

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.



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 the teachers to teach the language structures through games and activities. It develops listening and speaking skills.

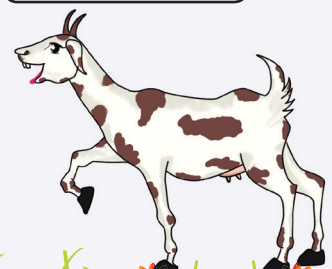
Let us know provides scope for teaching grammar in a context. The dialogue between Valli and Chittu helps to learn grammar concepts inductively.

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.



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.



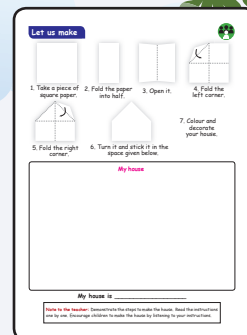
Unit 1 - Our Sweet Home

Home is a place of comfort for the children.

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

The **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."**



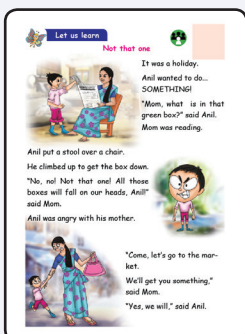
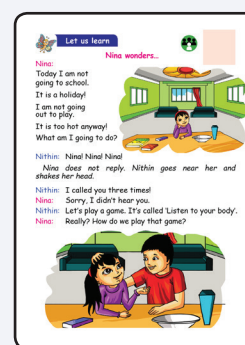
Unit 2 - Listen to Your Body

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.



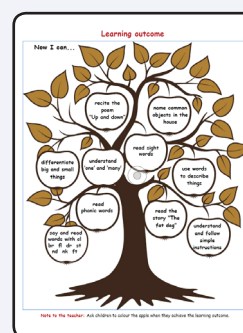
Unit 3 - Know Your Feelings

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 **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 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.





E-book



2JEN75

Assessment



5IJVD4

Digilinks



B308_2_ENG_LANG

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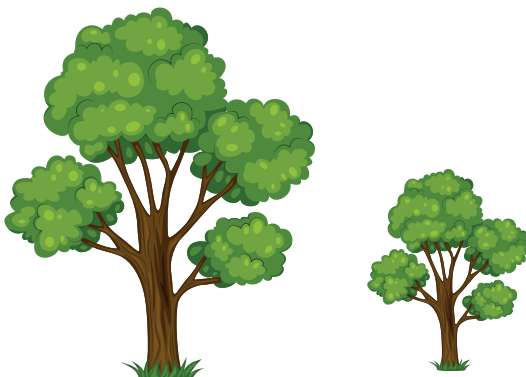


Let us recall

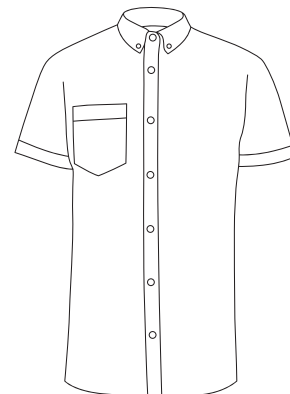
1.Name the pictures.



2.Circle the big tree.



3.Colour the shirt.





Look and say



clock



cupboard

lamp

pillow

cot

cradle



plate

sink



stove

mixie

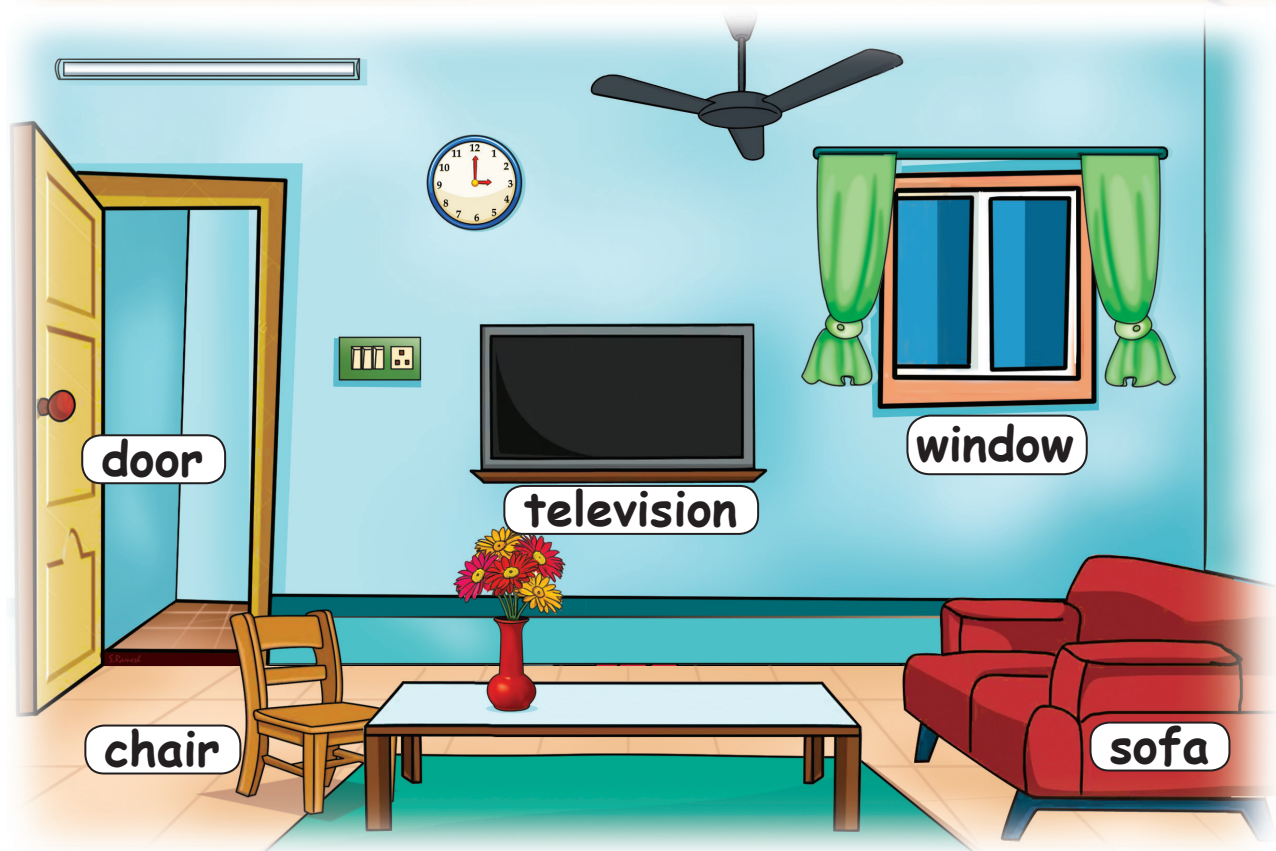


dustbin



grinder





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





Let us sing



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.



Let us learn



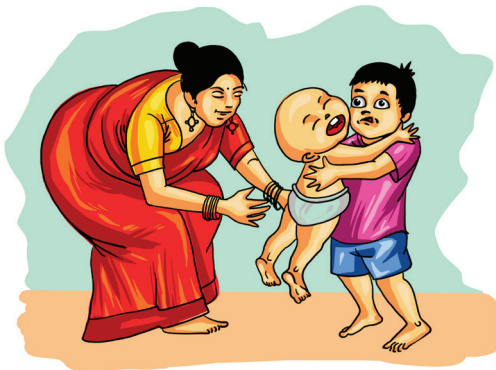
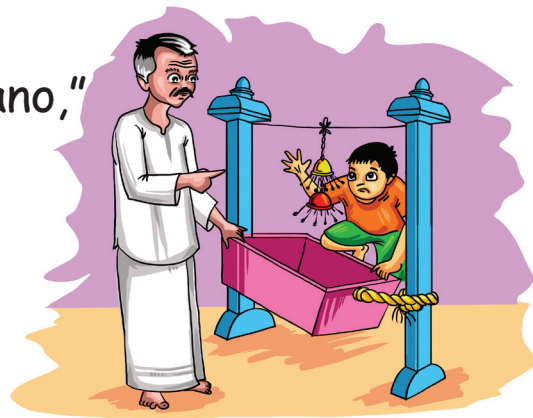
Too Big... Too Small...

"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!"

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!

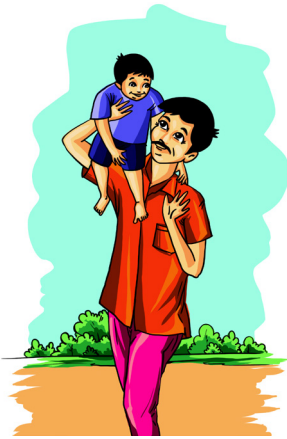
Too small to carry the baby!



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

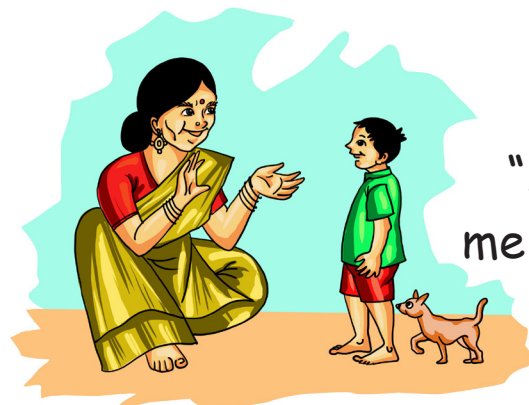


Mom smiles and says, "Why, you are just big enough to go to school."



"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 will always be 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.

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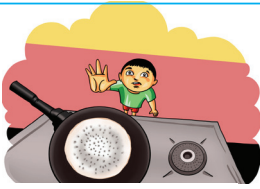


Let us understand



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?

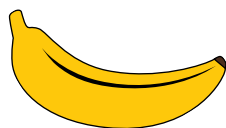


Let us know



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

I have ...



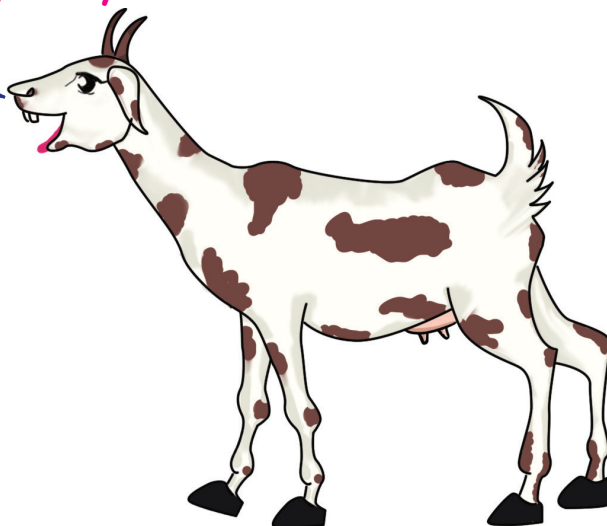
one banana.



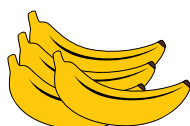
one cap.



one toy.



I have ...



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.

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 _



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


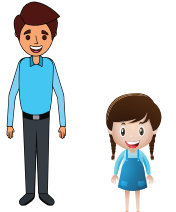
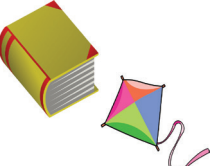


Circle time - Let us talk

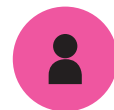


- A) Display pictures of a rat, giraffe, dog, pig, snake and an elephant. Ask children to name the animals. Reinforce the structure - "This is a rat." Let children repeat the structure.
- B) Display pictures of a rat and an elephant. Ask children, "Is the rat small or big?" Say, "The rat is small." Practise 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.



Let us say



Listen to the sound and repeat.

br -
as in



dr -
as in



cl -
as in



fl -
as in



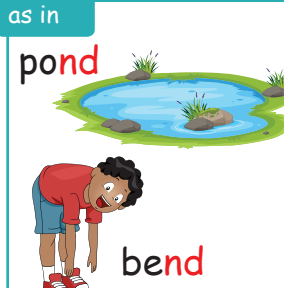
-ft
as in



-st
as in



-nd
as in



-nk
as in



Read aloud.

bring
brim
brass
brick

drop
dress
drag
drip

clap
click
cloth
cluck

flip
flag
flop
flash

shift
left
loft
craft

must
rest
west
cost

sand
wind
land
bond

bank
think
link
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.



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



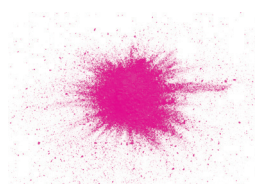
gi ____

nd nk ft



____op

dr cr br



pi ____

nk ft nd

Circle the odd one.



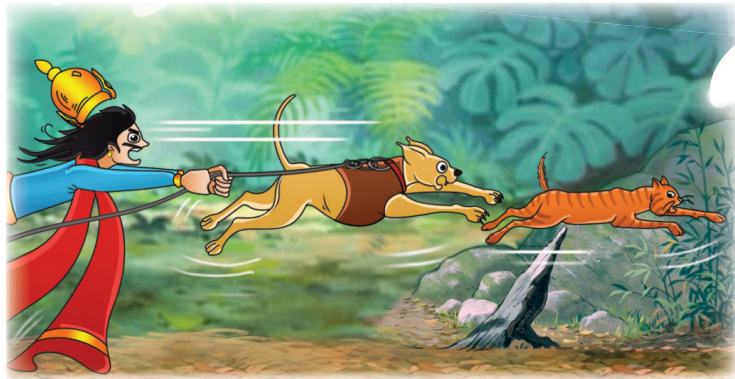


Let us read



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.



Let us think and do



1. Circle the correct word.



queen / king



dog / cat

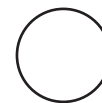
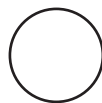
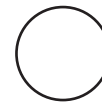
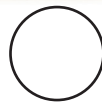
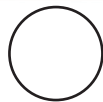


cat / dog

2. Tick (✓) Yes or No.

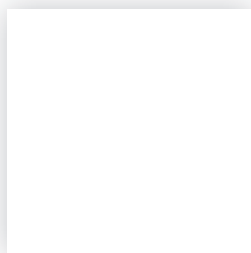
- | | | |
|-----------------------------------|------------------------------|-----------------------------|
| a. The king is fat. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| b. The king has a fat dog. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| c. The dog sees a rat. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| d. The dog runs to catch the cow. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| e. The king runs with the dog. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

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

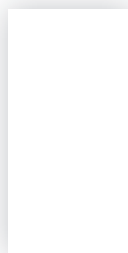




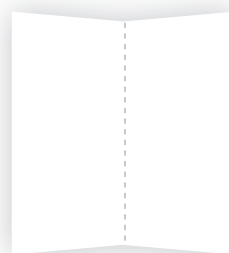
Let us make



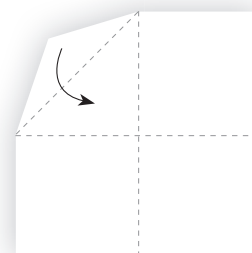
1. Take a piece of square paper.



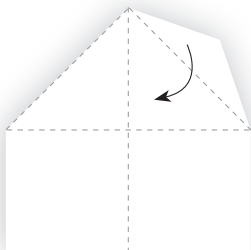
2. Fold the paper into half.



3. Open it.



4. Fold the left corner.

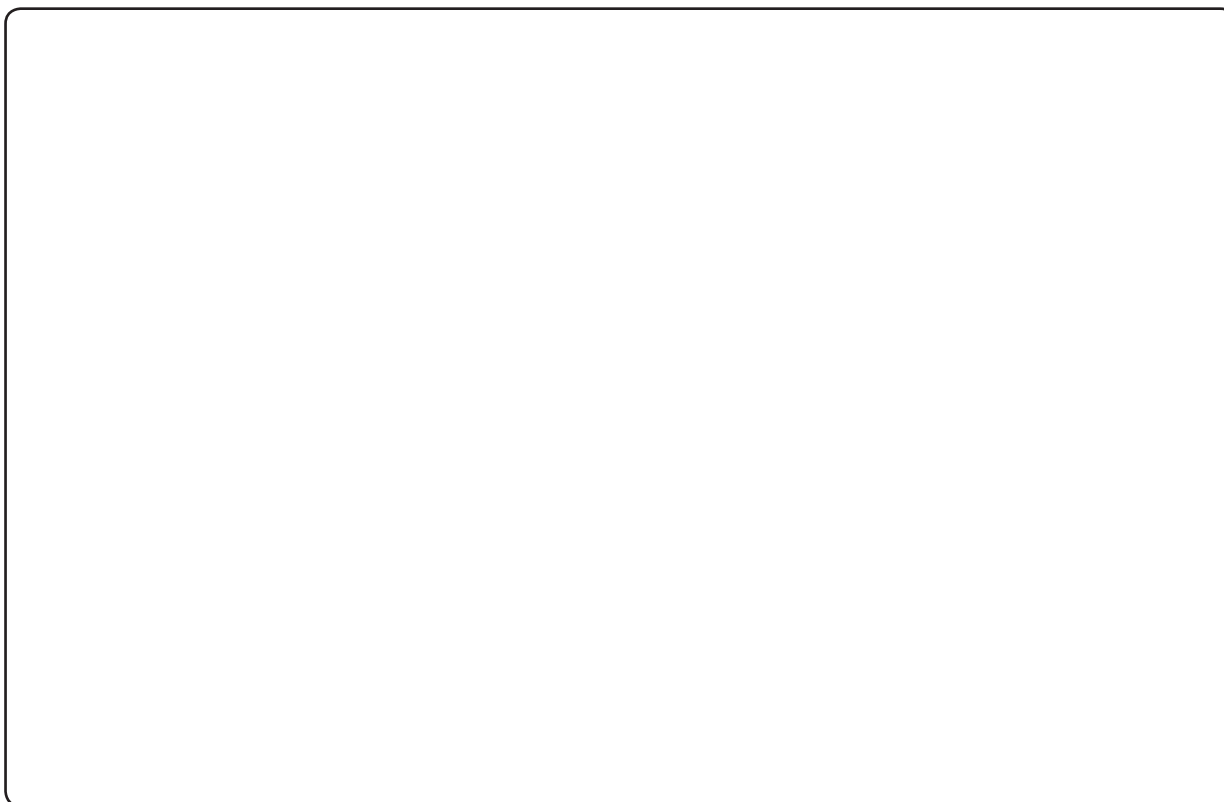


5. Fold the right corner.



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.















I can do



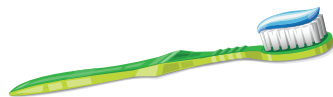
1. Tick (✓) the correct picture for the sentence.

The shirt is small.	<input type="checkbox"/> 	<input type="checkbox"/> 
The cot is big.	<input type="checkbox"/> 	<input type="checkbox"/> 
The tree is tall.	<input type="checkbox"/> 	<input type="checkbox"/> 
The ribbon is long.	<input type="checkbox"/> 	<input type="checkbox"/> 
The rat is fat.	<input type="checkbox"/> 	<input type="checkbox"/> 

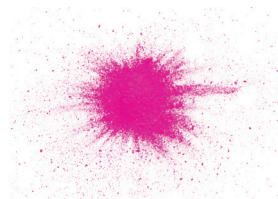
2. Choose and write the correct blend. br- cl- -st -nk



ap



ush











pi



ne

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

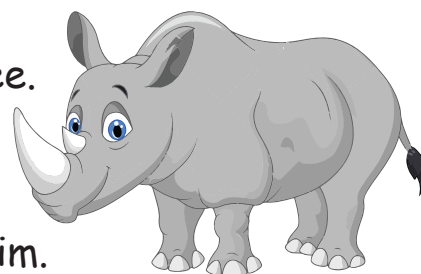
5. Listen to the teacher read the story and circle the words the teacher repeats.

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.



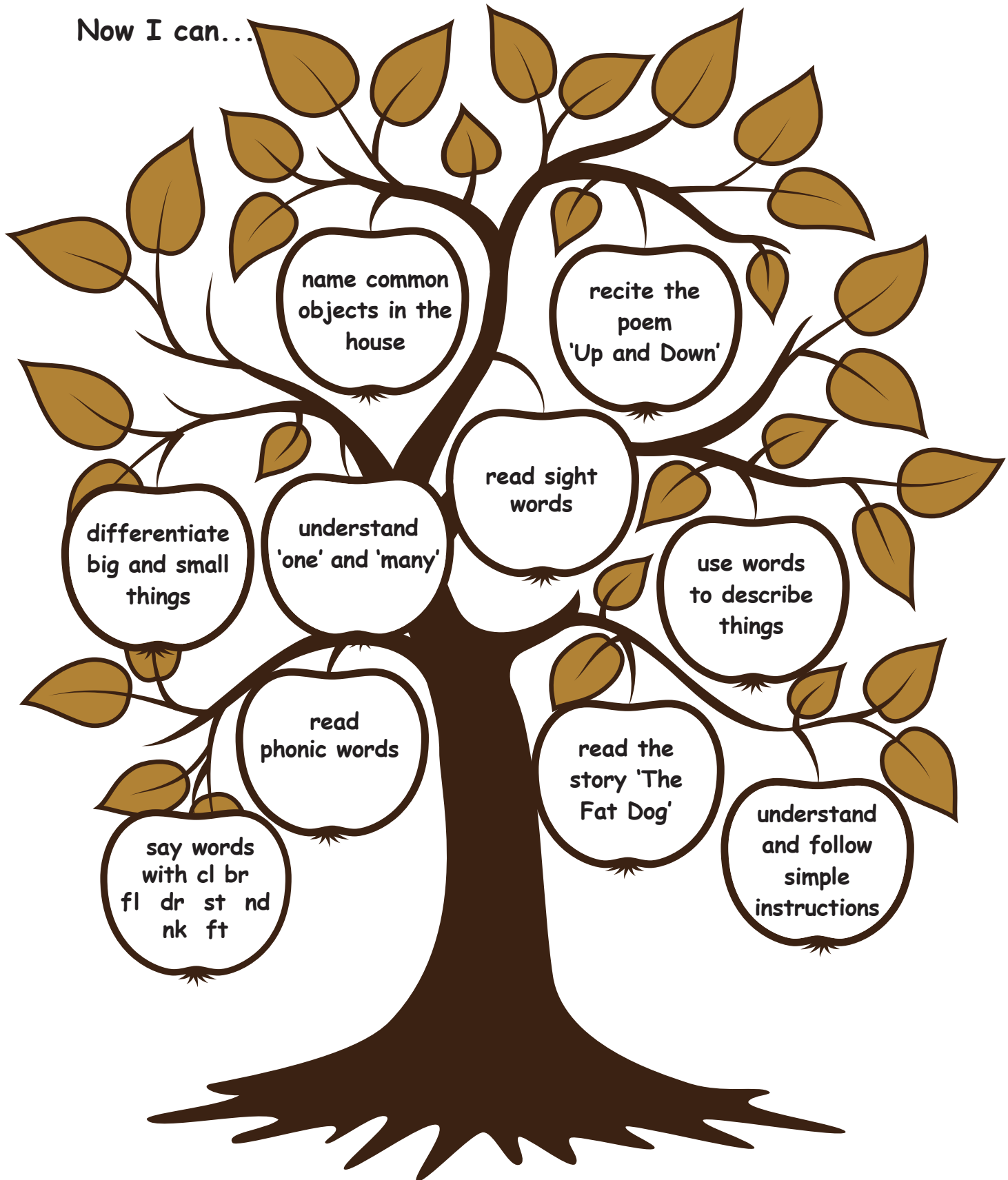
Note to the teacher: Read the words - long saw old get give

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



Learning outcome

Now I can...



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

