ENGLISH

STANDARD - II

TERM -I

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 engaged 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 multi - level classrooms.

How to use the book

- The Term-I 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 Our home, Our body parts and Our feelings.

Each unit starts with a colourful and pictorial warm up page.

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

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

The sounds of the letters are taught through phonics.

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

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

Let us know provides scope for teaching grammar in a context. The dialogue between Valli and Chittu helps to 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 have learnt already. It caters to develop fluency independently among children.

Let us practise develops reading and writing in children.

The activities in 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.

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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 the content.

Unit 1 – Our Sweet Home

Home is a place of comfort for the children.

In the story Too Big... Too Small, Mano expresses the dilemma any child could experience.

Look and Say page is for developing vocabulary. Various things at home are visualized for children to identify and name.

Simple directions are learnt through the poem "Up and Down."

Unit 2 – Listen to Your Body

Children are always curious to know more about their body.

In the story, Nina Wonders... Nithin and Nina explore and talk about various parts of the body and their use.

Children identify dresses and colours illustrated in the Look and Say page.

The use of magic words is learnt through the poem The Magic Words. Teachers need to help children to use these words every day.

Unit 3 – Know Your Feelings

Children are always keen to express their feelings.

The story Not That One, takes the children through Gopi's day and the feelings he has in each context.

In Look and Say page children learn to identify feelings and name them.

Children learn to become aware of their feelings through the poem How Do I Feel?.

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.

QR GUIDE

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

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

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E-book

2JEN75

Assessment

5IJVD4

Digilinks

B308_2_ENG_LANG

CONTENTS

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1.	Our Sweet Home	65	June
2.	Listen to Your Body	85	July
3.	Know Your Feelings	105	August

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Let us recall

1.Name the pictures.

2.Circle the big tree.

3.Colour the shirt.

UNIT- 2 ENGLISH STD-2.indd 67 1/6/2020 7:47:28 PM

Look and say

UNIT- 2 ENGLISH STD-2.indd 68 1/6/2020 7:47:28 PM

Note to the teacher: Practise vocabulary using the picture. Ask students to name the objects seen in the picture.

UNIT- 2 ENGLISH STD-2.indd 69 1/6/2020 7:47:29 PM

Let us sing

8HQ3J3

Up and Down

Left hand up, right hand down,
And walk round and round.
Right hand up, left hand down,
And walk round and round.

Left leg front, right leg back,
And run round and round.
Right leg front, left leg back,
And run round and round.

We go up, We go down,
And shake it all around.
We go up, We go down,
And shake it all around.

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.

UNIT- 2 ENGLISH STD-2.indd 70 1/6/2020 7:47:31 PM

Let us learn

78EEGR

Too Big... Too Small...

"I can't lift you up, Mano," says mom.
"You are too big!"

"You can't walk to school alone, Mano," says dad.
"You are too small!"

"You can't sleep in the cradle, Mano," says grandpa.
"You are too big!"

"You can't carry the baby to the park, Mano," says grandma.
"You are too small!"

UNIT- 2 ENGLISH STD-2.indd 71 1/6/2020 7:47:36 PM

Mano thinks "Too big? Too small?"

How can he be too big and
too small all at once?

Too big to wear his old pink shirt!

Too small to make dosa!

Too big to climb on grandpa's back!

Too small to carry the baby!

"What am I the right size for?"
Mano wonders.

UNIT- 2 ENGLISH STD-2.indd 72 1/6/2020 7:47:38 PM

Mom smiles and says, "Why, you are just big enough to go to school."

"And you are just small enough for me to carry you on my shoulders," says dad.

"You are just big enough to take me for my morning walks,"says grandpa.

"And you are just small enough for me to tell stories to," says grandma.

"You are always the perfect size for our hug," all say and give him a warm, wonderful hug.

Note to the teacher: Focus on the describing words big and small. Encourage children to practise the words in context.

UNIT- 2 ENGLISH STD-2.indd 73 1/6/2020 7:47:39 PM

Let us understand

4997AS

1. Tick (✓) the correct one.

a.

Too **small** to make dosa. ☐

Too **big** to make dosa. ☐

b.

Too **small** to wear his old shirt. ☐

Too **big** to wear his old shirt. ☐

c.

Too **big** to carry the baby. ☐

Too **small** to carry the baby. ☐

2. Who said these words? Choose and write.

mom Mano grandpa

a. "What am I the right size for?." _____

b. "I can't lift you up." _____

c. "You can't sleep in the cradle." _____

3. Listen, think and say.

a. Is Mano big enough to walk to school alone?

b. Why can't Mano make dosa?

c. Why can't Mano climb on grandpa's back?

d. Are you big or small?

UNIT- 2 ENGLISH STD-2.indd 74 1/6/2020 7:47:39 PM

Let us know

A7JLMQ

Valli and Chittu are very good friends.
Today they are counting the things they have.

one banana.

one cap.

one toy.

four bananas.

two caps.

three toys.

Chittu: Why do you add '**s**' with your words?

Valli: I have more than one of each.

Note to the teacher: Explain to children that we add '**s**' to a noun to make it more than one.

UNIT- 2 ENGLISH STD-2.indd 75 1/6/2020 7:47:40 PM

Let us practise

1. Match the words with the pictures.

two vans

four ships

one cat

three cats

one van

one ship

2. Add "s" to make one into many.

ball		egg	
apple		frog	
cap		pig	
dog		hut	

Spell check

Fill in the missing letters.

c__t

s__i__t

b__b__

UNIT- 2 ENGLISH STD-2.indd 76 1/6/2020 7:47:44 PM

Let us do

Word wall

- Make one set of flashcards with the words.
- Make children sit in a circle.
- Distribute the cards to all children.
- Let one child show a card to the next child.
- If the child can read, then he / she wins the card.
- Now, the child will show another card to the next child.
- Follow these steps in clockwise direction with all children.
- The child with the most cards wins.

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

1. I like them.
2. He was a good old man.
3. I just saw him.
4. Can you see the fish?
5. Give me some jam.
6. Take us to the zoo.

Find and circle the words.

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

get	see
give	much
me	old
or	then
put	take
saw	come
just	by
for	to

UNIT- 2 ENGLISH STD-2.indd 77 1/6/2020 7:47:48 PM

Circle time - Let us talk

A) Display pictures of a rat, giraffe, dog, pig, snake and an elephant. Ask children to name the animals. Reinforce the structure –"This is a rat." Let children repeat the structure.

B) Display pictures of a rat and an elephant. Ask children, "Is the rat small or big?" Say, "The rat is small." Practise with all pictures using the structure. Use the pictures in pairs like - small rat and big elephant, tall giraffe and short dog, fat pig and thin snake.

Let us practise

The tree is big. The plant is small.	
The boy is tall. The girl is short.	
The book is thick. The kite is thin.	

Read and trace the words.

The is big.

The is small.

The is tall.

The is short.

The is thick.

The is thin.

UNIT- 2 ENGLISH STD-2.indd 78 1/6/2020 7:47:50 PM

Let us say

BGVAQ2

Listen to the sound and repeat.

br - as in

dr - as in

cl - as in

fl - as in

-ft as in

- st as in

-nd as in

-nk as in

Read aloud.

bring	drop	clap	flip	shift	must	sand	bank
brim	dress	click	flag	left	rest	wind	think
brass	drag	cloth	flop	loft	west	land	link
brick	drip	cluck	flash	craft	cost	bond	rank

Listen and repeat.

Flip the cloth.

Bring the drum.

Dust the nest.

Lend a hand.

Thank the monk.

Lift the gift.

Note to the teacher: Help children read the consonant clusters given above by blending the sounds of the letters e.g. c /k/ + l /l/ = cl /kl/. Teach children to blend letters to read the letter clusters.

UNIT- 2 ENGLISH STD-2.indd 79 1/6/2020 7:47:57 PM

Let us do

Word wall

- Make 4 sets of flashcards.
- Divide the class into four groups.
- Each group has a box with words and an empty box.
- You will read the word from the word wall.
- One child from each group will find the word and put it in the empty box.
- The group that finishes first wins.
- Practise with all children.

Circle the correct one.

_____ock

cl pl fl

po ____

nd nk ft

_____ag

pl cl fl

ne____

st nk nd

_____ush

cr br fr

gi_____

nd nk ft

_____op

dr cr br

pi_____

nk ft nd

Circle the odd one.

UNIT- 2 ENGLISH STD-2.indd 80 1/6/2020 7:48:03 PM

Let us read

The Fat Dog

He is a thin king.
The thin king has a fat dog.
The thin king and the fat dog go for a walk.

The fat dog sees a cat.

The fat dog runs to catch the cat.

The king runs
to catch the fat dog.

They run
and run
and run.

Now the fat dog is thin.

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

UNIT- 2 ENGLISH STD-2.indd 81 1/6/2020 7:48:08 PM

Let us think and do

1. Circle the correct word.

queen / king

dog / cat

cat / dog

2. Tick (✓) Yes or No.

a. The king is fat.	Yes ☐	No ☐
b. The king has a fat dog.	Yes ☐	No ☐
c. The dog sees a rat.	Yes ☐	No ☐
d. The dog runs to catch the cow.	Yes ☐	No ☐
e. The king runs with the dog.	Yes ☐	No ☐

3. Arrange the story in the correct order using numbers from 1 to 5.

UNIT- 2 ENGLISH STD-2.indd 82 1/6/2020 7:48:09 PM

Let us make

1. Take a piece of square paper.

2. Fold the paper into half.

3. Open it.

4. Fold the left corner.

5. Fold the right corner.

6. Turn it and stick it in the space given below.

7. Colour and decorate your house.

This is my _____.

Note to the teacher: Demonstrate the steps to make the house. Read the instructions one by one. Encourage children to make the house by listening to your instructions.

UNIT- 2 ENGLISH STD-2.indd 83 1/6/2020 7:48:09 PM

I can do

D6PTTP

1. Tick (✓) the correct picture for the sentence.

The shirt is small.	☐	☐
The cot is big.	☐	☐
The tree is tall.	☐	☐
The cow is thin.	☐	☐
The rat is fat.	☐	☐

2.Choose and write the correct blend. br- cl- -st -nk

ap

ush

pi

ne

UNIT- 2 ENGLISH STD-2.indd 84 1/6/2020 7:48:11 PM

3. Add 's' to make one into many.

one pot		three _____
one cap		four _____
one bag		two _____
one pen		five _____

4. Circle the correct word for the picture.

sofa

chair

door

tap

mug

soap

clock

pillow

lamp

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

Rhino had walked for a long time.

She saw an old man resting under the tree.

She asked the man to give some water.

Rhino was happy to get the water from him.

Note to the teacher: Read the words – **long** **saw** **old** **get** **give**

6. Recite the poem, 'Up and Down'.

UNIT- 2 ENGLISH STD-2.indd 85 1/6/2020 7:48:12 PM

Learning outcome

Now I can...

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

UNIT- 2 ENGLISH STD-2.indd 86 1/6/2020 7:48:13 PM

Let us recall

1.Name the colours.

2.Circle the picture.

a.Who is jumping?

b.Who is clapping?

3.What will the girl say? Tick (✓).

Sorry ☐ Thank you ☐

4.Read these words.

brush	flag
clock	drum
nest	bend
bank	lift

UNIT- 2 ENGLISH STD-2.indd 87 1/6/2020 7:56:18 PM

UNIT- 2 ENGLISH STD-2.indd 88 1/6/2020 7:56:21 PM

Note to the teacher: Practise vocabulary using the picture. Ask children to name the things in the picture.

UNIT- 2 ENGLISH STD-2.indd 89 1/6/2020 7:56:22 PM

Let us sing

EG1HW1

The Magic Words

When we want someone to help
What do we say?
Please, please, please.

When someone helps us out
What do we say?
Thank you, thank you, thank you.

When we make someone cry
What do we say?
Sorry, sorry, sorry.

Please, thank you and sorry
Please, thank you and sorry
Say them as you need.
Say them to make it all good.

Note to the teacher: Sing the song with actions. Encourage children to listen and do the actions first, then repeat the song after the teacher. Emphasize the use of magic words in the class.

UNIT- 2 ENGLISH STD-2.indd 90 1/6/2020 7:56:25 PM

Let us learn

Nina Wonders...

G5V1ZN

Nina: Today I am not going to school.

It is a holiday! I am not going out to play.

It is too hot anyway!

What am I going to do?

Nithin: Nina! Nina! Nina!

Nina does not reply. Nithin goes near her and shakes her head.

Nithin: I called you three times!

Nina: Sorry, I didn't hear you.

Nithin: Let's play a game. It's called 'Listen to your body'.

Nina: Really? How do we play that game?

UNIT- 2 ENGLISH STD-2.indd 91 1/6/2020 7:56:27 PM

Nithin: Sit down and do what I do.

Nithin breathes in and out. Nina breathes in and out.

Nithin: Can you hear your breath?

Nina: Yes!

Nithin: I can make my breath louder… ssssssssssssssss

Nina: I can make it even louder… SSSSSSSSSSSS

Nithin places his hand on his chest and so does Nina.

Nithin: Listen, do you hear anything?

Nina: Lup tup. Lup tup. Lup tup. Someone is playing a drum.

Nithin: That's your heart. It beats all the time. It beats all day. It beats all night.

Nithin claps his hand and so does Nina.

Nithin: I can make a song with my hands.

Nina stands up and stamps her feet.

Nina: Ha! I can make one with my feet! Tippity-Tappity-Toe Stamp! Stamp! Stamp!

UNIT- 2 ENGLISH STD-2.indd 92 1/6/2020 7:56:28 PM

Nithin places his hand on his tummy and so does Nina.

Nina: I can hear Guddu... Guddu... Guddu...

Nithin: Ha ha! Are you hungry?

Whoossshhh...goes the cooker. Nina turns to the sound. They both walk to the kitchen.

Nithin: I think food is ready.

Nina: How do you know?

Nithin: My nose says so!

Nina: One for me?

Father: What are you both doing in the kitchen?

Nina: We heard the cooker.

Nithin: We saw the jamuns. The jamun is so sweet.

Father: Oh no! No more jamuns before lunch! Off you go!

Note to the teacher: Focus on naming different parts of the body and verbs related to them. Encourage children to practise the words in context.

UNIT- 2 ENGLISH STD-2.indd 93 1/6/2020 7:56:30 PM

Let us understand

HF6Q2Z

1. Tick (✓) the correct word.

five ☐ three ☐

bell ☐ drum ☐

garden ☐ kitchen ☐

2. Match the words with the pictures and write them.

foot

head

ear

hand

3. Listen, think and say.

a. Who did not go to school?

b. What game did Nina and Nithin play?

c. Why did Nithin place his hand on his tummy?

d. Can you name the parts of your body?

UNIT- 2 ENGLISH STD-2.indd 94 1/6/2020 7:56:32 PM

Let us know

Chittu looks outside and says,

I can see...

a boy

a car

a dog

a frog

a tree

Valli looks inside the house and says,

I can see...

an apple

an egg

an ice cream

an onion

an umbrella

Chittu: Why do you say "**an**"?

Valli: If the first letter of a 'one' word is a, e, i, o, u, we say "an".

Note to the teacher: Explain to children that we add "an" before vowel sounds (sounds of a,e,i,o,u) and "a" before the sounds of other letters.

UNIT- 2 ENGLISH STD-2.indd 95 1/6/2020 7:56:35 PM

Let us practise

1. Circle a / an.

a / an ant **a / an** duck **a / an** book **a / an** orange

2. Fill in the blanks with a / an.

a. This is _____ bell.

b. This is _____ ox.

c. This is _____ tub.

d. This is _____ axe.

e. This is _____ eagle.

f. This is _____ fan.

Spell check

Fill in the missing letters.

t__e b__l__ f__o__k

UNIT- 2 ENGLISH STD-2.indd 96 1/6/2020 7:56:36 PM

Let us do

Word wall

- Display the words on the word wall.
- Make children repeat it as you say each word.
- Invite a child to the front of the class.
- Whisper a word. Let the child say it to the class and the class will repeat.
- Remove the word as the child says it.
- Continue it till all the words are called out.

Tick (✓) the words you see in the word wall.

1. home	hum	hut
2. sun	sack	soon
3. shut	stand	stack
4. can	came	come
5. take	tick	talk

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

1. I came home soon.
2. Find the pen.
3. Ring the bell first.
4. Stand in a line.
5. Off you go!
6. It was a long day.

Circle the odd pair.

leg

feet

head

UNIT- 2 ENGLISH STD-2.indd 97 1/6/2020 7:56:40 PM

Circle time - Let us talk

A) Display a few pictures of action words like dance, read, write, run, jump, skip, sing, swim, draw etc. Ask students to name the actions as you show them. Say "I can dance" and demonstrate.

B) Now distribute the pictures to the class. Let children hold it up. Ask each child, "What can you do?" Encourage them to answer, "I can _____." Point to a girl/boy and say "She/He can _____." Let children repeat it. Practise it with all.

Let us practise

I can run.	He can jump.	She can lift.
She can climb.	He can sing.	She can ride.

Choose and write the correct one.

He can _____. (read / write)

_____ (He / She) can swing.

I can _____ . (swim / jump)

UNIT- 2 ENGLISH STD-2.indd 98 1/6/2020 7:56:41 PM

Let us say

KEBX8Y

Listen to the sound and repeat.

Read aloud.

maid	paid	hail	pail	gain	rain	bait	wait
bay	day	hay	lay	may	pay	ray	say
cake	make	name	same	gate	hate	cave	save

Listen to the teacher and circle the words with long 'a' sound.

It was a May day. Jake the snake was hungry.

It ate the snail in the pail.

It ate the cake made by Kate.

It ate the crane near the lake.

A maid had some hay.

It ate all the hay.

An ape saw the snake.

It took a cane to chase the snake.

But the snake got into a train and made an escape.

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

UNIT- 2 ENGLISH STD-2.indd 99 1/6/2020 7:56:42 PM

Let us do

Word wall

came tame cage page sale
tale base case

mail sail main pain wait bait
laid raid

slay play clay bray tray pray
sway way

- Display the words on the word wall.
- Distribute the word cards to all students.
- Show word with "**ai**".
- Let all the students with that letter combination stand up and say the words they have.
- Practise with "**a_e**" and "**ay**" words also.
- Make all the students say the words.

Let us practise

Add '**e**' and write the words: e.g. can - cane

man - _____ tap - _____ rat - _____

mad - _____ pan - _____ fat - _____

Fill in the blanks.

r __ __ n

c __ k __

w __ y

g __ t __

Try to read these!

b + l = bl-	c + l = cl-	f+ r = fr-	n + t = -nt
black	clip	frog	tent

UNIT- 2 ENGLISH STD-2.indd 100 1/6/2020 7:56:47 PM

Let us read

What Do You See?

Blue bird, blue bird, what do you see?
I see a yellow duck.

Yellow duck, yellow duck, what do you see?

I see a green frog.

Green frog, green frog, what do you see?

I see a red fish.

Red fish, red fish, what do you see?

I see a small boy.

Small boy, small boy, what do you see?
I see

a blue bird, a yellow duck,
a green frog and a red fish.

That is what I see.

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

UNIT- 2 ENGLISH STD-2.indd 101 1/6/2020 7:56:48 PM

Let us think and do

1.Match, colour and write the colours.

2.Choose and write the correct word.

ducks fish frogs trees

I see four _____.

I see two _____.

I see three _____.

I see one _____.

UNIT- 2 ENGLISH STD-2.indd 102 1/6/2020 7:56:48 PM

Let us make

Colour the boy's cap red.

Colour the boy's shirt yellow and shorts blue.

Colour the boy's belt black.

Colour the boy's shoes brown and socks grey.

Name the boy's clothes.

Note to the teacher: Read the instructions one by one. Encourage children to colour by listening to the instructions.

UNIT- 2 ENGLISH STD-2.indd 103 1/6/2020 7:56:48 PM

I can do

LNMLBA

1. Circle the correct picture.

hat			
shoes			
pants			
tie			

2. Listen and write the correct one.

We see with our _____ . (eyes / ears)

We smell with our _____ . (ears / nose)

We walk on our _____ . (hands / legs)

We clap with our _____ . (hands / legs)

3. Tick (✓) things that are yellow.

☐

☐

☐

☐

☐

UNIT- 2 ENGLISH STD-2.indd 104 1/6/2020 7:56:49 PM

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

A girl was going home. Soon, it started to rain. She had to stand under the tree. Then, a bus came and she went home.

Note to the teacher: Read the words - girl home stand came soon

5. Read and match.

tail	pale
pay	blame
male	pail
flame	brain
train	say

6. Can you do these? Say it to your teacher.

I can...

7.Fill a / an.

_____ apple	_____ box	_____ tap	_____ egg
_____ jug	_____ ox	_____ kite	_____ van

8. Recite the poem, 'The Magic Words'.

UNIT- 2 ENGLISH STD-2.indd 105 1/6/2020 7:56:53 PM

Learning outcome

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

UNIT- 2 ENGLISH STD-2.indd 106 1/6/2020 7:56:53 PM

Let us recall

1.Tick (✓) the correct word for the picture.

jump ☐ sit ☐

hop ☐ sit ☐

2.Make one into many.

- one cap

- two _____

3.Fill a / an.

This is _____ bun.

This is _____ kite.

This is _____ axe.

UNIT- 3 ENGLISH STD-2.indd 107 1/6/2020 8:05:29 PM

Look and say

happy

angry

sleepy

hungry

tired

lazy

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thirsty

shocked

scared

sad

surprised

Note to the teacher: Practise vocabulary using the pictures. Ask children to name the feelings in the pictures.

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Let us sing

M46GCL

How Do I Feel?

When I am happy,
I laugh... ha, ha, ha.

When I am sad,
I cry... boo, hoo, hoo.

When I am angry,
I yell... ah, ah, ah.

Any way I feel, I can show it to you.
Do you ever feel the same way too?

When I am hungry,
I eat... chew, chew, chew.

When I am thirsty,
I drink... gulp, gulp gulp.

When I am tired,
I sleep... zzz, zzz, zzz.

Any way I feel, I can show it to you.
Do you ever feel the same way too?

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.

UNIT- 3 ENGLISH STD-2.indd 110 1/6/2020 8:05:34 PM

Let us learn

Not That One

NDH5EX

It was a holiday.

Gopi wanted to do... SOMETHING!

"Mom, what is in that green box?" said Gopi.

Mom was reading.

Gopi put a stool over a chair.

He climbed up to get the box down.

"No, no! Not that one! All those boxes will fall on our heads, Gopi!" said mom.

Gopi was angry with his mother.

"Come, let's go to the market.

I will get you something," said mom.

"Yes, we will," said Gopi.

UNIT- 3 ENGLISH STD-2.indd 111 1/6/2020 8:05:36 PM

They went to the market.
Gopi was still angry.

"I want that one!" he said, pointing to an apple.

"No, no, not that one!
The fruits will fall down!" said the shopkeeper.

"I want that book!" said Gopi.

"No, no, not that one!" said the shopkeeper. "The books will fall down."

"I want that one!" shouted Gopi, almost pulling out a samosa from a high stack of samosas.

"No, no, not that one!" warned the shopkeeper. "All my samosas will fall down!"

UNIT- 3 ENGLISH STD-2.indd 112 1/6/2020 8:05:37 PM

He was now in a very
bad mood.

"I want that one!" said Gopi loudly.
"No, no, not that one! The flowers
will fall down." said the flower seller.

By now, Gopi was crying loudly.
Everyone was looking at Gopi.

"I want that one! The black one!"
said mom loudly.
Gopi stopped crying suddenly.
What was the black one?
He saw a basket of puppies.

"Mom, no, no! Not that one!"

"Let's take this brown one!" said Gopi.

Then, Gopi gently took the brown puppy.
It was on top of the pile.

Mom smiled. Gopi was smiling too.
He was happy.

Note to the teacher: Focus on the characters and their feelings. Help children make connections with their everyday life. Practise the structures used in the story in context.

UNIT- 3 ENGLISH STD-2.indd 113 1/6/2020 8:05:40 PM

Let us understand

PMSTH9

1. Circle the correct word.

angry / happy

angry / happy

box / book

apples / samosas

2. Choose and write the correct word.

1. Gopi pulled the _____ (green / red) box.

2. Gopi and Mom go to the _____. (market / park)

3. Gopi wants an _____. (orange / apple)

4. Mom wants a _____ (brown / black) puppy.

3. Listen, think and say.

a. Who was reading a book?

b. Why was everyone looking at Gopi?

c. What did Gopi say to the shopkeeper?

d. Why was Gopi angry?

e. How would you feel if you were Gopi?

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Let us know

Valli talks about her pet and friends.

Q3BNIK

Chittu: Why do you say I 'am' but You 'are'?

Valli: We should use am after I and are after you and we.

Note to the teacher: Explain to children that we use "am" after "I" and "are" after "You" and "We" in present tense.

UNIT- 3 ENGLISH STD-2.indd 115 1/6/2020 8:05:45 PM

Let us practise

1.Read aloud

I am a girl.

We are brothers.

You are a boy .

You are boys.

2.Fill in the blanks.

I _____ a boy.

You _____ a girl.

We _____ sisters.

You _____ girls.

Spell check

Fill in the missing letters.

b __ __ k

b __ __ e

pu __ __ y

UNIT- 3 ENGLISH STD-2.indd 116 1/6/2020 8:05:46 PM

Let us do

Word wall

- Divide the class into 4 groups and ask each group to form a line.
- Display four sets of words on the board.
- Ask the first child from each group to read the first word and move to the back of the line.
- If the child can read correctly, erase the word.
- The group to finish reading first is the winner.
- Practise till children can read all the words.

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

1. Look into my bag.
2. Let us go back.
3. I brush my teeth at night.
4. Run to school.
5. He made a pot.

Read and trace the words.

I made a cake.

The book is on the cot.

I like my new ball.

My school is very near.

I sleep at night.

Could you help me?

UNIT- 3 ENGLISH STD-2.indd 117 1/6/2020 8:05:50 PM

Circle time - Let us talk

A) Display pictures of emotions in flashcards.(e.g. happy, sad, angry, tired, sleepy, shocked, surprised, scared).Hold each card and say "I feel ___ ."

B) Now, distribute the flashcards to children. Ask a child, "How do you feel?". Encourage children to say, "I feel _____."Make children ask and answer in groups.

Let us practise

I feel happy.	I feel sad.	I feel angry.	I feel shocked.
I feel sleepy.	I feel tired.	I feel scared.	I feel surprised.

Now say how you feel.

I feel happy. / I feel angry.

I feel scared. / I feel happy.

I feel sad. / I feel happy.

I feel angry. / I feel sleepy.

UNIT- 3 ENGLISH STD-2.indd 118 1/6/2020 8:05:52 PM

Let us say

RCMCKW

Listen to the sound and repeat.

ee as in

bee tree sheep

ea as in

tea leaf wheat

Listen and repeat.

see	fee	deep	jeep	meet	feet	seed	weed
cheek	sleep	wheel	leech	fleet	green	free	teeth
sea	bead	read	seat	heat	neat	meal	deal
cheap	wheat	cream	clean	teach	treat	bleach	breathe

Listen to the teacher and circle the words with long 'e' sound.

Don't keep your feet on the seat.

The green leaf is on the tree.

We see the sea from the beach.

The green jeep is clean and neat.

The green leech is in deep sleep.

Clean the cream on your cheek.

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

UNIT- 3 ENGLISH STD-2.indd 119 1/6/2020 8:05:55 PM

Let us do

Word wall

- Display the words on the word wall.
- Divide the class into two groups A and B.
- Make them sit in a circle.
- Assign the letter cluster 'ee' to group A.
- Assign the letter cluster 'ea' to group B.
- Read out a word from word wall.
- The group with assigned letter cluster will stand up and the other group will remain seated.
- Practise with all the words.

Let us practise

Match the words with the pictures.

tea wheat leaf bee

Circle the odd one.

1. keen beep make seed
2. beak clay bean feat
3. main weep clean team
4. seat bead made leech

Try to read these!

p + l = pl- plate
s + l = sl- sleep
p + r = pr- pray
s + p = -sp wasp
s + k = -sk desk

Tick (✓) the correct shape for the picture.

UNIT- 3 ENGLISH STD-2.indd 120 1/6/2020 8:06:02 PM

Let us learn

No... No... Not Now

Shall I hop on this tub?

No... No... Not now.

Shall I sit by that cup?

No... No... Not now.

Shall I jump on your bed?

No... No... Not now.

Shall I get your cap?

No... No... Not now.

Shall I run to the shop?

No... No... Not now.

Shall I have a nap?

No.. No... Not now.

But then what shall I do?

Come! Let us go out and play.

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

UNIT- 3 ENGLISH STD-2.indd 121 1/6/2020 8:06:06 PM

Let us think and do

1.Match the words with the actions.

eat

sit

run

nap

jump

sing

2.Tick (✓) the correct sentences.

☐ He jumps on the bed.

☐ He jumps on the tub.

☐ She runs to the shop.

☐ She runs to the park.

☐ He plays with food.

☐ He plays with toys.

☐ He gets the box.

☐ He gets the pen.

UNIT- 3 ENGLISH STD-2.indd 122 1/6/2020 8:06:07 PM

Let us make

- Draw a happy face and colour it yellow.
- Draw a sad face and colour it blue.
- Draw an angry face and colour it red.
- Draw a surprised face and colour it green.

happy	sad
angry	surprised

Note to the teacher: Read the instructions one by one. Encourage children to draw and colour by listening to the instructions.

UNIT- 3 ENGLISH STD-2.indd 123 1/6/2020 8:06:07 PM

I can do

SLY1N8

1. Tick (✓) the correct word.

scared | lazy

sad | angry

lazy | angry

tired | surprised

shocked | happy

2. Circle the odd one.

a. sheep deep peep tape

b. bead clay bean beak

c. see bee flee pay

d. feed seed tail deed

3. Fill in the blanks with **am / are.**

Who are you?

I _____ a cat. You _____ a dog.

Yes, we _____ dogs. You _____ cats.

We _____ all friends.

UNIT- 3 ENGLISH STD-2.indd 124 1/6/2020 8:06:08 PM

4. Tick (✓) the correct one and say it to your teacher.

I feel happy. ☐
I feel angry. ☐

I feel sad. ☐
I feel thirsty. ☐

I feel scared. ☐
I feel bored. ☐

I feel tired. ☐
I feel shocked. ☐

I feel surprised. ☐
I feel hungry. ☐

5. Listen to the passage and underline the words that your teacher says.

The boy drew a ball.

He stuck it in his book.

He put the book back into his bag at night.

He took it to school the next day.

Note to the teacher: Read the words – book ball back night school

6. Recite the poem, 'How Do I Feel?'

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Learning outcome

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

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