



தமிழ்நாடு அரசு

# இரண்டாம் வகுப்பு

மூன்றாம் பருவம்

தொகுதி 1

தமிழ்

ENGLISH

விற்பனைக்கு அன்று

தீண்டாமை மனிதநேயமற்ற செயலும் பெருங்குற்றமும் ஆகும்

தமிழ்நாடு அரசு  
இலவசப் பாடநூல் வழங்கும்  
திட்டத்தின்கீழ் வெளியிடப்பட்டது.

பள்ளிக் கல்வித்துறை

## THE NATIONAL ANTHEM

Jana—gana—mana—adhinayaka jaya he

Bharata-bhagya-vidhata.

Punjaba-Sindhu-Gujarata-Maratha-

Dravida-Utkala-Banga

Vindhya-Himachala-Yamuna-Ganga

Uchchhala-jaladhi-taranga

Tava subha name jage,

Tava Subha asisa mage,

Gahe tava jaya-gatha.

Jana-gana-mangala-dayaka jaya he

Bharata-bhagya-vidhata

Jaya he, jaya he, jaya he,

Jaya jaya, jaya, jaya he.

- Rabindranath Tagore.

### SHORT VERSION

Jana-gana—mana—adhinayaka jaya he

Bharata-bhagya-vidhata.

Jaya he, jaya he, jaya he

Jaya jaya, jaya, jaya he.

### AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

Thou art the ruler of the minds of all people,

Thou dispenser of India's destiny.

Thy name rouses the hearts of the Punjab, Sind,

Gujarat and Maratha, of Dravid, Orissa and Bengal.

It echoes in the hills of the Vindhya and Himalayas,

mingles in the music of the Yamuna and Ganges

and is chanted by the waves of the Indian Sea.

They pray for Thy blessings and sing Thy praise

The saving of all people waits in Thy hand,

Thou dispenser of India's destiny.

Victory, Victory, Victory to Thee.

### INVOCATION TO GODDESS TAMIL

Bharat is like the face beautiful of Earth clad in wavy seas;

Deccan is her brow crescent-like on which the fragrant 'Tilak' is the blessed Dravidian land.

Like the fragrance of that 'Tilak' plunging the world in joy supreme reigns Goddess Tamil with renown spread far and wide.

Praise unto 'You, Goddess Tamil, whose majestic youthfulness, inspires awe and ecstasy.'

### THE NATIONAL INTEGRATION PLEDGE

"I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation."

"I further affirm that I shall never resort to violence and that all differences and disputes relating to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means."

### A STUDENT'S VOW BEFORE MOTHER INDIA

Name :

Class :

School :

I shall overcome the obstacles raised by caste and communal prejudices and work for the greatness of my Motherland putting to the fullest use the benefits that I derive through education.

Vande mataram!

Signature

## பெருளடக்கம்

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**தலைப்பு**

**பக்க எண்**

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**உலக நீதி \***

**\* மனப்பாடப் பகுதி**

**UNIT**

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# ENGLISH

STANDARD TWO

TERM - III

ENGLISH

## FOREWORD

Every little flower is beautiful.

Every little child is wonderful.

Keeping this in mind the second Standard English text book is designed with a view of making the tiny tots enjoy the process of learning. Sufficient care has been taken to present this book suitable for the equitable education.

The prose pieces are selected to make the child know the soft relationships in and around the family; respecting grand parents, caring pet animals, participating in competitions, understanding the values of life, like loving, caring, sharing, working together, doing good to undo evil, realizing the real beauty, nature and its abundant blessings, concepts of school, super market etc.

The poetry collection is aimed at helping the child to appreciate beauty and admire the similar sounding words. The colourful fish in the fish tank, funny movements of monkeys and frogs singing in tune may take the child to the world of fantasy. Action song and tick tock of the clock will make the child understand the value of exercises and time management.

The tint of grammar exercises like singular, plural, nouns, verbs, adjectives and prepositions are in a play way method. Note to the teacher has been provided in pink colour blocks, so that the teacher can facilitate the child to learn in ease .Innovative activities are included to boost the creative skills of the child. Freedom of thought and expressions are allowed to enhance the communicative skills of the child. Colourful pictures are splashed in the book to attract the attention of the child.

In every piece of writing, a moral or value has been sandwiched.

Value added education is the need of the hour.

Value packed education is aimed at through this book.

The book does not end. It continues ..... with smiles.



## Unit 1 - Prose

**FARM FRESH****Pre-reading activity:**

- ⇒ Your mother has brought a bag of fruits and vegetables from the market. Help her separate them.
- ⇒ Apples, cauliflowers, pineapples, brinjals, cucumbers, grapes, chillies, bananas and carrots.
- ⇒ Now keep the fruits in the tray and vegetables in the basket



**Do you know? Where do we get fresh fruits and vegetables?**

It was a hot summer day.

Tinku was playing cricket with his friends.  
After two matches, he felt very tired and thirsty.



He went to a nearby shop and asked for a **tender** coconut.

tender - easy to  
chew or bite

He drank the sweet water from it and felt **refreshed**.

refresh - feel fresh  
again



He asked the shop-keeper how it was so refreshing. He replied that he got fresh coconuts from a nearby farm. Tinku wanted to visit the farm. He asked him if he could take him there. They drove down in a tractor. The farm was very big.

**crunchy-crispy, making noises while eating or biting**

Tinku was happy to see many fruits and vegetables. There were sweet, pink watermelons, **crunchy** cucumbers, **ripe** red tomatoes, juicy oranges, bunches of grapes, green coconuts, **ruby** red pomegranates, yellow mangoes, **prickly** pineapples and big round pumpkins.

**prickly - having little sharp points**



Tinku asked the farmer, "How are you able to grow so many fruits and vegetables?"



The farmer replied, "I have many friends to help me in my work. They are the ants and the earthworms, bees and moths, beetles and butterflies, grasshoppers and birds, bats and rats too."



"How do these creatures help you?" asked Tinku.



"You see, the earthworms and ants loosen the soil.



The frogs, bats, birds, rats eat the harmful insects that kill plants.



The bees gather golden honey.

**ripe - ready for eating**  
**ruby - a precious stone**



The butterflies help plants to produce more seeds







The beetles eat up the fallen leaves and turn it into manure.

The wind, animals and birds **scatter** the seeds.

Tinku then **realised** how these little creatures help us in some way or other to make our world a beautiful place.

The farmer gave Tinku a basket of fresh fruits and vegetables.

Tinku thanked the farmer and returned home.



scatter- to spread

realised- came to know

### Let us read :

Fresh from a farm

tractor

Yellow mangoes

fresh fruit

Ruby red

scatter seeds

Golden honey

plants produce.

### Let us say :

To/ma/to

- Tomato

Co/co/nut

- Coconut .

Cu/cum/ber

- Cucumber

Pro/duce

- Produce

### Let us listen and clap :

**Teacher may ask the children to clap when they hear the "R" sound**

From

Tractor

Harm

Farm

Tender

Prickly

Produce

Arm

Fresh

**Let us read:**

Half a **cup** of **coffee** in a proper copper **coffee** pot.

**Let us fill in action words with 's' and without 's' :**

A bee ____ honey (gather/gathers).	Bees ____ (gather/gathers)honey.
A frog ____ (eat/eats)insects.	Frogs ____ (eat/eats)insects.
An ant ____ (collect/collects)grains.	Ants ____ (collect/collects)grains.
A moth ____ (come/comes)out at night.	Moths ____ (come/comes) out at night.
A bird ____ (scatters/scatter)seeds.	Birds ____ (scatters/scatter)seeds.
A harmful insect ____ (kill/kills) plants.	Harmful insects ____ (kill/kills) plants.
A bat ____ (fly / flies)at night.	Bats ____ (flies / fly)at night.

**Let us think and choose:****Fill in with describing words :**

- Tinku was thirsty. He wanted a \_\_\_\_ drink. ( hot, cool)
- It was a \_\_\_\_ day. (summer, rainy)
- The earth worms and ants make the soil \_\_\_\_\_. (tight, loose)

**Let us unscramble :**

Arrange the jumbled letters of the fruit flavours

**Summer Sips**

a n o g m \_\_\_\_\_

m e n o l \_\_\_\_\_

s t a r b e r w r y \_\_\_\_\_

y c e r h r \_\_\_\_\_

a p l e i p n p l e \_\_\_\_\_

a n b a n a \_\_\_\_\_

## Let us understand :

### Say Yes or No

- Did Tinku drink mango juice?
- Was the farm far away?
- Did they go by a car?
- Do bats come out at night?
- Did the fruits look fresh?



## Let us understand and write :

- Why did Tinku want a drink?
- Name few things that Tinku saw on the farm.
- Who helps the farmer loosen the soil?
- What do bees do?
- Who scatters the seeds?
- What did the farmer give Tinku?



Let us write :

### A Tree

A tree grows from a \_\_\_\_\_.

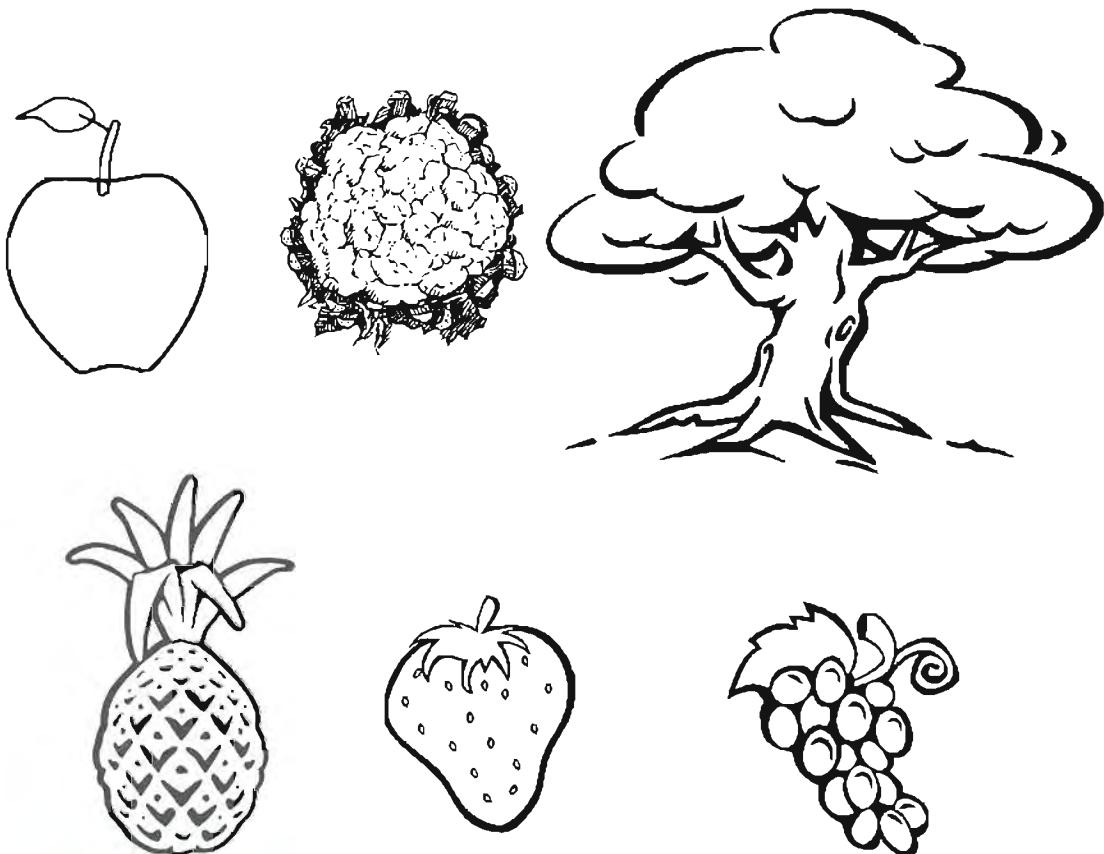
Some trees have \_\_\_\_\_. Others do not have\_\_\_\_\_.

Trees give us \_\_\_\_\_ and \_\_\_\_\_.

Many \_\_\_\_\_ and \_\_\_\_\_ live on it.



Let us colour :





## Unit 1 - Poem

## TICK - TOCK



Tick –tock, tick-tock goes the big tall, clock  
It was bought on the morn  
Of the day I was born  
It keeps perfect time, to the turn of tick-tock.

At six, it says, time to get up,  
Bathe, dress and be ready for school.  
Breakfast at the table, milk in a cup,  
All to the tune of, tick-tock, tick-tock.



Then it's time for class  
Reading, writing, arithmetic for hours  
I learn to the tune of tick-tock, tick-tock

Lunch at twelve, we all take.  
Laugh and play, pretty things make.  
All to the tune of tick-tock, tick-tock  
Of my friendly school clock.

Back home by four  
Laughing, playing all the more  
Dive into bed by nine.  
To rest and be up, fit and fine  
All to the tune of tick-tock, tick-tock.





**Let us listen and sing :**

The sounds the clock makes

**Let us read :****ick**

sick  
tick  
quick

**op**

hop  
top  
stop

**ay**

say  
day  
play

**Let us say and write the rhyming words :**

tock	-	rock
morn	-	_____
up	-	_____

**Let us read for fun :**

Twenty froggies went to school  
Down beside a rushy pool  
Twenty little coats of green  
Twenty vests all white and clean.

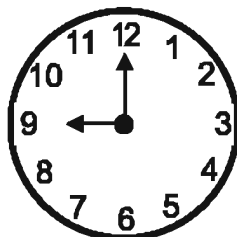
"We must be in time" said they  
First we study then we play  
That's how we keep the rule  
When we froggies go to school. - *George Cooper.*

**Let us speak :**

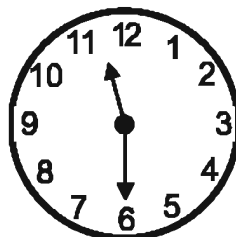
croak	cloak,
school	pool,
green	clean.

## Let us show time and write :

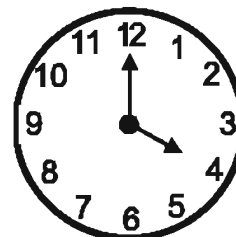
Help Mickey to show the correct time. Write the time below.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## Let us sing :

### Good Manners

There are four little magic words  
That can open any door.

When at the table you want butter  
Say "**Please** pass the butter."  
Good manners can be learnt at any time.

When you get what you want  
Say "**Thank you**" my dear  
And say it with a big smile.

When you want to get past anyone  
Please say "**Excuse me**."  
Good manners are never out of time.

And when at school or home you hurt some one  
Say "I am **sorry**."  
And say it with a lovely smile.

**Let us speak :**

1. How do you spend time on a Sunday?
2. When do you get up on a Saturday morning?
3. What do you do at 10 o' clock?
4. When do you have your lunch?
5. When do you go to play?
6. What do you do at 7 o' clock in the evening?

**Let us recall :**

**We learn many things at school. Name any two.**

*Write these sentences using 'please, thank you or sorry'.*

1. Pass me a book \_\_\_\_\_
2. Give me a pencil \_\_\_\_\_
3. Sing a song \_\_\_\_\_
4. Come with me \_\_\_\_\_
5. Go home \_\_\_\_\_
6. \_\_\_\_\_ for the book
7. \_\_\_\_\_ for giving me a pencil
8. \_\_\_\_\_ for singing a song
9. \_\_\_\_\_ for coming with me
10. \_\_\_\_\_ for coming late.

## Unit 2 - Prose

**SWEET CHOCO****Pre-reading activity:**

Suppose your mother gives you a chocolate and your sister two, what will you do?

Ding dong! The doorbell rang. Granny came to open the door. She looked **excited** and happy.

**excited - thrilled**

"I'm so glad to see you all!", said granny with joy. But Nivedha was not happy. Mom and dad had to go to Chennai and stay there for a few days. They wanted to leave Nivedha in her granny's house.



"Nivedha, please don't be sad. We will come back in a few days. Don't trouble granny", said dad. He drove away with mummy.

"Will you help me bake a cake, dear?" asked granny. "No", replied Nivedha in a very sad voice.



Granny made a plan to make her feel better and happy. 'Wheeee!' She blew the bright red whistle, and in a moment, a little pup came running into the drawing room. He was a cute little, brown **Labrador**.

'Bow! Wow!!' He barked in his **tiny** puppy voice.

Nivedha was excited to see the pup.

**labrador - a kind of dog**  
**tiny - very small**

She wanted to **cuddle** him, but she didn't even pat him because she was sad. "Hmmm... looks as if my plan is not working", thought granny, wondering what else to do.

nibbling - gently bite.  
tickle - touch the skin to make someone laugh.

Meanwhile, the little pup began **nibbling** Nivedha's foot. It **tickled** her and she began to laugh. She picked up the little fellow. He had the most beautiful, sparkling brown eyes. His little pink tongue hung out. Nivedha started smiling at the pup. Granny was relieved, when she saw a smile on Nivedha's face.

cuddle - to hug someone in a loving way.

"Would you like to name the little pup, dear?" Granny asked Nivedha. "Oh granny! That will be wonderful! Let me think of some names".



"Sure, we will do so while baking the cake", said granny. After sometime, the house was filled with wonderful smell of chocolate cake.

"Granny, this smells wonderful!", said Nivedha, her mouth watering. The cake was brown, soft and very delicious.

"Choco" shouted Nivedha. "I've got his name! This pup is brown and soft just like this chocolate cake", said Nivedha. She cuddled him.

"That's a very **apt** name Nivedha", said granny. Choco **wagged** his tail. Granny, Nivedha and Choco played together and had a good time.

apt - correct  
wagged - moved the tail to and fro.



**Let us understand:**

1. Granny looked excited and happy. Why?
2. What kind of pup was he?
3. What was the cake like?
4. Would you like to have a dog for a pet?

**Let us think and arrange the given jumbled sentences in order:**

1. Granny whistled and called the pup to make Nivedha happy.
2. She was sad when her parents left.
3. Nivedha named the pup 'Choco'.
4. Granny made a chocolate cake.
5. Nivedha's parents took her to her Granny's house.

**Let us read aloud:**

excited	nibbling
cuddled	sparkling
tickled	watering

**Let us listen and tell:**

train-choo...choo...



lion - grrrr...



*Please make children listen to the school bell and make them identify and produce the following sounds by miming.*



telephone - tring...tring...



school bell - ding...dong



bus horn - honk...honk



doorbell - tringg...

**Now tell the animal sounds (barks, mews, neighs) :**

A cat \_\_\_\_\_

A dog \_\_\_\_\_

A horse \_\_\_\_\_

**Let us speak:**

1. How many members are there in your family?
2. Do you have grandparents?
3. Do you love them?
4. How often do you visit them?
5. Where do your grandparents live?

*Please ask each child to come forward and describe his/her family members. They can have their family photograph. You can motivate them to speak by asking following questions.*

**Activity 1**

Ask your grandparents how they spend their time.

**Activity 2 :**

1. Between grandparents and grandchildren.
2. Between a brother and sister.
3. Between a father and mother.
4. Between parents and children.

*Divide the children into groups as above and initiate them to get into conversation.*

**Example :**

Ashika : Granny, why is your hair so white?

Granny : It's white because I am old.

Ashika : Will my hair also become white like yours?

Granny : Yes dear, when you grow old like me, it is natural.

Ashika : Thank you Granny.

**Let us read:**

*Please make the children turn around and speak about any two things available in the classroom.*

*Please prepare the following pictures of animals and flashcards with sounds of animals. Encourage the children to read and make the sounds of animals. (recorded voices can also be used)*

**Sounds of Animals:****Example:**

**roar** like a lion - grrrrr



**neigh** like a horse.



**quack** like a duck.



**bleat** like a goat.



**bark** like a dog.



**moo** like a cow.



**chirp** like a sparrow.



**chatter** like a monkey.



### Let us Play:

*Please give a table with pictures. Make flash cards having the pictures of a cat, a dog, an apple, a bag etc. Instruct the students to place the flash cards in the correct position.*

1. A cat under the table.
2. An apple on the table
3. A cat jumping over the table.
4. A bird beside the table.

**Choose a word from the box to complete each sentence:**

[on, into, in, under]

The cat is \_\_\_\_\_ the box.



The dog is \_\_\_\_\_ the table.



The man is diving \_\_\_\_\_ the pool.



An apple is \_\_\_\_\_ the table.





**Let us write:****I. Arrange the words in correct order to make sentences:****Example:** fly birds can.

⇒ Birds can fly.

1. elephants strong are.

⇒ \_\_\_\_\_.

2. cake a baked Abishek.

⇒ \_\_\_\_\_.

3. raining it outside is

⇒ \_\_\_\_\_.

4. has four horse a legs.

⇒ \_\_\_\_\_.

5. a door has house every.

⇒ \_\_\_\_\_.

*Please make the children understand that a sentence is a group of words that makes sense and contains a doing word. Instruct them to start the sentence with a capital letter and end it with a full stop.*

**II. Fill in the blanks with 'a', 'an' or 'the'**

There is \_\_\_\_ beautiful garden near my house. \_\_\_\_ garden has \_\_\_\_ apple tree, \_\_\_\_ orange tree and \_\_\_\_ mango tree. In \_\_\_\_ garden lives \_\_\_\_ old man. \_\_\_\_ old man does not like children to play in \_\_\_\_ garden. \_\_\_\_ old man eats \_\_\_\_ fruit everyday from \_\_\_\_ garden. But he never allows \_\_\_\_ children to enjoy \_\_\_\_ fruits. How selfish \_\_\_\_ man he is!





**Look at the pictures and fill in the correct words :**

one pen



two \_\_\_\_\_

one tree



many \_\_\_\_\_

one man



two \_\_\_\_\_

one woman



three \_\_\_\_\_

one foot



two \_\_\_\_\_

### Activity 3:

Children may go to their school library and try to get any one of these short stories and read.

1. Aesop's Fables - William Caxton
2. Gulliver's Travels - Jonathan Swift
3. Pinocchio - Carlo Collodi



**Activity 4 :**

*The teacher may write the letters of alphabet on the board. Say a word aloud to the children and then ask each child to come to the board and circle the first letter of the word.*

*Children can be asked to look around and write the things under two columns of a/an.*

**Vocabulary :**

*Please prepare a chart with pictures of the following*

one mango



three mangoes



one tomato



many tomatoes



**Add -es to make the following nouns into plural:**

1. buffalo



\_\_\_\_\_

2. Potato



\_\_\_\_\_

3. watch



\_\_\_\_\_

4. mosquito



\_\_\_\_\_

**Activity 5 :**

*The teacher can ask the students to look into their bags and list the things inside.*

⇒ Locate the circled letters in the square.

⇒ Cross them out.

⇒ You will find a word.

⇒ Write the word on the line below the square.

⇒ Those are the things in the bag.

(c) (d) (e) (p)    (a) (b) (c) (d)    (m) (n) (p) (q)

p	p	d	a
d	e	p	e
b	e	l	e
e	d	e	p
e	d	p	l

a	b	c	c
b	c	e	a
c	a	d	b
d	p	a	c
c	b	a	n

m	n	p	q
b	m	n	p
q	p	m	n
p	x	n	m
p	n	m	o

ball

\_\_\_\_\_

## Let us learn to prepare cards:

*Children may be asked to prepare either a BIRTHDAY card or a THANK YOU card for their grandfather/grandmother.*

You need to have,

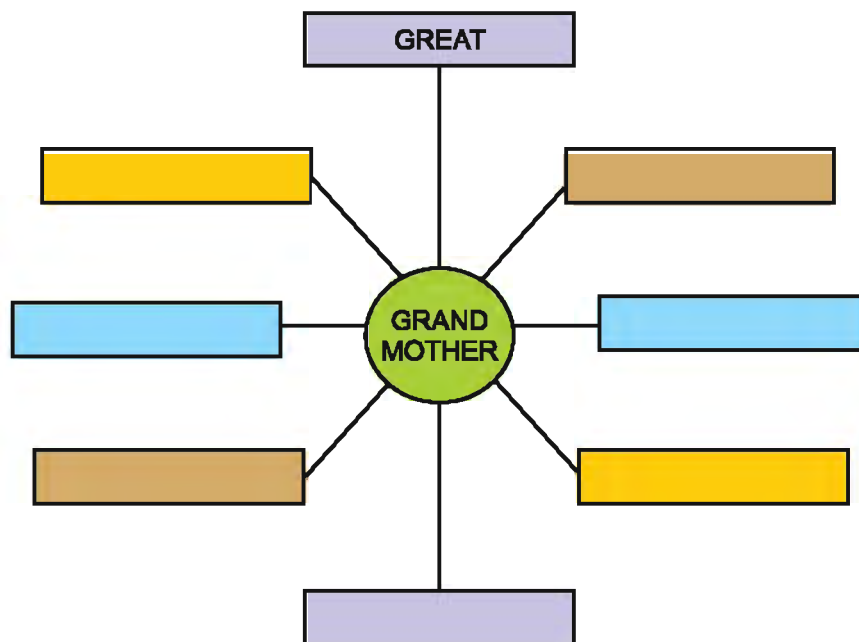
- a. Chart paper.
- b. Colour pencils
- c. Pictures
- d. The message -  
birthday wish/thank you message.





Make new words using the letters from the word **GRANDMOTHER**.

You may use the letters in any order. One has been done for you:



**Let us play the role:**

### Activity 6:

*Please ask students to play the roles of father, mother, Nivedha, granny and Choco the pup, with freedom of expression. (Sounds, movements, gestures and dialogues may be used)*



*The teacher may present a situation of a scene in the marketplace. Children may take up the roles as shopkeepers selling different things. Others may be asked to go to the market and buy things.*





## Unit 2 - Poem

## Fish, O Fish!



ENGLISH

Fishes have **spots**,  
Fishes have **stripes**,  
But I'll tell you this,  
They're all nice.

spots - small round marks  
stripes - coloured bands

Gold and silver,  
Red and pink,  
Here they swim,  
There they **sink**.

sink – move down slowly

hither and thither - here  
and there  
glee - happiness

**Hither** and **thither**,  
Round and free,  
They dance with joy,  
And jump in **glee**.

They make me happy,  
With their colourful dance,  
The fishes in my tank,  
To them my thanks.

**Let us understand :**

1. Who have spots and stripes on them?
2. Name the different colours of fish in the tank.
3. How do the fishes in the tank dance?
4. How do the fishes in tank make you happy?
5. Do you like to have a fish tank at home?

**Let us listen and do :**

*Please divide the class into groups of fish and make them move here and there round and free. Dancing movements may also be taught.*

- |                 |                 |                |
|-----------------|-----------------|----------------|
| 1. spotted fish | 2. striped fish | 3. red fish    |
| 4. pink fish    | 5. gold fish    | 6. silver fish |

**Let us listen and speak :**

Let us go to a garden. Now, identify what do you see in the garden and name them.

- Example :** flower      1. \_\_\_\_\_      2. \_\_\_\_\_  
 3. \_\_\_\_\_      4. \_\_\_\_\_      5. \_\_\_\_\_  
 6. \_\_\_\_\_      7. \_\_\_\_\_      8. \_\_\_\_\_

**Let us read :**

*Letters of alphabet to be written in flash cards and kept in a box.*

Fill in correct letters to make the word:

1. This is a R\_\_e
2. This is a F\_\_g
3. This is a Sn\_\_l



**Let us listen and read:**

bees - hum



cats - mew



frogs - croak



snakes - hiss

**Let us speak:**

Picture composition

1. What do you see in the picture?
2. Is there a river in the picture?
3. Where is the sun?

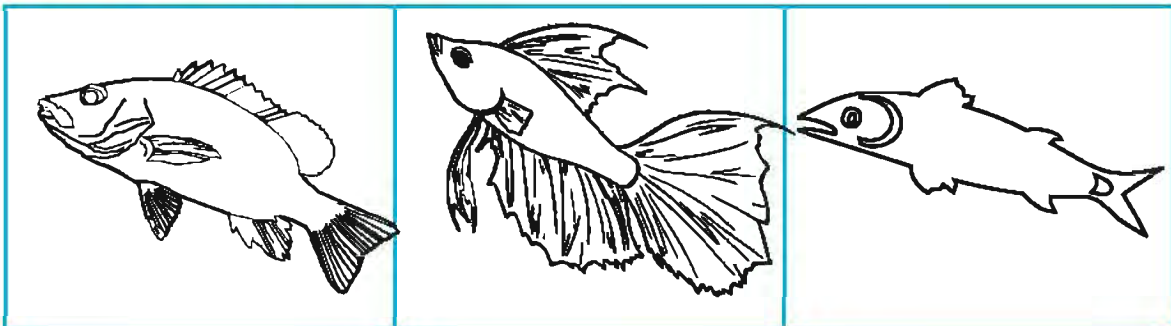
**Let us read and write:**

- a) Complete the similar sounding words from the poem:

pink \_\_\_\_\_ free \_\_\_\_\_ dance \_\_\_\_\_

- b) Make new words by filling the first letter:-

- |         |         |         |        |
|---------|---------|---------|--------|
| 1. sink | 1. fish | 1. bush | 1. pat |
| 2. _ink | 2. _ish | 2. _ush | 2. _at |
| 3. _ink | 3. _ish | 3. _ush | 3. _at |

**Let us colour the fishes:**

**Activity:**

Please visit an aquarium and write whatever you see there.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**Let us listen and sing:****Hello! Mr. Sky**

Good morning Mr.Sky

How are you today?

Will your planet shine bright and strong?

Or will rain spoil our play?

Your rays through my window,

Gently wake me up,

As I get ready for school,

And drink milk from a cup.

I love you Mr.Sky,

You brighten up my day,

Making everything so colourful,

And make the trees sway.

*Please read the poem aloud and make the children repeat*

**Let us remember:**

In the morning we say 'Good Morning'.

At noon we say 'Good Afternoon'.

In the evening we say 'Good Evening'.

Before going to bed we say 'Good Night'.



## 'I can, I did'

## Student's Activity Record

**Subject:**

[illegible]

# ENGLISH



