

# ENGLISH

## STANDARD TWO

### TERM I

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## FOREWORD

Every little flower is beautiful.

Every little child is wonderful.

Keeping this in mind the second Standard English textbook has been designed with a view to make the tiny tots enjoy the process of learning. Sufficient care has been taken to present this book suitable for the equity education.

The prose pieces are selected to make the child know the soft relationships in and around the family; respecting grandparents, caring pet animals, participating in competitions, understanding the values of life, like loving, caring, sharing, working together, doing good to undo evil, realizing the real beauty, nature and its abundant blessings, concepts of school, super market etc.

The poetry collection is aimed at helping the child appreciate beauty and admire the similar sounding words. The colourful fish in the fish tank, funny movements of monkeys and frogs singing in tune may take the child to the world of fantasy. Action song and tick tock of the clock will make the child understand the value of exercises and time management.

The tint of grammar exercises like singular, plural, nouns, verbs, adjectives and prepositions are in a play way method. Note to the teacher has been provided in pink colour blocks, so that the teacher can facilitate the child to learn in ease. Innovative activities are included to boost the creative skills of the child. Freedom of thought and expressions are allowed to enhance the communicative skills of the child. Colourful pictures are splashed in the book to attract the attention of the child.

In every piece of writing, a moral or value has been sandwiched.

Value added education is the need of the hour.

Value packed education is aimed at through this book.

The book does not end. It continues ..... with smiles.

**OUR SCHOOL**

**Pre-reading activity:**

Are you sleeping?

Are you sleeping?

Even now? Even now?

Morning bells are ringing (2)

Get up dear, go to school.



This is our **school**.  
We are proud of it.

This is our **National flag**.  
We salute it.



This is our **office**.  
Our Headmaster is in it.

This is our **classroom**.  
We keep it clean.



Here is our **teacher**,  
We respect our teacher.

This is our **blackboard**.  
We write clearly.



This is our **Computer lab**.  
We operate computers.

This is our **science lab**.  
We do experiments.



This is our **library**.  
We read books daily.

These are our **books**.  
We learn happily.



These are our **drawings**.  
We display them neatly.

This is our **play ground**.  
We play here joyfully.



This is our **rest room**.  
We keep it clean.

Note: Rest room refers to the toilet

**Let us understand and answer :**

- a) How do you keep your class room?
- b) Are you happy to learn?
- c) Do you respect our National flag?
- d) What do you find in the library?
- e) Do you keep your rest room clean?

**Let us listen and read:**

- ⇒ The teacher introduces the new words presented in distinct colour. The students listen to him / her and repeat.
- ⇒ The teacher enables the students to use cards and develops the activity.

**Let us read and write:**

See the pictures and name them:

a) This is our National \_\_\_\_\_.



b) This is our \_\_\_\_\_.



c) These are our \_\_\_\_\_.



d) These are our \_\_\_\_\_.



**Let us read, understand and write:****Naming words:** [Names of persons, places, things and animals]

Choose only the naming words from the following words. Write them in the clouds:

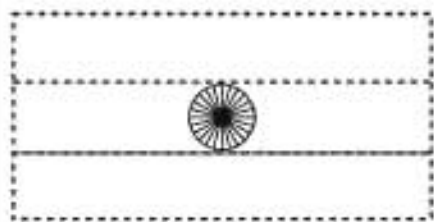
(books, salute, library, rest room, read, learn, office, school)

**Let us speak:**

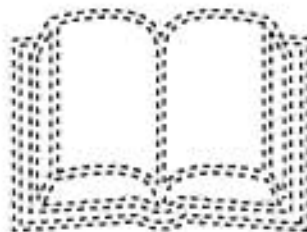
- ⇒ The teacher facilitates the students to identify certain objects of class room relevance.
- ⇒ The teacher prepares flash cards of pictures and words related to the class room and school. She displays the word cards in and around the class room. She asks the students, to take the picture cards, and match the pictures with the words and tell them.

**Let us colour and write:**

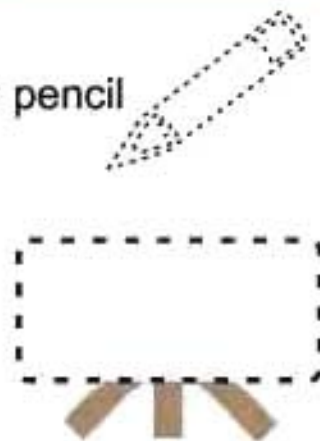
Join the dots. Colour and name them. (eg): pencil



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_

**Let us read, understand and write:**

Write the names of the pictures in the boxes.

Example : Blackboard







**Let us speak and write:**

Look at the pictures and describe. Fill in the blanks. Use the words given in brackets. (The first one is done for you)

a) This is our National flag

It has three colours.

We salute it.



b) This is a \_\_\_\_\_.

It is \_\_\_\_\_ in colour.

We \_\_\_\_\_ on it.



c) This is our \_\_\_\_\_.

It is very \_\_\_\_\_.

We \_\_\_\_\_ in it joyfully.



d) This is a \_\_\_\_\_.

It is \_\_\_\_\_.

We \_\_\_\_\_ coffee/tea in it.



e) This is my \_\_\_\_\_.

It is \_\_\_\_\_.

I \_\_\_\_\_ the time.



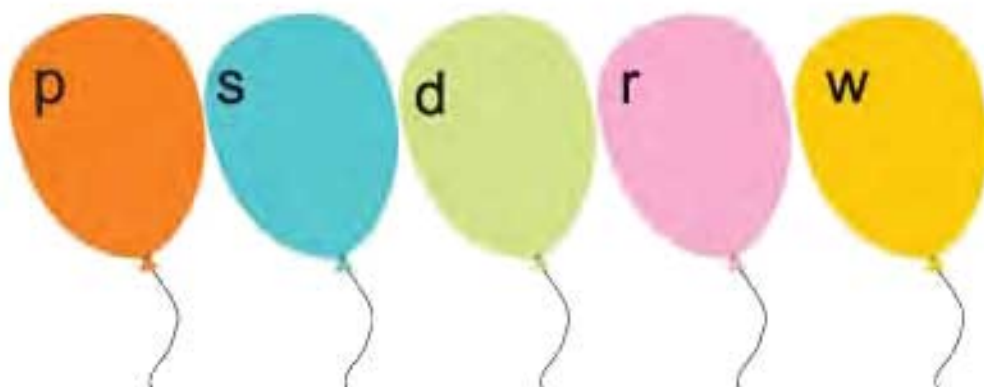
board  
write  
black  
green  
play ground  
play  
big  
cup  
drink  
beautiful  
watch  
see  
costly

**Let us listen and speak:**

The teacher has flash cards of action words and the pictures related to them. He / She associates the words with the pictures. Performs the actions. Students follow her actions and repeat the words aloud.

**Example: SALUTE:** The teacher shows the picture related to the word salute. The students also salute, saying the word aloud.

Fly the balloons with the action words given below. The first letter is given in the balloon. (**write, play, read, salute, display**)

**Let us speak:**

⇒ The teacher displays different types of objects on the table. He/ She picks an object (pen) and says. "This is a pen"

He / She picks few more objects of the same kind (pens) and says. "These are pens".

⇒ The teacher asks the students to do the same using different objects.



**Let us write:**

Look at the pictures and write using "This" or "These". (The first one is done for you)

a) This is a pen



These are pens.



b) \_\_\_\_\_ is a book.



\_\_\_\_\_ are books.



c) \_\_\_\_\_ is a chair.



\_\_\_\_\_ are chairs.



d) \_\_\_\_\_ is a bag.



\_\_\_\_\_ are bags.



Five words related to the class room are hidden in the grid. Find them. Write down in the space given: (The first one is done for you)

C	O	B	T	<u>B</u>	<u>O</u>	<u>O</u>	<u>K</u>
L	M	O	R	I	E	B	S
A	P	A	Q	G	J	N	O
S	A	R	T	A	B	L	E
S	B	D	C	E	M	P	U
W	T	E	A	C	H	E	R

Example: book

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

iv) \_\_\_\_\_

**Let us read and write :**

Arrange the jumbled letters to form words related to school.

- a) ALBIRYR - \_\_\_\_\_      b) OBRAD - \_\_\_\_\_  
 c) LACSS - \_\_\_\_\_      d) ATLEB - \_\_\_\_\_  
 e) FGLA - \_\_\_\_\_

**Let us speak :**

A dialogue : (Teacher and a student)

Teacher : Children, we have a new student in our class. Clap your hands and welcome him.  
 (All the students clap their hands and welcome him)

The new student : Thank you. Thank you everybody.

Teacher : Could you please introduce yourself to the class.

The new student: Yes, Ma'm / sir. With pleasure.  
 (He introduces himself)

**Do it yourself :**

I am \_\_\_\_\_ (your name).

I am \_\_\_\_\_ years old (your age).

I am from \_\_\_\_\_ (your native place)

I am in the \_\_\_\_\_ standard (your class)

I am studying in \_\_\_\_\_ (your school).

My father is a \_\_\_\_\_ (your father's job).

His name is \_\_\_\_\_ (your father's name)

My mother is a \_\_\_\_\_ (your mother's job).

GO TO SCHOOL



Go, go, go to school,  
Go to school everyday,  
Sing, sing, sing the rhymes,  
Sing the rhymes loudly.



Read, read, read the books,  
Read the books happily,  
Write, write, write the words,  
Write the words neatly.

Play, play, play the games,  
Play the games joyfully,  
Go, go, go to school,  
Go to school everyday.



**Let us understand:**

- a) Where do the pupils go every day?
- b) What do they do with the books?
- c) What do the pupils write?
- d) Do they play the games joyfully?

**Let us listen:**

The teacher writes the poem on the blackboard.

- i) The teacher sings the song. The students listen and sing along with the teacher.
- ii) The teacher reads the first line and the students read the second line. It continues till the end of the poem.
- iii) The students read the first line louder. The teacher whispers the second line. It goes on till the last line of the poem.
- iv) The teacher asks a student to come and rub any five words. Ask the class to recite the whole rhyme.
- v) The teacher asks another student to rub any seven words and ask the class to chant again. Continue this practice until there are no words.

**Let us write**

- i) Describe your school in three sentences.

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ii) Choose the similar sounding words from the words given in the box and write them as pairs :

- a) names - \_\_\_\_\_
- b) clay - \_\_\_\_\_
- c) some - \_\_\_\_\_
- d) cool - \_\_\_\_\_
- e) right - \_\_\_\_\_

write  
come  
school  
games  
play

**Let us find:**

Circle the words you find in the song from the list of words given below:

run, play, jump, eat, read, write, sleep, draw, come, drive, go, dive, sing.

**Let us write:**

Match 'A' with 'B'. Write the answers:

- a) sing - tea      a) \_\_\_\_\_
- b) drink - words      b) \_\_\_\_\_
- c) write - games      c) \_\_\_\_\_
- d) play - rhymes      d) \_\_\_\_\_

**Let us read and write:**

Write the words in the blocks and read them aloud.

a) play - 

p	l	a	y
---	---	---	---

b) read - 

--	--	--	--

c) school - 

--	--	--	--	--	--

d) games - 

--	--	--	--	--

**Let us read and write:**

*Fill in the blanks with similar sounding words and read aloud:*

I like to \_\_\_\_\_.  
not in the clay.

I like to \_\_\_\_\_.  
not on the bump.

I like to \_\_\_\_\_.  
about a king.

I like to \_\_\_\_\_.  
my saying is right.

I like to \_\_\_\_\_.  
with lots of fun.

(run, sing, write , play , jump)

## NO MORE FEAR

## Pre reading activity:

1. How many of you can dance?
2. Do you know the famous dance of Tamilnadu?
3. Can you swim?
4. Who taught you swimming?



Hello! Friends, My name is Babloo. Nice meeting you all. I am 7 years old. My mother admitted me in a swimming school. I was **scared** at first. But swimming became my **hobby** very soon.

**scared** - afraid  
**hobby**- an activity done for enjoyment



**twice** – two times  
**patient** – calm

My teacher's name is Mr. Luloo. He teaches me **twice** a week. He is a very **patient** teacher.



I have three swim **suits**, a pair of **goggles** and a cap. My mother takes me to the swimming class at 4.00 pm. I swim four days a week.

**Suits** - dresses  
**Goggles** - Special glasses worn to protect the eyes.

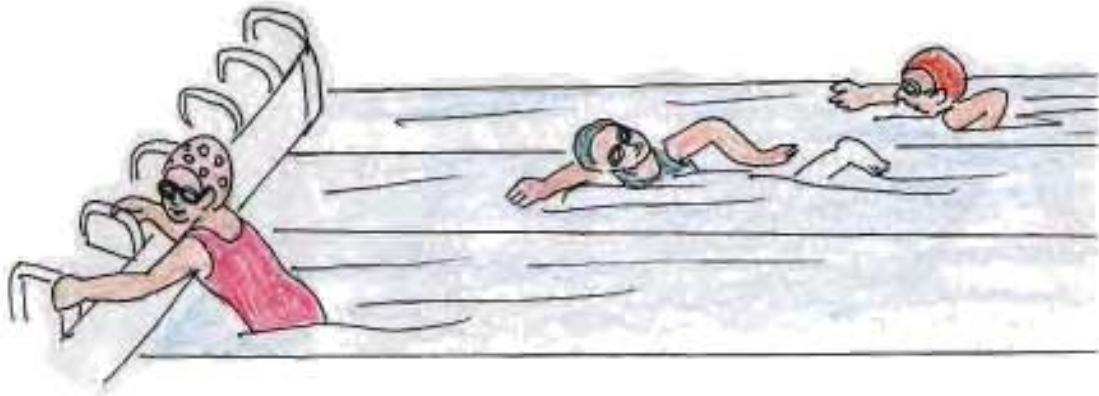
My teacher said, 'You are a good swimmer'.

I practise breast stroke and back stroke.



### Competition - Contest

There was a swimming **competition** in the school. I was one among the ten participants. My mother and my teacher encouraged me to do my best.



Without any fear I started to swim. I won the first prize.

Now with full confidence I can tell you that swimming is a good exercise. It keeps us fit and healthy. 'Enjoy swimming'.

#### Let us understand:

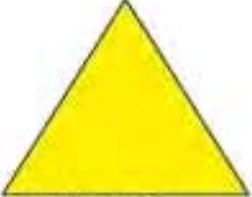
1. What is Babloo's Hobby?
2. What is the name of her teacher?
3. Who takes her to the swimming class?
4. Babloo has three swim suits. Say Yes/No
5. Babloo can swim back stroke. Say Yes/No




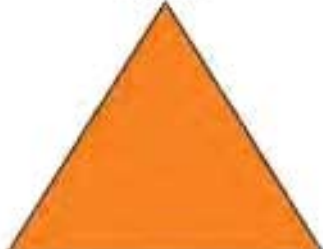


Let us read and write :


Frame sentences from the triangles :

I  
  
three swim suits have  
(1) \_\_\_\_\_

swimming  
  
I like  
(2) \_\_\_\_\_

a good  
  
swimmer I am  
(3) \_\_\_\_\_

My teacher  
  
swimming teaches  
(4) \_\_\_\_\_

practise  
  
breast stroke I  
(5) \_\_\_\_\_

My mother  
  
to the swimming class takes me  
(6) \_\_\_\_\_

Let us draw lines to match the faces:



happy



angry



scared



crying

Let us speak:

Teacher encourages children to ask questions expressing their need. See the example below :

Student : May I come in please?

Teacher : Yes.

Student : Thank you, Madam.

*Similar situations can be created by the teacher.*



**Verbs :** (Action words are called verbs)

Look at the picture and select the correct verbs from the box. (*lend, join and share*)



\_\_\_\_\_.



\_\_\_\_\_.



\_\_\_\_\_.

**Let us read and learn :**

Teacher writes the months of the year on the blackboard and make the children read and repeat.

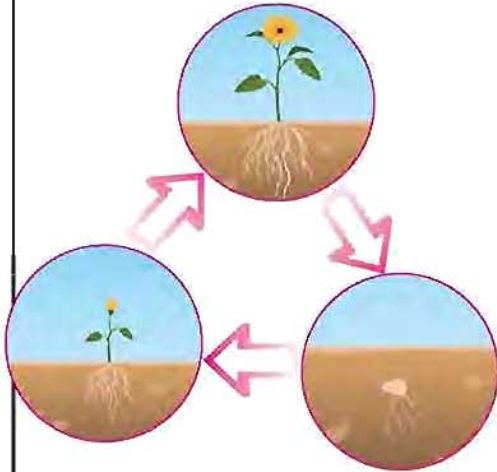
**Let us know :**

January is the first month of the year.  
 Each month begins with a capital letter.  
 December is the last month of the year.



**Let us sing:**

**Story of a plant**



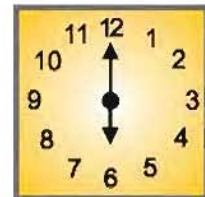
This is a story of a plant,  
 Seed sown in **January**,  
 Shoots born in **February**,  
 Grows in **March**,  
 Blooms in **April**,  
 Bears fruit in **May**,  
 Grows old in **June**,  
 Becomes weak in **July**,  
 And dries up in **August**.

Using the other four months introduce a song

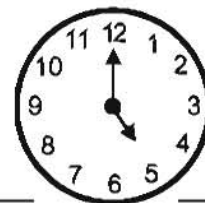
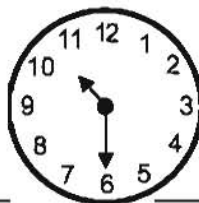
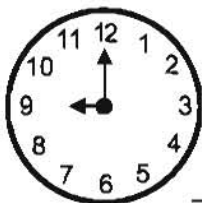
**Let us complete:**

1. This month is \_\_\_\_\_.
2. My favourite month is \_\_\_\_\_.
3. \_\_\_\_\_ is the month after April.
4. Month between January and March is \_\_\_\_\_.
5. \_\_\_\_\_ is the last month of the year.

**Let us learn:**



What is the time on the clock?



**Let us think and write:**

What time do you come to school ? \_\_\_\_\_.

What time does your father come from work? \_\_\_\_\_.

What time did Babloo go for swimming? \_\_\_\_\_.

**Let us recite:**

Tick tock , tick tock goes the clock,

It's time to wake, 6 O' clock

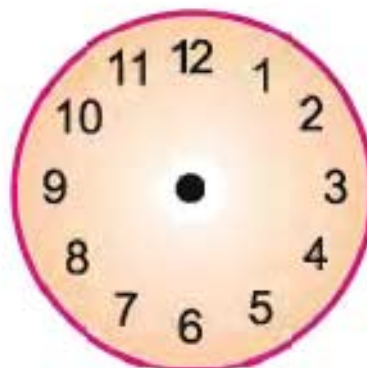
It's time to eat, \_\_\_\_\_.

It's time to school, \_\_\_\_\_.

It's time to play, \_\_\_\_\_.

It's time to sleep, \_\_\_\_\_.

Tick tock, tick tock, goes the clock.

**Let us write:**

Write three sentences about some activity you do every day.

Example: I get up at half past six.

I help my mother in her household work.

I get ready in an hour.

I reach school at half past eight.

Teacher encourages children to write on different topics,  
example: Singing class, Dance class, Gardening, Pet animals.

**Let us read and write :**

Read the numbers and write in words:

36 \_\_\_\_\_ .                      15 \_\_\_\_\_ .

28 \_\_\_\_\_ .                      22 \_\_\_\_\_ .

42 \_\_\_\_\_ .                      31 \_\_\_\_\_ .

44 \_\_\_\_\_ .                      11 \_\_\_\_\_ .

49 \_\_\_\_\_ .                      45 \_\_\_\_\_ .

**It's time to fill in the missing letters :**

t \_ e \_ \_ y f \_ \_ e

t \_ i \_ \_ ty t \_ \_ \_ e

fo \_ \_ \_ y e \_ \_ \_ t

**Let us play the role :**

Teacher enacts the role of a postman and encourages the children to take up roles like doctor, engineer etc.

Example :

⇒ I am a postman.

⇒ I bring letters.

⇒ I go to each house to deliver letters.

⇒ I work from morning till evening.    ⇒ People wait for me.

**Let us play :**

Make children sit in circle with a ball. The Teacher has a stop clock, a bell and a box of cards with different roles mentioned in them. Ask the pupils to pass the ball. After a few seconds, ring the bell. The pupil who has the ball should pick up a card and enact the role mentioned.

I'M FINE



Move right, move left,  
Move fast, move slow,  
And say "How are you?"



Run front, run back,  
Run right, run left,  
And say "I'm fine".



Bend your hip to the right,  
Bend your hip to the left,  
And say "Do you like?"



Jump high, jump low,  
Jump fast, jump slow,  
And say "This is what we like".

*The teacher does actions related to the song.*

**Let us learn :**

Rhyming words :

Example :    right :    bright  
                  low :    slow  
                  back :    \_\_\_\_\_  
                  like :    \_\_\_\_\_

Look at the puzzles and write the hidden words. Read the poem again. That will help you.

B	E	N	D	E	N	O	J
F	M	O	F	I	N	E	U
R	P	E	M	O	V	E	M
O	A	B	R	U	N	D	P
N	C	F	A	S	T	T	P
T	S	H	I	P	E	C	I

**Let us speak:**

Look at the picture and say which is on the right.



Who is in front?

Which kite is flying high?



**Let us do:**

Rearrange the words from the poem:

1. you HOW are?
2. I fine am.
3. right hip to the Bend your.
4. You like Do?

Teacher instructs the children to start the sentence with a capital letter and end with a full stop (.) or a question mark (?) or an exclamatory mark (!)

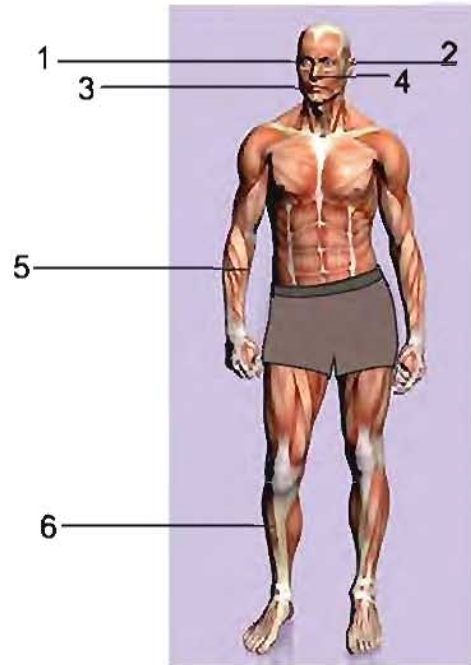


**Let us learn:**

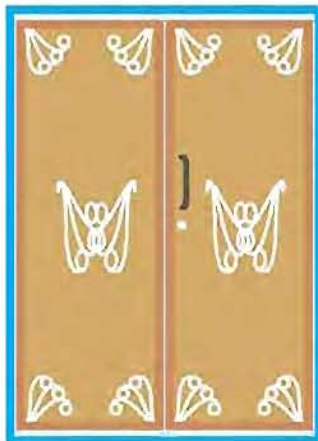
Label the parts of the body.

Example : head

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_



Example: Open the door.



The teacher helps the children follow the instructions.

\_\_\_\_\_ (open) \_\_\_\_\_ (throw)

\_\_\_\_\_ (clean)

Run front, run back  
Run right, run left  
And say "I'm fine".



What are the instructions :

A noisy class \_\_\_\_\_.

Teacher with a book \_\_\_\_\_.

**Let us make a puppet :**

Materials needed: (Paper bag, red sheet, glue, black sketch pen and scissors).

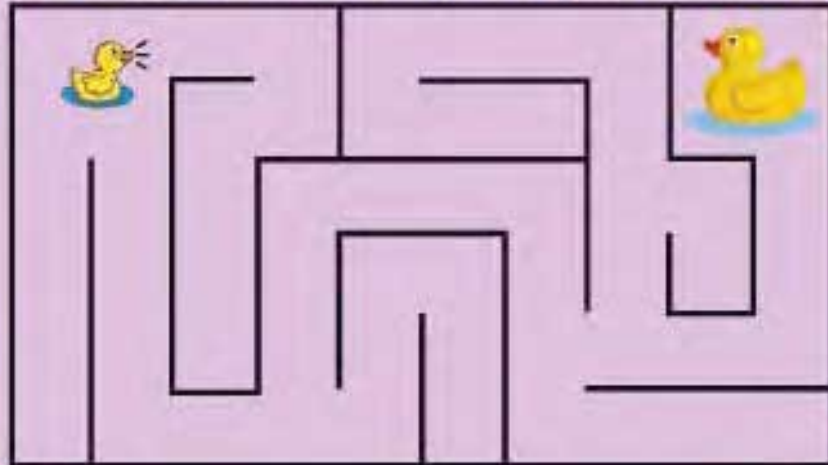
- ⇒ Take the red sheet and cut the eyes, ears and nose.
- ⇒ At the bottom of the paper bag, stick the ears, eyes and nose.
- ⇒ With the black sketch pen, draw the mouth down the nose.
- ⇒ The puppet is ready. Put your hand and use the puppet.



**BLACK IS BEAUTIFUL**

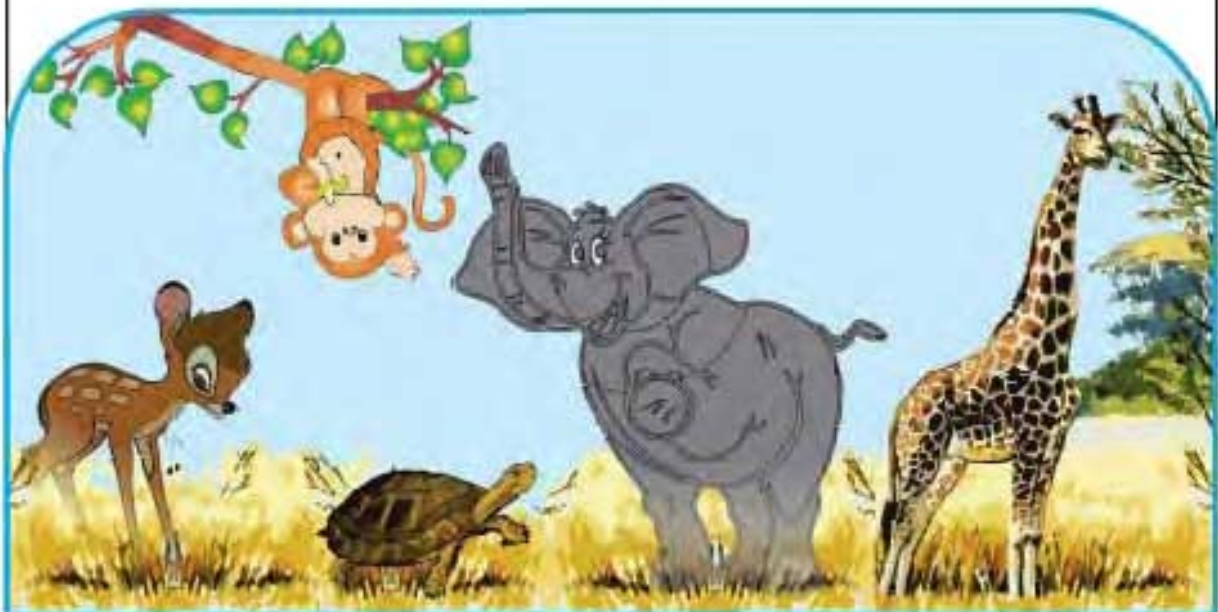
**Pre reading activity:**

I miss my mother. Can you help me find her?



Off you go.....

Look at the picture and name the animals in it.



Once an elephant named Hatu lived in a jungle with his friends Deru, the deer, Chinna, the tortoise, Remu, the giraffe and Monu, the monkey.

Remu : What's wrong Hatu? Why are you looking so sad?

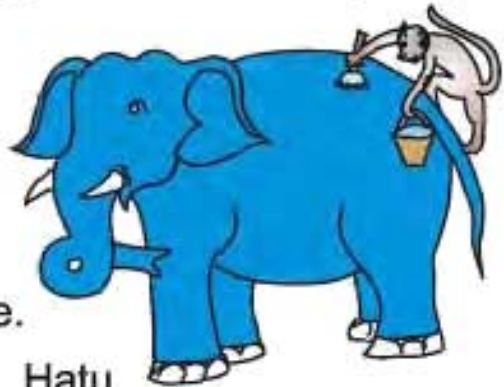
Hatu : Remu, I don't like my colour. I wish I could change the colour of my body.

Deru : Oh, Hatu ! You look beautiful just the way you are.

Hatu : But ... I would like to change the colour of my body. Let's see how I look with a different colour.

Chinna : I have an idea. We'll paint you blue.

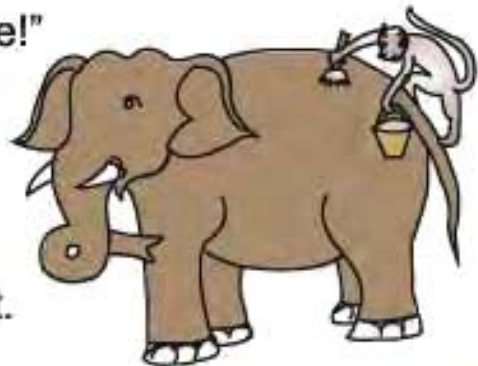
So Hatu's friends painted him blue.



One day Hatu was resting in the field and a flock of thirsty birds thought that he was a pond and landed on him.

Hatu: "Thank God! They didn't **peck** at me!"

Hatu jumped up and ran to his friends and asked them to change his colour. So they painted him brown. Hatu was resting at night. Some rats saw him.



Rat: Look at that mountain. It's a perfect place for us to dig a hole.

flock - group

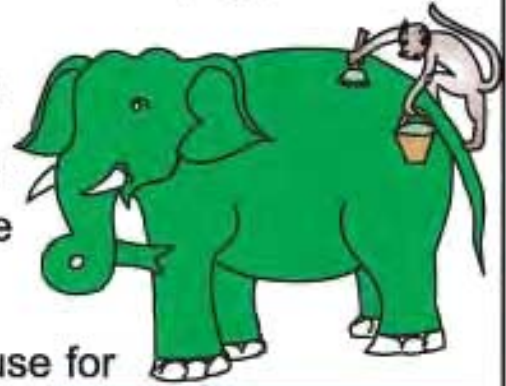
Peck - strike with the beak.

The rats went near Hatu and began biting him. Hatu trumpeted loudly and ran to his friends who then painted him



**Trumpeted** -  
Sound made  
by an elephant.

green. The next day Hatu was standing under a tree when some

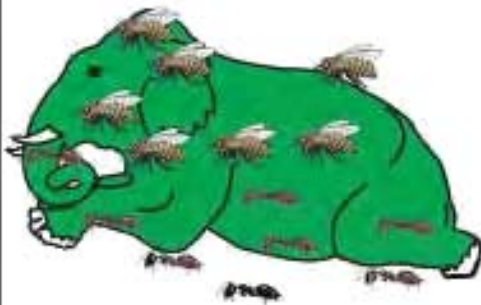


ants and bees saw him.

Ants : Wow! It's a lovely leaf house for us to stay in.

**Hive** - home of a bee

Bee : Let's build our **hive** here. I'm sure we will not get a better place.



The ants and bees crawled on Hatu. He ran to the river and poured water on himself.

Remu : Hatu, you are black again!

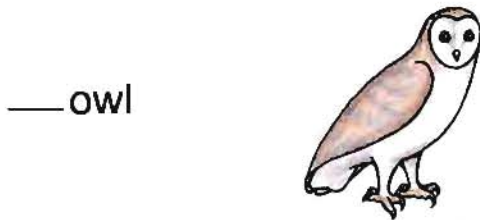
Hatu : Remu, I think black is beautiful and I am happy to be 'I am'.



**Let us understand:**

1. Name the friends of Hatu.
2. Why was Hatu sad?
3. What lesson did Hatu learn?
4. List the colours painted on Hatu?
5. What do you learn from the story?

**Let us read and write:**



**Let us read:**

huge, tall, slow, fast, busy, black, blue, brown

**Match the following:**

**Example**



a)

- a slow walker.



b)

- a huge animal.



c)

- a busy insect.



d)

- a tall animal.



e)

- a fast runner.

**Let us write:**

a)



a \_\_\_\_\_ leaf

b)



a \_\_\_\_\_ rat

c)



the \_\_\_\_\_ sky

d)



a \_\_\_\_\_ cake

brown

green

black

blue

**Let us write:**

Rearrange the sentences in correct order:

1. He was troubled by the birds, rats, ants and bees.
2. Each colour was a problem for him.
3. So, his friends painted him in different colours.
4. He then decided to remain black.
5. Hatu didn't like his colour.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Let us speak and write:**

An ant and a bee are the two insects mentioned in the story. Name three more insects you see around your house.

Write their names and paste the pictures.

1. \_\_\_\_\_



2. \_\_\_\_\_



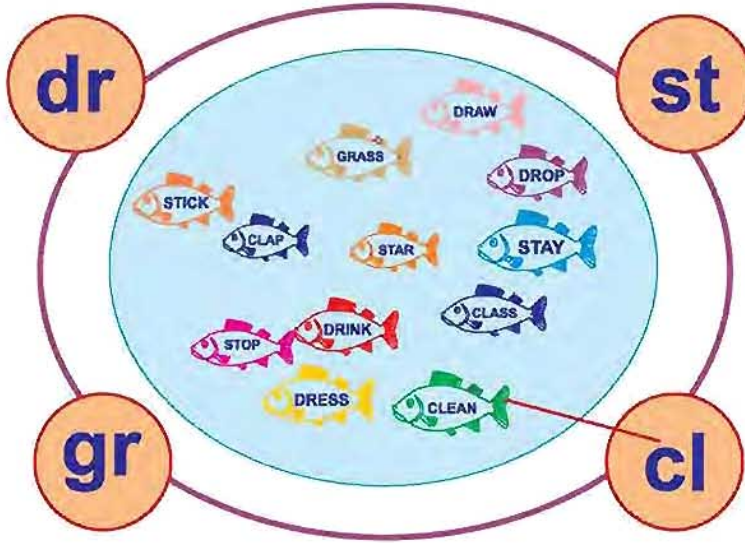
3. \_\_\_\_\_



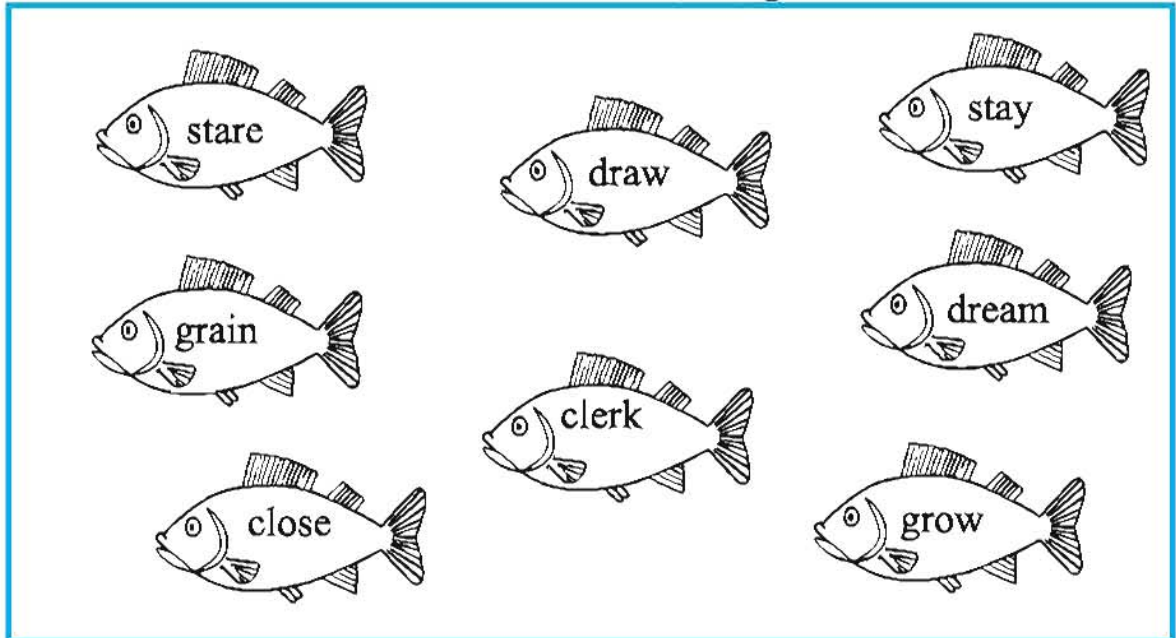


**Let us write and speak:**

Help the children to frame new words starting with dr, cl, gr, st

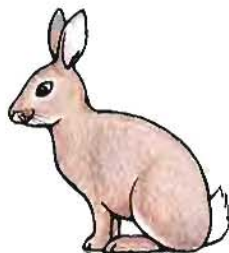


Give different colours for fish with cl, dr, gr and st sounds.



**Let us write:**

a rabbit



a knife



a hen



a lamp



There are four things named in the pictures above. Answer the questions given below.

**Let us begin like this:**

1. Which one can give light?

A lamp can give light.

2. Which one can hop?

\_\_\_\_\_

3. Which one can lay eggs?

\_\_\_\_\_

4. Which one can cut?

\_\_\_\_\_

**Now answer the following questions:**

1. Which one can sail? (boats, boys, ships)

\_\_\_\_\_

2. Which one can fly? (birds, cars, aeroplanes)

\_\_\_\_\_

3. Which one can jump? (monkeys, watches, horses)

\_\_\_\_\_

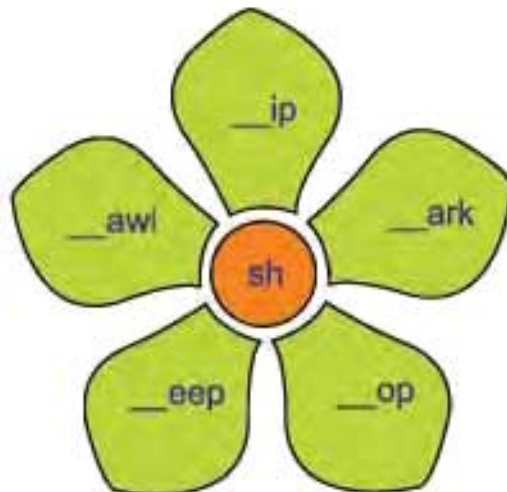
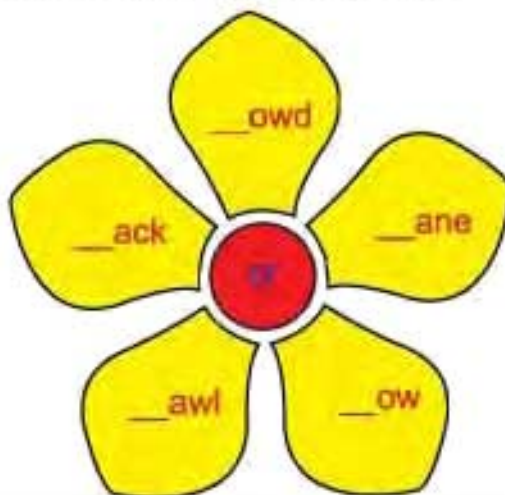
**Let us speak:**

Teacher asks the children to read the story and enact.



Let us write:

Form new words by joining **cr** and **sh** to the letters in the petals and write them in the blanks.



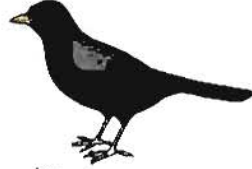
1. crowd



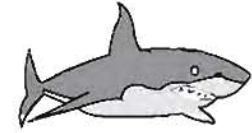
1. ship



2. \_\_\_\_\_



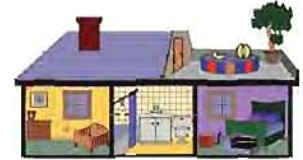
2. \_\_\_\_\_



3. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



5. \_\_\_\_\_



**Let us find them out:**

1. I am found in the sky. I give you light. You see me only during the day.  
example: sun

2. I go around the world. I stay in a corner. I am found on envelopes.

s \_ \_ \_ p

3. I have hands. One is long and the other is short. I am found in different shapes.

c \_ o \_ k

4. I am big. I am prickly outside and sweet inside.

p \_ n \_ a \_ pl \_

**Let us Write:**

Write five sentences about 'Your favourite animal'.

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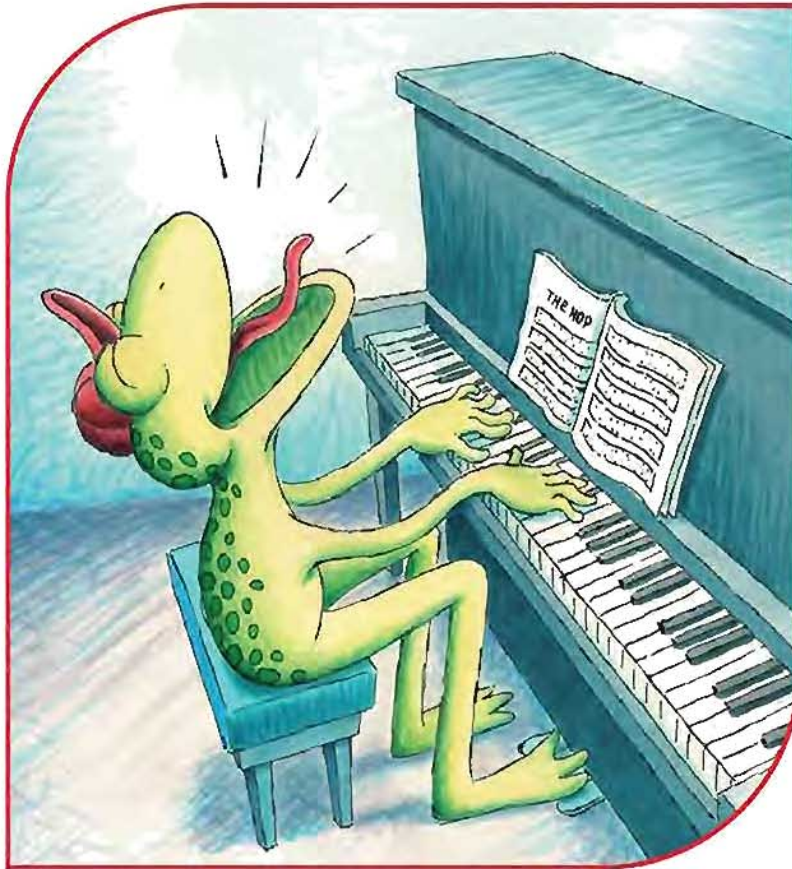
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MUSIC OF THE FROGS



Croaking frogs in the garden,  
Playing out in the sun,  
Frogs jumping here and there,  
Having lots of fun.



One singing high,  
One singing low,  
Some singing together,  
Musical instruments  
Here we go.



So pleasing is the music,  
When they sing in a group,  
The butterflies, birds and the bees,  
Like artists in a troupe.

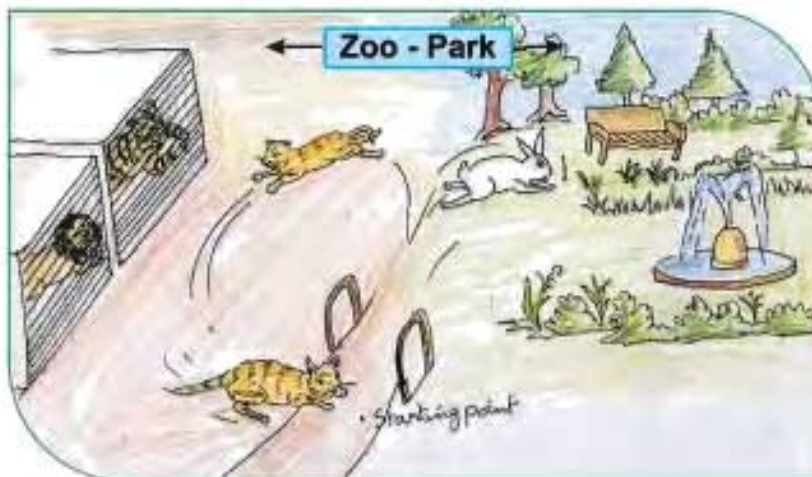


**Let us listen and read:**

a garden	a group
bees	birds
together	music
troupe	artists

**Let us listen and speak:**

Running Race:



Teacher encourages the children to read the picture before answering.

1. Name the animals that participated in the race.
2. Which animal ran towards the park?
3. Which animal ran towards the zoo?
4. Who won the race?
5. Who lost the race? Why?

### Let us speak:

The frogs sang together and made others happy. What are some of the things you do as a team to make others happy?

### Let us write:



Write two things you like to do on a sunny day.

- a) I like to sing      b) \_\_\_\_\_      c) \_\_\_\_\_

### Let us read :

- a) sun, fun      b) low, go      c) group, troupe

Write your own rhyming words for:

- a) high \_\_\_\_\_      b) there \_\_\_\_\_      c) bees \_\_\_\_\_  
d) sing \_\_\_\_\_

### Let us speak :

Circle the words, which have 'a' sound as in rat.

artist, band, garden, ant, cat





Look at the picture and make a new story on your own.

Let us speak



Three frogs are talking



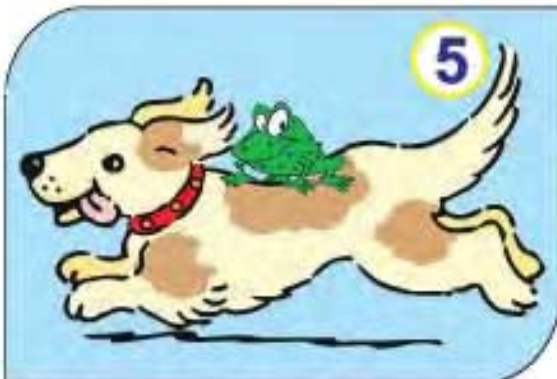
Who can jump the highest?



The first frog is on a tortoise



The second frog is on a leaf



The third frog is on a dog.  
Dog runs far away.



Teacher asks the children to observe the pictures and tell the story.