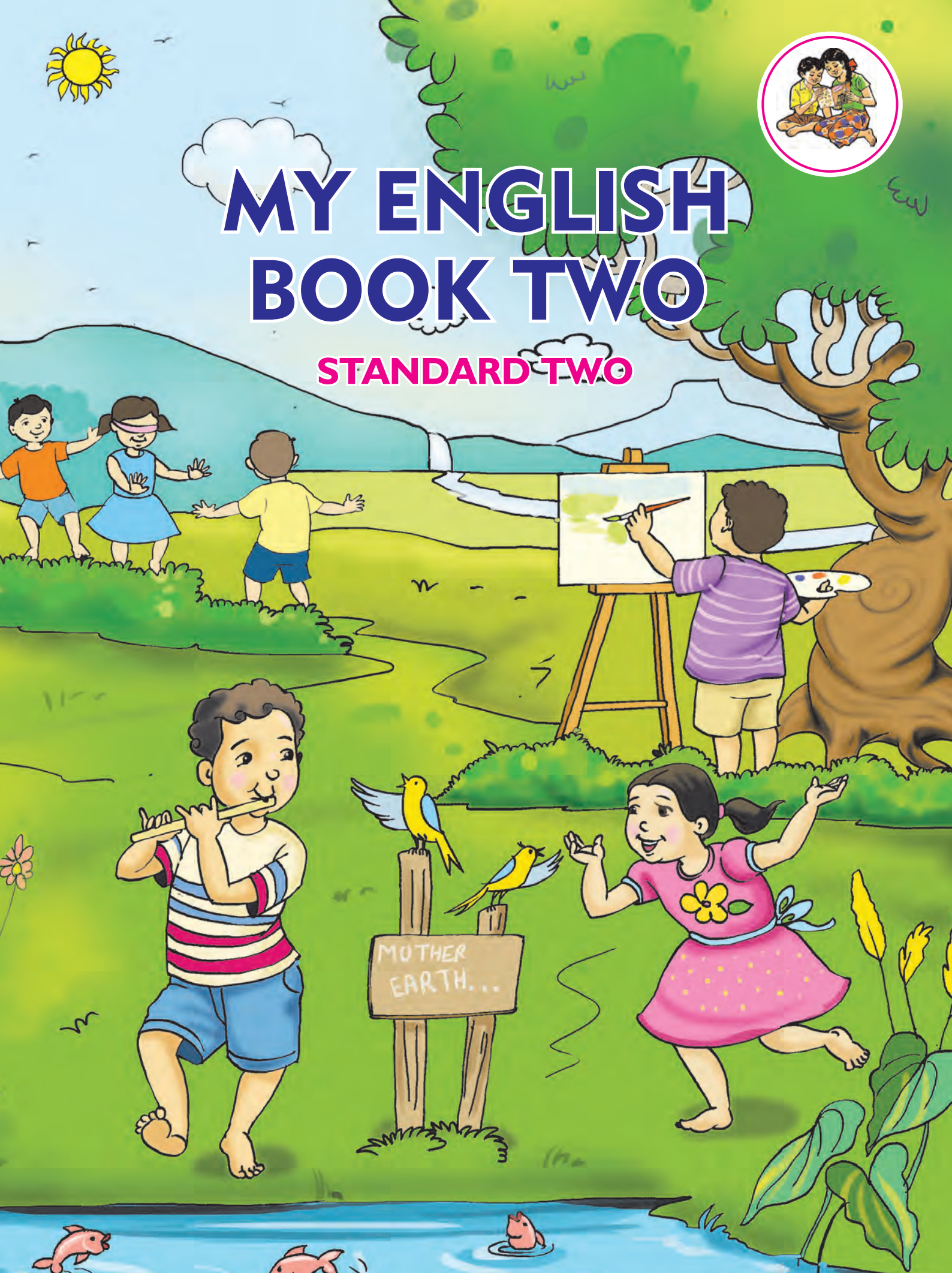


MY ENGLISH BOOK TWO

STANDARD TWO

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;

(e) 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;

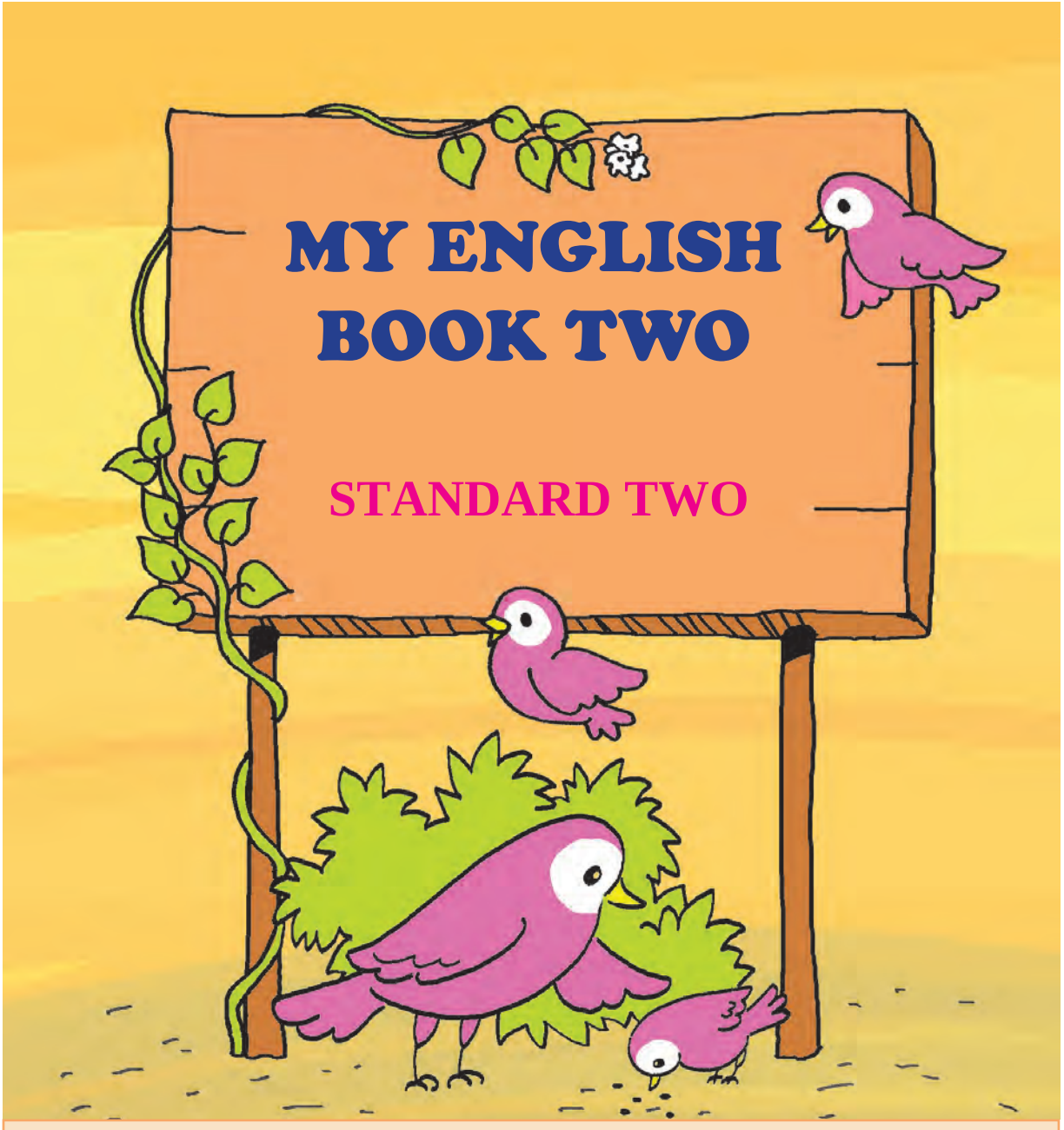
(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

(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.

The Coordination Committee formed by G.R. No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4
Dated 25.4.2016 has given approval to prescribe this textbook in its meeting held on
19.03.2019 and it has been decided to implement it from the Academic Year 2019-20.

MY ENGLISH BOOK TWO

STANDARD TWO



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

H57IIK

The digital textbook can be obtained through DIKSHA App on a smartphone by using the Q. R. Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available through the Q. R. Code given at the end of each lesson of this textbook.

First Edition : 2019 ©
Second Reprint : 2021

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

The Maharashtra State Bureau of Textbook Production and Curriculum Research reserves all rights relating to the book. No part of this book should be reproduced without the written permission of the Director, Maharashtra State Bureau of Textbook Production and Curriculum Research, 'Balbharati', Senapati Bapat Marg, Pune 411004.

English Language Committee :

Smt. Hemalata Honwad, Chairperson
Dr Rohit Kawale, Member
Dr. Manjushree Sardeshpande, Member
Dr Shruti Chaudhary, Member
Shri. Shridhar Nagargoje, Member
Dr Muktaja Mathkari, Member
Dr. Dipak Damodare, Member
Dr. Ibrahim Nadaf, Member
Dr. Sangita Ghodake, Member
Smt. Arundhati Garud, Member
Shri. Santosh Pawar, Member-Secretary

Cover : Shri. Yashvant Deshmukh
Illustrations : Reshma Barve,
Manoj Pawar

Co-ordination :
Santosh J. Pawar
Assistant Special Officer English

Production :
Sachchitanand Aphale
Chief Production Officer
Vinod Gawade
Production Officer
Mitali Shitap
Assistant Production Officer

Publisher :
Vivek Uttam Gosavi
Controller
Maharashtra State
Textbook Bureau,
Prabhadevi,
Mumbai - 400 025.

Study Group Members :

Smt. Sanjivani Pawar
Smt. Ashfiya Siddiqui
Smt. Harsha Chavan
Smt. Mangala Barave
Shri. Nilesh Kedare
Shri. Pradip Patil
Smt. Manjusha Bodele
Shri. Rahul Surwase
Smt. Vinita Narang
Smt. Neelima Patil
Shri. Gajanan Bodhe
Dr. Godavari Ugale
Shri. Sultanchaand Shaikh
Smt. Pooja Thakare
Smt, Manasi Bhosale
Shri. Jagdish Kumbhar
Smt. Preeti Khandelwal
Smt. Renu Dhotre
Smt. Suwarna Kulkarni
Smt. Meenakshi Kharatmol
Shri. Narayan Mangalaram
Shri. Rakesh Salunkhe
Shri. Santosh Natikar
Shri. Zuber Kazi
Smt. Jayanti Jog
Dr. Deepali Deshmukh
Shri. Pavankumar Korde
Smt. Anita Marathe
Smt. Gourangi Sawant
Smt. Anjali Awadhutkar
Smt. Amruta Naik

Typesetting : DTP Section (Languages)
Textbook Bureau, Pune.
Printer : M/s Rajmudra Offset, Aurangabad
Print Order No. : N/PB/2021-22/(30,000)
Paper : 70 GSM Creamwove

The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

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 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, 'My English Book One' in Standard One. A warm welcome to Standard Two now! We are looking forward to seeing your bright and happy faces when you receive **'My English Book Two'** in Standard Two this year. We are happy to place this textbook **'My English Book Two'** in your hands.

You learnt wonderful songs, rhymes and poems in Standard One. You listened to interesting stories and enacted those in the classroom and at home too. You were thoroughly engaged in doing the interesting activities given in the book.

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, boys and girls, parents and grandparents. The poems and stories talk to you about the real world as well as the imaginary worlds of insects and trees, of children and their dreams. There are many opportunities for you to relate to those worlds. There are many language games and activities.

You will learn new words and how to trace and then write them. You will have fun matching pictures with the words, reciting and learning poems. You will learn to ask right questions to guess the answers. You will love the colourful pictures too. I am sure you will enjoy everything about this book. Q. R. Codes have been given to songs, stories, poems, picture reading and other activities too.

I am sure by the end of the year, you will be ready and looking forward to the next year's My English Book.

Wishing you all the best for your studies.

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 the Teachers

We have introduced English language in Standard One through simple language and variety of activities. We have focused on developing interest and confidence in English language among the children.

(1) Give the students maximum practice of the rhymes and songs with rhythm and actions and proper pronunciation, throughout the year.

(2) Give practice of the greetings, requests, commands and simple instructions for conversation according to the situations in pair or group work.

(3) Prepare various types of teaching aids and models to enrich children's vocabulary and give visual exposure to them as well.

(4) Encourage children to use simple words, phrases, expressions in English inside and outside the classroom regularly.

(5) Help children to develop their reading and writing skills through preparatory activities.

(6) Conduct various types of activities and language games throughout the year for reinforcement of the content they have learnt.

(7) Revise all the activities at the end of each unit.

(8) Use e-learning material to develop language skills.

(9) Make maximum use of simple and easy English in and around the classroom. Mother tongue of the children can be used if necessary.

(10) Use simple instructions while teaching.

The emojis/icons given below are used in this book for specific purposes.

Listening

Speaking

Reading

Writing

Conversation

The activities given for listening, speaking and conversation should not be used for reading and writing.

There are plenty of illustrations and activities in this book. The activities are quite interesting and easy. They will motivate children to think independently. You are expected to make use of these as often as possible.

Please make sure to follow these guidelines.

1. Encourage children to speak in English.
2. Please make sure to repeat the activities that children like and enjoy.
3. Please do not focus on pointing out children's mistakes.
4. It is alright if they do not answer in complete sentences. Please encourage them by accepting their answers in one or two words in their home language or non-verbal responses.
5. Do not expect them to write spellings of the words at this stage or to learn them by heart. Maximum exposure to the whole words will help children in learning new words happily.

The following are the activities given in the textbook.

Poems

Most of the poems can be enacted and sung by children. The actions in the illustrations are guidelines to help you. You should recite/sing each and every line of the poem clearly and slowly first, then children may follow you line by line. Children will learn these poems well by repetition. You should use the pictures to chat with children about the poems so that they understand the themes of the poems.

Stories

Listening to a story, reading and then enacting it form a significant part of the process of language learning.

It helps in developing vocabulary, building confidence to speak in English. Children thoroughly enjoy participating in the performance of stories and dialogues. It helps them to construct and say short sentences in English. You need to create opportunities for children to perform in front of their own class, the school assembly or the visitors and guests.

Picture Reading

There are pictures which will help you to use and revise words, phrases, sentences and dialogues.

Picture Story

You can chat with the children with the help of the pictures in the story and make sure that they understand it well. You may use the pictures to encourage children to say the dialogues and narration in English repeatedly. You can dramatize the picture-stories by forming groups of children. Children enjoy these and so you can repeat this activity as many times as you can. Various types of puppets can be used to make the story interesting.

Conversations / Dialogues

You need to explain the theme of the dialogue to children, with the help of the pictures in the book. You can also build dialogues based on different situations in the classroom. (for example : May I? I like to, I don't like to) You may ask children to form pairs or groups and encourage them to practise.

A variety of dialogues included in the textbook will be helpful to you while children put in effort to speak in English in the classroom. The themes of the dialogues are simple and appropriate for their age group. They include themes such as-greeting someone, polite requests, seeking information etc. You need to see that children use these dialogues in their day-to-day conversation in the school.

Vocabulary Enrichment

You should use pictures, stories, picture-stories to enrich children's vocabulary. The words used in the textbook are from children's immediate surroundings. Please be sure to prepare and keep flash cards ready for the whole academic year.

Avoid giving emphasis on spellings of words. Children should read every word as a whole word. Sight reading of these words should be practised regularly.

Listen and act

During this activity, children are expected to comprehend simple instructions given in English and act accordingly. You need to give practice of these activities again and again to achieve the objective. Gradually and after sufficient practice, children should be encouraged to give simple instructions to each other instead of the teacher.

Listen, repeat and speak

There are several examples included in the book to encourage children to speak about themselves about their likes, dislikes, personal needs etc. in simple and short sentences. You should gather each and every child's personal information (for example : names of their family members, names of their friends, their likes and dislikes etc.). You also need to make sure that every child is able to give this basic information about herself / himself in simple sentences.

Look and say

These activities are designed to help children to learn to read and prepare them for writing.

Flash cards

Flash cards are fun and help in learning and revising new vocabulary and phrases.

Reading time

The activities like 'word basket' are designed to develop phonemic awareness in the learners. Here the learners are expected to develop the ability to hear, identify and associate the sounds with the letters. The goal of these phonemic awareness activities is to enable the beginning readers to decode new words by sounding them out or by blending the sound –letter patterns.

Tracing and writing

The development of handwriting skills (letter formation, sizing, spacing, alignment, etc.) begins with being able to copy simple shapes. Children who are able to copy basic prewriting shapes will be able to copy significantly more letters. The learners should be encouraged to trace the letters in four line format so that they understand the dimensions of the letters.

In this book, specific pronunciations of a,e,i,o,u have been given in Devnagari script. Other language medium school teachers may use their own language script instead of ॲ, ए, इ, ऑ, अ respectively.

My English Book Two - Standard Two - Learning Outcomes

Suggested Pedagogical Processes	Learning Outcomes
The learner may be provided opportunities in pairs/groups/ individually and encouraged to - • sing or recite songs or poems or rhymes together with action. • listen to stories and humorous incidents and interact and respond in English or in home language. • ask simple questions, for example, on characters, places, the sequence of events in the story, etc. (Ensure clear lip movement for the children with hearing impairment.) • respond orally in home language or English or sign language or other non-verbal expressions. • write 2-3 simple sentences about stories or poems. • look at scripts in a print rich environment like newspapers, tickets, posters etc. • develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts. • listen to short texts from children's section of newspapers, read out by the teacher. • listen to instructions and draw a picture or do different actions. • speak and write English, talk to their peers in English about festivals and events at home and school. • enrich vocabulary in English mainly through telling and repeating stories and folk tales. • use appropriately pronouns related to gender such as 'he', 'she', 'his', 'her', and demonstrative pronouns such as 'this', 'that', 'these', 'those'; and prepositions such as 'before', 'between' etc. • read cartoons/ pictures/comic strips with or without words independently. • write 2-3 sentences describing common events using adjectives, prepositions and sight words like "This is my dog. It is a big dog. It runs behind me."	**The learner -** 02.17.01 Recites, sings and enjoys listening to songs, rhymes with actions. 02.17.02 Understands sequence of stories and events. 02.17.03 Expresses verbally her or his opinion and asks questions about the characters, storyline etc. in English or in home language. 02.17.04 Writes a few words, phrases, short sentences, in response to poems and stories. 02.17.05 Uses stock expressions in face to face interactions in the classroom or in the surroundings. 02.17.06 Identifies different shapes, sizes, colours, weight, texture etc. 02.17.07 Uses pronouns related to gender like 'his/her', 'he/she', 'it' and other pronouns like 'this/that', 'here/there', etc. 02.17.08 Uses prepositions like, 'before', 'between' etc. 02.17.09 Listens carefully and repeats words, phrases and sentences. 02.17.10 Speaks about herself/himself. 02.17.11 Identifies and tells numerals up to 50. 02.17.12 Reads and understands familiar words at sight. 02.17.13 Expresses their personal needs, feelings etc. 02.17.14 Listens and follows instructions. 02.17.15 Narrates a story with the help of the clues or pictures. 02.17.16 Composes and writes simple, short sentences with space between letters and words.

Inside the Book...

Unit One

1.1 Bounce a Ball
1.2 Activity Time
1.3 Let's Speak
1.4 Let's Revise
1.5 Fun with Alphabet
1.6 Activity Time
1.7 Let's Speak
1.8 Word Basket
1.9 Learning Letters
1.10 Animal Song
1.11 Reading Time

Unit Two

2.1 Birds can Fly
2.2 Activity Time
2.3 Let's Speak
2.4 The Lion and the Mouse
2.5 Word Basket
2.6 Learning Letters
2.7 Tony Tinker
2.8 Activity Time
2.9 Let's Speak
2.10 Numbers 11 to 20
2.11 The Visit to Grandmother

Unit Three

3.1 Action Song
3.2 Activity Time
3.3 Let's Speak
3.4 Word Basket
3.5 Know the Occupations
3.6 ZOOM, ZOOM, ZOOM
3.7 Let's Speak
3.8 Word Basket
3.9 Learning Letters
3.10 Fun with Letters
3.11 Reading Time

Unit Four

4.1 The Squirrel
4.2 Calender
4.3 Let's Speak
4.4 Who is Better ?
4.5 Word Basket
4.6 Learning Letters
4.7 Crossing the Road
4.8 Activity Time
4.9 Let's Speak
4.10 Word Building
4.11 Reading Time