

Items for Assessment of Learning Outcomes

English Class 2



राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
SECTOR-32 UT CHANDIGARH



UNIT I

Topic: First day at school, Haldi's Adventure

Learning Objective:

- Recite the poem with proper intonation and correct pronunciation.
- Describe their first day in school in short sentences.
- Describe any one of their adventures.
- Relate words with pictures and pictures with habits.

Learning Outcome:

- Sing songs or rhymes with action, in order to show understanding of new words by associating words with relevant action.
- Draws or writes a few words or short sentence in response to poems and stories.

QUESTIONS:

a. Where was the child going for the first time?

1. Market
2. Garden
3. School
4. Terrace

b. Tick the correct rhyming word of 'day'.

1. Pay
2. Hop
3. Pup
4. Jump

c. The name of the giraffe was_____.

1. Happy
2. Smiley
3. Jenny
4. Tommy

d. How was Haldi going to school?

1. By car
2. By cycle
3. By bike
4. By walking

e. How did giraffe greet Haldi?

1. Good morning
2. Good afternoon
3. Good evening
4. Good night

f. How was Haldi's adventure?

1. Painful
2. Wonderful
3. Sorrowful
4. Worst

ANSWERS: a. (3) b. (1) c. (2) d. (4) e. (1) f. (2)

UNIT II

Topic: I am lucky, I want

Learning Objective:

- Recite the poem with proper intonation and correct pronunciation.
- Infer about scale of significance of luck in one's life by live examples.
- Read and list new words to Vocabulary use correct pronunciation to recite poem individually /in group demonstrate understanding of the words, rhythm, melody and emotions.
- Add -ed to the action words to make past tense.
- Use HAS /HAVE; make short sentences in English or home language.

Learning Outcome:

- Sings songs or rhymes with action, in order to show understanding of new words by associating words with relevant action.
- Responds orally to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases / short sentences).

QUESTIONS:

a. The rhyming word of 'wriggle' is

1. Giggle
2. Jump
3. Pop
4. Lump

b. What does butterfly have?

1. Voice
2. Wings
3. Trunk
4. Arms

c. What do kangaroo do?

1. Sing
2. Swim
3. Run
4. Hop

d. Who wanted to be strong?

1. Monkey
2. Donkey
3. Cat
4. Dog

e. Who heard monkey's wish?

1. Wise woman
2. Wise man
3. Wise boy
4. Wise girl

f. Monkey wanted a trunk like?

1. Giraffe
2. Elephant
3. Lion
4. Tiger

ANSWERS: a. (1) b. (2) c. (4) d. (1) e. (1) f. (2)

UNIT III

Topic: A Smile, The Wind and The Sun

Learning Objective:

- Recite the poem with proper intonation and correct pronunciation.
- Narrate and re-tell stories /folk tales in English on characters and places and enrich their vocabulary.
- Write describing words for Wind and Sun.
- Use prepositions like 'before', 'between' etc. appropriately in order to show understanding of sequencing in sentence formation.

Learning Outcome:

- Identifies characters, and sequence of events in a story demonstrating listening and analytical skills.
- Uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink', 'red', 'heavy', 'light', 'soft' etc in order to associate these with places /events /poems /stories /conversations /characters/etc.

QUESTIONS:

a. The second form of the word 'want' is

1. Found
2. Make
3. Wanted
4. Knew

b. . Which among the following events does not happen in the story 'I Want'.

1. The elephant has no trunk.
2. The little monkey wants to be big and strong.
3. The zebra has stripes.
4. The giraffe stretches his long neck.

c. What wrinkles up your face?

1. A smile
2. A noise
3. A book
4. A dog

d. The opposite of 'hot' is

1. Cold
2. Sunny
3. Windy
4. Cloudy

e. Who won at last?

1. Cloud
2. Wind
3. Sun
4. Tree

f. Tick the adjective from the given words

1. Tom
2. Beautiful
3. Chair
4. He

ANSWERS: a. (3) b. (1) c. (1) d. (1) e. (3) f. (2)

UNIT IV

Topic: Rain, Storm in The Garden

Learning Objective:

- Recite the poem with proper intonation and correct pronunciation.
- Create paper boats and write their name on it.
- Explain terminology and describe things /animals /actions seen in everyday surroundings (including Picture notice boards, newspaper etc.) and recognize the context.

Learning Outcome:

- Sings songs or rhymes with action, in order to show understanding of new words by associating words with relevant action.
- Listens to short texts from children's section of newspapers, read out by the teacher.

QUESTIONS:

a. What do people use in rainy season?

1. Cotton clothes
2. Woollen clothes
3. Silk clothes
4. Umbrella and raincoat

b. Where does the rain water go?

1. In river
2. In mountains
3. In deserts
4. In sky

c. The rhyming word of 'tree' is

1. Hot
2. Free
3. Burp
4. Cup

d. What was the name of the snail?

1. Sunu-sunu
2. Tunu –tunu
3. Cheenu-cheenu
4. Monu-monu

e. What was flashing?

1. Trees
2. Wind
3. Lightning
4. Thunder

f. Where did Sunu-sunu hide himself?

1. Under the flower pot
2. Under the chair
3. Under the stone
5. Under the table

Read the extract and answer the question.

And when the sun comes out,
After this rain shall stop,
A wondrous light will fill
Each dark, round drop;
I hope the sun shines bright;
It will be a lovely site.

g. What is the poet's approach towards nature.

1. Optimistic
2. Pessimistic
3. Both 1. And 2.
4. None

Answer the questions based on the newspaper clipping.



h. Which virus has caused pandemic?

1. Rubella
2. Measles
3. Coronavirus
4. None

i. What is required to stay safe from Covid 19?

1. Face mask
2. Sanitizer
3. Both 1. And 2.
4. None

**ANSWERS: a. (4) b. (1) c. (2) d. (1) e. (3) f. (1) g.(1)
h.(3) i.(3)**

UNIT V

Topic: Zoo Manners, Funny Bunny

Learning Objective:

- Retell story /poems in home language using pictures, state facts in simple sentences
- Write words as a decoding activity. write words and simple sentences as a structured writing activity (for example, state/ give in own words answers to questions such as, what was the name of the village? Why does the cat follow the mouse?)
- Write 2-3 sentences on a picture or personal experience.

Learning Outcome:

- Responds orally to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases / short sentences).
- Draws or writes a few words or short sentence in response to poems and stories.

QUESTIONS:

a. Rearrange the letters to make a meaningful word 'ozo'.

1. Animals
2. Zoo
3. Park
4. Camp

b. Which animal has a hump?

1. Cow
2. Dog
3. Cat
4. Camel

c. When you visit a zoo you should not?

1. Tease animals
2. Watch the animals
3. Treat animals well
4. Be careful

d. What was going to fall?

1. Sky
2. Trees
3. Apples
4. Mangoes

e. Who ate all the birds?

1. Lion
2. Fox
3. Tiger
4. Wolf

f. Tick the odd one out:

1. Hen
2. Cock
3. Duck
4. Fox

g. Complete the given line on the basis of the poem 'Zoo Manners'.

Don't make fun, Of the camel's hump- He's very proud

1. Of his noble bump.
2. Of his noble hump.
3. Of his noble neck.
4. Of his noble tail.

ANSWERS: a. (2) b. (4) c. (1) d. (1) e. (2) f. (4) g.(1)

UNIT VI

Topic: Mr. Nobody, Curlylocks and the Three Bears

Learning Objective:

- Recite the poem with proper intonation and correct pronunciation.
- Verbalize and write in English, discuss in English with peers about festival, days and months and at home and school use polite and appropriate expressions while speaking.
- Read from scripts in a print rich environment like newspapers, tickets, posters etc.

Learning Outcome:

- Sings songs or rhymes with action, in order to show understanding of new words by associating words with relevant action.
- Listens to English words, greetings, polite forms of expression, and responds in English /home language like ‘How are you?’, ‘I’m fine, thank you.’ etc.

QUESTIONS:

a. What was the name of funny little man?

1. Mr. Everybody
2. Mr. Anybody
3. Mr. Nobody
4. Mr. Somebody

b. The man in the poem ‘Mr. Nobody’ was?

1. Funny
2. Serious
3. Sad
4. Happy

c. Who has seen Mr. Nobody’s face?

1. Everyone
2. No one
3. Someone
4. Anyone

d. Where had the bear family gone?

1. For party
2. For walk
3. For dinner
4. For meeting

e. The word 'hungry' means?

1. Wanting or needing food
2. Tempting
3. Stern
4. Beautiful

f. The three golden words are:

1. Sorry
2. Thankyou
3. Please
4. All of these

g. Identify the pair of rhyming words in the given line.

“I can see the little bee”.

1. See, bee
2. I, the
3. See, the
4. None

ANSWERS: a. (3) b. (1) c. (2) d. (2) e. (1) f. (4) g.(1)

UNIT VII

Topic: On My Blackboard I Can Draw, Make It Shorter

Learning Objective:

- Demonstrate phonemic awareness through activities focusing on different sounds, shapes, weight etc emerging from the words in stories and texts
- List/ name types of boards for drawing.
- Draw their cartoon character on black board according to shape and size.
- Read simple words / texts other than those prescribed in the text-books to enable linkages between school and the world outside the school

Learning Outcome:

- Uses simple adjectives related to size, topcolor, weight, texture such as 'big', 'small', 'round', 'pink' 'red' 'heavy', 'light' 'soft' etc. in order to associate these with places /events /poems /stories /conversations /characters /etc.

QUESTIONS:

a. Tick the adjective from the given words.

1. Draw
2. Green
3. Box
4. Door

b. Who was cleverest among all?

1. Birbal
2. Akbar
3. Minister
4. Priest

c. The opposite of 'heavy' is?

1. Hard
2. Small
3. Light
4. Big

ANSWERS: a. (2) b. (1) c. (3)

UNIT VIII

Topic: I Am the Music Man, The Mumbai Musicians

Learning Objective:

- Recite the poem with proper intonation and correct pronunciation.
- Retell/restate the simple words of Greetings used by teachers and verbalize in simple English / home language with teacher and peer.
- Sing any English /Hindi song of your choice.
- Read cartoons / pictures /comic strips with or without words in simple sentences by talking about classroom.

Learning Outcome:

- Sings songs or rhymes with action, in order to show understanding of new words by associating words with relevant action.
- Listens to short texts from children's section of newspapers, read out by the teacher

QUESTIONS:

a. Who came from far away?

1. Farmer
2. Music man
3. Potter
4. Gardener

b. Which part of the body is used while playing the drum?

1. Tongue
2. Ear
3. Legs
4. Hands

c. The sound produced by piano while playing is?

1. Boomdi
2. Brum
3. Pia Pia
4. Boom

d. What was the name of the donkey?

1. Farmer
2. Goopu
3. Doopu
4. Hoopu

e. Who said, 'You are a good donkey'?

1. Dog
2. Camel
3. Farmer
4. Cow

f. Who was Cuckoo?

1. Hen
2. Cock
3. Rabbit
4. Bird



g. Identify the image given above.

1. Sweets
2. Musical Instruments
3. Stationery
4. None

ANSWERS: a. (2) b. (4) c. (3) d. (2) e. (3) f. (4) g. (2)

UNIT IX

Topic: Granny Granny Please Comb My Hair, The Magic Porridge Pot

Learning Objective:

- Recite the poem with proper intonation and correct pronunciation.
- Perform a magic show through hide and seek activity.
- Interpret oral instructions given to him /her and respond correctly with a yes or a no.
- Demonstrate in a simple Wordplay using words or phrases that explain symbols or abbreviations with the help of pictures.

Learning Outcome:

- Sings songs or rhymes with action, in order to show understanding of new words by associating words with relevant action.
- Listens to instructions and is able to draw a picture as per instructions.

QUESTIONS:

a. What does the girl want her granny to do?

1. Play with her
2. Comb her hair
3. Go for a walk
4. Laugh with her

b. Which oil does granny rub on girl's scalp?

1. Mustard oil
2. Coconut oil
3. Olive oil
4. Groundnut oil

c. Where does the girl sit?

1. On chair
2. On table
3. On bed
4. On cushion

d. The characters in the story 'The Magic Porridge Pot' were?

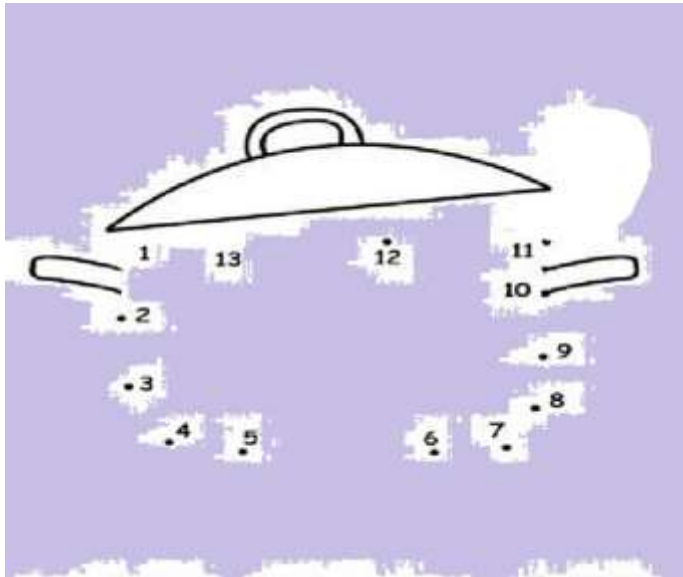
1. Mother
2. Girl
3. Old woman
4. All of the above

e. What did the pot cook?

1. Maggi
2. Rice
3. Porridge
4. Curd

f. With whom did Tara share her happiness after getting the magic pot?

1. Old woman
2. Village boy
3. Village girl
4. Her mother



g. Join the numbers and identify the image.

1. Pot with lid
2. Flower
3. Glass
4. None

ANSWERS: a. (2) b. (2) c. (4) d. (4) e. (3) f. (4) g. (1)

UNIT X

Topic: Strange Talk, The Story of Grasshopper and The Ant

Learning Objective:

- Recite the poem with proper intonation and correct pronunciation.
- Tell the opposites and gender of different pronouns in story.
- Use adjectives for Grasshopper and Ant while speaking and writing.

Learning Outcome:

- Sings songs or rhymes with action, in order to show understanding of new words by associating words with relevant action.
- Uses pronouns related to gender like 'his / her /', 'he /she', 'it' and other pronouns like 'this /that', 'here /there' 'these /those' etc. in order to their show understanding of their appropriate use in sentences.
- Uses adjectives /prepositions /sight words, to compose and write simple, short sentences with space between words, in order to demonstrate understanding of their appropriate application to language.

QUESTIONS:

a. Who lived under the log?

1. Little fish
2. Little frog
3. Little turtle
4. Little whale

b. How was the pig?

1. big and fat
2. little and fat
3. big and thin
4. little and thin

c. Who said 'quack-quack'?

1. Dog
2. Hen
3. Duck
4. Lion

d. Tick the pronoun that is used for 'animals'?

1. Her
2. Him
3. His
4. It

e. 'This' is used for things that are?

1. Near us
2. Far away
3. Under
4. Above

f. 'Those' is used for things that are?

1. Singular
2. Plural
3. Up
4. Down

g. The grasshopper was?

1. Active
2. Beautiful
3. Handsome
4. Lazy

h. When the winters arrived who started worrying?

1. Ants
2. Grasshopper
3. Lion
4. Birds

i. The grasshopper used to play _____ the warm sunshine?

1. On
2. In
3. At
4. Over

j. Identify the rhyming words in the given lines.

**A little pig lived in a sty,
As fat as he could be,
And when he asked for dinner
He cried aloud, wee-wee.**

1. Lived, sty
2. Fat, be
3. When, dinner
4. Wee, wee.

ANSWERS: a. (2) b. (2) c. (3) d. (4) e. (1)
f. (2) g. (4) h. (2) i. (2) j. (4)

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*“Live as if you were to die
tomorrow. Learn as if you were
to live forever”*

- Mahatma Gandhi

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