

## पाठ्यक्रम आधारित अधिगम उद्देश्य एवं उन्हें प्राप्त करने के चरण

### प्रस्तावना

सतत एवं व्यापक आकलन की योजना के अन्तर्गत कक्षावार पाठ्यक्रम के अधिगम उद्देश्यों के सापेक्ष सीखने-सिखाने के चरणों को मुख्य रूप से दो भागों में बाँटा गया है। जिसमें से पहला भाग पाठ्यक्रम विभाजन की टर्म-1 व 2 के सोपक्ष है तथा दूसरा भाग पाठ्यक्रम विभाजन की टर्म 3 व 4 के सापेक्ष है। ऐसा इसलिए सोचा गया है कि एक कक्षा के पाठ्यक्रम को चार स्तरों पर सभी विषयों में यांत्रिक रूप से तोड़ पाना व्यावहारिक नहीं होगा। इसलिए दो भागों में विभाजन कक्षा की शुरुआत व आखिरी भाग के रूप में समझकर इसे व्यावहारिक बना सकते हैं। यह विचार व्यावहारिक रूप में सम्भव भी हो पाता है। शिक्षण व आकलन में समग्रता को समाहित करने के लिए पाठ्यक्रम का अधिक भागों में विभाजन अवरोध पैदा करता है।

### टर्म-1 एवं 2

| Term  | Learning Areas   | Unit                       | Learning Objectives  |
|-------|--|----------------------------|--|
| First | <ul style="list-style-type: none"> <li>Listening with Understanding</li> <li>Speaking with Confidence</li> <li>Reading with Comprehension</li> <li>Writing (Functional Grammar)</li> </ul> | <b>1. Swami Vivekanand</b> | <ul style="list-style-type: none"> <li>To be able to listen to the text and understand the main idea with the help of teacher.</li> <li>To be able to learn new vocabulary given in the chapter.</li> <li>To be able to answer based on the text.</li> <li>To be able to read and understand the usage of singular and plural nouns.</li> <li>To be able to write plural form of words.</li> <li>To be able to participate in group discussions.</li> <li>To be able to read three letter words ( '-at,-an' word family).</li> <li>To be able to pronounce words with vowel sound 'a'.</li> <li>To be able to write three letter words using correct strokes.</li> </ul> |

| Term | Learning Areas | Unit                             | Learning Objectives  |
|------|----------------|----------------------------------|--|
|      |                | <b>2. A Rabbit and Two Ducks</b> | <ul style="list-style-type: none"> <li>To be able to understand the main idea of the story narrated with the help of teacher</li> <li>To be able to narrate the story in mother tongue using English keywords.</li> <li>To be able to learn new vocabulary given in the chapter.</li> <li>To be able to speak simple sentences using can/cannot.( I can jump / I can not jump)</li> <li>To be able to use 'can and cannot' in writing.</li> <li>To be able to respond to the simple questions.</li> <li>To be able to develop a story with the help of picture( in mother tongue using English keywords)</li> <li>To be able to identify and classify domestic and wild animals.</li> <li>To be able to read three letter words with ' -ad , -ap' words family.</li> <li>To be able to understand and follow simple instructions.</li> <li>To be able to write three letter words using correct strokes</li> </ul> |
|      |                | <b>3 . Value of Time</b>         | <ul style="list-style-type: none"> <li>To be able to to recall the main idea of the narrated story with the help of teacher</li> <li>To be able to recall the main points of the story.</li> <li>To be able to listen and speak rhyming words such as boy-toy, lazy-crazy etc.</li> <li>To be able to listen to and recite the poem/rhyme.</li> <li>To be able to answer simple questions based on story.</li> <li>To be able to collect different kinds of tickets of bus,train,zoo etc</li> <li>To be able to read three letter word with ' -ag, -ack' word family.</li> <li>To be able to learn new vocabulary given in the chapter</li> <li>To be able to write three letter words using correct strokes</li> </ul>  |
|      |                | <b>4.Good Personal Habits</b>    | <ul style="list-style-type: none"> <li>To be able to repond on the given text.</li> <li>To be able to learn new vocabulary given in the chapter</li> <li>To be able to listen and sing the rhyme with the help of teacher.</li> <li>To be able to read three letter word with ' -ed,- en' word family.</li> <li>To be able to write three letter words using correct strokes</li> </ul>  |
|      |                | <b>5. Me and My</b>              | <ul style="list-style-type: none"> <li>To be able to talk about his/her own family members in</li> </ul>   |

| Term | Learning Areas   | Unit                           | Learning Objectives  |
|------|--|--------------------------------|--|
|      |  | <b>Family</b>                  | <p>pairs or in groups</p> <ul style="list-style-type: none"> <li>To be able to read English words regarding family members.</li> <li>To be able to understand the usage of pronouns (he/she) .</li> <li>To be able to write simple sentence about herself/himself</li> <li>To be able to read three letter word with ' et-,ell-' word family.</li> <li>To be able to write simple words correctly .</li> </ul>   |
|      |  | <b>6. Our Lovely Rajasthan</b> | <ul style="list-style-type: none"> <li>To be able to listen to the text and understand with the help of teacher.</li> <li>To be able to share experiences in mother tongue on a given topic.</li> <li>To be able to answer simple questions based on text.</li> <li>To be able to learn new vocabulary given in the chapter.</li> <li>To be able to learn use of capital letters.</li> <li>To be able to talk on a given picture</li> <li>To be able to read three letter words with ' eg-,est-' word family.</li> <li>To be able to write simple words correctly</li> </ul> |
|      | <ul style="list-style-type: none"> <li>Listening with Understanding</li> <li>Speaking with Confidence</li> <li>Reading with Comprehension</li> <li>Writing (Functional Grammar)</li> </ul> | <b>7. My Dear Little Dog</b>   | <ul style="list-style-type: none"> <li>To be able to sing rhyme with the help of teacher or on their own with expressions and actions</li> <li>To be able to speak names of animals and birds</li> <li>To be able to understand the use of adjectives</li> <li>To be able to listen to poem and understand it with the help of teacher</li> <li>To be able to read three letter word with ' id-,in-' word family.</li> <li>To be able to write simple sentence</li> </ul>  |
|      |  | <b>8. My Friends</b>           | <ul style="list-style-type: none"> <li>To be able to read and understand the poem with the help of teacher.</li> <li>To be able to talk and discuss in group about animals and their characteristics .</li> <li>To be able to collect pictures of living beings</li> <li>To be able to read three letter word with ' ig-,it-' word family.</li> <li>To be able to write simple sentences (I like mango, I have books)</li> </ul>   |

| Term         | Learning Areas   | Unit                            | Learning Objectives   |
|--------------|--|---------------------------------|---|
|              |  | <b>9. Picnic</b>                | <ul style="list-style-type: none"> <li>To be able read and understand the main idea of the story with the help of teacher</li> <li>To be able to learn new vocabulary given in the chapter.</li> <li>To be able to write simple answers based on text.</li> <li>To be able to discuss in a topic on given group.</li> <li>To be able to understand the concept and write plural forms by adding 's' and 'es' after the singular nouns.</li> <li>To be able to draw a picture of a picnic and colour it.</li> <li>To be able to read three letter word with 'id-,in-' word family.</li> <li>To be able to write simple sentences or words</li> </ul> |
| <b>Third</b> | <ul style="list-style-type: none"> <li>Listening with Understanding</li> <li>Speaking with Confidence</li> <li>Reading with Comprehension</li> <li>Writing (Functional Grammar)</li> </ul> | <b>10. A Cloud in the Sky</b>   | <ul style="list-style-type: none"> <li>To be able read and understand the story with the help of teacher.</li> <li>To be able to learn new vocabulary given in the chapter.</li> <li>To be able to recall the story and share the main points</li> <li>To be able to make new words by adding 'ing'.</li> <li>To be able to recognize action words with the help of picture.</li> <li>To be able to read three letter word with ' -ip , ill' word family.</li> <li>To be able to make simple sentences using action words.</li> </ul>   |
|              |  | <b>11- Colours Around us</b>    | <ul style="list-style-type: none"> <li>To be able to read poem and understand with the help of teacher</li> <li>To be able to learn new vocabulary given in the chapter.</li> <li>To be able to identify and speak name of colours.</li> <li>To be able to write name of colours</li> <li>To be able to use punctuations as " full stop (.) &amp; capital letter in sentences".</li> <li>To be able to read words with ' -ock , og ' word family.</li> </ul>  |
|              |  | <b>12. Phoon---- Phoon---</b>   | <ul style="list-style-type: none"> <li>To be able to recall the main idea of the narrated text.</li> <li>To be able to learn new vocabulary given in the chapter.</li> <li>To be able to speak sentences by looking at picture</li> <li>To be able to answer simple questions based on the chapter.</li> <li>To be able to read three letter words with ' -ox , -ng ' word family.</li> </ul>   |
|              |  | <b>13.Sariska Tiger Reserve</b> | <ul style="list-style-type: none"> <li>To be able to read and understand the text with the help of picture.</li> </ul>  |

| Term   | Learning Areas   | Unit                       | Learning Objectives   |
|--------|--|----------------------------|---|
|        |  |                            | <ul style="list-style-type: none"> <li>To be able to learn new vocabulary given in the chapter.</li> <li>To be able to colour the picture</li> <li>To be able to read three letter words with ' -ut , -ug' word family.</li> <li>To be able to write simple sentence</li> <li>To be able to answer simple questions based on text</li> </ul>  |
| Fourth | <ul style="list-style-type: none"> <li>Listening with Understanding</li> <li>Speaking with Confidence</li> <li>Reading with Comprehension</li> <li>Writing (Functional Grammar)</li> </ul> | <b>14. Trees</b>           | <ul style="list-style-type: none"> <li>To be able to understand the main idea of the text with the help of teacher</li> <li>To be able to learn new vocabulary given in the chapter.</li> <li>To be able to talk and discuss in groups on a given topic.</li> <li>To be able to sing and enjoy the rhyme with the help of teacher</li> <li>To be able to copy simple sentences.</li> <li>To be able to speak simple sentences in English</li> <li>To be able to read three letter words with ' um- , up-' word family.</li> </ul>   |
|        |  | <b>15. The Balloon Man</b> | <ul style="list-style-type: none"> <li>To be able to listen and understand the main idea of the poem.</li> <li>To be able to learn new vocabulary given in the chapter.</li> <li>To be able to recall the poem and rearrange in logical sequence.</li> <li>To be able to identify the colour of fruits and vegetables.</li> <li>To be able to write simple sentences.</li> <li>To be able to learn the opposites</li> <li>To be able to speak rhyming words.</li> <li>To be able to participants in group discussion on given topic.</li> <li>To be able to read three letter word with ' -ub , -un ' word family.</li> <li>To be able to talk on a given picture.</li> </ul> |

## योगात्मक आकलन टूल

### निर्माण ब्लूप्रिंट

#### प्रस्तावना

आकलन सीखने-सिखाने की प्रक्रिया का अभिन्न अंग है। इसका तात्पर्य यह हुआ कि आकलन के बगैर सीखना-सिखाना संभव नहीं है। अतः इसी विचारधारा के अनुरूप दो प्रकार के आकलनों की बात राज्य सरकार की सतत एवं व्यापक आकलन की स्कीम में की जाती है। जिसमें पहला रचनात्मक आकलन है जोकि सीखने-सिखाने की प्रक्रिया में अंतर्गुथित है जोकि कक्षा-कक्षीय प्रक्रिया में निरंतर होता रहता है तथा दूसरा योगात्मक आकलन है जो एक निश्चित अवधि के उपरांत बच्चे की शैक्षिक उपलब्धि का आकलन करता है। इन दोनों ही प्रकार के आकलनों के लिए एक तार्किक फ्रेमवर्क द्वारा निर्मित व्यवस्था को काम में लिया जाता है तो सीखने-सिखाने को बहुत हद तक उपयुक्त एवं आवश्यक बनाया जा सकता है। इसके लिए आकलन की एक टैक्सॉनामि को काम में लिया जाता है। जिसके अनुरूप तार्किक फ्रेमवर्क (ब्लूप्रिंट) का एक स्वरूप नीचे दिया गया है तथा इस फ्रेमवर्क के अनुसार एक टर्म का लिखित आकलन के लिए योगात्मक आकलन के टूल को भी संरचित किया गया है। आपको भी इसी तरह योगात्मक आकलन के लिए टूल की संरचना करनी होगी। जिसके लिए आइटम पूल (Question Bank) आगे दिया गया है।

## योगात्मक आकलन दूल निर्माण ब्लूप्रिंट

| Skill/<br>Objetcive        | Indicator   | Question<br>Number<br>(Oral) | Question<br>Number<br>(Written) | Cognitive Area (Skill/<br>objectives as per the<br>Anderson taxonomy) |
|----------------------------|---|------------------------------|---------------------------------|---|
| Listening                  | Differentiate between different sounds (in three letter words)                    | 1 (a)                        |                                 | Understanding   |
|                            |   | 1 (b)                        |                                 | Application   |
|                            | Listen to the rhymes and answer simple questions based on them (in mother tongue) | 2                            |                                 | Understanding   |
|                            | Understand and follow simple instruction  | 3                            |                                 | Understanding   |
| Speaking with confidence   | Recite simple rhymes  | 4                            |                                 | Remembering   |
|                            | Speak some words and sentences in English with/without picture's help             | 5 (a, b)                     |                                 | Application   |
|                            |   | 6                            |                                 | Understanding   |
| Reading with comprehension | Read simple three letter words or short sentences                                 | 7 (a, b)                     |                                 | Remembering   |
|                            |   |                              |                                 | Understanding   |
|                            | Read sight words (imitative reading)  |                              | 1                               | Remembering   |
|                            |   |                              | 2                               | Understanding   |
|                            |   |                              | 3                               | Remembering   |
|                            |   |                              | 4                               | Understanding   |
|                            |   |                              | 5                               | Remembering   |
| Writing                    | Write simple words/sentences  |                              | 6                               | Understanding   |
|                            |   |                              | 7                               | Application   |
|                            |   | 8                            | 8                               | Remembering   |
|                            |   |                              | 9                               | Understanding   |
|                            |   |                              | 10 (a, b)                       | Remembering   |
| Total Question : 18        |   | 8                            | 10                              |   |

## योगात्मक आकलन हेतु मौखिक एवं लिखित आकलन दूर नमूना पत्रक

### योगात्मक आकलन

विषय : अंग्रेजी

कक्षा : 2

शाला का नाम : ..... रोल नं. : .....

विद्यार्थी का नाम : ..... दिनांक : .....

### LISTENING WITH UNDERSTANDING

**Q.1. a) Clap when you hear a word with different sound for example- cat, hat, bat, rat, hot (clap when you hear hot) because it has different sound.**

|     |     |      |     |
|-----|-----|------|-----|
| Pin | Din | Min  | Bag |
| Sun | Bun | Game | Tun |
| Bag | Sag | Tag  | Jug |

**b) Listen to the words and tell two rhyming words for the same. Example- hot- cot dot sot (Here the students are free to make words that don't have meanings)**

Bag

Boy

Pen

Sun

**Q.2. The teacher will read the story that the students have already done about Swami Vivekanand and ask the following questions in the mother tongue-)**

(a) Who is the main person in the story?

(b) What was the main message given by Vivekanand?

*The students can answer in Mother tongue with some key English words.*



**Q.3. Speak simple instructions and students will follow the same.**

- (a) ..... (name) close the door.
- (b) ..... (name) bring your English book.

*Note : Teacher can take English instructions being done in class.*

### SPEAKING WITH CONFIDENCE

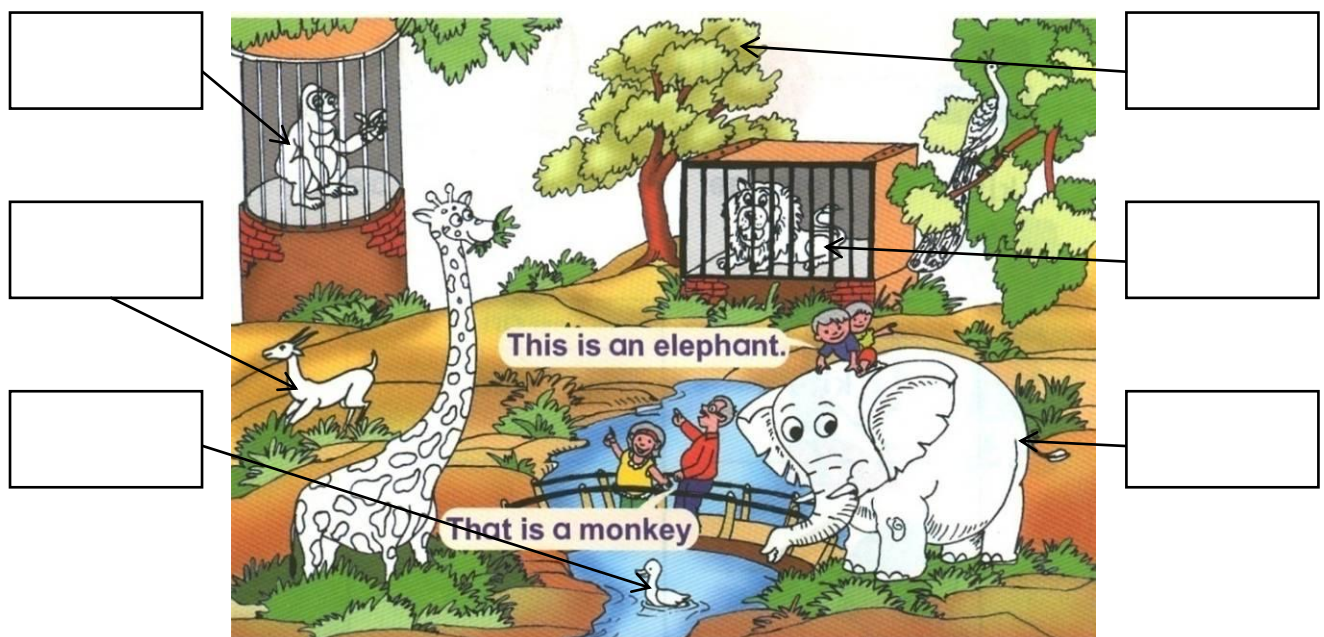
**Q.4. Sing a rhyme of your choice.**

**Q.5. a) Activities -**

- (a) Put a box with familiar objects and student will pick one thing and will make simple sentence using This is ....., I like ....., I do not like ....., I can ..... I cannot.....
- (b) Pass the ball to one student and ask him/her to frame sentence using the above structures.

*Encourage the students to answer in English with very little help of yours.*

**b) Look at the picture and speak simple word/sentence.**



**Q.6. Replace the name with he/she; teacher will speak sentence with noun and will ask student to replace noun with pronoun.**

- (a) Priya is sleeping.
- (b) Sohan is reading.
- (c) I like my sister. My sister is tall.

## READING WITH COMPREHENSION

**Q.7. Read the following words.**

a)

|     |      |      |     |      |
|-----|------|------|-----|------|
| Bat | Cat  | Van  | Man | Bad  |
| Map | Back | Pack | Wag | Sell |
| Pet | Best | Test | Leg | Egg  |

b)

|          |         |         |        |
|----------|---------|---------|--------|
| Sleeping | Playing | Reading | Eating |
|----------|---------|---------|--------|

## WRITING

**Q.8. Dictation: write the following words.**

- |                    |                 |
|--------------------|-----------------|
| (a) Sleeping ..... | (e) Cap .....   |
| (b) Playing .....  | (f) Mats .....  |
| (c) Jumping .....  | (g) Table ..... |
| (d) Cat .....      |                 |

विषय : अंग्रेजी

कक्षा : 2

शाला का नाम : .....

रोल नं. : .....

विद्यार्थी का नाम : .....

दिनांक : .....





### READING COMPREHENSION

**Q.1. Match the following.**

|       |       |        |        |      |      |
|-------|-------|--------|--------|------|------|
| Tiger | Apple | Finger | Friend | Lion | Girl |
|-------|-------|--------|--------|------|------|

|       |         |        |        |       |         |
|-------|---------|--------|--------|-------|---------|
| Lions | Friends | Tigers | Apples | Girls | Fingers |
|-------|---------|--------|--------|-------|---------|






**Q.2. Read the picture and circle the correct word.**

|   |          |          |         |
|---|----------|----------|---------|
|  | Reading  | Sleeping | Writing |
|  | Singing  | Eating   | Jumping |
|  | Reading  | Playing  | Eating  |
|  | Sleeping | Drinking | Dancing |

**Q.3. Write True or False (T or F) for the following.**

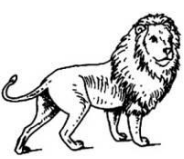
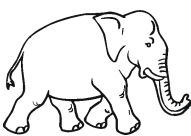
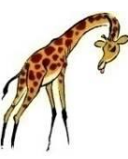


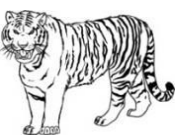



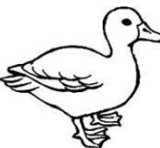
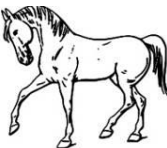

|   |      |  |
|---|------|--|
| 9 | Nine |  |
| 4 | Five |  |
| 8 | Four |  |
| 1 | One  |  |
| 5 | Five |  |

**Q.4. Read the picture and match the following.**

|                    |   |
|--------------------|---|
| This is a dog.     | →  |
| That is a boy      | →  |
| That is a flower   | →  |
| These are tomatoes | →  |
| Those are parrots  | →  |

**Q.5. Make an animal album. Write the name of each animal or bird in the blanks.**

**dog , duck , rabbit , monkey , goat , horse , owl , tiger , giraffe , elephant , lion , zebra**

|   |   |   |  |   |   |
|---|---|---|--|---|---|
|  |  |  |  |  |  |
|   |   |   |  |   |   |
|  |  |  |  |  |  |
|   |   |   |  |   |   |

### WRITING

**Q.6. Fill in the blanks.**

c.....t



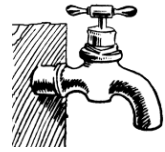
r.....t



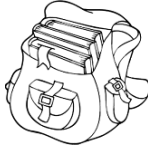
b.....y



t.....p



b.....g

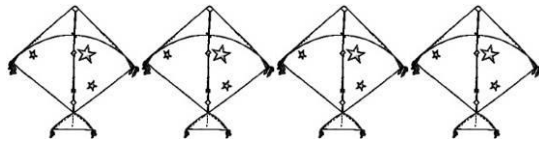


b.....t



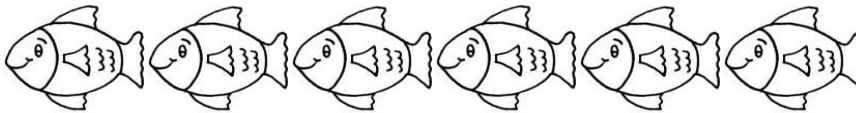
**Q.7. Look at the picture and fill in the blank.**

a.



..... kites.

b.



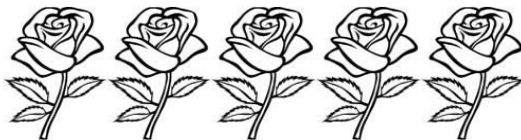
six .....

c.



..... umbrellas.

d.



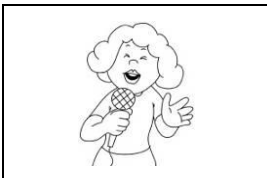
..... flowers.

e.



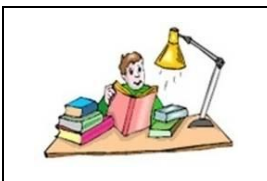
nine .....

**Q.8. Make sentence using he/she.**



Singing

.....



Reading

.....



Sleeping

.....



Drinking

.....

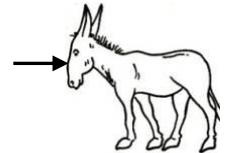


Running

.....

**Q.9. Fill in the blanks using this/that/these/those.**

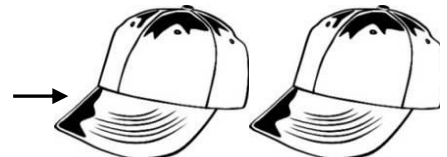
a. .... is a donkey.



b. .... is an ox.



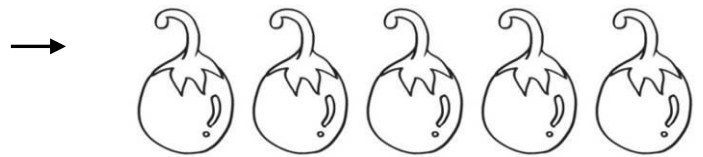
c. .... are caps.



d. .... are locks.



e. .... are bringals.



**Q.10. (a) Make new words.**

a) Tap Cap .....

b) Dig Big .....

c) Pin Tin .....

d) Cat Mat .....

**(b) Write down the English words for the given numbers.**

9 .....

8 .....

7 .....

4 .....

|                             |                |
|-----------------------------|----------------|
| शिक्षक टिप्पणी .....        |                |
| .....                       |                |
| .....                       |                |
| .....                       |                |
| .....                       |                |
| शिक्षक का नाम एवं हस्ताक्षर | दिनांक : ..... |

# योगात्मक आकलन प्रपत्र बनाने हेतु विभिन्न प्रकार के मौखिक एवं लिखित प्रश्नों का संग्रह

## प्रस्तावना

आगामी पृष्ठों पर अधिगम क्षेत्रवार एवं कौशलवार प्रश्न दिए गए हैं। इस पूल में दिए गए आइटम से ब्लूप्रिंट के अनुसार उपयुक्त चयन करके आपको योगात्मक आकलन के लिए लिखित प्रश्न पत्र का निर्माण करना है। प्रश्न निर्माण हेतु ब्लूप्रिंट पूर्व में दिए अनुसार निर्धारित किया जा सकता है या पूर्व में निर्धारित ब्लूप्रिंट को काम में लिया जा सकता है। आगे आपको जो भी टूल बनाने होंगे, उनको बनाने में उक्त पूल का सहयोग लिया जा सकता है।

टूल बनाते समय इस बात का ध्यान विशेष रूप से रखना होगा कि प्रत्येक टर्म के लिए जो बुनियादी है उसे आगामी टर्म के पाठ्यक्रम पर काम करने के आधार के रूप में समझा जायेगा। इसलिए शुरूआती जिस भी टर्म में बुनियादी क्षमताएँ आ चुकी हैं, वे आगामी टर्मों में दोहराई जायेंगी। राज्य में संचालित स्कीम में यह व्यवस्था इसीलिए की गई है ताकि बच्चों के सीखने में शैक्षणिक अंतर ना रहें।

जो बच्चे अपनी कक्षा के स्तर पर नहीं हैं उन बच्चों के योगात्मक आकलन हेतु बुनियादी क्षमताओं पर आधारित आइटम उस कक्षा स्तर के आइटम पूल से लेने होंगे जिस स्तर पर अमुक टर्म में बच्चों के साथ काम कराया गया है। नमूने के लिए दिया गया टूल कक्षा स्तर की बुनियादी क्षमताओं को शामिल करने के विचार पर आधारित है। यदि आपको टूल में नीचे के कक्षा स्तर की बुनियादी क्षमताओं के आइटम लेने हैं तो आप उस कक्षा स्तर से ले सकते हैं।

इसका तात्पर्य सीधा—सीधा यही हुआ कि कक्षा स्तर के बच्चों का एक टूल होगा तथा कक्षा स्तर से नीचे के बच्चों के लिए अलग—अलग टूल होगा, जो आप अपनी कक्षा की स्थिति के अनुसार बना सकेंगे।

## Blue print of the Question Bank/activities booklet

| Learning area | Sub indicator of the main | Term 1 and 2 | Term 3 and 4 |
|---------------|---------------------------|--------------|--------------|
|---------------|---------------------------|--------------|--------------|



|                              | learning skill /area  | Question Number | Skill/objective as per the Anderson taxonomy | Question Number                 | Skill/objective as per the Anderson taxonomy |
|------------------------------|---|-----------------|--|---------------------------------|--|
| Listening with understanding | Understand and follow simple instructions                                     | 1               | Remembering                                  | Same activity may be repeated   |  |
| Listening with understanding | Differentiate between sounds of words   | 2               | Understanding                                | 1                               | Application                                  |
|                              |   | 3               | Understanding                                | 2                               | Understanding                                |
|                              |   | 4               | Application                                  | 3                               | Understanding                                |
|                              |   | 5               | Analysis                                     |                                 |  |
| Listening with understanding | Listen to rhymes and poems and answer questions with reference to the context | 6               | Understanding                                | Same activities may be repeated |  |
|                              |   | 7               | Understanding                                |                                 |  |
| Speaking with confidence     | Tell names of the pictures and speak on them.                                 | 8               | Remembering & Understanding                  |                                 |  |
|                              |   | 9               | Remembering & Understanding                  | 4                               | Creation                                     |
|                              |   | 10              | Application                                  | 5                               | Creation                                     |
|                              |   | 11              | Application                                  | 6                               | Understanding                                |
| Speaking with confidence     | Speak simple words and sentences in English                                   | 12              | Application                                  | 7                               | Remembering                                  |
|                              |   | 13              | Understanding                                | 8                               | Understanding                                |
|                              |   | 14              | Understanding                                | 9                               | Remembering                                  |
|                              |   | 15              | Application                                  |                                 |  |
|                              |   | 16              | Understanding                                |                                 |  |
| Speaking with confidence     | Recite rhymes with expression and action                                      | 17              | Remembering                                  | Same activities may be repeated |  |
|                              |   | 18              | Remembering                                  |                                 |  |
|                              |   | 19              | Understanding                                |                                 |  |
| Reading with comprehension   | Read simple pictures/ words/ sentences.                                       | 20              | Remembering                                  | 10                              | Application                                  |
|                              |   | 21              | Analysis                                     | 11                              | Understanding                                |
|                              |   | 22              | Understanding                                | 12                              | Understanding                                |

| Learning area | Sub indicator of the main learning skill /area | Term 1 and 2    |  | Term 3 and 4    |  |
|---------------|--|-----------------|--|-----------------|--|
|               |  | Question Number | Skill/objective as per the Anderson taxonomy | Question Number | Skill/objective as per the Anderson taxonomy |
|               |  | 23              | Understanding                                | 13              | Analysis                                     |
|               |  | 24              | Understanding                                | 14              | Understanding                                |
|               |  | 25              | Understanding                                | 15              | Understanding                                |
|               |  | 26              | Remembering                                  | 16              | Understanding                                |
|               |  | 27              | Understanding                                | 17              | Remembering                                  |
|               |  | 28              | Remembering                                  | 18              | Understanding                                |
|               |  | 29              | Application                                  | 19              | Understanding                                |
|               |  | 30              | Evaluation                                   | 20              | Evaluation                                   |
|               |  | 31              | Understanding                                | 21              | Application                                  |
|               |  | 32              | Application                                  | 22              | Analysis                                     |
|               |  | 33              | Understanding                                | 23              | Understanding                                |
|               |  | 34              | Understanding                                |                 |  |
|               |  | 35              | Understanding                                |                 |  |
| Writing       | Write small and capital letters.               | 36              | Understanding                                | 24              | Remembering                                  |
|               |  |                 |  | 25              | Remembering                                  |
| Writing       | Write simple words and sentences               | 37              | Understanding                                | 26              | Understanding                                |
|               |  | 38              | Remembering                                  | 27              | Application                                  |
|               |  | 39              | Understanding                                | 28              | Understanding                                |
|               |  | 40              | Application                                  | 29              | Application                                  |
|               |  | 41              | Analysis                                     | 30              | Remembering                                  |
|               |  | 42              | Understanding                                | 31              | Understanding                                |
|               |  | 43              | Application                                  | 32              | Understanding                                |
|               |  | 44              | Application                                  | 33              | Application                                  |
|               |  | 45              | Remembering                                  |                 |  |
|               |  | 46              | Understanding                                |                 |  |
|               |  | 47              | Application                                  |                 |  |

टर्म-1 व 2

मौखिक एवं लिखित प्रश्न बैंक

### Listening with understanding

Understand and follow simple instructions

**Question 1 – Activity – “Parrot Says”****(Remembering)**

Students will sit in a circle and teacher will speak simple instruction along with the phrase “parrot says” it means if teacher uses parrot says then they have to follow simple instruction. If teacher does not use phrase “parrot says” then they do not have to do any action.

**Some of the simple instructions are given, choose any one of them and see if the student/students is/are able to follow.**

- (a) Please sit down.
- (b) Please stand up.
- (c) Please rub your hands.
- (d) Please clap your hands.
- (e) Touch your nose/ ears/ hair,.....(all parts of body)
- (f) Open your mouth.
- (g) Close your mouth/ eyes.
- (h) Open the window/ door.
- (i) Close the door/ window.
- (j) Colour this picture.
- (k) Clean the green board/ blackboard.
- (l) Wash your hands.
- (m) Please give me your book, pencil.....etc.
- (n) Please move ahead.
- (o) Please move back.
- (p) Bring me a piece of chalk/ a glass of water/ a stool/ a chair, etc.
- (q) Show me the picture of a cow/ house/ cat/ rat/ horse/ hat, etc.
- (r) Colour this picture.
- (s) Raise your hand
- (t) .....(name), please come here.
- (u) .....(name), please distribute the worksheets.

**Differentiate between sounds of words**

**Question 2 - While teaching rhyming words or any word teacher should talk about the sound of the letters in words. For ex- ‘pig’ has three sounds. /p/-/i/-/g/. Now we ask what's the middle sound, what the first sound is, what's the last sound. (Take words being taught in class)**

**(Understanding)**

**Question 3 - Clap when you hear different sound word for example- cat, hat, bat, rat, hot (clap when you hear hot) because it has different sound** (Understanding)

**Question 4 - Listen to the words and tell two rhyming words for the same. Example- hot- cot dot sot** (Here the students are free to make words that don't have meanings) (Application)

**Question 5 - Listen to the rhyme and identify the rhyming words.** (Analysis)

I have a bat and a hat. A pin and a big bin. I like the sun and the bun.

**Listen to rhymes/stories and poems and answer questions with reference to context**

**Question 6 - Read the story that the students have already done about Swami Vivekanand and ask the following questions in the mother tongue-** (Understanding)

- (a) Who is the main person in the story?
- (b) What was the main message given by Vivekanand?

*The students can answer in Mother tongue with some key English words.*

**Question 7 - Read the story *A rabbit and Two Ducks* to the students and ask them to summarize it and retell in their mother tongue with few words like rabbit, friend, ducks, pond, etc. used in English.** (Understanding)

**Speaking with Confidence**

**Tell names of pictures and speak on them**

**Question 8 - Activity - Speak the name of objects** (Remembering & Understanding)

While introducing new vocabulary words such as names of fruits, vegetables etc. teacher will use the sentence structure "what is this..." and encourage children to respond using "This is..."

*Teacher can show different flash cards to help students.*

**Question 9 - Speak the names of pictures and objects** (Remembering & Understanding)

- (a) Speak out the names of the things which are there in your classroom
- (b) Speak out one name of things which are in your bag
- (c) Show the child some 'fruit cards' like Mango, Guava, Banana, Apple etc. and ask the students to speak its name.
- (d) Show the child some kitchen items like spoon, plates, dish, mug, glass etc and ask him/ her to speak its name
- (e) Show the child some grains/ vegetables and ask her/ him to speak their names like Radish, Carrot, Potato, Tomato, Onion, Garlic, Ginger, Wheat, Maize, Peanuts, Pumpkin, Peas, Cucumber etc.
- (f) Show the child the pictures of vehicles and ask her/ him to pronounce its name like cycle, bus, motorbike, car, jeep, truck, tractor cart etc.
- (g) Ask students to speak names of the parts of their body. (Any five)
- (h) Show word cards and ask students to pronounce the words

- (i) Speak the name of colours with the help of flashcards (Picture/Word)

**Question 10 - Show children a picture that has many things happening in it and ask them to speak on it in their mother tongue with the use of key English words. You can first ask them to locate the things whose names they already know in English. (Application)**

**Question 11 - The ball game can be played where the one who first throws the ball speaks a word from the letter 'a', the one who catches speaks a word with the letter 'b' and then passes it to other one who speaks a word with the letter 'c'. This game can be played for alphabets and names of vegetables, fruits, animals, things, etc. (Application)**

### Speak simple words and sentences in English

**Question 12 - Activities - (Application)**

- (a) Put a box with familiar objects and student will pick one thing and will make simple sentence using This is...../That is.....
- (b) Pass the ball to one student and ask him/her to frame sentence using above structure.
- (c) Ask the students to make sentences using
- I like...                      I do not like....
- I can...                      I cannot ....
- (d) Ask students to think about the question- Can you... ? and ask this to other classmates and teachers of other classes and then later share their answers.
- (i) Can you jump?
- (ii) Can you read?
- (iii) Can you fly?
- (iv) Do you like to draw/ play cricket/watch TV....?

**Question 13 - Replace the name with he/she (Understanding)**

- (a) Priya is sleeping.
- (b) Sohan is reading.

**Question 14 - Show some objects to the students and ask questions:- (Understanding)**

- (a) What is it?
- (b) What colour is it?

**Question 15 - Divide the students in pairs and ask them to create one correct or incorrect sentence and the other student has to answer in 'Yes, you are right' or 'not, you are wrong. (Application)**

Example- I can fly. The other student would say- 'No, you are wrong.'

**Question 16 - Ask students to take interviews of two students each of some other class. They should ask simple questions like- What is your name, What is your father's name? Where do you live? etc.**

**(Understanding)**

They should come back to the class and share what questions they asked.

### **Recite rhymes with expression**

**Question 17 - Recite any rhyme of your choice.**

**(Remembering)**

**Question 18 - Encourage some students each day to lead the group in reciting rhymes. They should sing one line and the class should follow.**

**(Remembering)**

**Question 19 - Ask the students to sing the rhymes in class and explain the meaning of the rhyme (*broad meaning in mother tongue*)**

**(Understanding)**

### **Reading with Comprehension**

#### **Read simple pictures/words/ sentences**

**Question 20 - Read the following words.**

**(Remembering)**

|     |      |      |     |      |
|-----|------|------|-----|------|
| Bat | Cat  | Van  | Man | Bad  |
| Map | Back | Pack | Wag | Sell |
| Pet | Best | Test | Leg | Egg  |

**Question 21 - Read the rhyming words and circle the one which does not rhyme.**

**(Analysis)**

|      |      |      |      |
|------|------|------|------|
| Peg  | Leg  | Beg  | Big  |
| Sell | Tell | Fall | Fell |
| Hen  | Bag  | Men  | Pen  |
| Bed  | Red  | Cut  | Fed  |

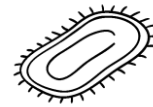
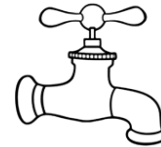
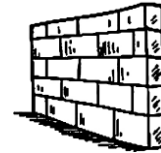
**Question 22 - Read the words and match those that rhyme.**

**(Understanding)**

|     |     |
|-----|-----|
| Map | Sad |
| Man | Boy |
| Den | Cut |
| Dad | Pen |
| Toy | Fan |
| Hut | Tap |

**Question 23 - Read the pictures and match the one that rhyme.**

**(Understanding)**



#### Question 24 - Activity - Read the words with the help of pictures.

(Understanding)

Make flashcards (words and picture) of words given below and carry out the following activities.

- Match the picture with words
- Pick one card and do the action
- Distribute the cards in the class and ask children to find their partner.
- Pick one picture and enact. Other students in class will speak the name of action word.

|         |          |         |          |          |
|---------|----------|---------|----------|----------|
| Playing | Eating   | Jumping | Singing  | Reading  |
| Writing | Clapping | Dancing | Drinking | Sleeping |

#### Question 25 - Read the following words.

(Understanding)

Following activities can be done in the class to build understanding on concept.

- Give singular card and ask students to make plural cards
- Place the cards jumbled facing down and ask students to find pairs.

|     |      |
|-----|------|
| One | Many |
|-----|------|

|       |        |
|-------|--------|
| Cow   | Cows   |
| Cat   | Cats   |
| Boy   | Boys   |
| Bag   | Bags   |
| Eye   | Eyes   |
| Tiger | Tigers |
| Song  | Songs  |
| Lion  | Lions  |
| Girl  | Girls  |
| Book  | Books  |
| Door  | Doors  |

**Question 26 - Read the number name.**

**(Remembering)**

|     |     |       |      |      |     |       |       |      |     |
|-----|-----|-------|------|------|-----|-------|-------|------|-----|
| 1   | 2   | 3     | 4    | 5    | 6   | 7     | 8     | 9    | 10  |
| One | Two | Three | Four | Five | Six | Seven | Eight | Nine | Ten |

**Question 27 - Read the picture and circle the correct word.**

**(Understanding)**

|   |          |          |         |
|---|----------|----------|---------|
|  | Reading  | Sleeping | Writing |
|  | Singing  | Eating   | Jumping |
|  | Reading  | Playing  | Eating  |
|  | Sleeping | Drinking | Dancing |

**Question 28 - Match the following.**

**(Remembering)**



|       |       |        |        |      |      |
|-------|-------|--------|--------|------|------|
| Tiger | Apple | Finger | Friend | Lion | Girl |
|-------|-------|--------|--------|------|------|

|       |         |        |        |       |         |
|-------|---------|--------|--------|-------|---------|
| Lions | Friends | Tigers | Apples | Girls | Fingers |
|-------|---------|--------|--------|-------|---------|

**Question 29. Write True or False (T or F) for the following.**

**(Application)**

|   |      |  |
|---|------|--|
| 9 | Nine |  |
| 4 | Five |  |
| 8 | Four |  |
| 1 | One  |  |
| 5 | Five |  |

**Question 30 - Activity : Give word cards to read and make sentences.**

**(Evaluation)**






- Give three sets of cards in three boxes. One has These/ Those/ This, the second box is (is/are) and the third one has 'three cars' / four bags.
- The students need to pick one card each from each bucket and then read the sentence. They need to first see if the sentence is correct like-

**Eg. : "These is 3 books."**

- They need to correct this sentence and then touch three books and come.

**Question 31 - Read the picture and match the following.**

**(Understanding)**

|                    |   |
|--------------------|---|
| This is a dog.     | →   |
| That is a boy      | →   |
| That is a flower   | →  |
| These are tomatoes | →  |
| Those are parrots  | →   |

**Question 32 - Read the passage and classify the action words and number name.**

**(Application)**

There are three girls singing in a room. Mother is reading newspaper and father is making tea. One dog is sitting in the hall.

Question 33 - Circle the "e" sound words.

(Understanding)

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| bag | jug | ten | bit | men |
| fit | wed | set | bat | cap |
| net | fan | den | cup | hit |

Question 34 - Tick the wrong pair.

(Understanding)

|     |     |
|-----|-----|
| tin | pin |
|     |     |

|     |     |
|-----|-----|
| pig | dig |
|     |     |

|     |     |
|-----|-----|
| jil | Bil |
|     |     |

|     |     |
|-----|-----|
| mit | pen |
|     |     |

|     |     |
|-----|-----|
| bit | fit |
|     |     |

|     |     |
|-----|-----|
| rat | gil |
|     |     |

|     |     |
|-----|-----|
| pit | Kit |
|     |     |

|     |     |
|-----|-----|
| sit | lit |
|     |     |

Question 35 - Tick the correct words.

(Understanding)

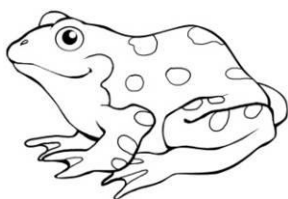


doctor

teacher

tailor

Farmer



bird

cat

frog

Jackal

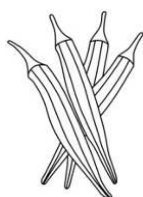


boat

sheep

horse

Car



pumpkin

ladyfinger

tomato

Peas

Writing

Write small and capital letters

Question 36 - Copy these words in given fourline.

(Understanding)

Fun

Jug

Bun

Box

Ox

Fix

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Write simple words/sentences

Question 37 – Circle all the “u” letters words.

(Understanding)

Jar

Nut

Fun

Boy

Gun

Mat

Man

Pin

Tub

Bag

Cub

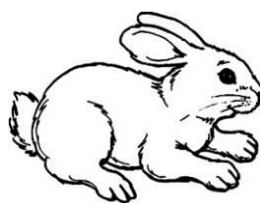
Tab

Question 38 - Fill missing letters in the blanks.

(Remembering)



Pl.....y.....ng



r.....b.....it



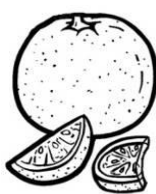
d.....ct.....r



ch.....ll.....



C.....o.....



.....r.....ng.....



P.....stm.....n



b.....f.....al.....




Question 39 - Write down the English words for the given numbers in front of them in the given blanks.

(Understanding)

|   |  |       |
|---|--|-------|
| 9 |  | ..... |
| 8 |  | ..... |
| 7 |  | ..... |
| 4 |  | ..... |

Question 40 - Count the picture and write the numbers in words against them.

(Application)

|   |       |
|---|-------|
|  | ..... |
|  | ..... |
|  | ..... |

Question 41 - Find out these numbers name from the puzzle.

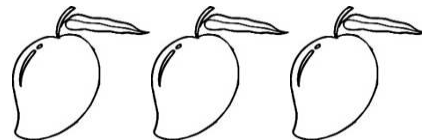
(Analysis)

| 3 4 5 7 8 9 |   |   |   |   |   |   |   |   |   |
|-------------|---|---|---|---|---|---|---|---|---|
| f           | t | O | w | t | h | a | l | S | o |
| o           | f | n | s | e | t | r | s | N | f |
| u           | i | e | c | n | i | n | e | T | o |
| r           | v | i | x | o | p | u | q | H | u |
| y           | e | g | s | e | v | e | n | R | r |
| z           | x | h | a | b | l | u | v | E | r |
| a           | w | t | w | e | l | v | e | E | e |

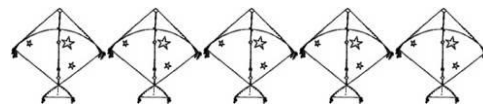
Question 42 - Look at the picture and complete the sentences by writing number names.

(Understanding)

a. Those are ..... mangoes.



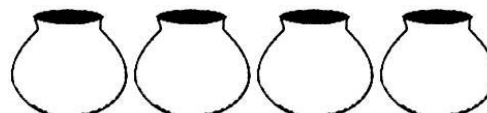
b. These are ..... kites.



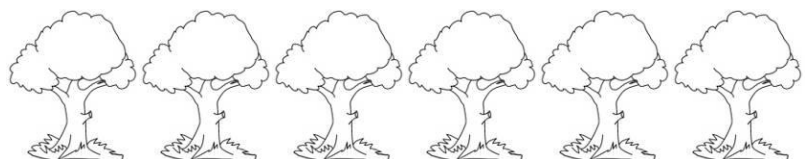
c. Those are ..... rats.



d. These are ..... pots.

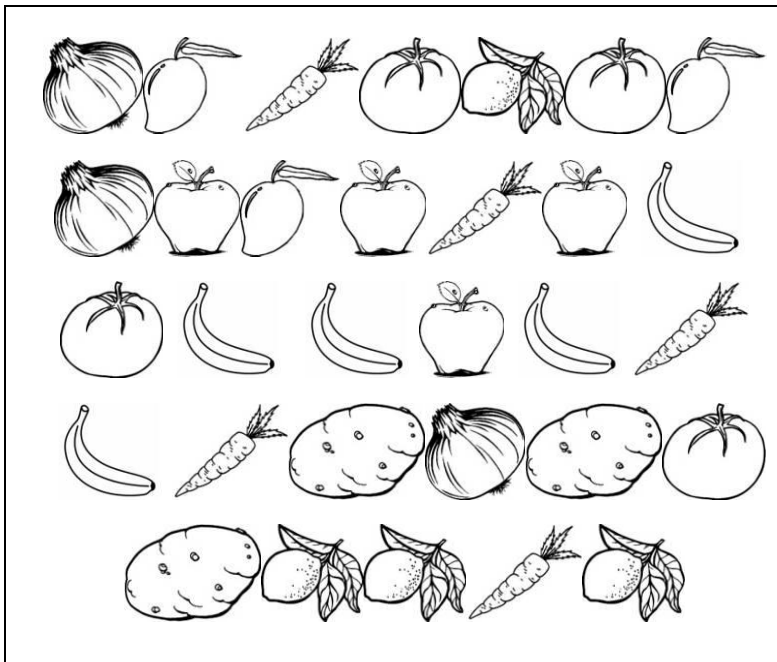


e. Those are ..... trees.



Question 43 - Write the number of fruits and vegetables in the picture.

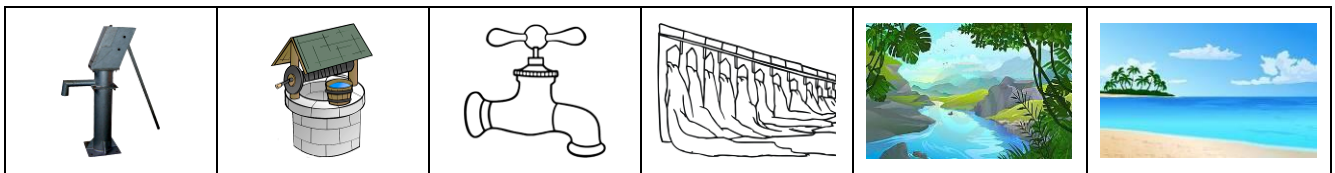
(Application)



|        |       |
|--------|-------|
| Onion  | Three |
| Mango  | ..... |
| Tomato | ..... |
| Apple  | ..... |
| Banana | ..... |
| Carrot | ..... |
| Potato | ..... |
| Lemon  | ..... |

**Question 44 - Look at the pictures related to the sources of water as shown in the picture and circle the sources of water found in your locality and write their names and the complete the given blank spaces.**

**(Application)**



- (a) We get water from .....
- (b) We get water from .....
- (c) We get .....
- (d) We .....

**Question 45 - Fill in the blanks with the help of picture.**

**(Remembering)**

|  |               |
|--|---------------|
|  | R _ a d _ n g |
|  | E _ t i _ g   |
|  | P _ _ y _ _ g |
|  | D a _ c _ n _ |

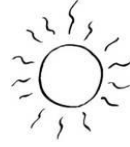
**Question 46- Rearrange the jumbled letters.**

**(Understanding)**

a. b / t / u .....



b. u / n / s .....



c. n / i / s / g .....



d. n / d / c / e / a .....



e. g / u / j .....



Question 47 - Fill in the blanks using 'He and She'.

(Application)

|  |   |
|--|---|
|  | <p>..... is Mr. Ramesh.</p> <p>..... is a doctor.</p> |
|--|---|

|  |  |
|--|--|
|  | <p>..... is Mrs. Rani.</p> <p>..... is a woman.</p> <p>..... is a nurse.</p> |
|--|--|

|  |   |
|--|---|
|  | <p>..... is Radha.</p> <p>..... is my mother.</p> |
|--|---|

|  |   |
|--|---|
|  | <p>..... is Mohit.</p> <p>..... is a boy.</p> <p>..... is your brother.</p> |
|--|---|

|  |   |
|--|---|
|  | <p>..... is Mr. Manoj.</p> <p>..... is a teacher.</p> |
|--|---|

|  |   |
|--|---|
|  | <p>..... is Tanu.</p> <p>..... is a girl.</p> |
|--|---|

### Listening with understanding

Understanding and following simple instruction. Similar questions can be asked in module 2 as well.

#### **Differentiate between sounds of words**

**Question 1 - Listen to the words and speak rhyming word for it**

**(Application)**

- (a) Sound-
- (b) Black-
- (c) Tree-
- (d) Stand-
- (e) Pen
- (f) Pot

**Question 2 - Clap when you hear different sound word for example- song, long, bag, tong (clap when you hear bag) because it doesn't rhyme with the others**

**(Understanding)**

**Question 3 - Listen to the words and speak them again with clear sounds**

**(Understanding)**

- (a) Bag                  Bug
- (b) Pen                  Pan
- (c) Cane                  Crane
- (d) Back                  Black

### Speaking with Confidence

#### **Tell name of picture and speak simple word or sentence on them**

**Question 4 - Question Activity - Speak on the pictures**

**(Creation)**

Divide students in small groups and ask them to speak on the picture or make a story using mother tongue and key words in English. Encourage them to make small sentences in English too.

**Question 5 - Give flash cards to students and ask them to talk about the items in them.**

**(Creation)**

**Question 6 - The teacher should ask the students to read after her (while finger reading) and see if the child is able to imitate properly**

**(Understanding)**

**Question 7 - Ask the student to re-read a story or rhyme that he/she has already done in the class to you while doing an oral tool based assessment or in the class while doing ongoing classroom work. Please encourage students to read in pairs and in small groups too and the teacher should observe how they are reading. Here the focus is on imitative finger reading and not complete reading with sound awareness.**

**(Remembering)**

**Question 8 - Speak some sentences and ask the students to locate the text in the story or rhyme that they have already done.**

**(Understanding)**

**Question 9 - Display the newly learnt vocabulary in the class and ask students to read it regularly. The teacher can do an activity where the students are asked to locate where a given word is written or displayed in the class.** (Remembering)

Also display the newly learnt poems and stories in the class on chart papers and ask them to finger read them once in a while.

### Reading with comprehension

#### Read simple words and sentences

**Question 10 - Make some flash cards with few sentences written on them. Make sure those sentences are made up of words that the students have already been introduced to or which can be read with sound awareness of letters.** (Application)

**Example:** The bat is in the big bag.

The cat is on the mat.

The boy is playing in the garden.

I like toys.

**Question 11 - Activity; Adjectives** (Understanding)

**Whole class :** Give cards of adjectives to students and ask them to find pairs.

**Subgroup :** Give cards to students in subgroups and they will find pairs

**Individual :** Teacher will first distribute the cards to all the students and will say adjective for any word. Student who will have that word will stand.

**Question 12 - Match the following.** (Understanding)

|       |          |
|-------|----------|
| Sleep | Playing  |
| Eat   | Writing  |
| Dance | Reading  |
| Read  | Sleeping |
| Write | Dancing  |
| Play  | Eating   |

**Question 13 - Read the sentence and circle the correct one.** (Analysis)




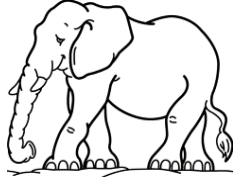

|                 |                 |                 |
|-----------------|-----------------|-----------------|
| eating he is    | eating is he    | he is eating    |
| sleeping is she | She is sleeping | is sleeping she |
| I reading am    | reading am I    | I am reading    |
| She is dancing  | dancing she is  | dancing is she  |



**Question 14 - Fill in the blanks with help of picture.**

**(Understanding)**

**tall, big, hot, small, fat**

|                     |   |
|---------------------|---|
| A ..... woman.      |   |
| A ..... man.        |   |
| A cup of ..... tea. |   |
| A ..... elephant.   |   |
| A ..... rat.        |  |

**Question 15 - Tick the correct sentence.**

**(Understanding)**

- a. I has a pen. (     )
- I have a pen. (     )
- b. Rekha has a rabbit. (     )
- Rekha have a rabbit. (     )
- d. They have a bat. (     )
- They has a bat. (     )
- e. We have a bus. (     )
- We has a bus. (     )

**Question 16 - Match the jumbled word with correct spelling.**

**(Understanding)**

l / o / l / e / w / y

Red

d / r / e

Pink

r / e / g / n / e

black

l / b / c / a / k

Yellow

i / n / k / p

Green

**Question 17 - Fill in the blanks. .**

**(Remembering)**

- a. The mango is ..... (yellow / red)
- b. The carrot is ..... (black / orange)
- c. Trees are ..... (white / green)
- d. The sky is ..... (blue / yellow)
- e. My teeth are ..... (black / white)

**Question 18 - Fill in the blanks using appropriate word.**

**(Understanding)**

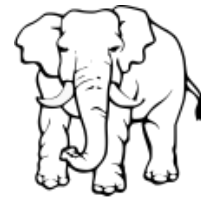
- (a) Reena is a .....girl. (tall/short)



- (b) Priya is drinking.....tea (cold/hot)



- (c) There is a .....elephant (thin/fat)



- (d) My grandfather is ..... (young/old)



**Question 19 - Read the following sentences and answer the questions given below.**

**(Understanding)**

- (a) Nayan has two pens.
- (b) Shalini sits on the mat.
- (c) My bag is in the room.
- (d) Karan has a red pencil.
- (e) Monkey is jumping on the bed.
- (f) This is an old man.

- Identify 5 three letter words in the above sentences.
- Pick out 2 describing words.
- Find out an action word.

**Question 20 - Read the following sentences carefully, identify the mistake and correct it.**

**(Evaluation)**

- I. These are mangeos. ....

- II. This is my boak. ....
- III. Those are chiars .....  
 IV. That is papoya .....

**Question 21 - Read the passage carefully and answer the following questions. (Application)**

**Meena is a girl. She is going to school. She has a friend. She has ten books.**

- I. What is the name of girl?
- II. Where is she going?
- III. How many books she has?
- IV. What is the many of girl, friend and school?

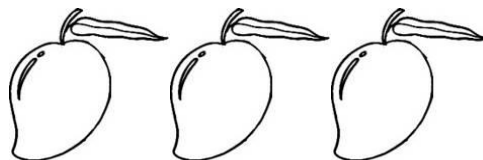
*The students will give the answers orally.*

**Question 22 - Read the sentences and circle the correct one. (Analysis)**

|                        |                        |                        |
|------------------------|------------------------|------------------------|
| Rohan is a boy tall    | Rohan is a tall boy    | Rohan boy a tall is    |
| These are green leaves | Leaves these are green | These are leaves green |
| Mohit dancing is       | Mohit is dancing       | Dancing is Mohit       |
| She sleeping is        | Sleeping she is        | She is sleeping        |

**Question 23 - Read the sentences and tick the right/correct sentence. (Understanding)**

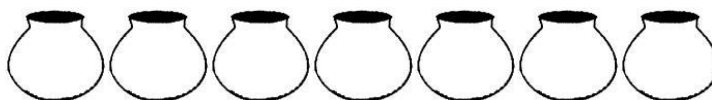
- a. These is mangoes.  
 These are mangoes.  
 This are mangoes.



- b. Those are peas.  
 Those is peas.  
 That are peas.



- c. Those is seven pots.  
 Those are seven pot.  
 Those are seven pots.



### Writing

**Write small and capital letters without any hints**

**Question 24 - Write the capital letters for the given small letters**

**(Remembering)**

|     |   |   |     |   |   |
|-----|---|---|-----|---|---|
| (1) | h | <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> | (2) | e | <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> |
| (3) | a | <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> | (4) | y | <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> |
| (5) | i | <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> | (6) | j | <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> |
| (7) | b | <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> | (8) | d | <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid red; height: 10px; width: 100px;"></div> <div style="border-bottom: 1px solid cyan; height: 10px; width: 100px;"></div> |

**Question 25 - Fill in the blanks to complete the set of the alphabet**

**(Remembering)**

A .... C .... G H ..... K ..... P

**Write simple words**

**Question 26 - List these animals in appropriate columns.**

**(Understanding)**

|      |      |       |       |        |          |
|------|------|-------|-------|--------|----------|
| Dog  | Lion | Horse | Fox   | Rabbit | Tiger    |
| Goat | Cow  | Bear  | Sheep | Deer   | Elephant |

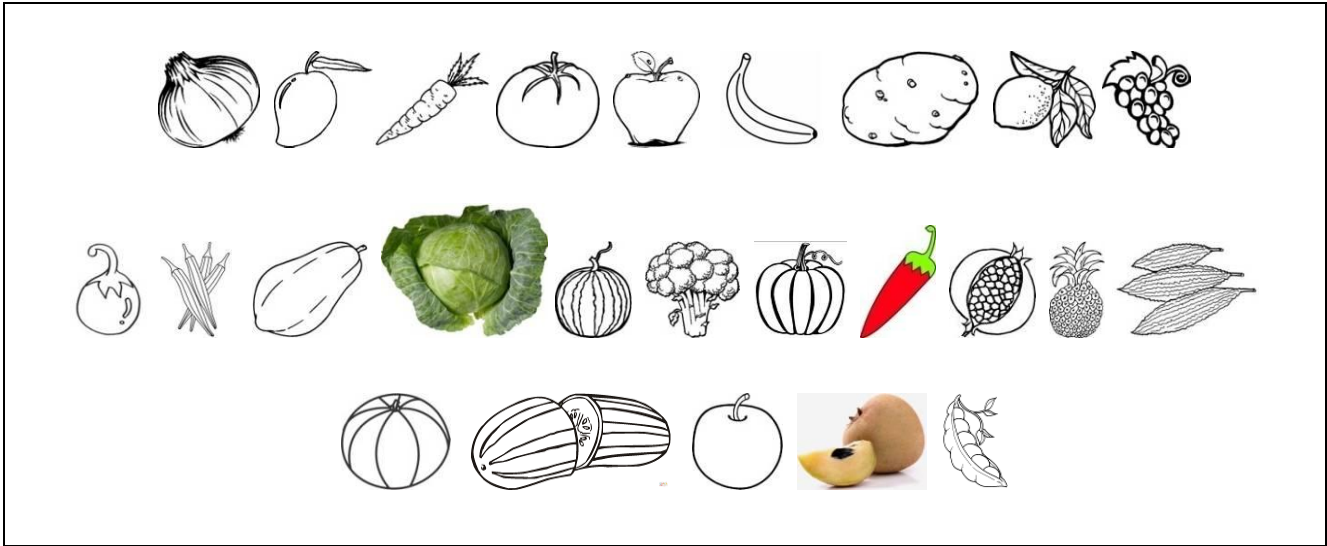
| Domestic Animals | Wild Animals |
|------------------|--------------|
|                  |              |
|                  |              |
|                  |              |
|                  |              |

**Question 27 - Dictation- Use dictation to facilitate students to listen to the word and write on their own.**

**(Application)**

**Question 28 - Look at the picture and write fruits and vegetables in given basket.**

**(Understanding)**



### Fruits

### Vegetables

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



**Question 29 - Make meaningful words with the help of the jumbled up letters.**

**(Application)**

(a) anp P.....

(b) ath H.....

(c) wlel W.....

(d) bsu B.....

(e) blal B.....

(f) aftehr F.....

(g) alke L.....

(h) owc C.....

(i) omthre M.....

**Question 30 - From the given list of the nicknames of places in the blanks of the sentences. (The Sun city, golden city of Rajasthan, the pink city of Rajasthan, the city of lakes, the pride of Rajasthan, the Tower of victory. (Remembering)**

- (a) Udaipur is called .....
- (b) Jodhpur is called .....
- (c) Jaisalmer is called .....
- (d) Chittorgarh called .....
- (e) Jaipur is known as .....
- (f) ..... is situated in chittargarh.

**Question 31 - Read the following rhymes and answer the following questions. (Understanding)**

One, two buckle my shoe  
three, four shut the door  
five, six pick up the sticks  
seven, eight lay them straight  
nine, ten a big fat hen.

- (a) Write the rhyming words from the above passage.
- (b) Complete the sequence

One....., three....., five....., seven.....

**Question 32 - Rearrange the words to make meaningful sentence. . (Understanding)**

- (A) like/cats/I .....
- (B) I/bananas/like .....
- (C) I/parrots/like .....
- (D) do not/I/monkeys/like .....

**Question 33 - Rewrite the given sentences using full stop (.) and capital letter. (Application)**

- (A) this is my school .....
- (B) my name is muskan .....
- (C) i study in class II .....
- (D) my teacher teaches me English .....