



Orient BlackSwan

NEW

BUZZWORD

English For Schools
Textbook

2

NEP
Compliant
inside



New Buzzword: English for Schools (K-8) is a dynamic language course for the 21st century classroom. Based on the National Curriculum Framework and the NCERT guidelines, this course blends strong content with the skills of communication, collaboration, creativity and critical thinking. It lays a solid foundation in English, while it motivates learners to read and to express themselves in new and rich ways.

THE PACKAGE

For the Student

1. Primers and Activity Books 1 and 2
2. Textbooks 1 to 8
3. Workbooks 1 to 8
4. Supplementary Readers 1 to 8
5. Students' App 3 to 8

For the Teacher

1. Teachers' Resource Packs Primers to 8
2. Smart Books Primers to 8
3. Web Support

COURSE HIGHLIGHTS

Clearly defined lesson objectives and learning outcomes

A detailed listing of the lesson objectives and learning outcomes across skill areas is provided for each theme.

Benefits:

- ❖ establishes a clear sequence of learning milestones
- ❖ provides effective opportunities for remedial teaching, as needed
- ❖ creates self-awareness in learners about skills that need more attention

Take Off

Every theme has a set of specially created tasks to address multiple intelligences and varied learning styles.

Benefits:

- ❖ addresses different learner styles for impactful learning
- ❖ makes classroom activities interesting and meaningful
- ❖ expands the mind and encourages cross-curricular and lateral thinking
- ❖ supports effective participation in the classroom
- ❖ motivates learners and helps to increase their confidence

Think-Pair-Share / Embedded Questions

Interspersed in the units are activities to support **collaborative learning strategies**.

Benefits:

- ❖ develops higher order thinking skills, problem solving skills and life skills
- ❖ improves interpersonal and communicative skills
- ❖ enables independent thinking

Learning Journal

At the end of each theme, a self-assessment tool is in-built in the form of a reflective learning journal.

Benefits:

- ❖ helps learners to chart their progress
- ❖ ensures that learning outcomes are clinched

Grammar Fun

Grammar is made interactive through games and fun tasks.

Benefits:

- ❖ helps to activate language
- ❖ creates a stimulating classroom atmosphere
- ❖ encourages cooperative learning

Rich Digital Resources

The Smart Book offers a whole range of audio-visual digital resources.

Benefits:

- ❖ increases students' engagement and motivation
- ❖ enriches the classroom activities
- ❖ deepens the students' understanding of concepts and stimulates their thinking

TEXTBOOK



READING

- ❖ rich variety of the best selections of prose and poetry
- ❖ engaging mix of Classic and Modern; Indian and World Literature
- ❖ thematic presentation
- ❖ voiceover for all texts and poems
- ❖ animations for texts and all poems



GRAMMAR

- ❖ graded, usage-oriented grammar syllabus
- ❖ concise explanation with ample scope for practice



VOCABULARY

- ❖ focus on building a rich and productive vocabulary
- ❖ attention to phrases, expressions and new words



WRITING

- ❖ variety of formats for creative and functional writing
- ❖ planned and graded help for writing



LISTENING



SPEAKING

- ❖ enrichment activities for listening and speaking
- ❖ emphasis on effective communication
- ❖ complete audio support

- Pronunciation
- Spelling
- Punctuation
- Reading Aloud
- Dictionary Work
- Picture Talk
- Values
- Life Skills
- Projects



WORKBOOK



- ❖ thematically linked to the Textbook
- ❖ more practice for grammar, vocabulary and writing
- ❖ special attention to reading sub-skills
- ❖ combines language learning with enjoyable activities

SUPPLEMENTARY READER



- ❖ the best selection of texts covering different genres and themes
- ❖ exposure to the finest writing—old and new
- ❖ spotlight on literary appreciation of style and devices
- ❖ stress on improving vocabulary and developing creative writing skills
- ❖ integrated approach to learning values

APP



- ❖ summaries (for texts and poems)
- ❖ audio (for all texts and poems)
- ❖ interactive activities for grammar

FOR THE TEACHER



Teachers' Resource Packs

- ❖ Lesson Plans
- ❖ Question Bank
- ❖ Answer Key
- ❖ Worksheets
- ❖ Test Papers

Web Support

- ❖ customised portals for teachers

Smart Books for Teachers

- ❖ mapped to the Textbooks and Supplementary Readers
- ❖ audio-visual support
- ❖ interactive tasks
- ❖ presentations
- ❖ helpful tips and reference material
- ❖ a host of other resources

Language Syllabus—Textbook 2

Unit	Reading	Grammar	Vocabulary	Listening/ Speaking	Writing	Pronunciation/ Reading Aloud/ Picture Talk/Word Activity	Spelling/ Punctuation	Life Skills/ Project
1. Smile	<ol style="list-style-type: none"> 1. wb- questions 2. MCQ 3. think and answer 4. values—being happy 	<ol style="list-style-type: none"> 1. revision—common and proper nouns 2. revision—singular and plural nouns 	action words	while-listening—onomatopoeic words; identify	rearrange	reading aloud—read aloud facts	spelling—double letters	life skills— not giving up
2. The Hidden Sun	<ol style="list-style-type: none"> 1. wb- questions 2. T or NT 3. think and answer 4. values—being polite 	subject pronouns	animal sounds	speaking—polite requests	picture-based composition—visual cues	pronunciation— sun ; up	punctuation—capital letters and full stops	
<i>The Clouds</i>	<ol style="list-style-type: none"> 1. wb- questions 2. think and answer 3. enjoying the poem 							
3. Hasmina's Kite	<ol style="list-style-type: none"> 1. ERC 2. MCQ 3. think and answer 4. values—being helpful 	<ol style="list-style-type: none"> 1. revision—articles: a, an 2. demonstrative pronouns 	<ol style="list-style-type: none"> 1. antonyms 2. seeing words 	post-listening—comprehension: key information	describing (things)—guided composition	word activity—alphabetical order	spelling— ou and ow words	
4. The Monkey Band	<ol style="list-style-type: none"> 1. wb- questions 2. MCQ 3. think and answer 4. values—kindness to animals 	<ol style="list-style-type: none"> 1. revision—identifying verbs 2. the simple present tense 	animal homes	speaking—ability and inability	describing (feelings)—guided composition	<ol style="list-style-type: none"> 1. pronunciation—play; hit 2. reading aloud—article 	spelling— ght words	project—making a guitar
<i>When All the World's Asleep</i>	<ol style="list-style-type: none"> 1. wb- questions 2. think and answer 3. enjoying the poem 							

Unit	Reading	Grammar	Vocabulary	Listening/ Speaking	Writing	Pronunciation/ Reading Aloud/ Picture Talk/Word Activity	Spelling/ Punctuation	Life Skills/ Project
5. The Happy Field	1. wb - questions 2. sentence completion 3. think and answer 4. values—caring for the environment	the present continuous tense	compound words	while-listening— colour; detail	sequence with linkers— guided composition	word activity— word meanings	punctuation— exclamation marks	life skills— decision-making
6. The Mango Tree	1. ERC 2. match 3. think and answer 4. values—learning not to steal	adjectives— attributive and predicative	movement words	post-listening— greetings; replying	informal letter—guided composition	picture talk	punctuation— commas	
<i>My Garden</i>	1. wb - questions 2. think and answer 3. picture talk							
7. Soná's Adventure	1. wb - questions 2. ERC 3. think and answer 4. values—accepting differences	the simple past tense—regular verbs	gender words	speaking— apologise	story map— guided composition	word activity— second letter arrangement		life skills— sharing with others
8. The Water Seed	1. wb - questions 2. T or NT 3. think and answer 4. values— responsibility	adverbs	phrasal verbs	speaking— simple commands	describing (weather)— guided composition	pronunciation— cave; white	spelling— dictation	
<i>The Little Plant</i>	1. ERC 2. think and answer 3. enjoying the poem							

Unit	Reading	Grammar	Vocabulary	Listening/ Speaking	Writing	Pronunciation/ Reading Aloud/ Picture Talk/Word Activity	Spelling/ Punctuation	Life Skills/ Project
9. I Wish I Could Dance	1. ERC 2. match 3. think and answer 4. values— encouraging others	conjunctions— • and • but	synonyms	while-listening— instructions: detail	paragraph with linkers— guided composition	pronunciation— spin ; swing	punctuation— question marks	project— scrapbook
10. The Lion and the Mouse (play)	1. wh - questions 2. arrange in sequence 3. think and answer 4. values—everyone is important	1. prepositions of place— in , on , under , above , behind , between 2. prepositions of time— in , on , at	re- words		short story with verbal cues—guided composition			
<i>Where go the Boats?</i>	1. wh - questions 2. think and answer							
11. Bheema and the Demon	1. wh - questions 2. ERC 3. think and answer 4. values—being friendly	1. the sentence 2. question words	collective nouns	post-listening— comprehension: key information	describing (picture)— guided composition	reading aloud— story		life skills— doing what is right
<i>With a Friend</i>	1. wh - questions 2. think and answer 3. enjoying the poem							



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Smile



Warm Up

1. This is Cheshire Cat. Cheshire Cat loves to smile. But he cannot find his smile. Can you draw a big smile on his face?



2. Look at the pictures below. Point out two pictures that make you smile. Say why the pictures make you smile.

a.



b.



c.



d.



e.



f.

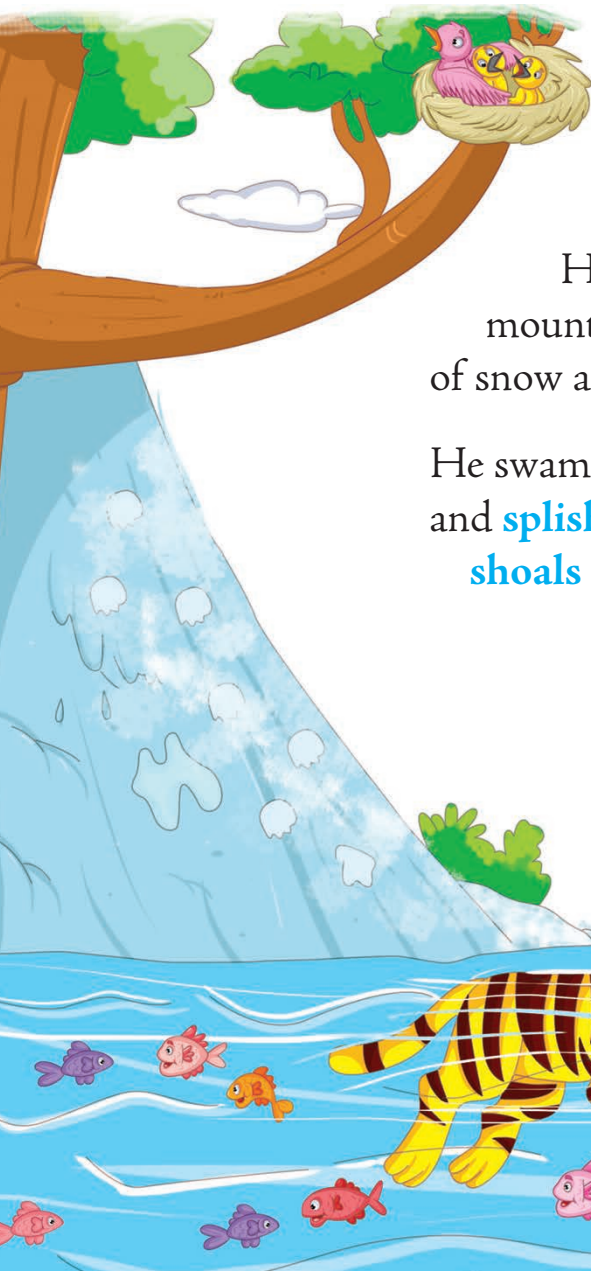




Augustus, the tiger, was sad. He had lost his smile. He did a huge **tiger stretch** and **set off** to find it.

First, he **crept** under a **cluster** of bushes. He found a small, shiny beetle, but he could not see his smile.

Then, he climbed to the top of a tree. He found birds that **chirped**, but he could not find his smile.



Augustus searched in many places.

He climbed a high mountain. There was a lot of snow and the air was **freezing**.

He swam to the bottom of the sea and **splished and splashed** with **shoals** of tiny, shiny fish.

Where do you think Augustus can look for his smile?



What do you think the birds said to Augustus?



DID YOU KNOW?

Tigers are the only cats that love water!

tiger stretch: stretch arms and legs like a tiger does

set off: start off

crept: moved slowly and quietly

cluster: a small group

chirped: made the sound of a bird

freezing: very cold

splished and splashed: moved through water by making a lot of sound

shoals: large numbers of fish swimming together as groups

He walked through the desert in the hot sun. He could not find his smile anywhere.

Augustus walked further and further through the sand until—

Pitter-patter-pitter-patter-drip-drop-plop!

It started to rain.

Augustus danced and **raced** as raindrops bounced and flew.



What sound do you make when you jump in a puddle?



He splashed through **puddles**, bigger and deeper. He raced towards a huge silver-blue puddle and saw, there under his nose, his smile!



He did not have to swim with the fish or dance in the puddles, or climb the mountain or cross the desert to find his smile. It was always with him!

Augustus was so happy that he hopped and skipped and jumped away, smiling, and ran all the way home.

Point to where your smile is.

When and why do you like to smile?



adapted from Augustus and His Smile by Catherine Rayner

raced: ran fast

puddles: small pools of rainwater



THINK PAIR SHARE

Tell your friends how you feel and what you do when it starts to rain suddenly.

Reading

A. Answer these questions.

1. *He did a huge tiger stretch and set off to find it.* What did Augustus set off to find?
2. Which places did Augustus visit on his journey?
3. Why could Augustus not see his smile?
4. When did Augustus start to dance and race?

B. Choose the correct answer.

1. What had Augustus lost?
a. his tooth b. his smile c. his way
2. What did Augustus find in the bushes?
a. a beetle b. his smile c. a bird
3. What happened while he was walking through the sand?
a. It started to snow.
b. It started to get very hot.
c. It started to rain.
4. Where did Augustus find his smile?
a. in the puddle b. under his nose c. on his nose



C. Think and answer.

How do you think the silver-blue puddle helped Augustus find his smile?



D. Know your values.

In the story, Augustus, the tiger, wants to get his smile back.

What makes you feel happy? How do you show others that you are happy?

We should try to make our friends and family smile. We shall also be happy if they feel happy.

Grammar

Read these sentences.

- ❖ There was **snow** on the **mountain**.
- ❖ **Augustus**, the **tiger**, climbed a **tree**.

The words in colour are called **nouns**. A noun is a naming word. It names a person, a place, a thing and an animal.

We use a **common noun** for any person, place, thing or animal. It begins with a small letter.

- ❖ snow
- ❖ mountain
- ❖ tiger
- ❖ tree

A **proper noun** is a special name for a person, a place, a thing or an animal. It always begins with a capital letter.

- ❖ Augustus
- ❖ Kolkata
- ❖ Tina

A. Circle the common nouns and underline the proper nouns in these sentences.

1. My school is in Indira Nagar.
2. Sona, the elephant, was hungry.
3. The peacock is the national bird of India.
4. We go to Delhi by Rajdhani Express.
5. Jaya is a doctor.
6. The fair starts on Sunday.





B. Give a name for each of these common nouns.

Common Nouns		Proper Nouns	
1.	school	a.	
2.	mother	b.	
3.	city	c.	
4.	class teacher	d.	
5.	friend	e.	



GRAMMAR FUN!

Play this game in two groups. One group can call out these words fast.

Nayan walk read Chennai flower book play Minu draw

The other group should **clap** if the word is a **naming word**.

Look at these words.

- ❖ beetle
- ❖ birds

The word **beetle** is a **singular noun**. We use a **singular noun** to name one person, one place, one thing or one animal.

The word **birds** is a **plural noun**. We use plural nouns when there is more than one.

We add **s** to a singular noun to make it a plural noun.

- ❖ beetle → beetles
- ❖ bird → birds

We add **es** if the singular noun ends in **o, s, x, z, ch** or **sh**.

- ❖ fox → foxes
- ❖ bench → benches

For some nouns which end with **y**, we write the plural by changing **y** to **ies**.

- ❖ story → stories

C. Change these singular nouns to plural nouns by adding s, es or ies.

1. flower – flowers 2. cycle – _____
3. box – _____ 4. city – _____
5. fairy – _____ 6. beach – _____

D. Complete these sentences with the plural of the words in the brackets.

1. Raj and Keya open a box of mangoes. (mango)
2. There are beautiful _____ in the garden. (butterfly)
3. We love picture _____. (book)
4. I use _____ to draw a picture. (crayon)
5. The four _____ are very colourful. (kite)
6. Mumtaz has two _____ and one sister. (brother)



Vocabulary



A. Work in pairs. Match the action words to the correct pictures.

1. drinks

2. draws

3. runs

4. washes

5. watches





B. Complete the sentences with the correct words from Exercise A.

1. Salma drinks a glass of milk in the morning.
2. Amal _____ on paper with the red pencil.
3. Samir _____ to the fence in the garden.
4. Dana _____ her hands with soap.
5. Jagan _____ a show on television.

Listening

Listen to the sound of the word pairs. Say the word pair aloud. Then, put the correct number under the pictures.



THINK **PAIR** **SHARE**

Look at this picture. Can you come up with a sound for it?





Spelling

Read these clues. Complete these words with double letters.

1. You rest your head on this at night — P I _ _ O W
2. You eat this with bread — B U _ _ E R
3. The sound a bee makes — B U _ _
4. A baby cat — K I _ _ E N
5. You find these on the beach — S H E _ _ S
6. Cows like to eat this — G R A _ _
7. A hen lays this — E _ _
8. When you smile you feel this way — H A _ _ Y



Writing

Put these sentences in the correct order. Number them from 1 to 8.

- a. Augustus played in the rain.
- b. He looked for his smile in the bushes.
- c. He found his smile under his nose.
- d. He walked up the highest mountains.
- e. He climbed up the tallest trees.
- f. He walked through a desert.
- g. He swam in the deepest seas.
- h. Augustus had lost his smile.

1



Reading Aloud

Read aloud these lines about Munna the tiger.

Munna is a Bengal tiger. He lives in a forest in Madhya Pradesh in India. Munna likes the summer. It is very hot in summer. Munna loves to sit or swim in the cool water of the river all day. At night, he hunts for food. Munna is proud to be the national animal of India.



Life Skills

In the story, Augustus the tiger searches everywhere till he finds his smile.

Imagine that you have lost your way to the park. Your friends are waiting there for you. What will you do?

- Start crying and give up.
- Ask someone passing by to help you find the park.
- Keep walking and wish that you find the park quickly.



KNOW INDIA!

India is home to the highest number of tigers in the world. There were 2,226 tigers in India in 2014. Karnataka is called the Tiger State of India because it is where most of the tigers are found in our country.





TAKE OFF



Work in groups of four.

Look at the comic strip below. Tell your friends what is happening in this story. You can give the boy and the four tigers a name each.

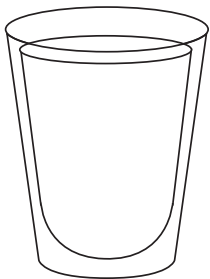


LEARNING JOURNAL

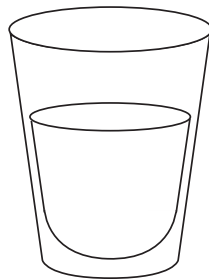


Colour the correct picture.

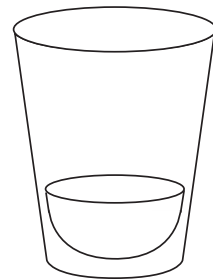
In this unit, I understood—



everything clearly

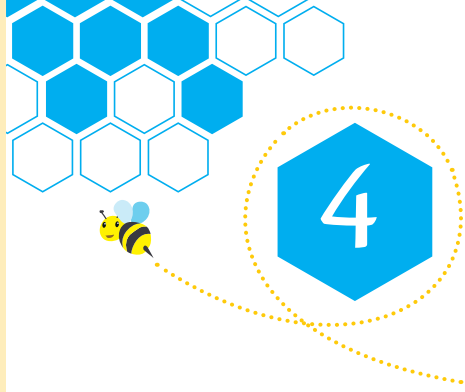


some of the things clearly



that I need to practise more





The Monkey Band



Warm Up

A **band** is a group of people who play music together and have fun.

A band can also have a person who sings while the others play musical instruments.

Look at the picture clues and complete the fun crossword puzzle.

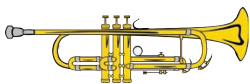
1.



2.



3.



4.



		2.			
1.	U	3.	T		R
	M				
			M		
		4.	P	A	O
			T		

Which musical instrument would you like to play in a band?



Mowgli was a little boy who lived in a jungle. He was walking through the jungle one bright morning, singing a **merry** song. On the way, he met his friend Baloo, the bear.

“What a beautiful song!” said Baloo.
“I wish there was some music for your song. But I cannot play any music for you.”

Do you think Mowgli was happy in the jungle? How do you know?



Suddenly, there was a sound in the branches above them. Baloo and Mowgli looked up. It was the monkeys, **howling** and **shrieking**. The monkeys always made a lot of noise.

“We heard you,” they **chattered**.
“We can play music for you.”

“But how can you play music? You don’t have guitars, drums or any musical instruments like that,” said Baloo.

The monkeys just laughed.
“We don’t need any of them,” they cried.

The monkeys jumped over to the **hollow** trunk of an **oak tree** lying on the ground. They hit it with their hands and made a nice sound—*dug-bug, dub-dubba-dub*.



Who said they could play music for Mowgli and Baloo?

What kind of music do you like to listen to?



merry: happy and full of joy

howling: making a long and loud sound, like crying

shrieking: making a high and loud sound

chattered: here, the monkeys talked, making a loud noise

hollow: a hole or empty space inside something

oak tree: a large tree that grows in cold places and has nuts called acorns



Some of them brought dried **gourds** with seeds in them and started shaking them like **rattles**—*chang-chang, chang-changa-chang.*

Make these sounds aloud and do the actions.

1. dug-bug, dub-dubba-dub
2. chang-chang, chang-changa-chang
3. twang-twang, twang-twanga-twang

A few monkeys tied some **vines** to a few branches and began to play them like guitars. *Twang-twang, they went, twang-twang, twang-twanga-twang.*

“What a wonderful music band you make!” **exclaimed** Mowgli.

So Mowgli sang his song and his monkey band played along with him.

The sound of the band was so good that Baloo had to dance and sing too—*boppedy-doo-da, boppedy-doo!*

What a lovely time they had!

How did the monkeys make guitars?

an extract from The Jungle Book by Rudyard Kipling

gourds: fruits with hard skin and soft flesh, like pumpkins

rattles: toys that make loud sounds when they are shaken



vines: stems of plants that can climb

exclaimed: said something loudly to show surprise



THINK PAIR SHARE

Imagine there are no musical instruments at home or school. What are some of the ways you can make music?

Reading

A. Answer these questions.

1. What was Mowgli doing when he met Baloo?
2. What did Baloo say about Mowgli's song?
3. a. Who played music for Mowgli and Baloo?
b. How did they make music?
4. "What a wonderful music band you make!" Who said these words to whom?

B. Choose the correct answer.

1. Baloo and Mowgli looked up at the tree because
 - a. they were afraid.
 - b. they heard a sound above them.
 - c. they heard music.
2. The monkeys jumped over to the hollow trunk of an oak tree
 - a. to play it like a drum.
 - b. to play with Mowgli.
 - c. to play a game of hide-and-seek.
3. The monkeys laughed at what Baloo said because
 - a. Baloo said something funny.
 - b. Baloo and Mowgli's words made them laugh.
 - c. they did not need guitars or drums to play music.



C. Think and answer.

1. How do you know that the monkey band is clever?
2. Did Mowgli and Baloo enjoy the music? How do you know?



D. Know your values.

You see some boys throwing stones at the birds in the park.
What will you do?

- a. I will ask them to stop.
- b. I will keep quiet because they are bigger than me.
- c. I will complain to a guard.
- d. I will call my parents.

We should be kind to all animals and birds. If we see anyone being cruel to an animal, we must tell them to stop.

Grammar

Read these words.

- ❖ **walks** through the jungle
- ❖ **jumps** over the trunk

The words in colour are called **action words** or **verbs**.

A. Look at these pictures. Choose the correct verbs from the box.

skip

drive

climb

catch

hug

cook



1. cook



2. _____



3. _____



4. _____



5. _____



6. _____



GRAMMAR FUN!

Play this game. Choose any **one** of these action words.

fly **bathe** **eat** **throw** **point** **carry** **fall**

Do the actions. You cannot talk when you do this.

The rest of the class will guess which action it is.

We use a verb in **the simple present tense** when the action—

- a. is a habit – Mowgli **sings** songs while walking through the jungle.
- b. happens every day – Mowgli **walks** through the jungle every day.
- c. is a fact – Mowgli **lives** in the jungle.

We add **s** or **es** to the verb when we use it with **he**, **she** or **it**.

- ❖ he / she / it jumps

We also add **s** when we use it with a proper noun or a common noun that talks about one thing.

- ❖ Sheeba walks.
- ❖ The cat sleeps.

B. Complete these sentences with the correct verbs from the brackets.

- Jatin walks to the library every evening.
(walk/walks)
- The children _____
in the playground. (play/plays)



3. The moon _____ at night. (**rise/rises**)
4. Amma _____ lunch at one o'clock. (**eat/eats**)
5. Naina _____ a glass of milk before going to school.
(**drink/drinks**)

C. Read this passage. Underline the verbs in the simple present tense.

Kajol lives on a farm. She has a cat. Its name is Snowy. Snowy sleeps in a basket that is inside the house. Kajol carries Snowy to the roof every day. She looks at the ducks. The ducks play in the pond. Sometimes, they walk slowly, and sometimes they run fast. Every day, Kajol brushes Snowy's fur. She also brushes her tail. Then she gives her food and fresh water.



GRAMMAR FUN!

Take turns to say what people are doing in the classroom and outside the classroom. Use **the simple present tense**.

You can say things like—Miss Sharma **teaches**, Shalini **talks**, and so on.

Vocabulary

Can you guess where these animals live? Choose your answers from the box.

burrow

ant-hill

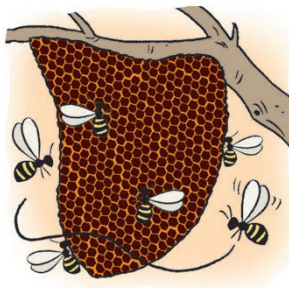
hive

stable

web

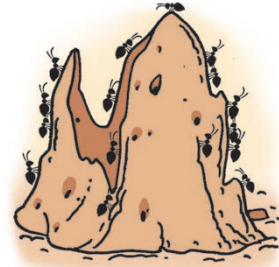
1. I am a rabbit. I live in a _____.





2. I am a bee. I live in a _____.

3. I am an ant. I live in an _____.



4. I am a horse. I live in a _____.

5. I am a spider. I live in a _____.



Speaking



Read these sentences.

- ❖ "We can play music for you," chattered the monkeys.
- ❖ "I cannot play any music for you," said Baloo.

We use **can** to talk about things that we are able to do.


We use **cannot** or **can't** to talk about things that we are not able to do.

- ❖ **Can** you open the window for me, please?
- ❖ I **can't** carry so many bags. I **can** carry some of them.



Work in pairs. Take turns to ask and answer these questions using can and cannot.

1. Can you sing a song? Yes, I can. / No, I cannot/can't.
2. Can you play a guitar?
3. Can you ride a horse?

- 
4. Can you tie your shoelaces?
 5. Can you blow a balloon?
 6. Can you swim?

Pronunciation

A. Listen and repeat.

play	place	please	plane
plant	plum	plan	plate

B. Listen and repeat.

1. a plum on a plate
2. play with a toy plane
3. plan to plant a seed
4. Please place the books there.

C. Listen and repeat.

hit	sit	drip	clip	bin	swim
-----	-----	------	------	-----	------

D. Listen and repeat.

1. hit the drums
2. sit on the chair
3. clip on the bin
4. swim in the water

Reading Aloud

**Many interesting stories are written for children's newspapers.
Read this story aloud in class.**

Once upon a time, a girl called Maya lived near a jungle. Maya loved to spend her time with the different animals in the jungle. She went to the jungle alone every day.

One day, she heard the music of a flute. She loved the wonderful music and dreamed of learning to play sweet music. She followed the sound and met a boy called Raja. Raja quickly became her best friend.



Maya spent a lot of time with Raja. She learned many new things. Raja even taught Maya how to play the flute!

One morning, Maya came to the forest but could not find Raja. Maya was sad. The animals were sad too. Maya started to play the flute sadly. She was surprised to see how well she could play it. Maya's music was magical. It made all the animals in the forest happy again.

Spelling

Complete this poem with **-ght** words.

I went to sleep in my room at ¹n i g h t.

Suddenly, I woke up in a ²fr _____.

My hands were shaking when I reached for the ³l _____.

"There's a monster!" I ⁴tho _____.

My fear began to go, when I turned on the ⁵flashl _____.

I wasn't scared anymore, my room was so ⁶br _____.



Writing

Imagine that you are Baloo, the Bear. Complete these sentences using the words from the box.

living in the jungle

very happy

to play alone

with my friend

wonderful music

Hello, I am Baloo. I am a bear. I love ¹_____ because there are many trees and I have many animal friends. I like to go for a walk

²_____, Mowgli. We walk through the jungle every day.

I also play games with him. I do not like ³_____.

Today, we danced to some ⁴_____. Mowgli sang a song.

We had a lovely day! I am ⁵_____.



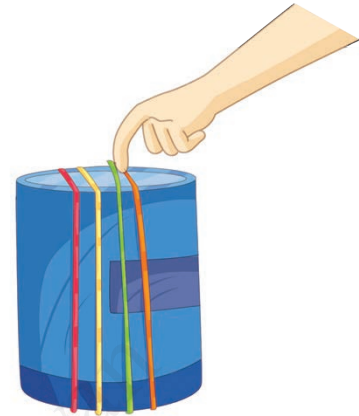
Project

Work in groups of three. Make your own guitar using a plastic box and some rubber bands.

Things needed: a plastic box, four to five rubber bands of many sizes and sellotape

Steps:

1. Stretch the rubber bands around the plastic box.
2. Put it in such a way that it crosses the open side of the box.
3. Put sellotape on the bottom of the box, so that the rubber bands don't move.
4. Use your fingers to play your guitar. Have fun!

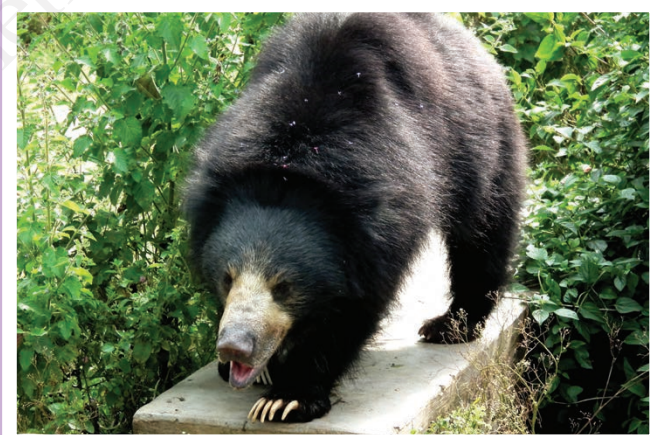


Talk to an older student or family member and ask them to explain to you how the sound is made.



KNOW INDIA!

Baloo is an Indian Sloth bear. These bears are found in the forests of India, Nepal and Sri Lanka. They are dark brown or black and love to eat honey, fruits and insects.





Choose any one of these activities.



1. If you have a musical band, what will you call it? Come up with interesting or funny names for your band.
2. What is your favourite song? Does the song make you happy? Play the song or sing it aloud to your friends in class.

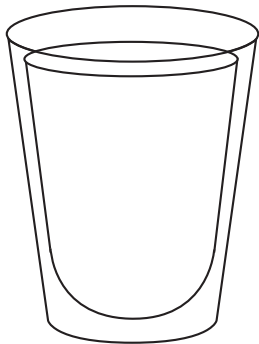


LEARNING JOURNAL

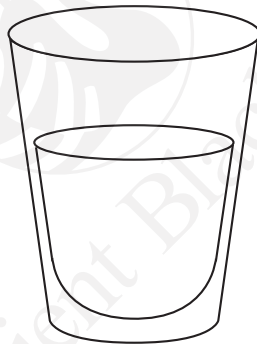


Colour the correct picture.

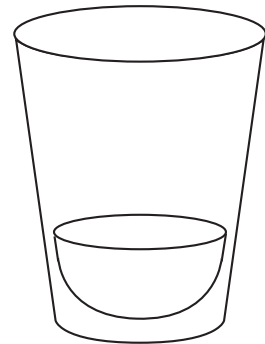
In this unit, I understood—



everything clearly



some of the things clearly



that I need to practise more



When All the World's Asleep

Where do all the insects go at night,
When all the world's asleep?
Where do bugs and butterflies
And caterpillars **creep**?
Turtles sleep inside their shells;
The **robin** has her nest.
Rabbits and the **sly** old fox
Have holes where they can rest.
But where do bugs and butterflies
And caterpillars creep,
When everything is dark outside
And all the world's asleep?

Anita E Posey

creep: move slowly and silently
robin: a small bird that lives in cold countries
sly: clever



Reading

A. Answer these questions.

1. Where does the fox rest at night?
2. Make a list of living creatures named in the poem.
3. Make a list of the animal homes mentioned in the poem.



B. Think and answer.

1. Where do you think the insects go at night? Talk to your friend and then tell the teacher.
2. How many of these animals and insects have you seen around you? Tell the class about it.



C. Enjoying the Poem

Look at these rhyming words. Can you write some words of your own in the boxes?

asleep	1. creep	2.	3.
nest	1. rest	2.	3.



NEW

BUZZWORD

English For Schools

CLASS 2



Orient BlackSwan

The National Education Policy (NEP) 2020 emphasises certain crucial parameters based on content and pedagogy. The New Buzzword series provides a rich range of exercises and activities for each of the parameters.

Here is a quick reference guide to some of the examples in this book.

The New Buzzword series is mapped perfectly to the National Education Policy 2020.

21st Century Skills

A broad set of skills, knowledge, work habits and character traits that are important for success in the 21st century

The NEP parameters	Features	Page nos.
The 4Cs		
Critical Thinking	Think and Answer	4, 94
Communication	Speaking	20
Creativity	Project	113
Collaboration	Think-Pair-Share	8, 19, 60, 84
Social and Emotional Learning	Know Your Values	5, 84
	Think and Answer	119
Multiple Intelligences	Take Off	38, 50, 100, 114
	Warm Up	115

Experiential/ Constructivist Approach

Learners construct their knowledge, based on what they already know, through experience or by doing and reflection

The NEP parameters	Features	Page nos.
Experiential/Constructivist Approach	Grammar Fun	121
	Embedded Questions	14, 41, 104
	Project	49

Integrated Approach

An approach to teaching and learning that works by connecting knowledge and skills across the curriculum, by bringing real life examples to the classroom

The NEP parameters	Features	Page nos.
Subject Integration	Take Off (Science)	75
	Sona's Adventure (Science)	79
	The Water Seed (EVS)	90
Art Integration	Take Off	138, 89
	Warm Up	12, 53
	Just for Fun	126
Values	Know Your Values	17, 43, 57, 68, 108
	Did You Know	93
Life Skills	Life Skills	10, 62, 88, 137

Sustainable Development Goals

A framework of 17 global goals designed to be a blueprint to achieve a better and more sustainable future for all

The NEP parameters	Features	Page nos.
Sustainable Development Goals	Sona's Adventure	79
	The Water-Seed	90

The NEP parameters	Features	Page nos.
Know more about India	Know India	10, 37, 49, 99, 123
	Did You Know	46, 80

India Knowledge

A strong focus on ancient knowledge from India, traditional values, modern developments and future aspirations

Digital Integration

The use of digital tools to enhance and support the teaching-learning process

ICT/Digital resources

Teachers' Smart Book - Summary, Animations, Interactive Tasks, Slide shows, Picture Galleries, Audio, Embedded Questions, Teachers' Resources, Question-paper Generator

Teacher Empowerment

Teachers' Resource Pack - Lesson Plans for the Textbook, Sample Question Paper with Answer Key, Students' Book Answer Key and Listening Texts
 TRP CD: Grammar Slide shows, Question Bank with Answers for the Textbook, Worksheets, Answer Key to Worksheets, Comprehension Passages with Questions and Answers, Listening and Speaking, Audio Tracks for Listening and Speaking, Sample Question Papers with Answer Key
 Teachers' Portal - Chapters (with Lesson Plans, Animation, Audio, Listening Audio, Presentation, Picture Gallery, Summary, Students' Book Answer Key, Worksheet, Question Bank with Answer Key), Heritage PPT, Question Bank with Answer Key, Answers to Worksheets, Comprehension Passages, Listening and Speaking, Sample Question Paper with Answer Key, Answer Key to Exercises in the Textbook



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