



ENGLISH

STANDARD -II

TERM -II



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 multilevel classrooms.

Ways to use the book

- The Term-II English Book for Standard II has **two 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 **music** and **animals**.
- 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.

The **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 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 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.

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 - Fun with Music

Children love music.

In the story [Mani's Drum](#), Mani is an example of many children who wait for an opportunity to exhibit the hidden potential they possess.

The [Look and Say](#) page is for developing vocabulary. Various musical instruments are visualized for children to identify and name.

Ordinal numbers are learnt through the poem **Five Little Bells**.

Unit 2 – Wonders of the Jungle

Children are always attracted towards the **wild animals** they rarely see.

In the story, *Chutti's Tail*, we enjoy the vain attempts of a squirrel, Chutti, to change her tail and her decision to retain her own.

Children are introduced to the wild animals illustrated in the [Look and Say](#) page.

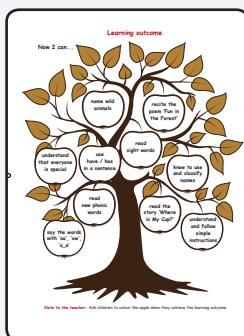
The actions and features of wild animals are highlighted in the poem **Fun in the Forest**.

Let us learn

Chutti's Tail

Chutti was a squirrel.
A tiny, happy squirrel.
Chutti liked to run and play.
She jumped over
little stones.
She jumped on big stones.
She stood on two legs
to look around.

She ran on four legs
over the ground.
Chutti liked to have fun
One day,
Chutti turned her head.
She looked at her tail.
It was fluffy.
It was light.
But of what use was it?



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.



- Download the QR code scanner from the Google Play Store/ Apple App Store into 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



B308_2_ENGL ISH

Digilinks

CONTENT

Unit

Title

Page No.

Month

1. Fun with Music

47 October

2. Wonders of the jungle

67 November





Let us recall

1. Name the pictures.



2. Match.

	three
	one
	two

3. Trace.



five



Look and say

light

curtain

speaker



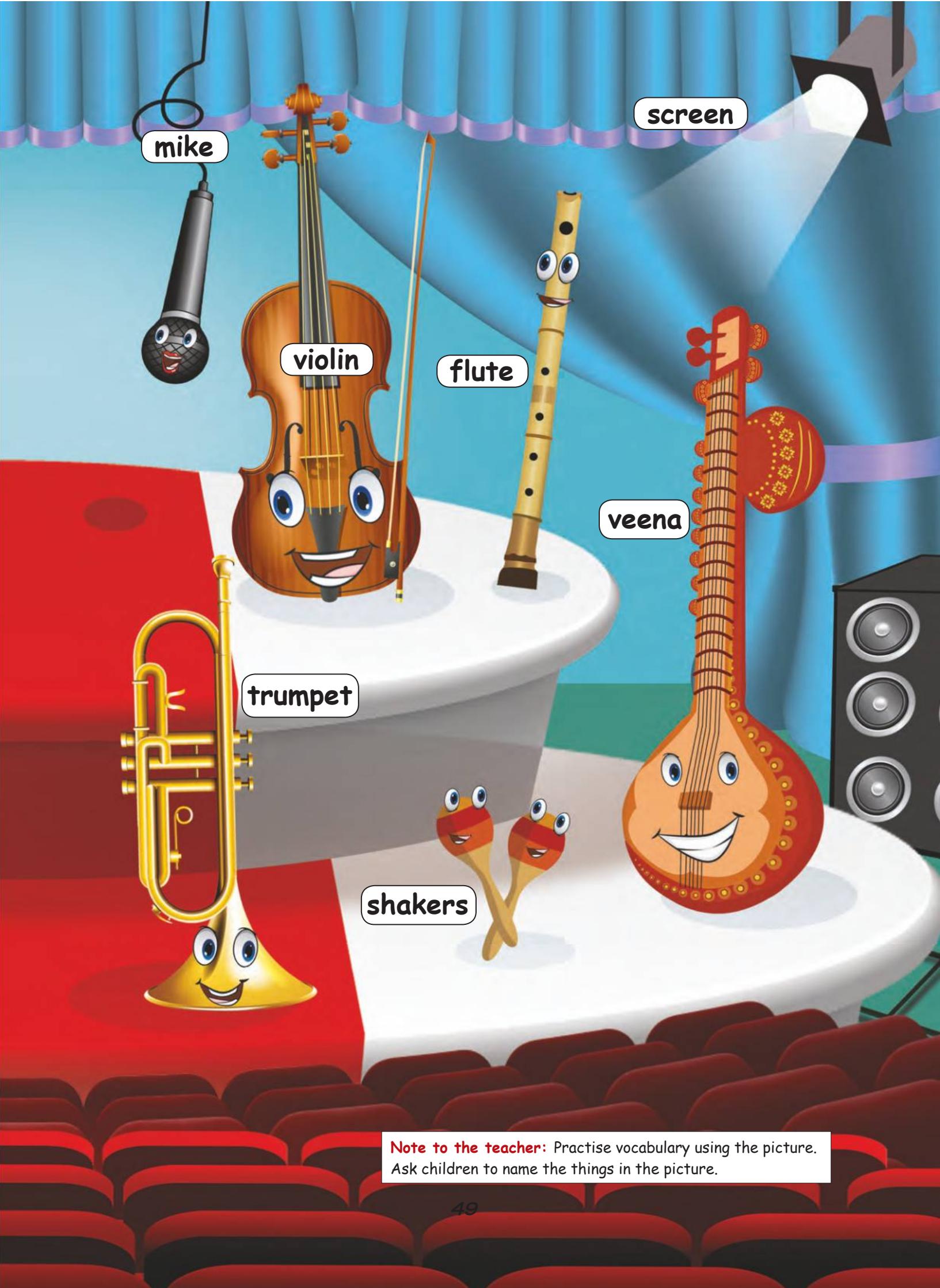
guitar

drums

stage

tabla





mike

screen

violin

flute

veena

trumpet

shakers

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



Let us sing



Five Little Bells



Five little bells hanging in a row

The first one said,

"Ring me slow."



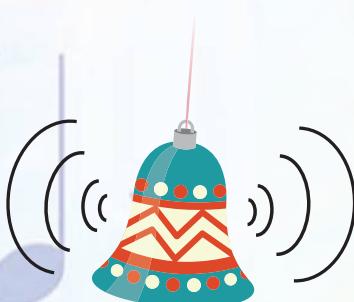
The second one said,

"Ring me fast."



The third one said,

"Ring me soft."



The fourth one said,

"Ring me loud."



The fifth one said,

"Ring us together
all at once."

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



Mani's Drum

Mani is excited today.

The teacher has a big surprise.

Teacher: We are going to play in the concert next week. Won't it be fun!

Children: Yes, it will be great fun!

Teacher: Okay, we shall start. Bring your shakers and drums or whatever you have, tomorrow.



Mani loved to play the drums. Mani REALLY wanted to play the drums.



Mani: Mom, can you buy me a drum?

Mom: I will try, Mani.

Mom did not have money to buy the drum. She gave Mani two nice sticks. Mani played with the sticks.



Mani drummed
on anything he found.



Tada- Tada
Dum-dum



Dum-Tada-tada-
tada-dum-dum

Tum-ti-tot
Tum-ti-tot



Teacher: Let us start. Mani, where is your drum?

Mani: I don't have a drum. I have only the sticks.

Abu played the violin.

Malar followed Abu with
her keyboard.
The heads in the class
moved to the tune.

Soon,
Lisa played her shakers.

Ch-chch-chch-chch-ch



But it did not sound right!

Suddenly, they heard



Tada-Tada-Dum-dum



Dum-Tada-tada-tada-dum-dum



Tum-ti-tot Tum-ti-tot



It was Mani with his sticks and a few boxes.

The teacher loved the sound.

The children clapped to the beat.



Abu, Malar and Lisa followed the beat. The entire class danced to the song.

Everyone clapped.

Class 2 was ready for the concert.
It was so much fun.

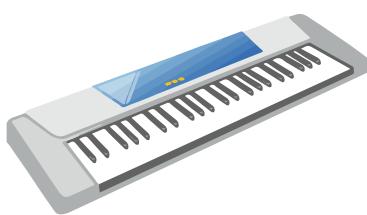
Note to the teacher: Focus on the names of musical instruments. Discuss inclusion and how every child has different talents.



Let us understand



1. Tick (✓) the correct word.



violin veena keyboard guitar flute shakers

2. Listen and number the sequence.

Mom, can you buy me a drum?

Everyone claps.

I only have the sticks.

The teacher loved the sound.

We are going to play in the concert.

3. Listen, think and write.

boxes sticks concert violin

a. Mani's mother gave him _____.

b. Abu played the _____.

c. Mani used _____ as drums.

d. Class 2 was ready for the _____.

e. I am _____. (your name)

I like to play _____.



Let us know



Valli and Chittu are looking at some pictures.



That is Nila.
She is my sister.



That is Raju.
He is my brother.



That is a belt.
It is my belt.



Yes. **It** is your belt.



What do you say for
two girls?



When we see more than one,
we say, '**They** are girls'.

Note to the teacher: Explain to children that we use **he** for a 'boy', **she** for a 'girl', **it** for an 'object' and **they** for 'more than one'.

Let us practise



1. Read aloud.

	He	
	She	
	It	

2. Fill in the blanks with He / She / It.



likes apples.



has a ball.



is a box.



is a teacher.



is a tall tree.



has a dog.

Spell check

Fill in the missing letters.



s _ i _ k



b _ x



d _ u _ s



Let us do



Word wall



- Display the words on the word wall.
- Drill the words.
- Divide the class into two groups.
- Let them stand with their back to the word wall except for the first child in each group.
- Point to a word on the word wall.
- The child facing the wall reads it.
- Then moves to the last place.
- The next child in each group continues and so on.

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



1. Crows live on trees.
2. What colour do you like?
3. I eat with my friend.
4. We want to run.
5. This year I will win.
6. I got a pen as a gift.
7. We both play with our friends.

Colour the words in yellow.



live last colour friend eat want year got play both

both day last when

live are these year let

friend what sky colour man eat

away come play shut those

get into want got



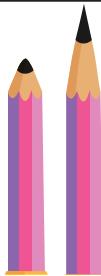
Circle time - Let us talk



A) Display number cards from two to ten. Introduce the number names. Let children repeat the names of the numbers. Ask children to give you two pencils. Say, "These are / We have two pencils." Practise with more objects and more numbers. (2 to 10). Let children repeat after you.

B) Now hold three pens and ask, "How many pens are there?" Encourage them to answer using, "There are _____. Divide the class into group A and B. Ask group A to question and group B to answer. Practise with all the children.

Let us practise



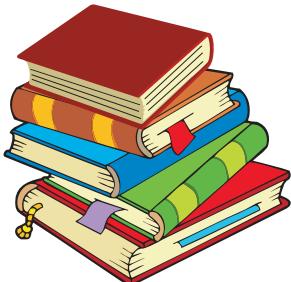
There are two pencils.



There are three drums.



There are four boys.



There are five books.



There are six pens.



There are ten dogs.

Complete the sentences.



1. There four in my bag.



2. two in my bag.



3. in my bag.



4. my bag.



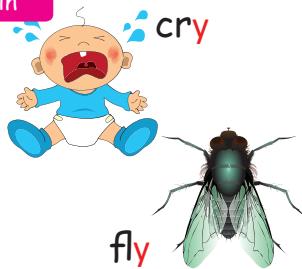


Let us say

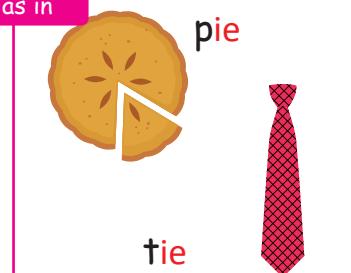


Listen to the sound and repeat.

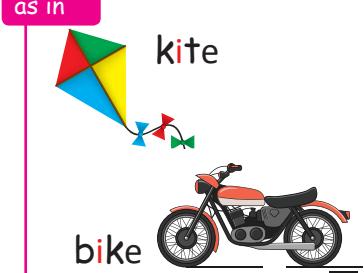
-y
as in



-ie
as in



i_e
as in



Read aloud.

my dry fry shy sky try

die lie pie tie

fine mine hide line mice rice lime

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

1. The kite flies in the sky.
2. I ride my bike by the side.
3. Mike and Nike like pineapples.
4. The mice try to bite the pie.
5. I like lime rice.
6. Draw a fine line.

Try to read these!

g + l = gl- glass

g + r = gr- grass

s + k = -sk desk

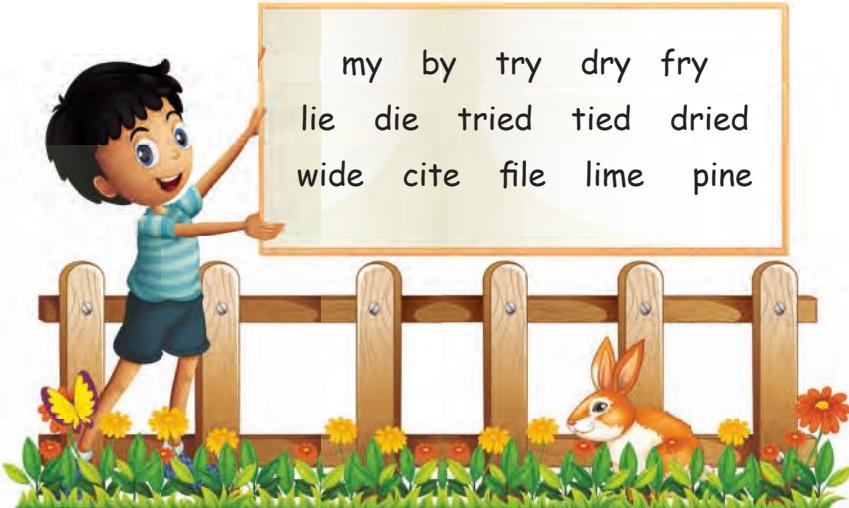
Note to the teacher: First teach the sound / aɪ / to children. Then, introduce the three different letter clusters for the same sound. Help children relate the sound to the letter cluster.



Let us do



Word wall



- Display the words on the word wall.
- Distribute the word cards to all the children.
- Say a word.
- The child with the word should read the word and point it in the word wall.
- Practise with all the words.

Add 'e' and write the words. Example: sit - site



kit -

bit-

pin -

rid -

hid -

fin -

Fill in the missing letters.



p __ __



t __ __



k __ t __



c __ __

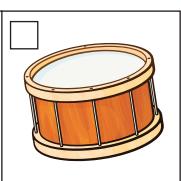
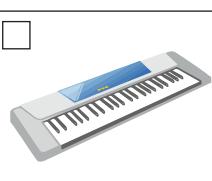
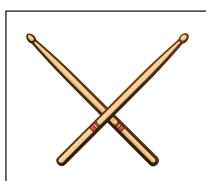


b __ k __



f __ __

Match and tick (✓) the correct one.



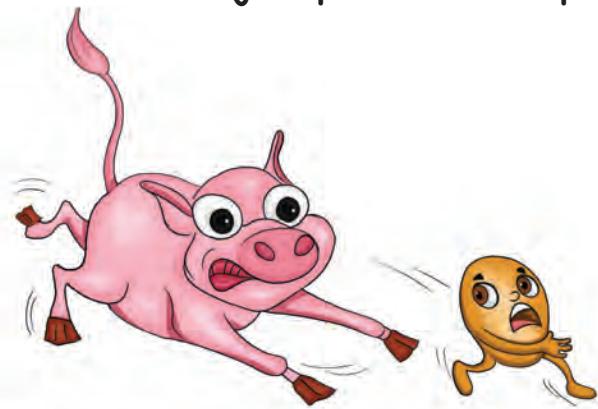


Let us read



One Bun Runs

There is a plate of buns.
One bun jumps off the plate.



The pig runs to catch it.
But the bun runs away.

The rat runs to catch it.
But the bun runs away.

The goat runs to catch it.
But the bun runs away.

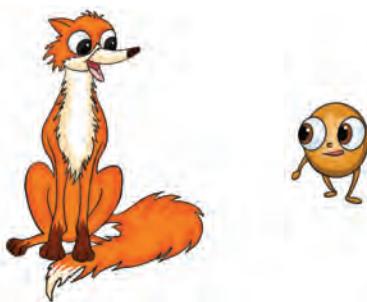


The pup jumps to catch it.
But the bun runs away.



The frog hops to catch it.
But the bun runs away.

The fox does not run.
The bun stops.



The fox jumps on it.
And the fox eats the bun.

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. Write the names of the animals.

pup fox rat goat frog pig













2. Match the actions with the animals.

a. runs



b. hops



c. jumps



3. Tick (✓) Yes or No.

a. The bun jumps off the plate. Yes / No

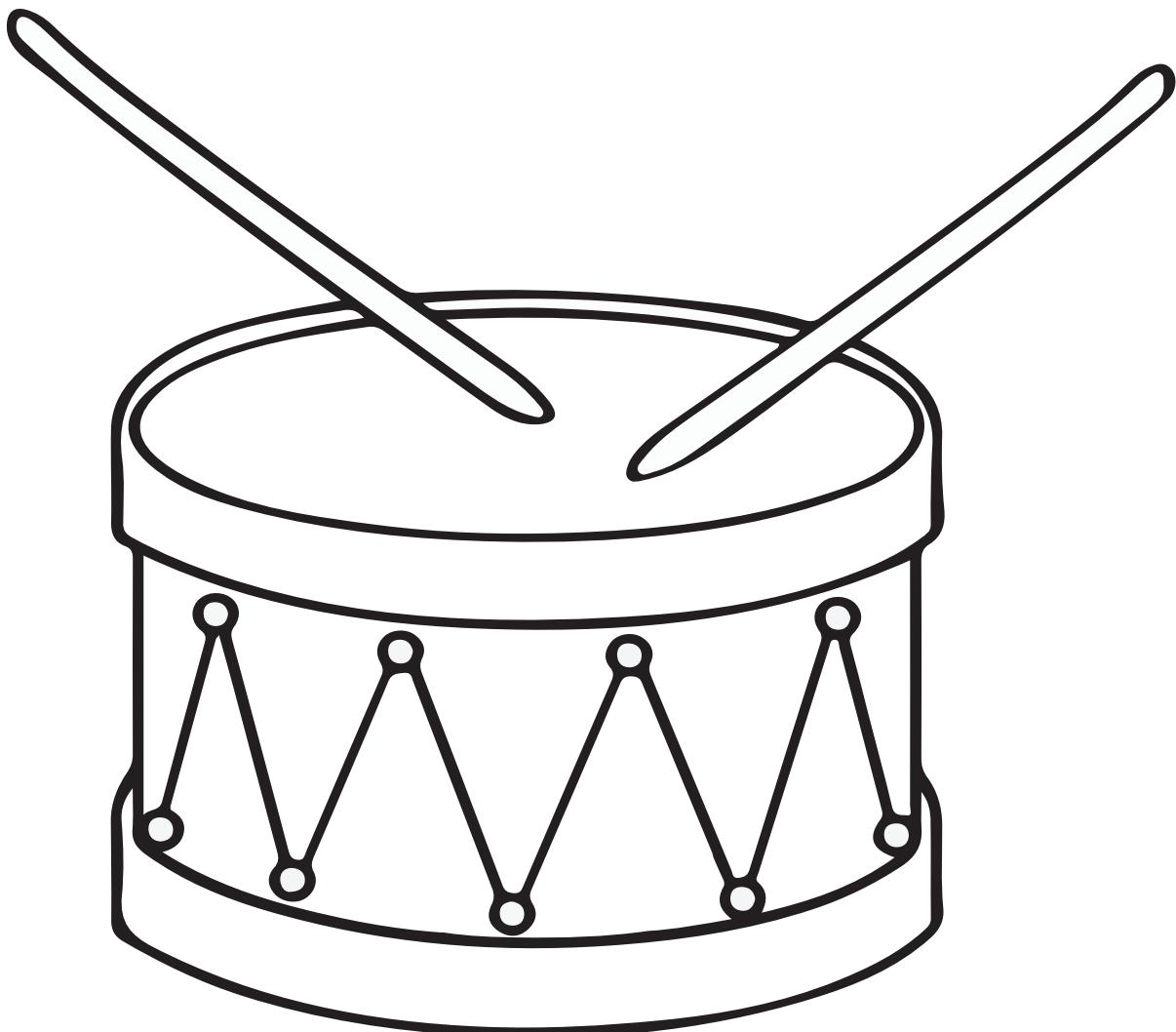
b. The rat eats the bun. Yes / No

c. The fox eats the bun. Yes / No

Let us make



- Paste thread on the lines.
- Paste *bindis* on the circles.
- Paste thin sticks on the drum's sticks.
- Paste sand on the drum.



This is a _____ .

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

I can do



1. Tick (✓) the correct names of the pictures.



2. Match.



3. Fill in the blanks with He / She / It.

a. _____ is Neena.



d. _____ is Amir.



b. _____ is a box.



e. _____ eats an apple.



c. _____ has a bat.



f. _____ sings a song.



4. Listen and circle the words that your teacher says.

Two baby birds live in a nest with their mother.

At first, they both eat small worms.

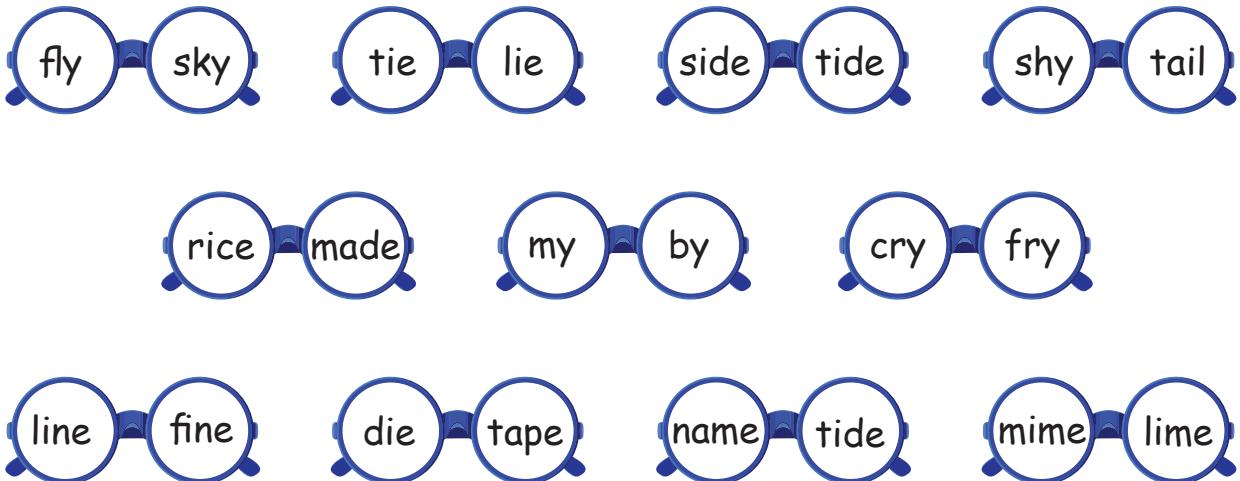
Then, they both play to have fun.

Soon both fly away after a month.



Note to the teacher: Read the words - live eat fly both play

5. Read and colour the odd pair.



6. Fill in the blanks.

a. There _____ three apples.

b. _____ two bananas.

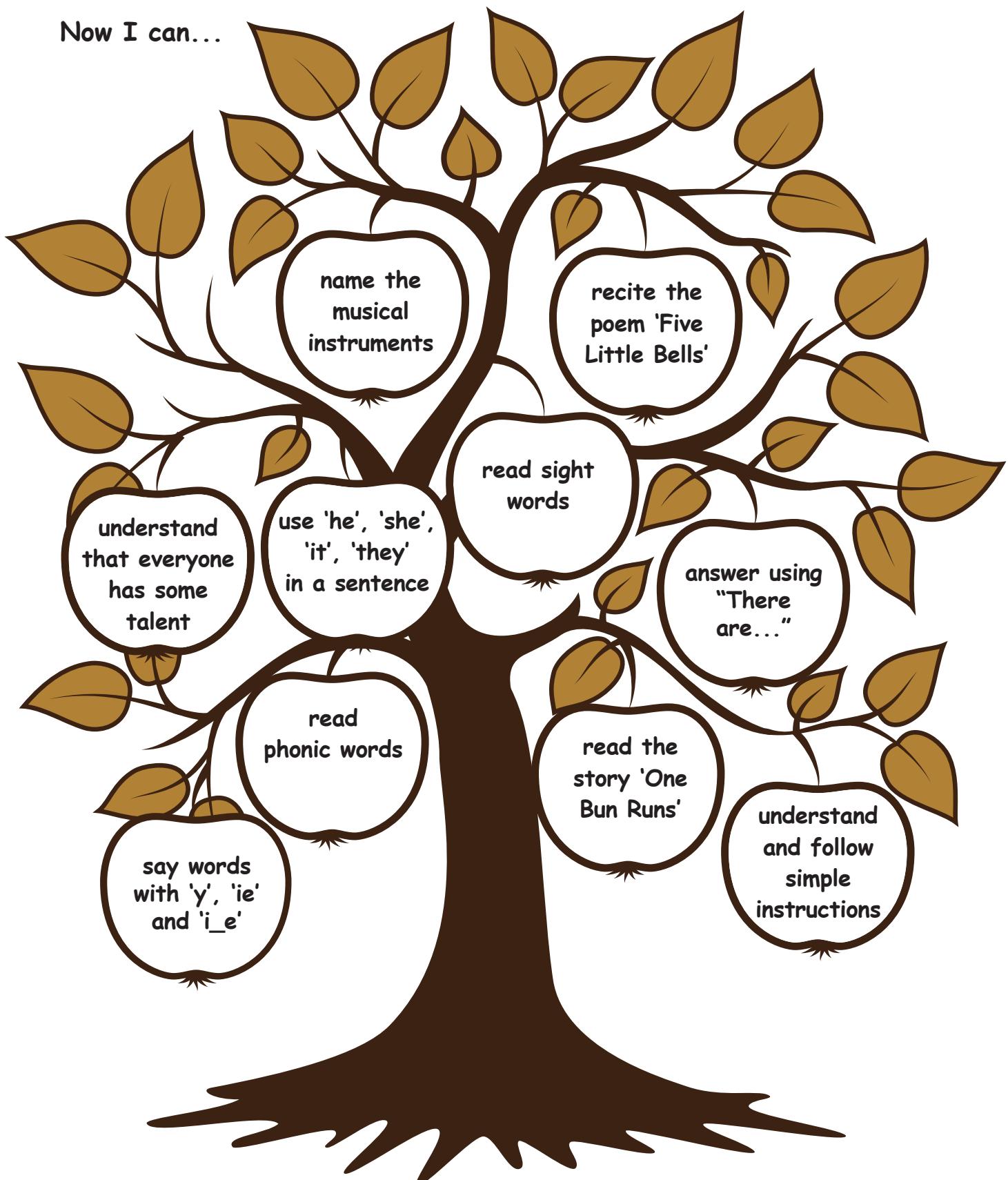
c. _____ oranges.



7. Recite the poem Five Little Bells.

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. Say the names of the animals.



2. Write the names of the things.





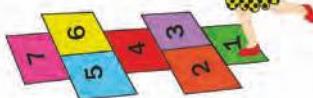
3. Match the actions with the words.



run



jump



hop



sing





Look and say



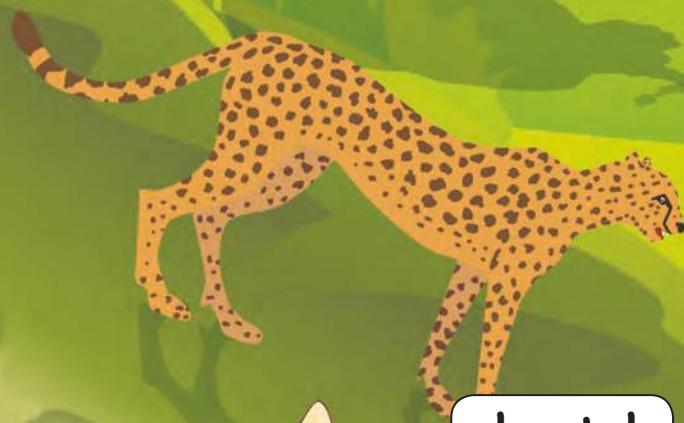
gaur



rhino



cheetah



wolf



bear



hippo

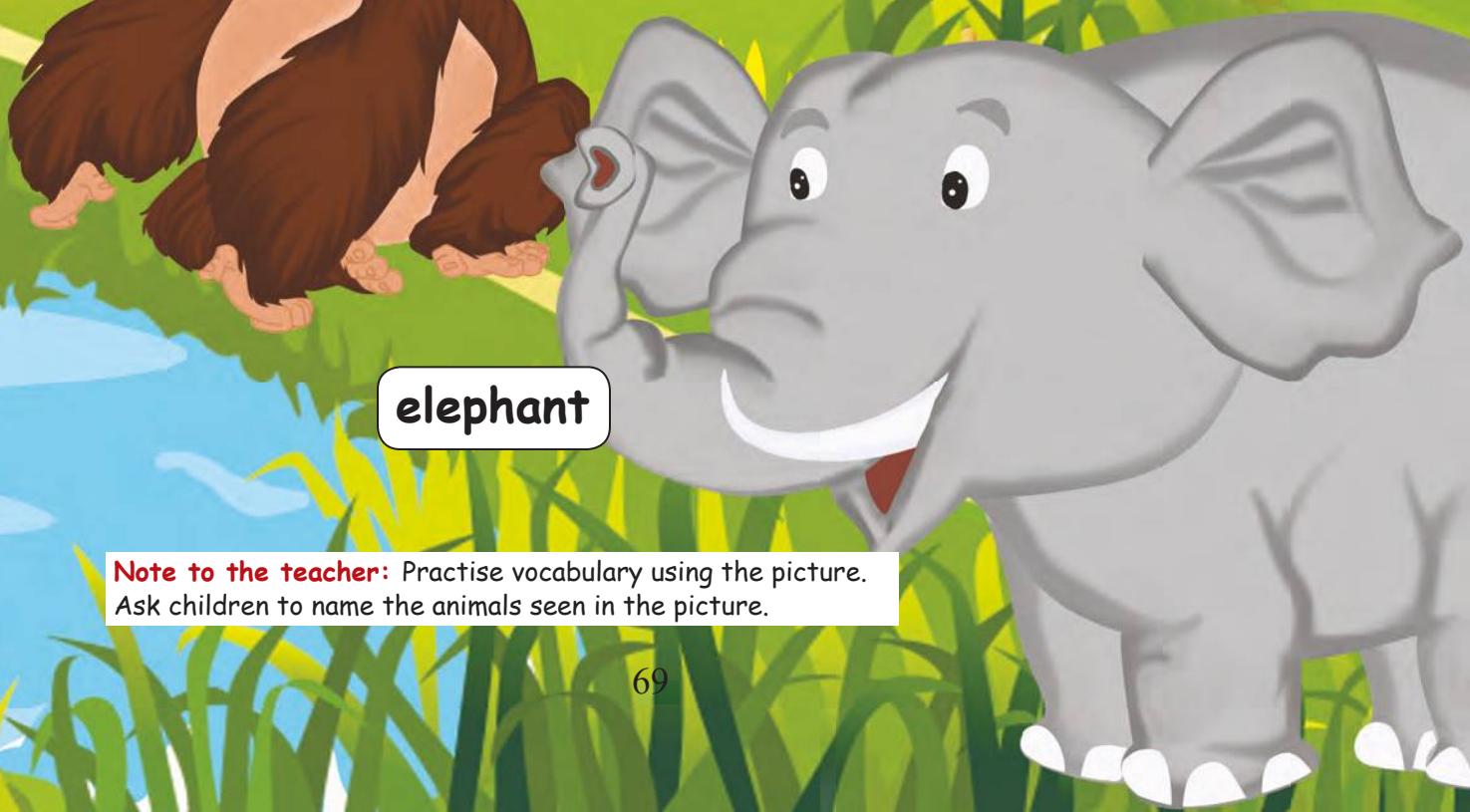
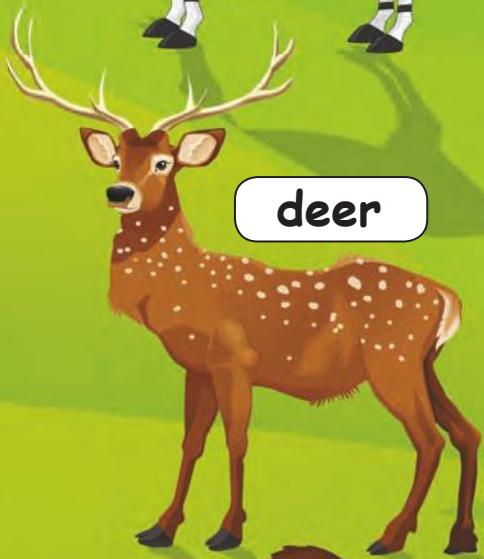


giraffe



crocodile





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

Let us sing



Fun in the Forest

Monkeys can jump,
And parrots can fly.

Turtles can swim,
And Cheetahs can run.

Giraffes are tall,
And Hippos are big.

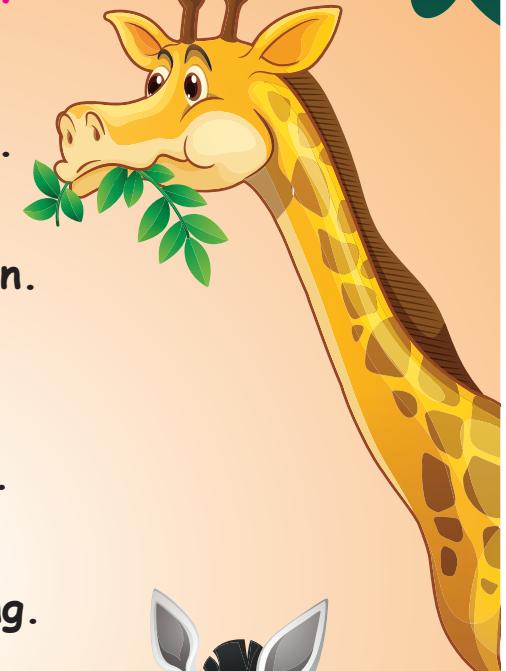
Zebras are swift,
And Tigers are strong.

We see the animals here today.

They love to play,

And love to say,

Would you join us and play?



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

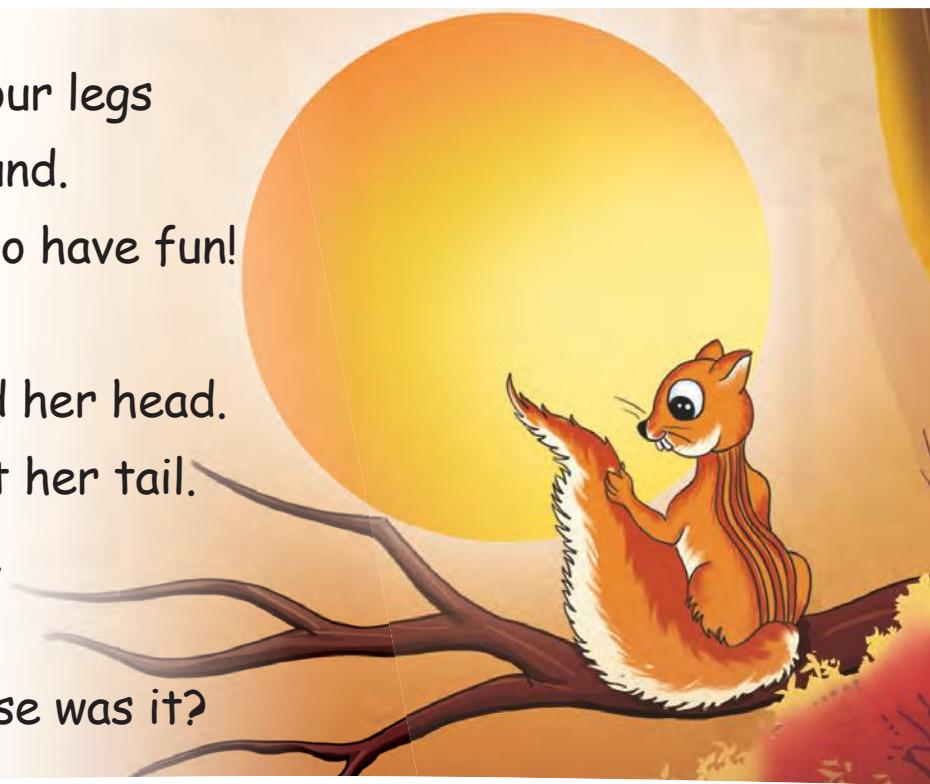


Chutti's Tail

Chutti was a squirrel.
A tiny, happy squirrel.
Chutti liked to run and play.
She jumped over
little stones.
She jumped on big stones.
She stood on two legs
to look around.



She ran on four legs
over the ground.
Chutti liked to have fun!
One day,
Chutti turned her head.
She looked at her tail.
It was fluffy.
It was light.
But of what use was it?



Chutti went to Doctor Bear.

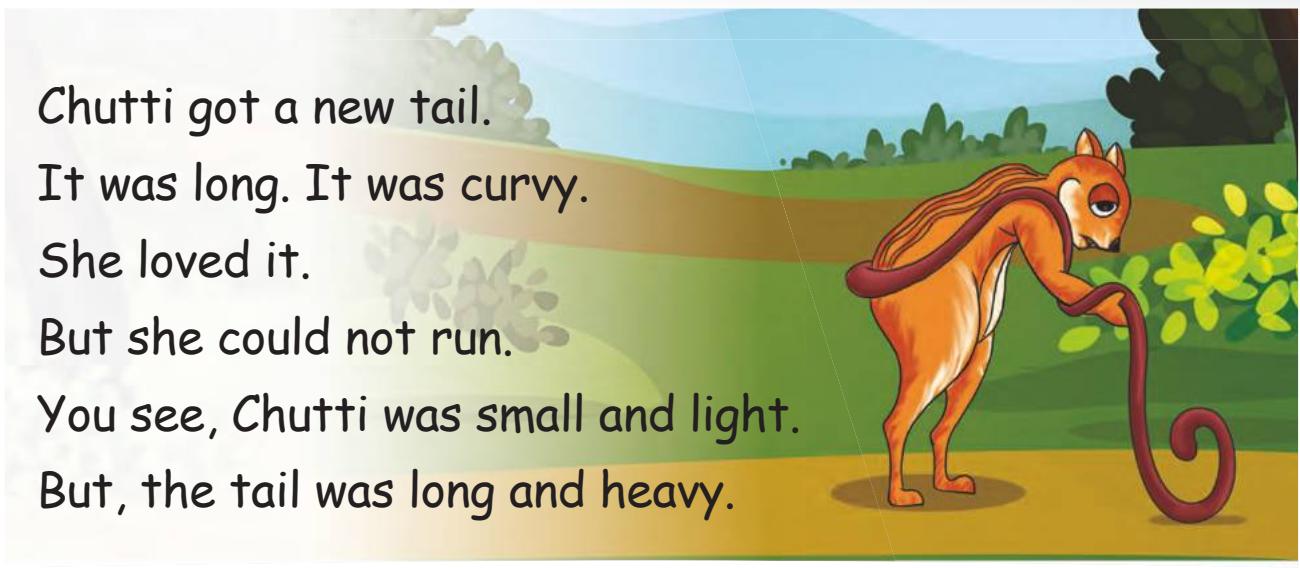
Doctor, can you
give me a new tail?
This one is not good.
Why Chutti?
It looks very good.
Does it hurt you?



Oh, these are nice!
I like that one, please.
That is a monkey's tail, Chutti.
You won't like it!
But I want it. It is long.
It can help me climb trees.
Please change my tail doctor.
Well, all right.



Chutti got a new tail.
It was long. It was curvy.
She loved it.
But she could not run.
You see, Chutti was small and light.
But, the tail was long and heavy.



So Chutti went back to the doctor.

I don't like this one.

It doesn't move.

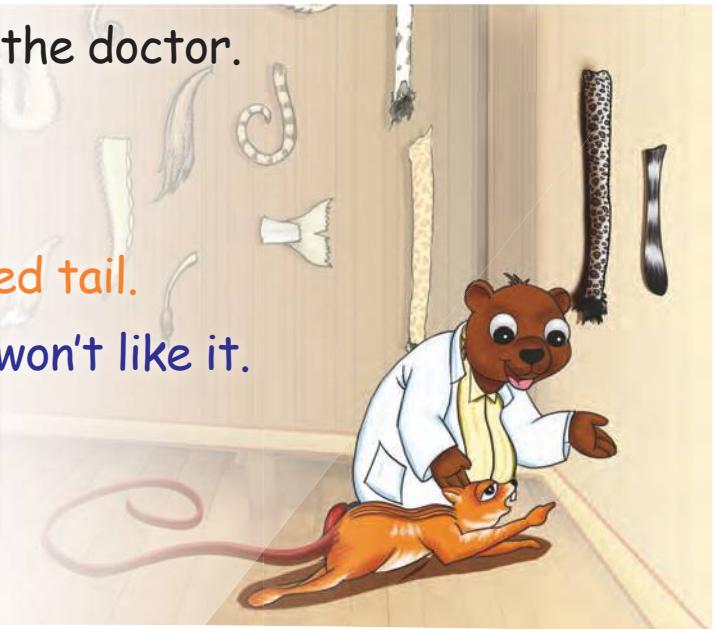
I want that lovely striped tail.

That is a cat's tail. You won't like it.

Oh, I really like it!

Please, do fix it on me!

Well, all right.



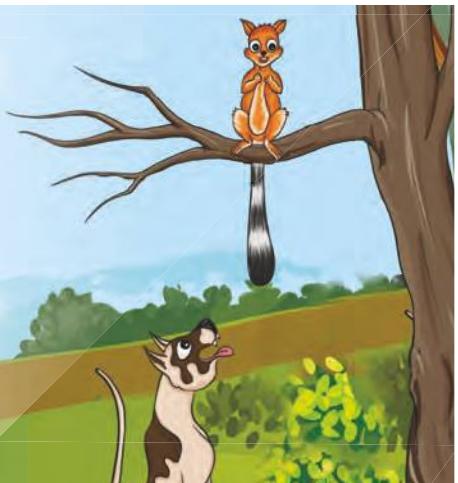
Chutti was happy with her new tail.

A dog saw her tail. He thought it
was a cat. He chased her.

Chutti ran fast and climbed a tree.

Her heart was going 'dub-dub'.

Oh, oh, oh! This won't do!



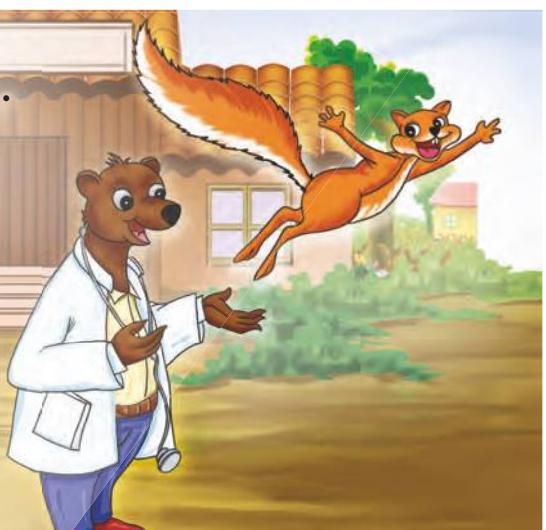
Chutti went back to the doctor.

Doctor, please give me
my old tail back.

I don't want a new tail at all.

I told you that! Here you go!

Now your old tail is fixed.



Note to the teacher: Focus on the describing words and names of animals.
Encourage children to practise the words in context.



Let us understand



1. Draw lines to match the tail with its animal.



2. Write True (T) or False (F).

- a. Chutti was a tiny cat. ()
- b. Chutti did not like her ears. ()
- c. The monkey's tail was long and heavy. ()
- d. Doctor Bear gave Chutti a dog's tail. ()
- e. Chutti was finally happy with her own tail. ()

3. Listen, think and write.

bear dog wall striped

a. Chutti met the _____ to change her tail.

b. Chutti saw the tails on the _____.

c. The cat has a _____ tail.

d. The _____ chased Chutti around the tree.

e. Do you like yourself? (Yes / No) _____



Let us know

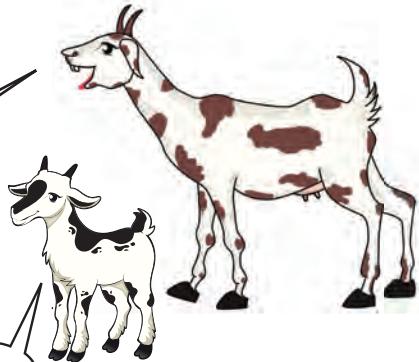


Valli and Chittu talk about names.

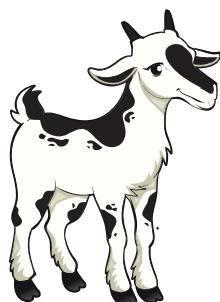


Hello Chittu and Mittu
how are you?

We are fine.



Why do you call me Mittu and
my sister Chittu?



Oh! It is your name.

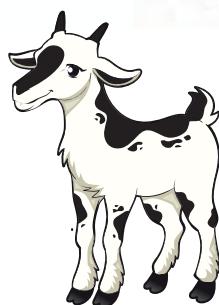


Why do we need names?

We need names
to call people.



Does everything
have a name?

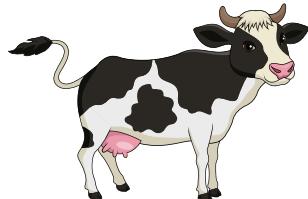


Yes. People, places, animals and
things all have names.

Note to the teacher: All naming words are nouns. Explain children that everything has a name. Give more examples for persons, places, animals and things.

Let us practise

1. Match the names to the pictures.



school



crow



boy

table



cow

carrot



2. Read, sort and write.

cat Valli pen girl ball Chennai zoo goat fan father shop dog

Person	Place	Animal	Thing

Spell check

Fill in the missing letters.



m__nk__y



r__bb__t



c__t



d__g



Let us do



Word wall



- Divide the class into two teams.
- Make sight words and place them upside down in a pile.
- Each team takes a turn to read a word from the pile of sight words.
- If one team misses the other team receives a chance to read that word.
- Each child will go back to the line after their turn.
- The team which has read more words wins the game.

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



- | | |
|--------------------------|------------------------------------|
| 1. I found a pen. | 5. The black cat has come out. |
| 2. They are men. | 6. Open your right and left hands. |
| 3. Bring me a book. | 7. This is the end. |
| 4. Wish you a great day. | 8. Let me use the book. |

Circle the words.



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

found
men
wish
let
right
left
bring
black
use
end



Circle time - Let us talk



- Show a picture of a rose to children. Say, "I have a rose". Distribute pictures of classroom objects, fruits and flowers to children. Ask, "What do you have?" Encourage each child to answer using, "I have ____."
- Ask, "What do I have?" Encourage children to answer, "You have a pencil."
- Make two children hold a card and ask others, "What do they have?" Encourage children to answer, "They have ____". Practise with other children.
- Make a boy/girl come in front and ask the class, "What does he/she have?" Encourage children to say, "He/She has a ____". Practise with other children.

Let us practise



What do you have?

I have a toy.

What do I have?

You have a book.

What does she have?

She has an umbrella.

What does he have?

He has a ball.

What do they have?

They have kites.

Write has or have in the blanks.



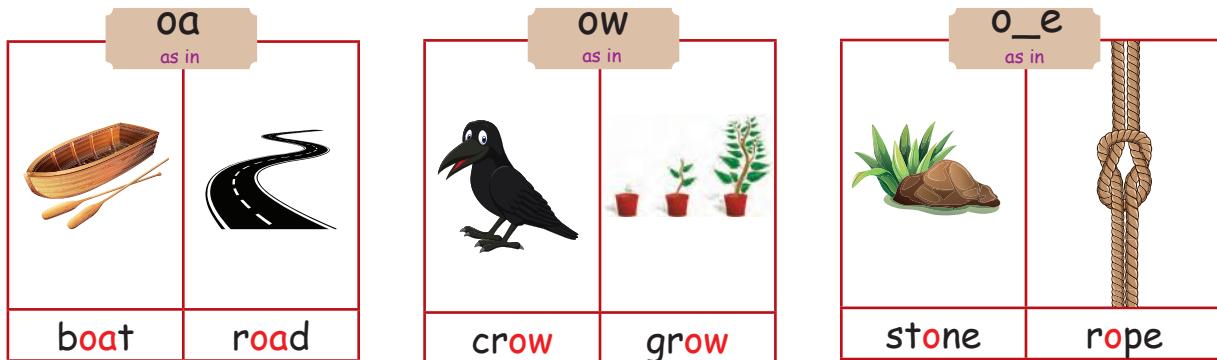
- | | | |
|----------------------|----------------------|-----------------------|
| 1. I _____ an apple. | 3. He _____ a cake. | 5. You _____ a car. |
| _____ | _____ | _____ |
| 2. She _____ a pen. | 4. They _____ a pet. | 6. Rani _____ an egg. |
| _____ | _____ | _____ |



Let us say



Listen and say.



Read aloud.

load toad foam roam coat goat

flow grow show slow snow row

cone lone tone pole note vote

Listen to the teacher and circle the words with the long o sound.

1. The crow is on the road.
2. The toad is on the snow.
3. The goats go in a row.
4. The boat is so slow.
5. The cone is full of foam.
6. The note is on the coat.

Try to read these!

s + c = sc- school

s + k = sk- skip

m + p = -mp stamp

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



Let us do

Word wall



- Display the words on the word wall.
- Prepare two sets of cards.
- Call two children to the front. Give them each a set.
- Say a word.
- The child who finds and reads first will score a point. Continue for ten words.
- Practise with all children.

Add e. Write and read the word.

hop - hope not - _____ rod- _____ 

cop - _____ con - _____ mop - _____

nod - _____ for - _____ rot - _____

Fill in the blanks.



b _ _ t



st _ n _



r _ p _



cr _ _

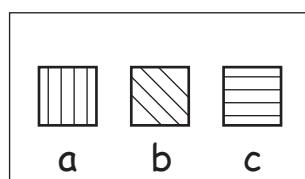
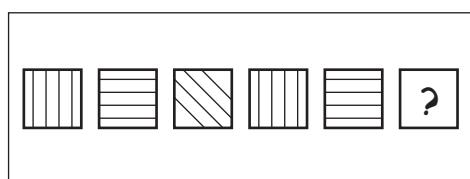


r _ s _



r _ _ d

Tick (✓) the correct one.





Let us read



Where is My Cup?

Monty is sad.
Where is my cup?
Not here, not there.



Where is my cup?
Not in the bin.
Not on the pot.



Oh! It is here.
It is in my bag...



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. Match the pictures with the names.

	bin
	cup
	tub
	bag
	pot

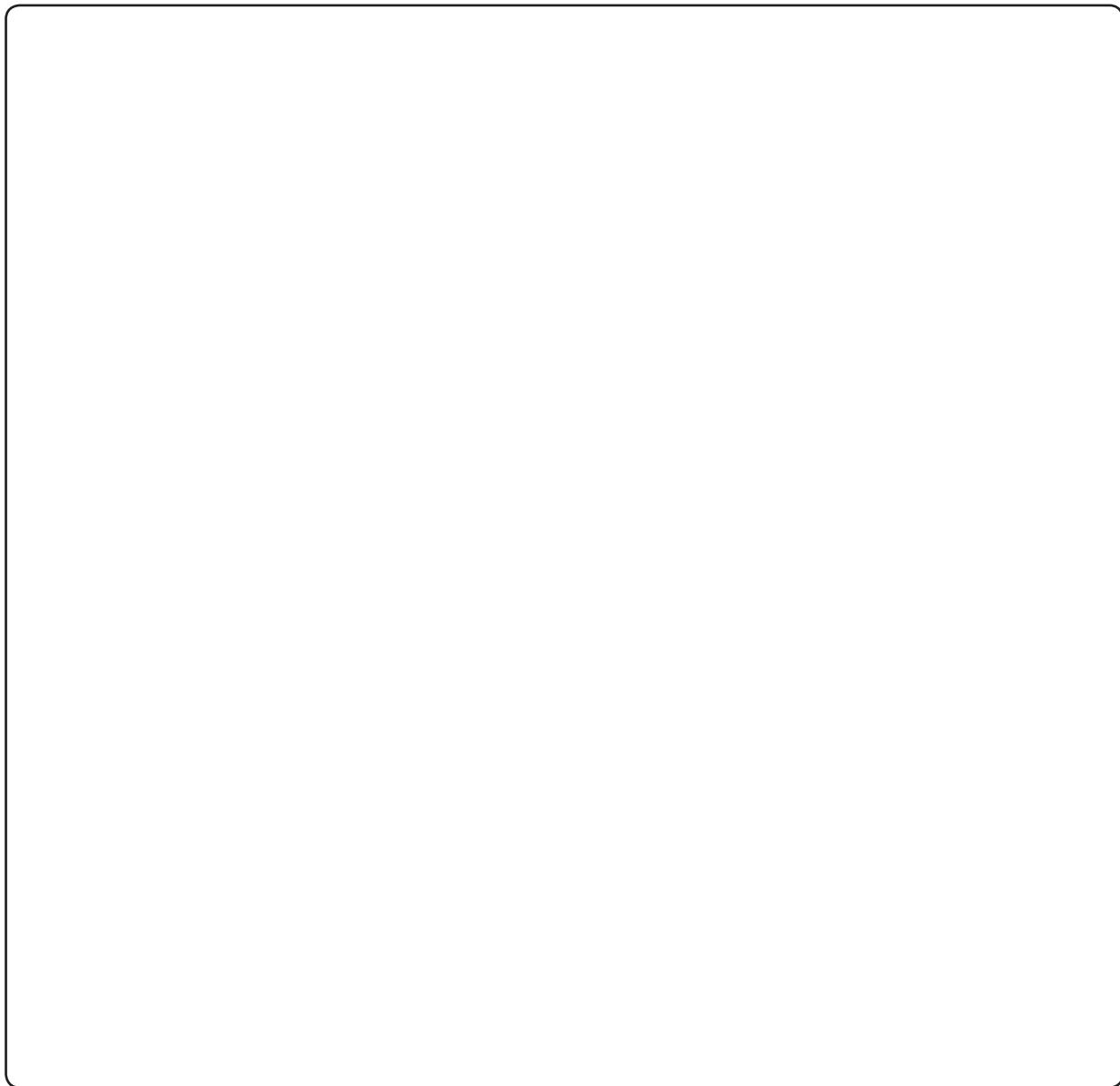
2. Write numbers from 1 to 5 in the correct order.



Let us make



- Place your hand on the empty space.
- Draw an outline of your hand and fingers.
- Colour it brown.
- Draw small circles around the brown trunk.
- Colour them in green.

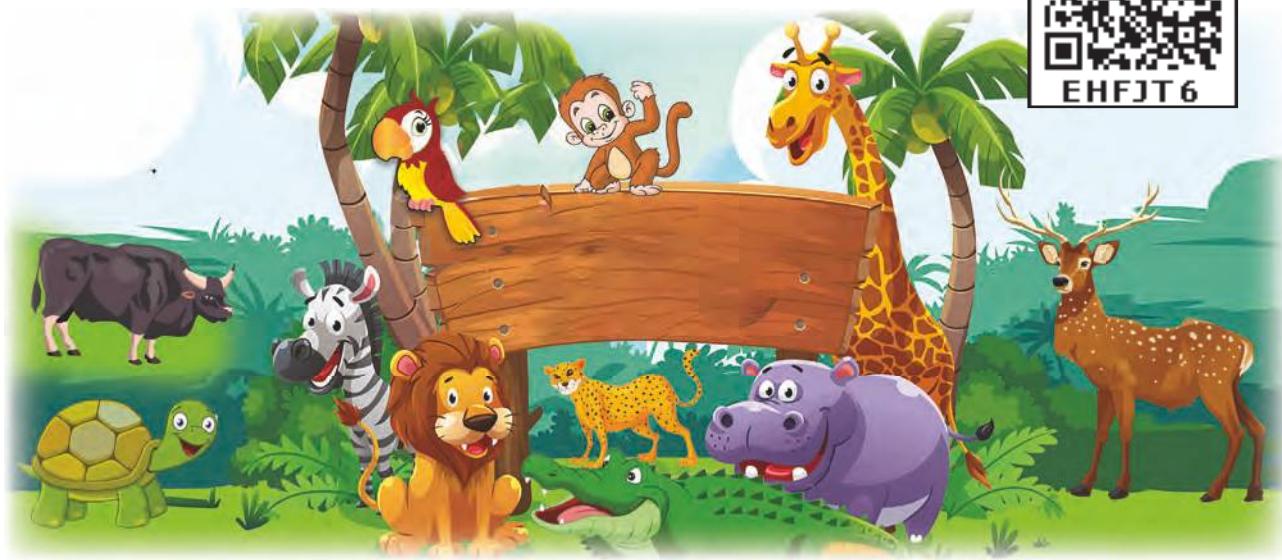


This is a _____ .

Note to the teacher: Read the instructions one by one. Encourage children to do the activity after listening to the instructions.

I can do

1. Name any five animals from the picture.



2. Fill in the blanks and match the words with the pictures.

(oa ow o_e)

b ___ t	
cr ___	
st ___ n ___	
r ___ d	
r ___ p ___	

3. Listen to your teacher read the story and circle the word the teacher repeats.

I cannot find my black pen. I found the red pen on the table.

My father left it there. I found the blue pen on the chair.

My sister left it there. She does not let me use her pen.

Note to the teacher: Read the words - found left wish black use

4. Look at the pictures and say what they have.



What does he have?



What do they have?



What do they have?



What does she have?



What does it have?

5. Write the names in the correct place.

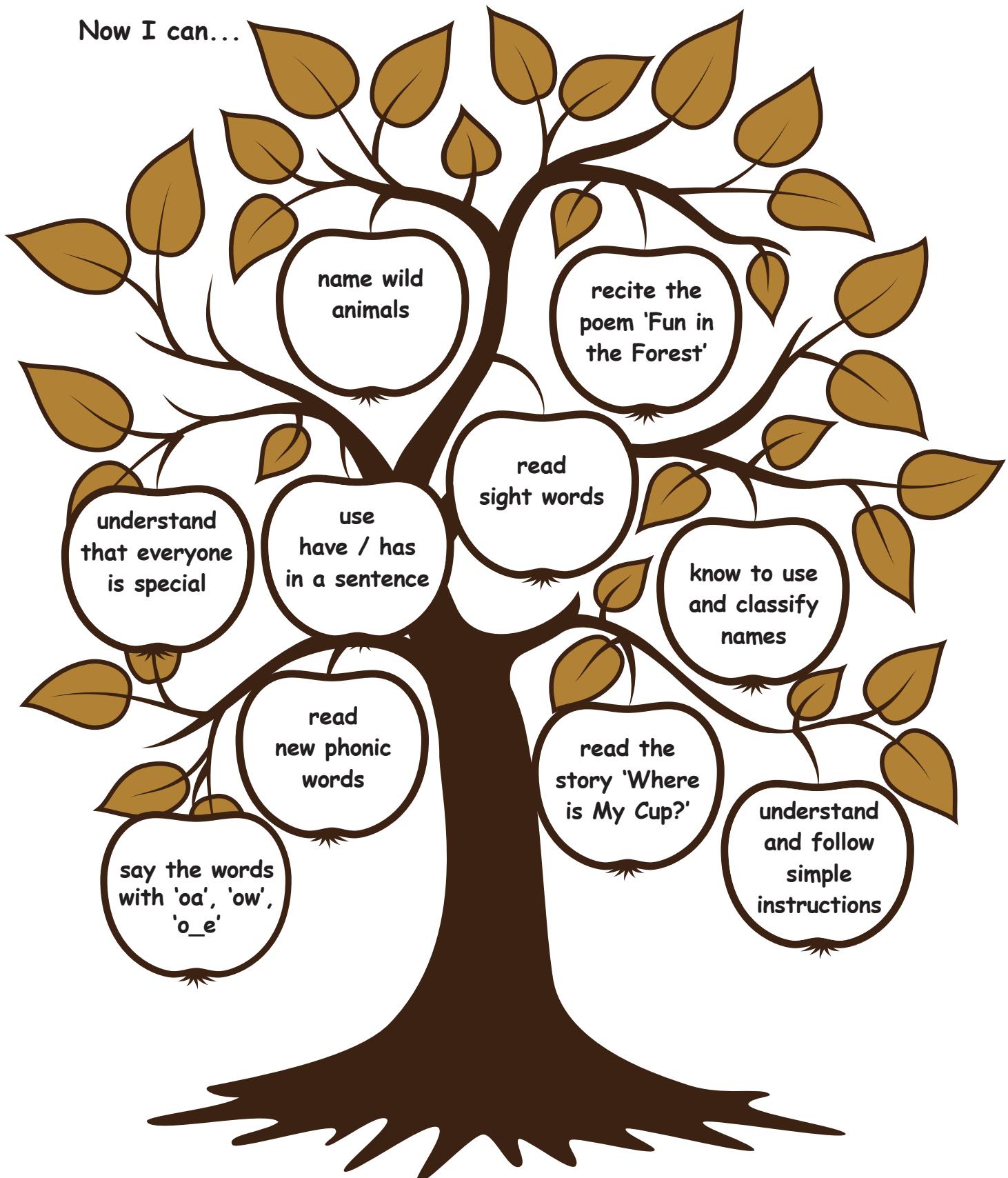
park	hen	chair	school	crow	Thara	beach	pig	pen
pencil	John	Kavya	cat	ball	garden	Arun		

	Person	Place	Animal	Thing
a.				
b.				
c.				
d.				

6. Recite the poem Fun in the Forest.

Learning outcome

Now I can...



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

Acknowledgement

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Primary English – Class 2, Term -II

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