



Let us recall

1. Name the pictures.



2. Fill in the blanks with His or Her.



She is a teacher.

_____ name is Mithra.



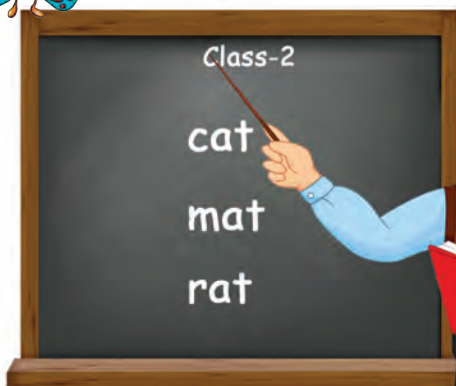
He is a singer.

_____ name is Bala.





Look and say



teacher

book



stethoscope

doctor



shopkeeper

letters



postman



fisherman

net



van

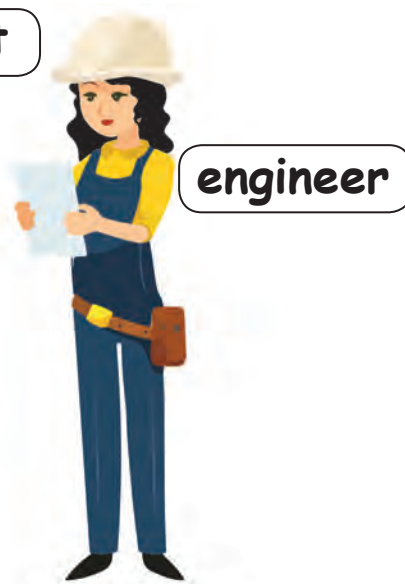
driver



helmet

hose

firefighter



engineer



tailor

cloth



saw

carpenter



baton

policeman



pilot

aeroplane

Note to the teacher: Practise vocabulary using the picture.
Ask children to name the professions and words related to them.





Let us sing



The Farmer in the Field

The farmer plants the seeds
The sun comes out to shine
Hey... ho... the derry ho..
The sun comes out to shine.

The rain begins to fall
The seeds begin to grow
Hey..ho.. the derry ho..
The seeds begin to grow.

The vegetables are here
The farmer takes them out
Hey..ho.. the derry ho..
The farmer takes them out.

Now it's time to eat
Now it's time to thank.
Hey..ho.. the derry ho..
Now it's time to thank.



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



Dress Day

Class 2 children like
Malini teacher a lot.

Her class is always full of fun.

"Tomorrow, we will have a
fancy dress show,

We all have to dress up like people
who help us,"
says the teacher.



The next day...

The class is colourful.
Everyone is dressed up.

Malini teacher is happy.

"Come on kids, talk
about yourself,"
says the teacher.

"I am Varun.

I am a farmer.

I grow food for you."





"I am Charu. I am a dancer.
I make you happy with my dance."

"I am Abdul. I am a pilot.
I fly up in the sky. Zooooom..."



"I am Divya. I am an engineer.
I build houses".

"I am Nancy. I am a doctor.
I treat sick people."



"I am David. I am a plumber.
I mend and fix your pipes."





"I am Punitha. I am a teacher.
I teach kids."



"I am Ravi. I am a chef.
I love cooking yummy food."

"I am Johny. I am a driver.
I drive people around on a bus."



"Where is Jeni?" asks the teacher.

She jumps from behind a chair.



"I am here. I am the magician.
I do tricks to make you laugh."

"Oh! That's interesting!",
says the teacher.

It is a happy day. What fun they have!

Note to the teacher: Focus on different professions and the way they help us.
Encourage children to practise the words in context.





Let us understand



1. Tick (✓) the correct word.



farmer pilot



magician dancer



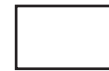
doctor chef



pilot teacher

2. Match the pictures.

a.



b.



c.



3. Listen, think and write.

a. What is the name of the dancer?

b. What does a farmer grow?

c. What does your father/mother do?

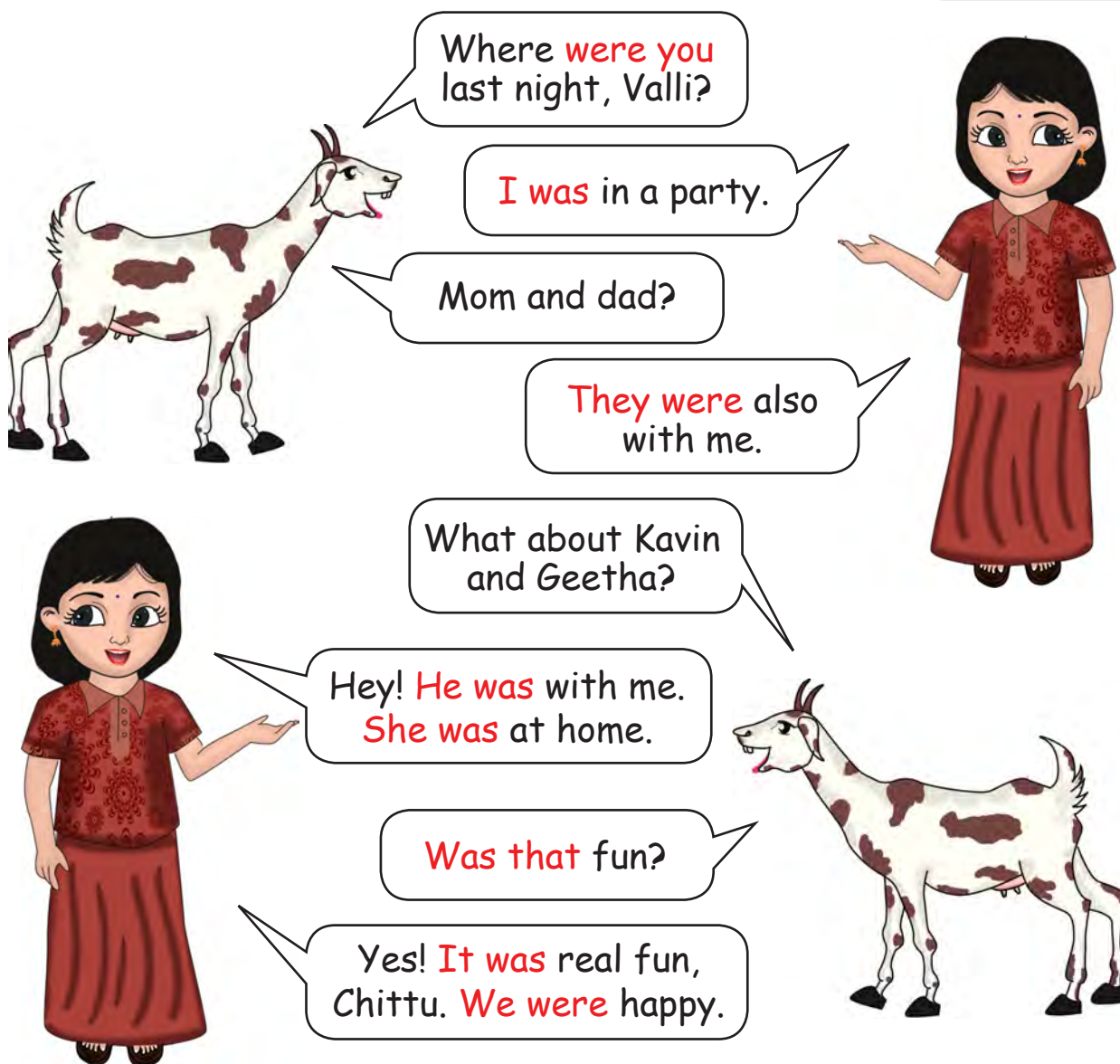
d. What would you like to become?



Let us know



Valli and Chittu talk about the previous night.



I **was** ...

He **was** ...

She **was** ...

It **was** ...

This **was** ...

That **was** ...

We **were** ...

You **were** ...

They **were** ...

These **were** ...

Those **were** ...

Note to the teacher: Focus on pronouns and **was** / **were** verbs in the above dialogues. Use the table given above for more practice.

Let us practise



1. Draw lines to match.

We	was were	happy.
You		
He		
They		
She		
I		

(A line is drawn from 'I' to 'was' and from 'happy.' to 'were'.)

2. Fill in the blanks with was / were.



- | | | | | | |
|--------|-------|--------|----------|-------|----------|
| a. I | _____ | happy. | f. These | _____ | my pens. |
| b. We | _____ | sad. | g. That | _____ | my toy. |
| c. You | _____ | tired. | h. She | _____ | lazy. |
| d. He | _____ | thin. | i. They | _____ | sick. |
| e. It | _____ | cold. | j. Those | _____ | my pets. |

Spell check Fill in the missing letters.



ch _ _



p _ l _ t



d _ n _ e _



Let us do



Word wall



- Display the words on the word wall and practise them.
- Invite a child to the front.
- Whisper a word to that child.
- Let the child say the word aloud to the class.
- Make others repeat it.
- Practise with all the words.

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



1. They seem tired.
2. He is my best friend.
3. His name is Kapil.
4. The boy ran fast.
5. I read a book.
6. The kite is over the roof.
7. This way is too long.
8. Wait until I come.

Find and circle the words.



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

seem	best
name	ran
read	over
such	way
too	until



Circle time - Let us talk



- A) Let children stand in a circle. Display pictures of professionals like carpenter, farmer etc., Point fingers to yourself and say, "I am _____ (name). My father is a _____ (profession)."
- B) Ask a child, "Who are you? What does your father do?" Encourage the child to say, "I am _____. My father is a _____." Practise the same with children in a chain drill. Help children to name the profession of their family members.

Let us practise



I am Kala.
My father is a farmer.
Who are you?
What does your father do?

I am Balu.
My father is a tailor.



Fill in the blanks with **My / Your**.



I am Raju. _____ father is a police man.

I am Kavin. _____ uncle is a singer.



Uma. _____ mother is a nurse.

I am Sam. _____ brother is a football player.



Babu. _____ grandma is a teacher.



Let us say



Listen to the sound and repeat.

oy -
as in



boy



toy



oyster

oi -
as in



oil



coin



boil

Read aloud.

joy soy cloy coy boy toy

join coil toil foil point joint

Read and match.



boy



oil



toy



coin



oyster



boil

Try to read these!

s + p = sp- spell

s + t = st- stem

s + w = sw- swim

l + p = -lp help

l + t = -lt salt

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



Let us do

Word wall



- Display the words in the word wall.
- Draw a circle. Make children stand on it.
- Say the words on the word wall.
- As they listen to the words with the same sound (oy/oi), they will move in clockwise direction.
- Say a word with some other sound (a, i, u).
- They will move in anti-clockwise direction. Practise with all the words.

1. Read aloud.

The boy has a toy.

Give me a coin.

The soil is soft.

Boil the oil now.

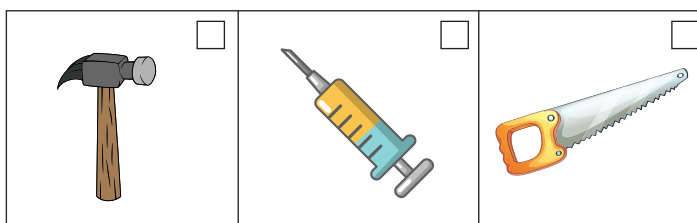


2. Circle the odd one.

- | | | | | |
|----|-------|-------|-------|--------|
| a. | toy | joy | ploy | pot |
| b. | boil | soil | pain | coil |
| c. | soy | pan | boy | coy |
| d. | point | joint | spoil | school |



Tick (✓) the correct one.





Let us read



An Egg on the Top



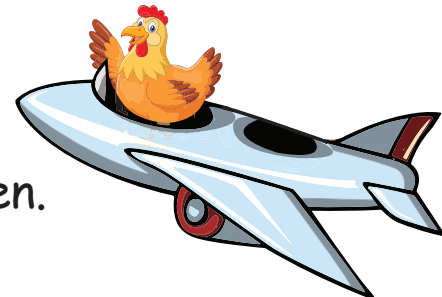
There is an egg on the top .
Who can win the egg?

I am fast.
I am the best. I can run to the top.
You cannot win, yells the ox.



I am quick.
I am the best.
I can win.
I can hop to the top, yells the rat.

You can run, you can hop.
But you cannot win.
I will win as I have a jet, yells the hen.
Yes, I got the egg, says the hen.



Oh no! The egg cracks.
What is it?
Ah! A dragon.
Where is my jet?, says the hen.



The egg is yours!
You have your dragon.
We will have your jet, say the ox and the rat.
They both fly away.




Note to the teacher: This is 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 dialogues with the pictures.

'I am fast.'	
'I am quick.'	
'I have a jet.'	

2. Tick (✓) Yes or No.

- | | | |
|----------------------------------|------------------------------|-----------------------------|
| a. There is a cat on the hill. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| b. The rat has a jet. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| c. There is a dragon in the egg. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| d. The ox and the rat fly away. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

3. Choose and write what you can do.

a. I can jump.

b. _____

c. _____

d. _____

e. _____

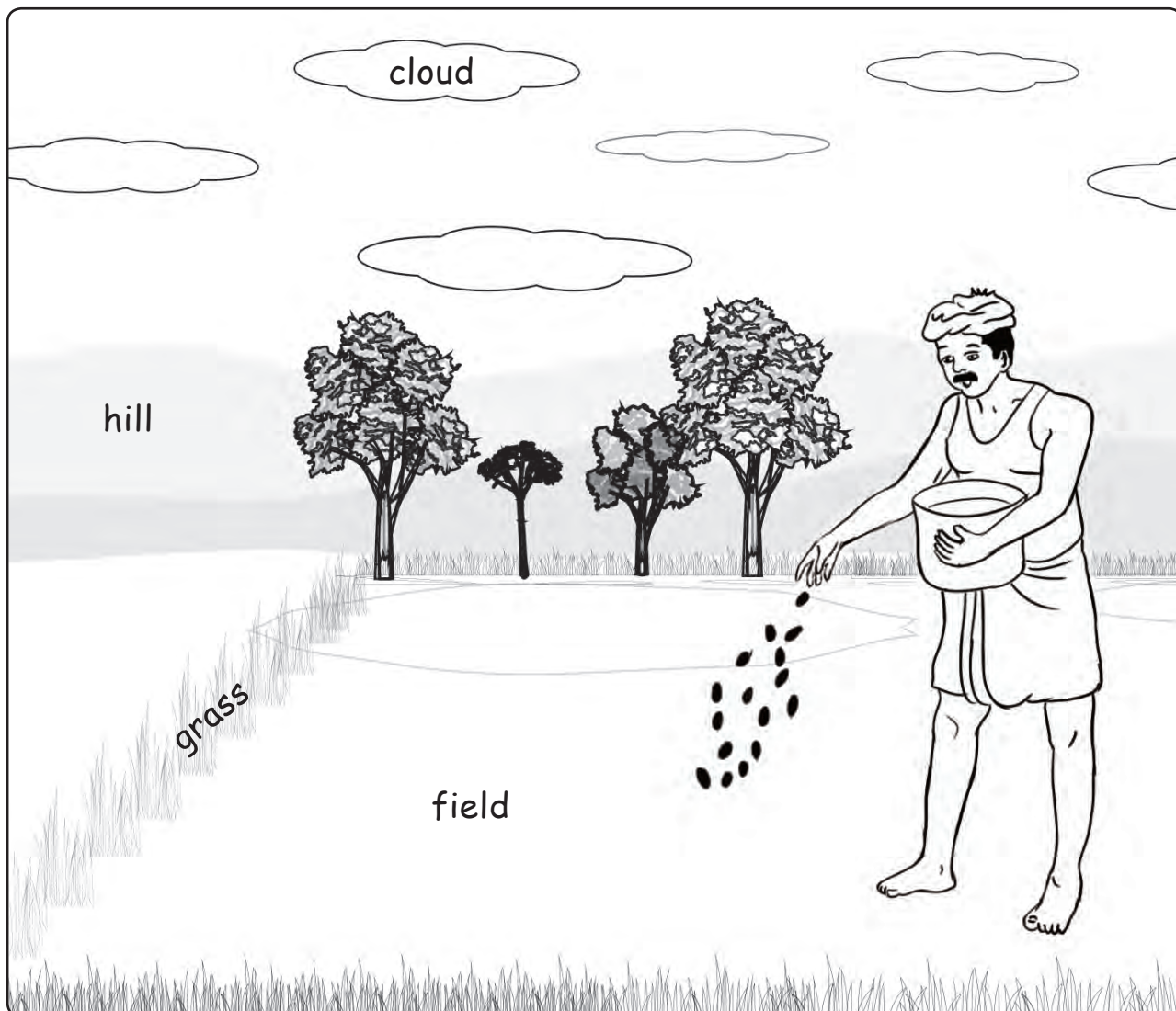
I can	jump.
	hop.
	run.
	swim.
	sing.



Let us make



- » Colour the picture of the farmer.
- » Paste woollen thread on the outline of the field.
- » Fill the field with sand using glue.
- » Paste woollen thread on the outline of the hill.
- » Colour the hill brown, the clouds blue and the grass green.



He is a _____.

Note to the teacher: Demonstrate the steps. Read the instructions one by one. Encourage children to do the art work after listening to your instructions.













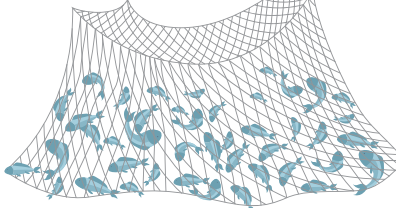

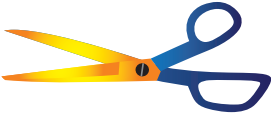
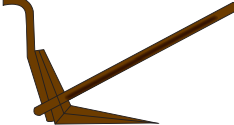
I can do



1. Tick (✓) the correct pictures for the given sentences.

I grow vegetables.	 <input type="checkbox"/>	 <input type="checkbox"/>
I treat sick people.	 <input type="checkbox"/>	 <input type="checkbox"/>
I fly in the sky.	 <input type="checkbox"/>	 <input type="checkbox"/>

2. Match the pictures with the words.

	driver	
	fisherman	
	teacher	
	doctor	
	farmer	
	tailor	

3. Circle the pictures with oi or oy sound.



4. Fill in the blanks with **was** or **were**.



She _____ happy.



It _____ raining.



They _____ in the park.



I _____ tired.






We _____ friends.



You _____ thin.

5. Tick (✓) the correct sentence.

I am Nithin.	My father is a teacher. <input type="checkbox"/>	
	My father is a farmer. <input type="checkbox"/>	
I am Tina.	My mother is a nurse. <input type="checkbox"/>	
	My mother is a tailor. <input type="checkbox"/>	
I am Ravi.	My brother is a fisherman. <input type="checkbox"/>	
	My brother is a chef. <input type="checkbox"/>	

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

- » My name is Abdul.
- » My best friend is Mano.
- » His house is too far.
- » He rides a bicycle all the way to see me.
- » I wait until he comes.
- » We run over the hill to play every evening.

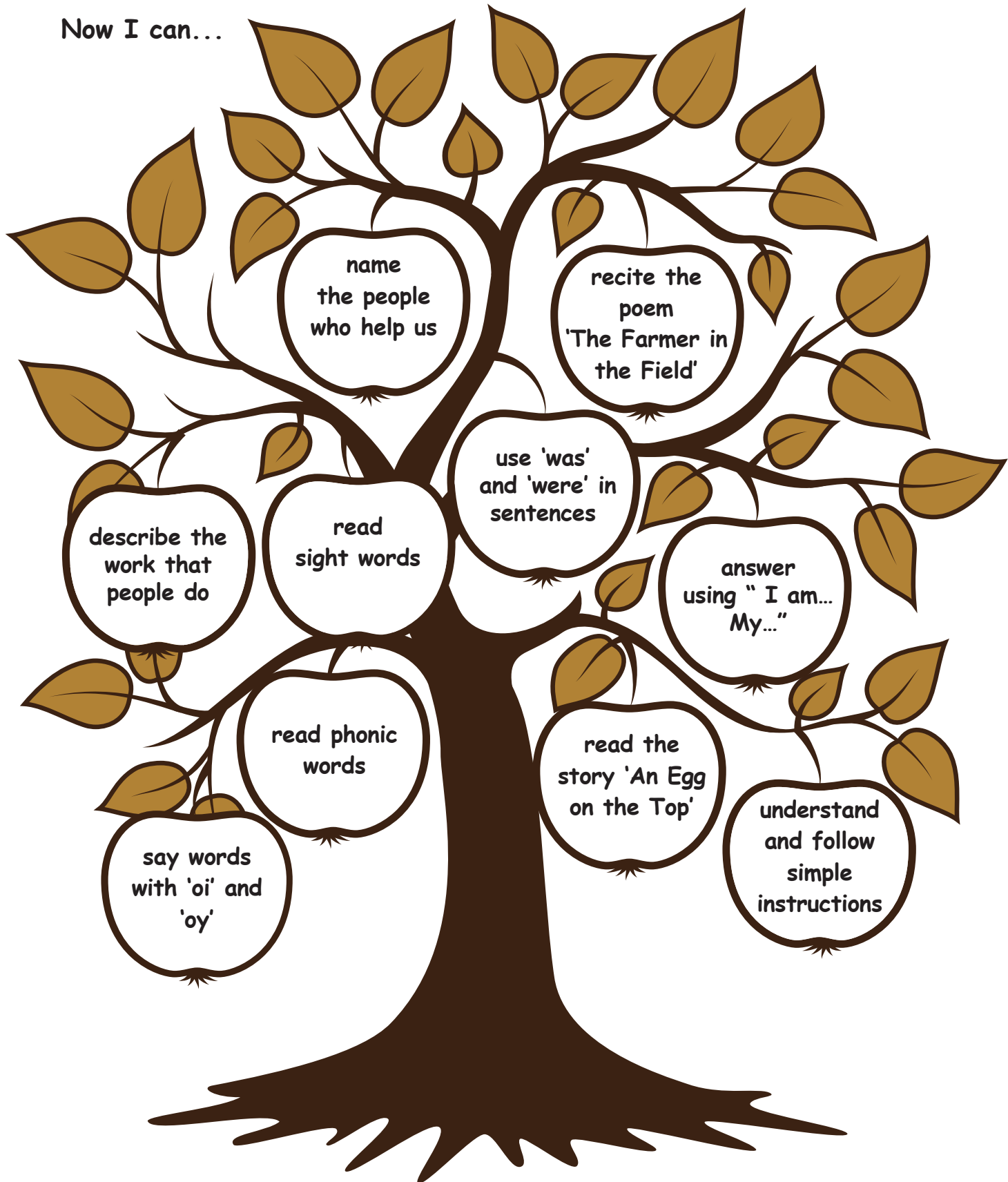
Note to the teacher: Read the words - best name too way until over

7. Recite the poem, The Farmer in the Field.



Learning outcome

Now I can...



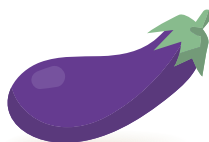
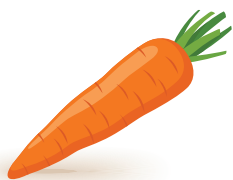
Note to the teacher: Ask children to colour the apple when they achieve the learning outcome.





Let us recall

1. Name the pictures.



2. Tick (✓) the correct word for the pictures.



cherry apple

onion radish

orange tomato

3. Trace.



I like

orange juice.





Look and say



sweet

sugarcane



honey



palm candy



chips



rusk



dosa



crisp

bitter gourd



neem



fenugreek



bitter

lemon



gooseberry




tamarind



sour



spicy	chilli 	ginger 	pepper 	
	biscuit 	popcorn 	salt 	salty
	crunchy	carrot 	pear 	
mango 		watermelon 	orange 	

Note to the teacher: Practise vocabulary using the picture. Ask children to say the adjectives seen in the pages.





Let us sing



Pat-a-Cake

Pat-a-cake, pat-a-cake, baker's man

Bake me a cake as fast as you can

Pat it and prick it

And mark it with "B"

Put it in the oven for baby and me

For baby and me

For baby and me

And there will be plenty for baby and me.



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

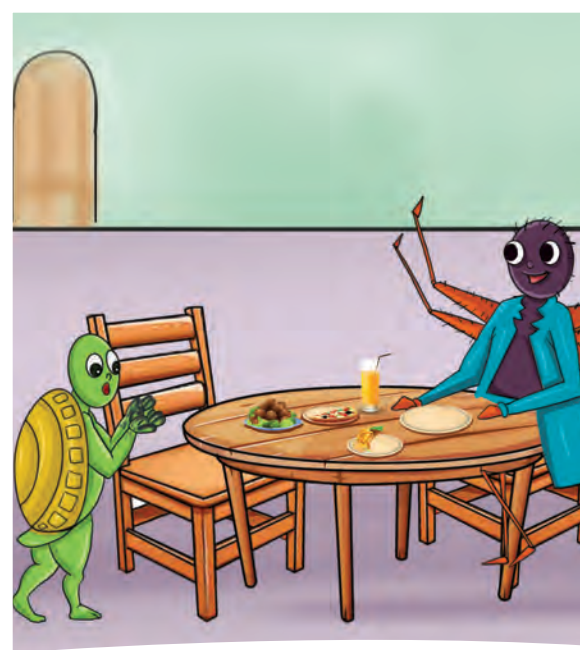
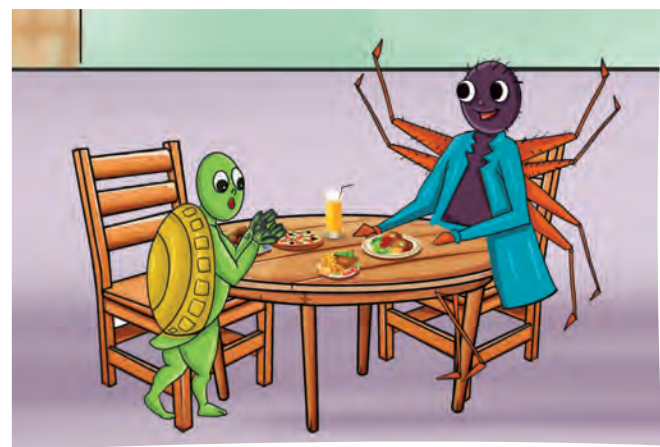


The Spider and the turtle



One evening, Spiky the spider, was ready to eat. A turtle came to his door. Spiky: Come in turtle. You are just on time for dinner.

The turtle went to sit near the bowl of yams. Spiky: You can't sit down to eat with dirty hands. Please go, wash them. Turtle: Oh! You're right Spiky. I'll be back.



Turtle slowly crawled off to wash his hands. Spiky gulped the food quickly. Turtle came back and found the nearly empty plates. Turtle: Spiky, you ate all the food. Spiky: I had to eat it before it got cold. But there's plenty left.

Turtle reached for the glass of juice.

Spiky: Wait! Your hands are still dirty.

Turtle: Yes. They are dirty again, as I crawled across the dirty floor. I'll be right back.



The turtle went back to the pond to wash his hands. The turtle used slippers to keep his hands and feet clean.

Now, Turtle got back to find all the plates empty.

Spiky: I could not wait. The food was getting very cold. Poor Turtle was still hungry.



The next day...

Turtle: Spiky, come for dinner.

Spiky: Oh!

That will be nice.

He reached the pond.

Turtle: I'm here, Spiky. Come down.

Your dinner is almost ready.

Spiky jumped into the water, but he could not reach the bottom. He just floated on the top.



He filled the pockets of his coat with heavy stones and jumped into the pond. He went deep down to turtle's house.

He reached for a bowl of food.

Turtle: Wait. You cannot have your dinner with your coat on. Please take off your coat.

Spiky: I could not do that.

Turtle: You must take it off before you eat.



Spiky slowly took off his coat. He floated up and saw turtle eat the feast. He climbed out of the water and went home sad.



Note to the teacher: Focus on the words related to food. Encourage children to practise the words in context.



Let us understand



1. Circle the correct word.

		
bowl / plate	glass / plate	plate / glass

2. Fill in the blanks.

coat dinner floor stones

a. Come in turtle. You are right in time for

_____.

b. Turtle walked across the dirty

_____.

c. Spiky filled his pocket with heavy

_____.

d. Spiky took off his

_____.

3. Listen, think and write.

a. Whom did the turtle visit?

The turtle visited the

_____.

b. Where did the spider sit first?

The spider sat near the bowl

_____.

c. Do you invite your friends to your home?

_____.



Let us know



Valli and Chittu are talking about actions



He is Raju.
He **reads** a book.



She is Nila.
She **reads** a book.



They are friends.
They **read** a book.

Why do you say **read**
and not **reads**?

We say **reads**, when
there is only one person.



Note to the teacher: Teach children that singular pronouns - **He, She, It** will take an **s** after the verb in simple present tense and the rest of the pronouns will not take **s**. Use the table for more practice.

I jump.	He jumps.
We jump.	She jumps.
You jump.	It jumps
They jump.	

Let us practise



Circle the correct word.

1. He is Mani. He **play** / **plays** the guitar.



2. She is Kala. She **sings** / **sing** a song.



3. I am Hari. I **eat** / **eats** a banana.



4. It is a bus. It **move** / **moves** on the road.



5. We are friends. We **like** / **likes** football.



6. They are painters. They **paint** / **paints** walls.



7. You are tall. You **climb** / **climbs** trees.



Match the following.

I		
He		
You	read	
She	reads	a book.
They		

Spell check Fill in the missing letters.



p__a__e



t__t__e



s__i__er



Let us do



Word wall



- Display the words on the word wall.
- Distribute the word cards to all the students.
- Make each child stand up and say the word they have.
- Let the class repeat it.
- Practise with all the words.

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

1. Most of us like mangoes.
2. I am sure about this.
3. Come near me.
4. Call him now.
5. The hill is high.
6. My school is not far.

Read and trace the words.

1. My house is far from here.
2. He is a kind boy.
3. She is taller than me.
4. The park is near my house.



Circle time - Let us talk



- A) Let children stand in a circle. Prepare masks of two frogs, two elephants and a rat. Make students wear those masks. (It can be replaced with placards too.) Invite the frogs to the front. Say, "We are frogs. Our legs are small".
- B) Invite the elephants to the front. Say, "They are elephants. Their ears are big." Invite the rat to the front. Say, "It is a rat. Its tail is long". Practise with other students. Make use of other animals also.

Let us practise



We are sisters.
Our hair is long.



They are brothers.
Their car is blue.



It is an eagle.
Its wings are big.



We are friends.
Our houses are near.



They are sisters.
Their pets are small.



It is a duck.
Its beak is yellow.

Choose and write.

We are boys. _____ (Our/Their) school is near.

They are kids. _____ (Its/Their) hands are small.

It is an owl. _____ (Its/Our) eyes are big.



Let us say



Listen to the sound and repeat.

OU -
as in



house



mouse



cloud

OW -
as in



cow



owl



crown

Read aloud.

out loud cloud round found sound
mouth south mount count

now town gown down brown clown
fowl howl growl crowd

Read and match the words with their pictures.



house



cow



owl



mouse



cloud



crown

Try to read these!

t + r = tr- tree

t + w = tw- twin

l + f = -lf wolf

p + t = -pt kept

c + t = -ct fact

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



Let us do









- Display the words on the word wall.
- Prepare word cards with two words on each.
- Distribute it to children.
- Say a word.
- The student with that word will stand up and say it again.
- He/she will read the next word on his/her card.
- The student with that word will get up and read it out.
- Continue till all the children have read it.

1. Circle the odd pair.



- out- shout gown - town growl - howl south - boil
- now - how brown - crown clown - toy found - sound
- mount - count south - mouth cloud - proud sound - boon

2. Read aloud.

The king has a crown. 	I got this gown in the town. 
The clown is in the crowd. 	The mouse is in the house. 
I found the beans sprout. 	The clown fell on the ground. 

What comes next? Tick (✓) the correct one.



tap - tape	pin - pine	not - note	cub - ?	cute	cube
AEI	CGK	MQU	?	DHL	FIL



Let us read



A Mouse in a House



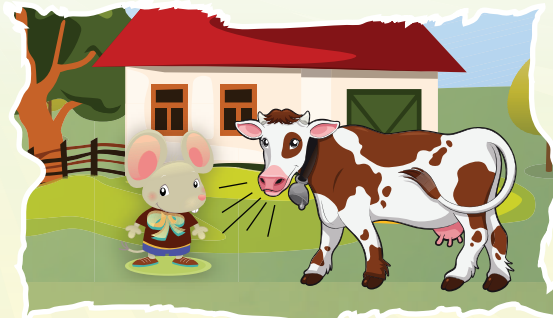
There is a mouse in a house.
The house is in the town.
A cow comes to the house.

It makes a loud sound.
Moooo.... Moooo....
The mouse runs out
of the house.



The mouse finds a new house
in a new town.
It is happy in the new house.

One day, there is a loud sound.
Moooo.... Moooo.....
Oh no ! It is the same cow.



Now, the mouse wears ear muffs.
They both live in the same house.

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



Let us think and do



1. Tick (✓) Yes or No.

- | | | |
|---------------------------------------|------------------------------|-----------------------------|
| a. The mouse lives in a house. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| b. The cow did not make a loud sound. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| c. The mouse goes to a new town. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

2. Fill in the blanks.

There is a mouse in a _____. The house is in the _____.

A _____ comes to the house. It makes a loud sound. Moooo.... Moooo

The _____ runs out of the house. It runs to a new town. It finds a new house in the town.

3. What is it? Write in the blank.



It is a mouse.

Let us make

- » Take a cotton ear bud
- » Dip it in ink of any colour.
- » Press the coloured portion all over the flower.
- » Colour the leaves in green.



This is my _____.

Note to the teacher: Demonstrate the steps of colouring a flower. Read the instructions one by one. Encourage children to colour the flower after listening to your instructions.

I can do

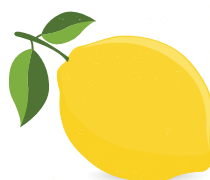
1. Match the words with their pictures.



spicy



bitter



sweet



sour

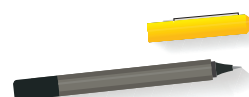
2. Fill in the blanks with Their / Our / Its.

We are sisters. _____ mother is a nurse.



They are sad. _____ ball is lost.

It is a pen. _____ cap is yellow.



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

- Ram and Sam are kind boys.
- They like their pet very much.
- It always plays near them.
- They make sure to get home soon.



Note to the teacher: Read the words - kind much near get sure

4. Write the correct words in the blanks.

a. He _____ (run/runs) on the road.

b. She _____ (make/makes) a paper boat.

c. I _____ (like/likes) mangoes.

d. We _____ (ride/rides) a bicycle.

e. They _____ (tell/tells) us a story.

5. Read and match the correct picture

The mouse has a crown.



The clown has a big mouth.



The cow makes a sound.

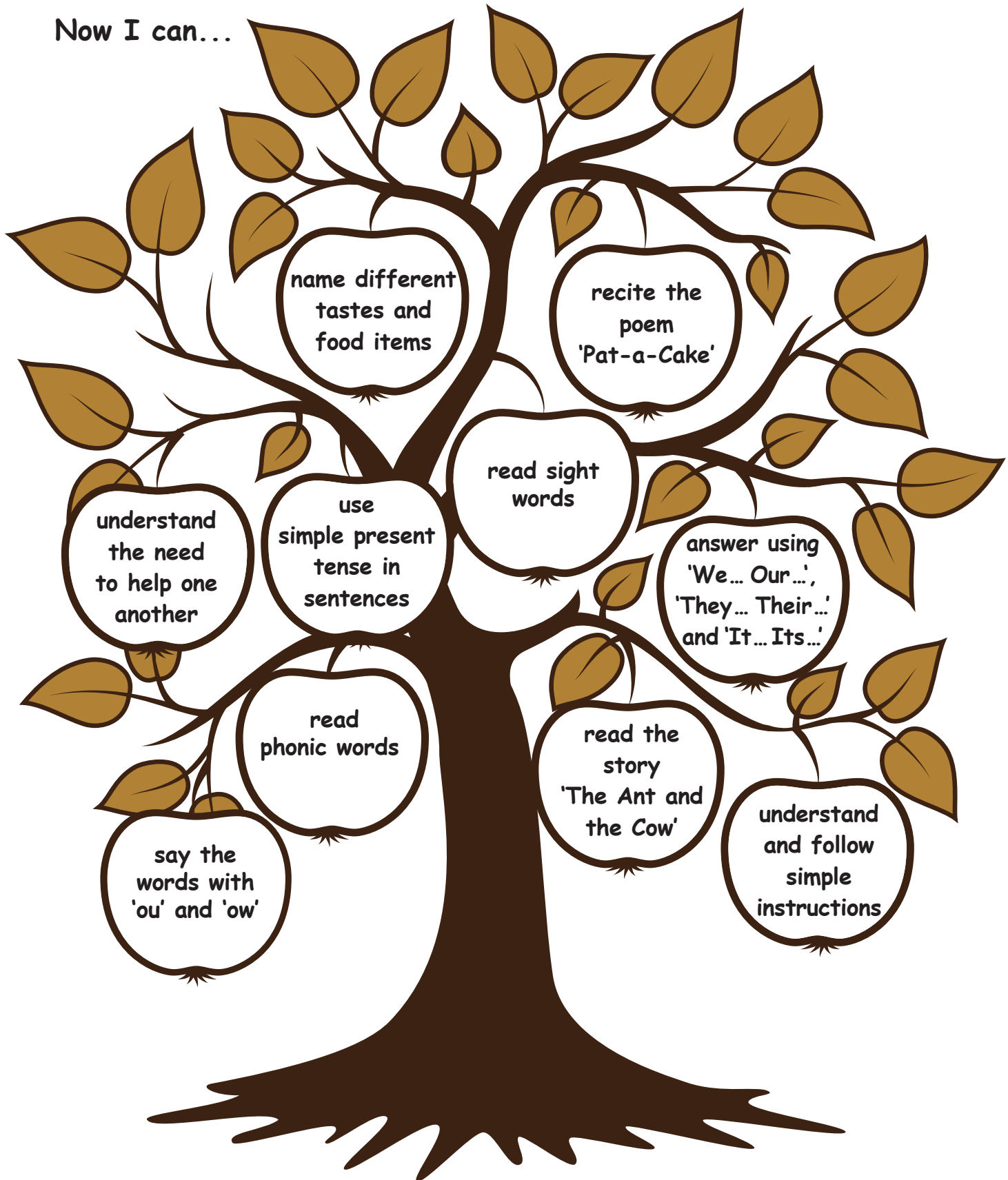


6. Recite the poem, Pat-a-Cake.



Learning outcome

Now I can...



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





Primary English – Class 2, Term -III

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