



# 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.

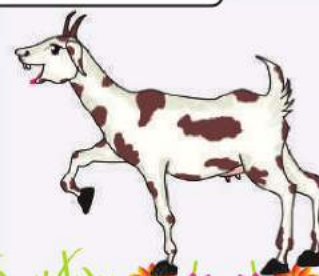
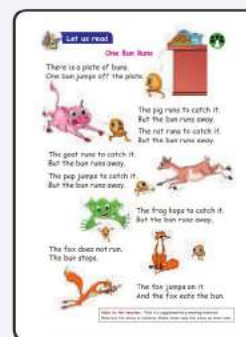
The sounds of the letters are taught through **phonics**.

**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.



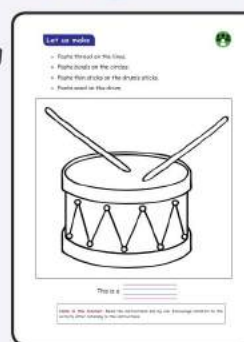
## Unit 1 – Fun with Music

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**.



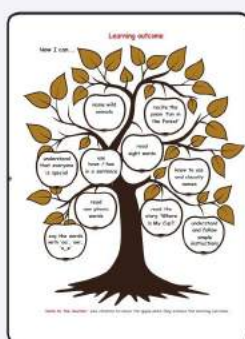
## Unit 2 – Wonders of the Jungle

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**.



## 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 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.







IQWG2G

e-Book



VMIARC

Assesment



B308\_2\_ENGLISH

Digilinks

## CONTENT

- |                          |    |
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| 2. Wonders of the jungle | 67 |








Let us recall

1. Name the pictures.



2. Match.

	three
	one
	two

3. Trace.



five





Look and say

light

curtain



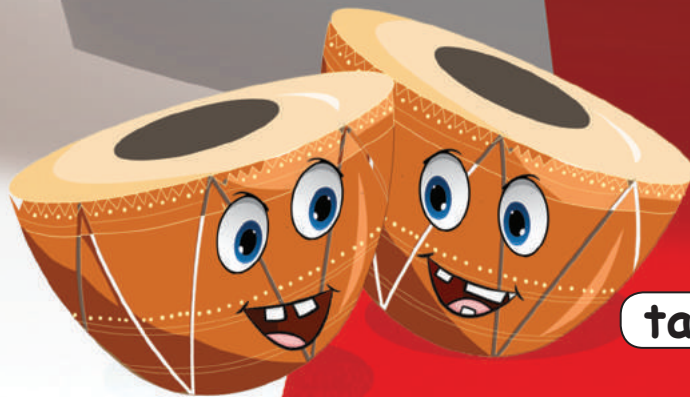
drums

speaker



guitar

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.

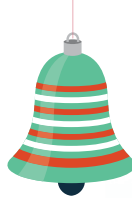




Let us sing



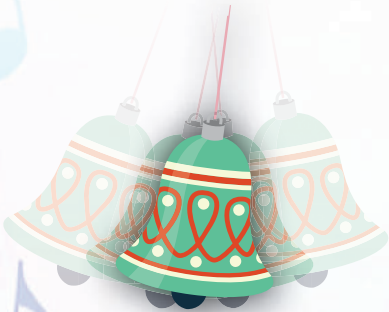
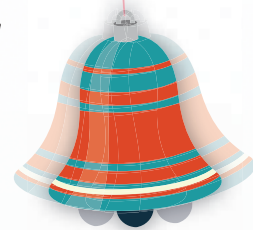
## Five Little Bells



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.

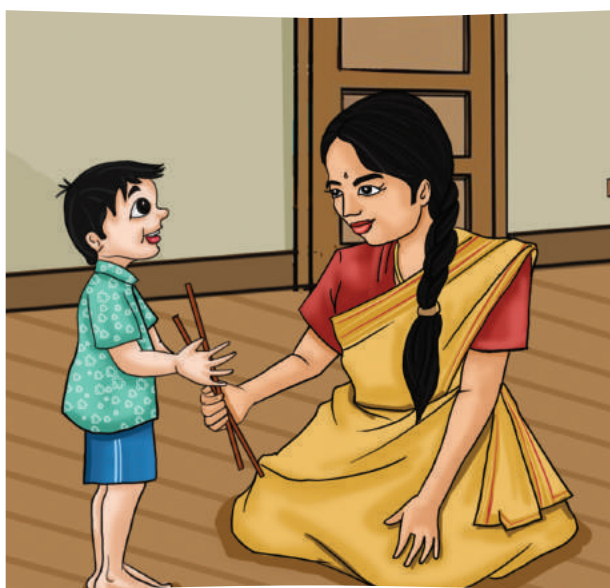
**Teacher:** We are going to play in the concert next week. Won't it be fun!

**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 only have 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.





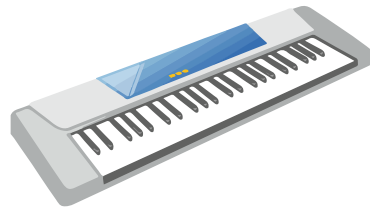
## Let us understand



### 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



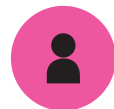
- Display the words on the word wall.
- Drill the words.
- Divide the class into two groups.
- Let them stand with their back to the word wall except for the first child in each group.
- Point to a word on the word wall.
- The child facing the wall reads it.
- Then moves to the last place.
- The next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

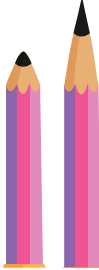







A) Display number cards from two to ten. Introduce the number names. Let children repeat the names of the numbers. Ask children to give you two pencils. Say, "These are / We have two pencils." Practise with more objects and more numbers. (2 to 10). Let children repeat after you.

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

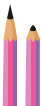


 <p>There are two pencils.</p>	 <p>There are three drums.</p>	 <p>There are four boys.</p>
 <p>There are five books.</p>	 <p>There are six pens.</p>	 <p>There are ten dogs.</p>

## Complete the sentences.



1. There \_\_\_\_\_ four  in my bag.

2. \_\_\_\_\_ two  in my bag.

3. \_\_\_\_\_ in my bag. 

4. \_\_\_\_\_ my bag. 

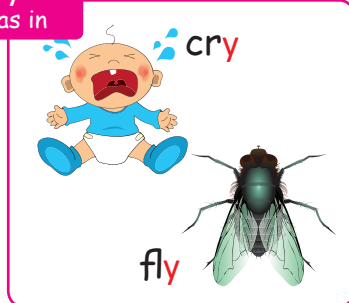


Let us say

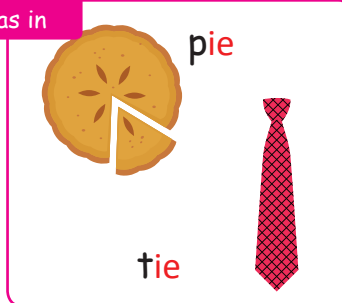


Listen to the sound and repeat.

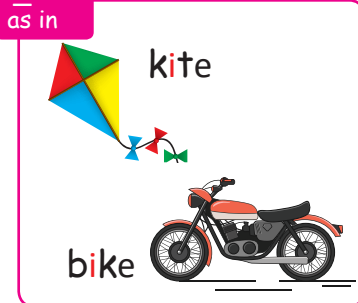
-y  
as in



-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 / ai / to children. Then, introduce the three different letter clusters for the same sound. Help children relate the sound to the letter cluster.

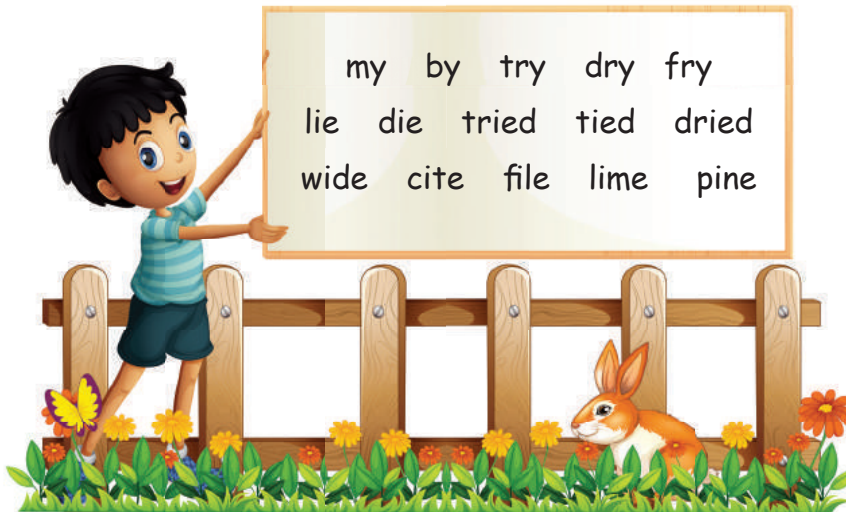




Let us do



### 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 - \_\_\_\_\_

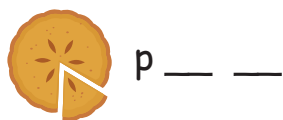
pin - \_\_\_\_\_

rid - \_\_\_\_\_

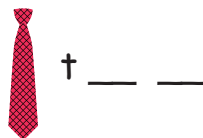
hid - \_\_\_\_\_

fin - \_\_\_\_\_

Fill in the missing letters.



p \_ \_



t \_ \_



k \_ t \_



c \_ \_

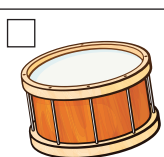
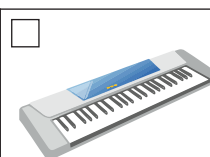
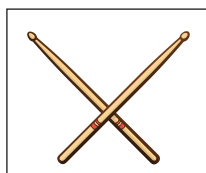


b \_ k \_



f \_ \_

Match and tick (✓) the correct one.

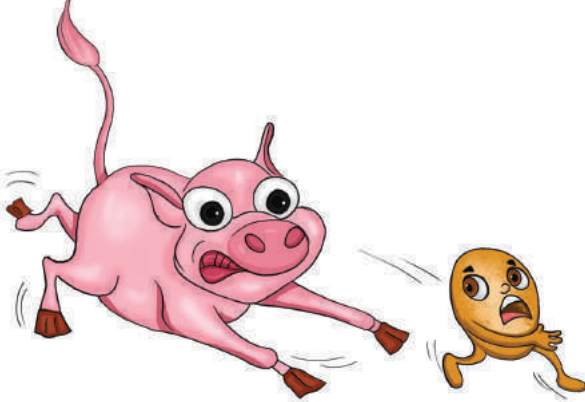




Let us read

## One Bun Runs

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

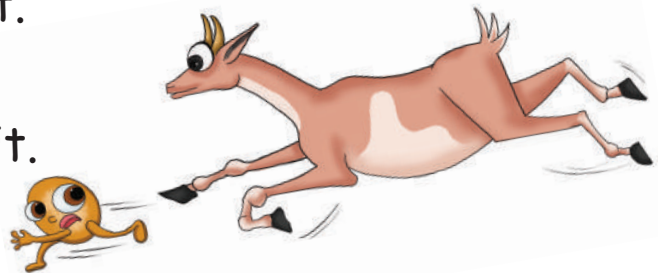


The pig runs to catch it.  
But the bun runs away.

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

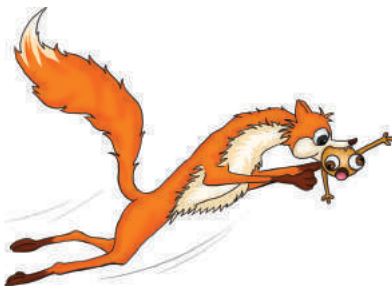
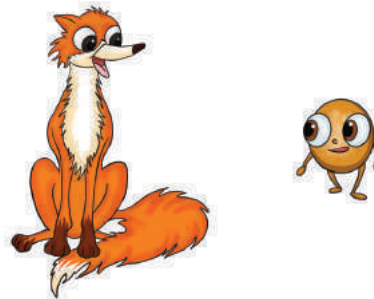
The goat runs to catch it.  
But the bun runs away.

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

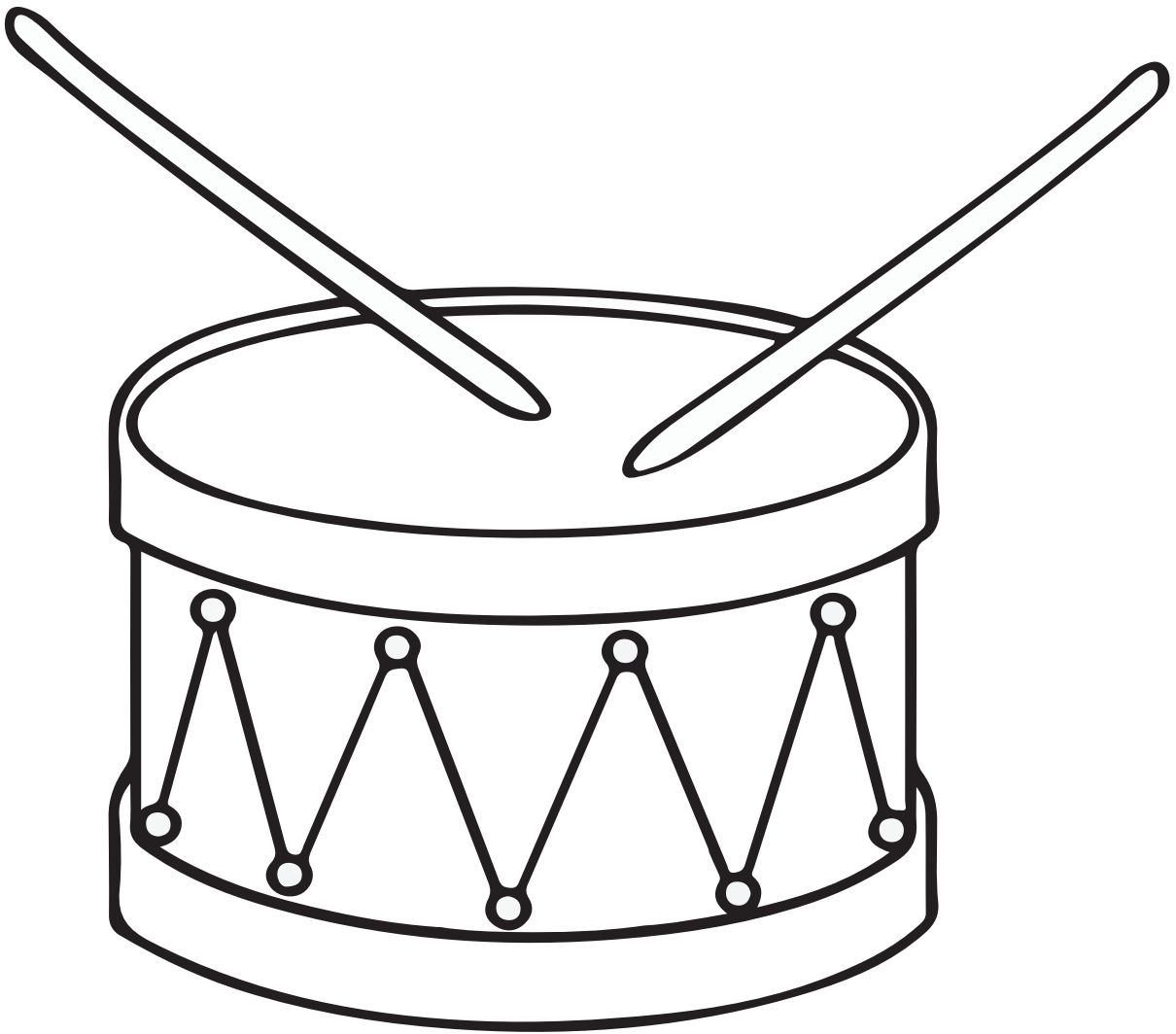
c. The fox eats the bun.

☐ 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.

			
violin <input type="checkbox"/> drum <input type="checkbox"/>	tabla <input type="checkbox"/> guitar <input type="checkbox"/>	flute <input type="checkbox"/> trumpet <input type="checkbox"/>	shakers <input type="checkbox"/> veena <input type="checkbox"/>

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.

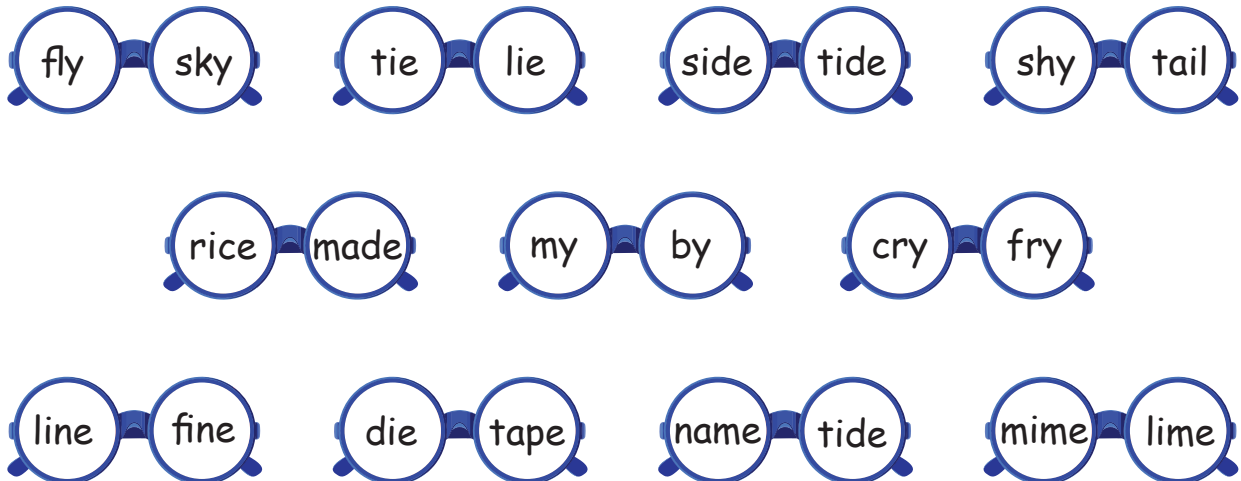
Then, they both play to have fun.

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.

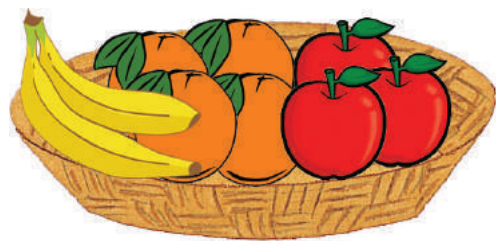


#### 6. Fill in the blanks.

a. There \_\_\_\_\_ three apples.

b. \_\_\_\_\_ two bananas.

c. \_\_\_\_\_ oranges.



#### 7. Recite the poem Five Little Bells.