



The Constitution of India

Chapter IV A

Fundamental Duties

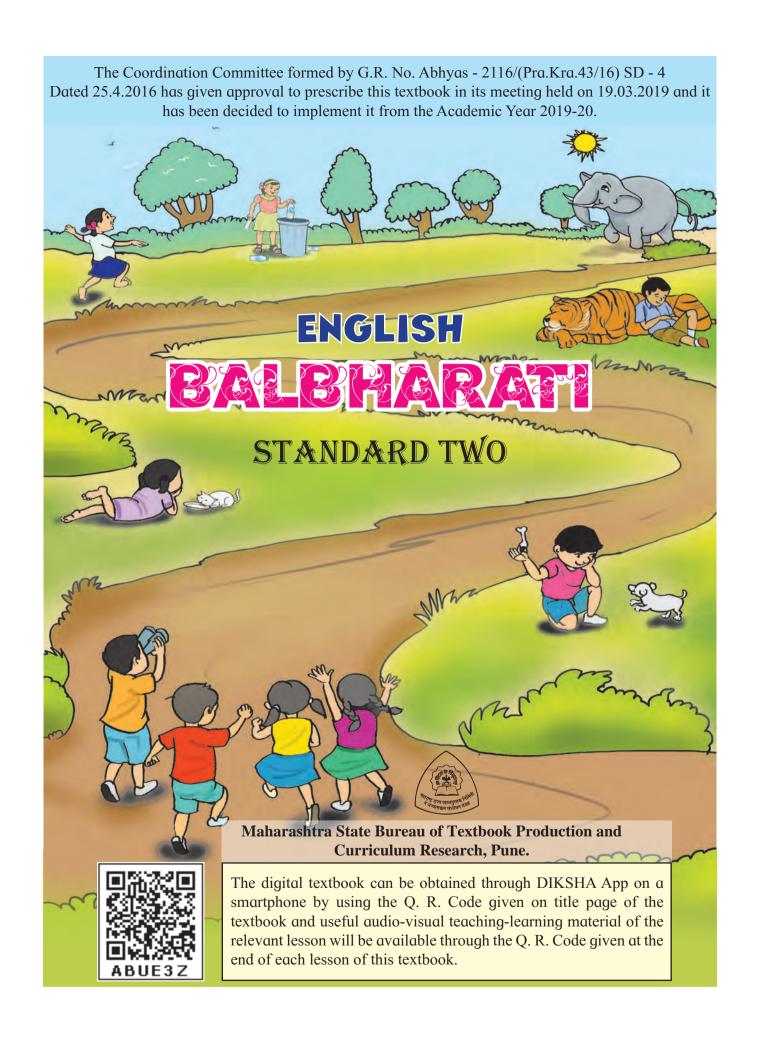
ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so:
- to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures:
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.







First Edition: 2019 © Second Reprint: 2021

Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune - 411 004.

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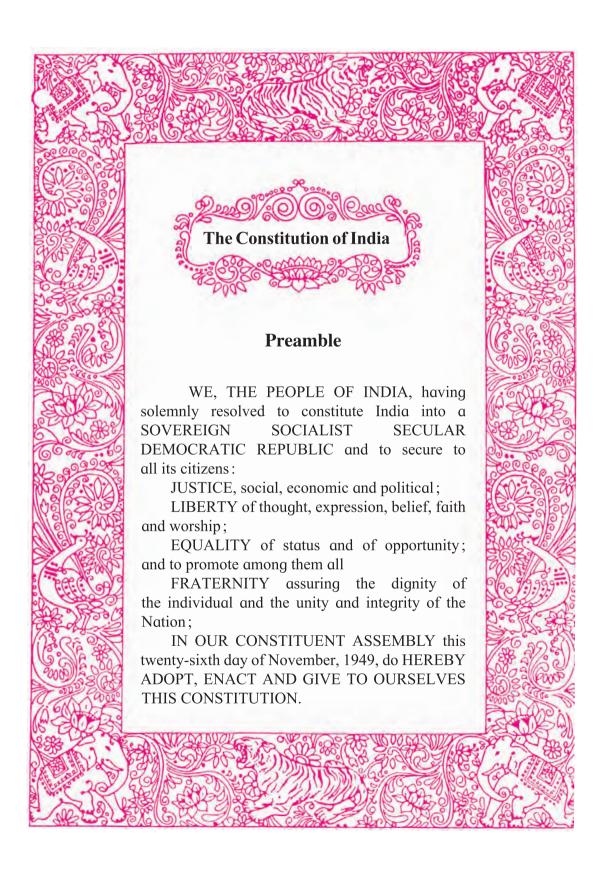
Typesetting: DTP Section (Languages)

Textbook Bureau, Pune.

Printer:

Print Order No.:

Paper: 70 GSM Creamwove



NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē, gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

Preface

Dear Children,

I am sure you enjoyed learning from and reading 'English Balbharati' in Standard One. Now you are in Standard Two. Let me welcome you to Standard Two this year. We are happy to place this textbook **English Balbharati** for **Standard Two** in your hands.

I am happy and eager to see your excitement when you receive 'English Balbharati' in Standard Two this year.

You learnt melodious songs, rhymes and poems in Standard One. You listened to exciting stories and enacted them in the classroom and at home too. You were completely engaged in doing interesting activities given in the book. All those activities helped you in listening, speaking, reading well and prepared you for writing.

Well, this year too, you are going to have plenty of fun while learning English. This textbook is a treasure box, full of interesting stories of birds, animals, children, parents and grandparents too. The poems and stories talk to you about the real world as well as an imaginary world of trees, fairies, children and their dreams. You can tell your own stories to your teacher and classmates too. You will learn new words and phrases. You will also learn to use them orally and then write them. You will have fun matching pictures with words, solving riddles and playing games. You will learn to ask questions to guess the answers. Q. R. Codes have been given to songs, stories, picture reading and other activities too.

You will love the colourful pictures. As a matter of fact, I am sure, you will enjoy everything about this book.

By the end of this year, you will be already looking forward to the next English Balbharati textbook for Standard Three..

Have fun, enjoy and learn a lot my dear children. Wish you all the best for your studies!

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Pune

Date: 6 April, 2019

Gudhi Padva

Indian Solar Year:

16 Chaitra, 1941

(Dr Sunil Magar) Director

Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.

For Teachers / Parents

Dear Teachers,

You must be happy to see the new textbook 'English Balbharati' for Standard Two. Here are a few suggestions for you, before you enter the classroom.

- 1. Please read the entire book carefully. The selection of all the stories, poems, dialogues and activities has been done with extreme care to facilitate 'Language Learning'.
- 2. Children have an innate curiosity and desire to learn, which needs to be encouraged further in the classroom.
- 3. Please motivate children to participate in all the activities and allow them to make mistakes.
- 4. Insisting on 'correct' or 'right' answers must always be avoided because it discourages children from speaking in English.
- 5. Please encourage children to work in pairs and groups most of the time.
- 6. Use all the resources available. For some of the lessons which are related to nature, you may take the students out in the surrounding.
- 7. There are many open-ended questions and activities. Please accept different and unique responses that children give, instead of expecting uniform responses from them.
- 8. The more opportunities you create for children to practise their listening and speaking skills, the happier they will be while learning.
- 9. There are plenty of activities which will help you in preparing children for reading and writing. Please repeat them as often as you can.
- 10. Please note that there are stories and pictures of persons such as 'woman pilot' 'male chef' 'police woman' etc. please talk about them and draw children's attention to these social changes.
- 11. There are a few drawing and colouring activities in the book. Please feel free to create more such opportunities for children.
- 12. Music inspires creative minds and calms down agitated minds. Play soothing music in the classroom whenever it is possible.
- 13. Last but not the least, let's do away with the assumption 'Children do not understand.'

Enjoy the entire book. Wish you all the best!

English Balbharati - Standard Two - Learning Outcomes

Suggested Pedagogical Processes	Learning Outcomes
The learner may be provided opportunities	The learner –
in pairs/groups/ individually and encouraged to -	02.03.01 Recites and sings songs and rhymes with actions.
 sing or recite songs, poems and rhymes collectively with actions. 	02.03.02 Responds to comprehension questions related to stories and
listen to stories and humorous incidents and interact in English or mother tongue (home	poems in English. 02.03.03 Expresses verbally her/his opinion
language). • ask simple questions about characters,	and asks questions about the characters, storyline etc. in English
places, the sequence of events in the story. (Ensure clear lip movement for children with hearing impairment so that they can lip read.)	02.03.04 Draws or writes a few words or short sentences in response to poems and stories.
 respond orally in mother tongue, English, sign language or non-verbal expressions. write 2-3 simple sentences about stories or 	02.03.05 Listens to English words, greetings, polite forms of expression and responds in English.
 look at scripts in a print rich environment like 	02.03.06 Listens to instructions and draws a picture.
 newspapers, tickets, posters etc. develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts. 	02.03.07 Composes and writes simple, short sentences with space between words and letters.
listen to short texts from children's section of newspapers, read out by the teacher.	02.03.08 Guesses the meanings using the given context.
 listen to instructions and draw a picture. speak and write English, talk to their peers 	02.03.09 Speaks confidently about herself/ himself or topics of her/his choice.
in English, relating to festivals and events at homes and schools.	02.03.10 Uses stock expressions in face to face interaction.
 enrich vocabulary in English mainly through telling and re-telling stories and folk tales. 	02.03.11 Expresses her/his personal needs, feelings etc.
• use appropriately pronouns related to gender such as 'he', 'she', 'his', 'her', and demonstrative pronouns such as 'this', 'that',	02.03.12 Conducts/tries out simple activities in the classroom under the guidance of a teacher.
'these', 'those'; and prepositions such as 'before', 'between' etc.	02.03.13 Narrates a story with the help of clues.
 read cartoons/ pictures/comic strips with or without words independently. 	02.03.14 Enacts a familiar story / skit / playlet or event.
• write 2-3 sentences describing common events using adjectives, prepositions and sight words like "This is my dog. It is a big	02.03.15 Reads words, phrases, sentences correctly.
dog. It runs behind me."	02.03.16 Writes words, phrases and sentences.
	02.03.17 Writes a guided composition.

Inside the Book

UNIT ONE

- 1.1 Bridge
- 1.2 Activity Time
- 1.3 Let's Speak
- 1.4 Story Time Yash and Moti
- 1.5 Language Study
- 1.6 I Love Little Pussy
- 1.7 Let's Speak
- 1.8 Reading Time
- 1.9 Writing Skills

UNIT TWO

- 2.1 Chameleons
- 2.2 Activity Time
- 2.3 Let's Speak
- 2.4 Story Time Unity Is Strength.
- 2.5 Language Study
- 2.6 Friends Forever
- 2.7 Let's Speak
- 2.8 Reading Time
- 2.9 Writing Skills

UNIT THREE

- 3.1 Mice
- 3.2 Activity Time
- 3.3 Let's Speak
- 3.4 Story Time Nina's Dream
- 3.5 Language Study
- 3.6 Five Little Seeds
- 3.7 Let's Speak
- 3.8 Reading Time
- 3.9 Writing Skills

UNIT FOUR

- 4.1 Catch them, if you can!
- 4.2 Activity Time
- 4.3 Let's Speak
- 4.4 Story Time What Do You See?
- 4.5 Language Study
- 4.6 My Telescope
- 4.7 Let's Speak
- 4.8 Reading Time
- 4.9 Writing Skills