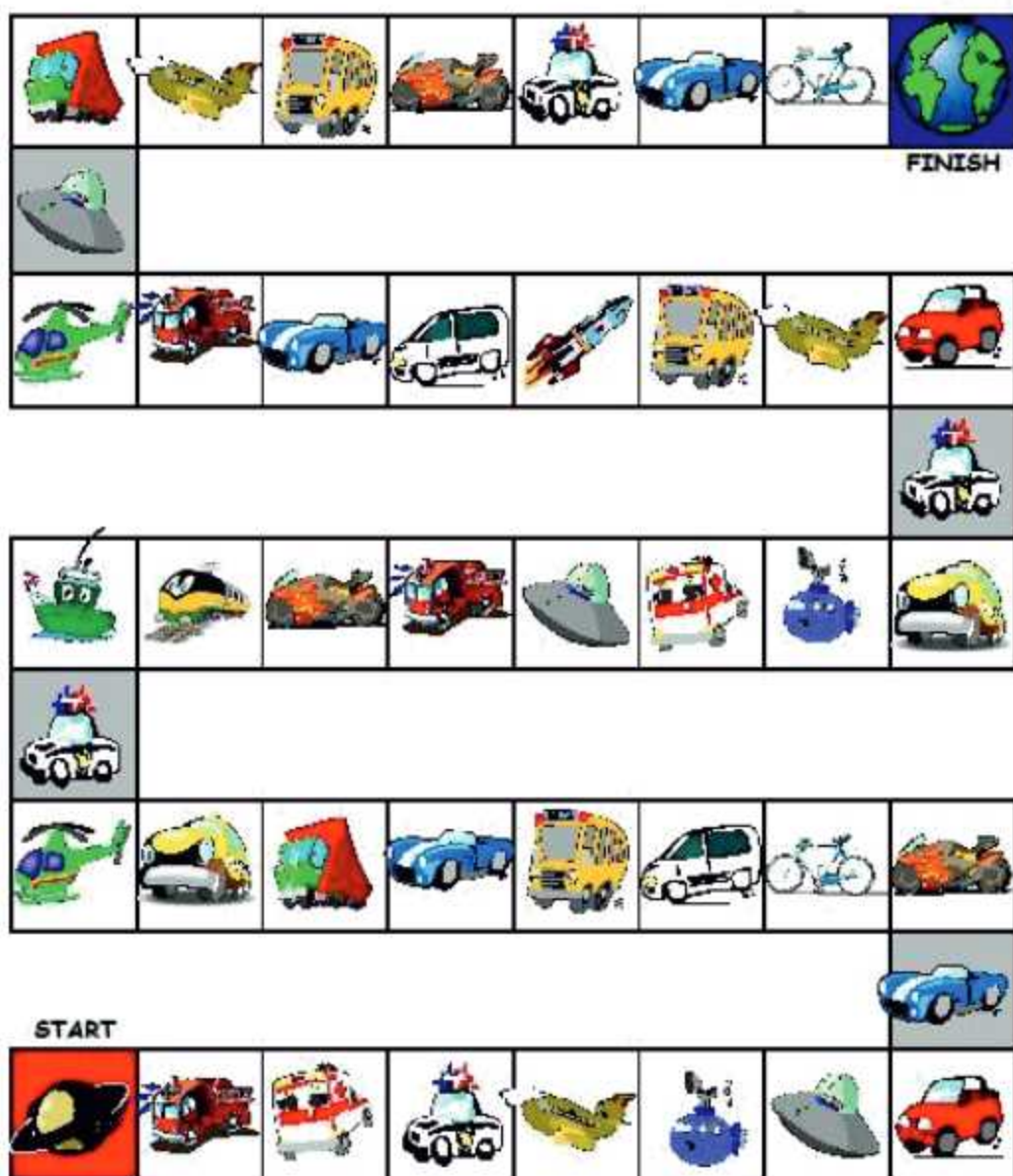
- b. Then write 2-4 sentences about their favorite means of transport.
- 2. Help students if they find it difficult to write sentences.
- 3. Encourage students to note down the points spoken by their classmates.

Activity 8: Let's Play a Game

Students can take the help of their teachers to first understand and then play the game. Difficulty level can be increased by asking spelling of words at random. Students will identify the picture and speak a sentence about it, when they reach a point.

The game is given on the next page.

LET'S GO



MISS A TURN



GO AHEAD 2



GO BACK TO START



GO HOME

Activity 9: Listen and Respond

For the teacher:

Read the story twice and ask the students to match the questions with correct answers.

Read the conversation between Monu and Soni.

Monu is going to school with his sister, Soni. Today is Soni's first day to school.

Soni is very happy.

Soni: "Bhaiya! Shall we go by bus?"

Monu: "No! Our school is not far"

Soni: "Bhaiya! Shall we go by rickshaw?"

Monu: "Soni! Our school is quite near."

Soni: "Bhaiya look! An Auto! Let's go by the auto."

Monu: "No, Soni!"

Soni: "Bhaiya! Can we ride a bicycle?"

Monu: "Soni look! We have already reached school. You were so busy looking at things on the way!

Soni: "No bus, rickshaw, auto or cycle!

I see things on the way and I walk to school!

I walk to school and I love it!"



Listen to the conversation between Monu and Soni and match the questions and answers:

1.	What is the name of Monu's sister?	On foot.
2.	Where are they going?	Scooter
3.	Name the means of transport that was not there in the story.	To school
4.	How do Monu and his sister go to school?	Soni

Activity 10: Listen and Respond

For the Teacher

1. **Ask the students to look at the pictures and write sentences.**

Ritu has one toy car. Ram has two toy bikes.

Nishu has a toy train. Nita has three toy aeroplanes.

Bina has one toy auto rickshaw. It has three wheels.

	One (singular)	Many (plural)
Toy car		
Toy bike		
Toy Train		
Toy aero plane		
Toy Autorickshaw		
Wheels of Autorickshaw		

Now complete the sentences given below:

1. I have a pen (one) and two pencils (many) in my bag.
2. My friend has a _____ (one) and _____ (many) in his/her bag.

Read the following statements aloud and ask the students to mark a tick in front of the statements that they can do.

Self-check

I can do.....

1.	I can recite poem with my classmates.	
2.	I can answer simple one-word questions from the poem.	
3.	I can understand instructions to play a game.	
4.	I can read the names of the transport.	
5.	I can solve simple puzzles.	
6.	I can use a dictionary to find the names of the means of transport.	
7.	I can write names of the means of the transport.	
8.	I can guess and share riddles.	
9.	I can listen and write short sentences.	
10.	I can speak 2-3 sentences about my favorite means of transport.	
11.	I can write 2-3 sentences about my favorite means of transport.	
12.	I can answer simple listening comprehension questions in one word/phrase.	
13.	I can use singular and plural forms of nouns in appropriate contexts.	
14.	I can use similar and opposite words in sentences	

UNIT-2

Environment

Activity 1: Do you Know?

For the teacher

1. Use the words in simple sentences such as – This is a tree. This is a flower. Speak them aloud and ask students to follow.
2. Discuss about the pictures as per following suggestion:
 - a. Which flowers have you seen?
 - b. Do you know any poem about stars/moon/sun?
 - c. Encourage the students to recite the poem.



Tree



Flower



Leaf



Sun



Moon



Star

Activity 2: Sky and Land?

1. Ask the students to pick words and fill in the appropriate column.
2. Help the students in reading the words.

Pick words from the words given on page no 16 and 17 and fill in the box below.

Sky	Land
	



Tree



House



Road



Moon



Cloud



Grass



Flower



Sun



Star



Birds

Activity 3: Listen and Enjoy

For the teacher

1. Recite the poem with appropriate expressions and gestures and ask students to follow.

FLOWERS

Flowers mostly bloom in Spring,
They make the garden shine and glitter.



Their smell gives freshness to the mind
And make us feel relaxed and fine.



Flowers are gift from the nature to us,
And we should never pluck and crush.



Flowers are pink, yellow or red,
And many people sell them.

To earn their bread.



Activity 4: Parts of a tree

For the teacher

1. First ask the students to encircle the names of parts of a tree from the given puzzle.
2. Then ask them to label the given picture.

a. Find out the words and circle them in the box below the following :LEAF, FRUIT, TWIG, FLOWER, NEST, BRANCH, ROOTS, TRUNK, SEED, SHADOW. One has been done for you

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

b. Look at the picture of tree and label the following on it: {leaf, trunk, bird, shade, roots}



Activity 5: Discuss and Answer

For the teacher

1. Discuss about trees.
2. Write important words on the board.
3. Then ask students to fill in the blanks from the box below.

Listen to the passage. Pick words from the box and here fill in the blanks:

1. Trees are useful for _____ and _____.
2. Trees give us _____ and _____.
3. We get _____ to breathe from trees.
4. _____, _____ and _____ live on trees.

Birds, animals, insects

fruits, flowers

humans, animals

oxygen

New words

hold : catch

breathe : take in and give out air

firewood : wood used for burning to cook/ keep warm

shelter : coming under a covered area

Activity 6: Sources of Water

For the teacher

1. Ask the students if they have seen any of the water sources shown in the given pictures.
2. Ask some students to share their experiences related to the water sources.



Pond



Lake



River



Sea

Activity 7: How does Water Reach our Homes

For the teacher

1. Ask the students to arrange the given pictures in right order by giving them numbers from 1 to 6.
2. Explain the process of supply of water to homes.



Hand Pump.



Tap



Water Cans



Water Tanker



Over Head Tank



Well

Activity 8: Clean & Dry

For the teacher

1. After doing the activity, discuss with students how water and land get polluted.

A. Look at the following picture.



Clean River



Dirty and polluted river



Spic and span garbage bin



Littered road and pavements around bins

Activity 9: Dos and Don'ts

For the teacher

1. Ask students to pick phrases given in the box and write them below the related picture.
2. Help the students to read and write the phrases.
3. Encourage them to use dictionary to find meanings of the new words.
4. Ask the students to pick the phrases from the box and write what they should do and what they should not do in the given table.





Pick phrases from the box and write below the related pictures given above:

littering surroundings tearing papers from books carrying a jute bag
 using the dust bin using polythene bags plucking leaves and flowers
 spitting on roads reusing old boxes watering plants.

Now write these phrases in the columns given below:

I should do	I should not do

Activity 10: Dos and Don'ts

For the teacher

1. Read the given words aloud and ask students to follow.
2. Then help them to identify the rhyming words.

A. Speak these words aloud after the teacher.

sea	pea	bee	fee
sun	bun	run	gun
star	car	jar	far
day	may	pay	ray
bin	tin	kin	pin
rat	cat	bat	mat
look	hook	took	book
moon	boon	toon	june

B. Now circle the words that rhyme. One has been done for you.

cub	man	lick	trick
can	mean	clean	rub
jeep	den	bean	men
sick	tub	tan	shrub
pen	pick	ten	sheep
keen	reap	keep	ban

Activity 11: Colour and Explain

For the teacher

1. Ask the students to read the given passage, in pairs.
2. Then ask them to colour the given picture on the basis of their reading of the passage.
3. Later draw their attention towards adjectives- colours.

Red Roses

Green Grass

Yellow Marigolds

Blue Butterfly

Colours describe the quality of objects.
Words that describe the quality of an object are called describing words.

Read and colour

There is a beautiful garden near the school. Green grass covers the garden. Red roses and yellow marigolds can be seen in the flowerbeds. Blue butterflies are sitting on them. A few children are playing.



Activity 12: Listen and Recite

For the teacher

1. Ask the students to underline describing words in the poem after poem recitation.

A. Recite the poem after the teacher

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

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

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

*Milk is white
Coal tar is black
Mix them up*

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

Activity 13: Let's Talk

For the teacher

1. Ask the students to attempt the given questions in pairs/group.
2. Help them as and when required.

- a) Do you like colours?
- b) Which is your favorite colour?
- c) My favorite colour is _____.
- d) Name any two things with your favorite colour.
- e) Have you seen a rainbow ?
- f) How many colours are there in a rainbow.
- g) There are..... colours in a rainbow.



Activity 14: Why?

For the teacher

1. Ask the students to talk about the given pictures with their partners.
2. Ask them following questions:
 - a. What is happening in the pictures?
 - b. Have you seen anything like this in your surroundings?
Share with the class.
 - c. Why such things happen?
 - d. How can we reduce smoke?

Look at the picture showing smoke coming out from various places. Vehicles, factories, firewood, cigarette, atomic bomb explosion



Activity 15: Save Today for Tomorrow



- A. What messages do these posters give?
- B. Give each poster a slogan. Write the slogan at the bottom of each picture.

Activity 16: Read and Answer

1. Shanu goes to the park everyday. He plucks flowers and leaves. He breaks the small branches of the trees. He tramples upon the grass too. When the gardener shouts at him, he runs away.
- A. Answer the following:
- Shanu has good habits. (yes/no)
 - He beats a boy there. (yes/no)
 - He helps the gardener. (yes/no)

B. Complete the following by filling in the blanks.

- i) Shanu _____ to the park
- ii) He _____ the flowers.
- iii) He _____ the branches.
- iv) The gardener _____ at him.
- v) Shanu _____ away.

2. Preeti takes care of her small kitchen garden. She waters the green plants. She shifts the flower pots for sunlight. She plucks out weeds from time to time. She puts manure too. Her garden is beautiful.

A. Answer the following:

- a. Preeti take care of here plants.(yes/ no)
- b. She waters the green plants. (yes/no)
- c. Her garden is very dirty. (yes/no)

B. Complete the following by writing the qualities of her garden.

- i) Preeti has a _____ kitchen garden.
- ii) Her garden is _____.

C. Now un jumble the words and rewrite the sentences. One has been done for you.

eg. Rajni / chocolates/ loves. Rajni loves chocolates.

- a) Bhola / the floor/ cleans. b) Raja /the tabla /plays.
- c) Meena /a letter/ writes. d) Birds/ nest/ build.
- e) apples/ like/ I.

Activity 17: Let's Draw

For the teacher

1. Ask the students to speak 3-4 lines about the pictures made by them.

Let's Do it!

Make a chart in groups of four showing pictures of your surroundings in both clean and dirty conditions. Name the objects that can be identified. Take the help of your friends and teacher. (You may include your school, roads, neighbourhood, market place, water bodies).

Read the following statements aloud and ask the students to mark a tick in front of the statements that they can do.

Self-check

I can do.....

1.	I can recite poem with my classmates.	
2.	I can answer simple one-word questions from the poem.	
3.	I can understand instructions to play a game.	
4.	I can read simple and short sentences.	
5.	I can solve simple puzzles.	
6.	I can use a dictionary to find the names of the means of transport.	
7.	I can write simple and short sentences.	
8.	I can guess and share riddles.	
9.	I can listen and write short sentences.	
10.	I can speak 2-3 sentences about environment.	
11.	I can follow instructions to play a game.	
12.	I can answer simple listening comprehension questions in one word/phrase.	
13.	I can identify adjectives in sentences.	

UNIT 3

My Friends

Activity 1: Let's Talk

For the teacher

1. First ask students to do the activity in pairs.
2. Then ask them to share their experiences with whole class.

Look at the picture of some friends below:



What do you do when you are with your friends?

- A. What activities do you do when you are with your friends? (✓)
- | | | | | |
|-------------------|---------------|---------|----------------------|----------|
| 1. talk | 2. share food | 3. cook | 4. go to work | 5. sleep |
| 6. play | 7. draw | 8. read | 9. go to our village | |
| 10. share secrets | | | | |

Activity 2: Read and Answer

1. Ask the students to read the story and draw their attention towards action words.
2. Then ask them to fill in the given blanks with verbs.

It is Sunday. Rekha **gets up** early. She **puts on** her shoes. She **goes** for a morning walk with her grandfather. After **reaching** the park, she **jogs** and her grandfather does yoga. Then she **plays** with her friends. While coming home, Rekha and her grandfather **drink** coconut water.

The highlighted words show some action. These words are called action words or verbs.

Now fill in the blanks with actions words from the box given below:

1. I _____ to school everyday.
2. Madhav likes to _____ chocolates.
3. Ishika _____ late in morning.
4. You don't _____ with others.
5. They _____ football every evening.
6. My mother _____ tasty food.

play

cooks

eat

go

gets up

fight

Activity 3 : Read and Answer

For the teacher

1. First ask students to do the activity in pairs.
2. Then ask them to share their experiences with whole class.

FIVE LITTLE BEES

One little bee flew and flew,
He met a friend, and that made it two.

Two little bees, busy as could be —
Along came another and that made three.

Three little bees, wanted one more,
Found one soon and that made four.

Four little bees, going to the hive,
Spied their little brother, and that made five.

Five little bees working every hour—
Buzz away, bees, and find another flower.

Anonymous

A. Now tick (✓) the correct word as you listen to the poem again.

- a) One little bee met a [father/ friend] one day.
- b) The three bees found [one more/ one less] bee.
- c) The four bees were going to the [live/ hive].
- d) The five bees worked every[hour/ day].
- e) The bees should find another[bee/ flower].

Q.2. What is the poem about?

- a) bees b) friends c) flowers d) brother

Q.3 Give the poem another name.

- a) Counting b) finding friends c) little bees d) busy bees

Activity 4 : Read and Answer

The students will repeat the poem after the teacher. After several repetitions the children should be able to recite it on their own without the teacher's help.

My group of friends is very funny,
They are always upto some mischief.

When the days are warm and sunny,
Rajat wets with water his handkerchief.

He keeps wringing it on his head,
And spoils others' books instead.

Amit loves to hide all the things,
Which actually do not belong to him.

Seema can chatter all along the day,
Wonder, how she spends her Sunday?

Priya likes to mime and copy every teacher
Every day from her there's a lovely feature.

But before our teachers we are a gem
It's between you and me –not them!

(i) **Oral Comprehension.**

1. What does Rajat do on sunny days?
2. What does Amit hide?
3. Who chatters all day?
4. Who does Priya copy?
5. What do the teachers think of their class?




Activity 5: Listen and write


For the teacher

1. Read the dialogues aloud and answer the given questions.

A. Listen to the information about the following students.

Ashok: I am Ashok. I am 10 years old. I am in class 5. I live in Dwarka.
I like badminton.

Reena:  I am Reena. I am 11 years old.
I am in class 6. I live in Preet Vihar. I like swimming.

Charu:  I am Charu. I am 9 years old.
I am in class 4. I live in Rohini. I like skipping rope.

(i)

Name: _____

Age: _____

Class: _____

Residence: _____

Game/sport: _____

(ii)

Name: _____

Age: _____

Class: _____

Residence: _____

Game/sport: _____

iii)

Name: _____

Age: _____

Class: _____

Residence: _____

Game/sport: _____

Activity 6: My Friends

For the teacher

1. After doing this activity, draw attention of the students towards pronouns such as him, her, he, she etc.
2. Then ask them to tick on the appropriate pronouns.

- A. Write the names of your five best friends and why you like them. You can write as many qualities as you can. A few have been given below.

Help box:

plays

helps

Caree

shares

fights



1. My first friend's name is _____.
I like him /her because she /he _____ in my studies.
2. My second friend's name is _____.
I like him/her because she/he _____ with me.
3. My third friend's name is _____.
I like him/her because she /he _____ for me.
4. My fourth friend's name is _____.
I like him/her because she /he _____ his /her toys and things with me.
5. My fifth friend's name is _____.
I like him/her because he /she _____

Activity 7: Fill in the blanks

For the teacher

1. After doing this activity, draw attention of the students towards pronouns such as him, her, he, she etc.
2. Then ask them to fill in the appropriate pronouns.
3. Help students while they do the activity.

Read the following sentences. Fill in the blanks with words given in the box.

1. Shivani likes to read. _____ favorite book is Champak.
2. Ram is sleeping. _____ is asleep for 2 hours.
3. Many children are playing in park. _____ are making noise.
4. Bittu was climbing up the ladder. _____ foot slipped.
5. The cow is eating grass. _____ may be hungry.

They	His	He	It	Her
------	-----	----	----	-----

Read the following statements aloud and ask the students to mark a tick in front of the statements that they can do.

Self-check

I can do.....

1. I can recite poem with my classmates.	
2. I can answer simple one-word questions from the poem.	
3. I can understand instructions to play a game.	
4. I can read simple sentences and short paragraphs.	
5. I can solve simple puzzles.	
6. I can use a dictionary to find the names of the means of transport. I can write	
7. simple and short sentences.	
8. I can guess and share riddles.	
9. I can find the meaning of new words from a dictionary.	
10. I can listen and write short sentences.	
11. I can follow instructions to play a game.	
12. I can read the names of the transport.	
13. I can answer simple listening comprehension questions in one word/ phrase.	
14. I can identify and use action words.	
15. I can identify and use pronouns.	
16. I can infer meaning of words from context.	

UNIT-4

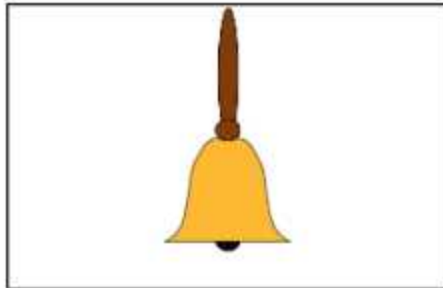
Our Neighborhood

Activity 1: Look and Write

For the teacher

1. Ask students to look at the picture and discuss about the picture with their partners.
2. Then ask them to write names of the given pictures in the given space.
3. Ask them to write P below the pictures that they see in park and S for the objects seen in school.

Complete the names of the objects given below. Write P in the box if you see the object in a park. Write S if you see the object in a school.



BELL ☐ S



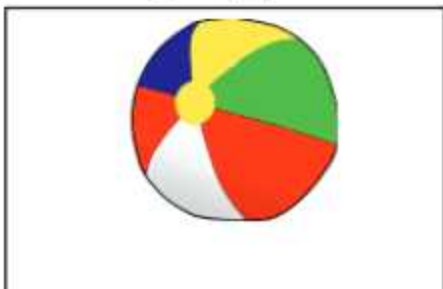
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BU _ ☐



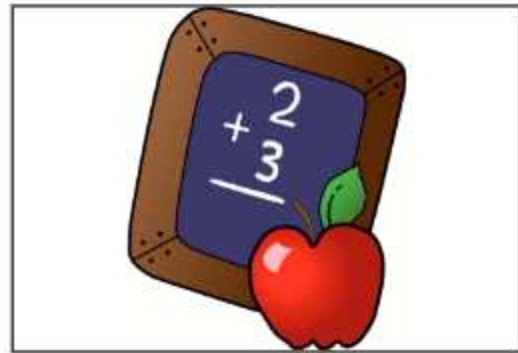
B _ L _ ☐



_ A _ ☐



P_A_□



B_A_D□



F_OW_R□



B_K S□



L_A_ES□



B_K S□

Activity 2: Matching the Picture with Name



LUNCH BOX



FLOWER



BAG



LEAVES



BAT



BELL

Activity 3: Letter to a Friend



Mohan sends a letter to his friend, Arun.

Dear Arun,

Thanks for your letter. How are you? I like my new house. It is near my school. I've got a room in this house. It is very beautiful. My colony is quiet. I like this colony very much. The Market here is very busy. There are many shops here. I can buy all the things I need. There are some nice hotels here. There is a bank and a post office near my house. I go to play games in the playground in the evening daily. Come and visit my new house.

Yours

Mohan

A. Read Mohan's letter. Answer the following questions.

- a. Does mohan like his room?
- b. Does he like his new colony ?
- c. Name three places in his neighbourhood.
- d. Does he go to playground daily?

B. Read these sentences about Mohan's colony. Are they true (✓) or false (X)?

- a Colony is quiet. ☐
- b There are lots of shops. ☐
- c It has got some cinema halls. ☐
- d It has a school. ☐

C. Read the letter again. Underline the capital letters. Circle the full stops.

We use capital letter in the beginning of a sentence. We always write 'I' in capital letter, for example- I go to school. How can I help you?

Activity 4: Neighbourhood Places

Write the words from the box under the pictures.

Post office, Bank, Police station, School, Play ground, Market, Hospital, fire station,



H _ _ _ _ _ SES



PLAY GR _ _ _ ND



FIRE STAT _ _ _ N



SCH _ _ _ _ L



P _ _ ST OFF _ _ CE



M _ _ R _ _ K _ _ T



B _ _ NK



HOSP _ _ AL

Activity 5: My Neighborhood

For the teacher

1. This activity can be done in pairs/group.

Ask and answer questions about the places in your city:

A— Where do you live?

B— I live in _____ .

A— Is it near a railway station?

B— No/yes

A— Is there a market near your house?

B— No/yes

A— Is there a school near your house?

B— No/yes

Activity : Match the following

Match the names of places with what you do there:

1.	You post your letters here	a. Hospital
2.	You go to play here	b. Park
3.	You buy things from here	c. Post Office
4.	You go to study here	d. Zoo
5.	You go to see animals here	e. Cinema Hall
6.	You go here to visit a doctor	f. Market
7.	You go to watch a movie here	g. School

Activity 7: Sound Fun

For the teacher

1. Encourage students to find more words of the sound in focus in the activity.

SchOOl, cOOL, fOOL, rOOt, shOOt

Wool, foot, hood, wood, could

Activity 8: Let's Talk

1. Describe a few things you take to school.
2. Name the things you see in the garden.
3. Name a few places you like the most.

Activity 9: Let's Write

What is your favourite place?

Describe it in five sentences.

Activity 10: Naming Words

For the teacher

1. Ask students to make a list of names of things or places they learnt in this unit.
2. Tell them that they are names of things and places and are called nouns. Nouns are names of people, places or things.
3. Ask students to make a new list of nouns having names of people, things and places.

Letter	Name	Place	Animal/bird/insect	Thing
D	Deepak	Delhi	Dinosaur	Doll
K				
M				
S				

*All the words that you have filled in the table are naming words or nouns.

Read the following statements aloud and ask the students to mark a tick in front of the statements that they can do.

Self-check

I can do.....

1.	I can recite poem with my classmates.	
2.	I can answer simple one-word questions from the poem.	
3.	I can understand instructions to play a game.	
4.	I can read a short paragraph and respond accordingly.	
5.	I can solve simple puzzles.	
6.	I can find a dictionary to find the correct spellings of the difficult words.	
7.	I can read and write informal letters and messages.	
8.	I can guess and share riddles.	
9.	I can listen and write short sentences.	
10.	I can speak 2-3 sentences about my neighborhood.	
11.	I can write a short paragraph about the place I like.	
12.	I can identify and use naming words in appropriate contexts.	

UNIT-5

Food

Let's Get Ready



Activity 1: I like to have...

For the teacher

1. Ask the students to look at the given pictures.
2. Ask them to encircle the ones that they eat and make a triangle around the ones they drink.
3. Tell them to share their liking for food items with their partners and why they don't like other food items.
4. Introduce the concept of healthy food and unhealthy food.
5. Speak the name of each food item one by one and discuss with the students which food items are healthy and which ones are unhealthy.
6. Later tell them to mark H below the pictures of healthy foods and U below the pictures of unhealthy foods.



Burger —



Samosa —



Bread Pakora —



Pizza —



Chowmein —



Tea & Biscuit —



Bread —



Maggie —



Toffee —



Ice Cream —



Pastry —



Milk Shake —



Candy —



Butter —



Milk —



Hot Dog —



Water —



Cream Roll —



Juice —



Cake —



Momo —

Activity 2: Question-Answer Time

- ✿ A competition can be held in the class on "Let's speak food". Answers have left blank in certain sentences. The teacher may discuss the same beforehand.
- ✿ One row can ask questions.
- ✿ The other row can answer the questions.
- ✿ Extra marks can be given to the students who are able to correct the mistakes done by other row.
- ✿ Add more questions on their own.

Questions

Answers

- | | |
|--|---|
| Q1. What do you eat in the morning? | Ans.1. I eat _____ in the morning. |
| Q2. What do you eat in the Mid-Day Meal. | Ans.2. I eat _____ in the Mid-Day Meal? |
| Q3. What do you like to eat? | Ans.3. I like to eat _____ , _____ and _____. |
| Q4. What do you like to drink? | Ans.4. I like to drink _____ , _____ and _____. |

WHO AM I?

Activity 3: Riddles

B. I am round in shape.

I have a crown on my head.

I look like a king.

My colour is purple.

Who am I?

2. I have many rings.

When you cut me I give you tears.

I make food tasty.

Who am I?

3. I am round in shape.

My colour is red.

When I am young,

My colour is green.

You can find me in curries and salads.

Who am I?

4. My colour is white.

You need me for your bones and height.

You use me in shakes and tea.

And you find me in ice cream too.

Who am I?

1. BR___JAL.(It is purple)

2. T___MAT___ (It is red)

3. M___ K. (It is white)

4. ON___O___. (It brings tears).

5. ___HILL___. (It is green and red)

Activity 4: Match

Match pictures of fruits and vegetables with their names :



BANANA

ONION

APPLE

CHILLI

TOMATO

MILK

BRINJAL

GRAPES

Activity 5: Find Hidden Words

Find hidden words in the following words. One has been done for you.

BANANA, APPLE, MILK, ONION, POTATO, LEMON, CHILLI, BEANS,
RADDISH ,CARROT, PEA

Hidden words

Onion has 'on'.

Carrot has 'car'

Beans has 'be', 'an'

Radish has 'dish'

Chilli has 'ill', 'hill'

Lemon has —

Banana has 'an'

Apple has —

Potato has 'pot'

Pea has —

Read the following statements aloud and ask the students to mark a tick in front of the statements that

they can do.

I can do.....

1.	I can recite poem with my classmates.	
2.	I can solve simple puzzles.	
3.	I can use a dictionary to find new words.	
4.	I can guess and share riddles.	
5.	I can find the meaning of new words from a dictionary.	
6.	I can listen and write short sentences.	
7.	I can write short paragraphs with creativity.	
8.	I can answer simple listening comprehension questions in one word/phrase.	

UNIT-6

Festivals

Activity 1: Check Your General Knowledge

- A. Look at the picture of different festivals and write their names given below in the box.



- Q.1 Do you know why we celebrate these festivals?
Q.2 Which festivals do you celebrate with your family?
Q.3 Which festivals do you like the most?

Activity 2: Let's Celebrate Diwali

For the teacher

1. Ask the students to bring a 'Diya' to the class.
2. Tell them to decorate their 'Diyas'
3. Then recite the poem with appropriate gestures and expressions and ask students to follow.

Diwali, Diwali the festival of lights.

Lights are here, lights are there.

Lights are all around.

I see the beautiful, colorful Rangoli
all around the doors.

I love the smell of sweets coming from all around.

I hear the sound of crackers coming from all around.

I want to save my mother earth so I will "say no to crackers".

To make safe and pollution free Diwali this year .

Diwali is here, Diwali is there.

Diwali is all around.



Activity 3: Let's Celebrate Eid

Eid-ul Fitr

For the teacher

1. If possible, ask students to bring a sweet dish – seviyan, kheer etc. to class.
2. Read the passage aloud twice.
3. Ask them to answer the questions that follow the passage.
4. If some students can read, they can be asked to read the questions.

Listen to a small girl Nazma who celebrates Eid- al –Fitr.

Eid – ul – fitr is a very important muslim celebration. It's the



favourite time for Muslim people. People dress in their best clothes and put lights and decorations on their homes.

Many streets have fairs with music, fireworks and kids games.

Children get presents but money called as Eidi. They love to spend money on sweets, toys at the fair. People make and love to eat *sevaiyan* and *kababs*.

Listen/read the questions and answer the following questions:

1. Eid is celebrated by _____.
2. Children get _____ on Eid.
3. People like to eat _____ on Eid.

Activity 4: Holi, the Festival of colours

For the teacher

1. Ask the students to read the given passage in pairs.
2. Later read out the whole passage aloud.
3. Tell students to summarize the passage and share their own experiences related to Holi.

Many festivals are celebrated in India. Holi is one of them. Holi is an important festival of the Hindus. It is a festival of colours and fun. A night before Holi, a big fire is burnt. Holi has a religious background. King Hiranyakashyap tried to burn his son, Prahlad. Prahlad used to worship Lord Vishnu. The king did not like this. The king's sister Holika had a blessing that she could not be burnt in fire. So the king asked his sister to burn Prahlad. She sat in the fire with Prahlad. But instead of Prahlad, Holika was burnt. Holi is celebrated with colours. People throw water 'Gulal' on one another. People love to eat Gujiya. Children enjoy this festival most. They dance and sing and play with colours, water guns and balloons. It is difficult to recognise children's faces on this day.



26th January is celebrated as Republic Day all over India every year. It was on

Activity 5: Republic Day Celebration

For the teacher

1. Explain the concept of national festivals to students.
2. Read the passage aloud twice.
3. Ask students to underline noun words from the passage.
4. Tell them to draw and colour the tri-colored flag of India.

this day in 1950 that our country became Republic. Republic Day is celebrated at India Gate in New Delhi. People come from many parts of the country to see the celebrations. The President comes to India Gate. He takes salute from the soldiers of Army, Navy and Air force. Tanks, guns and many other weapons of the armed forces are displayed. Tableaus and dancing troupes from different States pass through Raj Path. It is the most beautiful part of the celebrations. Boys and girls of different schools also take part in this. The parade ends at the Red Fort. In the end, there is a colourful fly past by the aeroplanes of the Indian Air Force. At night all government buildings are lighted.



Activity 6: Dishes and Festivals

For the teacher

1. Ask the students to match the two columns.
2. Tell them to make sentences with any two words from the given words.

B. Match the dishes with the Festivals.

FESTIVALS

1. HOLI
2. DIWALI
3. CHRISTMAS
4. EID-UL-FITR

DISHES

- SEVAIYAN
CAKE
SWEETS
GUJIYA

Sentences -

1. _____

2. _____

Activity 7: Complete the table

Read the following statements aloud and ask the students to mark a tick in front of the statements that they can do.

Self-check

I can do.....

1.	I can understand instructions to play a game.	
2.	I can read print in the surroundings like instructions and directions.	
3.	I can solve simple puzzles.	
4.	I can use a dictionary to find the meaning of new words.	
5.	I can write simple sentences.	
6.	I can guess and share riddles.	
7.	I can listen and write short sentences.	
8.	I can speak simple sentences.	
9.	I can understand instructions to play a game.	
10.	I can answer simple listening comprehension questions in one word/phrase.	
11.	I can write names of days of month and months of year with correct spelling.	
12.	I can use punctuation marks such as full stop(.), comma (,), question mark (?) and capital letter correctly.	

UNIT-7

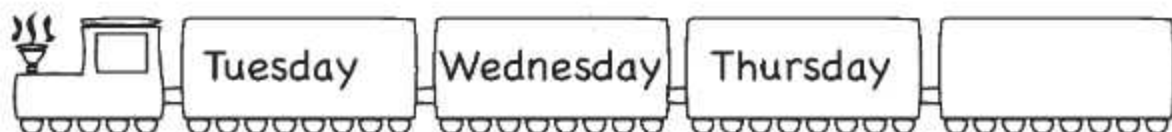
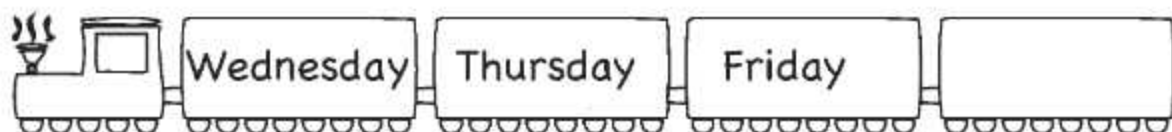
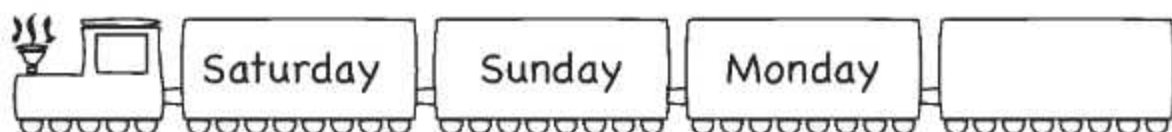
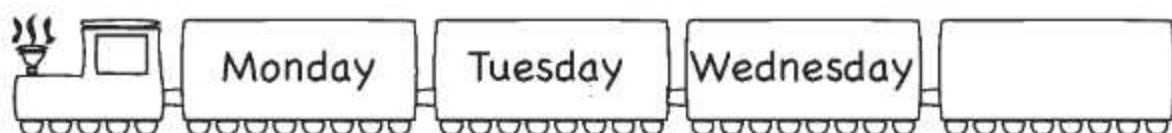
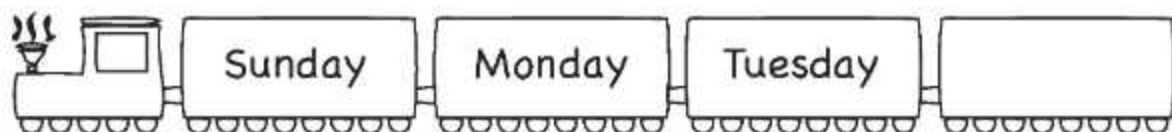
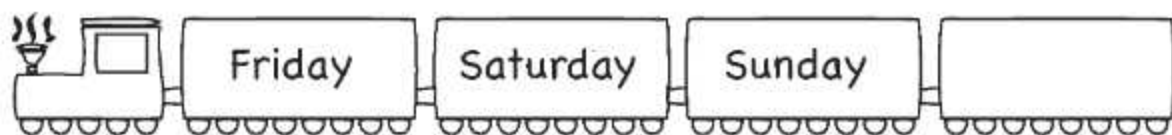
Days and Months



- * Which day of the week is it today?
- * Which day is a weekly holiday?

Days of the Week

Which day comes next?



Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Read the letter written by Anu to her grandparents. After reading the letter put appropriate. Punctuation mark - comma (,), full stop (.) and question mark (?) in the letter Change small letter to capital where required.

Dear Dadi ji and Dadaji

We are fine ___ how are you ____ we are planning to visit you during our vacations ____ papa has bought a mobile phone for dada ji and dadi ji ____ some toys for bina and golu ___ and an emergency light for chachji and chachiji _____ always enjoy my time with you all _____ please let us know if you will be there from 1 June to 15 June _____.

Your loving granddaughter

Anu

Read the following statements aloud and ask the students to mark a tick in front of the statements that they can do.

Self-check

I can do.....

1.	I can recite poem with my classmates.	
2.	I can answer simple one-word questions from the poem.	
3.	I can understand instructions to play a game.	
4.	I can read the names of the transport.	
5.	I can solve simple puzzles.	
6.	I can use a dictionary to find the names of the means of transport.	
7.	I can write names of the means of the transport.	
8.	I can find the meaning of new words from a dictionary.	
9.	I can listen and write short sentences.	
10.	I can speak 2-3 sentences about my favorite means of transport.	
11.	I can write 2-3 sentences about my favorite means of transport.	
12.	I can understand instructions to play a game	
13.	I can read the names of the transport.	
14.	I can answer simple listening comprehension questions in one word/phrase.	
15.	I can use singular and plural forms of nouns in appropriate contexts.	

