Government of Karnataka

English Reader

First Language

(Revised)

2

Second Standard

Part - I

KARNATAKA TEXTBOOK SOCIETY (R.)
6th Cross, Malleshwaram,
Bengaluru - 560 003.

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Foreword

In the pursuit of fostering a healthier and more balanced educational journey, we present this initiative aimed at reducing the weight of school bags. Education is the cornerstone of progress and it is our responsibility to ensure that the pursuit of knowledge is accompanied by the wellbeing of students.

As a first step, to reduce the burden of heavy bags, the School Education Department, Government of Karnataka has decided to print semester-wise textbooks in 2 parts i.e., Summative Assessment 1 and 2. This intervention will help significantly in reducing the weight of school bags.

This Endeavour signifies a paradigm shift, acknowledging the strain posed by bulky bags on students.

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PREFACE

The Textbook Society, Karnataka has been engaged in producing new textbooks according to the new syllabi which in turn are designed on NCF - 2005 since June 2010. Textbooks are prepared in 12 languages; seven of them serve as the media of instruction. From standard 1 to 4 there is the EVS, mathematics and 5th to 10th there are three core subjects namely mathematics, science and social science.

NCF - 2005 has a number of special features and they are:

- connecting knowledge to life activities.
- learning to shift from rote methods.
- enriching the curriculum beyond textbooks.
- learning experiences for the construction of knowledge.
- making examinations flexible and integrating them with classroom experiences.
- caring concerns within the democratic policy of the country.
- making education relevant to the present and future needs.
- softening the subject boundaries, integrated knowledge and the joy of learning.
- making the child the constructor of knowledge.

The new books are produced based on three fundamental approaches namely, Constructive approach, Spiral Approach and Integrated approach.

The learner is encouraged to think, engage in activities, master skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand they help the learner in the all round development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country, India.

The most important objectives of teaching language are listening, speaking, reading, writing and reference work. These skills have been

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given a lot of importance in all the language textbooks. Along with the inculcation of these skills, fundamental grammar, opportunities for learners to appreciate beauty and imbibe universal life-values have been integrated in language textbooks. When learners master these competencies, they would stop studying textbooks for the sake of passing examinations. In order to help learners master these competencies, a number of paired and group activities, assignments and project work have been included in the textbooks. It is expected that these activities would help the learner master communicative skills. Ultimately, it is expected that students master the art of learning to learn and make use of these competencies in real life.

The Textbook Society (R.) expresses grateful thanks to the chairpersons, writers, scrutinisers, artists, staff of DIETs and CTEs and the members of the Editorial Board and printers in helping the Text Book Society in producing these textbooks. A few works of some writers and poets have been included in these textbooks. The textbook society is extremely grateful to them for giving their consent to the inclusion of these pieces in the textbooks.

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A NOTE TO THE TEACHER

Dear Teacher,

Here is the new text book in your hands. It is also in the hands of the young learners just now acquiring the skills of the English language. The units in this book have an organized method of rendering the required information to them.

This book is prepared in compliance with the principles and norms set by the department for the study of English as the first language for the second standard.

There are 10 units and each one has a prose piece followed by a poem. All the units start with a warming up activity which is necessary for the students of this age. It becomes a pre-requisite for a teacher to know the activity and the prose and poetry pieces that follow. The teacher should never forget that enabling oneself is vitally essential to teaching the eight year olds.

The progress of the units has a continuity of theme. It begins with Indian culture, goes on to the culture of community living, passes on to the most-required needs of being well-mannered and good-natured, and concludes with Indian culture again. It calls for total involvement of the teachers in inculcating social awareness in the young minds.

A separate Teachers' Page is also provided to assist you.

We, the committee members of 2nd standard First Language English, hope that you find this book interesting and useful for your students.

T V Vasuki
Chairperson
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Here are some suggestions the teachers can use in the class.

Unit 1

The poem can be used to initiate conversation in class about affection. The use of punctuation, the word bet ween, agreement of the noun with the verb and question words are introduced.

In poetry section, rhyming words are introduced.

Unit 2

Warming up is done with the participation of children in recognizing the sounds made by different animals. The story stresses the importance of punctuality. Conversational practice is also given.

The poem on stresses the quality of punctuality. More prepositions are introduced. Plurals and diary-writing also are introduced. New ideas of writing a diary can be introduced.

Unit 3

The concept of being close someone is given importance. Friendship and trust are also discussed. Independent writing begins.

We use 'a' before a naming word that does not begin with a vowel sound. We use 'an' before a naming word that begins with a vowel that can be counted.

Unit 4

Love for the country is the theme. Punctuation and opposites are introduced. Role- play / conversation is also there to make all the children participate.

Unit 5

Being kind to animals, having love for animals, and in general being kind-hearted are values related to the topic. The pictures initially show how there is kindness even in the world of animals. All activities have the same goal.

Throughout the text, topics about building and inculcating ideal thoughts for life are shown. Extra preparation will be necessary to the teachers to discharge their duties to the best of their ability.

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About the Revision of Textbooks

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

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

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

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Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers' Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisations were also invited for discussions. Thus, on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

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

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Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

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

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CONTENTS

X2D6J5

UNITS	PROSE	POETRY	PAGE NO.
Unit 1	Raksha Bandhan	Rakhi Day is Righteous Day	1-17
Unit 2	The Cock and the Sun	Be Healthy and Wise	18-33
Unit 3	Two Friends	Sharing and Caring Friend	34-46
Unit 4	The Real Patriot	Go not to the Temple	47-59
Unit 5	Adopt A Pet	The Furry Home	60-72

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UNIT 1

Let us begin :

K3N9G3

My Sister and Me

We laugh,
we cry,
we make time fly.
Best friends are we
my sister and me.

Speak about the need of a sister / brother.

Let us listen :

Raksha Bandhan



Raksha Bandhan is a festival observed in North India. It celebrates warm feelings of love and affection between brothers and sisters.

In the epic Mahabharath, this kind of affection is seen between Krishna and Draupadi. When Krishna's wrist bled from a wound, Draupadi tore a strip off her silk sari and tied it round his wrist. He was so touched by her act that he vowed to protect her, as he took her to be his sister from that moment.

The festival is celebrated on the full moon day of the month of Shravana.



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Let us read :



Two girls meet on the street while going to the market. Let us know what they talk:

Vani : Hi! Suma, where are you going?

Suma : I am going to the market to buy Rakhis.

Vani : What is a Rakhi?

Suma : It is a symbol of love and affection. It strengthens the bond between brothers, sisters and cousins. A rakhi is made of thread and it is colourful. Look, I have brought some with me.

Vani : What do you do with that?

Suma : I tie it onto the right wrist of my brother and friends like Raju, Deepu, Arun and others.

Vani : Why do you do that?

Suma : Tying of rakhi is known as 'Raksha Bhandan'. It is believed that the person who is presented with a rakhi promises to protect the sister. Affection between brothers and sisters is thus established.

Vani : Please tell me more about it, and I will also celebrate the festival.

Suma : Raksha Bhandan festival is celebrated every year in the month of 'Shravana'. Sisters carry sweets and rakhi in a plate with arti in it. They tie rakhi round the wrist of the brother and give sweets. The brothers give gifts or money to the sisters in return.

Vani : Fine. Thank you. I will also buy rakhis and tie them on my brother's wrist.

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New words :

Word		Meaning
1. affection	-	liking / love
2. tie	-	to hold two or more things together using strings
3. celebrate	-	to show that a day is important by doing something special
4. carry	-	to take things from one place to another
5. protect	-	keep secure, give safety
6. arti	-	a plate with lamps/lights on it

I. Complete the sentences using words from brackets:

(protect, celebrate, affection, carrying)

1. Seema and Vani are _____ rakhis on a plate.
2. They want to _____ Raksha Bandhan festival with their cousins.
3. The brothers promise to _____ their sisters.
4. _____ binds the siblings together.

Let us understand :

II. Answer the questions orally.

1. What did Draupadi do to Krishna's wound?
2. In which part of India is Raksha Bandhan celebrated?
3. When is the festival celebrated?

III. Answer the following in a word or a phrase each.

1. Where is Suma going?
2. What does she want to buy?
3. When is affection and love established?

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IV. Answer the following in a sentence or two in your notebook.

1. What do the sisters carry in a plate?
2. What do the brothers promise their sisters?

V. Discuss with your teacher:

1. Which one is more important part of the festival–gift, promise or affection?

Let us practise words :

VI. Match the following:

carrying



tying



celebrating



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VII. Pair the words and read them aloud. One is done for you.

grand mother 

 grand father

mother brother uncle

aunt father sister













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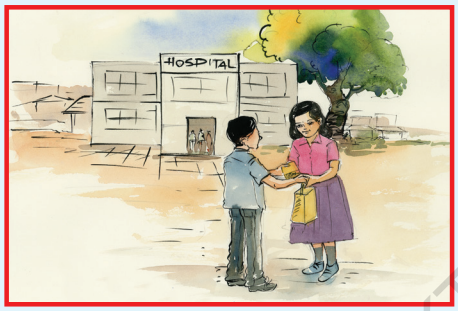
Let us write :

VIII. See the picture and complete the sentences. One is done for you

Choose suitable words from brackets.

(tying, taking, giving, carrying)

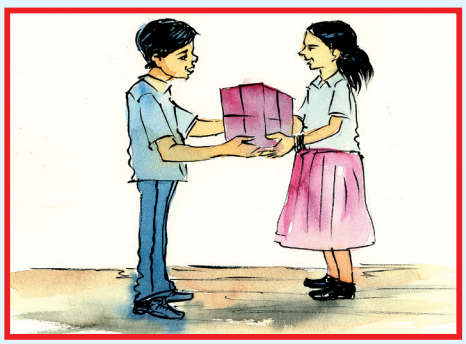
a. Vijay is ***taking*** his sister to hospital.



b. Seema is _____ a Rakhi to her brother.



c. Vishal is _____ a gift to Sarala



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d. I am _____ a bag to school.



Let us write :

IX. Let us learn to use "between".

Use "between" in the following sentences (One is done for you)

- The girls are bringing the plate keeping the rakhi between the lamps.



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a. The school is _____ the two trees.



2. Sumana is sitting _____the steering and the seat.



3. There is a puppy _____ the two dogs.



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X. Say aloud

A	B
1. buy	a. year
2. tie	b. hear
3. fly	c. fear
4. try	d. tear

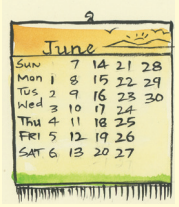
XI. Choose the words from the box and complete the sentences.

festival	gift	sweets	rakhi

1. The sister ties _____ to the brother.
2. The brother gives _____ to the sister.
3. I celebrate Rakhi _____.
4. I give _____ to all.

XII. Add 'S' to make plurals :

Ex: Plate - Plates.

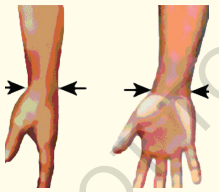
 brother	  _____
 sister	  _____
 hand	  _____
 month	  _____

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XIII. Look at the picture and write the words in the space provided, One is done for you.

You can choose the words from the brackets.

[gift, wrist, plate, Rakhi]

1.		***gift***
2.		_____
3.		_____
4.		_____

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XIV. Choose one word from each box and make as many sentences as you can. One is done for you.

Ex: She buys Sweets.

1	2	3
She He	buys ties	sweets
We	buy tie	rakhis

XV. Fill in the boxes with opposite words. One is done for you.

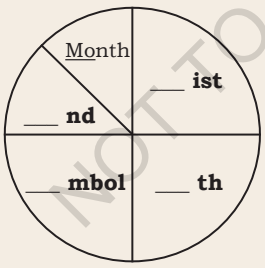
1	hot	cold
2	high	
3	give	
4	low	
5	sweet	
6	take	

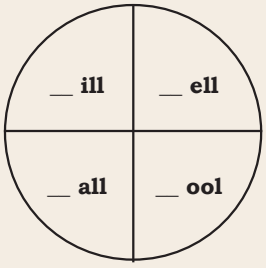
XVI. Complete the word wheel by choosing the correct letters from the box. One is done for you.

Word wheel

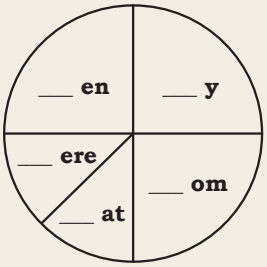
mo wr ha sy wi

Add 'W'



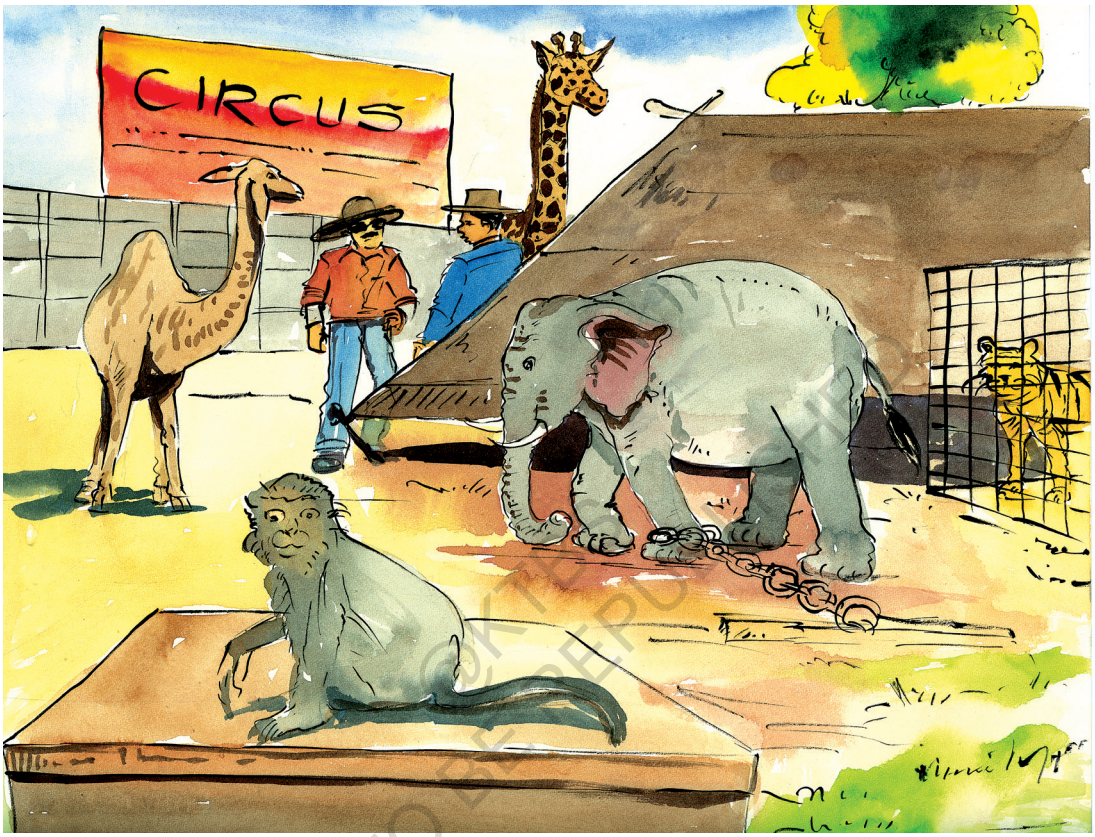


Add 'wh'



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XVII. Complete the following sentences using the clues given (I, she, he, her, my, him)



My name is _____(write your name), _____ (I/We) have a _____(brother/sister). (His/Her)_____ name is _____. One day (he/she) _____ was crying. _____ (I/My) father and mother were not at home. So, (I/me) _____ took (him/her) _____ to a circus. (We/us) _____ saw many animals. My _____ (brother/sister) was very happy and she stopped crying.

Let us do :

Activity

1. Make simple Rakhis using small threads.

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Fun time

Tie the Rakhi to your friend and say these words.

Say these words

1. You are my brother. I tie the Rakhi to you.
2. You are my sister, I will help you.

Look at Rosy's frock.

Do you like it?

Oh! It has no colour.

Let's colour the frock.



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Write the names of the colours you have used.

_____ _____ _____ _____

_____ _____ _____ _____

Let us listen and recite :

Repeat after the teacher.

E2H4K1



Slice, slice the bread looks nice
Spread, spread butter on the bread,
On the top, put the jam so sweet,
Now it's nice for me to eat.

Rakhi Day is Righteous Day

Adapted from the poem by A.P.J.Abdul Kalam



This full moon day our hearts are in brim
We light the lamps and our hearts glow.
Sisters will tie the thread on the brothers
Abiding them to do only what is right and clean.
Put the Kumkum and blessed rice on the head
Where will dwell right thoughts and noble action.

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New Words

brim - full
glow - shine
abiding- obeying, lasting for a long time
dwell - reside, stay

Let us understand :

I. Fill in the right word:

(clean, full moon, glow, blessed-rice, lamps, right)

1. Our hearts are full to the brim this _____ day.
2. We light the_____ and our hearts _____.
3. We do what is _____ and _____.
4. We put kumkum and ____ on the head.

II. Answer the following questions in your note book:

1. What happens when we light the lamps?
2. Who ties the threads on whom?

Let us practise writing :

III. Frame sentences by joining the words from the table. Rewrite them in the space given. One is done for you :

A farmer	acts	songs
A soldier	flies	in the field
A singer	plays	uniform
An electrician	wears	lights
A pilot	sings	music
An actor	repairs	a plane
A musician	works	in films

1. The farmer works in the field.
2. _____.
3. _____.
4. _____.

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5. _____.
6. _____.
7. _____.

Let us enjoy, one is done for you.

Match the pictures with their homes using arrow marks:

	monkey		nest
	bee		tree
	bird		cattle barn/ shed
	cow		den
	lion		stable
	horse		beehive

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Let us practise patterns:

first	last	big	small

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UNIT 2

E4K6Y7

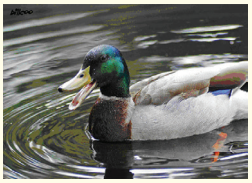
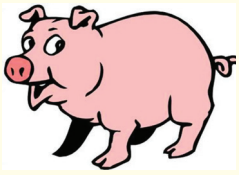
Let us begin :

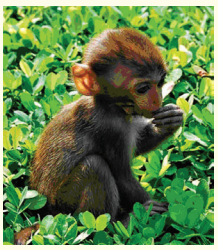
Let us make the noises that animals make. Can you guess the animal ?

(quack, bleat, grunt, bark, moo, chirp, chatter, neigh, roar, hiss)

Fill in the blanks with the cry of these animals. One is done for you.

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Eg :	**Roar like a lion**	
a.	_____ like a horse	
b.	_____ like a duck	
c.	_____ like a dog	
d.	_____ like a pig	

e.	_____ like a goat	
f.	_____ like a snake	
g.	_____ like a cow	
h.	_____ like a sparrow	
i.	_____ like a monkey	

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Let us Read :

The Cock and the Sun

Once the sun wanted to meet all the animals and birds in the forest to know them personally. He asked them to gather near the big rock in the forest at 6 O' clock the next morning. The leaves were happy to hear that sun would be out. But the animals had their own views. They started expressing their ideas. In the morning it was the turn of the beautiful peacock to start a discussion.

Peacock : Mr. Donkey, please don't wait for me. It is very cold. I want to warm myself up. I will sleep for a while.

Donkey: Uh! Why do you think I plan to go right now? The sun may not come out at 6 O'clock. I will slowly get ready and go. I will go at 8 O'clock.

Bee : So, then I think I can collect some honey before I start. Later I 'll attend the meeting.

Parrot : Let me go to the field and collect some food grains first. There are so many fruits to be tasted! I 'll also reach by 8 O'clock.

Elephant: Yes, my first work is to take bath. I will go to the river. It is quite far. Is anybody interested in coming with me?

Lion : I would rather go by myself. I am the king of the forest. Other animals should gather first. I'll come after all of you.

Fox : I am the chief minister. I will go with the king.

Owl : You think of who should go first. But do you know how tired I am? I was busy catching mice the whole night. I want to take rest now.

When the Sun rose in the sky, only a cock was waiting for him. The cock, who was not interested in such talk had arrived in time. He was habituated to rising early and waiting for the sun. He did the same that day too. Slowly all the other animals and birds gathered after an hour.

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The Sun was very happy and praised the cock for its punctuality. All the animals and birds felt ashamed. They had not expected the turn of events in this way. The Sun also announced a reward.

Sun : From now on, the cock will welcome me every morning. Here is your reward.



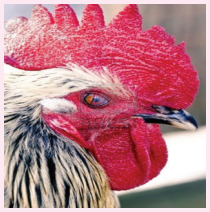
He placed a crown on the cock's head. It came to be known as 'the comb.' Even today, the cock crows as the sun rises. His grand comb also is attractive.

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New Words:

gather	:	come together
praise	:	admire
punctuality	:	being in time
place	:	keep.
reward	:	prize.

Do you know them ?

comb	
sun rise	
ashamed	
honey	

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Let us understand :

I. Answer the following in a word or a phrase each:

1) Who wanted to meet all the animals?
2) Where did he ask them to gather?
3) When did Sun ask the animals and birds to gather?

II. Answer the following in a sentence each :

1) Who is the king of the forest?
2) Who was the first to attend the meeting?
3) What did the Sun place on the cock's head?

III. Write who said these words in the story. One is done for you

1) "The Sun may not come at six 0'clock." | ***donkey***

2) "I will collect some honey." |

3) "I am the king of the forest." |

4) "I will go with the king." |

Let us practise words, one is done for you.

IV. Choose the correct answer and fill in the blanks.

1. The king of the forest is the ***lion***.
   a. tiger
   b. lion
   c. fox

2. The animal who wants to go with the king is the _____
   a. fox
   b. owl
   c. donkey

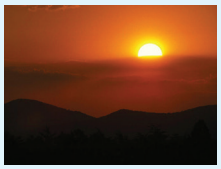
3. The colour of the cock's comb is _____
   a. green
   b. red
   c. blue

4. The first to attend the meeting in the story is the _____
   a. lion
   b. elephant
   c. cock

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V. Choose the correct answer and write it in the blanks. One is done for you.

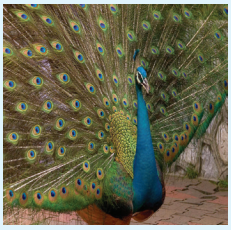
a. Once the ***sun*** wanted to meet all the animals.




b. Animals gathered near a _____.



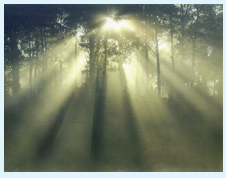

c. The _____ catches mice at night.

d. The sun was very _____ and praised the cock.




e. The cock welcomes Sun in the _____.




f. The cock has a _____ on its head.




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VI. Rearrange the letters to make meaningful words: One is done for you.

a.	N U S	S U N
b.	G N I K	
c.	D L E I F	
d.	Y E N H O	
e.	L A M I N A	
f.	T S E R O F	

VII. Choose the right word and complete the sentences:

{ breakfast, lunch, snacks }

a. I have _____ in the morning.



b. I have _____ at noon.



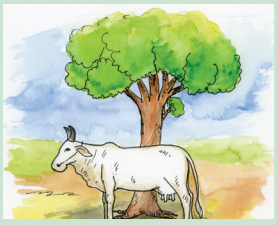
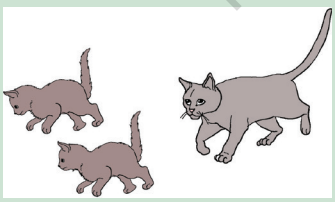
C. I have _____ in the evening.



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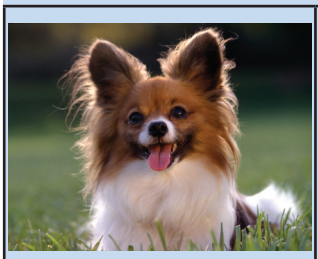
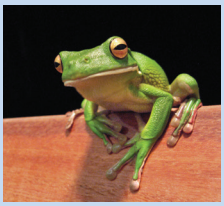
Let us practise language:

VIII. Look at the pictures and complete the sentences Choose the words from the list below:
(in, near, on, between, under, behind, below)
One is done for you. Read the sentences aloud.

	A bird is sitting ***on*** a big rock
	A duck is swimming _____ a Pond.
	A cow is standing _____ a tree.
	A cub is sitting_____ the other two .
	A cat is running _____ the kitten.
	A fox is standing _____ a den.

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IX. Count and write, one is done for you.

	one dog		two dogs
	_____		_____
	_____		_____
	_____		_____
	_____		_____

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Let us write :

X. Complete the description of an elephant by filling the blanks with right words.

Use the following words, one is done for you.

legs trunk bananas grey tail ears tusks

The elephant is a large animal.



It is ***grey*** in colour.

It has four fat_____.

It has a long _____.

It has small _____.

but two big _____.

It has a small _____.

The elephant loves to eat _____.

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XI. Now write a few sentences about your dog:

The name of my dog is _____.



It has _____ _____.

My dog likes to eat_____

_____

_____

_____.

Let us write

Here is a page from Manu's diary

Date Year **18 Oct 2013**	Day Monday
6 am -	got up
7 am -	read the paper, spilt milk, cleaned up
8 am -	had breakfast, played with baby sister
9 am -	went to school, ten minutes early
1 pm -	had lunch, after noon drawing class was fun
4 pm -	returned home

XII. This is your diary; fill in what you did yesterday:

Date Year	Day

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XIII. a. Say aloud:

king	meet
sing	seat
ring	beat
wing	heat

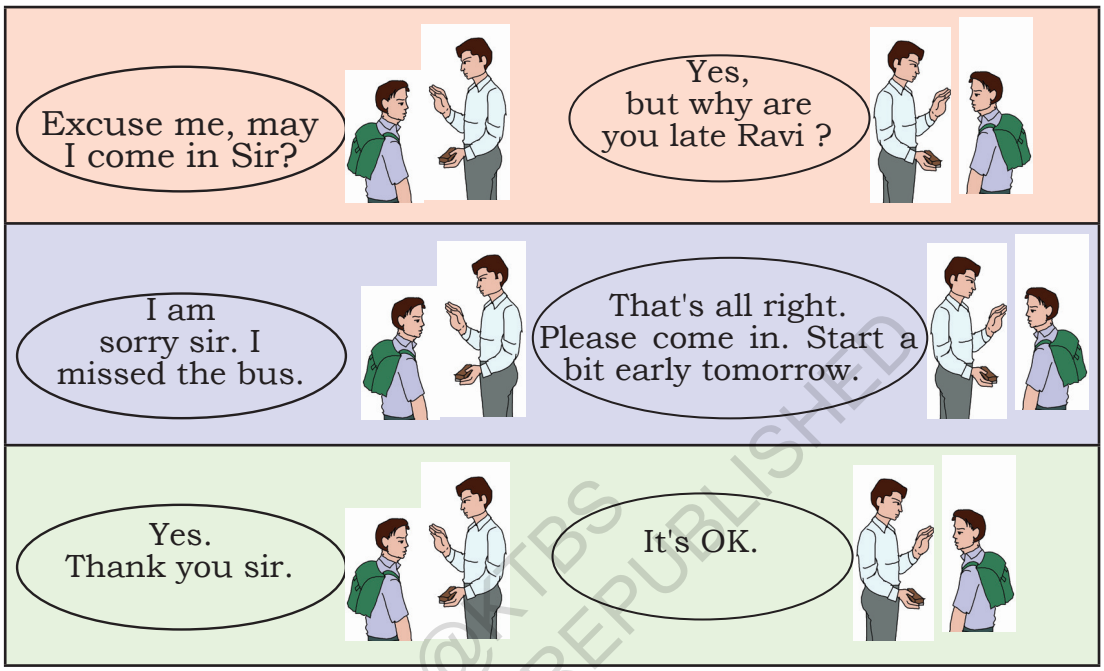
Let us practise patterns.

b. Write the words in the lines below

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XIV. Let us practise conversation:

In pairs, enact the conversation



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Let us listen and recite :

BE HEALTHY AND WISE

Y6Q2P6

The cocks crow in the morn
To tell us to rise.
And he who lies will
Never be wise.
For early to bed and
Early to rise
Is the way to be
Healthy and wise.
Go to bed early
Wake up with joy.
Going to bed late makes
Jack a dull boy.

Let us Memorise the poem

Find another word that ends in the same sound for the following words.

rise _____

joy _____

I. Let us speak :

1) Do you get up early every day?
2) Have you heard the crowing of cocks in the morning?
3) Have you seen the comb of the cock? Can you describe it?
4) Which bird do you like the most? Why?

II. Look at the pictures and write three sentences about each of them. One is done for you

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Morning



Noon



The Sun rises in the east. ----------

It is very cold. ----------

We have breakfast ----------

in the morning.

Evening



_____

_____

_____

III. Look at the pictures and write:

Pair Work : Read aloud

(on foot, by bus, by school van)

John : What time do you get up ?



Misha : _____

John : What time do you go to school ?



Misha : _____

John : How do you go to school ?



Misha : _____

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UNIT 3

W1K1E9

Let us begin. Answer the riddle :

(Clue : Rearrange the letters to find the word)

I am a worm,
I live on a farm,
I am the friend of a farmer,
I make the soil fertile,
Who am I?



mrowhtrae

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Let us read :

TWO FRIENDS



Two friends, Rohan, and Sohan were passing through a forest to reach Mohan's house on the other side of the forest. Talking

to each other, they slowed down and did not realize that they had to leave the forest as quickly as they could. Going under the trees, they suddenly heard thumping steps behind them. Though both of them felt there was some one behind them, they could not see anything. Soon they saw a bear chasing them. Both of them were afraid. Rohan who was the leaner of the two ran fast and climbed a tree. There were not many trees of the type this hefty Sohan could climb. Moreover he didn't know how to climb a tree.



As Rohan had already climbed the tree there was no help from his side either. Realizing that he had to help himself, Sohan stood and thought for a moment. He remembered that he was earlier told that if he was still and made the animal think that no living being was before him, bears would go away. He lay down and pretended as if he was dead. His parents had told him that bears do not attack dead creatures. The bear came up to him, sniffed Sohan's still face and thinking him to be dead, went away.



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When Rohan saw the bear going away, he climbed down the tree and asked Sohan, “What did the bear whisper in your ear?”

“He said to me, 'never travel with a person who leaves you behind in the hour of need'. Isn’t it good ?” replied Sohan.

New Words :

creature	:	any living being
thump	:	walk heavily
whisper	:	speak very softly
pretend	:	make believe, to act

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Let us understand :

I. Answer of the following in a word or a phrase each:

1. Who were the two friends in the story?
2. Where were they walking?
3. Who chased them?
4. What did Rohan do when he saw the bear?

II. Discuss in pairs and answer the following questions:

1. What did the bear do to Sohan?
2. What did Rohan ask Sohan after the bear went away?
3. What was Sohan’s reply?
4. Why did Sohan lie down pretending to be dead?

III. Complete the following. Pick out the answers from the cloud, *one is done for you.*

friend, bear, forest, creatures

a. One with whom you play is a ***friend.***

b. The animal which loves jack fruit and honey is _____

c. All living beings are _____

d. The place with a lot of trees is a _____

Let us practise words, one is done for you.

IV. Fill in the blanks choosing the correct words given in brackets :

1. Two friends were passing through a ***forest.***
   (garden, forest)

2. They heard _____ steps behind them.
   (dancing, thumping)

3. Both of them were _____ (excited, afraid)

4. _____ ran and climbed up a tree. (Rohan, Sohan)

5. Sohan lay down on the _____ (ground, bed)

V. Read the word and underline the right word :

a. baer, beare, bear

b. ground, grownd, grouned

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c. frend, friend, freind

d. creature, creeture, creatur

VI. Rearrange the jumbled letters and match the words with the given pictures : one is done for you :

a.	etre	---------- 
b.	mnkoey	***tree*** 
c.	bera	---------- 
d.	alepp	---------- 

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VII. Circle the word that means the same as the word in capital letters, one is done for you :

a. TRAVEL : (journey), walk, fly

b. STORY : talk, tale, tail

c. FOREST : far, trees, jungle

d. FRIGHTENED : angry, lonely, scared

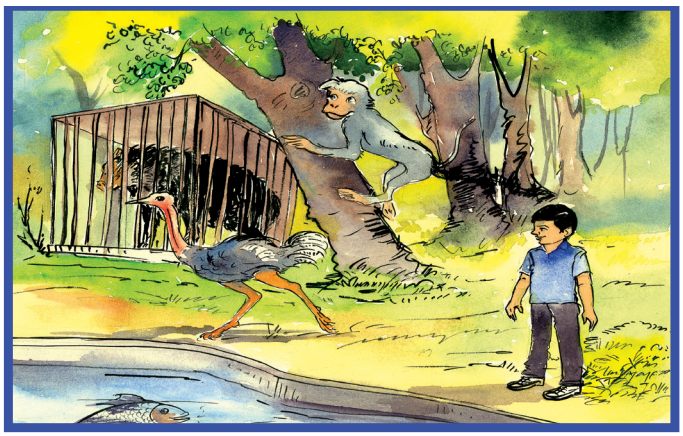
Let us use language :

VIII. Read the following passage:



It was Sunday. Mary's parents took her to the zoo. She was happy to see different animals there. She saw an ostrich running very fast and a monkey climbing up a tree.

When she went near the bear's cage it hid behind a rock. She was amazed when she saw colourful fish in the aquarium. She returned home in the evening happily.



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IX. Pick out the opposites of the following words from the passage :

1. slow _____
2. climbing up _____
3. near _____
4. behind _____

X. Say if they are one or many. Mark ✓ in the column. *One is done for you.*

	one	many
friends		✓
bear		
earth		
forests		
sun		
trees		
animals		

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XI. Fill in the blanks choosing the correct word given in brackets :

1. Rohan and Sohan were _____ through a forest. (passed / passing)
2. Rohan _____ up a tree. (climbed / climbing)
3. They heard _____ steps behind them. (thumping / thumped)
4. A bear came _____ them. (chased / chasing)

XII. Read the following passage and fill in the blanks with and / but (one is done for you)





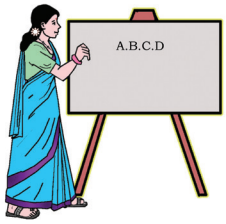
Rohan ***and*** Sohan were Friends. They saw a bear when they were walking in the forest _____ started to run. Rohan climbed up a tree _____ Sohan did not know how to climb a tree. Rohan was Sohan's friend _____ he did not help him.

XIII. Look at these pictures. Tick (✓) the things you like :

 a tree	 an apple
 an ice cream	 a toy

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XIV. Write a or an to complete these sentences, *(one is done for you)*



1. This is Latha. She is ***a*** teacher.



2. Tuhu is _____ owl.

3. Anu had two pieces of toast and _____ egg for breakfast.



4. My father bought me_____ bicycle.



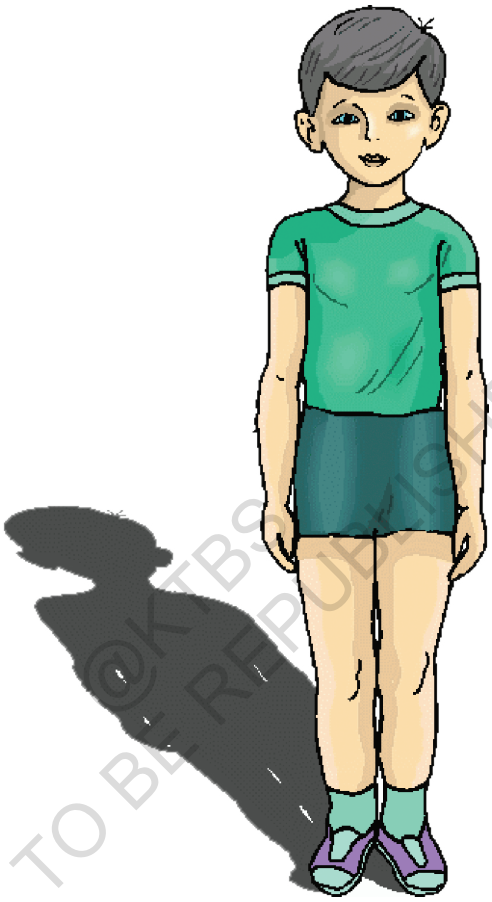
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Say aloud :

XV. Fill in the missing letters with 'ss', 'dd' 'ff' 'nn' and repeat after the teacher:

a. su _ _ en
b. sni _ _ ed
c. pa _ _ ed
d. ru _ _ ing

XVI. Use ch, th, sh, ck, to complete the names of body parts:



a. <u>ch</u>in b. mou _ _ c. _ _ eek d. _ _ oulder

e. tee _ _ f. ba _ _ g. _ _ est h. ne _ _

And the __ __ adow

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Let us listen and recite :

J2V4B7

SHARING, CARING FRIENDS!

What is fun for friends to do?
Sharing! Caring!
Who am I and who are you?
Sharing, caring friends!
I like you, and you like me,
It's the nicest thing to be,
Sharing, caring friends!
Share your dog,
I'll share my cat.
Share your ball,
I'll share my bat.
Share your orange,
I'll share my plum.
Share your horn,
I'll share my drum,
Sharing, caring friends!



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Let us understand :

I. Answer the following in your note book:

1. What all do friends share?
2. Discuss the meaning of "caring" and "sharing" with your friends.

II. Complete the following sentences:

1. The fun for friends to do is _____ and _____.
2. The nicest thing to be is _____ and _____ friends.
3. Friends are _____ and _____.

III. Repeat after the teacher:

do, you

me, be

cat, bat

plum, drum

Let us speak :

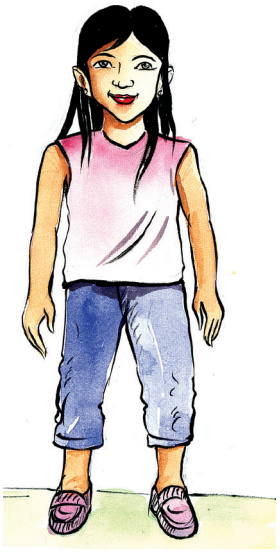
IV. Answer the following orally:

1. Who is your best friend?
2. How do you help your friend to build a house of cards?
3. What things would you like to share with your friend?

Let us find :

V. Read about Seema

This is Julie, my friend.
She is tall and thin.
She has long black hair.
She is eight years old.
She likes to sing and play.
She is a friendly girl.



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Now look at the picture of Ronny. Write about him with the help of the words given below:



seven years, tall and chubby, brown hair, reads books, dances, is kind

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UNIT 4

H4I2A4

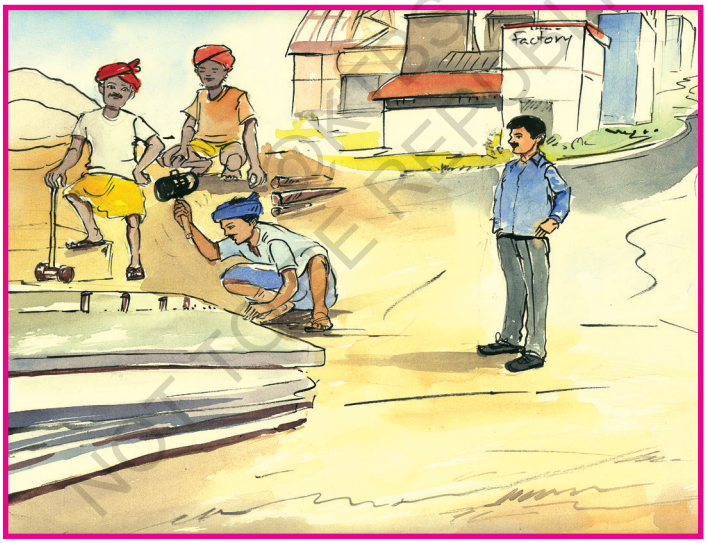
Freedom without love or charity or duty or patriotism are unworthy of our founding ideals.

-Barack Obama



Let us read :

A Real Patriot



Three men were cutting stones at a factory site. A wise man who was observing them for a long time, felt that all of them were committed workers. He wanted to know if all the three had the same ideas. He went to the first worker and asked him,

"What are you doing, my friend?"

The disturbed worker answered:

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"Can't you see?" said the man, "I am cutting stones."

"Why are you doing it?"

The man patiently said, "The contractor asked me to do so. I get money for this."

"I see, you work for the wages."

Later, the wise man went to the second man and asked him "Why are you cutting the stones, friend?"

"To earn a living. If I earn, I can look after my family well. I have a big family to care for. And my wife is sick." There was no enthusiasm in what he said."You mean you do this for the sake of your family!"

Finally, expecting a similar reaction, he went to third man and asked him

"Hello friend! What are you doing?"

The man replied with a smile. "Sir, I am working for my country"

"For your country! How can it be?"

"Our government is building a factory here. Many people get jobs. It means that their children will be educated. The younger minds build a better society. Thus our nation will develop."

The wise man was surprised to notice that a simple man was able to think so high. He said, "You are a real patriot."

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New Words :

wise	:	a person who knows what is right
committed	:	willing to work hard and give your energy and time to something
contractor	:	a man who supplies building materials
earn a living	:	get money to live
develop	:	to grow / expand
patriot	:	a person who loves his country

Let us understand :

I. Answer the following questions:

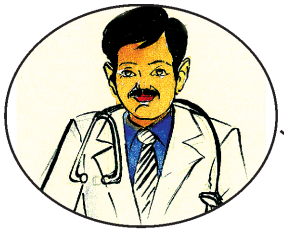
1. What were the workers doing?
2. Who spoke to the workers?
3. What was the government building?
4. Who is the real patriot?

II. Match the following (by drawing lines)

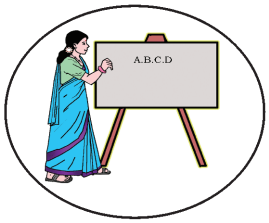
A. He worked for his family	a. The first worker
B. He worked for the nation	b. The second worker
C. He worked for wages	c. The third worker.

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III. Join the suitable word balloons, One is done for you:



Contractor



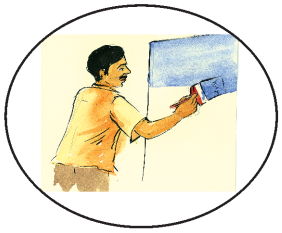
Doctor



Teacher



Painter



Driver

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Let us write :

IV. Complete the following passage using the words in the cloud below:

smile	cutting
wise	nation
factory	going to

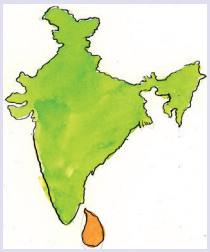
Three men were _____ stones. A _____ man went to them. When he talked to the third worker, he replied with a _____, "Sir, I am working for the _____. The Government is building a _____ here."

V. Fill in the blanks with correct letters and say the aloud:

Ex: m o n e y

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	f _ c _ o r y
	c u _ _ i n g

	v i _ _ a g e
	c o _ n t _ y

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VI. Let us Practise:

look	man
took	fan
h _ _ _	c _ _
b _ _ _	p _ _

VII. Let us read the opposite:

1.	first	x	last
2.	friend	x	enemy
3.	wise	x	unwise
4.	real	x	unreal
5.	big	x	small.

Let us Write :

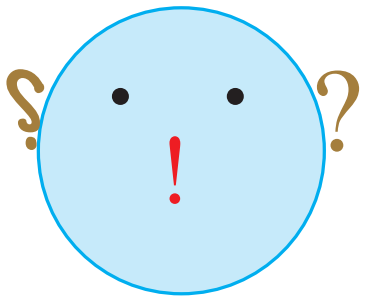
VIII. Fill in the blanks with the opposites of the under lined words:

First ---- Last

1. "A" is the <u>first</u> letter. "Z" is the _____ letter.
2. All are my <u>friends</u>. I have no _____.
3. Elephant is a <u>big</u> animal. Dog is a_____ animal.

IX. Let us learn punctuation :

1. Look at the picture and learn the punctuation mark.



My eyes are full stops “.”

My nose is an exclamation “!”

My ears are question marks “??”

And these are my punctuation marks. “! ?”

2. Match the punctuation marks with their names. (Use arrow marks)

.	Exclamatory mark
?	Full stop
!	Question mark.

3. Punctuate the following sentences (Use capital letters wherever necessary). One is done for you.

can’t you see.
Can’t you see ?

i work for my nation
why are you doing it for your country
i am cutting stones.

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Let us speak :

X. Enact this scene in groups of four:



What are you doing?

_____

Why?

_____

I am cutting stones.
I want to help my family.



(middle-aged man)
What are you doing?

_____

Why?

_____

I am cutting stones.
I want to make money.



(middle-aged man)
What are you doing, my brother?

_____

Why?

_____

I am cutting stones
to build a factory.
I want to help my country.

Very good.
India needs people like you.

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XI. Let us enact:



Teacher : Bindu, What do you want to become?

Bindu : I want to become a farmer.

Teacher : Why?

Bindu : I want to grow more crops for our people.

Teacher : Very good.

Teacher : Rasheed, What do you want to be in future.?

Rasheed : Sir, I want to become a teacher.

Teacher : May I know why?

Rasheed : I want to teach the students to love our nation and to work for our country.

Teacher : Suraj, What do you want to become?

Suraj : A Soldier.

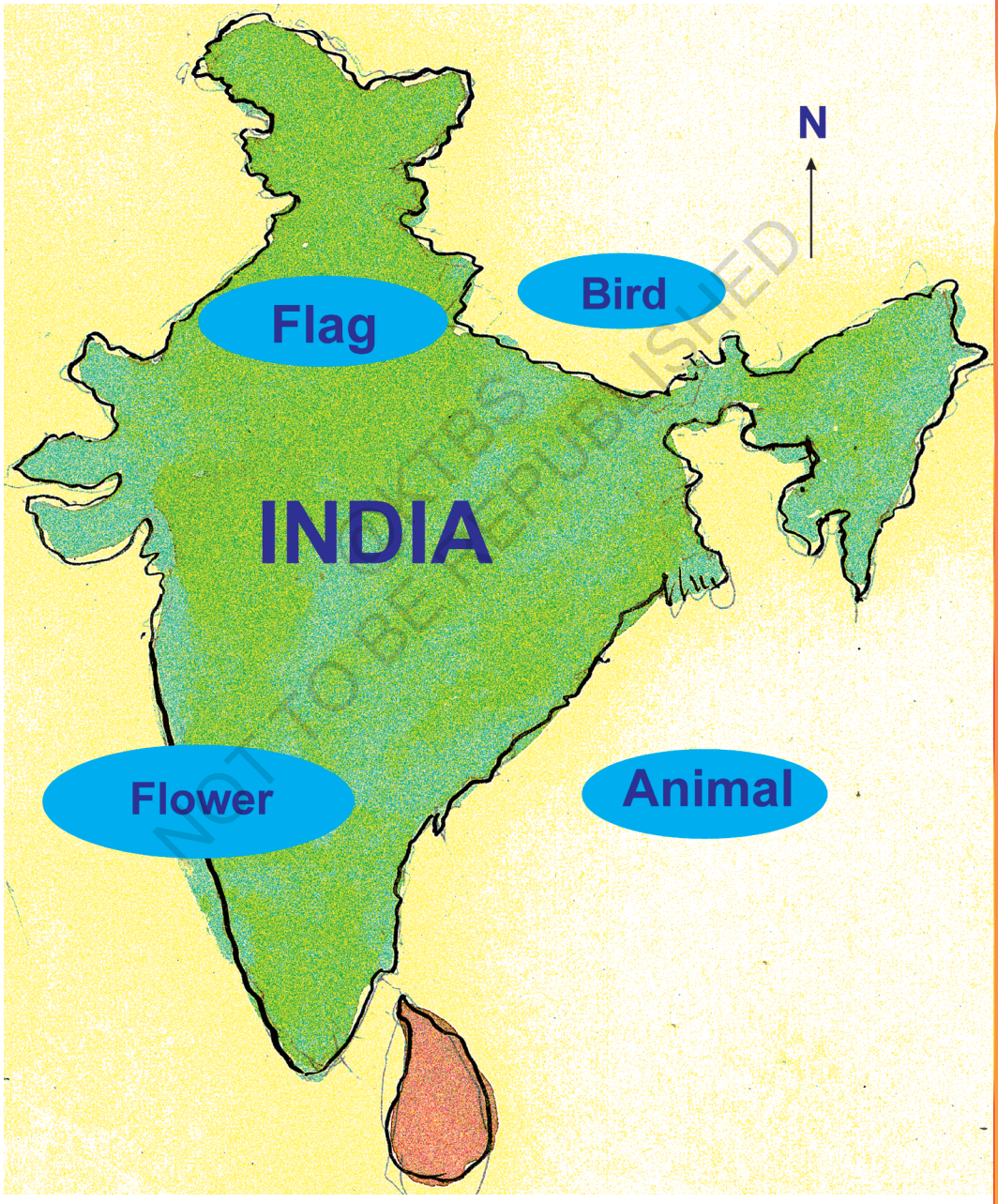
Teacher : What is your reason for it .....?

Suraj : I want to protect my country.

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Let us do :

XII. Stick the Pictures of National Symbols:

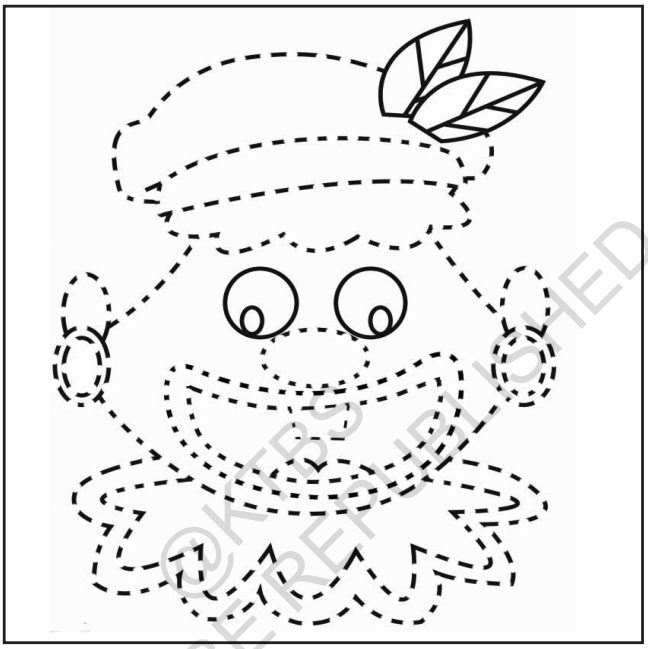


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Let us Do :

Connect the dots and draw a Joker.

Q1Y6T3



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Let us recite the poem :

Go not to the Temple

Go not to the temple to put flowers upon the feet of God,
First fill your own house with the fragrance of love...

Go not to the temple to bow down your head in prayer,
First learn to bow in humility, before your fellowmen....

Go not to the temple to pray on bended knees,
First bend down to lift someone who is down-trodden....

Go not to the temple to ask for forgiveness for your sins,
First forgive from your heart those who have sinned against you!

(*Adapted from* _ ***Rabindranath Tagore's poem)***

Let us listen to the teacher and recite the poem

New Words :

fragrance	:	scent, pleasant smell
humility	:	being humble, meek,
modest	:	being simple, not showy
downtrodden	:	oppressed, one who is not respected

Let us understand :

1. The house, according to the poet should be filled with _____.
2. One also has to learn to be _____.
3. Only when you bend down can you lift the _____.

Let us do :

Make a lantern for the New Year.

Supplies:

- Coloured paper or gift wrapping
- Scissors
- Glue, tape, or a stapler

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	Fold a rectangular piece of paper in half, making a long, thin rectangle.
	Make a series of cuts (about a dozen or more) along the fold line. Don't cut all the way to the edge of the paper.

	Unfold the paper. Glue or staple the short edges of the paper together.
	Cut a strip of paper 6 inches long and 1/2 inch wide. Glue or staple this strip of paper across one end of the lantern - this will be the handle of the lantern.
	**Optional:** Make a lot of lanterns and string them along a length of thread. Decorate your room!

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UNIT 5

R5M2H3

Let us begin :

Observe the pictures and talk about them





Let us listen :

Can you believe a cat can respond emotionally to human sorrow? This story appeared in the English magazine TOMORROW: Bill, the cat was at home while his master was away on a trip. The man was seriously injured in a railway accident during this trip. He died a few days later in a hospital.

At the burial, the man's brother was shocked to see Bill at the burial site. The faithful cat had traveled to the far away hospital grave site, looked at the coffin with tears in its eyes and then had returned home. Is this not an example of animal love towards humans?

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Let us read :

ADOPT A PET



Mona likes the local zoo very much. She enjoys visiting it. It has different kinds of animals in it. The animals do not live in cages but in the places they are used to. The zoo makes these places for them. For example, an ice-machine makes the penguins' swimming pool very cold, making it suitable for them.

Mona enjoys watching the chimpanzees. They live in a cage with trees, caves, rocks and a small lake. There are about fifteen chimps, including four babies. Their babies are carried everywhere by their mothers. They feel secure because they have a similar atmosphere as in the forest.

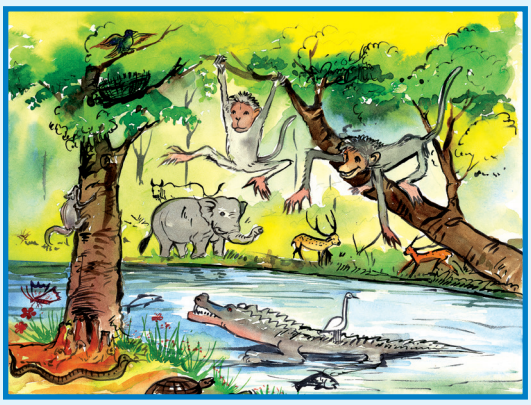




Mona also likes watching birds in the aviary. An aviary is a small forest with a wire net over and around it. The birds can fly about and build their nests in the trees. Many of the birds are very beautiful. Some, like the pelicans, are very large birds. An aviary can accommodate bigger birds also.

A variety of birds are seen here. It is interesting to observe their movements in it.

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The zoo needs money to feed the animals. Some people adopt animals and pay for their food. Mona has adopted a small monkey. She sends Rs. 20 every month to the zoo to pay for the monkey's food. She wanted to adopt a tiger. Tigers need meat every day. To provide food for them would be very expensive. Monkeys eat nuts and fruits, which are cheaper. So Mona adopted a monkey.

Adapted from *Hello English - Pupil's Hand Book- 4 :* Orient Longman.

Let us learn new words :



cage : pen, barred enclosure



cave : a hallow in a rock/hill/mountain



lake : a big pool



adopt : to accept as your own



expensive : costly

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Let us understand :

I. Answer the following questions in a word or two each.

1. Which place does Mona like?
2. What does it have?
3. Name the things in the cages for the chimpanzees.
4. Where are birds kept?

II. Mark (✓) or (X) against the statements given below.

1. Animals in the zoo live in places they are used to. ☐
2. Chimps carry their babies wherever they go. ☐
3. In an aviary the birds cannot build their nests. ☐
4. 'Adopting animals' means paying for their food. ☐

III. Look at the pictures and write their names, one is done for you.

(birds, lake, chimpanzee, nest, cage)







nest -------- -------- -------- --------

Let us spell :

IV. Fill in the missing letters to spell the words:

One is done for you: Ba<u>b</u>ies

1. e _ _ oy.
2. peli _ _ n.
3. wa _ ch.
4. mo _ _ ey.
5. kangar _ _.
6. pen _ _ in.
7. ad _ _ t.
8. exp _ _sive.

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Let us use the words :



V. One is done for you :

There is a cool pool for the ***penguin*** in the aviary picture.



1. Mona has adopted a _____

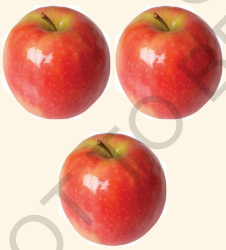


2. _____ is a large bird in the cage.



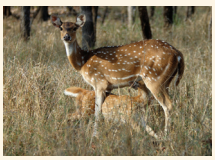
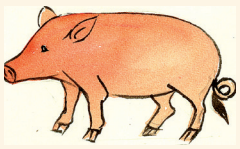
3. In a zoo _____ also live.

VI. Let us match by drawing lines:

elephant		fruit	
penguin		toy	
apples		bird	
ball		animal	

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VII. Find the six animals/birds hidden in the table. Find them. One is done for you:

tiger	A	Z	O	B	D	F	
1.	C	O	W	T	J	G	
2.	A	C	L	I	O	N	
3.	T	E	K	G	H	L	
4.	V	S	D	E	E	R	
5.	P	I	G	R	N	T	

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VIII. Circle the odd one, one is done for you.

kitten, cub, puppy, (egg)

adopted, watched, wanted, built

penguins, monkeys, tigers, chimps

live, like, enjoy, very

IX. Complete the passage using is/are :

Abhi's house is close to the zoo. The school has holidays now. So Abhi _____ in the zoo. His teacher _____ with him. They _____ now going to the aviary. There _____ many nests in it.

X. Complete the passage by filling the blanks using the words in brackets and read aloud :

There are two types of _____, the full standing and the suspended. Aviaries get _____ quickly. Full flight aviary is roomy and easy to clean. Keeping _____ as pets is a good hobby. _____ can be beautiful and fun.

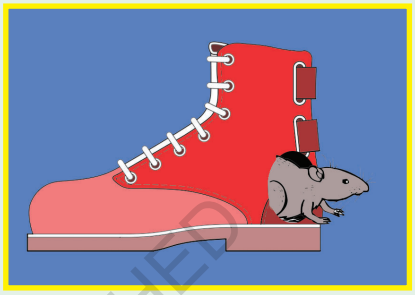
(birds, dirty, aviaries, it)

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Let us recite :

The Furry Home

T3Z4I6



If I were a mouse
And wanted a house,
I think I would choose

My new red shoes.
Furry edges,
Fur inside,
What a lovely
Place to hide!
I would not travel,
I would not roam,
Just sit in
My furry home.

- J.M. Westrup

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Let us memorise the poem

This is a child's imagination as told by the poet.

Let us understand and enjoy :

I. Tick the right answer, one is done for you

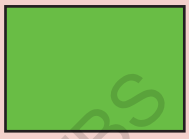
1. The child in the poem imagines that he is a

		
cat	mouse ✓	snail

2. If so, he would live in

		
the shoes	a cupboard	the kitchen

3. The colour of his house would be

		
blue	green	Red

4. His house would be

		
cold and rough	soft and furry	Small and dirty

II. Find two pairs of rhyming words in the poem:

1. house_____ _____
2. shoes_____ _____

III. Rearrange the letters to get the names of the things we wear:

1. on our wrist _____ HATCW
2. on our hands_____ SOGLVE

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3. on our head_____ PAC

Let us use words :

IV. Find words that start with "sh" and "ch":

Sound	word	
sh	ship	_____
ch	chips	_____

1. List four words that start with "sh"

i. _____ ii. _____

iii. _____ iv. _____

2. List four words that end with "sh"

i. _____ ii. _____

iii. _____ iv. _____

3. List four words that start with "ch"

i. _____ ii. _____

iii. _____ iv. _____

4. List four words that end with "ch"

i. _____ ii. _____

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iii. _____ iv. _____

Let us do :

V. Here is a word search challenge : Find as many animals as you can. One is done for you:

One is done for you

DOG, BEAR, CAT, TIGER, PIG, LION, ZEBRA, SHEEP, HORSE, WOLF, COW, MONKEY, MOUSE, RABBIT, ELEPHANT.

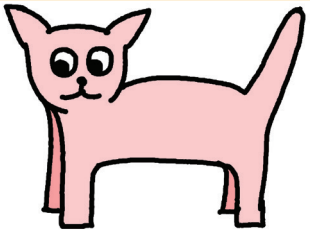
L	J	C	A	T	I	G	E	R	B
P	R	A	B	B	I	T	L	G	S
C	O	W	P	I	G	M	E	D	H
Z	B	E	A	R	F	O	P	O	E
Z	E	B	R	A	I	N	H	G	E
V	H	O	R	S	E	K	A	D	P
P	V	L	I	O	N	E	N	S	U
Y	G	W	O	L	F	Y	T	G	U
C	I	H	A	M	S	T	E	R	O
U	M	O	U	S	E	X	Z	S	B

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The words may go across, up, down or diagonally.

Let us enjoy :

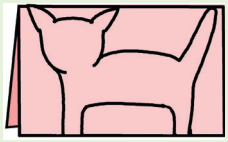
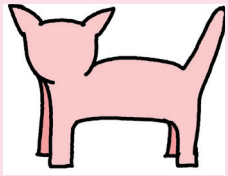
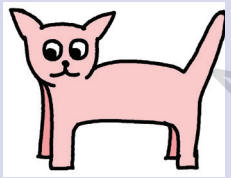
Make a "cat card" for cat lov



Supplies needed:

- Card board or kg card board.

- Scissors or Pinking shears
- Markers or crayons
- Googly eyes and glue (optional)

	Fold a piece of paper in half.
	Draw the outline of a cat on the folded paper. Make sure that the tail and both ears extend to the fold and go along it for at least a quarter of an inch (this is where the front and back will be attached to each other).
	Cut out the cat - make sure that there are areas of the fold that you do not cut, so that the front and back of the card are attached to each other.
	Put a face on your cat. Gluing on googly eyes gives the cat a cute look. Write a message on the inside of your new card.

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VI. Fill in the blanks with the correct form of the words given in the brackets, one is done for you.



Mona ***has*** (have) two little puppies. The puppies (2) _____ (be) very cute.



The puppies (3) _____ (like) to eat bread and drink milk.



Mona (4) _____ (feed) the puppies three times in a day.



She also (5) _____ (clean) them when they (6) _____ (be) dirty.



Mona (7) _____ (train) her puppies to play with a ball.



The puppies often (8) _____ (play) with each other.

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

---

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

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Constitution of India

Part IV A (Article 51 A)

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, wildlife 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) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

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