



ENGLISH

**BALBHARATI**

STANDARD TWO



# The Constitution of India

## Chapter IV A

### Fundamental Duties

#### ARTICLE 51A

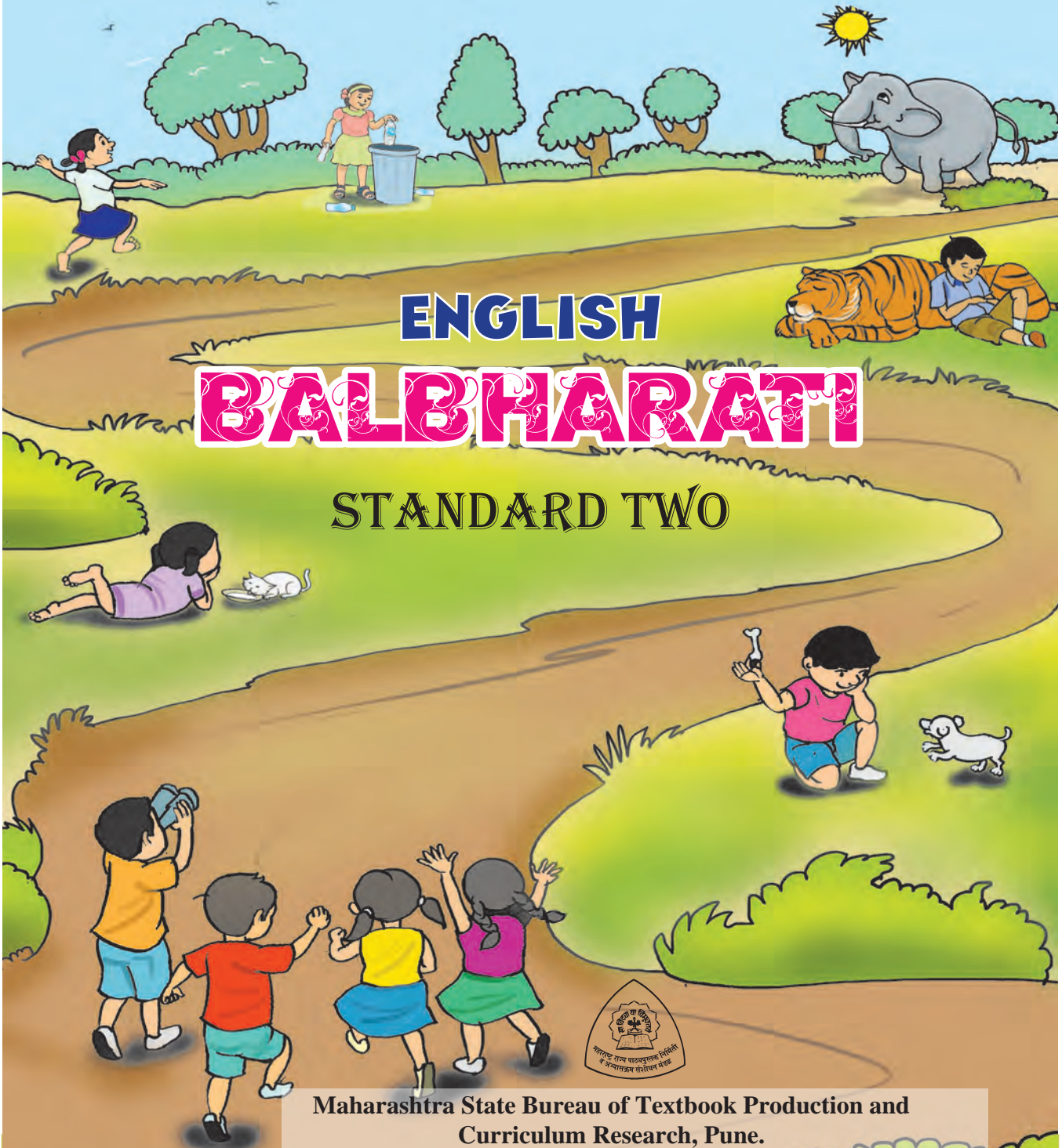
**Fundamental Duties- It shall be the duty of every citizen of India—**

- (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.



# ENGLISH

# BALEPHARATI

## STANDARD TWO



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



ABUE3Z

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.

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**Cover :** Shri. Rajendra Girdhari

**Illustrations :** Shri. Yashwant Deshmukh  
Shri. Pradip Ghodake  
Shri. Manoj Pawar

**Co-ordination :**

Santosh J. Pawar  
Assistant Special Officer English

**Production :**

Sachchitanand Aphale  
Chief Production Officer

Sachin Mehta  
Production Officer  
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Assistant Production Officer

**Publisher :**

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**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  
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Smt. Shweta Solapurkar

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## 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 '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!



**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
<p><b>The learner may be provided opportunities in pairs/groups/ individually and encouraged to –</b></p> <ul style="list-style-type: none"> <li>• sing or recite songs, poems and rhymes collectively with actions.</li> <li>• listen to stories and humorous incidents and interact in English or mother tongue (home language).</li> <li>• ask simple questions about characters, places, the sequence of events in the story. (Ensure clear lip movement for children with hearing impairment so that they can lip read.)</li> <li>• respond orally in mother tongue, English, sign language or non-verbal expressions.</li> <li>• write 2-3 simple sentences about stories or poems.</li> <li>• look at scripts in a print rich environment like newspapers, tickets, posters etc.</li> <li>• develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts.</li> <li>• listen to short texts from children’s section of newspapers, read out by the teacher.</li> <li>• listen to instructions and draw a picture.</li> <li>• speak and write English, talk to their peers in English, relating to festivals and events at homes and schools.</li> <li>• enrich vocabulary in English mainly through telling and re-telling stories and folk tales.</li> <li>• 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.</li> <li>• read cartoons/ pictures/comic strips with or without words independently.</li> <li>• 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.”</li> </ul>	<p><b>The learner –</b></p> <p>02.03.01 Recites and sings songs and rhymes with actions.</p> <p>02.03.02 Responds to comprehension questions related to stories and poems in English.</p> <p>02.03.03 Expresses verbally her/his opinion and asks questions about the characters, storyline etc. in English</p> <p>02.03.04 Draws or writes a few words or short sentences in response to poems and stories.</p> <p>02.03.05 Listens to English words, greetings, polite forms of expression and responds in English.</p> <p>02.03.06 Listens to instructions and draws a picture.</p> <p>02.03.07 Composes and writes simple, short sentences with space between words and letters.</p> <p>02.03.08 Guesses the meanings using the given context.</p> <p>02.03.09 Speaks confidently about herself/himself or topics of her/his choice.</p> <p>02.03.10 Uses stock expressions in face to face interaction.</p> <p>02.03.11 Expresses her/his personal needs, feelings etc.</p> <p>02.03.12 Conducts/tries out simple activities in the classroom under the guidance of a teacher.</p> <p>02.03.13 Narrates a story with the help of clues.</p> <p>02.03.14 Enacts a familiar story / skit / playlet or event.</p> <p>02.03.15 Reads words, phrases, sentences correctly.</p> <p>02.03.16 Writes words, phrases and sentences.</p> <p>02.03.17 Writes a guided composition.</p>

## *Inside the Book . . . . .*

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## 1.1 Bridge

### UNIT ONE



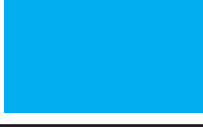



- Listen and recite the poem with actions.



Boats sail on the rivers,  
And ships sail on the seas;  
But clouds that sail across the sky,  
Are prettier than these.  
There are bridges on the rivers,  
As pretty as you please;  
But the bow that bridges heaven,  
And overtops the trees,  
And builds a road from earth to sky,  
Is prettier far than these.

- *Christina Rossetti*

a. Write down the things that have following colours.

	<b>Violet</b>	.....
	<b>Indigo</b>	.....
	<b>Blue</b>	.....
	<b>Green</b>	.....
	<b>Yellow</b>	.....
	<b>Orange</b>	.....
	<b>Red</b>	.....

• Look and say.

river	sky	sea	clouds
bridges	heaven	across	earth
prettier	ships	bow	overtops



## 1.2 Activity Time

### a. Let's play.

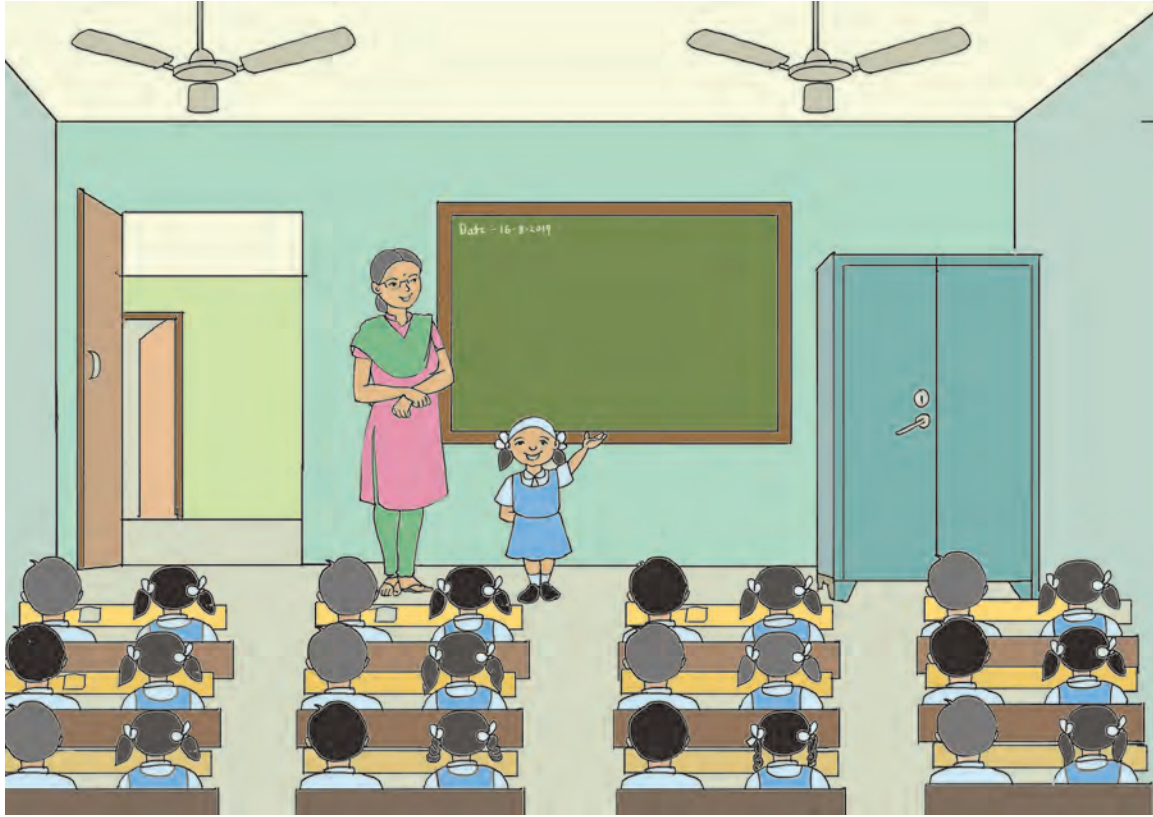
1. Form pairs.
2. Close your eyes. Now one of you put your finger on any letter on the blue card.
3. Now your partner will put the finger on any letter on the pink card.
4. Open your eyes.
5. Now each one of you has one letter of the alphabet.
6. Each pair has two letters.
7. Write as many words as you can which have both the letters you picked.

a e i  
o u

b c d f g h j k l m  
n p q r s t v w x  
y z



**b. Think and answer.**



**Teacher** : Good morning children.

**Children** : Good morning teacher.

**Teacher** : What is your name?

**Tejal** : My name is Tejal.

**Teacher** : What is the first letter of your name?

**Tejal** : 'T'.

**Teacher** : What is the last letter of your name ?

**Tejal** : 'l'.

**Teacher** : How many letters are there in your name?

**Tejal** : Five.

**Teacher** : Tell any word that begins with the first letter of your name.

**Tejal** : Tiger.





Welcoming  
friends

### 1.3 Let's Speak

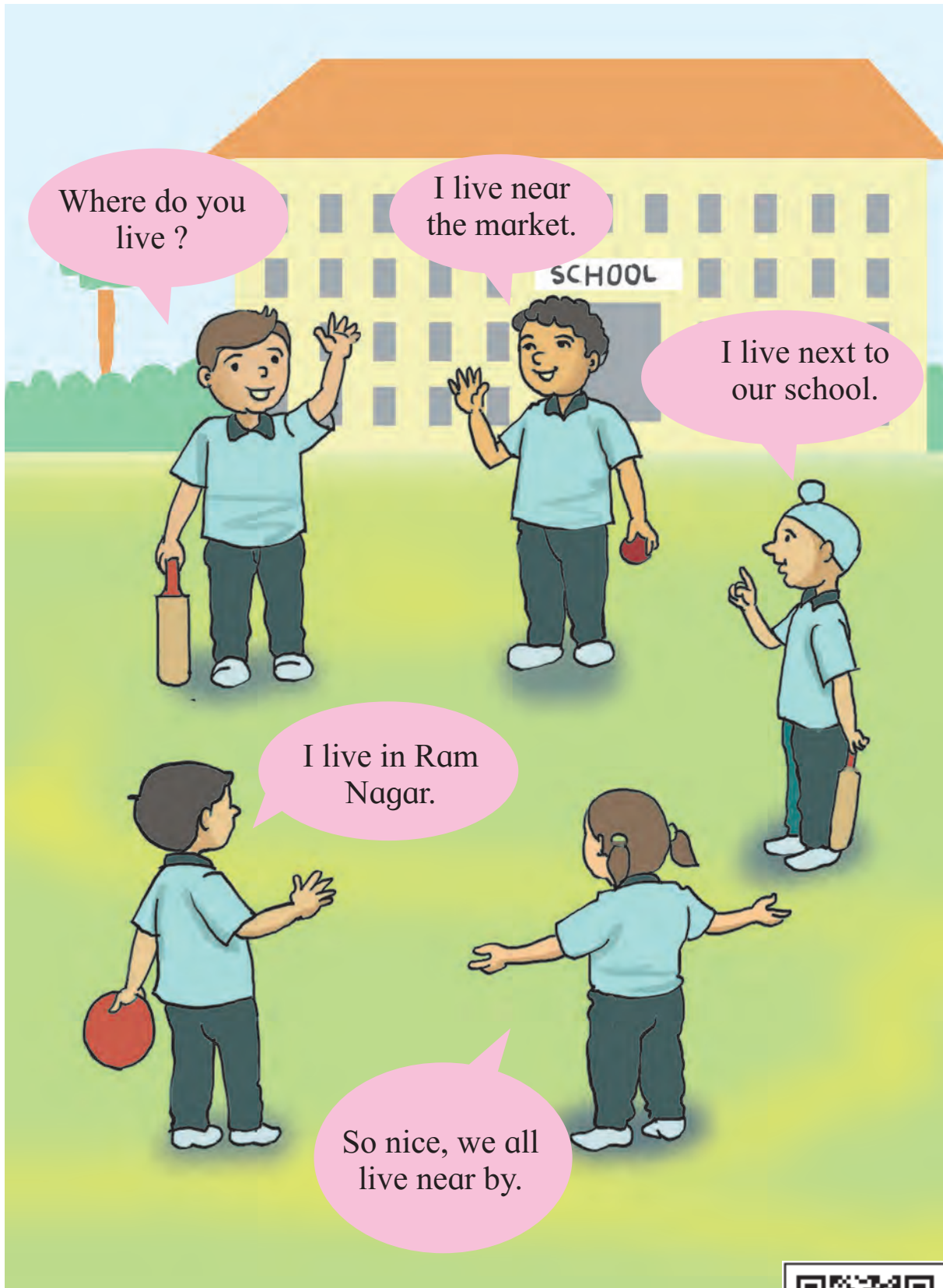
Hello, everyone!  
Good morning!  
I am Satish.

Hello, I am  
Pramod.

Hi, I am Siddhu.  
I am new in the  
school.

I am Pranav.  
I am also new in  
this school.

I am Sharwari.  
Nice to meet  
you my friends.  
Welcome to our  
school.



- Where do you live ?



## 1.4 Story Time - Yash and Moti

- **Listen and repeat.**

Yash was happy.

His mother bought him new shoes.

He woke up early in the morning.

He went out to look at his new shoes.

“Oh, no!” He cried.

“There is only one shoe here!

Where is my other shoe?”

He looked everywhere.



He couldn't find it.

He sat outside on a step and sobbed.

Just then Moti came and started wagging his tail. He barked.

“Bow wow!”

Yash looked at Moti.

“Moti, have you seen my shoe?”



“Bow wow!” Moti barked and ran to a tree in the front yard. Yash followed Moti.

There was a hole under the tree.

Yash saw his shoe in the hole.

A big, fat rat had carried it there.

Yash picked it up.



“Thank God!” he said.

“The rat has not nibbled my shoe! It is in good condition.”

“Bow wow!” Moti agreed.

“Thank you, Moti,” said Yash.



**a. Find the words in the story which mean:**

1. bitten / cut off with teeth : .....
2. cried noisily : .....



**b. Answer in a word or a phrase.**

1. Who bought new shoes for Yash ? .....
2. How did Yash feel then ? .....
3. Why was Yash sobbing ? .....
4. Who had carried Yash’s shoe to the hole ? .....

**c. Put the following sentences in the correct order.**

1. There is only one shoe here.
2. Yash saw his shoe in the hole.
3. Yash followed Moti.
4. His mother gave him new shoes.
5. “Thank you, Moti”, said Yash.

**• Look and say.**

shoes	morning	sobbed	wagging
barked	yard	nibbled	condition

**a. Listen carefully and answer the following questions.**

What is your name ?

Are you a boy or a girl ?

Who all are there in your family ?

Which places do you like to visit ?

Which is your favourite animal ?

What do you like to eat ?

What is your favourite toy ?

Do you write with a pen or a pencil ?

All the answers are naming words.  
**Naming words** are simply names  
of anything.

• **Let's play**

Let's form four groups. Now pick up any one of the cards. Write down as many names as you can, related to your card. You may discuss with your group members. When you finish call 'Bingo'. The group with the maximum number of examples will win.



<b>name</b>	<b>place</b>	<b>animal</b>	<b>thing</b>
Amit	Pune	cat	ball

- Read the following passage carefully. Underline the names of people, places, things, fruits etc.

Today is Raju's birthday. He is getting ready for the school. His mother gives him a mango plant in a pot. All his friends wish Raju in the school. They sing 'Happy Birthday' with their teacher. Then the teacher takes them to the backyard and plants the mango plant there. Everyone claps for him.



- Look and say.

today

birthday

school

mango

plant

pot

friends

teacher

backyard

everyone



## 1.6 I Love Little Pussy

- **Listen, sing and act.**



I love little Pussy,  
Her coat is so warm.  
And if I don't hurt her,  
She'll do me no harm.

So I'll not pull her tail,  
Nor drive her away.

But Pussy and I,  
Very gently will play.



I'll sit by the fire,  
And give her some food.  
And Pussy will love me,  
As I am gentle and good.



I love my little Pussy very much.

- Listen and repeat the rhyming words.**

warm - harm

away - play

- Do you have a pet? What is its name?**

- Tell a few sentences about your favourite animal.**

- **Look and say.**

warm

hurt

harm

drive

gently

fire

tail





## 1.7 Let's Speak

- Listen, repeat and enact.

**Ashwini** : May I go out to play, Aai ?

**Aai** : Yes, you may.



**Ashwini** : Baba , I want to eat a piece of cake. May I?

**Baba** : Yes, you may, but after dinner and then brush your teeth.

**Ashwini** : Ok, Baba .

**Mohini** : May I have two tickets, please?

**Ticket Seller** : Yes, you may. Here they are.



**Tina** : May I borrow your pencil?

**Reena** : Yes, sure. Here it is.

**Tina** : Thank you, Reena.





**Shyam** : May I pluck those flowers?






**Gardener** : Sorry, you may not.





## 1.8 Reading Time

- **Read aloud.**

This is my classroom. There is a big  on the wall. Our teacher writes on it with a . The teacher has a  to keep her books on. She also has a  to sit on. She is busy the whole day.

We have  to sit on and  to keep our  on. Our classroom has a  and two .

There are many charts on the walls. The charts display children's work on various topics. Our teacher also shows us short films, songs and stories with the help of the projector. It is fun to watch the films.

There is a  near the wall. We keep our material there. There is a  in the corner. We keep our classroom clean.

a. **Draw pictures of the things in your classroom.**

b. **Describe your classroom in five sentences with the words given below.**

- **Look and say.**

board

chalk

table

chair

benches

desks

books

door

windows

cupboard

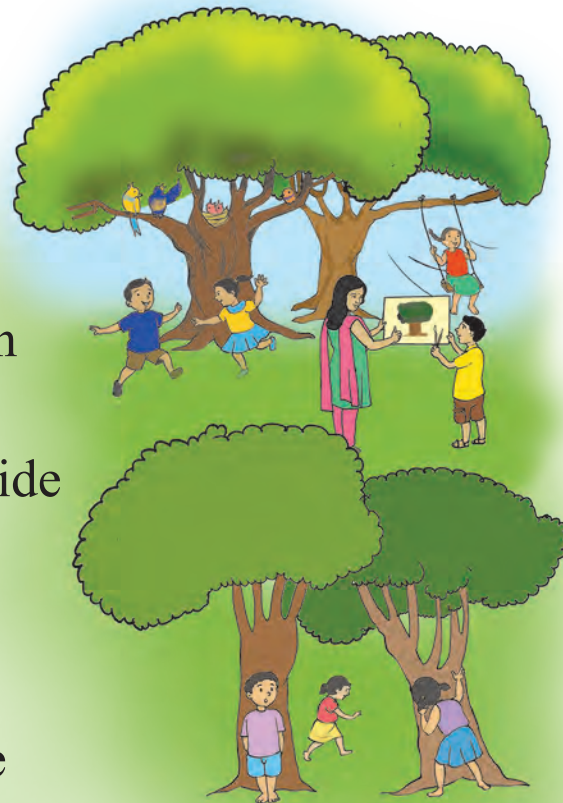
dustbin



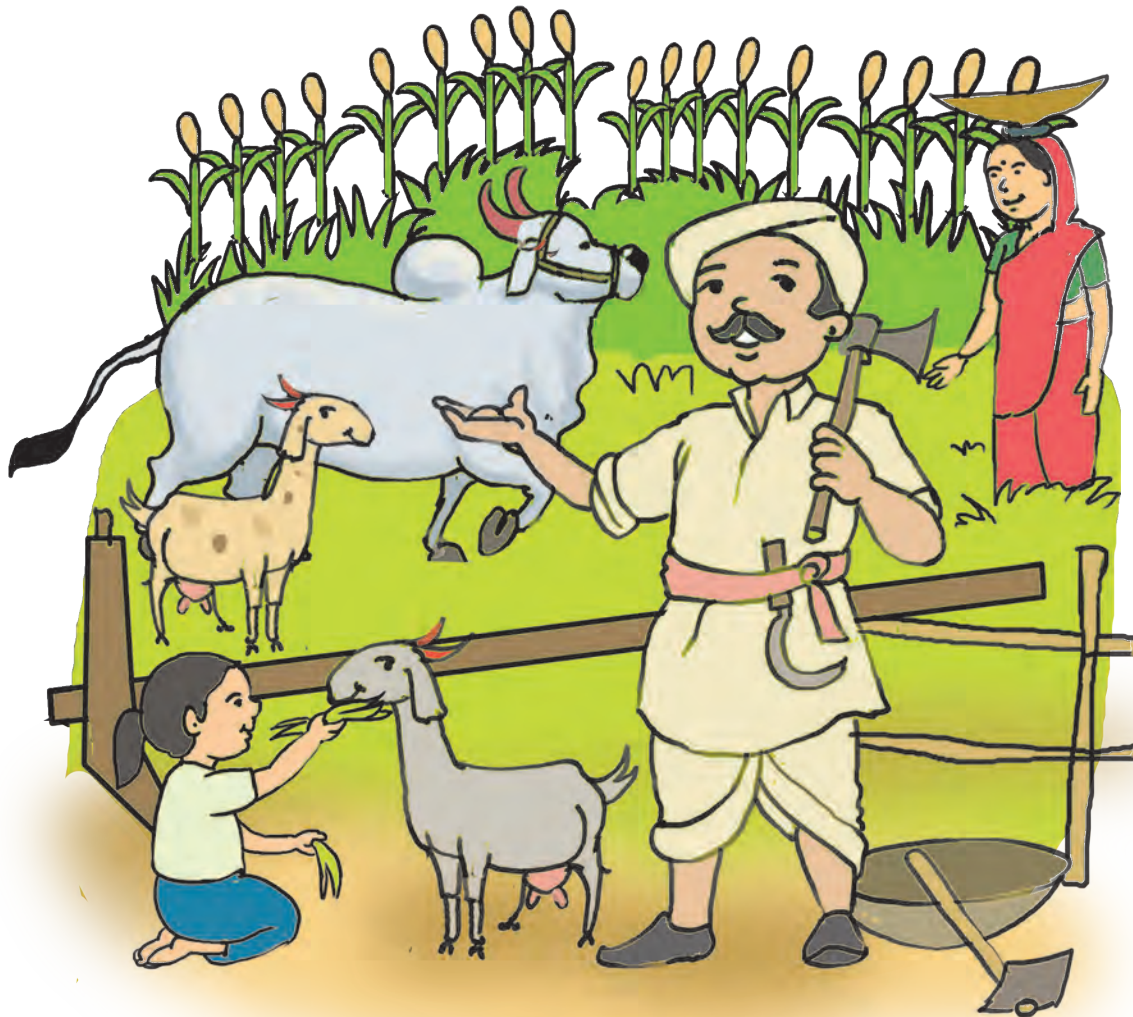
What is a  
picture  
composition?

Describing a picture with  
meaningful sentences.

There is a big garden.  
Many children are playing in  
the garden.  
Some children are playing hide  
and seek.  
There are many trees in the  
garden.  
There are birds sitting on the  
tree.



a. Describe the picture.



*Bhaurao* is a farmer. He has a small farm. ....

.....

.....

.....

.....



## 2.1 Chameleons

### UNIT TWO

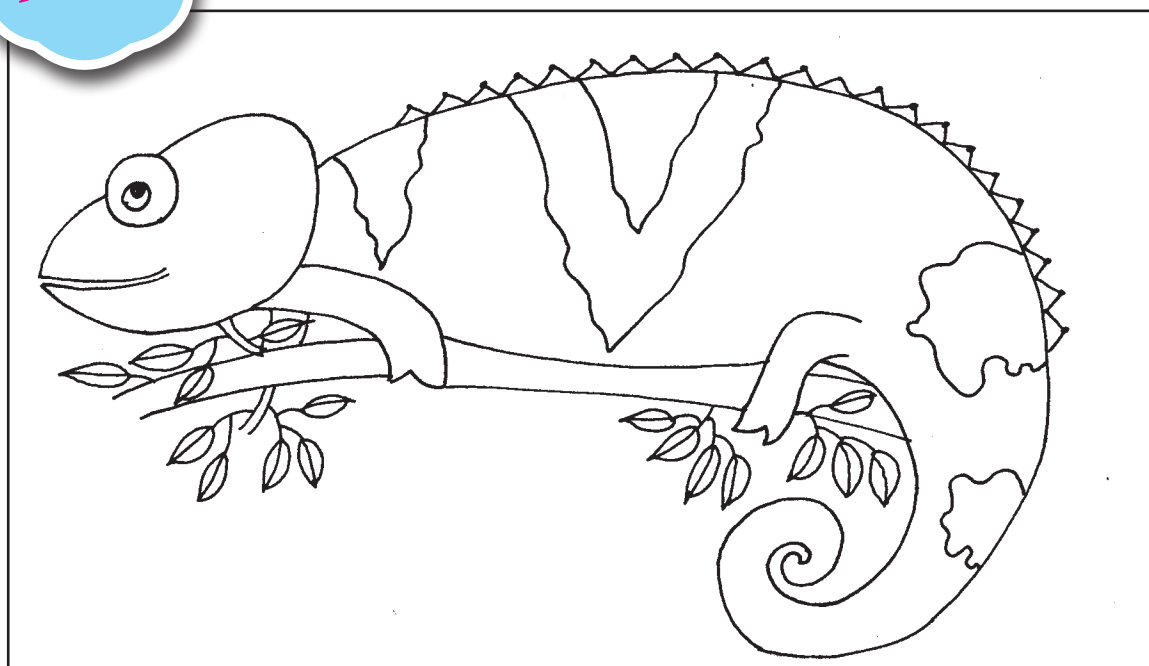
- **Listen and repeat.**

Chameleons are seldom seen,  
they're red,  
they're orange,  
then they're green,  
they're one of nature's strangest sights,  
their colours change like traffic lights.

– Colin West

#### Activity

- a. **Colour the picture.**



- b. **Say the rhyming words.**

• seen - green      • sights - lights

- **Look and say.**

chameleons

seldom

strangest

sights



## 2.2 Activity Time

a. Look and read.



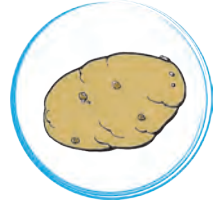
mango



rose



lotus



potato



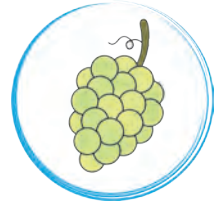
onion



tomato



rabbit



grapes



jasmine



snake



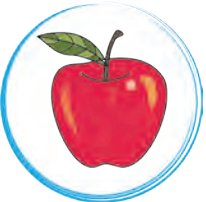
marigold



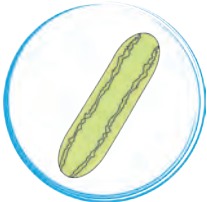
elephant



guava



apple



cucumber

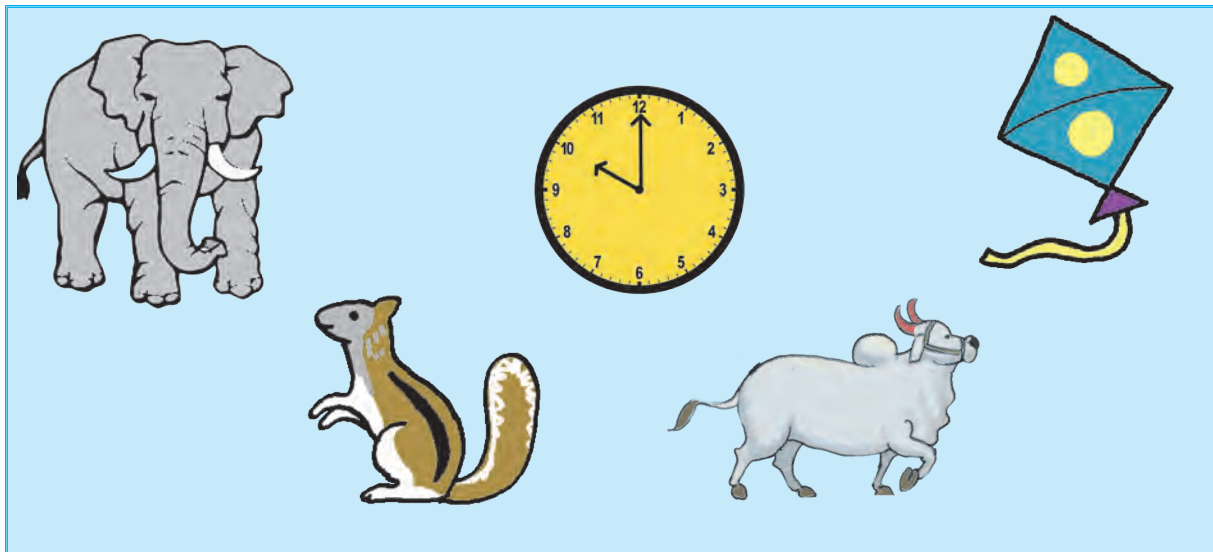


tiger

b. Write the above naming words in the given groups.

Fruits	Vegetables	Animals	Flowers

• Who am I?



1. I have two hands  
but I can't clap.  
Who am I ?

2. I fly without wings  
and have a long tail.  
Who am I ?

3. I have a bushy tail and  
like to eat nuts.  
Who am I ?

4. I can easily eat leaves from the tall trees.  
I don't have to climb. I have a long trunk.  
Who am I ?

5. I have two horns and four legs.  
I work on the farm.  
Who am I ?



## 2.3 Let's Speak

a. Look at the pictures and say 2 - 3 lines about them.



doctor



policewoman



conductor



farmer



soldier



chef



## 2.4 Story Time - Unity Is Strength.

- **Listen, repeat and enact.**

An old man lived with his four sons in a village. The old man was worried. His sons were always quarrelling with each other. They would never agree on any point. The old man had tried telling them many times to avoid fighting. But his sons would not listen to him. They would fight for everything.



One day, he called his four sons. He gave them a small bundle of sticks, and asked them to break the bundle into two. “It’s so easy,” said the eldest son. He took the bundle and tried to break it. He was surprised that the sticks in the bundle remained unbroken. He used more force. He tried again and again. But the bundle of sticks did not break. He gave up.

Then his brothers tried to break the bundle of sticks. They tried hard but they too could not succeed.

Their father smiled and asked them to untie the bundle. Now the sticks were separated. He gave each brother a single stick and asked them to break it. Each of the sons took a stick in hand. In no time, the sticks were bent and broken.

“A single stick is easily broken. If four sticks come together, it is impossible to break them. If you are united, help each other and live in friendship, you will be stronger than any enemy. But if you are divided among yourselves and keep fighting, you will be as weak as the single stick in that bundle. Remember,



united we stand, divided we fall.” said the old man, giving his sons a meaningful look.

This time the brothers learnt a lesson. They stopped fighting with each other. They started to work together as a team and that really helped them.



**a. Answer the following.**

1. Why was the old man worried?
2. What happened when the sons tried to break the bundle of the sticks?
3. What happened with the single sticks?
4. What lesson did the sons learn?

**b. Arrange the following words in a proper order to make a meaningful sentence.**

1. worried man was old The.  
The old man was worried.
2. everything for fight They would .  
.....
3. sticks of The bundle did break not.  
.....
4. easily broken stick A single is.  
.....
5. stand, divided fall United we we.  
.....

**c. Find the small words hidden in the big word.**

1. everything - every            thin            very            thing
2. friendship - .....            .....            .....            .....
3. separated - .....            .....            .....            .....
4. together - .....            .....            .....            .....

d. Read the following sentences. Change the coloured words with new words to form a new sentence.

1. The **old** **man** was **worried**.
- a. The young woman was happy.
2. **He** took the **bundle** and tried to **break** it.

.....

3. An old **man** lived with his four **sons** in a **village**.

.....

4. This time the **brothers** learnt a **lesson**.

.....

5. **He** gave them **small** **sticks**.

.....

e. Write the words that tell us something about the words at the center.

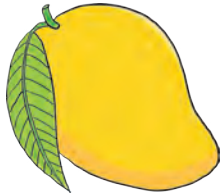


• Look and say.

worried	quarrelling	agree	bundle
sticks	surprised	unbroken	impossible
united	friendship		



• Let's know.



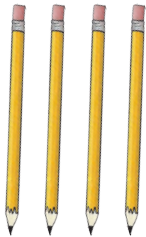
A Mango is **yellow** in colour.

It is very **sweet** in taste.



A Rose is **red**.

It is very **beautiful**.



These are **four** pencils.

We use **sharp** pencils to write.



A Dog is a **clever** and **loyal** animal.

Words in bold describe about each item.

They are **describing words**.

a. Match the following.

**sharp**

**rose**

**clever**

**pencil**

**sweet**

**dog**

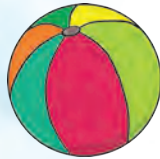
**red**

**mango**

b. Using the given pictures, write the correct describing word from the words given in the box.

eight	red	big	green	old
-------	-----	-----	-------	-----

This is a ..... ball.



An apple is ..... in colour.



He is an ..... man.



These are ..... bananas.



This is a ..... parrot.



c. Fill in the blanks with correct describing word.

1. Green vegetables and fruits are ..... for health.
2. There are ..... stars in the sky.
3. Ants are very .....
4. I have a ..... pen.



• Look and say.

yellow

sweet

red

beautiful

four

sharp

clever

loyal

## 2.6 Friends Forever

- Listen, sing and act.



Make new friends,  
But keep the old.  
One is silver,  
And the other gold.



A circle is round,  
It has no end.  
That's how long,  
I will be your friend.



Across the land,  
Across the sea.  
Friends forever,  
We'll always be.



- a. Find and write the rhyming words.

1. old - ..... 2. sea - ..... 3. end - .....

- b. How many friends do you have?

Tell 5-6 sentences about your friend.

- Look and say.

friends

silver

land

forever

gold

circle

round

across



## 2.7 Let's Speak

- Let's make *Bhel* !

Children, let's make *Bhel* tomorrow. Who **would like to** bring *kurmura*? (puffed rice)



I **would like to** bring *kurmura*.



And who **would like to** bring '*farsan*' ?

Teacher, I **would like to** bring *farsan*.



What are the other things needed to make *Bhel*?



tomatoes

onions

coriander leaves



Now, tell me who **would like to** bring chopped tomatoes and onions ?

Teacher, I **would like to** bring chopped tomatoes.

Teacher, I **would like to** bring chopped onions.



And who **would like to** bring chopped coriander leaves?



Teacher, I **would like to** bring chopped coriander leaves.



Wonderful! Children, I **would like to** bring salt, lemon juice, a big bowl, spoons and plates.



**Yummy**








Yeah!  
What fun!










## 2.8 Reading Time

a. Read the following words and match them with their pictures.

Harmonium	
Tabla-dagga	
Veena	
Mridang	
Piano	
Flute	
Cymbals	

b. Read the following sentences aloud.

1. Vishal plays the  well.  
He cannot play the **violin**.
2. Sanjana plays the  well.  
She cannot play the **piano**.
3. Shubham plays the  well.  
He can play the **harmonium** too.
4. My mother learns vocal music.  
She plays the  when she sings.
5. My friend plays the  in the school band.  
He cannot play the **mridang**.



- **Learn with fun.**
  - Which different stories do you know?
  - Tell any one of the stories you know.
  - Note down the important words from the story.
- a. Complete the following story with the help of the hints given in the brackets.**

(wandered, my friend, the monkey, be his friend, too big, the rabbit, was too big, save other weak animals, to solve the problem, went back to the other animals, together and said)



## The Elephant and the Friends

A lone elephant ..... in the forest looking for friends. He met a monkey and asked, “Will you be .....?” “You are too big and cannot swing on trees as I do. So I cannot be your friend”, said .....

The elephant then met a rabbit and asked him if he could ..... “You are ..... to fit inside my burrow. You cannot be my friend”, replied .....

The elephant asked a fox, and he got the same reply, that he .....

The next day, all the animals were running in fear. The elephant stopped a bear and asked what was happening and was told that a tiger has been attacking all the animals.

The elephant wanted to ..... . He went to the tiger and said “Please sir, leave my friends alone”. The tiger did not listen. Seeing no other way, ..... the elephant kicked the tiger and scared it away. Elephant then ..... and told them what had happened. After listening to the elephant, the animals agreed ....., “You are just the right size to be our friend”.

**Moral:** Friends come in all shapes and sizes!

### b. Answer the following.

1. Who are the characters in the story?
2. What do you like about them ?
3. Where does the story take place ?

**c. Read the following sentences.**

i went to the park yesterday i had a great time i had a lot of fun  
what did you do yesterday

**Is something missing?**

- A sentence always begins with a capital letter and ends with a full stop.(.)
- Single 'I' is always capital.
- A question mark (?) is used at the end of a question.

**• Now read the sentences again.**

I went to the park yesterday. I had a great time. I had a lot of fun.  
What did you do yesterday?

**d. Read the following sentences. Rewrite them in your notebook; using capital letters, full stops and question marks at the appropriate places.**

1. i like to swim
2. can you sing
3. i love my family
4. what is your age
5. neeta went to school



### 3.1 Mice

## UNIT THREE

- **Listen and repeat.**

I think mice are rather nice.

Their tails are long,  
their faces small,  
They haven't any  
chins at all.

Their ears are pink,  
their teeth are white,  
They run about  
the house at night.

They nibble things,  
they shouldn't touch  
And no one seems  
to like them much.

But I think mice are rather nice.

- *Rose Fyleman*



**a. Answer the following questions.**

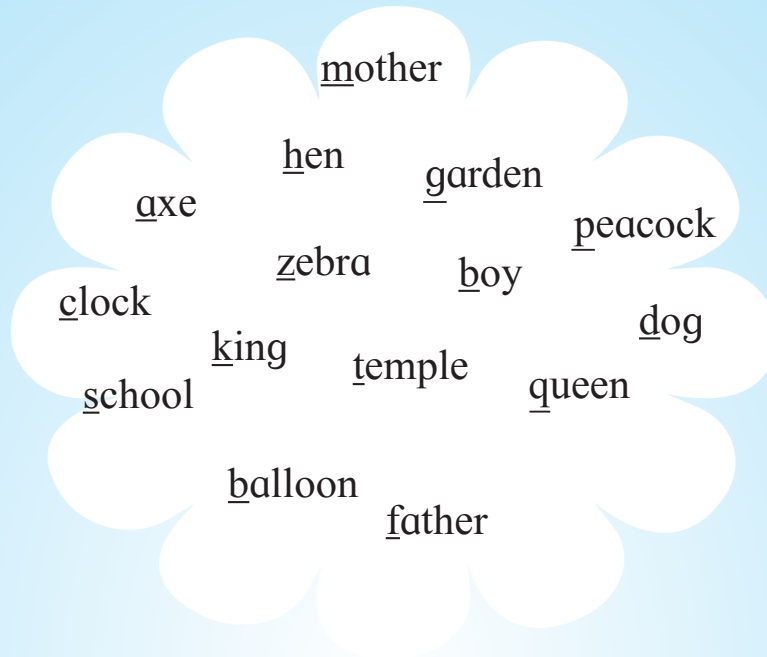
1. Have you ever seen a mouse ?
2. What will you do if you see a mouse in your house ?



**b. Match the following words.**

long	small	pink	white
teeth	ears	faces	tails

a. Arrange the following words in alphabetical order.



1. axe  
.....

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

8. ....

9. ....

10. ....

11. ....

12. ....

13. ....

14. ....

15. ....

- **Read aloud.**

## Sakshi's box

Sakshi found a big box. She opened it.

There was a fairy and some paints in the box.

“Hello Sakshi, shall we do some painting ?” asked the fairy.

She gave Sakshi a paint brush.

First, they painted with **violet** and **indigo** colours.

Then, they painted with **blue** and **green** colours.

And then, they painted with **yellow**, **orange** and **red** colours.

Sakshi said, “Look at our rainbows!”

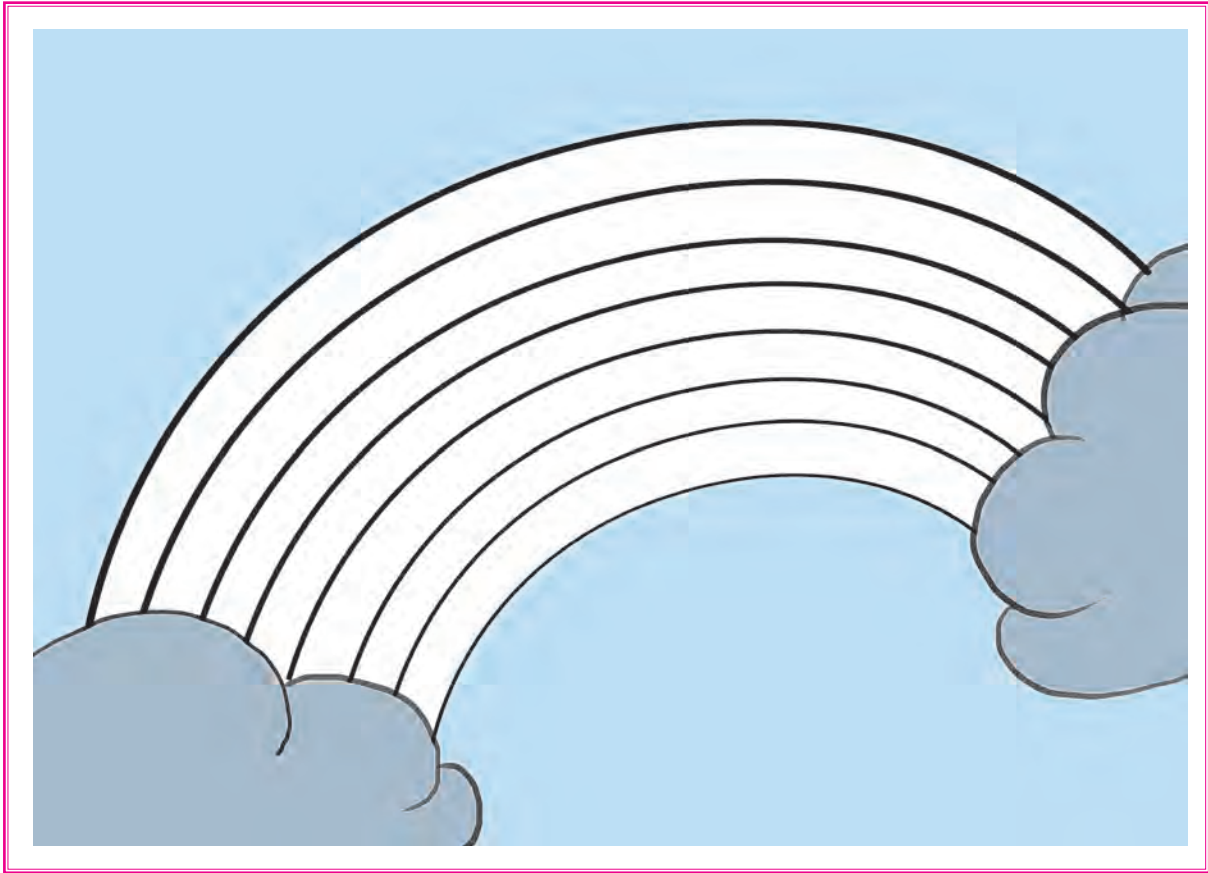
“Will your parents like our rainbows?” asked the fairy.

“Yes!” said Sakshi. My parents will like our rainbow pictures and will say, “You have made a beautiful painting!”

The fairy smiled and hugged Sakshi. Sakshi said good bye to the fairy.



**a. Colour the rainbow.**



**b. Write the names of the colours of the rainbow. (VIBGYOR)**

....., ....., ....., ....., ....., ....., .....

**c. Answer the following.**

1. Have you seen a rainbow?
2. Do you like to paint?
3. What is your favourite colour?

**d. Frame the sentences using the words given below.**

1. big : I saw a big blue balloon.
2. like : .....
3. fairy : .....





### 3.3 Let's Speak

**a. Look at the pictures, listen and read aloud.**

1. A girl is riding a bicycle.



2. A boy is climbing a tree.



3. A woman is driving a car.



4. A man is ironing clothes.



5. A girl is skipping a rope.



6. A man is driving a tractor.



7. A woman is planting rice-saplings.



8. A boy is riding a horse.



9. A girl is feeding a cow.



### 3.4 Story Time - Nina's Dream

- **Listen and repeat.**

Nina was a little girl.

She lived in a small village, near Diveagar in Konkan.

Her parents worked in the field. Her village was near the sea.

Her brother went to the grassland to graze their cattle.



The older girls from her lane went to bring firewood from the forest.



Nina sat under a mango tree and watched the birds, butterflies and clouds. She too, wanted to fly like them.

When she saw fishes in the sea, she wanted to swim. When she saw the sea, she wanted to cross it and see what is there on the other side.

After dinner when everyone slept in the front yard, she saw the moon, the stars and wanted to touch them.

When her mother heard her wishes, she smiled and said, “Girls cannot do all these things.”

Nina felt, “Will my wishes ever come true?”

One day a smart lady came to their village. She had a bag, some books and a purse on her shoulder.

Nina ran to her and asked,

“Who are you? Are you going to live in our village?”



The lady smiled and said, “Yes. I am Rutuja. I am going to live in your village. We are going to start an ‘Activity Centre’ here for the little girls like you. I also lived and went to school in a small village like this.”

Nina was happy. She held Rutuja’s hand and took her home. She offered her some tea and *laddoos*.

Rutuja said, “Thank you, Nina. I am a pilot. But I have left the job because I want to teach different things to the little girls from villages.”

“A pilot? Really?” Nina was jumping with joy. “See, mother! Girls can fly!” Rutuja smiled and said, “They can sail across the ocean too.” Mother too was very happy. Nina ran out to tell everyone about the new ‘Activity Centre’.



**a. Complete the following sentences by using the words and phrases given in the box.**

field, to graze their cattle, to bring firewood, village,  
a smart lady, a little girl, pilot

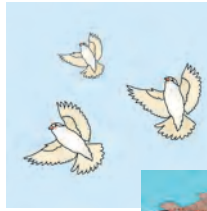
1. Nina was a .....
2. Nina lived in a .....
3. Her parents worked in the .....
4. Her brother went to the grassland .....
5. The older girls went to the forest .....
6. One day a ..... came to their village.
7. The smart lady was a .....

**b. Find the opposite words of the following from the story.**

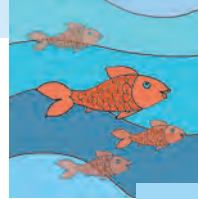
far × ..... big × .....  
back × ..... false × .....  
younger × ..... sad × .....

**c. Match the statements with the pictures.**

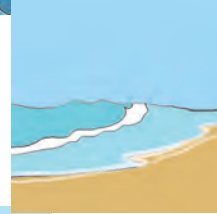
Nina wanted to cross it.



Nina wanted to touch it.



Nina wanted to swim.



Nina wanted to fly.



---

**d. Rewrite the sentences using capital letters, fullstops and question marks.**

1. nina was a little girl

.....

2. will my wishes ever come true

.....

3. i am going to live in your village

.....

4. i am a pilot

.....

5. who are you

.....

6. nina was happy

.....



- **Let's play.**

fly	hop	run	jump	sit
clap	swim	draw	dance	cry
write	laugh	sing	throw	walk

1. Look at the chart. Read the words.
2. Now write any of these words on a chit of a paper.
3. Fold the chit and drop it into the bowl.
4. Now each of you pick up a chit. Read the word on it and perform the action.
5. Your friends will look at the action and guess the word.

Words that express an action,  
are called **action words**.

**a. Circle the action words in each row.**

1. bag            happy        walk
2. cup            sing            bread
3. bounce        glass          look
4. draw          pin             black
5. jump          circle         balloon
6. ant            drink          catch

**b. Using the circled words above, write a sentence for each and write them in your notebook.**



## 3.6 Five Little Seeds

- **Listen and recite the poem with actions.**

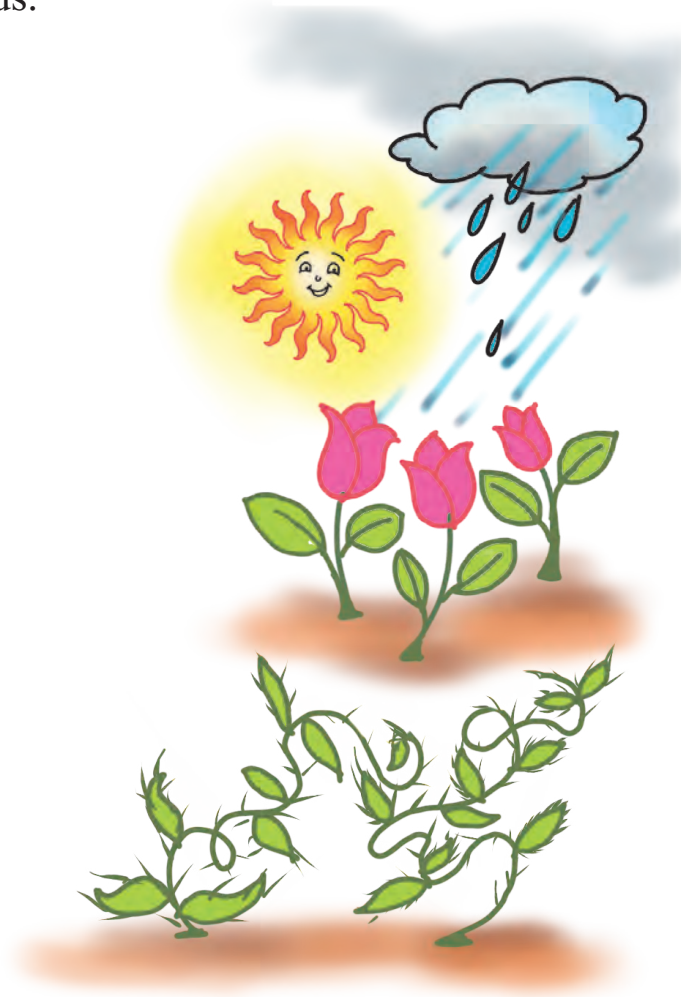
Five little seeds,  
Five little seeds,  
Three will make flowers,  
And two will make weeds.



Under the leaves,  
Under the snow,  
Five little seeds are  
Waiting to grow.

Out comes the sun,  
Down comes a shower.  
And up come the three  
Pretty pink flowers.

Out comes the sun,  
That every plant needs.  
And up come two  
Funny old weeds.



- **Look and say.**

leaves

flowers

seeds

shower

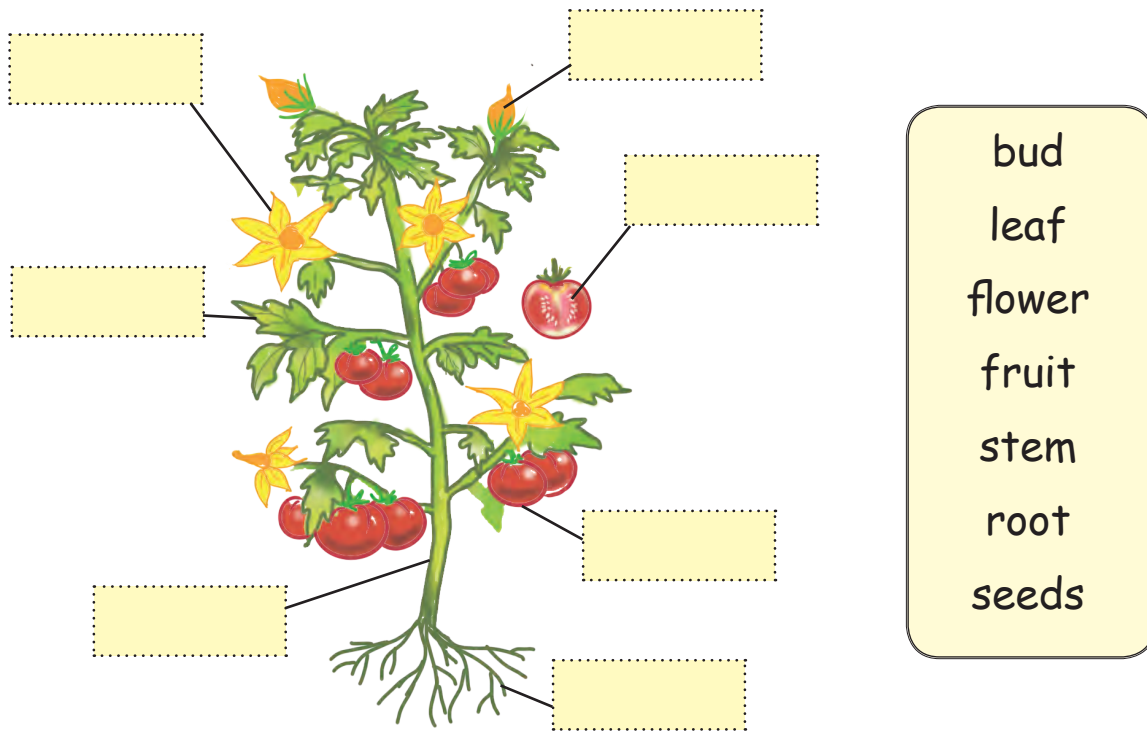
weeds

plant

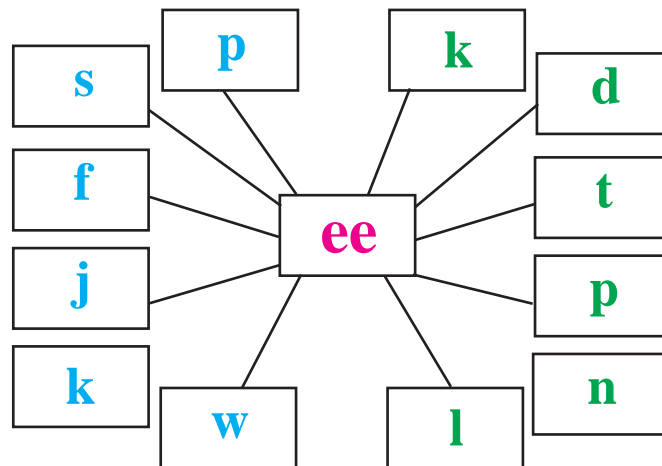
pretty

waiting

a. Look at the picture below. Name the parts of a plant.



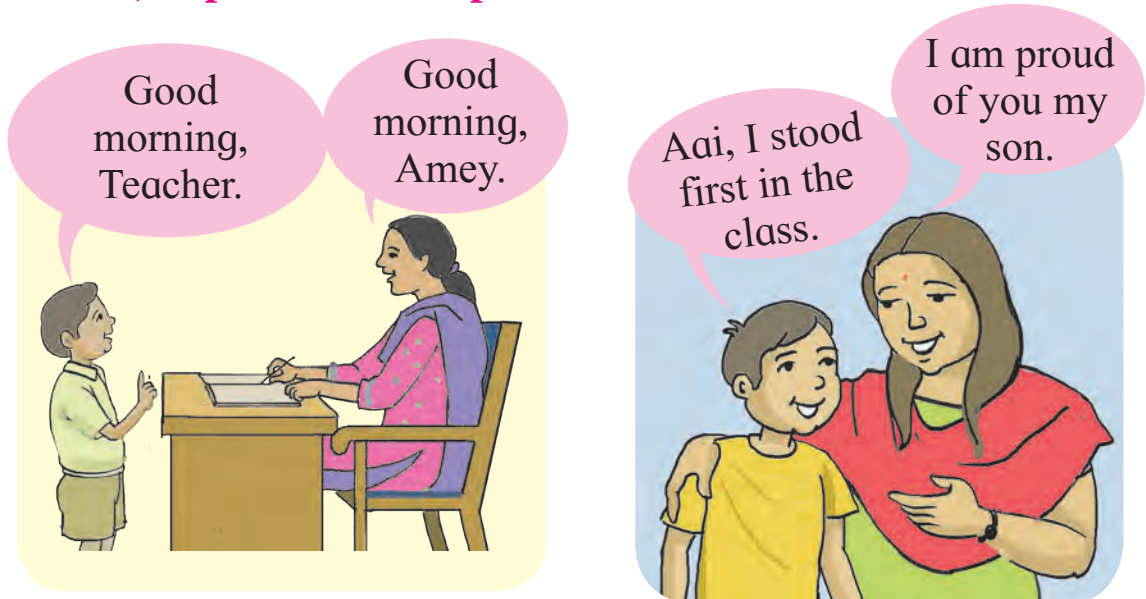
b. The words seed, weed, need have two 'e' letters in the middle. Find out some more meaningful words that have two 'e's in middle.



- |          |          |          |
|----------|----------|----------|
| 1. seed  | 2. feel  | 3. ....  |
| 4. ....  | 5. ....  | 6. ....  |
| 7. ....  | 8. ....  | 9. ....  |
| 10. .... | 11. .... | 12. .... |

### 3.7 Let's Speak

#### a. Listen, repeat and complete.



#### b. Let's speak different dialogues for each picture.



## 3.8 Reading Time

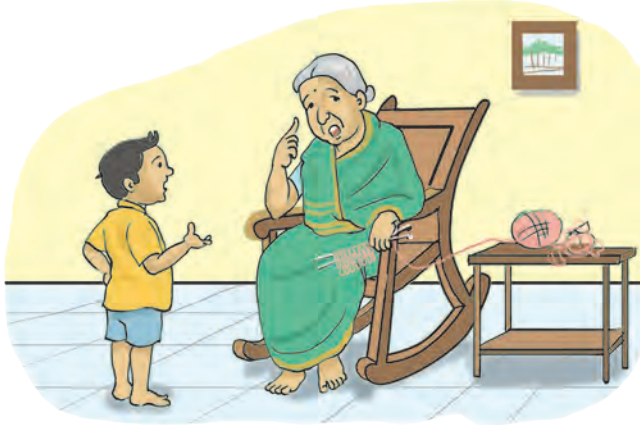
- Listen, repeat and read.

### Nani's Glasses

Nani lost her glasses and she could not find them!

Nani keeps losing her glasses.

“Where did I keep them?” she always asks.



So she needs me to be her eyes, to find her own eyes!

Sometimes her glasses are in the bathroom, sometimes on her bed, and sometimes on her head.

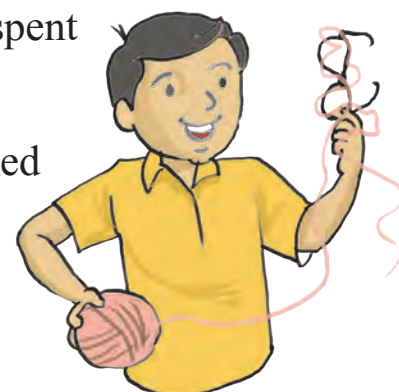
I looked everywhere. In all the usual places – on her head, in the

bathroom, inside the cupboard, and on the bed. I also looked under her favourite chair and on the dining table. No glasses. No luck!



I asked her what she had done the whole day. She said, “I did nothing much today. Some cooking in the kitchen and some work in the garden. Then I spent time in reading and knitting.”

Now, I had many clues. I quickly looked around new places in the house. Aha! I found the missing glasses! The glasses were wrapped in the knitting yarn.



**a. Listen and repeat.**

- |                 |                   |
|-----------------|-------------------|
| 1. lose - lost  | 2. spend - spent  |
| 3. find - found | 4. keep - kept    |
| 5. say - said   | 6. wrap - wrapped |
| 7. has - had    |                   |

**b. Answer the following questions.**

1. What did Nani lose?
2. Where did the boy search for the glasses ?
3. What did Nani do the whole day ?
4. Where did the boy find the glasses ?

**c. Tell this story to your parents and the children in your neighbourhood.**



**d. Complete the following table.**

One	Many
chair	chairs
table	
bed	
cupboard	

One	Many
clue	
garden	
eye	
place	

**• Look and say.**

glasses	bathroom	cupboard	usual
favourite	knitting	kitchen	garden
wrapped	dining	missing	clues
yarn	quickly	everywhere	

- **Read and understand.**

### How to create soap bubbles

#### Things you need:

- half a spoon of detergent powder,
- half a glass of water,
- one sheet of paper,
- cello tape,
- a spoon to stir

- Method** -
1. Add half a spoon of detergent powder in the glass of water.
  2. Role the sheet of paper to make a straw.
  3. Fix the straw using the cello tape.
  4. Dip one end of the paper straw in the soap water mixture.
  5. Blow air through the other/ dry end of the paper straw.
  6. You will see soap bubbles being formed.

- a. **Now, write instructions to make a lemonade. Use the following words and phrases to write the method in your notebook.**

#### Things you need:

- juice of half a lemon,
- a pinch of salt,
- two spoons of sugar,
- one glass of water

add, mix, stir, take



- **Read and understand.**

Fruits are good for health. I like to eat apples, mangoes, grapes, pineapples, pears and guavas. Eating fruits will keep you strong, healthy and active.



A comma (,) is used to separate words of same series and give a soft pause, while reading.

Let's list down the things in our classroom using commas.



Our classroom has a blackboard, a table,

.....

.....

.....

..... and

charts.



## 4.1 Catch them, if you can!

### UNIT FOUR

- **Listen, repeat and sing.**

Chickens and hens,  
chickens and hens!  
Chicks in the farmyard,  
chicks in the pens,  
chicks in the kitchen,  
under the chairs.  
Chicks on the doorstep,  
chicks on the stairs,  
Chickens and hens,  
chickens and hens,  
chicks in the farmyard,  
but NONE in the pens!

–Judith Nicholls



- a. **Complete the following lines by using the words given in the box.**

in, on, under

1. Chicks ..... the farmyard.
2. Chicks ..... the pens.
3. Chicks ..... the chairs.
4. Chicks ..... the stairs.
5. Chicks ..... the doorstep.

- b. **Where do you see chicks in the surrounding?**

- **Look and say.**

pens

stairs

none

kitchen

chickens

doorstep

farmyard



## 4.2 Activity Time

(A cool drink made from raw mangoes.)

- **Listen, repeat and do.**

**Teacher** : Good morning, children.

**Children** : Good morning, teacher.

**Teacher** : I am excited today, aren't you?

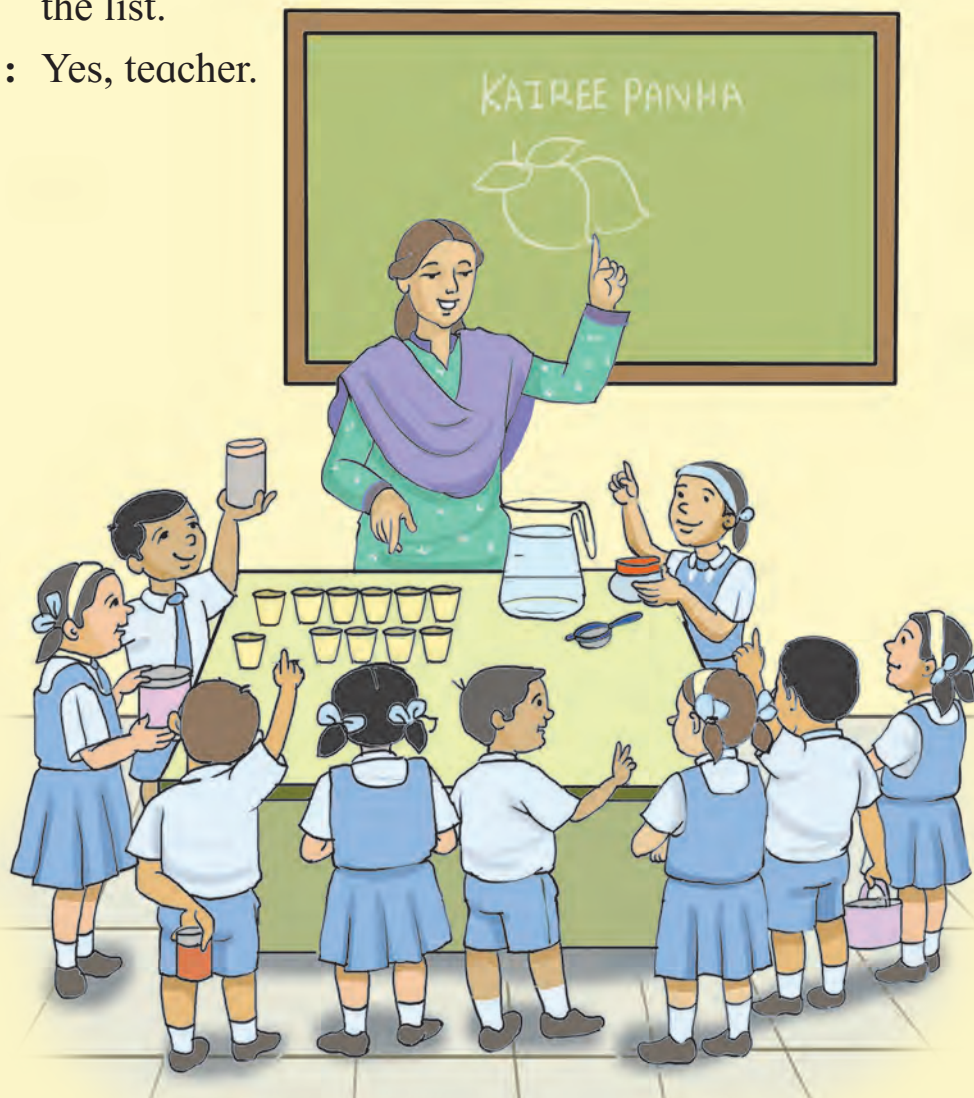
**Children** : Yeah! We are excited too!

**Teacher** : Why?

**Children** : We are going to make *Kairee Panha* today! Yummy!

**Teacher** : Have you brought everything we need ? I will read out the list.

**Children** : Yes, teacher.



## Summer Cooler

**Teacher** : We need boiled, raw mango pulp.

**Child** : Teacher, I have brought it.

**Teacher** : A cup of grated jaggery?

**Child** : I have brought it, teacher.

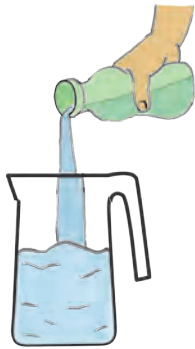
**Teacher** : A spoonful of black salt ? Thanks, Rohan.

A pinch of cumin powder? Thank you, Sonali.

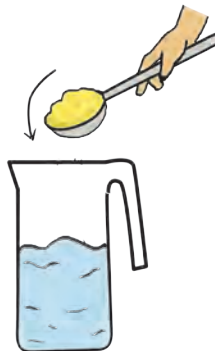
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**Teacher** : Now, let's prepare our favourite summer cooler.

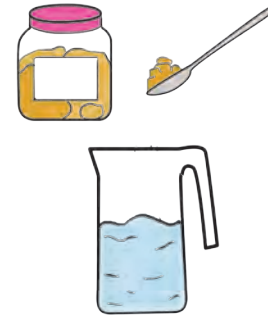
Let's mix these things one by one.



1. Take a big jar.
2. Fill it with chilled water.



3. Add some raw mango pulp and mix it well.



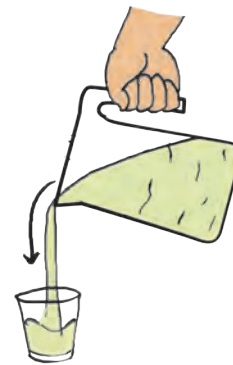
4. Add a cup of grated jaggery and stir it well.



5. Add a spoonful of black salt.
6. Add a pinch of cumin powder.



7. Stir it well one more time.



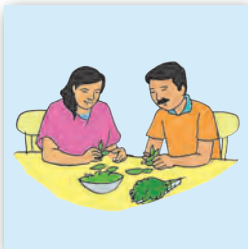
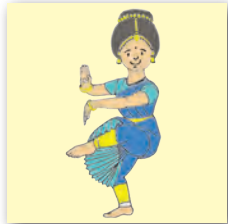
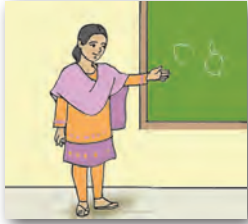
8. Keep the glasses ready in a tray.



9. Pour it in, serve and drink it up! Isn't it yummy?

## 4.3 Let's Speak

a. Tell and write what they are doing.



Example :

A girl is dancing.....

.....

.....

.....

.....

.....

.....

.....





## 4.4 Story Time - What Do You See?

- **Listen, repeat and enact.**

This is a story from Mahabharat.

Arjun, the prince, his brothers and cousins were being trained in archery and warcraft by the great teacher Dronacharya.



Once Dronacharya called all his students. He said, “I would like to see how you are practicing your archery skills. I will take a test.”

So, Dronacharya called all the students together. He placed a wooden parrot on a branch of a tree.

He said, “Now all of you get ready with your bow and arrow for the test. Look at the wooden bird on the branch of the tree. You have to hit exactly its eye.”

All his students were excited. They stood in a line for the test. First came Bheem. He stretched his bow and set his arrow. As he was about to shoot the wooden bird’s eye, Dronacharya said, “Wait Bheem, tell me what do you see?”

Bheem replied, “Guruji, I see the sky, the clouds and the sun.”

Dronacharya said, “Bheem, you will not shoot the wooden bird right now.”

Then came Yudhishtir. Dronacharya asked him the same question, “Tell me, what do you see?”

Yudhishtir replied, “Guruji, I see the wooden bird, the branches and the tree too.”

‘No’, said Dronacharya, “You are not ready to shoot yet.”

All the students were asked the same question. And they all told about many things they saw around. They told that they could see the sky, the clouds, the sun, the tree, the branch, the wooden bird and their friends too. But Dronacharya was not happy with their answers.



He stopped everyone. Nobody got a chance to shoot the wooden bird.

Finally it was Arjun's turn. Arjun was very good at archery. When he came forward, Dronacharya asked him the same question.

“What do you see Arjun?”

Arjun looked at the wooden bird and focusing on its eye, he replied, “Guruji, I can see only the eye of the wooden bird,”

“What else do you see?” asked Dronacharya.

“Nothing else but the eye of the wooden bird! That is all I can see.” replied Arjun.

“Shoot,” said Dronacharya happily and Arjun shot the arrow. It hit the wooden bird's eye exactly. The wooden bird fell down.

Dronacharya patted on Arjun's back and said, “Focusing on your goal helps you to achieve it.”

**a. Answer the following.**

1. Who was Dronacharya?
2. What were Arjun and his cousins being trained in?
3. What did Dronacharya ask the students to do?
4. Why did Dronacharya not let Bheem and Yudhishtir shoot the wooden bird?
5. What did Arjun see?

**b. Find out the following from the story.**

1. Two names of persons. ....
2. Name of a sport. ....
3. Names of two things. ....
4. Names of three things seen in the nature. ....

**c. Who said the following?**

1. “Guruji, I see the sky, the clouds and the sun.”  
.....
2. “You are not ready to shoot yet.” .....
3. “Guruji, I can see only the eye of the wooden bird,”  
.....

**d. Unscramble the following words. Find them in the story and underline them.**

1. rayrech - archery.
2. oowdne -
3. wbo -
4. warro -
5. tosoh -

**e. Look at the following pictures. Tell the name of these sports. Match the names with the pictures.**

football      cricket

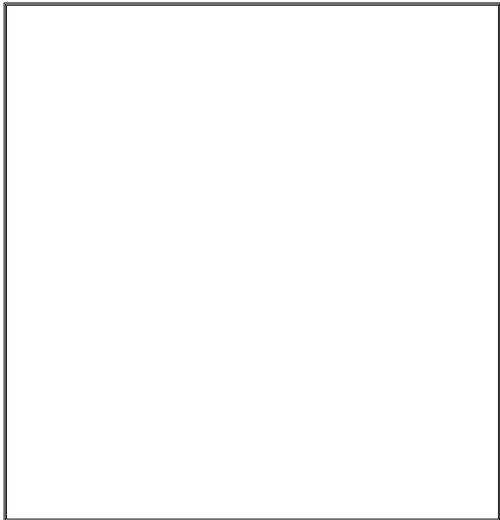
kabaddi      chess

badminton      archery

hockey

swimming

f. Stick a photograph of your favourite player in the box below. Write 2-3 lines about him/her.



.....  
.....  
.....  
.....  
.....  
.....  
.....

Do you know her?



She is Deepika Kumari, one of the leading Indian archers.

• Look and say.

prince

archery

test

gathered

wooden

bow

arrow

exactly

shoot

goal



**Position words**

**4.5 Language Study**

- Look at the pictures, read aloud and enact.



Oh! I need my English book to complete my project. Where is it?



**On** the table?  
No.



**Near** the TV?  
No.



**Behind** the bag?  
No.



**Under** the chair ?  
No.



**In** my purse?  
Yes!

Words that show the position, are **position words**.

**a. Look at the pictures and fill in the blanks.**

1. The peacock is sitting ..... the tree.



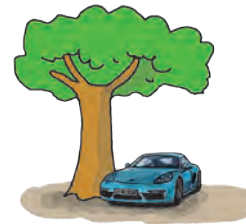
2. The man is standing ..... the car.



3. There is water ..... the jar.



4. The car is parked ..... the tree.



5. The rabbit is hiding ..... the tree.



---

**b. Read the following sentences and draw the pictures in the box.**

The apple is on the table.



The ball is under the table.



**c. Do you do this? Say 'Yes' or 'No'.**

1. I write on a paper with a chalk.



.....

2. I wear clean uniform when I go to school.



.....

3. I drink my books.



.....

4. I sit on my bench.



.....

5. I keep my classroom clean.



.....

6. I give bath to my books everyday.



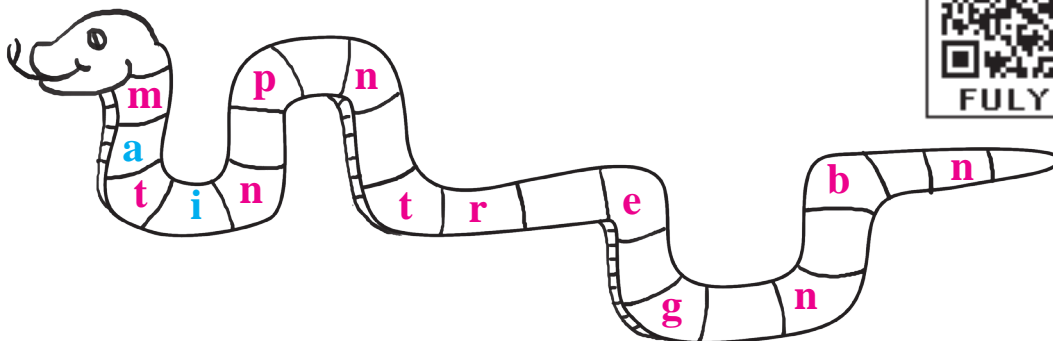
.....

7. I ask questions and the teacher answers them.



.....

**d. Complete the word snake.**



## 4.6 My Telescope

- **Listen and repeat.**

I bought myself a telescope,  
To look into the sky.  
To see the solar system,  
And the comets whizzing by.  
I search the sky for planets,  
for satellites and stars,  
And now I've got a telescope,  
They don't seem very far.



It's brought them very close to me,  
It's made the stars my friends...  
Except, of course, when I make a mistake,  
And look through the wrong end!

– Tony Bradman

- What do you see in the sky?
- Draw a starry sky and colour it.



- **Look and say.**

far

seem

stars

solar

comets

system

bought

myself

search

planets

telescope

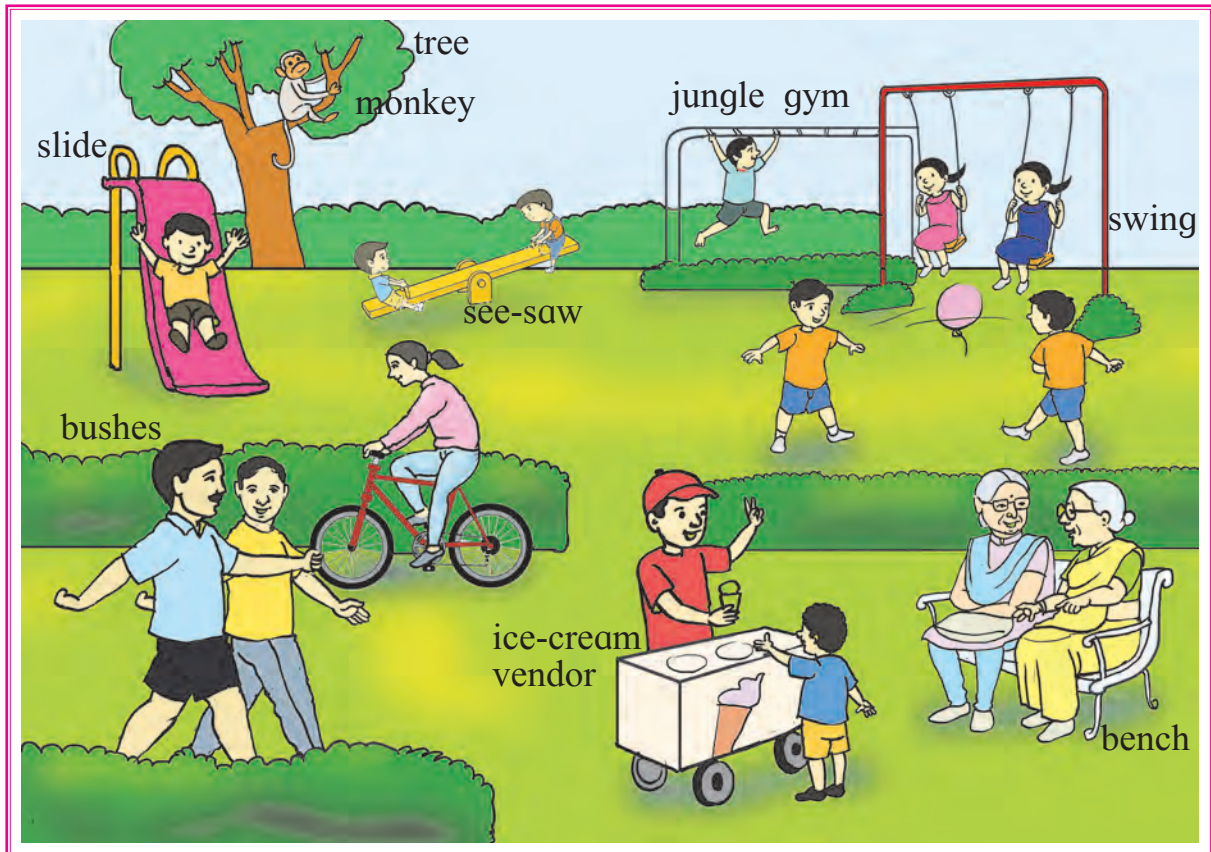
whizzing

satellites



## 4.7 Let's Speak

- Look, listen and answer.



1. Do you go to a park?
2. What do you play with?
3. Do you buy an ice-cream?
4. Can you ride a bicycle?
5. Do you like to walk on the lawn ?
6. Do you like to play on the see-saw ?



## 4.8 Reading Time

- a. Look at the following picture. Read the passage below it and write down the missing words in it.



### In the Park

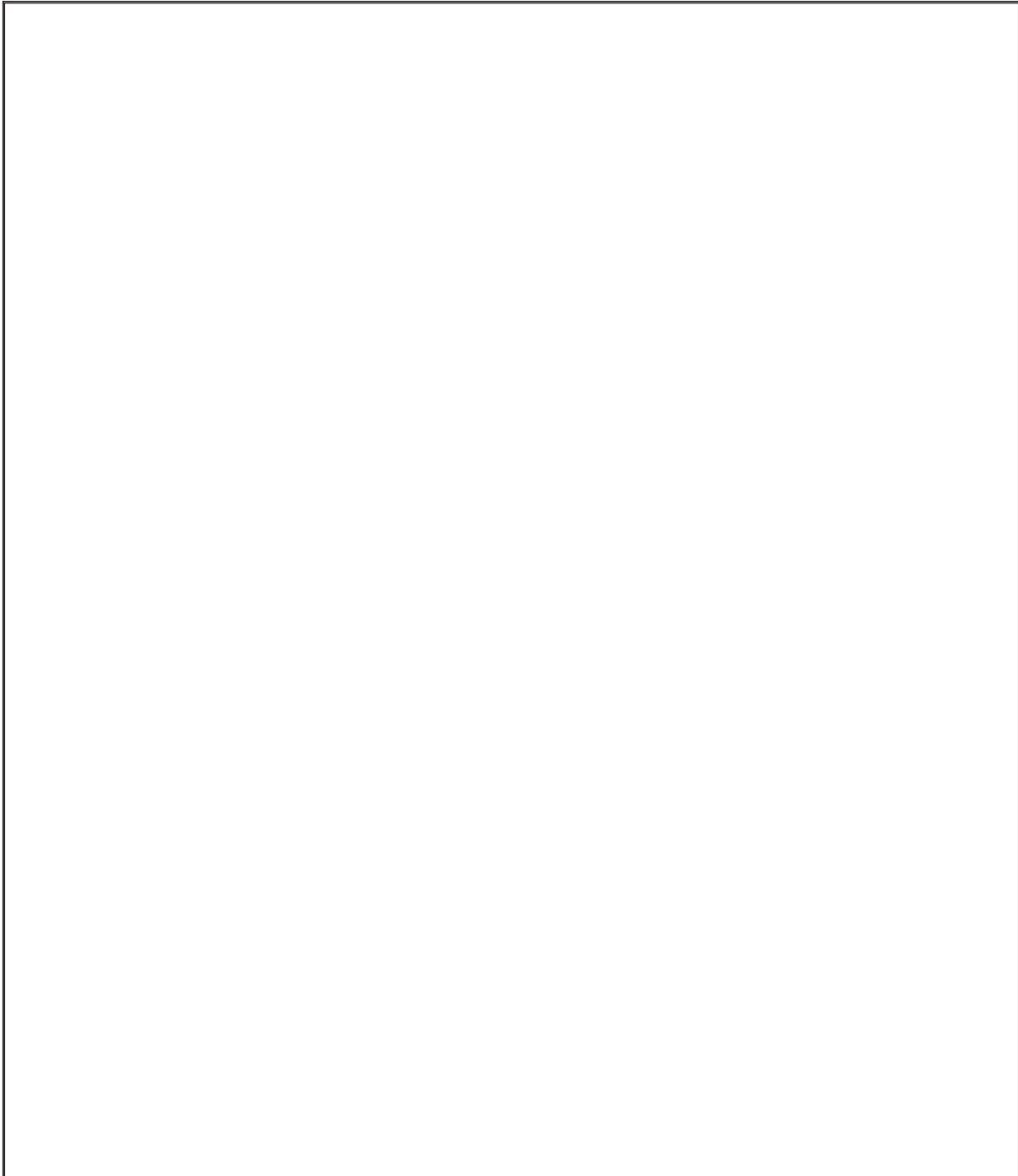
Yesterday we all had been to a \_\_\_\_\_ for the school picnic. The park was very beautiful. There were green \_\_\_\_\_. There was a \_\_\_\_\_ sitting on a tree. Pink and white \_\_\_\_\_ bloomed in the green grass. There were \_\_\_\_\_ flying around the flowers. Nina, Yash and I played with a pink \_\_\_\_\_. Mahesh and Deepa enjoyed swinging on the \_\_\_\_\_. Salma enjoyed playing on the long purple \_\_\_\_\_. Jenny and Aayush sat on the blue \_\_\_\_\_. I saw a man walking with his \_\_\_\_\_. We had a lot of fun in the park.

- b. Read aloud the passage again.



## 4.9 Writing Skills

- Choose your favourite story character and draw it in the box given below.



- a. Write at least five sentences about it in your notebook.

**b. Write 5-7 sentences about your classroom.**

**First, note some points.**

- things in your classroom -
- number of doors and windows -
- number of tables and desks or benches -
- number of students -
- number of charts in your classroom -

.....

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