

ENGLISH

STANDARD II

TERM-III



Preface

This English Language textbook has been designed to enable a fun-filled and engaging experience in learning the language. The approach allows for plenty of practice in the four language skills. It focuses on structure practice and vocabulary enrichment through a variety of language learning activities. These activities evoke interest and engage practice in the language and thus lead to retention.

As per NCF 2005, language is learnt effectively when it is taught with exposure in meaningful context rather than as a subject. In accordance with this, the textbook has been drafted with themes related or familiar to children. The units provide space for effective individual and pair work and thus allow the teachers to focus on time management in multilevel classrooms.

Ways to use the book

- The Term-III English Book for Standard II has **three units**.
- Each unit is planned **for a month**.
- The characters, **Valli** and her pet **Chittu** introduce each unit.
- Each unit is designed around life-oriented themes namely **farm animals**, **different professions** and **the food we eat**.
- Each unit starts with a colourful and pictorial **warm up page**.



Let us recall helps children to recollect their previous learning and connects it to the new content.

Look and Say pages can be used to develop vocabulary and speaking skill.

Let us say can be used to teach the sounds of the letters through **phonics**.

Word wall can be used to learn **sight words** and **phonic words** in each lesson.

Circle time provides opportunity for teachers to teach language structures through games and activities. It develops listening and speaking skills.

Let us know provides scope for teaching grammar in context. The dialogue between Valli and Chittu helps children learn grammar concepts inductively.

Let us read is a self-reading text, which is designed only with the sight words and phonic words that children learnt already. It caters to develop reading fluency and comprehension independently among children.



Let us practise develops reading and writing in children.

Think Zone can be used for promoting higher order thinking.

Let us understand is designed with exercises grading from simple to challenging tasks for comprehension of the content.

A Visit to the Farm

I will ride a horse.

All the best, Valli!

Let us recall

- Name the pictures.
- Write the correct word.

They / He / She _____ is eating an apple.

They / He / She _____ is writing.

They / He / She _____ are playing.

Let us read

The See-Saw

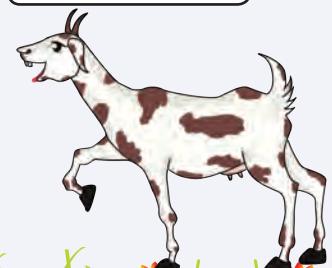
There are one two ants,
Sam and Tom.
Sam is a red ant.
Tom is a black ant.
They go out and play on a see-saw.

When Sam is up,
Tom is down.
When Sam is down,
Tom is up.
They go up and down.

Sam comes down
and sees Tom fly.
Tom is now
on an apple tree.

The apple falls
and hits Tom.
Sam runs to Tom.
Then, they eat the apple.

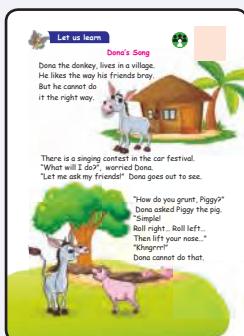
Note for the teacher: This is a supplementary reading material. Encourage children to read the story on their own.





Let us make develops listening skill of children by following instructions and acting accordingly. This fun oriented activity provides opportunity to enhance their creativity.

I can do can be used for assessment of learning.



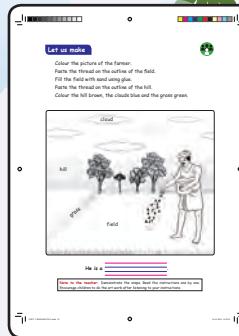
Unit 1 – A Visit to the Farm

Most children are exposed to **farm animals**.

The story **Dona's Song**, walks through the music lesson of Dona, the donkey to sing a song in the festival.

In **Look and Say** page children learn to identify and name the homes of farm animals.

Children learn sea animals through the poem, **Wonderful Sea**.



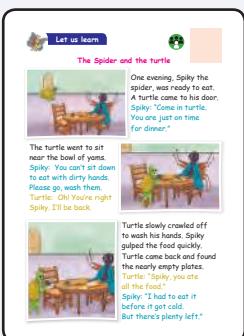
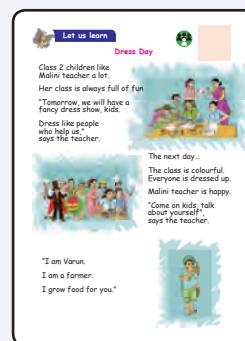
Unit 2 – People Who Help Us

Children need to know about various **people who help** in their life.

In the story **Dress Day**, the students of Malini teacher's class talk about the services of various professions.

In **Look and Say** page children learn to identify and name the professions and the tools used by the professionals.

Children learn about the significance of farming through the poem ,
The Farmer in the Field.



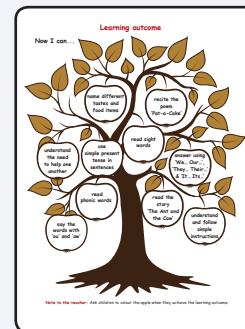
Unit 3 – Food We Eat

Food is an important aspect of everyone's life.

The story **The Spider and the turtle** talks about the importance of hospitality.

In **Look and Say** page children learn to identify and name different tastes and textures of food that we eat.

Children enjoy baking a cake in the poem, **Pat-a-Cake**.



Learning Outcome

- It is a **moment of pride** for children as they colour the apples in the tree.
- This **self-assessment tool** helps boost their **self-confidence**.
- It is also a **diagnostic page** for the teachers to ensure that each student has attained the expected **learning outcome** in each unit.



Let us use the QR code in the text books ! How ?

- Download the QR code scanner from the Google Play Store/ Apple App Store in your smartphone.
- Open the QR code scanner application.
- Once the scanner button in the application is clicked, the camera opens. Bring the camera closer to the QR code in the text book.
- Once the camera detects the QR code, a url appears on the screen. Click the url and go to the content page.





e-Book



Assessment



Digilinks



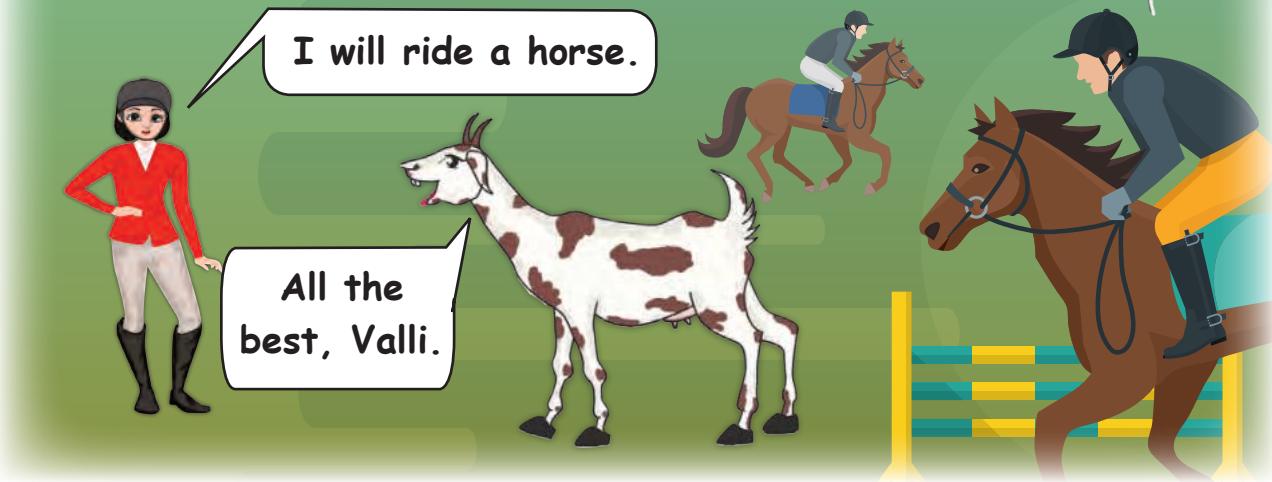
CONTENTS

Class - 2 (Term - III)

S.No.	Unit	Page No.	Month
1	A Visit to the Farm	51	January - February
2	People Who Help Us	71	February - March
3	Food We Eat	91	March - April



A Visit to the Farm



Let us recall

1. Name the pictures.



2. Write the correct word. They / He / She



is eating an apple.



is writing.



are playing.



Look and say

bird - nest



bee - hive



pig - sty

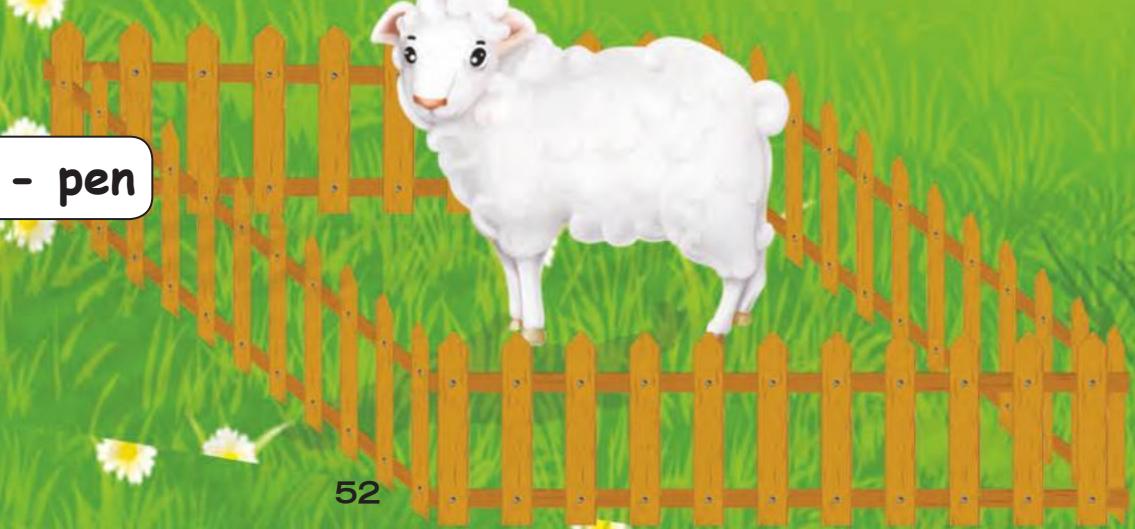


rat - hole



dog - kennel

sheep - pen



spider - web

horse - stable

cow - shed

duck - pond

Note to the teacher: Practise vocabulary using the pictures.
Ask children to name the animals and their dwelling places.



Let us sing



Wonderful Sea



By the deep blue sea, what do we see?

Diving dolphins above the waves,

Crawling crabs near the rocks,

Many many rocks like tiny caves.



What do you see in the deep blue sea?

Starfish swimming over the reefs,

Whistling whales in the water,

Sea horses moving straight and tall.

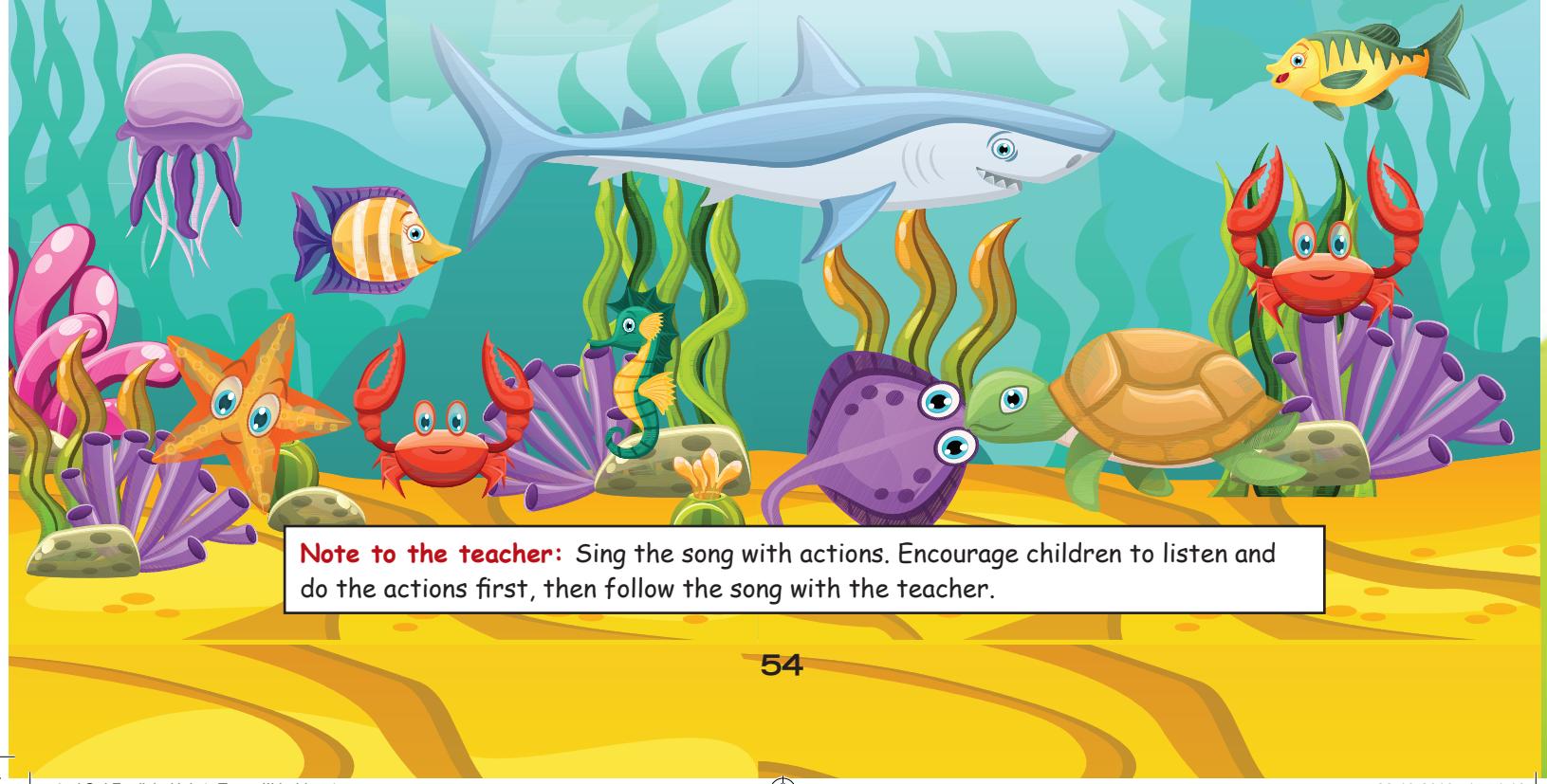


What else do we see in the blue sea?

Moving turtles on the sandy beach,

Many many waves rolling to the shore,

We see all these and more in the blue sea.



Note to the teacher: Sing the song with actions. Encourage children to listen and do the actions first, then follow the song with the teacher.

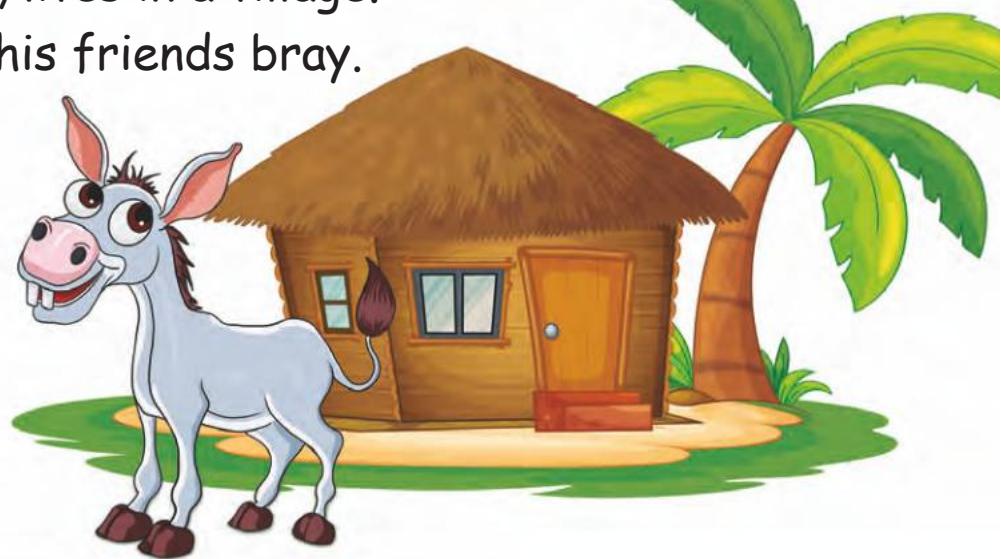


Let us learn



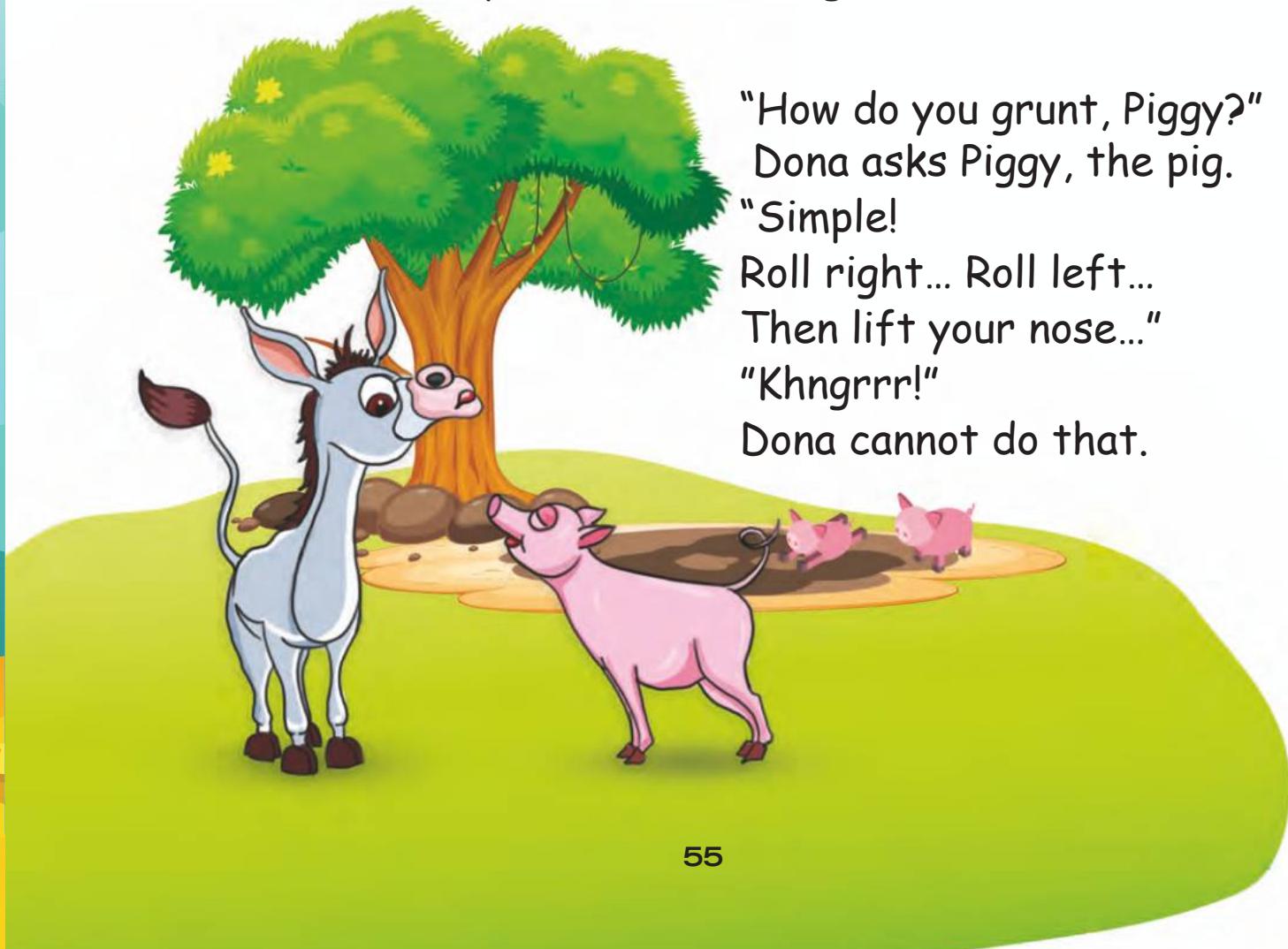
Dona's Song

Dona, the donkey, lives in a village.
He likes the way his friends bray.
But he cannot do
it the right way.



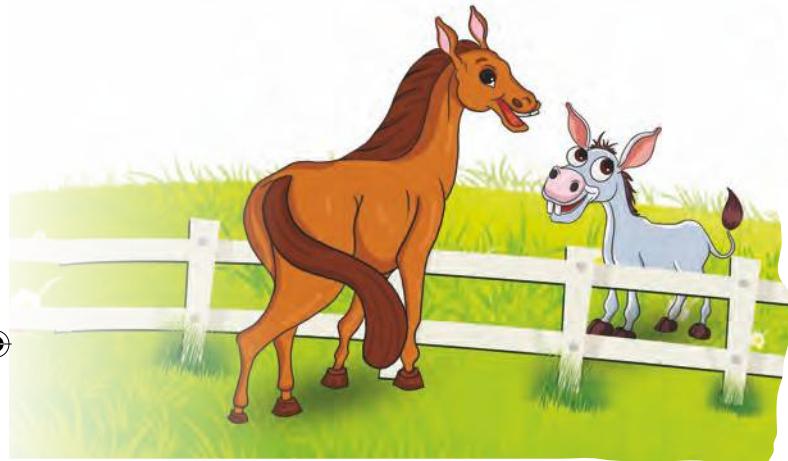
There is a singing contest in the car festival.
"What will I do?", thinks Dona.
"Let me ask my friends!" Dona goes out to see.

"How do you grunt, Piggy?"
Dona asks Piggy, the pig.
"Simple!
Roll right... Roll left...
Then lift your nose..."
"Khngrrr!"
Dona cannot do that.

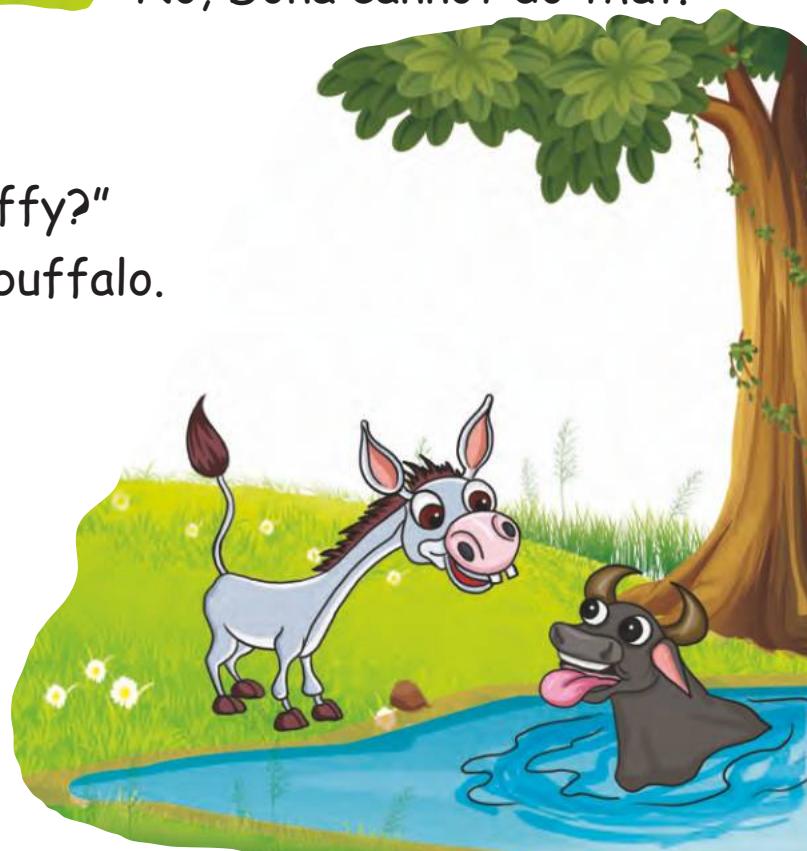




"How do you bleat, Shanu?"
Dona asks Shanu, the sheep.
"I flick my tail. Jump up and
down and then shout",
"Baa... Baa..."
Dona cannot do that.



"How do you neigh, Harry?"
Dona asks Harry, the horse.
"I shake my tail, keep my ears
straight and say..."
"Neigh!"
No, Dona cannot do that.



"How do you snort, Buffy?"
Dona asks Buffy, the buffalo.

"I sway my head
from side to side,
open my mouth wide,
and shout." "Mrrrrrr!"

Oh no! Dona cannot
do that too.



"What will I do
next week?",
Dona is worried.



Dona comes home and listens to his mom bray,
"Heee... Haaan..."

He stands in front of the mirror.

He shakes his ears
from left to right.

He opens his mouth
and lets out a cry...

"Heee... Haaan..."

"Hey! I can sing... I can sing."



Dona's song is the best
in the car festival.

Note to the teacher: Read out the story to the children. Focus on the names of the sounds the animals make. Encourage children to practise the words and structures used in the story, contextually.



Let us understand



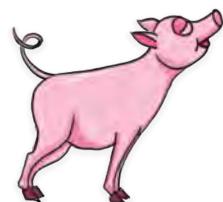
I Match the animals with the sounds.



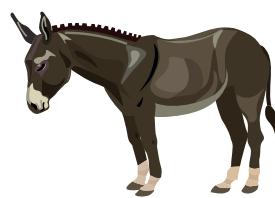
grunt



bleat



neigh



bray

II Fill in the blanks. mirror village grunt head

1. Dona lives in a _____ .

mirror
village
grunt
head

2. How do you _____ ?

mirror
village
grunt
head

3. Dona shakes his head in front of the _____ .

mirror
village
grunt
head

4. "I sway my _____ from side to side."

mirror
village
grunt
head

III Listen, think and say.

1. Why did Dona want to learn a song?
2. Whom did Dona ask for help?
3. How did the buffalo snort?
4. Was Dona able to sing at the car festival?
5. Have you heard a donkey bray? Can you do it?



Let us know



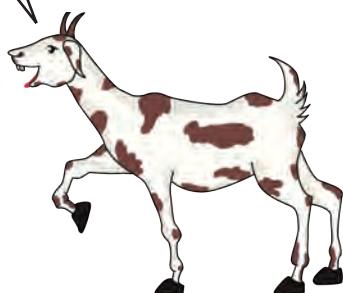
Valli and Chittu talk about their friends.



I am Valli.
You are Chittu.



Do you know Ram?
He is my friend.



Do you know Mala?
She is my friend.



Do you know
Veera and Vasu?
They are my friends.



Look here,
what is it?



It is a cat.



I am	He is	We are
	She is	You are
	It is	They are
	This is	These are
	That is	Those are

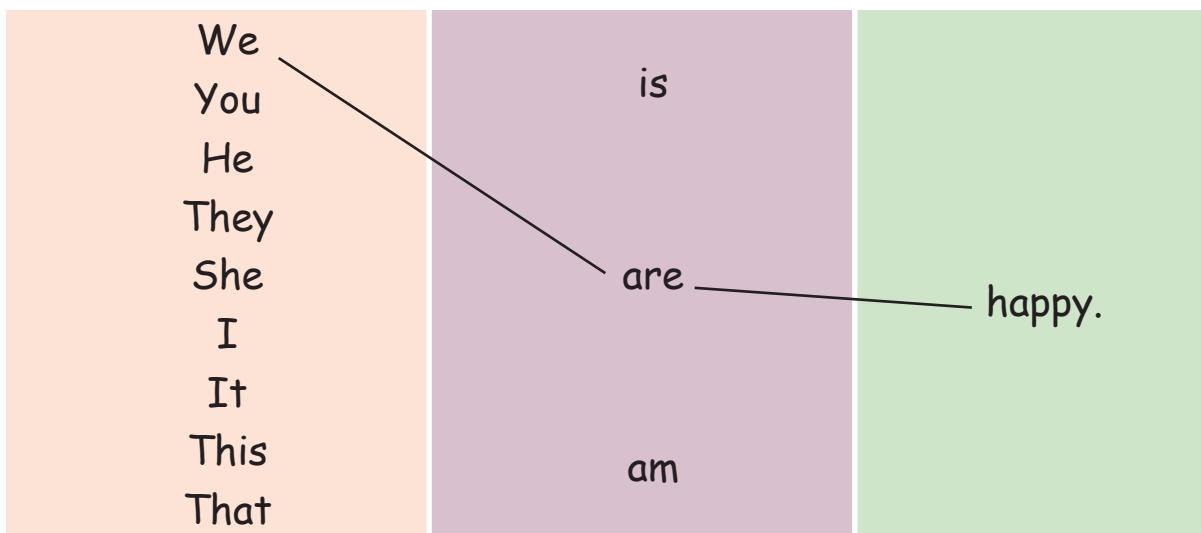
Note to the teacher: Focus on the use of am/is/are with pronouns in the above dialogues.
Use the table above for more practice.



Let us practise



Draw lines to match.



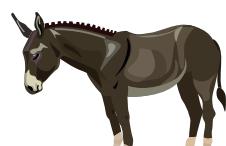
Choose and write.



1. I _____ a tall boy. (is/am)
2. We _____ happy. (is / are)
3. You _____ my pet. (are/ am)
4. He _____ thin. (are / is)
5. These _____ pens. (are/is)
6. That _____ a bus. (am/is)
7. She _____ sad. (am/is)
8. They _____ good. (are/ is)
9. It _____ a book. (is/am)
10. Those _____ cars. (are/is)

Spell check

Fill in the missing letters.



p__g

d __ nk __ y

b __ ff__ l __

ho __ s __

g __ __ t



Let us do



Word wall



- Display the words on the word wall.
- Say the word once.
- Let children repeat it.
- Say the word loudly.
- Let children say it loudly.
- Whisper the word.
- Let children whisper it.

Read aloud and circle the words you see on the word wall.



1. Leave my hand.
2. Please tell me.
3. Never tell lies.
4. It is better.
5. Each one should come here.

Read and copy.



1. Please give me a pen.

2. Why are you late?

3. You can do better.

4. She never comes late.



Circle time - Let us talk



Make children sit in a circle. Ask a child to stand up and tell the class pointing to **him/her**, "He/She is a boy/girl. His/Her name is _____." Encourage **him/her** to point to the next child and say "He/She is a boy/girl. His/Her name is _____." Continue till every child gets a chance.

Let us practise



She is a girl. Her name is Kamala.



He is a boy. His name is Arun.



She is a girl. Her name is Meera.



He is a boy. His name is Ravi.

Fill in the blanks.



1.  She is a girl. _____ name is Vimala. (His/Her)

2. He is a boy. _____ name is David. (His/Her)



3.  Arun is a boy. _____ is my friend.(He/She)

4. Devi is a girl. _____ is my sister. (He/She)





Let us say



Listen and repeat.

oo -
as in

goose



ue -
as in

blue



glue

ew -
as in

cashew



screw

u_e
as in

cube



tube

Read aloud.

boon cool food fool moon soon

blue clue cue due glue true

chew dew few flew grew new

tune dune fuse mule mute cute

Listen and circle the words with long 'u' sound.

1. He threw the glue.
2. The tube is yellow.
3. The sky is blue.
4. The goose is in the pool.
5. The cute bird flew to the zoo.

Note to the teacher: First teach the sound /u:/ to children. Then, introduce the four different letter clusters for the same sound. Help children relate the sound to the letter clusters.



Let us do

Word wall



- Display the words on the word wall.
- Distribute the word cards to all the students.
- Show a word with 'oo'.
- Let all the children with the letter combination stand up and say the words they have.
- Practise with 'ue', 'ew' and 'u_e' words also.

Let us practise

Add e and write the words. Example: cut - cute



cub - _____
us - _____

hug - _____
tub - _____

Fill in the blanks.



m ___ n



c ___ b ___



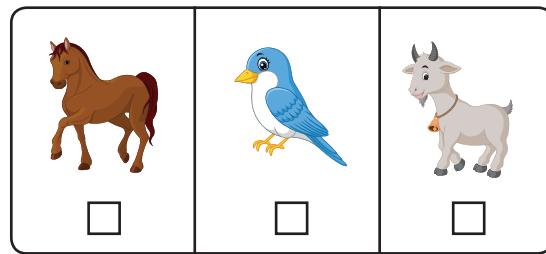
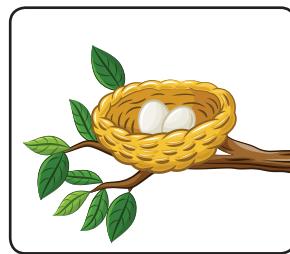
cash ___



sp ___ n



Tick (✓) the correct picture.





Let us read

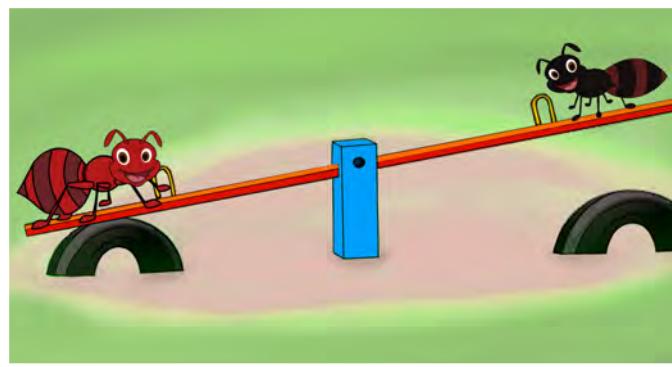


The See-Saw

There are two ants,
Sam and Tom.

Sam is a red ant.
Tom is a black ant.

They go out and
play on a see-saw.



When Sam is up,
Tom is down.

When Sam is down,
Tom is up.

They go up and down.
Up and down.

Sam comes down
and sees Tom fly.
Sam is sad.

Tom is now
on an apple tree.



The apple falls
and so does Tom.
Sam runs to Tom.
Then, they eat the apple.

Note to the teacher: This is a supplementary reading material. Encourage children to read the story on their own.



Let us think and do



1. Write T for True or F for False.

a. There are two ants.

b. Sam is a black ant.

c. Tom is on an apple tree.

d. Sam and Tom eat the apple.

2. Write numbers to show the correct order.

They go up and down.

They eat the apple.

Tom falls down.

An apple falls down.

They go out and play on a see-saw.

Sam falls down.

3. Fill in the blanks.

a. Sam and Tom are _____.

b. An _____ falls down.

c. Sam and Tom play on a _____.



Let us make



- » We will make an imaginary animal.
- » Draw the head of any animal you know.
- » Draw the body of any other animal you know.
- » Draw the legs of any other animal you know.
- » Draw the tail of any other animal you know.

The name of my animal is _____ .

Note to the teacher: Read the instructions one by one. Encourage children to make the animal after listening to the instructions.

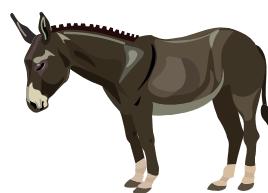




I can do

1. Write the name of animals.

donkey sheep horse buffalo



2. Match the animals with their homes.

	bird	kennel	
	dog	web	
	spider	stable	
	horse	nest	

3. Read and match.

a. The goose is cute.



b. The cube is blue.



c. Give me a few spoons.



d. The glue is new.





4. Fill in the blanks with am / is.



I _____ a girl.



He _____ a doctor.

She _____

a dancer.



It _____

a doll.



5. Listen to the teacher read the conversation. Circle the word the teacher repeats.

Mom : Balu, which fruit do you like?

Son : Why mom?

Mom : I will make juice for you while you play.

Son : I like orange juice. I am going to play hand ball. Bye

Mom : Bye. Don't leave the door open.

Note to the teacher: Read the words - leave hand why while like

6. Tick the correct sentence.

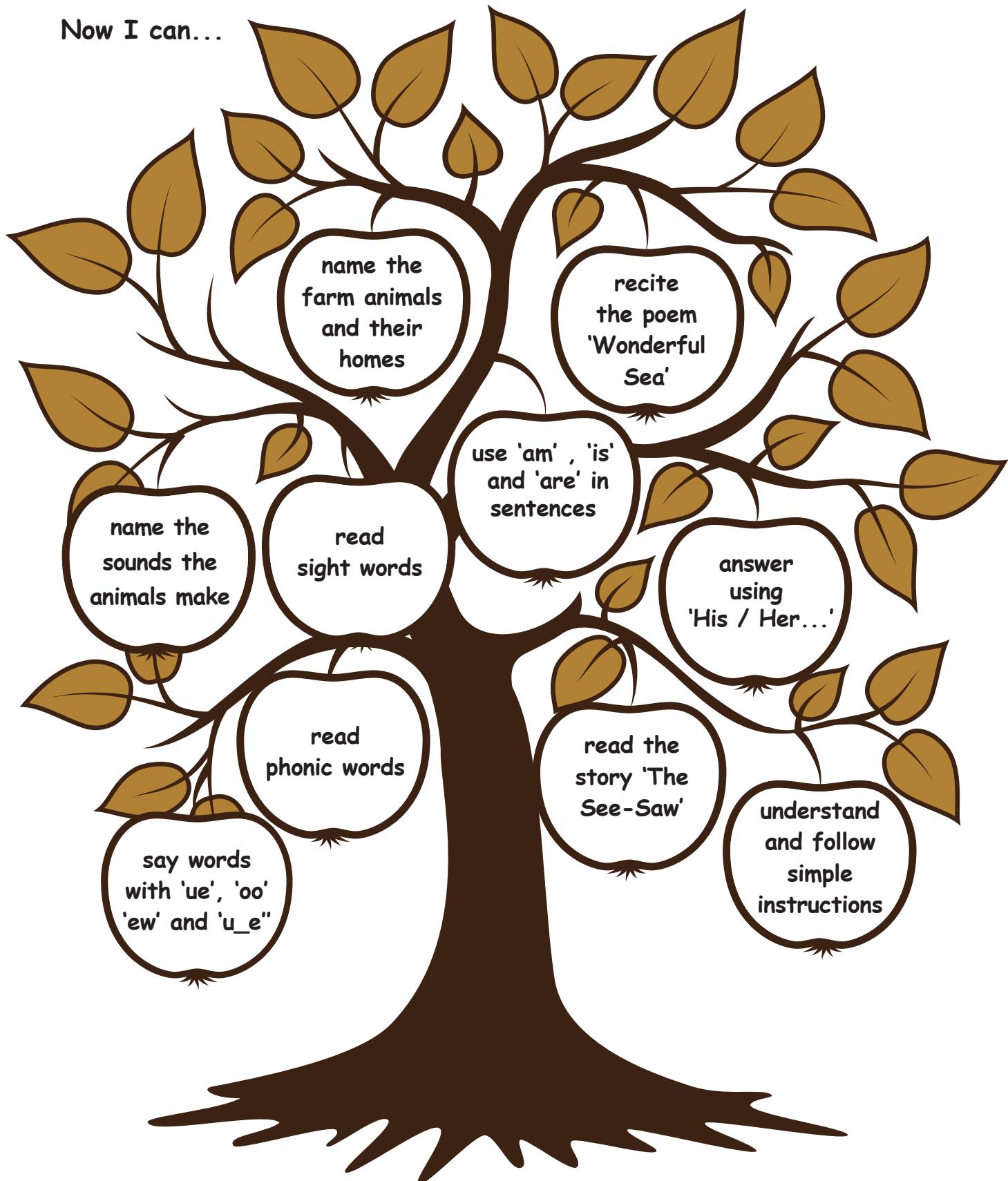
She is a girl.	Her name is Leena. <input type="checkbox"/>
	His name is Leena. <input type="checkbox"/>
He is a boy.	His name is Kavin. <input type="checkbox"/>
	Her name is Kavin. <input type="checkbox"/>
Guna is a tall boy.	His dad is also tall. <input type="checkbox"/>
	Her dad is also tall. <input type="checkbox"/>
Kani is a girl.	His pet is a dog. <input type="checkbox"/>
	Her pet is a dog. <input type="checkbox"/>

7. Recite the poem Wonderful Sea.



Learning outcome

Now I can...



Note to the teacher: Ask children to colour the apple when they achieve the learning outcome.



Let us recall

1. Name the pictures.



2. Fill in the blanks with His or Her.



She is a teacher.

name is Mithra.

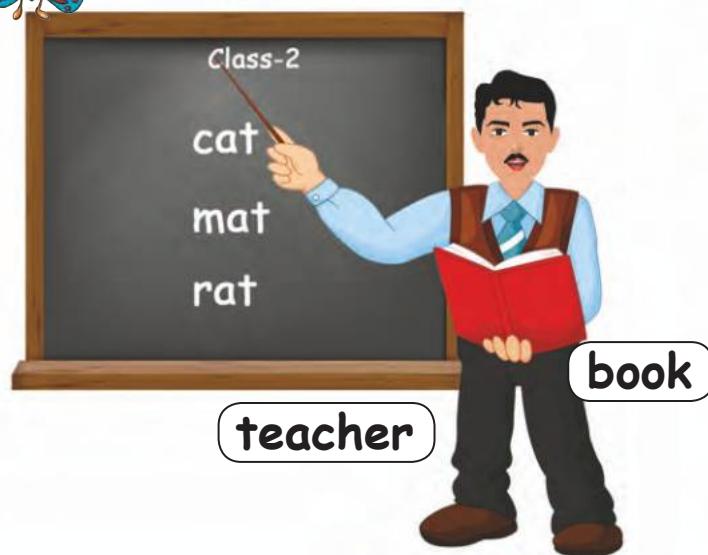


He is a singer.

name is Bala.



Look and say



stethoscope

doctor

teacher

book

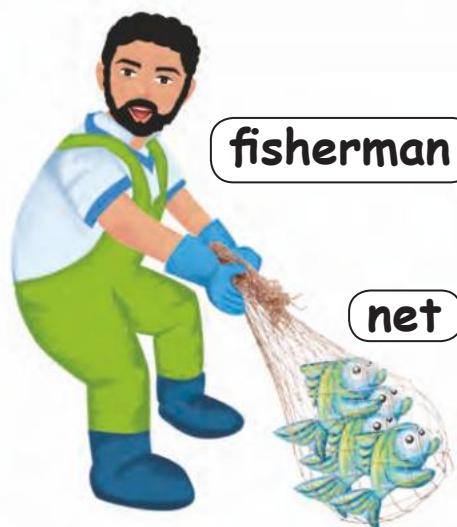


shopkeeper



letters

postman



fisherman

net



van

driver



Note to the teacher: Practise vocabulary using the picture.
Ask children to name the professions and words related to them.



Let us sing



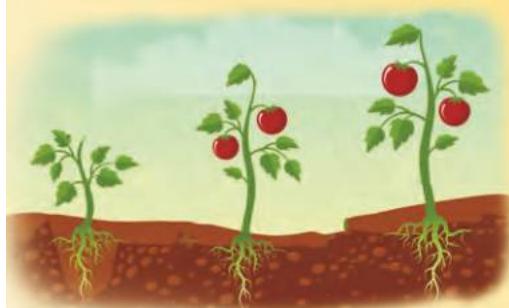
The Farmer in the Field

The farmer plants the seeds
The sun comes out to shine
Hey... ho... the derry ho..
The sun comes out to shine.

The rain begins to fall
The seeds begin to grow
Hey..ho.. the derry ho..
The seeds begin to grow.

The vegetables are here
The farmer takes them out
Hey..ho.. the derry ho..
The farmer takes them out.

Now it's time to eat
Now it's time to thank.
Hey..ho.. the derry ho..
Now it's time to thank.



Note to the teacher: Sing the song with actions. Encourage children to listen and do the actions first, then sing the song with the teacher.



Let us learn



Dress Day

Class 2 children like
Malini teacher a lot.

Her class is always full of fun.

"Tomorrow, we will have a
fancy dress show,

We all have to dress up like people
who help us,"
says the teacher.



"I am Varun.
I am a farmer.
I grow food for you."

The next day...

The class is colourful.
Everyone is dressed up.

Malini teacher is happy.

"Come on kids, talk
about yourself,"
says the teacher.





"I am Charu. I am a dancer.
I make you happy with my dance."



"I am Abdul. I am a pilot.
I fly up in the sky. Zooooom..."



"I am Divya. I am an engineer.
I build houses".



"I am Nancy. I am a doctor.
I treat sick people."



"I am David. I am a plumber.
I mend and fix your pipes."



"I am Punitha. I am a teacher.
I teach kids."



"I am Ravi. I am a chef.
I love cooking yummy food."

"I am Johny. I am a driver.
I drive people around on a bus."



"Where is Jeni?" asks the teacher.



She jumps from behind a chair.

"I am here. I am the magician.
I do tricks to make you laugh."

"Oh! That's interesting!",
says the teacher.

It is a happy day. What fun they have!

Note to the teacher: Focus on different professions and the way they help us.
Encourage children to practise the words in context.



Let us understand



1. Tick (✓) the correct word.



farmer pilot



magician dancer



doctor chef



pilot teacher

2. Match the pictures.

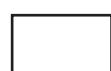
a.



b.



c.



3. Listen, think and write.

a. What is the name of the dancer?

b. What does a farmer grow?

c. What does your father/mother do?

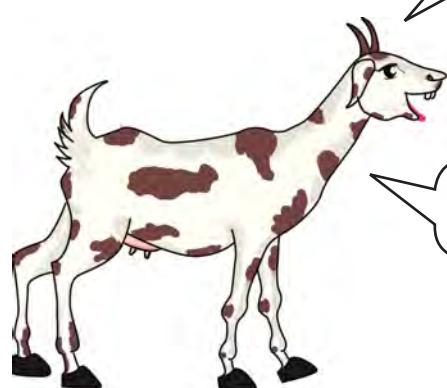
d. What would you like to become?



Let us know



Valli and Chittu talk about the previous night.



Where **were you**
last night, Valli?

I **was** in a party.

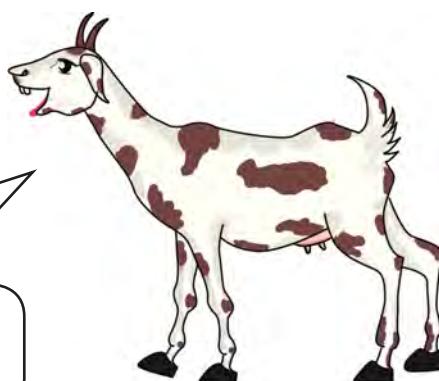


Mom and dad?

They were also
with me.



What about Kavin
and Geetha?



Hey! **He was** with me.
She was at home.

Was that fun?

Yes! **It was** real fun,
Chittu. **We were** happy.

I **was** ...

He **was** ...

She **was** ...

It **was** ...

This **was** ...

That **was** ...

We **were** ...

You **were** ...

They **were** ...

These **were** ...

Those **were** ...

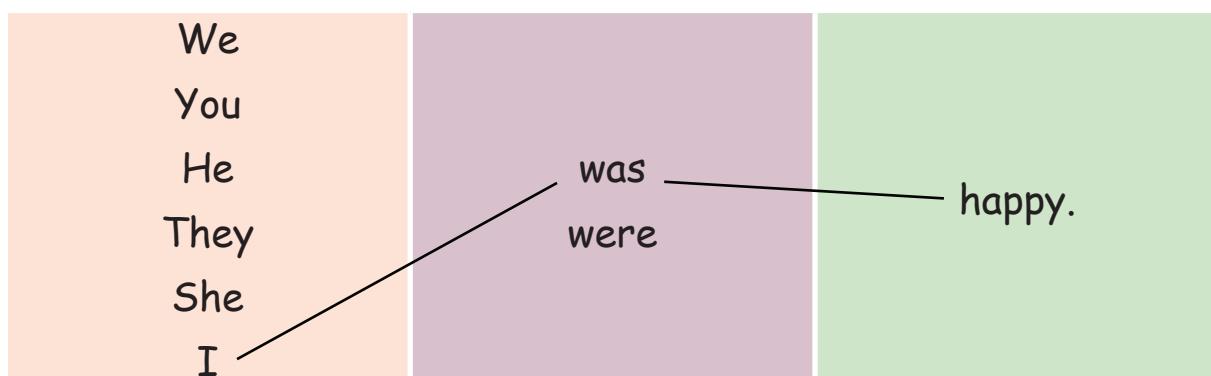
Note to the teacher: Focus on pronouns and **was / were** verbs in the above dialogues. Use the table given above for more practice.



Let us practise



1. Draw lines to match.



2. Fill in the blanks with was / were.



a. I	_____ happy.	f. These	_____ my pens.
b. We	_____ sad.	g. That	_____ my toy.
c. You	_____ tired.	h. She	_____ lazy.
d. He	_____ thin.	i. They	_____ sick.
e. It	_____ cold.	j. Those	_____ my pets.

Spell check Fill in the missing letters.



ch ___



p ___ l ___ t



d ___ n ___ e ___



Let us do



Word wall



- Display the words on the word wall and practise them.
- Invite a child to the front.
- Whisper a word to that child.
- Let the child say the word aloud to the class.
- Make others repeat it.
- Practise with all the words.

Read aloud and circle the words you see in the word wall.



- They seem tired.
- He is my best friend.
- His name is Kapil.
- The boy ran fast.
- I read a book.
- The kite is over the roof.
- This way is too long.
- Wait until I come.

Find and circle the words.



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

seem	best
name	ran
read	over
such	way
too	until



Circle time - Let us talk



- A) Let children stand in a circle. Display pictures of professionals like carpenter, farmer etc., Point fingers to yourself and say, "I am _____ (name). My father is a _____ (profession)."
- B) Ask a child, " Who are you? What does your father do?" Encourage the child to say, "I am _____. My father is a _____. Practise the same with children in a chain drill. Help children to name the profession of their family members.

Let us practise



I am Kala.
My father is a farmer.
Who are you?
What does your father do?



I am Balu.
My father is a tailor.

Fill in the blanks with My / Your.



I am Raju. _____ father is a police man.



I am Kavin. _____ uncle is a singer.



Uma. _____ mother is a nurse.



I am Sam. _____ brother is a football player. ⚽



Babu. _____ grandma is a teacher.



Let us say



Listen to the sound and repeat.

oy -
as in



boy



toy



oyster

oi -
as in



oil



coin



boil

Read aloud.

joy soy cloy coy boy toy

join coil toil foil point joint

Read and match.



boy



oil



toy



coin



oyster



boil

Try to read these!

s + p = sp- spell

s + t = st- stem

s + w = sw- swim

l + p = -lp help

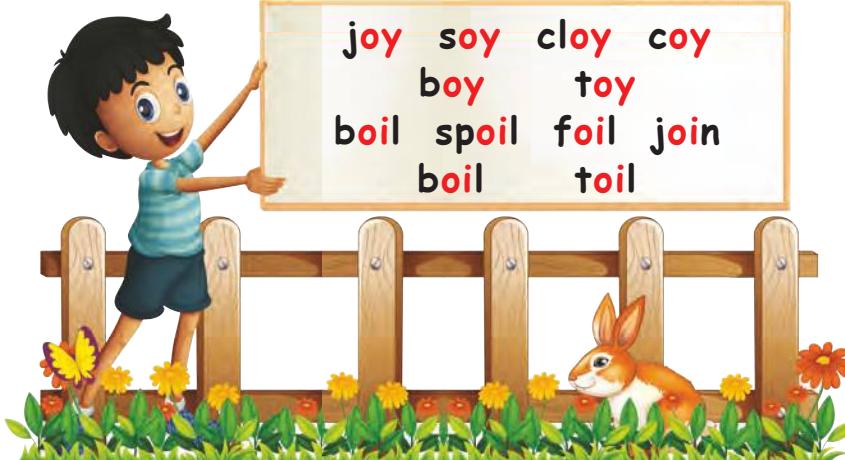
l + t = -lt salt

Note to the teacher: First, teach the sound /OI/ to children. Then, introduce the two different letter clusters for the same sound. Help children relate the sound to the letter clusters.



Let us do

Word wall



- Display the words in the word wall.
- Draw a circle. Make children stand on it.
- Say the words on the word wall.
- As they listen to the words with the same sound (oy/oi), they will move in clockwise direction.
- Say a word with some other sound (a, i, u).
- They will move in anti-clock wise direction. Practise with all the words.

1. Read aloud.

The boy has a toy.



Give me a coin.

The soil is soft.

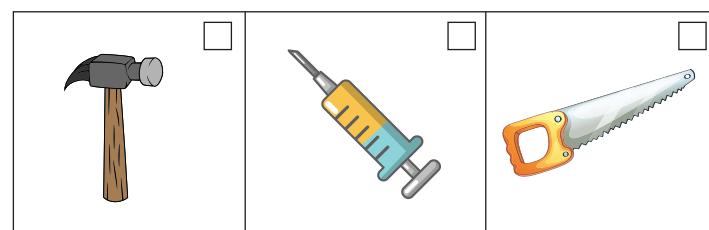
Boil the oil now.

2. Circle the odd one.



- a. toy joy ploy pot
- b. boil soil pain coil
- c. soy pan boy coy
- d. point joint spoil school

Tick (✓) the correct one.





Let us read



An Egg on the Top



There is an egg on the top .

Who can win the egg?



I am fast.

I am the best. I can run to the top.

You cannot win, yells the ox.



I am quick.

I am the best.

I can win.

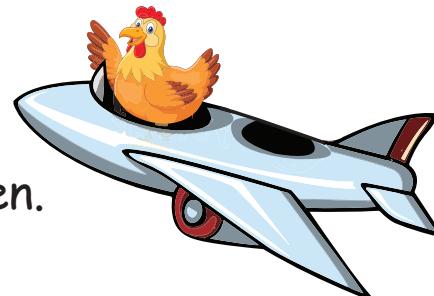
I can hop to the top, yells the rat.

You can run, you can hop.

But you cannot win.

I will win as I have a jet, yells the hen.

Yes, I got the egg, says the hen.



Oh no! The egg cracks.

What is it?

Ah! A dragon.

Where is my jet?, says the hen.



The egg is yours!

You have your dragon.

We will have your jet, say the ox and the rat.

They both fly away.

Note to the teacher: This is supplementary reading material. Read out the story to children. Make them read the story on their own.



Let us think and do



1. Match the dialogues with the pictures.

'I am fast.'	
'I am quick.'	
'I have a jet.'	

2. Tick (✓) Yes or No.

- a. There is a cat on the hill.
- b. The rat has a jet.
- c. There is a dragon in the egg.
- d. The ox and the rat fly away.

Yes No
Yes No
Yes No
Yes No

3. Choose and write what you can do.

- a. I can jump.
- b. _____
- c. _____
- d. _____
- e. _____

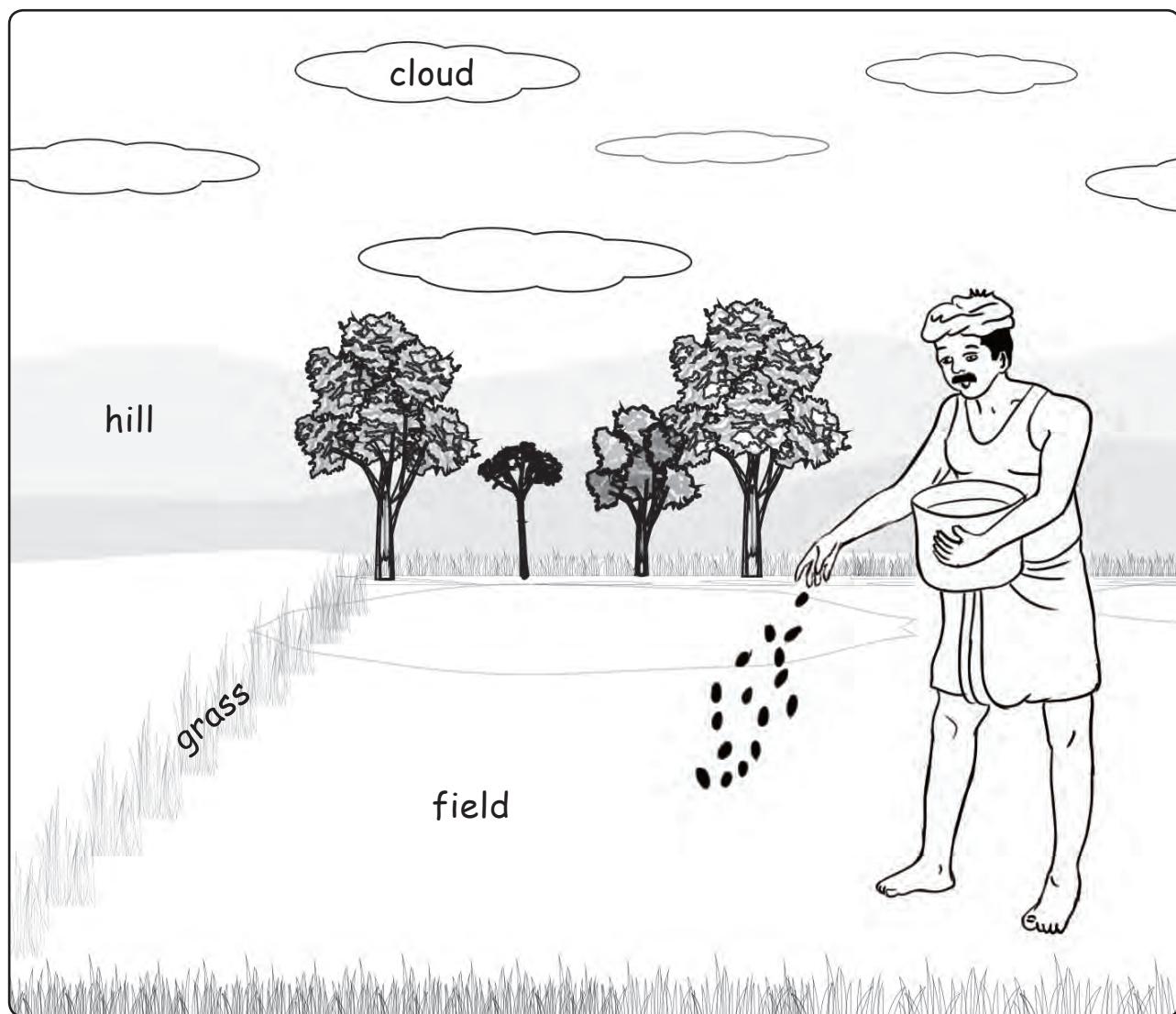
I can	jump.
	hop.
	run.
	swim.
	sing.



Let us make



- » Colour the picture of the farmer.
- » Paste woollen thread on the outline of the field.
- » Fill the field with sand using glue.
- » Paste woollen thread on the outline of the hill.
- » Colour the hill brown, the clouds blue and the grass green.



He is a _____.

Note to the teacher: Demonstrate the steps. Read the instructions one by one. Encourage children to do the art work after listening to your instructions.



I can do



1. Tick (✓) the correct pictures for the given sentences.

I grow vegetables.	<input type="checkbox"/>	<input type="checkbox"/>
I treat sick people.	<input type="checkbox"/>	<input type="checkbox"/>
I fly in the sky.	<input type="checkbox"/>	<input type="checkbox"/>

2. Match the pictures with the words.

	driver	
	fisherman	
	teacher	
	doctor	
	farmer	
	tailor	

3. Circle the pictures with oi or oy sound.





4. Fill in the blanks with was or were.



She _____ happy.



It _____ raining.



They _____ in the park.



I _____ tired.



We _____ friends.



You _____ thin.

5. Tick (✓) the correct sentence.

I am Nithin.	My father is a teacher. <input type="checkbox"/>	
	My father is a farmer. <input type="checkbox"/>	
I am Tina.	My mother is a nurse. <input type="checkbox"/>	
	My mother is a tailor. <input type="checkbox"/>	
I am Ravi.	My brother is a fisherman. <input type="checkbox"/>	
	My brother is a chef. <input type="checkbox"/>	

6. Listen to the teacher read the story and circle the words the teacher repeats.

- » My name is Abdul.
- » My best friend is Mano.
- » His house is too far.
- » He rides a bicycle all the way to see me.
- » I wait until he comes.
- » We run over the hill to play every evening.

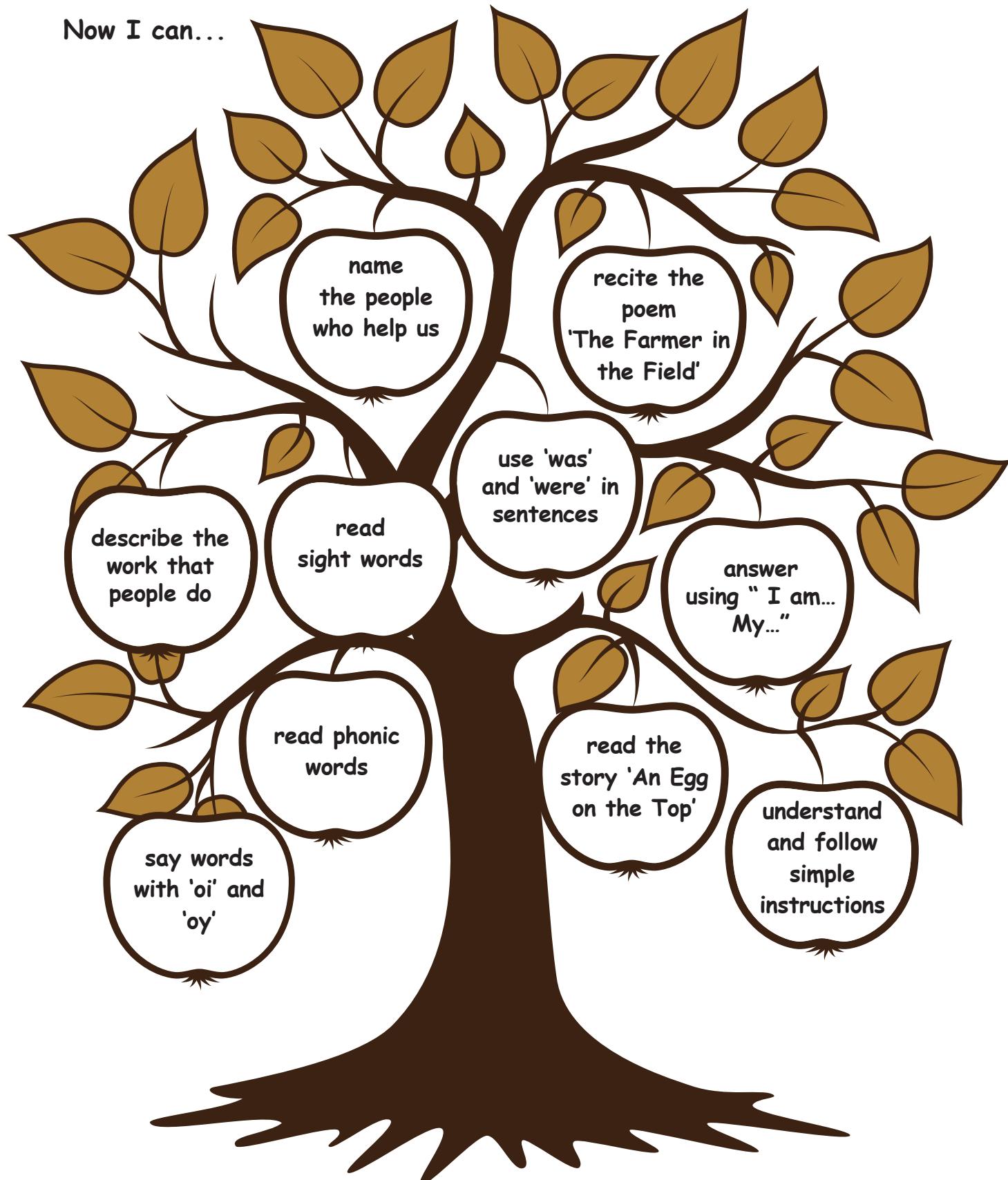
Note to the teacher: Read the words - best name too way until over

7. Recite the poem, The Farmer in the Field.



Learning outcome

Now I can...

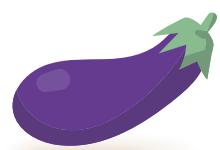
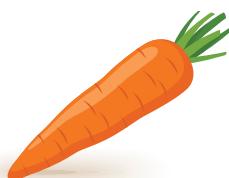


Note to the teacher: Ask children to colour the apple when they achieve the learning outcome.



Let us recall

1. Name the pictures.



2. Tick (✓) the correct word for the pictures.



cherry apple

onion radish

orange tomato

3. Trace.



I like

orange juice.



Look and say



sweet

sugarcane



honey



palm candy



chips

rusk

dosa

crisp



bitter

bitter gourd



neem



fenugreek



lemon

gooseberry

tamarind

sour





chilli

ginger

pepper

spicy



biscuit

popcorn

salt

salty



carrot

pear

apple

crunchy



mango

watermelon

orange

juicy



Note to the teacher: Practise vocabulary using the picture.
Ask children to say the adjectives seen in the pages.



Let us sing



Pat-a-Cake



Pat-a-cake, pat-a-cake, baker's man

Bake me a cake as fast as you can

Pat it and prick it

And mark it with "B"

Put it in the oven for baby and me

For baby and me

For baby and me

And there will be plenty for baby and me.



Note to the teacher: Sing the song with actions. Encourage children to listen and do the actions first, then sing the song with the teacher.



Let us learn



The Spider and the turtle



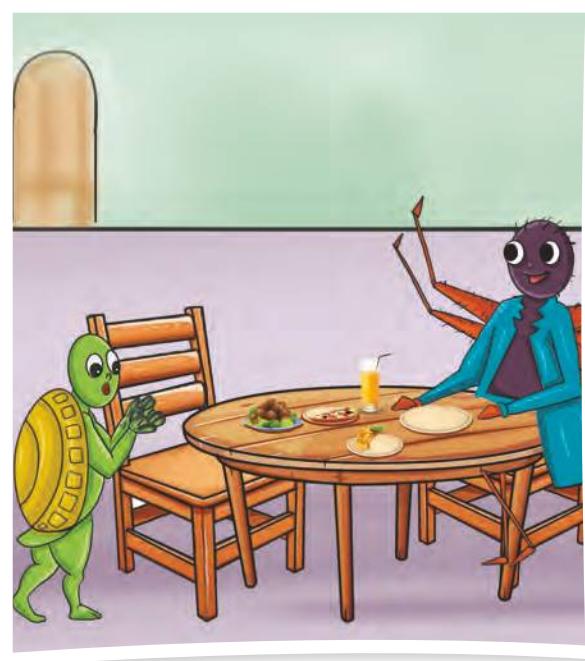
One evening, Spiky the spider, was ready to eat. A turtle came to his door.

Spiky: Come in turtle. You are just on time for dinner.

The turtle went to sit near the bowl of yams.

Spiky: You can't sit down to eat with dirty hands. Please go, wash them.

Turtle: Oh! You're right Spiky. I'll be back.



Turtle slowly crawled off to wash his hands. Spiky gulped the food quickly. Turtle came back and found the nearly empty plates.

Turtle: Spiky, you ate all the food.

Spiky: I had to eat it before it got cold. But there's plenty left.



Turtle reached for the glass of juice.

Spiky: Wait! Your hands are still dirty.

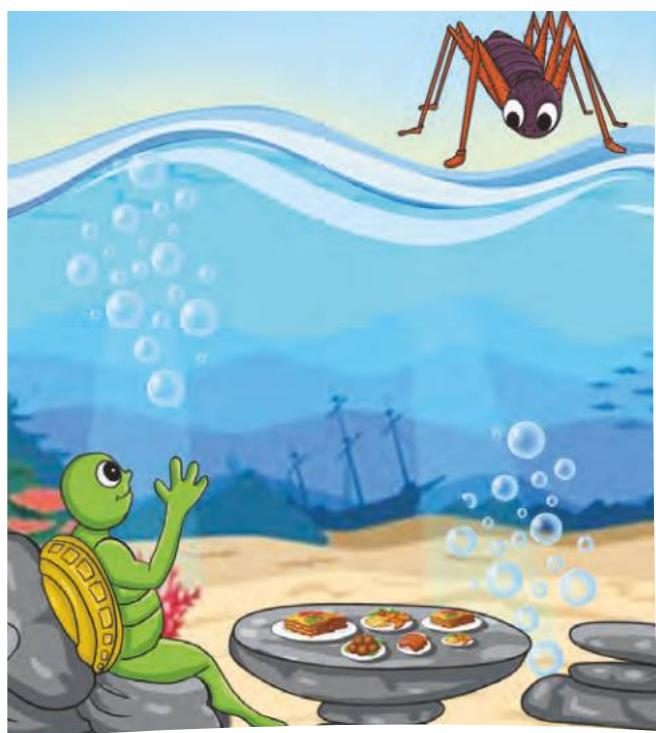
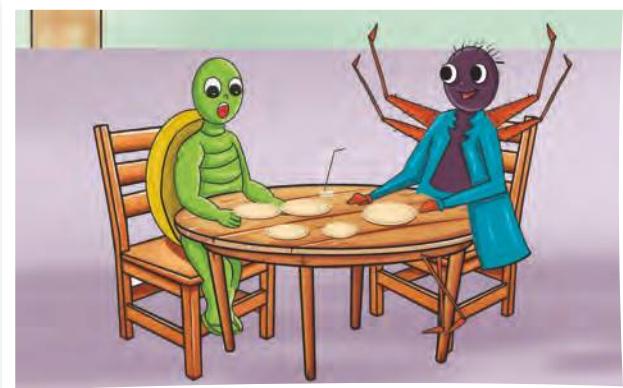
Turtle: Yes. They are dirty again, as I crawled across the dirty floor. I'll be right back.



The turtle went back to the pond to wash his hands. The turtle used slippers to keep his hands and feet clean.

Now, Turtle got back to find all the plates empty.

Spiky: I could not wait. The food was getting very cold. Poor Turtle was still hungry.



The next day...

Turtle: Spiky, come for dinner.

Spiky: Oh! That will be nice.

He reached the pond.

Turtle: I'm here, Spiky. Come down. Your dinner is almost ready.



Spiky jumped into the water, but he could not reach the bottom. He just floated on the top.



He filled the pockets of his coat with heavy stones and jumped into the pond. He went deep down to turtle's house.

He reached for a bowl of food.

Turtle: Wait. You cannot have your dinner with your coat on. Please take off your coat.

Spiky: I could not do that.

Turtle: You must take it off before you eat.



Spiky slowly took off his coat. He floated up and saw turtle eat the feast. He climbed out of the water and went home sad.

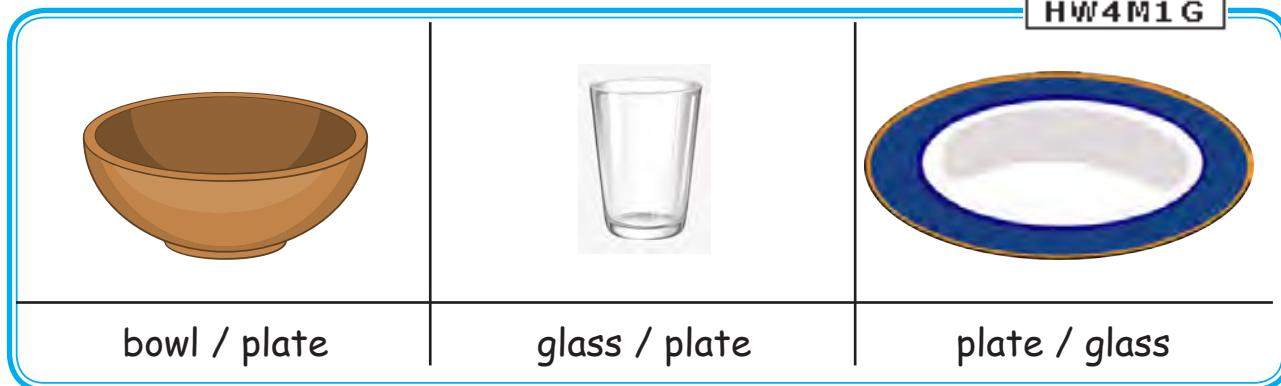
Note to the teacher: Focus on the words related to food.
Encourage children to practise the words in context.



Let us understand



1. Circle the correct word.



2. Fill in the blanks.

coat

dinner

floor

stones

a. Come in turtle. You are right in time for _____.

_____.

_____.

b. Turtle walked across the dirty _____.

_____.

_____.

c. Spiky filled his pocket with heavy _____.

_____.

_____.

d. Spiky took off his _____.

_____.

_____.

3. Listen, think and write.

a. Whom did the turtle visit?

The turtle visited the _____.
_____.

b. Where did the spider sit first?

The spider sat near the bowl _____.
_____.

c. Do you invite your friends to your home?

_____.



Let us know



Valli and Chittu are talking about actions



Note to the teacher: Teach children that singular pronouns - He, She, It will take an **s** after the verb in simple present tense and the rest of the pronouns will not take **s**. Use the table for more practice.

I jump.	He jumps.
We jump.	She jumps.
You jump.	It jumps
They jump.	



Let us practise



Circle the correct word.

1. He is Mani. He **play** / **plays** the guitar.



2. She is Kala. She **sings** / **sing** a song.



3. I am Hari. I **eat** / **eats** a banana.



4.  It is a bus. It **move** / **moves** on the road.



5. We are friends. We **like** / **likes** football.



6.  They are painters. They **paint** / **paints** walls.



7. You are tall. You **climb** / **climbs** trees.

Match the following.

I		
He		
You	read	
She	reads	a book.
They		

Spell check Fill in the missing letters.



p__ a __ e



t__ __ t__ e



s__ i__ er



Let us do



Word wall



- Display the words on the word wall.
- Distribute the word cards to all the students.
- Make each child stand up and say the word they have.
- Let the class repeat it.
- Practise with all the words.

Read aloud and circle the words you see on the word wall.

1. Most of us like mangoes.
2. I am sure about this.
3. Come near me.
4. Call him now.
5. The hill is high.
6. My school is not far.

Read and trace the words.

1. My house is far from here.

2. He is a kind boy.

3. She is taller than me.

4. The park is near my house.



Circle time - Let us talk



- A) Let children stand in a circle. Prepare masks of two frogs, two elephants and a rat. Make students wear those masks. (It can be replaced with placards too.) Invite the frogs to the front. Say, "We are frogs. Our legs are small".
- B) Invite the elephants to the front. Say, "They are elephants. Their ears are big." Invite the rat to the front. Say, "It is a rat. Its tail is long". Practise with other students. Make use of other animals also.

Let us practise



We are sisters.
Our hair is long.



They are brothers.
Their car is blue.



It is an eagle.
Its wings are big.



We are friends.
Our houses are near.



They are sisters.
Their pets are small.



It is a duck.
Its beak is yellow.

Choose and write.

We are boys. _____ (Our/Their) school is near.

They are kids. _____ (Its/Their) hands are small.

It is an owl. _____ (Its/Our) eyes are big.



Let us say



Listen to the sound and repeat.

OU -
as in



house



mouse



cloud

OW -
as in



cow



owl



crown

Read aloud.

out loud cloud round found sound
 mouth south mount count

now town gown down brown clown
 fowl howl growl crowd

Read and match the words with their pictures.



house



cow



owl



mouse



cloud



crown

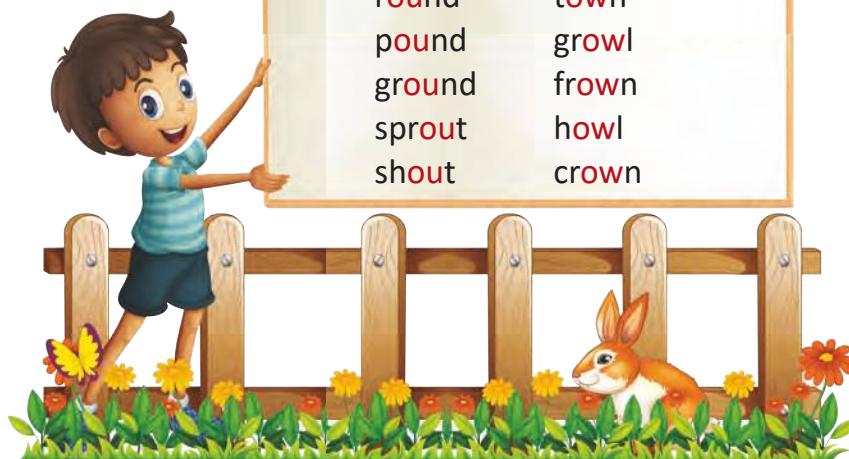
Try to read these!

t + r = tr-	tree
t + w = tw-	twin
l + f = -lf	wolf
p + t = -pt	kept
c + t = -ct	fact

Note to the teacher: First, teach the sound /au/ to children. Then, introduce the two different letter clusters for the same sound. Help children relate the sound to the letter clusters.



Let us do



hound	down
round	town
pound	growl
ground	frown
sprout	howl
shout	crown

- Display the words on the word wall.
- Prepare word cards with two words on each.
- Distribute it to children.
- Say a word.
- The student with that word will stand up and say it again.
- He/she will read the next word on his/her card.
- The student with that word will get up and read it out.
- Continue till all the children have read it.

1. Circle the odd pair.

- | | | | |
|------------------|---------------|---------------|---------------|
| 1. out - shout | gown - town | growl - howl | south - boil |
| 2. now - how | brown - crown | clown - toy | found - sound |
| 3. mount - count | south - mouth | cloud - proud | sound - boon |



2. Read aloud.

The king has a crown. 	I got this gown in the town. 
The clown is in the crowd. 	The mouse is in the house. 
I found the beans sprout. 	The clown fell on the ground. 

What comes next? Tick (✓) the correct one.



tap - tape	pin - pine	not - note	cub - ?	cute	cube
AEI	CGK	MQU	?	DHL	FIL



Let us read



A Mouse in a House



It makes a loud sound.
Moooo.... Moooo....
The mouse runs out
of the house.

There is a mouse in a house.
The house is in the town.
A cow comes to the house.



One day, there is a loud sound.
Moooo.... Moooo....
Oh no ! It is the same cow.

The mouse finds a new house
in a new town.
It is happy in the new house.



Now, the mouse wears ear muffs.
They both live in the same house.



Note to the teacher: This is a supplementary reading material. Read out the story to children. Make them read the story on their own.



Let us think and do



1. Tick (✓) Yes or No.

- a. The mouse lives in a house.
- b. The cow did not make a loud sound.
- c. The mouse goes to a new town.

Yes No
Yes No
Yes No

2. Fill in the blanks.

There is a mouse in a _____ The house is in the _____.

A _____ comes to the house. It makes a loud sound. Moooo.... Moooo

The _____ runs out of the house. It runs to a new town. It finds a new house in
the town.

3. What is it? Write in the blank.



It is a mouse.

Let us make

- » Take a cotton ear bud
- » Dip it in ink of any colour.
- » Press the coloured portion all over the flower.
- » Colour the leaves in green.

This is my _____



Note to the teacher: Demonstrate the steps of colouring a flower. Read the instructions one by one. Encourage children to colour the flower after listening to your instructions.



I can do

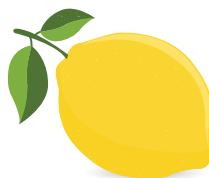
1. Match the words with their pictures.



spicy



bitter



sweet



sour

2. Fill in the blanks with Their / Our / Its.

We are sisters. _____ mother is a nurse.



 They are sad. _____ ball is lost.

It is a pen. _____ cap is yellow.



3. Listen to the teacher read the story and circle the words the teacher repeats.

- Ram and Sam are kind boys.
- They like their pet very much.
- It always plays near them.
- They make sure to get home soon.



Note to the teacher: Read the words - kind much near get sure



4. Write the correct words in the blanks.

a. He _____ (run/runs) on the road.

b. She _____ (make/makes) a paper boat.

c. I _____ (like/likes) mangoes.

d. We _____ (ride/rides) a bicycle.

e. They _____ (tell/tells) us a story.

5. Read and match the correct picture.

The mouse has a crown.



The clown has a big mouth.



The cow makes a sound.

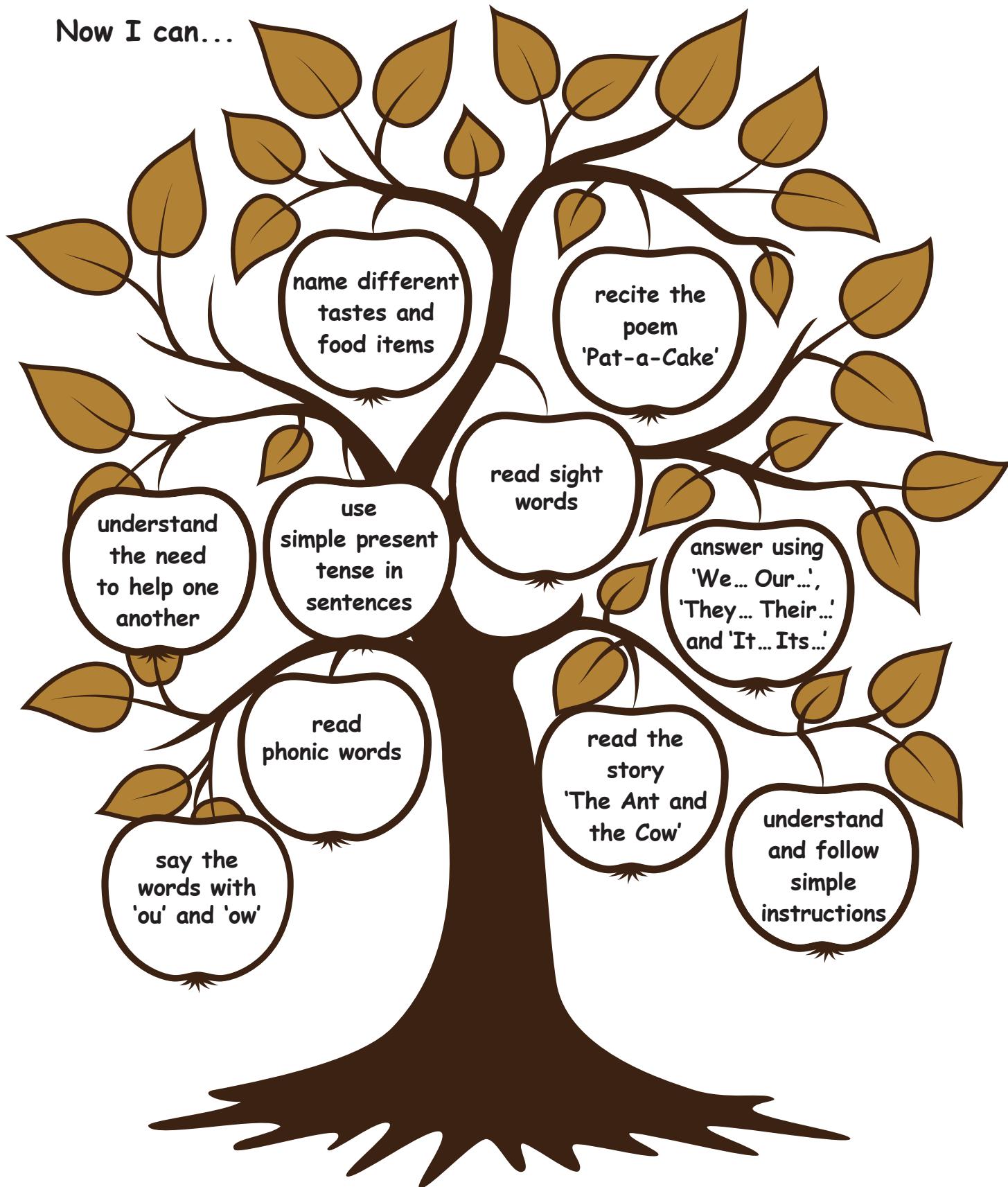


6. Recite the poem, Pat-a-Cake.



Learning outcome

Now I can...



Note to the teacher: Ask children to colour the apple when they achieve the learning outcome.



Primary English – Class 2, Term -III

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