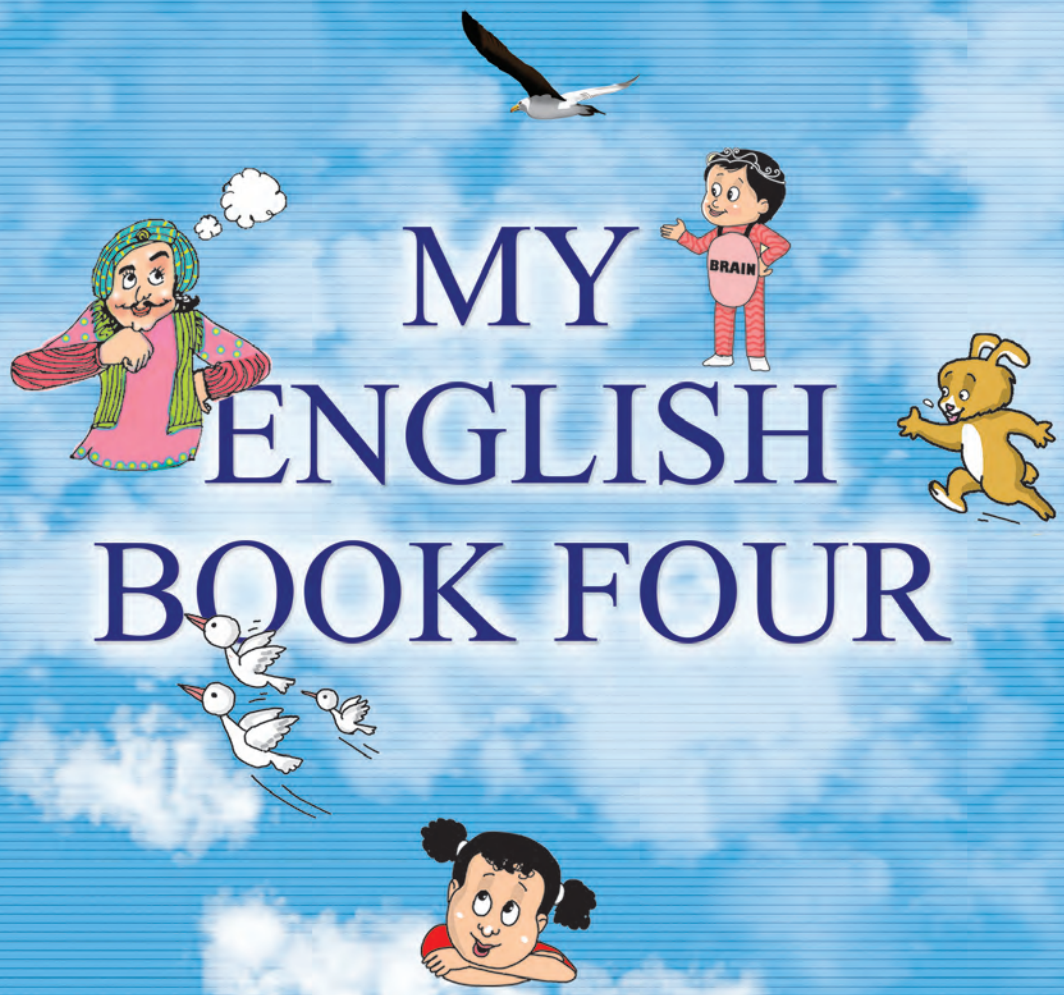
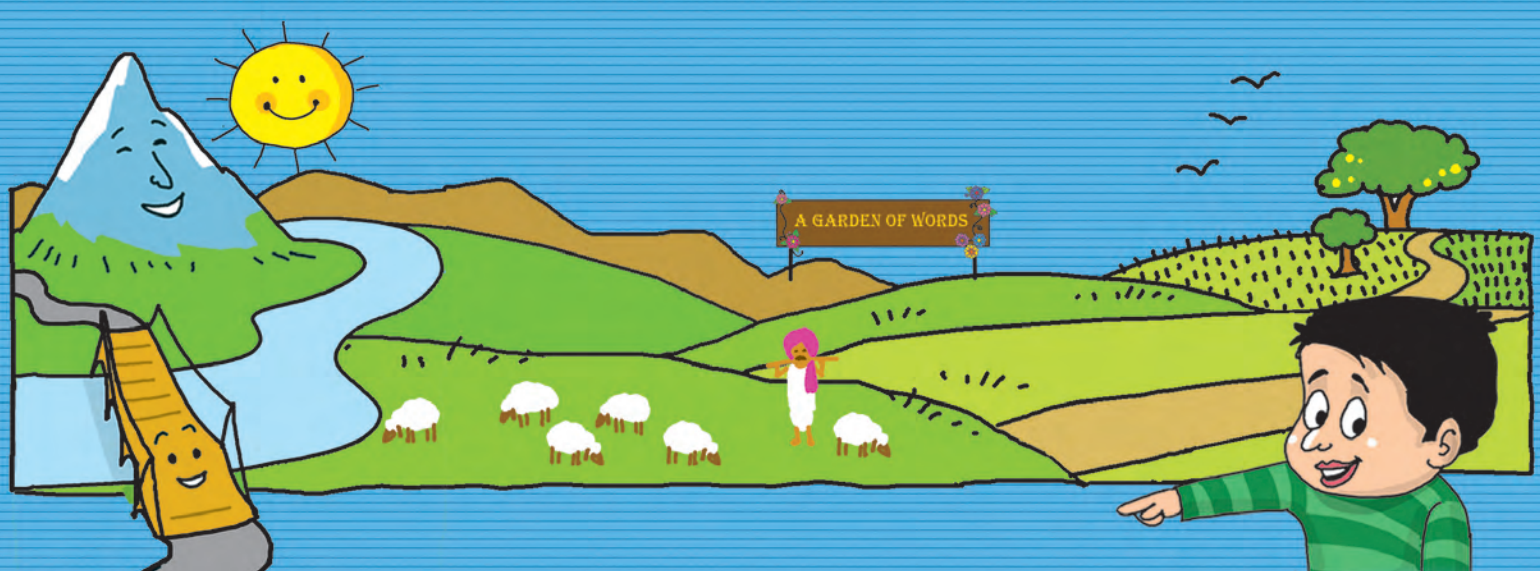


MY ENGLISH BOOK FOUR

STANDARD FOUR

हिंदी माध्यम



भारत का संविधान

भाग 4 क

मूल कर्तव्य

अनुच्छेद 51 क

मूल कर्तव्य– भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह –

(क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्र ध्वज और राष्ट्रगान का आदर करे;

(ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करें;

(ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखें;

(घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;

(ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभावों से परे हो, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध है;

(च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्व समझे और उसका परिरक्षण करे;

(छ) प्राकृतिक पर्यावरण की, जिसके अंतर्गत वन, झील, नदी और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;

(ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करें;

(झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;

(ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊँचाइयों को छू ले;

(ट) यदि माता–पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिए शिक्षा के अवसर प्रदान करे ।

Education Department's Sanction Number :
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(हिंदी माध्यम)

FXPVHB

आपके स्मार्टफोन में 'DIKSHA App' द्वारा, पुस्तक के प्रथम पृष्ठ पर Q.R.Code के माध्यम से डिजिटल पाठ्यपुस्तक एवं प्रत्येक पाठ में अंतर्निहित Q.R.Code में अध्ययन अध्यापन के लिए पाठ से संबंधित उपयुक्त दृक-श्राव्य सामग्री उपलब्ध कराई जाएगी ।

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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-tarang

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

The **Right of Children to Free and Compulsory Education Act, 2009** and **National Curriculum Framework 2005** are two important events that have influenced primary education in our country. In the State of Maharashtra, too, the curriculum was revised to reflect their guidelines and expectations. We are happy to place this **'My English Book Four'** based on **'Primary Education Curriculum 2012'** in your hands.

The RTE Act emphasizes all round development of the child, as also learning through activities, discovery and exploration in a child-friendly and child-centred manner; making the child free of fear, trauma and anxiety and helping the child to express views freely. We have tried to design our textbooks so that these principles become a part of the teaching-learning process.

My English Book Four is meant for use in non-English medium schools. It is prepared in such a way that any primary teacher will be able to handle English as a subject in the fourth standard. Also, we have taken into account the environment in which the children are placed and which requires a knowledge of English. The textbook aims at helping children learn English joyfully through graded and engaging activities. We have tried to give children a systematic exposure to English so that gradually, they get a grasp of the language. In many places, we have provided specific instructions to the teachers. They will enable the teachers to deal with English in a non-traditional manner and will help reduce the burden on the child. Parents and guardians will also find the instructions useful. The textbook has been prepared in a big size with plenty of colourful illustrations to enhance its visual appeal for children. We hope that children will enjoy handling this textbook throughout the year.

The English Language Committee and the artist Reshma Barve have taken great pains to prepare this textbook. A draft of this textbook was reviewed by the panel of English teachers and experts. Their comments and suggestions were considered carefully while finalising the textbook. The Bureau is grateful to all of them.

We hope that the textbook will receive a warm welcome from students, parents and teachers.

Pune
Date : 16 March 2014
25 Phalgun 1935

(C. R. Borkar)
Director
Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

ध्वनिचिह्न : स्वर

चिह्न	उदाहरण		चिह्न	उदाहरण		चिह्न	उदाहरण	
ई	eat	/ ईट् /	ऑ	box	/ बॉक्स् /	अ	away	/ अ'वेऽ /
	see	/ सी /	ऑऽ	ball	/ बॉऽल् /	अऽ	girl	/ गऽल् /
इ	sit	/ सिट् /	उ	wool	/ वुल् /	एऽ	gate	/ गेऽट् /
ए	pen	/ पेन् /	ऊ	moon	/ मून् /	ओऽ	boat	/ बोऽट् /
ॲ	bat	/ बॅट् /	अ	up	/ अप् /			
आ	father	/ 'फादर् /		cup	/ कप् /			

ध्वनिचिह्न : व्यंजन

चिह्न	उदाहरण		चिह्न	उदाहरण		चिह्न	उदाहरण	
प्	pen	/ पेन् /	फ्	fan	/ फॅन् /	ह्	house	/ हाउस् /
ब्	bat	/ बॅट् /	व्ह्	van	/ व्हॅन् /	म्	man	/ मॅन् /
ट्	tea	/ टी /	थ्	thorn	/ थॉऽन् /	न्	name	/ नेऽम् /
ड्	dog	/ डॉग् /	द्	this	/ दिस् /	ं ग्	sing	/ सिंग् /
क्	cat	/ कॅट् /	श्	sheep	/ शीप् /	ं क्	sink	/ सिंक् /
ग्	go	/ गोऽ /	झ्	measure	/ 'मे झ् र् /	ल्	look	/ लुक् /
च्	cheek	/ चीक् /	स्	seat	/ सीट् /	र्	red	/ रेड् /
ज्	June	/ जून् /	झ्	zip	/ झिप् /	य्	yes	/ येस् /
						व्	water	/ 'वॉऽटर् /

● इसमें ऽ यह चिह्न दर्शाता है कि स्वर दीर्घ है । ● अ और **अ** में यह अंतर है कि 'अ' सामान्य स्वर है और '**अ**' स्वर बलाघात का है । उदा., **कप्, बस्, ट्रक्** । ● झ् 'झंडा' का है तथा झ् 'जमीन' का है । ● (') यह चिह्न शब्द पर होनेवाले आघात को दर्शाता है । इसे आवश्यकतानुसार शब्दों और वाक्यों में दर्शाया गया है ।

अंग्रेजी उच्चारण के बारे में .....

इस पुस्तक में देवनागरी लिपि की सहायता से अंग्रेजी के उच्चारण दर्शाए गए हैं । उन उच्चारणों के लिए मात्र ब्रिटिश अथवा अमेरिकी उच्चारणों का आदर्श नहीं रखा गया है । अपितु **शिक्षित भारतीय लोगों के उच्चारणों को मानकर और यथासंभव अंग्रेजी भाषा से साम्य रखनेवाले उच्चारणों को दिया गया है ।** लेकिन उच्चारणों में वे परिवर्तन स्वीकार नहीं किए गए हैं, जिनसे अंग्रेजी भाषा को समझने में बाधा उत्पन्न होगी । इसी उद्देश्य से अंग्रेजी द्विस्वरों के उच्चारण भी दिए गए हैं । अंग्रेजी के **t, d, th, f, v, w** के उच्चारण भारतीय भाषाओं में भिन्न हैं । उन्हें अलग से दर्शाने का प्रयास नहीं किया गया है । शब्दों का उचित उच्चारण करने के लिए अंग्रेजी के बलाघात (stress) को समझना और सीखना आवश्यक है । ये बातें प्रयासपूर्वक सीखेंगे तो अंग्रेजी में सफाई से बोला जा सकेगा । इस पुस्तक के ध्वनि लेखन में प्रयुक्त ध्वनिचिह्नों को साथवाली तालिका में दर्शाया गया है । उनका संदर्भ लेकर पुस्तक में दिए गए शब्दों और कविताओं का उच्चारण करें । उच्चारण सीखने के लिए ध्वनि लेखन उपयोगी साधन है परंतु ध्यान में रखें कि उत्तम उच्चारण के लिए प्रत्यक्ष प्रयास करना आवश्यक है ।

शिक्षकों के साथ वार्तालाप

- इस पुस्तक का अध्यापन करने से पूर्व संपूर्ण पुस्तक का अवलोकन करें । अनेक पृष्ठों पर शिक्षकों के लिए चौखटों में सूचनाएँ दी गई हैं । उनका समय-समय पर उपयोग करें ।
- पुस्तक में दिए गए खेल एक ही समय में न लें अपितु वर्षभर पुनः-पुनः लें ।
- कक्षा में जो सूचनाएँ देनी हैं, वे सूचनाएँ पाठ्यपुस्तक में यद्यपि अंग्रेजी और हिंदी भाषाओं में दी गई हैं; यह देखें कि विद्यार्थी अंग्रेजी सूचनाओं के अभ्यस्त हो जाएँ । धीरे-धीरे हिंदी का उपयोग कम करते जाएँ ।
- **कविताओं** को साभिनय लय-ताल में गवा लें । यह देखें कि वे अंग्रेजी शब्दों के उच्चारण स्पष्ट और उचित पद्धति से करते हैं । जोड़ियाँ/गुट बनाकर संवादों का अभ्यास करा लें ।
- **शब्दों से परिचित** कराने के लिए चित्रों, प्रत्यक्ष वस्तुओं, हाव-भावों, कृतियों का उपयोग करें । इसी भाँति संदर्भ के आधार पर शब्द का अर्थ समझ लेने के लिए प्रोत्साहन दें ।
- **हमेशा उपयोग में लाए जानेवाले अंग्रेजी शब्दों की ओर** विद्यार्थियों का ध्यान आकर्षित करें । कक्षा में संवादों का अभ्यास कराते समय उन शब्दों का उपयोग करने के लिए विद्यार्थियों को प्रोत्साहित करें । **आस-पास के परिसर में दिखाई देनेवाले अंग्रेजी शब्दों की ओर** विद्यार्थियों का ध्यान खींचें । शालेय परिसर और कक्षा में अंग्रेजी शब्दों, सूचनाओं और नामों की तख्तियाँ इस प्रकार टाँगकर रखें कि वे तख्तियाँ विद्यार्थियों को आते-जाते सहजता से दिखाई दें ।
- विद्यार्थियों का लगातार पूर्ण वाक्य में बोलना अपेक्षित नहीं है । १-२ शब्दों, कृतियों/हाव-भावों द्वारा दिए गए उत्तरों को भी स्वीकार करें ।
- विद्यार्थियों की त्रुटियों की ओर तुरंत संकेत न करें । बोलने का प्रयास करते समय उन्हें बीच में ही न रोकें/न ही टोकें । अपितु उनसे त्रुटियाँ न हों; इस हेतु उनके सामने उचित उच्चारणों और वाक्य प्रयोगों के नमूने प्रस्तुत करें । इसके लिए आधुनिक तकनीक साधनों का उपयोग करें।
- विद्यार्थी अपने मन से अंग्रेजी शब्द, वाक्य बनाएँ, उपयोग में लाएँ, इसके लिए उन्हें प्रोत्साहन दें **परंतु इस चरण में स्वतंत्र रूप से व्याकरण सिखाना अपेक्षित नहीं ।** विद्यार्थियों को अंग्रेजी भाषा की स्वाभाविकता सहजता से आत्मसात हो, इसके लिए पुस्तक की सभी कृतियाँ पर्याप्त समय देकर करवा लें ।
- अक्षरों और शब्दों की पहचान दृढ़ होने के लिए 'A Garden of words' की **कृतियों और खेलों का नियमित और भरपूर उपयोग** करें ।
- शिक्षक पुस्तक में से **कहानी, नाटक** को स्वर में उतार-चढ़ाव लाते हुए पढ़कर सुनाएँ । विद्यार्थी वह पाठ्यांश पुस्तक में देखकर शिक्षक के पीछे-पीछे बोलें । फलस्वरूप धीरे-धीरे अखंडित रूप में पढ़ने की आदत लगेगी ।
- प्रत्येक इकाई में दिया गया 'Project' प्रत्येक विद्यार्थी से करवा लें । ये 'Projects' शिक्षकों और पालकों को नहीं अपितु विद्यार्थियों को करने हैं । फलस्वरूप प्रत्येक विद्यार्थी के अंकन में विशिष्टता दिखाई देगी । प्रत्येक विद्यार्थी के पास उसकी स्वतंत्र कॉपी/फाइल रखें । समय-समय पर उसका जाँच कार्य करें और प्रोत्साहन/मार्गदर्शन दें ।
- प्रत्येक इकाई के अंत में **'मुझे यह आता है'** शीर्षक के अंतर्गत कुछ मुद्दे दिए गए हैं । वह यूनिट पढ़ाने के पश्चात विद्यार्थियों को निश्चित रूप से क्या-क्या आना चाहिए; उसमें यह स्पष्ट किया है । अतः मूल्यांकन प्रक्रिया में विद्यार्थियों का जागरूकता से सम्मिलित होना और आवश्यक घटकों का अधिक अभ्यास करवाना शिक्षक और अभिभावकों के लिए आसान होगा । साथ-साथ विद्यार्थियों के आत्मविश्वास में वृद्धि हो, इसी रूप में इन मुद्दों का उपयोग करें ।

प्रत्येक पृष्ठ के पाठ्यांश का उपयोग मुख्य रूप से किसलिए करना है; यह दिखाने के लिए निम्नलिखित चित्रों का उपयोग किया गया है । उनके अनुसार विद्यार्थियों को सहभागी करवा लें ।

सुनना

बोलना

पढ़ना

लिखना

बातचीत करना

सराहना.... विद्यार्थियों की सराहना भी अंग्रेजी में करें ।

- That's a good girl.
- That's a good boy.
- Well done!
- Right!
- Correct!
- Excellent!
- Very good!
- That's nice!

My English Book Four–Standard Four – Learning Outcomes

Suggested Pedagogical Processes	Learning Outcomes
The learner may be provided opportunities in pairs/groups/ individually and encouraged to– • participate in role play, enactment, dialogue and dramatisation of stories read and heard • listen to simple instructions, announcements in English made in class/school and act accordingly • participate in classroom discussions on questions based on the day-to-day life and texts he/she already read or heard • learn English through posters, charts, etc., in addition to books and children's literature • read independently and silently in English, adventure stories, travelogues, folk/fairy tales etc. • understand different forms of writing (informal letters, lists, stories, diary entry etc.) • learn grammar in a functional, contextual and integrated manner and frame grammatically correct sentences • notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities. • notice categories and word clines • enrich vocabulary in English mainly through telling and re-telling stories/folk tales • start using dictionary to find out spelling, reference and meaning • practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing • infer the meaning of unfamiliar words from the context • take dictation of words/phrases/sentences/ short paragraphs from known and unknown texts • be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc. • look at cartoons/pictures/comic strips with or without words and interpret them. • enrich vocabulary through crossword puzzles, word chain, etc. • appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day-to-day life and story book, seen in videos, films, etc.	**The learners :** 04.17.01 Listens attentively to announcement and notes the message. 04.17.02 Guesses the meaning of words, phrases and sentences from the context. 04.17.03 Enjoys and recites poems, songs and rhymes with proper actions, rhythm and appropriate expressions. 04.17.04 Participates and enacts in role play, short skits, playlets with interest. 04.17.05 Responds and follows simple instructions / announcements / requests in English and acts accordingly. 04.17.06 Listens and responds attentively to stories, narrations, descriptions etc. in English and follows the meaning. 04.17.07 Reads English seen in the surroundings with understanding and at reasonable speed. 04.17.08 Tells/Shares jokes and riddles in English for entertainment. 04.17.09 Guesses the meaning of words, phrases, sentences from the context and solves simple crossword puzzles, builds word chain etc. 04.17.10 Reads and finds the meaning of new words from a dictionary for reference. Looks up the spelling of words from a dictionary. 04.17.11 Listens to word/sentence and writes them down. 04.17.12 Uses punctuation marks appropriately in reading aloud with intonation and pauses such as question marks, comma and full stop. 04.17.13 Writes informal letters or messages with a meaningful representation. 04.17.14 Reads English seen in the surroundings with understanding and reasonable speed on the classroom walls, notice boards, in posters and in advertisements. 04.17.15 Uses noun, verb, adjective and preposition in speech and writing. 04.17.16 Understands and use proper greetings and farewells. 04.17.17 Participates in a conversation and speaks briefly on a familiar topic. 04.17.18 Reads and understands map and graphics. 04.17.19 Reads text written by different people. 04.17.20 Compares various programmes with some preparation. 04.17.21 Writes a continuous and meaningful passage. 04.17.22 Writes a description of a given process. 04.17.23 Describes things, pictures, events, etc. in English using simple and short sentences.

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P : Project

An Action Song

Listen and repeat. Read aloud and sing.
सुनो और दोहराओ । मुखर वाचन करो और गाओ ।

Unit One

... join hands together

... clap hands together

We'll all join in a circle,
We'll all join in a circle,
We'll all join in a circle,
And sing a song or two.

...

We'll all sit down together,
We'll all sit down together,
We'll all be quiet together,
Now our singing is through.

वील् 'ऑऽल् 'जॉइन् इन् अ 'सऽक्ल्
ॲन् 'सिंग् अ 'साँग् ऑर् 'टू

वील् 'ऑऽल् बी 'क्वायट् टु'गेदऽ
नाव् आवर् 'सिंगिंग् इझ् 'थ्रूऽ

... dance together

... turn round together

... sit down together

... be quiet together

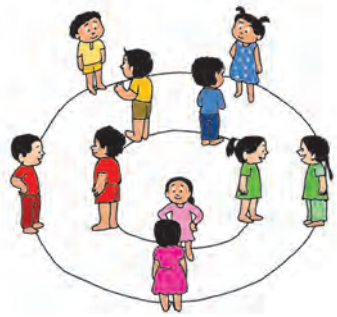
विद्यार्थियों के गुट बनाकर अथवा पूरी कक्षा को वृत्त में खड़ा करके यह गाना लय में गवा लें । प्रथम पद में 'join in a circle' के स्थान पर चित्रों में दिखाए गए तथा अन्य पर्यायों का उपयोग करें । अलग-अलग 'actions' के अलग-अलग पद पूर्ण होने पर अंतिम पद लें ।

Circles 1

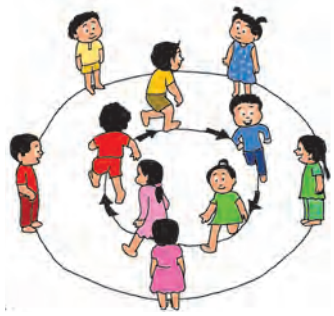
1. Listen carefully and act.
ध्यान से सुनो और उसके अनुसार कृति करो ।

Teacher :
Form groups of ten.
Each group should stand in a circle.
One child in the circle will say, 'One'.
The second child will say, 'Two'.
The third child will say, 'Three'.
Continue like this up to the tenth child,
who will say, 'Ten'.
Now say the numbers faster and faster.

1 से 10 की भाँति 100 तक के कोई भी दस अंक विद्यार्थी अंग्रेजी में क्रम से और फटाफट बोलें, इस प्रकार का अभ्यास करवा लें ।



Now 2, 4, 6, 8 and 10 will step inside.
They will form another circle inside.
The two circles will stand facing each other.
Children facing each other will shake hands.



Now the inner/outer circle will turn right
and start moving.
Walk on till you come to the next child
and shake hands with him or her.
Then walk on and shake hands with the next child.
Stop when you come back to your first partner.
Give each other a high-five.

एक बार अंदर के और एक बार बाहर के वृत्त पर खड़े विद्यार्थियों को घूमकर क्रम से नई जोड़ियाँ बनाकर फिर से पहले जोड़ीदार के पास आना है । ये सभी टप्पे गड़बड़ी-हड़बड़ी न करते हुए सभी विद्यार्थी सहज रूप से कर सकें, तब तक अभ्यास करवा लें ।

2. Listen, learn and speak.
सुनो, सीखो और बोलो ।

Teacher : Now we will use these two circles to practise English dialogues, in five different pairs. Ready ?

Dialogue 1

A : Hello.
B : Hello.
A : How are you ?
B : I'm fine. Thank you. How are you ?
A : Fine. Thanks.

Dialogue 2

A : What's your name ?
B : Ravi. Tell me your name, please.
A : Chandrashekhar. You can call me Chandu.

Dialogue 3

A : Where do you live ?
B : I live in Ambajogai.
A : Where in Ambajogai ?
B : Near Yogeshwari temple. Behind the Tehsil office / in Guruwar Peth / on Mandi Bazar Road ...

Dialogue 4

A : Bye, bye. Have a nice day.
B : Bye. See you. Have a nice day.

विद्यार्थी दो वृत्तों में आमने-सामने खड़े रहकर बातचीत करें । इसके पश्चात एक वृत्त के विद्यार्थी अगले जोड़ीदार के पास जाएँ और फिर से उन्हीं संवादों का अभ्यास करें । पूरा वृत्त घूमने तक ऐसा करें । नीली चौखट के शब्दों के स्थान पर विद्यार्थी स्वयं की जानकारी देंगे ।

Words from Letters

1. Read aloud the names of the letters on the cards.
कार्डों के अंग्रेजी अक्षरों के नामों का मुखर वाचन करो ।

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y	Z

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

2. Say the names of the letters 'a' to 'z' in alphabetical order.

3. Form pairs. Say 'a-z' in pairs, in different ways.

* a - b, c - d, e - f, g - h, i - j, k - l, ...
* ab - cd, ef - gh, ij - kl, mn - op, ...
* a - 1, b - 2, c - 3, d - 4, e - 5, ...
* a - z, b - y, c - x, ..., m - n.

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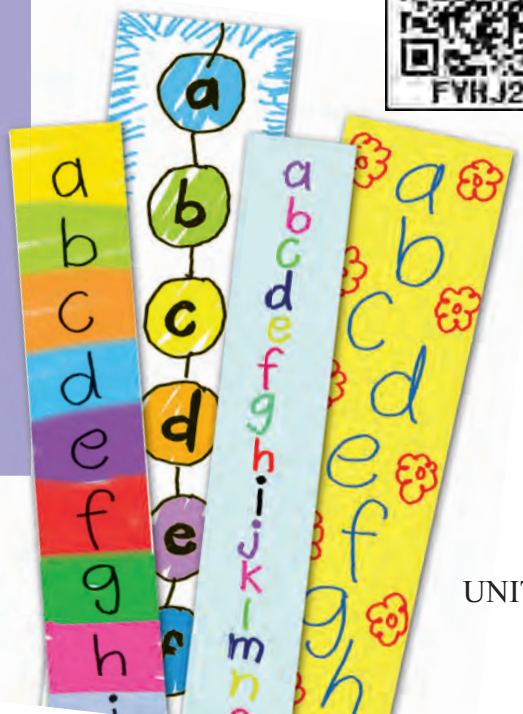
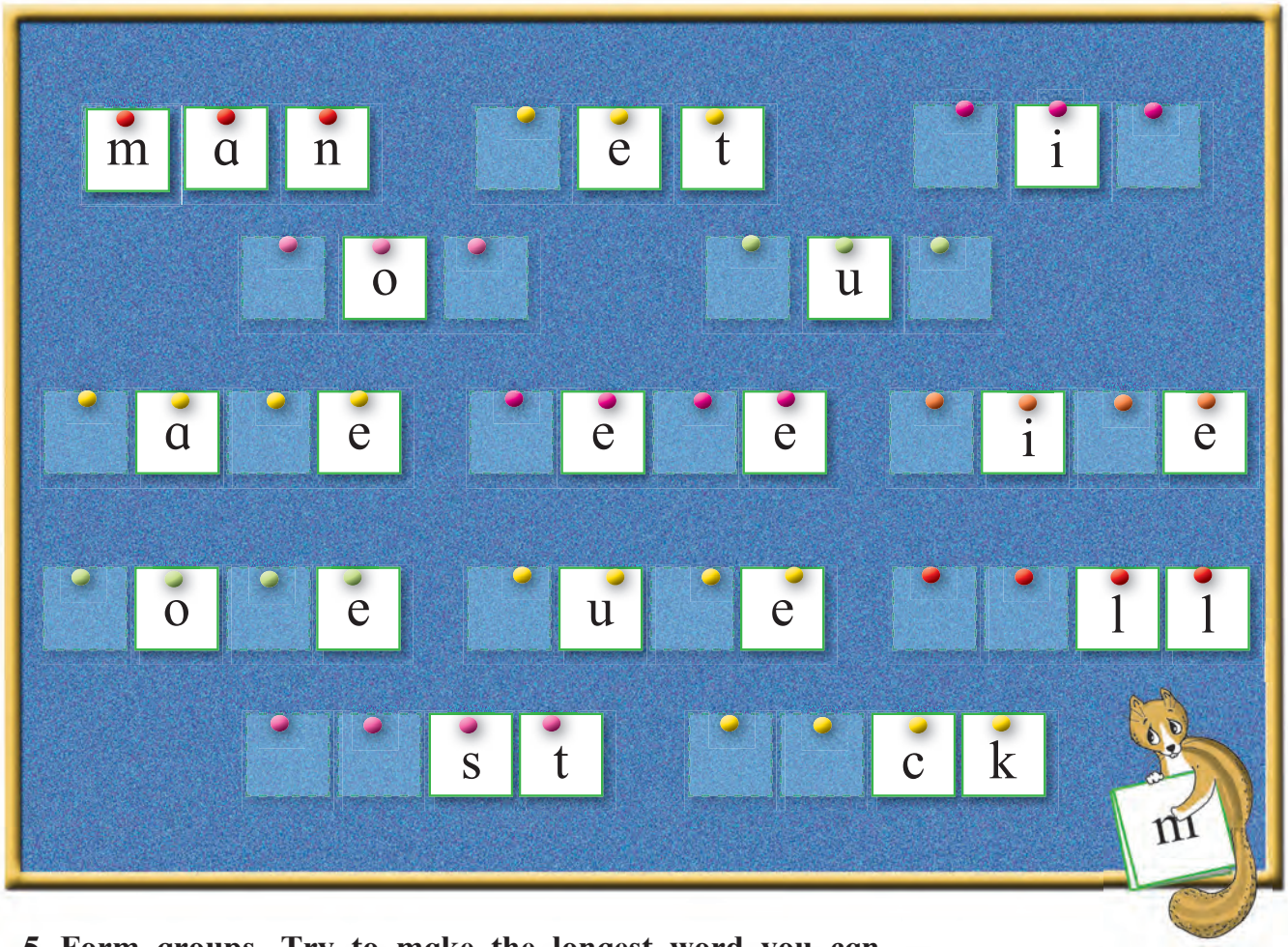


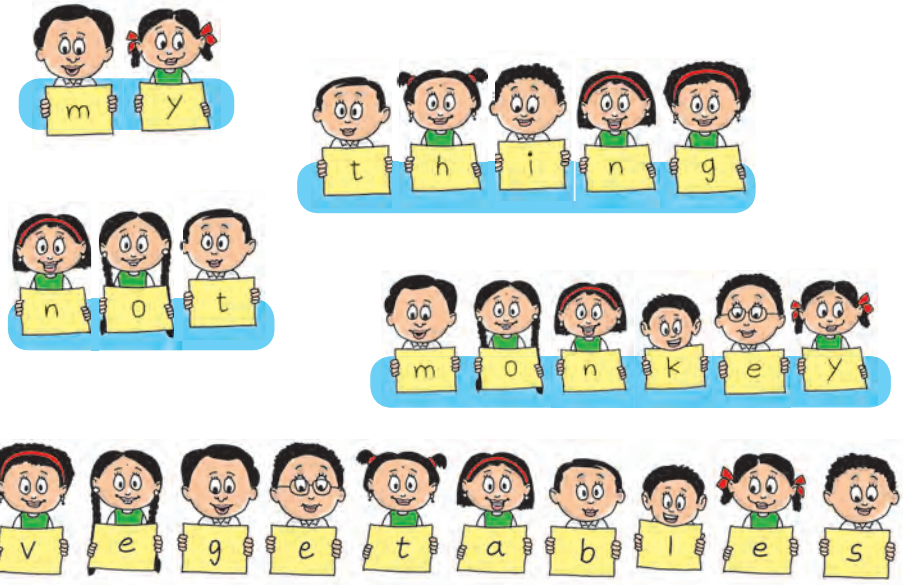
HOME WORK

कार्डशीट की खड़ी पट्टी पर 'a' से 'z' अक्षर क्रम से लिखकर 'बुक-मार्क' बनाओ । ऐसे रंगीन 'बुक-मार्क' बनाकर दूसरों को भेंट के रूप में दो ।

4. Use the letter cards to form words.
अक्षरकार्डों को जोड़कर शब्द बनाओ ।



5. Form groups. Try to make the longest word you can.
Present the word in the classroom, holding the cards in the correct order.



कक्षा के प्रत्येक विद्यार्थी को एक कार्ड दें । विद्यार्थी आपस में विचार-विमर्श करके फटाफट शब्द बनाकर उसके अनुसार गुट में खड़े होंगे; इस प्रकार का खेल खेलवाएँ ।

विद्यार्थियों के गुट बनाकर उन्हें बहुत-से अक्षरकार्डों के संच दें और गुट में शब्द मिलान का खेल लें । बड़ा-से-बड़ा शब्द बनाने हेतु प्रोत्साहन दें ।

6. Write down your name. Then write a word beginning with each letter in your name.

A GARDEN OF WORDS

a	easily	many	said	time
and	five	more	shall	to
at	gave	not	she	too
began	hand	now	smile	took
but	her	of	smiled	two
came	I	one	some	wanted
come	in	only	take	was
could	it	out	ten	what
cry	liked	put	the	will
do	looked	quickly	there	would

1. Listen carefully and tick off the words in your chart.

* and * but * one * five * ten * will * liked
* took * cry * it * do * put * there * now

2. Find all the three-letter words and copy them in your notebook.

3. Read the word. From any poem, say a line that has the word.

Example : began : And they began to cry.

* and * her * one * some * will

ऊपरी तालिका के प्रत्येक शब्द के लिए 8 x 4 cm अथवा अन्य आकार में मोटे कागज के कार्ड प्रत्येक विद्यार्थी से बनवा लें । वे कार्ड विद्यार्थियों के पास रहने दें । अंग्रेजी कालांश के अलावा अन्य समय में भी अकेले अथवा गुट में अनेक आसान खेल इन कार्डों की सहायता से खेलाए जा सकेंगे । प्रत्येक विद्यार्थी को स्वयं के लिखे हुए शब्द को भली-भाँति बार-बार और अलग-अलग संदर्भ में उपयोग में लाने का अवसर मिलना महत्त्वपूर्ण है । कार्डों के शब्द चार रेखाओं में लिखने की आवश्यकता नहीं है ।

• विद्यार्थियों से तालिका और कार्डों के शब्द पढ़वा लें । 1. शिक्षक पुस्तक में दिए गए क्रम की अपेक्षा अलग क्रम से धीरे-धीरे और एक-एक शब्द बताएँ । विद्यार्थी अपनी पुस्तक में/कार्ड के वे शब्द ढूँढ़ें । 3. विद्यार्थियों ने जिन शब्दों को मौखिक रूप से सीखा है, उन शब्दों की लेखन, वाचन में **उचित संदर्भसहित पुनरावृत्ति हो,** यह इस स्वाध्याय का उद्देश्य है । शब्द सुनकर अथवा कार्ड का शब्द देखकर विद्यार्थी किसी भी कविता में उसी शब्दवाली पंक्ति बोले तो भी चलेगा । (इसके लिए शिक्षकों को तीसरी कक्षा तक हुई सभी कविताएँ अवगत होना आवश्यक है ।) इसके बाद भी विद्यार्थियों के गुट/जोड़ियाँ बनाकर इस स्वाध्याय का **नियमित उपयोग करें ।**

One at a Time

1. Listen carefully and read with me.
ध्यान से सुनो और मेरे साथ पढ़ो ।

Priya liked sweets.
Her Granny had a jar
full of sweets.
She gave Priya
one sweet at a time.
But Priya wanted more.
Many, many more.

She quickly put her hand in the jar of sweets.
She took one, two, five, ten, many.
But her hand was stuck in the jar.
She could not take it out.
She began to cry.
"Oh, what shall I do ?"
"Let go of the sweets,"
said her Granny.

Priya let go of some sweets.
Still, her hand would not come out.
She let go of some more sweets.
Now there was only one in her hand.
Her hand came out of the jar easily.

F2185J

She began to smile,
and looked at her Granny.
Granny smiled too. Priya said,
"Now I will take only one at a time !"

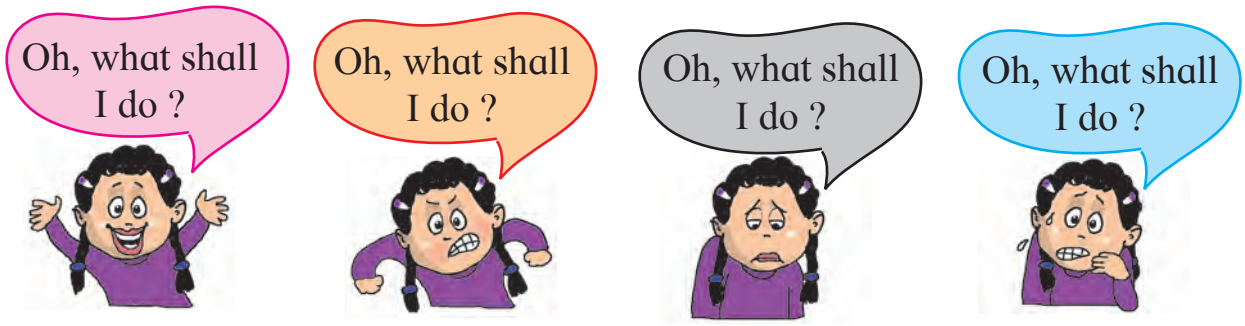
2. Listen and read aloud.

* Oh, what shall I do ?
* What shall I take ?
* What shall I say ?

विद्यार्थियों को प्रत्येक वाक्य अलग-अलग हाव-भाव के साथ प्रस्तुत करने का अवसर दें । अन्य छोटे और सरल वाक्यों का उपयोग करते हुए भी यह अभ्यास करवा लें । ऐसे वाक्य चुनें; जिन वाक्यों से विद्यार्थियों की प्रस्तुति स्वाभाविक लगे ।

- **Present each sentence to show all these emotions.**

happy | angry | sad | afraid

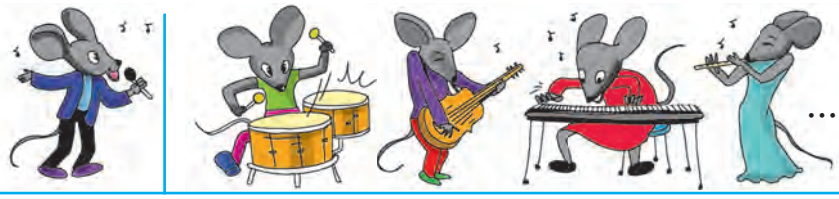


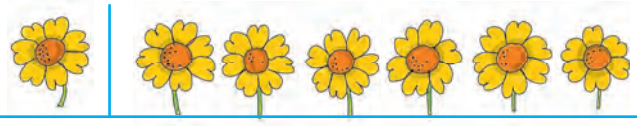
3. Read aloud and remember. Copy the sentences in your notebook.

* I will eat all vegetables.
* I will not waste water.
* I will help my friends.
* I will take care of my things.

4. Look at the pictures. Read the words and write 'one' or 'many'.

..... cat ..... cats

..... mouse  ..... mice

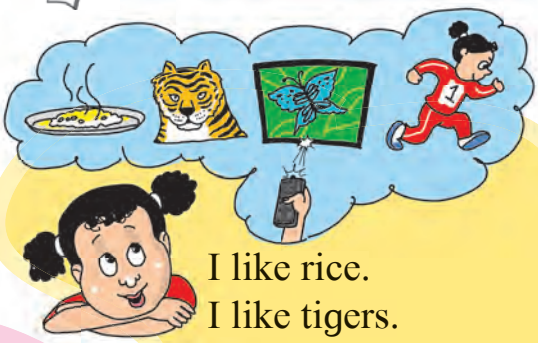
..... flower  ..... flowers

..... leaf ..... leaves

Four Things about me

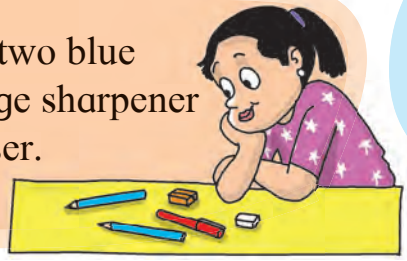
1. Listen and read aloud.
सुनो और मुखर वाचन करो ।

I am Sakshi.
I am nine years old.
I am 130 centimetres tall.
I am in Standard Four.



I like rice.
I like tigers.
I like ..... channel.
I like running.

I have a red pen, two blue pencils, an orange sharpener and a white eraser.



I can draw a hut.
I can read a few English words.
I can sing a song.
I can swim.

Every day, I brush my teeth, take a bath, read for some time and play for some time.

2. Now use the following frames to tell us about yourself.
अपने बारे में बोलने के लिए नीचे दी गईं चौखटों का उपयोग करो ।

I am ....
.....
.....
.....

I like .....
.....
.....
.....

I have.....
.....
.....
.....

I can.....
.....
.....
.....

Every day,
I .....
.....
.....
.....

Raindrops

1. Listen, repeat. Read aloud and sing.
सुनो, दोहराओ । मुखर वाचन करो और गाओ ।

Oh, where do you come from,
You little drops of rain,
Pitter-patter, pitter-patter,
Down the windowpane?

ओऽ 'वेअर् डु यु 'कम् फ्रॉम्
यु 'लिट्ल् 'ड्रॉप्स् अव्ह् 'रेऽन्
'पिटर् पॅटर् 'पिटर पॅटर्
'डाउन् द 'बिन्डोऽपेऽन्

Tell me, little raindrops,
Is that the way you play?
Pitter-patter, pitter-patter,
All the rainy day?

'टेल् मि लिट्ल् 'रेऽनड्रॉप्स्
इझ् 'दॅट् द 'वेऽ यु 'प्लेऽ
'पिटर् पॅटर् 'पिटर् पॅटर,
'ऑऽल् द 'रेऽनि 'डेऽ

I sit here at the window;
I've nothing else to do;
Oh, I wish that I could play,
This rainy day, with you!

आय् 'सिट् हिअर अट् द 'विन्डोऽ
आयव्ह् 'नथिंग् 'एल्स् टु 'डू
ओ आय् 'विश् दॅट् 'आय् कुड् 'प्लेऽ
दिस् 'रेऽनि 'डेऽ विथ् 'यू

The little raindrops cannot speak,
But 'pitter-patter-pat'
Means 'we can play on this side,
Why can't you play on that?'

द लिट्ल् 'रेऽनड्रॉप्स् कॅनट् 'स्पीक्
बट् 'पिटर् 'पॅटर् 'पॅट्
मीन्झ् 'वी कन् 'प्लेऽ ऑन् दिस् 'साइड्
वाय् कान्ट् 'यु 'प्लेऽ ऑन् 'दॅट्

FZJ380

2. Read aloud the following sound words.

* pitter-patter
* tring-tring
* zoom-zoom
* bow-wow
* ding-dong
* beep-beep-beep
* waa-waa-waa

- **What other words come to your mind on reading each word ? Write them down.**

Example : pitter-patter – rain, raindrops, water, small, fall, cool, etc.

A Guessing Game

Listen carefully. Read the sentences in 'B' with me and play this game.
ध्यान से सुनो । **'B'** के वाक्य मेरे साथ पढ़ो और यह खेल खेलो ।

चित्र पहचानते समय विद्यार्थियों से 'B' के वाक्यों के स्थान पर प्रश्न भी पूछे जा सकते हैं ।
जैसे-, Is it white?
Does it quack? etc.

Teacher : Form pairs.
Now, choose any picture from Table A.
Write the English word for it on a small piece of paper and fold it.
Let your friend guess the word with the help of the sentences in B.
When he/she guesses correctly, show the word.

A

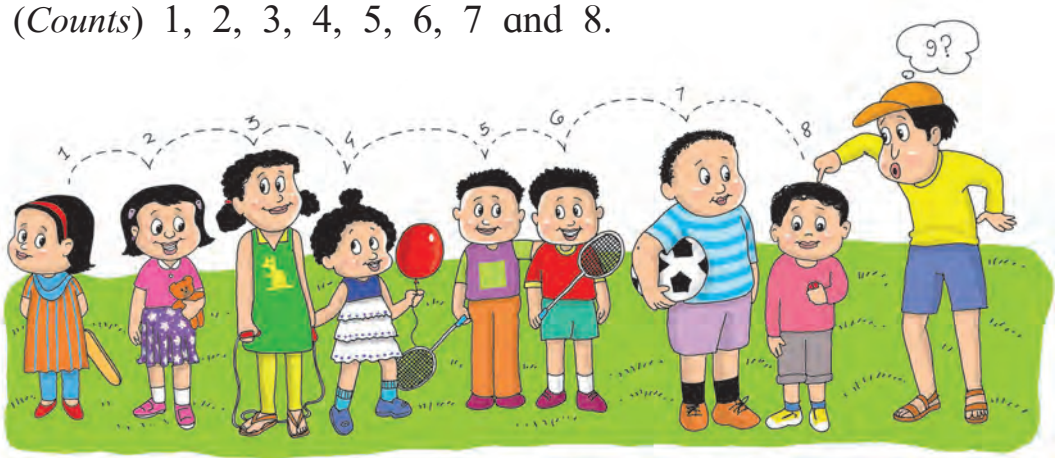
B

It is white. It quacks.	It grows on a tree.	It shines in the sky. It is hot.	She gives us milk.
It rhymes with 'pup'.	It is green. It flies.	They are small. They bite.	It has four legs and a top.
They fly in the sky.	It has a trunk and two big ears.	We cut vegetables with it.	It has three blades.

In the Park

Listen carefully, read with me and enact.
ध्यान से सुनो, मेरे साथ पढ़ो और अभिनय करो ।

Ishan : Come on, little friends!
It's time to go back home.
Come here – and let me count.
There should be nine children in all.
(*Counts*) 1, 2, 3, 4, 5, 6, 7 and 8.



Where's the ninth child ? Let me see again.
Isha-Nisha, Babali-Papali, Ricky-Vicky, Gotu-Chhotu –
Then who is missing? Oh, I'm so worried!
(*A lady passes by.*)

Aunty, please help us.
Please count and tell us how many we are.

Aunty : (*Counts*) 1, 2, 3, 4, 5, 6, 7, 8 and 9.
Nine. You are nine in all.

Ishan : Oh ! Thank you, thank you so much.
So, the naughty child has come back.
Good. Let me count again.
1, 2, 3, 4, 5, 6, 7 and 8!
What! Eight again!
Someone is missing again.
(*The other children start giggling. A man passes by.*)

Uncle, please help us.
Please count and tell us how many we are.

Uncle : (*Counts*) 1, 2, 3, 4, 5, 6, 7, 8 and 9.
I see nine children in all.

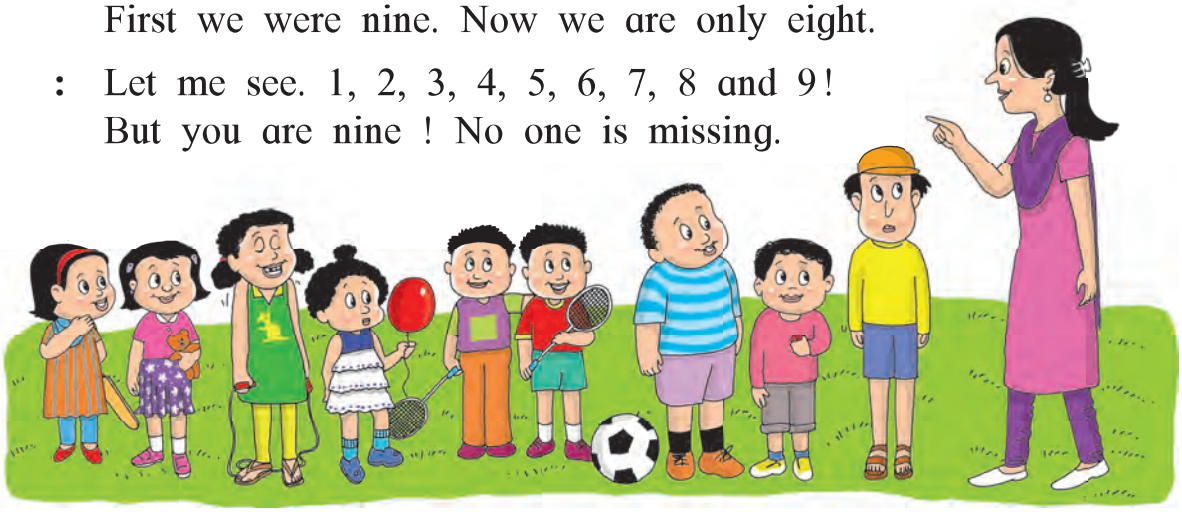
Ishan : (*Sighs.*) That's all right then.
Come on, Isha-Nisha, Babali-Papali,
Gotu-Chhotu, Ricky-Vicky.
1 - 2 - 3 - 4 - 5 - 6 - 7 - 8!
What! This is too much!
The ninth child is missing again!
What a naughty child!
(*The other children start giggling.*)

Oh, no! What shall I do ?
I am the oldest. Everyone will scold me.
And I don't even know who is missing.
(*Didi walks in.*)

Didi : Hello, everybody!
Coming back home? Let's go together.

Ishan : Didi, Didi, there's a problem. One of us is missing.
First we were nine. Now we are only eight.

Didi : Let me see. 1, 2, 3, 4, 5, 6, 7, 8 and 9!
But you are nine ! No one is missing.



Ishan : So, that naughty child has come back again!
When I count, this naughty child runs away.
1, 2, 3, 4, 5, 6, 7 and 8! See!

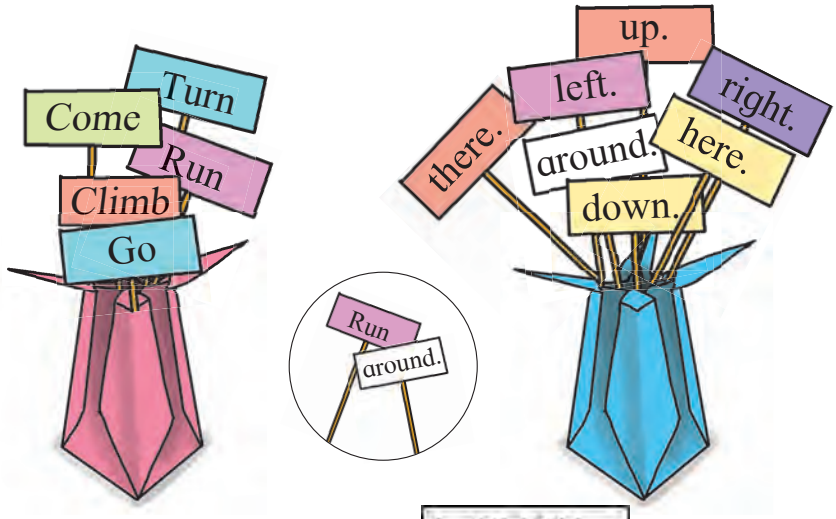
Didi : Yes! I see.
And I also see one more child
who forgets to count himself!

Ishan : Oh, no! (*Laughs.*)
How silly of me! (*Everyone laughs.*)

Action Words and Phrases

Listen, read and speak.
सुनो, पढ़ो और बोलो ।

Teacher :
Form pairs.
Select one word from each basket at a time and make meaningful sentences.
Then present at least ten sentences.
For example, 'Run around.'



विद्यार्थियों की जोड़ियाँ बनाकर शब्दकार्डों की सहायता से यह खेल खेलाएँ ।

Teacher :
Form groups of four.
Choose one word from each tower and make meaningful sentences.
Write the words on big sheets of paper and show your sentences to the class.

I	found	a	pencil.
We	saw	an	pencils.
You	got	some	orange.
He	ate	a few	oranges.
She	took	many	tiger.
It	gave		tigers.
They			

इन कृतियों का अभ्यास होने के बाद विद्यार्थियों को अपने मन से शब्द जोड़कर वाक्य बनाने के लिए प्रोत्साहन दें ।

मुझे यह आता है ।

- अंग्रेजी में मौखिक रूप से दी गईं सूचनाएँ समझ में आती हैं । ☐
- इस यूनिट की कविताएँ हाव-भावसहित बोलनी आती हैं । ☐
- अंग्रेजी में कुछ बातचीत सहजता से करनी आती है । ☐
- अंग्रेजी के सभी कैपिटल और स्मॉल अक्षर (a-z) पहचानने और पढ़ने आते हैं । ☐ लिखने आते हैं । ☐
- अंग्रेजी के कुछ छोटे शब्द देखकर तथा अपने मन से लिखने आते हैं । ☐
- इसके पूर्व सीखे हुए अंग्रेजी वाक्य, कविताओं की पंक्तियाँ याद करके बतानी आती हैं । ☐
- अपने बारे में अंग्रेजी में ३-४ वाक्य बोलने आते हैं । ☐
- अंग्रेजी के संक्षिप्त, सरल वाक्य पढ़ने आते हैं । ☐ बोलने आते हैं । ☐ बनाने आते हैं । ☐
- थोड़े-से अभ्यास के बाद अंग्रेजी नाटक में हिस्सा लेना आता है । ☐

Row your boat.

Unit Two

1. Listen, repeat. Read aloud and sing.
सुनो, दोहराओ । मुखर वाचन करो और गाओ ।

Row, row, row your boat
Gently down the stream,
Merrily, merrily, merrily, merrily.
Life is but a dream.

'रोऽ 'रोऽ 'रोऽ यॉऽर् 'बोऽट्
'जेन्ट्लि 'डाउन् द 'स्ट्रीम्
'मेरिलि 'मेरिलि 'मेरिलि 'मेरिलि
'लाइफ् इझ् 'बट् अ 'ड्रीम्

2. Tell other words that rhyme with the following words.
नीचे दिए गए शब्दों के अन्य तुकांत शब्द बताओ ।

* row * boat * down * stream * life * but

यह अंग्रेजी का लोकप्रिय गाना है । कक्षा के चार गुट बनाओ । सबसे पहले केवल प्रथम गुट कविता बोलना प्रारंभ करे । प्रथम गुट के विद्यार्थियों द्वारा पहली पंक्ति बोलते ही दूसरा गुट कविता प्रारंभ करे । उनके द्वारा प्रथम पंक्ति बोलते ही तीसरा गुट प्रारंभ करे । उनके द्वारा पहली पंक्ति बोलते ही चौथा गुट प्रारंभ करे । प्रथम गुट द्वारा संपूर्ण कविता बोलने के बाद प्रथम गुट से कविता बोलना क्रमशः रोक दें ।

A GARDEN OF WORDS

am	feeling	long	red	tree
another	fresh	lovely	run	under
are	full	mango	see	us
ate	good	nap	sleepy	vegetable
behind	have	once	slept	very
carrot	he	patch	slow	walked
did	I'll	race	slowly	white
didn't	leafy	radish	so	wins
eat	let	ran	stop	woke
fast	little	reached	then	you

1. Listen carefully and tick off the words.

* ate * did * eat * full * good * let * long
* nap * run * stop * tree * very * white * wins

2. Find these words and copy them down.

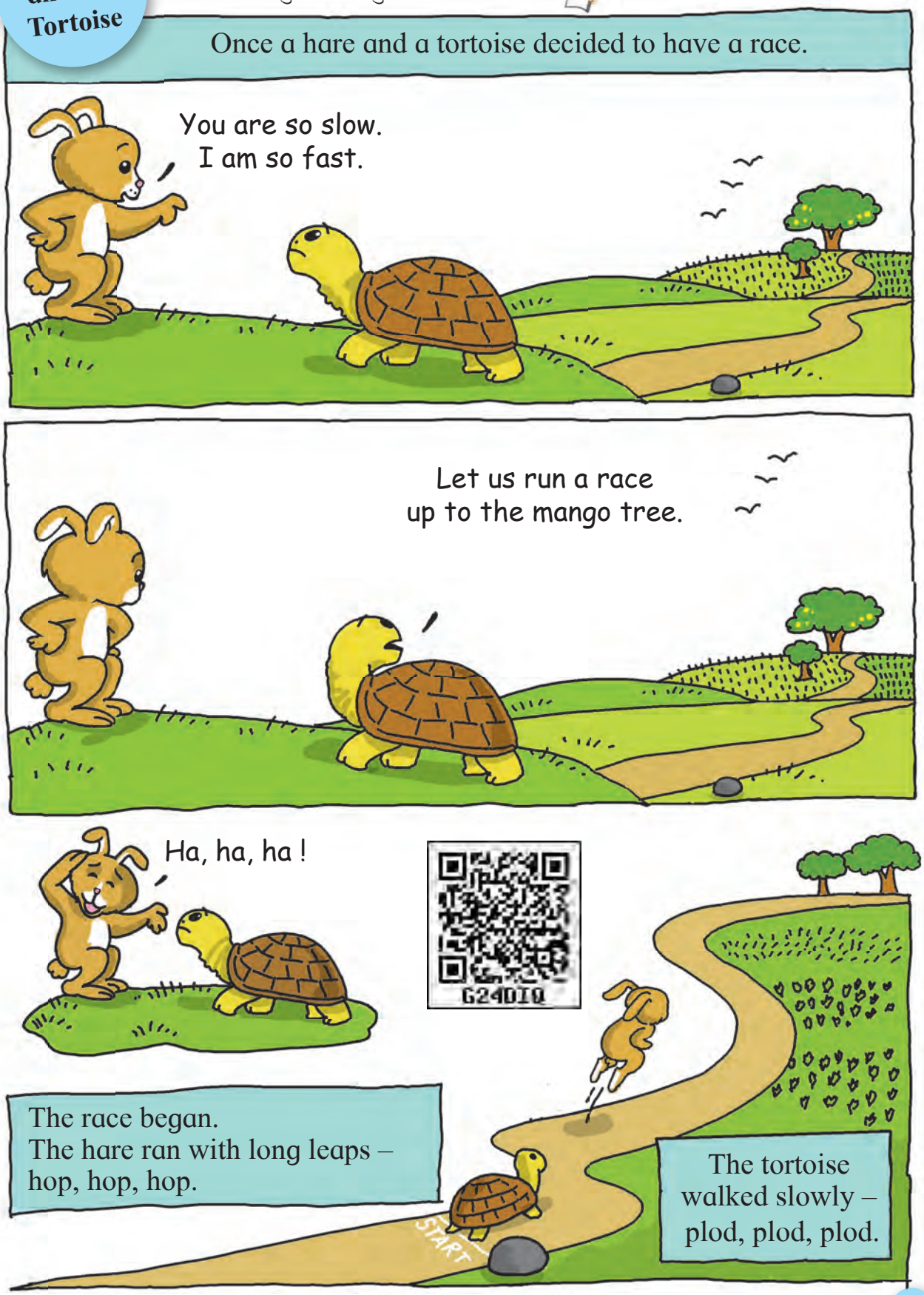
* Words that end with 'y'. * A word that begins with 'y'.
* Words that have 'double' letters. * Words that have the 'ॲ' sound.
* Words that have g an le ed sl .

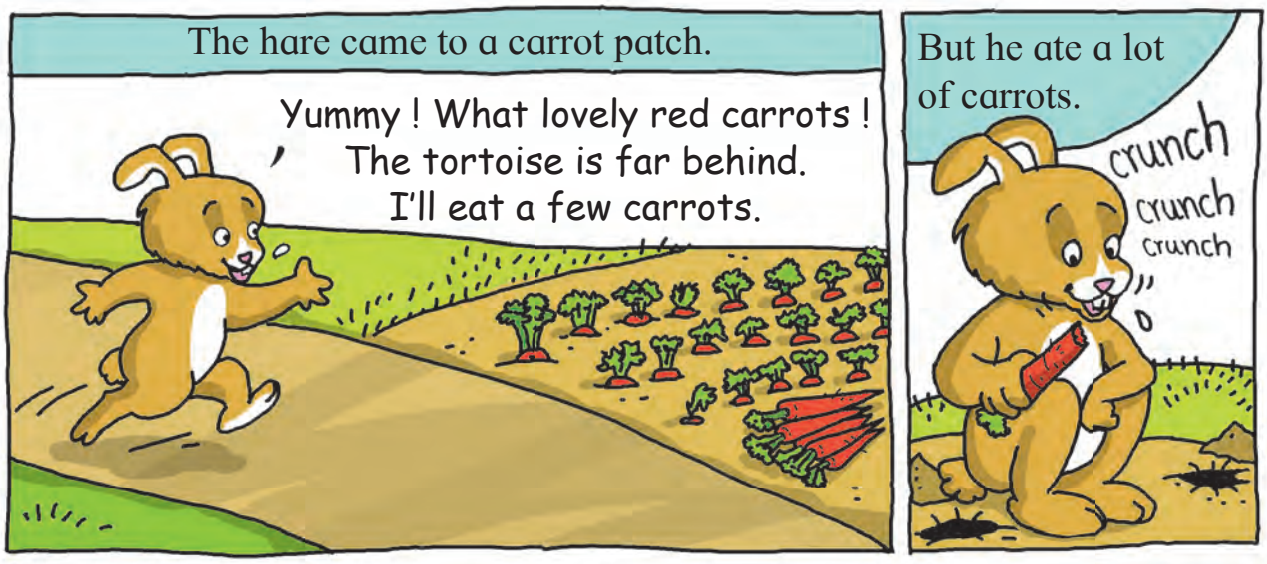
3. Select one word at a time. Look at the word carefully. Then close your eyes and think of the word. Write down the word. Look at it again. Is it right ? Look it up in the textbook. Learn five words at a time in this way.

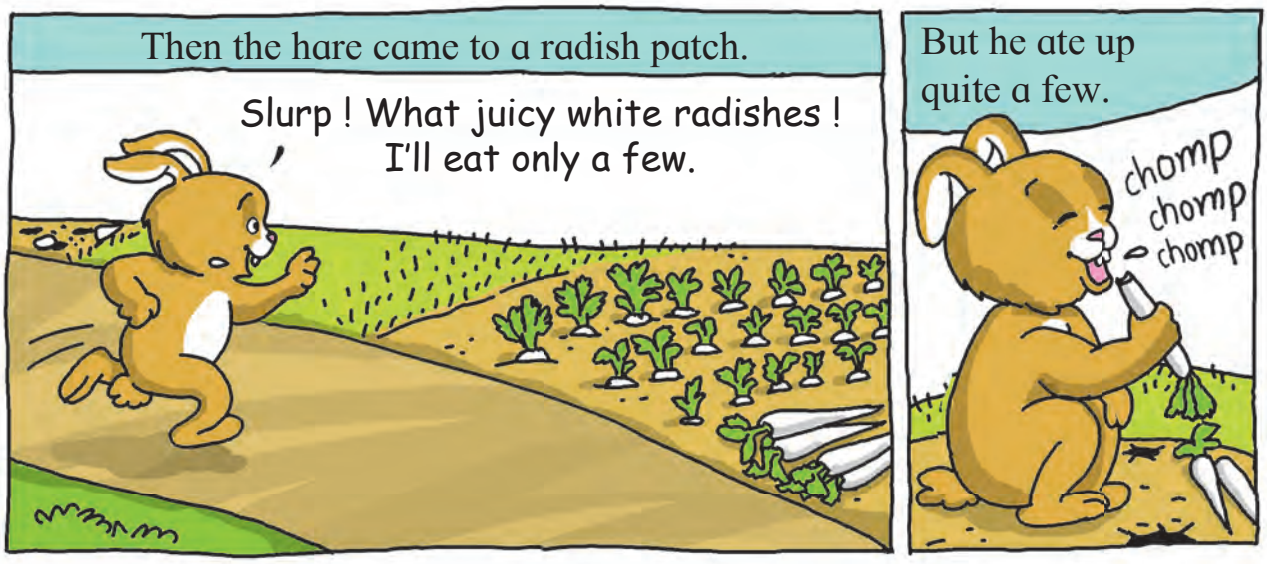
ऊपरी प्रत्येक शब्द के लिए 8 x 4 cm अथवा अन्य आकार में मोटे कागज के कार्ड प्रत्येक विद्यार्थी से बनवा लें और उन्हें विद्यार्थियों के पास में ही रहने दें । उन शब्दों पर आधारित यहाँ दिए गए उपक्रम ऐसे कार्डों द्वारा करवाना अधिक अच्छा है । कक्षा में अध्यापन के अलावा अन्य समय में भी इन उपक्रमों का गुट में/अकेले अभ्यास करने हेतु विद्यार्थियों को प्रोत्साहन दें ।

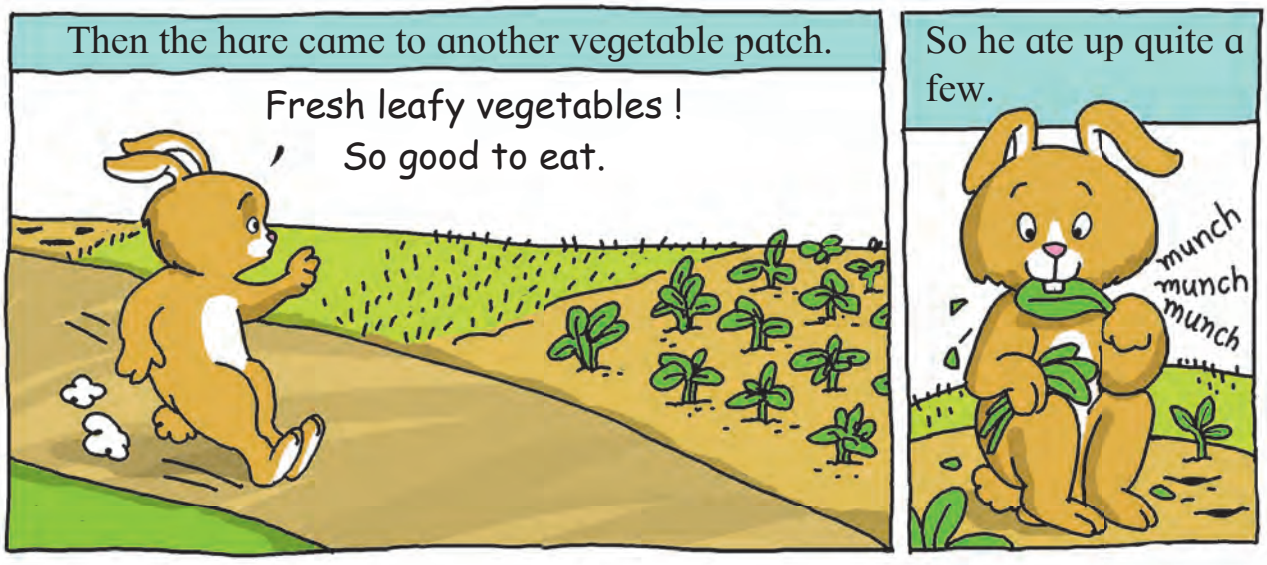
The Hare and the Tortoise

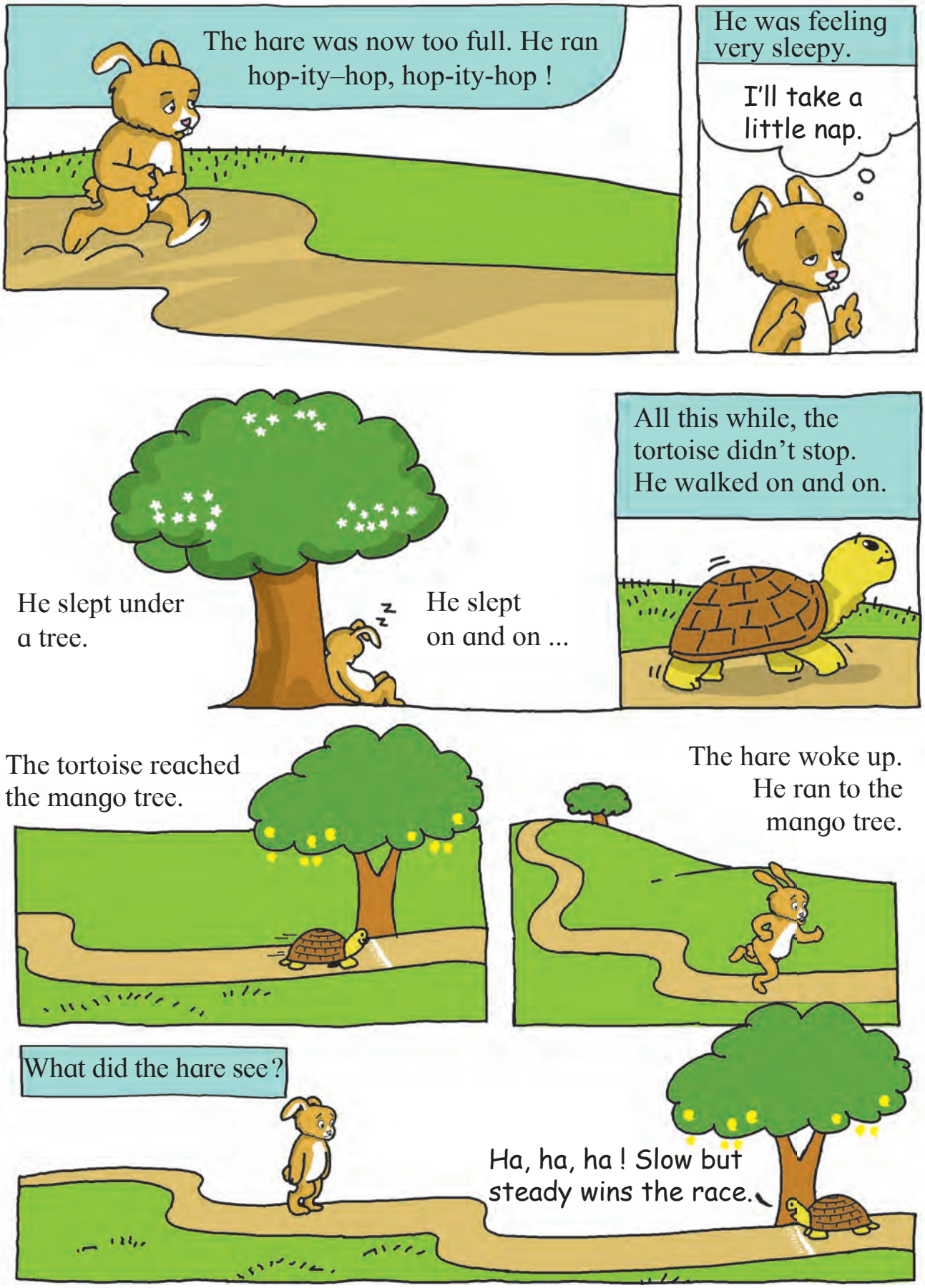
1. Listen and read aloud.
सुनो और मुखर वाचन करो ।




The hare came to a carrot patch.
Yummy ! What lovely red carrots !
The tortoise is far behind.
I'll eat a few carrots.
But he ate a lot of carrots.
crunch
crunch
crunch


Then the hare came to a radish patch.
Slurp ! What juicy white radishes !
I'll eat only a few.
But he ate up quite a few.
chomp
chomp
chomp


Then the hare came to another vegetable patch.
Fresh leafy vegetables !
So good to eat.
So he ate up quite a few.
munch
munch
munch



इस कहानी का नाट्यीकरण करके विद्यार्थियों को कक्षा में प्रस्तुत करने का अवसर दें ।

2. Read the following words aloud and copy them in your notebook.

a	I	he	you	all
this	up	on	of	to

3. Read aloud the following phrases.

* a few
* quite a few
* long leaps
* on and on
* all this while
* slow but steady

- **Find these phrases on pages 17 to 19.**

Categories

Find words to complete the following chart and write them in the proper place.
नीचे दी गई तालिका पूर्ण करने के लिए उचित शब्द ढूँढ़ो और तालिका में लिखो ।

G2D9KD

Categories / First Letter	Something we Eat or Drink	An Animal	A Thing	An Action
a				
b				
c				
p				
t				
m				
w	watermelon	wolf	watch	wipe

Project

Categories

Make a categories chart and try to fill all the columns for all the letters from 'a' to 'z'. List the categories and letters for which you do not find any words. Try to find the words with help of your friends and earlier textbooks.

ऊपर के अनुसार **'categories'** तालिका बनाकर **'a'** से **'z'** इन सभी अक्षरों के लिए शब्द ढूँढ़ो । जिन **'categories'** और अक्षरों के लिए शब्द मिलते नहीं हैं, उनकी सूची बनाओ । देखो कि क्या वे शब्द मित्रों-सहेलियों से चर्चा करके अथवा पहली से तीसरी की पाठ्यपुस्तक में मिलते हैं ।

To the Market

Listen, repeat and read aloud.
सुनो, दोहराओ और मुखर वाचन करो ।

Child 1 : I went to the market.
Do you know what I bought ?
Some red shiny apples !
That's what I got.

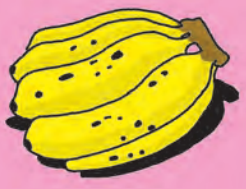
Child 2 : I went to the market.
Do you know what I bought ?
Some red shiny apples !
A big loaf of bread !
That's what I got.

Child 3 : I went to the market.
Do you know what I bought ?
Some red shiny apples !
A big loaf of bread !
A pack of colour pencils !
That's what I got.

Child 4 : .....

A string of white flowers

A bunch of big bananas



A big jar of honey

A sack of gram flour

A pack of liquid soap

Some juicy ripe mangoes

A pair of blue bangles

- **Look at the pictures and words. Use them to add more lines to the poem. You may also make up more lines on your own.**

Munnu's Maths

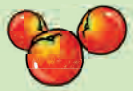
1. Look, listen carefully and act.
देखो, ध्यान से सुनो और कृति करो ।

Teacher : Now I am going to read aloud a paragraph from your book.
Look at it carefully. It has some pictures and numbers.
I'll read the words and stop at the pictures and numbers.
You have to say the words for them at the right time.
This is how we will read together. Ready ?

GALHG6

A

Munnu's mother told her to go to the market. "I need half a kilo each of and , **3** lemons, a piece of and some . Take this and this **100**-rupee note. Be careful and come back before **5**."

Munnu brought the , the  , **4** lemons, and some . "I did not get any ," Munnu said. "Never mind !" said her mother.

B

Munnu's Uncle gave her a packet of . Munnu the packet open. There were **12** biscuits in the

. Munnu gave **2** of them to her Uncle, **1** to her mother and **1** to her father. She ate herself. Then she gave her and her one biscuit each. Then how many biscuits were left ? Answer : .

C

Munnu saw some strings of in the market. She brought **10** strings and counted the in each. There were **40** flowers in **7** strings, **44** flowers in **2** strings and **36** in the last string. 'There are **400** flowers in all,' she said. Is she right ?

Answers

A : potatoes, tomatoes, three, ginger, chillies, bag, hundred, five, potatoes, tomatoes, four, chillies, ginger.

B : biscuits, cut, twelve, packet, two, one, one, two biscuits, cat, dog, four biscuits.

C : flowers, ten, flowers, forty, seven, forty-four, two, thirty-six, four hundred.

2. Make a list of as many things as you can using the table below.

a	packet		candles	salt
two	bunch		books	flowers
five	sacks	**of**	grapes	butter
	kilograms		pencils	flour
	litres		oil	cloth
	metres		milk	ribbon
	lump		sugar	rice

3. Make a shopping list that has 10 things in it.

Circles 2

Listen carefully and practise the dialogues with proper actions.

ध्यान से सुनो और उचित हाव-भावसहित संवादों का अभ्यास करो ।

Complaints and Compliments

1.

A : Hello.
Your handwriting is so neat and tidy.
It really looks nice !

B : Thanks.

2.

A : Did you laugh at me ?

B : No, I didn't.

A : Yes, you did.

B : Please believe me, I didn't.

3.

A : Hi ! Would you like to look at my picture ?

B : Oh, yes ! I'd love to.

A : Here.

B : Wow !
This is beautiful.

4.

A : You pushed me.

B : So ?

A : Please don't do it.
It hurts.

B : I'm sorry.

5.

A : You sing so well.
Please sing a song.

B : Well, thanks.
But not now.
Some other time.

पृष्ठ 2 और 3 के अनुसार सूचनाएँ देकर दो वृत्तों में संवादों का अभ्यास करवाएँ । संवादों के अंग्रेजी वाक्यों का अन्य अवसरों पर भी उचित पद्धति से उपयोग करने हेतु विद्यार्थियों प्रोत्साहन को दें ।

A Team of Workers

1. Listen carefully and read with me.
ध्यान से सुनो और मेरे साथ पढ़ो ।

GB5NJG

All body parts stand together holding hands.

All : Work, work, work!
In the morning,
In the evening,
We are always at work.

During the day,
And even at night,
We are always at work.

Mouth : Hands, come forward
and tell us what you do.

Hands : We lift, we hold, we carry.
We give and we take.
We pull, we push, we put,
A hundred things we make.

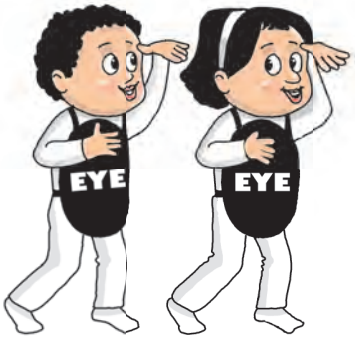
We two are a clever pair.
There's nothing that we can't do.

Mouth : Feet, come forward
and tell us what you do.

Feet : We walk, we run, we tap, we dance,
We skip and jump and hop.
We step forward, we turn about,
And just in time, we stop.

Mouth : Eyes, Ears, Nose,
what about you?

Eyes : We open, we close, we read, we blink,
We see things far and near.



Ears : And be it loud, be it soft,
Every sound we hear.

Nose : I breathe day and night.
I can never rest.
I have to smell every smell,
Good or bad or best.

And what about you, Mouth?

Mouth : Oh, you know, I open and shut
and smile.
I speak. I eat. I drink.
I sip. I slurp. I chew and bite.
But do I get any of the food?
No! It all goes to this lazy Belly.
Is it right?
The belly doesn't do any work.

All : That's right.
The belly doesn't do any work.

Belly : That's not right. That's wrong.
I do a lot of work.
But it goes on inside me.
You can't see it. But I *do* work.

Eyes : Why can't we see it?
It's because you don't do any work.

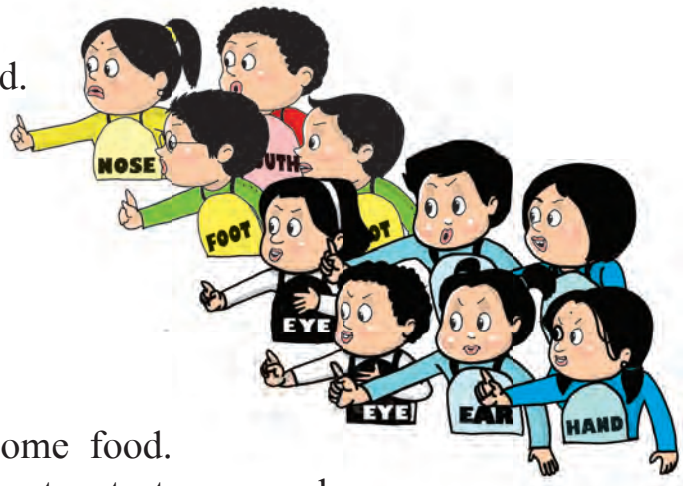
Hands : The only work you do is to grab
all good food.

Feet : You don't move a step.
Why should we work to give you food?

All : We won't work for you.
You won't get any food now.

Belly : Don't do that.
I work for all of us.
We will all suffer
If you don't give me food.

All : Don't try to deceive.
Nothing you will receive.



Three hours later –

Belly : Please get some food.
I'm all ready to start my work.

Others : No means no!
We are all going to relax – just like you!

Belly : Please listen to me.
You must give me food.
I digest it for all of us.

Others : Sorry! Don't try to deceive.
Nothing you will receive.

Two days later –

Belly : How are you, my friends?

Mouth : Oh, I feel so dry.

Hands and Feet : We feel so weak.

Eyes : We can't see properly.

Ears and Nose : We feel so tired.

All : What's the matter?
What's wrong with all of us?

Enter Brain.

Brain : You silly fellows!
Now you have no energy.
What gives you energy?
Food.
Who works on food to give you energy?
Think!

All : Could it be ..... ? Is it ..... the Belly?

Brain : Yes, of course!
Belly digests food and sends energy
to all of you.
Do you understand it now?

All : Yes, yes! Now we know.
This Belly does a lot of work.
Though he does not show it off.
He does important work.

All hold hands and sing together.

Work, work, work!
In the morning,
In the evening,
We are always at work!

•••

2. Enact the play.

3. Read the following words. From the lesson, find rhyming words for each.

* take : .....
* hop : .....
* you : .....
* near : .....
* rest : .....
* bite : .....
* deceive : .....

4. List the names of all the body parts in this play.

Fresh Food

Listen, repeat. Read aloud and sing.
सुनो, दोहराओ । मुखर वाचन करो और गाओ ।

Roti in the pan,
Roti in the pan.
Puff puff, toss toss,
Roti in the pan.

'रोटी इन् द 'पॅन्
'रोटी इन् द 'पॅन्
'पफ् 'पफ् 'टॉस् 'टॉस्
'रोटी इन् द 'पॅन्

Veggie in the pan,
Veggie in the pan.
Fry dry, fry dry,
Veggie in the pan.

'व्हेजि इन् द 'पॅन्
'व्हेजि इन् द 'पॅन्
'फ्राय् 'ड्राय् 'फ्राय् 'ड्राय्
'व्हेजि इन् द 'पॅन्

Salad in the bowl,
Salad in the bowl.
Crunch, crunch, munch, munch,
Salad in the bowl.

'सॅलड् इन् द 'बोऽल्
'सॅलड् इन् द 'बोऽल्
'क्रन्च् 'क्रन्च् 'मन्च् 'मन्च्
'सॅलड् इन् द 'बोऽल्

Milk in the cup,
Milk in the cup.
Sip, sip, slurp, slurp,
Milk in the cup.

'मिल्क् इन् द 'कप्
'मिल्क इन् द 'कप्
'सिप् 'सिप् 'स्लर्प् 'स्लर्प्
'मिल्क इन् द 'कप्

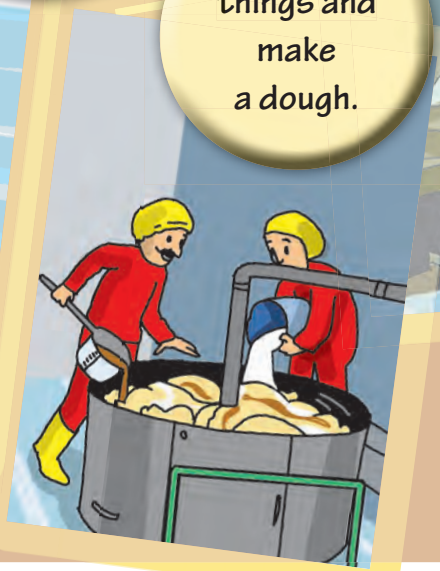
इस कविता के शब्दों का उपयोग करते हुए अन्य खाद्यपदार्थों से संबंधित कोई पद (अंतरा) बनाने हेतु विद्यार्थियों को प्रोत्साहन दें ।

In a Biscuit Factory

Listen, repeat and read aloud.
सुनो, दोहराओ, मुखर वाचन करो ।

A biscuit is so crisp and tasty.
We all love biscuits.
We get different types of biscuits in shops.
They come in colourful packets.
They are made in a factory.
But how are biscuits made in a factory ?
Let's find out.

बिस्कुट बनाने के टप्पे दर्शाने वाले वाक्य श्यामपट्ट पर क्रम से लिखें । क्या विद्यार्थी को उनमें से एक-एक वाक्य पुस्तक में ढूँढ़ना आता है, यह देखें ।



dough : डोऽ

Tasty
Cool the ready biscuits.
See if the biscuits are done / baked properly.
Bake the dough shapes in an oven.
Pack the biscuits into packets.
Store and sell the packets.
Cut out the dough into biscuit shapes.
Roll out the dough.

Let's talk.

Listen carefully and speak.
ध्यान से सुनो और बोलो ।

A : Guess what I have in my hand.
B : A tamarind seed.
A : How did you guess?
B : That's a secret!
Now guess what I found.
A : Is it something to eat?
B : No.
A : Is it something to read?
B : No.
A : Is it something to write with?
B : No.
A : Is it something to play with?
B : Not really.
A : I give up. You tell me.
B : It's a feather. I found it under the banyan tree.

Project

Collecting English Words

Try to get at least one of the following items (with English matter on them). Paste each item in your notebook and below it, write what it is. If necessary, cut out each item in a flat, tidy shape before you paste it.

* match box or biscuit wrappers * boxes and price tags * tickets, passes, etc. * stickers * bank slips * forms, applications * user manuals/pamphlets, advertisements from newspapers, magazines, etc.

अंग्रेजी शब्दोंवाली ऊपरी वस्तुएँ इकट्ठी करो । (प्रत्येक विद्यार्थी कम-से-कम एक करे ।) आवश्यक हो तो वे सपाट और व्यवस्थित आकार में काट लो और अपनी कॉपी में चिपकाओ । क्या चिपकाया है, यह उसके नीचे लिखो ।

मुझे यह आता है ।

- कविताएँ अलग-अलग पद्धति से बोलनी आती हैं । ☐ उसी लय में अन्य कोई पंक्ति बोलनी आती है । ☐
- सरल अंग्रेजी शब्द पहचानने आते हैं । ☐ मुखर और मौन वाचन करना आता है । ☐ देखकर लिखने आते हैं । ☐
- कुछ नए शब्दों के स्पेलिंग देखकर उनके उच्चारण करने आते हैं । ☐
- एक समय में २-३ शब्द अर्थ समझकर पढ़ने आते हैं । ☐
- पढ़ते समय संदर्भ के आधार पर आगे वाले शब्द पहचानने आते हैं । ☐
- बताए अनुसार परिचित अंग्रेजी शब्द याद करके लिखने आते हैं । ☐
- अंग्रेजी शब्दों के गुट (अर्थयुक्त) बनाने आते हैं । ☐
- अंग्रेजी संवादों, नाटक में हिस्सा लेना आता है । ☐ उसके कुछ वाक्यों का कक्षा के बाहर भी आवश्यकतानुसार उपयोग करना आता है । ☐ कुछ वाक्य बनाने आते हैं । ☐
- निरंतर अंग्रेजी सुनकर/पढ़कर पहले क्या/ बाद में क्या, यह बताना आता है । ☐

Time Poems

Listen, repeat. Read aloud and sing.
सुनो, दोहराओ । मुखर वाचन करो और गाओ ।

Unit Three

The Day

Twelve good hours in every day,
Time for work and time for play,
Twenty-four for day and night,
Some for darkness, some for light.

* * *

The Months

Thirty days has September,
April, June and November;
All the rest have thirty-one
Except February Alone.
That has twenty-eight days clear
And twenty-nine in each leap year.

Old Man Moon

The moon is very very old
The reason why is clear —
He gets a birthday one a month
Instead of once a year.

- **Copy any poem of your choice in good handwriting and draw suitable pictures for it.**

A GARDEN OF WORDS

about	creatures	goose	piece	them
all	cunning	head	place	they
be	don't	heard	right	told
beware	duck	help	running	went
big	falling	hen	safe	when
called	fell	here	saying	why
caught	fellow	his	shout	with
cave	foolish	inside	sky	without
chicken	fox	met	started	word
cock	friends	my	their	worry

1. **Find the following words in the table. Think of other words you know that rhyme with the following words. Write down the rhyming words.**
   * all * met * cock
2. **Find and copy the names of birds and animals.**
3. **Complete the following sentences using the words given above. Try to make as many meaningful sentences as you can.**
   * They met a ..... . * Why are you ..... ?
4. **Choose any one of the words given in the table. Show its meaning with an action and ask your friend to guess the word.**
5. **Find the words that have :** o ck ng d se ea ou
6. **Select one word at a time. Look at the word carefully. Close your eyes and think of the word. Then write it down. Look at it again. Look it up in the textbook. Learn five words at a time in this way.**

ऊपर के प्रत्येक शब्द के लिए 8 x 4 cm अथवा अन्य आकार में मोटे कागज के कार्ड प्रत्येक विद्यार्थी से बनवा लें और वे विद्यार्थियों के पास में ही रहने दें । उन शब्दों पर आधारित यहाँ दिए गए उपक्रम ऐसे कार्डों की सहायता से करवा लेना अच्छा होगा । कक्षा में अध्यापन कार्य के अलावा अन्य अवसर पर भी इन उपक्रमों का गुट में/ अकेले अभ्यास करने हेतु विद्यार्थियों को प्रोत्साहन दें ।

The sky is falling !

Listen, read aloud after me and enact.
सुनो, मेरे पीछे-पीछे मुखर वाचन करो और अभिनय करो ।

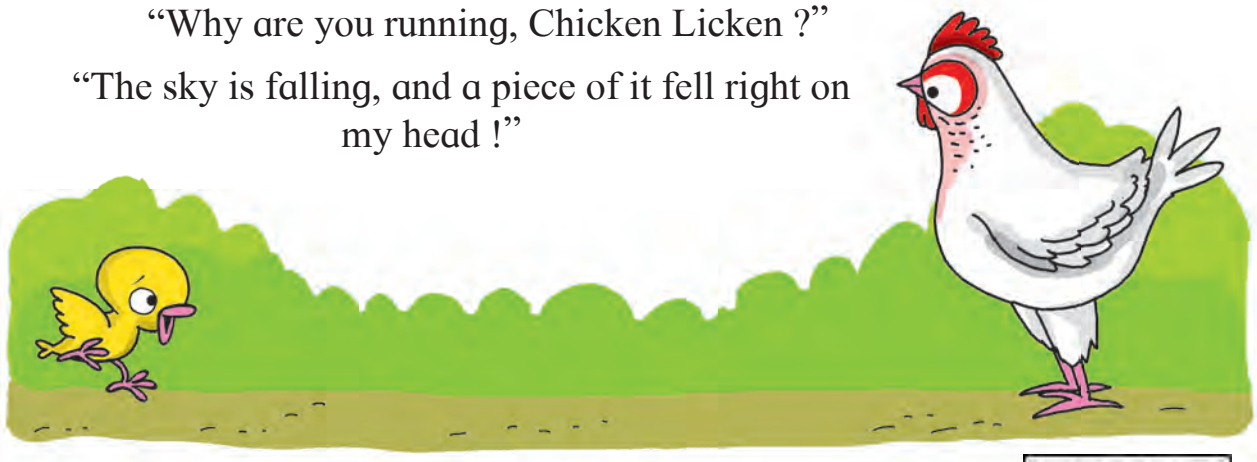
Once there was a dear little chicken called Chicken Licken. She was hopping about under a big tree when a leaf fell right on her head !

"Oh, no ! Oh, no ! The sky is falling !"
said Chicken Licken and she started to run.

By and by she met Henny Penny.

"Why are you running, Chicken Licken ?"

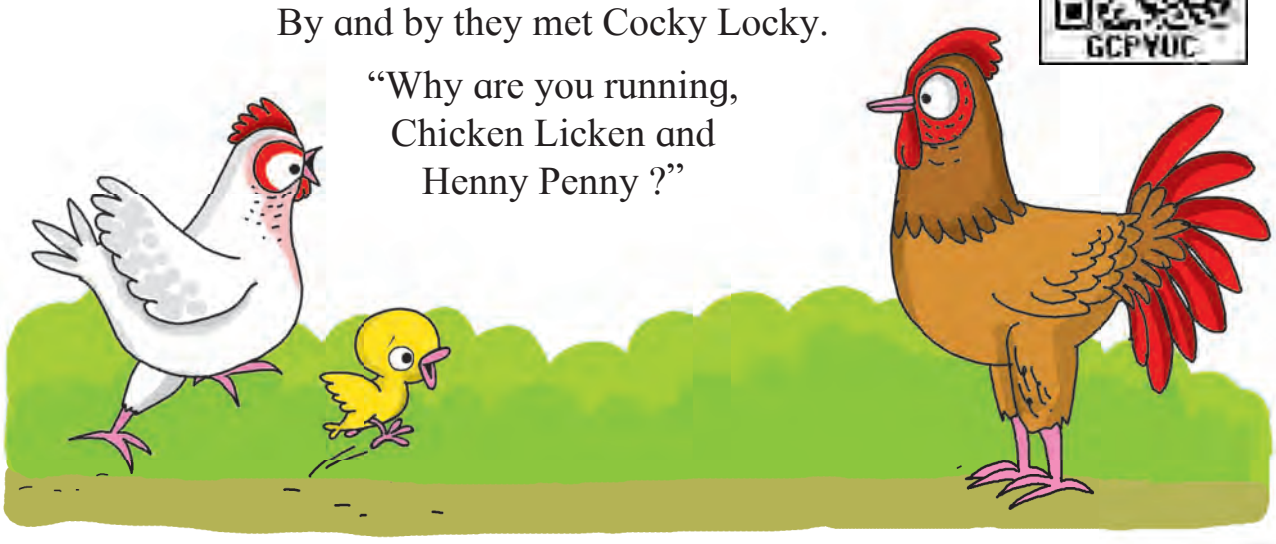
"The sky is falling, and a piece of it fell right on my head !"



"Oooooo !" said Henny Penny and she, too, began to run with Chicken Licken.

By and by they met Cocky Locky.

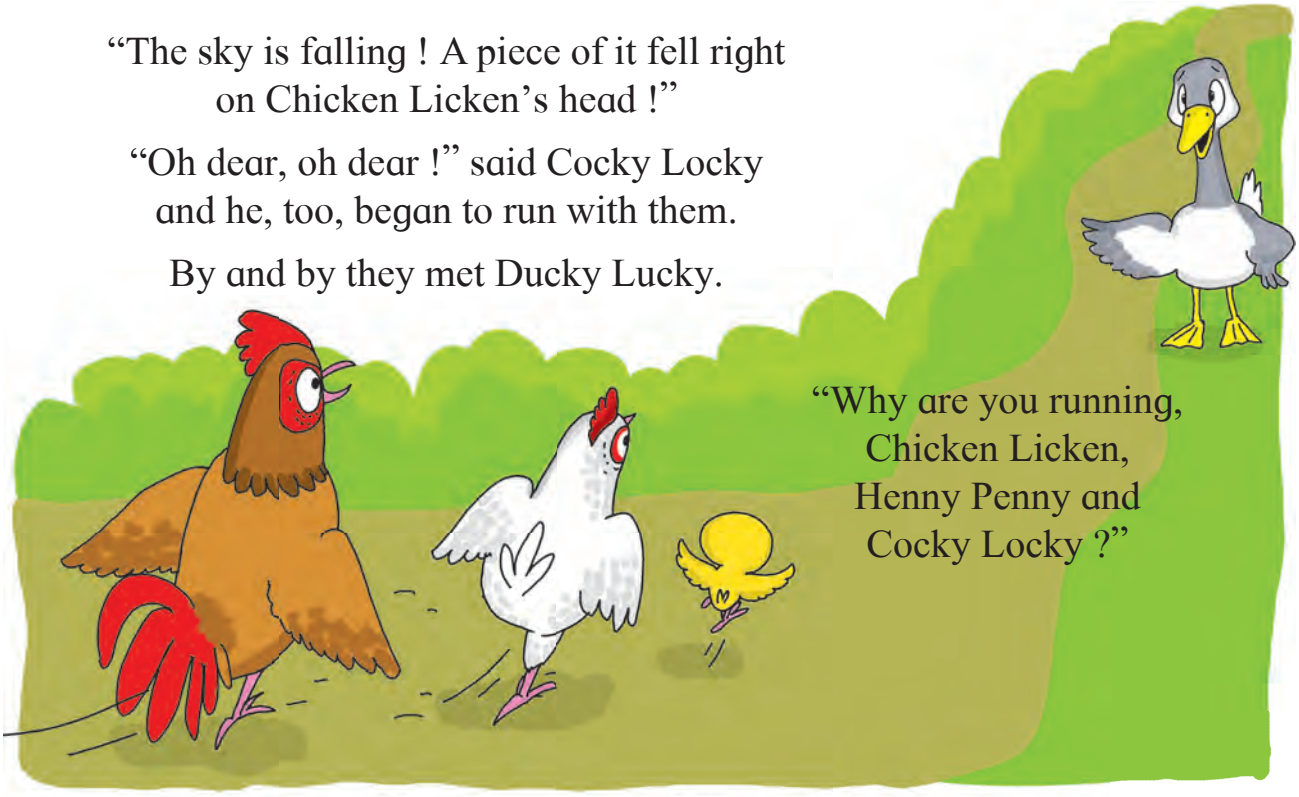
"Why are you running, Chicken Licken and Henny Penny ?"



"The sky is falling ! A piece of it fell right on Chicken Licken's head !"

"Oh dear, oh dear !" said Cocky Locky and he, too, began to run with them.

By and by they met Ducky Lucky.

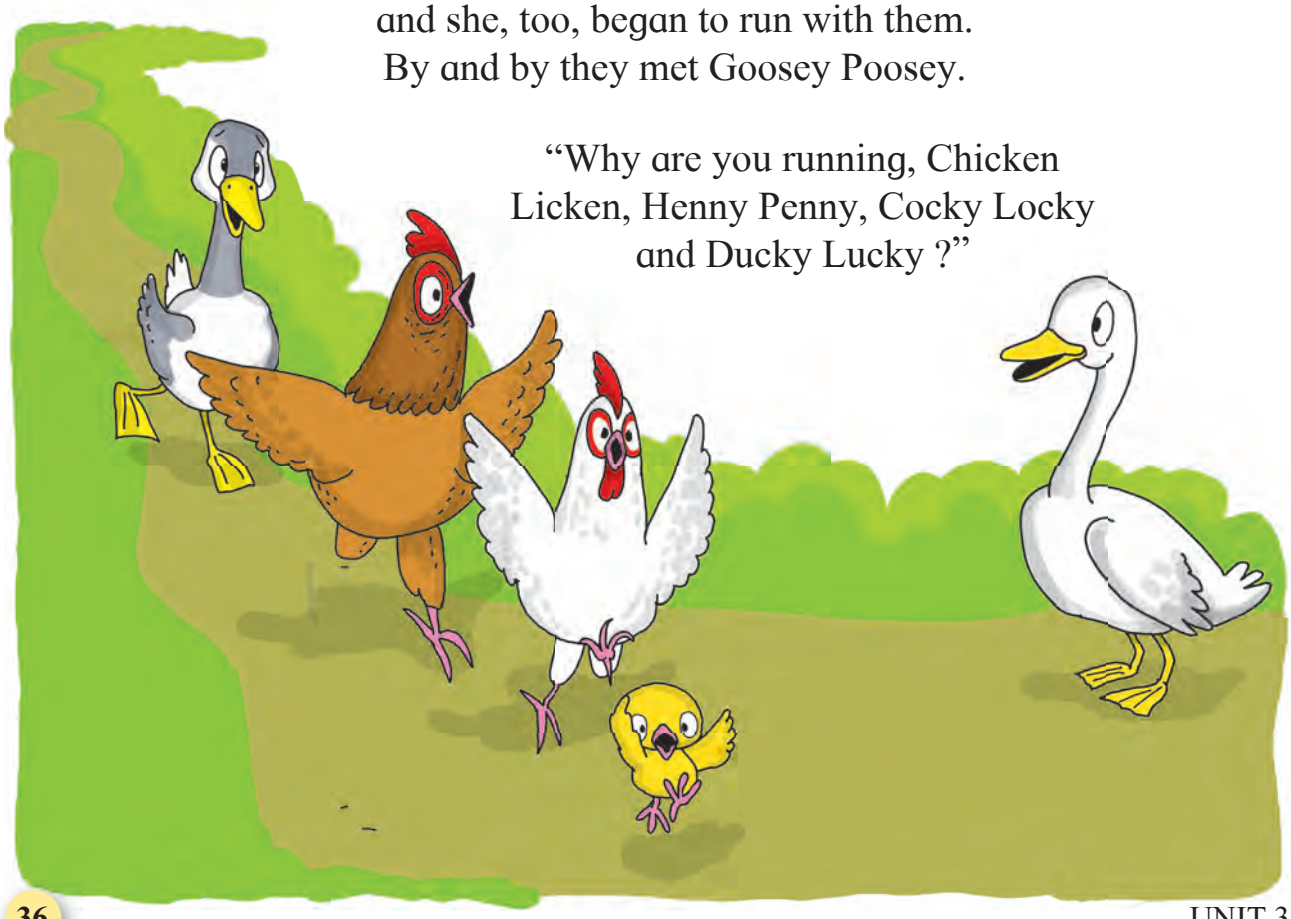


"Why are you running, Chicken Licken, Henny Penny and Cocky Locky ?"

"The sky is falling ! A piece of it fell right on Chicken Licken's head !"

"Dear me ! Dear me !" said Ducky Lucky and she, too, began to run with them. By and by they met Goosey Poosey.

"Why are you running, Chicken Licken, Henny Penny, Cocky Locky and Ducky Lucky ?"



"The sky is falling ! A piece of it fell right on Chicken Licken's head !"

When Goosey Poosey heard this, she began to run with them without saying a word.

By and by they met Foxy Loxy.

"Why are you running, Chicken Licken, Henny Penny, Cocky Locky, Ducky Lucky and Goosey Poosey ?"

"The sky is falling ! A piece of it fell right on Chicken Licken's head !"

Now, Foxy Loxy was a cunning fellow.

"Don't worry," he said. "I will take you all to a safe place."

He took them all to his cave."Go inside my cave and you will all be safe." He told them. So in went Chicken Licken, Henny Penny, Cocky Locky, Ducky Lucky and Goosey Poosey.

"Ha, ha, ha !" Foxy Loxy said, "You foolish creatures ! I have caught you all."
"Help ! help !" Chicken Licken and her friends began to shout.

Doggie Dear heard their shouts. He ran to the cave.
"Beware, Foxy Loxy," he shouted, "Here I come !"
And then ? Then Foxy Loxy began to run without saying a word. He ran far away.

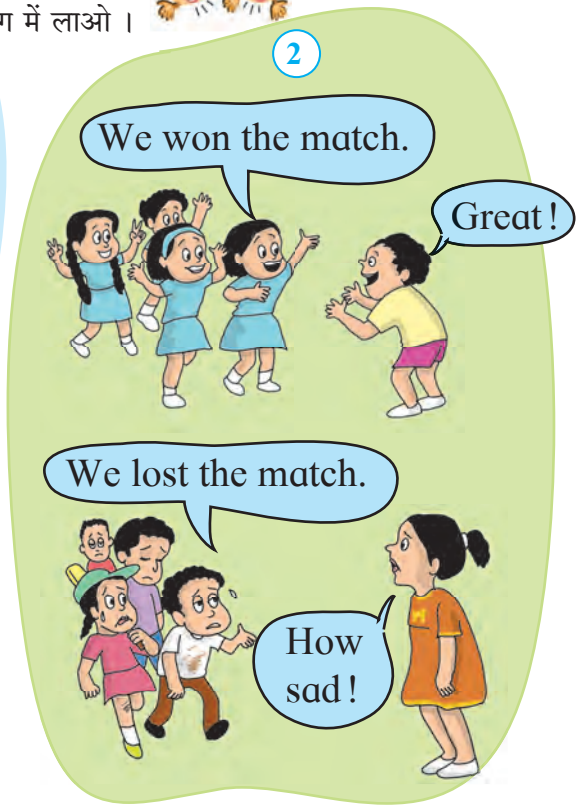
* * *

Responses

Listen, repeat, read, enact and use.
सुनो, दोहराओ, पढ़ो, अभिनय करो और उपयोग में लाओ ।

1

2



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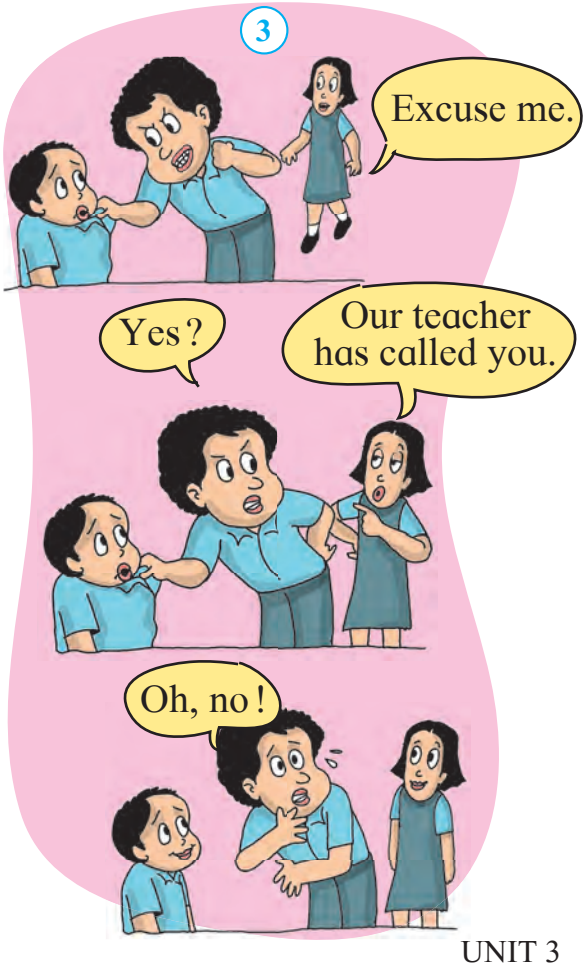


A Recipe

Look at the pictures, listen carefully and number the sentences properly.
चित्र देखो, ध्यान से सुनो और वाक्यों को उचित क्रमांक दो ।

Bunty makes 'Pohe' !

- ( ) Takes a bowl of 'pohe'.
- ( ) Heats some oil in a pan.
- ( ) Washes them well.
- ( ) Covers the pan with a lid.
- ( ) Sifts them.
- ( ) Peels an onion.
- ( ) Puts mustard seeds, 'hing' and turmeric powder in the oil.
- ( ) Cuts the onion and the chilli into small pieces.
- ( ) Adds the onion and chilli pieces, a few peanuts and curry leaves to the oil and stirs well.
- ( ) After 1-2 minutes, takes off the lid.
- ( ) A tasty bowl of 'Pohe' is ready ! Serves 'Pohe' with a slice of lemon.
- ( ) After 1-2 minutes, adds the wet 'pohe', a little salt and sugar and stirs well.

Something Special

1. Listen, read and do it yourself.
सुनो, पढ़ो और तुम स्वयं करो ।

GOHLZA

Happy Birthday !

Wish you many happy returns of the day!

Thank you.

Wish you all the best!

All the best!

Something Special

What does every classroom have ?
A board, a table, a chair, one or two cupboards,
desks and benches or mats, charts, posters,
calendars and so on.
We have something special in our classroom.

It is a postbox, just for us.
We write messages,
cards and letters
to our friends in the class.
Then we put them
in the postbox.
Every day, our teacher
opens the postbox.

She looks at the names
on the letters and cards
and hands them out.
We are planning a surprise for our Teacher.
She will get it on the fifth of September,
Teachers' Day!

Congratulations !

Congrats!

Eid Mubarak !

Happy Diwali !

Merry Christmas !

2. Make a list of things in your classroom.

3. List ten things you see at home.

यहाँ और पुस्तक में अन्य स्थानों पर दिए गए कार्डों/चिट्ठियों के नमूने बताकर उनके बारे में विद्यार्थियों से बातचीत करें । उनके आधार पर विद्यार्थियों से नियमित रूप से सार्थक कार्डों और चिट्ठियों का लेखन करवा लें परंतु प्रत्येक विद्यार्थी को अपनी इच्छानुसार कार्ड चुनकर उसके मित्र/सहेली को संदेश लिखने की छूट दें । यहाँ विद्यार्थियों के वास्तविक और स्वतंत्र लेखन पर बल दिया गया है । अतः इन कार्डों पर जाँचचिह्न और अंकदान न करें । विद्यार्थियों को आवश्यक मार्गदर्शन मौखिक रूप से दें । कागजों/कार्डों पर संभव हो तो रेखा न खींचते हुए लिखवा लें । पृष्ठ 41 पर हस्ताक्षरों के नमूने आदर्श रूप में नहीं दिए गए हैं बल्कि इस चरण में शिक्षकों द्वारा विद्यार्थियों का कौन-सा अक्षर लेखन स्वीकारा जा सकता है, यह दिखाने के लिए दिया गया है ।

From the Postbox 1

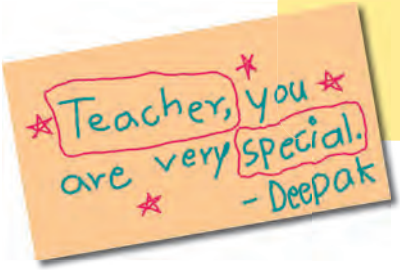
Read the following and write your own messages.
नीचे दिया गया संदेश पढ़ो और तुम भी अपने संदेश लिखो ।

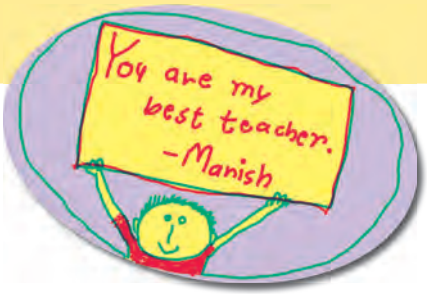
The Surprise

It was 5 September.
Teachers' Day !
When the Teacher opened the postbox,
there was a surprise for her !
All the letters were for the Teacher.

Thank you,
Dear Teacher.
Thank you
so much.

* All your students of *
* Standard Four *
* Division 'B' *





Project

Postbox

Make a postbox for your classroom and use it to send Birthday and other messages to your classmates.

अपनी कक्षा के लिए पोस्टबॉक्स बनाओ और अपने सहपाठियों/सहपाठिनियों को वर्षगाँठ की बधाइयाँ और अन्य संदेश भेजने के लिए उसका उपयोग करो ।

How Birds Fly

Listen carefully and read with me.
ध्यान से सुनो और मेरे साथ पढ़ो ।

How do birds fly ?
'Simple!' You will say, 'Birds fly using their wings.'
True. But having wings is not enough.
There are many other things
that help birds to fly.

Birds have a
very light body.

Their bones are very
strong but hollow.

Their feathers have
special shapes.
The feathers are
arranged in a special
way in the wings.

The wings have
powerful muscles.

Birds can move their wings
easily in different ways.

They flap, they flutter.

They soar high into the air.

They glide in the sky.
They can turn
this way or that way
as they fly.

They can see things
from far away.

They can land easily and safely.

Birds can ride the wind or air currents
and travel long distances.

Can you think of other things that fly ?
Find out how they fly.

Little Brown Sparrows

Listen, repeat. Read aloud and sing.
सुनो, दोहराओ । मुखर वाचन करो और गाओ ।

GEAA5B

"Little brown sparrows,
Flying around,
Up in the tree-tops,
Down on the ground.

"Come to my window,
Dear sparrows, come!
See! I will give you
Many a crumb.

"Here is some water,
Sparkling and clear,
Come, little sparrows,
Drink without fear.

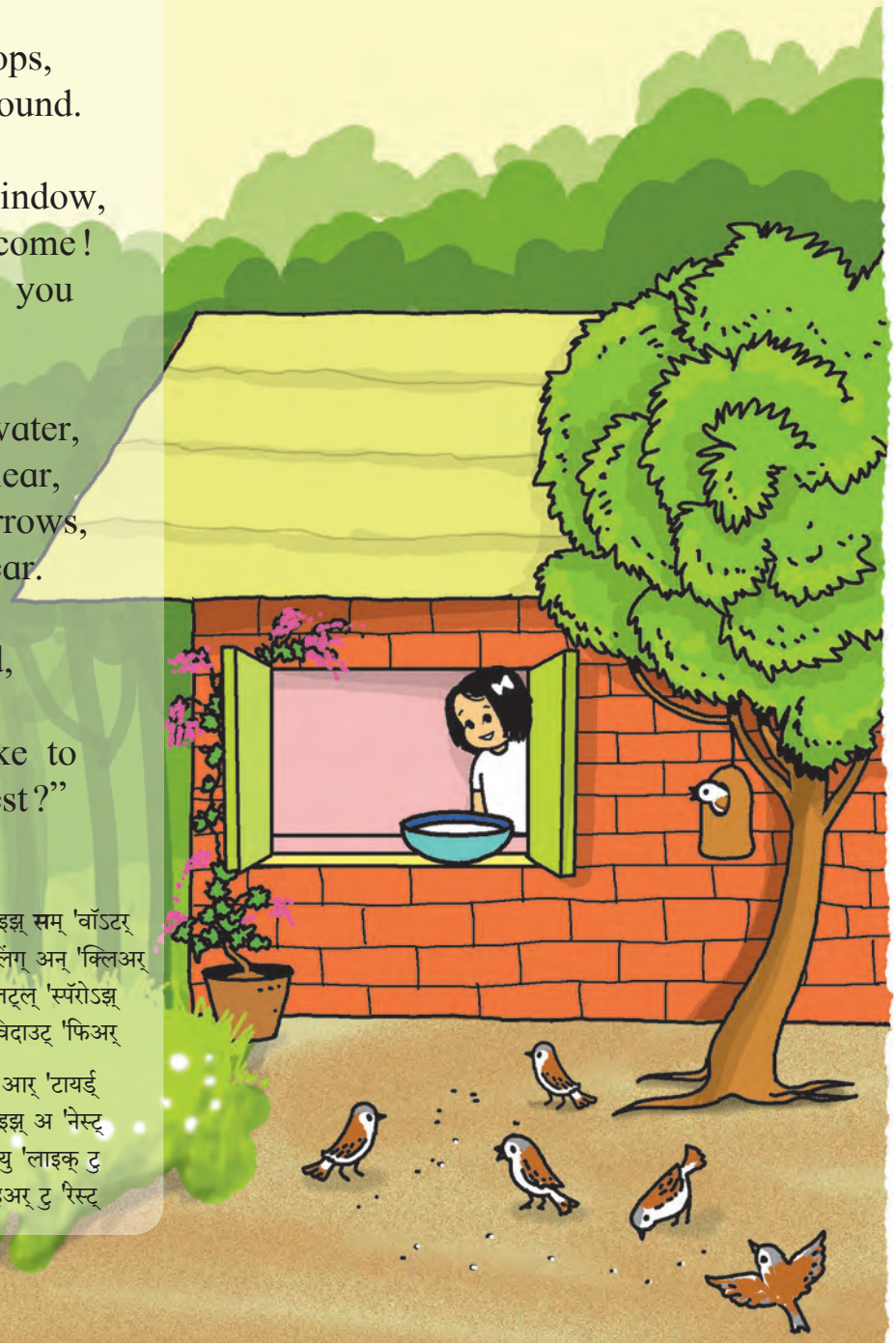
"If you are tired,
Here is a nest;
Wouldn't you like to
Come here to rest?"

'लिट्ल् ब्राउन् 'स्पॅरोज़्
'फ्लाइंग् अ'राउन्ड्
'अप् इन् द 'ट्री-टॉप्स्
'डाउन् ऑन् द 'ग्राउन्ड्

'कम् टु माय् 'विन्डोज़
'डिअर् स्पॅरोज़् 'कम्
'सी आय् विल् 'गिव्ह् यु
'मेनि अ 'क्रम्

'हिअर् इज़् सम् 'वॉटर्
'स्पार्क्लिंग् अन् 'क्लिअर्
'कम् लिट्ल् 'स्पॅरोज़्
'ड्रिंक् विदाउट् 'फिअर्

'इफ् यु आर् 'टायर्ड्
'हिअर् इज़् अ 'नेस्ट्
'वुडन्ट् यु 'लाइक् टु
'कम् हिअर् टु 'रेस्ट्



- **Say how you will invite these in 1-2 lines :**
  * a little pup * a kitten * a squirrel

Circles 3

Listen carefully, enact and use.
ध्यान से सुनो, अभिनय करो और उपयोग में लाओ ।

Teacher :

Form two circles, one inside the other.
Stand facing one another.
Children in the inner circle run a library.
They are standing at the library counter.
Children in the outer circle will visit each person at the counter.
They will enquire about books in the library.
They may return or borrow books.
Practise the following dialogues in the circles.

At the Counter

1.

C : Hello. Can I borrow some books, please?
L : Which ones do you want?
C : Story-books.
L : Look at these books. You may borrow two of them.
C : Thank you.
L : Welcome.

2.

C : I want to return these books and take new ones.
L : Ok. Which books do you want ?
C : I can't think of any. Please suggest a book.
L : Try ..... . I enjoyed it very much.
C : Ok, I'll try. Thanks.
L : You are welcome.

3.

C : Can you lend me the DVD of (a film)?
L : Sorry. It's issued out. Someone else has taken it.
C : Never mind. I'll take it some other time.

C : Child **L** : Librarian

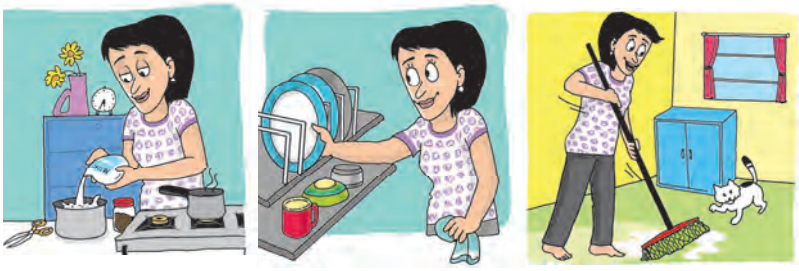
इन संवादों में पुस्तकों और फिल्मों के नाम आदि विवरण विद्यार्थियों को निश्चित करने दें । विद्यार्थी उसमें मराठी, हिंदी पुस्तकों तथा अलग-अलग सीडी/ डीवीडी का उल्लेख करते हैं; तो भी चलेगा । इन संवादों के वाक्यों का कक्षा के बाहर उपयोग करने हेतु प्रोत्साहन दें ।

Namita Didi's Time-table

Read. Listen carefully and enact.
पढ़ो । ध्यान से सुनो और अभिनय करो ।

GET28I

Namita gets up at 7 in the morning,
and brushes her teeth.



Between 7 and 8,
she does household work and goes through the newspaper.

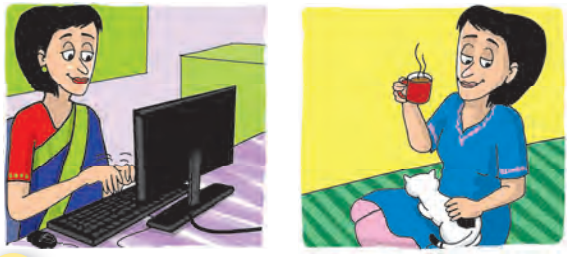
Between 8 and 8:30,
she takes a shower.

She eats her breakfast
between 8:30 and 9.

Between 9 and 10,
she attends a driving class.
She is learning to drive a car.

Between 10 and 10:30, she packs
her lunch and gets ready to go.

Between 10:30 and 11,
she travels to her office.



From 11 to 5, she is at work.

She comes home at 5:30
in the evening and takes tea.

Then, she goes jogging in a park from 6 to 7 in the evening.

She watches TV up to 9 o'clock.

Till 9 o'clock, she also does household work, and sometimes listens to music.

She takes dinner at 9. Then she reads books and goes to sleep at 11.

- **Listen to the time and mime what Namita does at that time.**

7:45 am	8:15 am	8:45 am	9:30 am	10:00 pm
3 o'clock	5:30 pm	6:30 pm	8:30 pm	12 o'clock or noon

am : before noon or midday, pm : after noon or midday

मुझे यह आता है ।

- अब तक पढ़ी हुई अंग्रेजी कविताएँ लय में बोलनी आती हैं । ☐ उनकी ३-४ पंक्तियाँ देखकर लिखनी आती हैं । ☐
- अलग-अलग प्रसंगों में १-२ अंग्रेजी शब्दों का उपयोग करके उचित प्रतिक्रिया देनी आती है । ☐
- थोड़ी-सी बड़ी बातचीत में पूछताछ करना, प्रार्थना करना, उचित उत्तर देना आदि के लिए उचित अंग्रेजी वाक्यों का उपयोग करना आता है । ☐
- आसान शब्दोंवाली अंग्रेजी कहानियाँ, सूचनाएँ और जानकारी सुनकर उनका अर्थ समझ में आता है । ☐
- शिक्षकों की सहायता से और सहायता लिए बिना पुस्तक की कहानियाँ पढ़कर सुनानी आती हैं । ☐
- आसान अंग्रेजी वाक्य पढ़कर उनका क्रम निश्चित करना आता है । ☐
- आसान अंग्रेजी शब्दों में लिखी हुई चित्रमय जानकारी समझ में आती है । ☐
- अंग्रेजी के विशिष्ट संदेश देखकर लिखने आते हैं । ☐ इसी भाँति अपने मन से संदेश लिखने आते हैं । ☐

Good Habits

Listen, read aloud, copy and remember.
सुनो, मुखर वाचन करो, देखकर लिखो और याद रखो ।

Unit Four

Early to bed,
and early to rise,
Is the way to be healthy,
wealthy and wise.

'अर्लि टु 'बेड् अन्ड् 'अर्लि टु 'राइझ्
इझ् द 'वेऽ टु बि 'हेल्थि 'वेल्थि अन्ड् 'वाइझ्

One, two,
whatever you do,
Start it well,
and carry it through.

'वन् 'टू वॉट्'एव्हर् यु 'डू
'स्टार्ट् इट् 'वेल् अन्ड् 'कॅरि इट् 'थ्रूऽ

One thing at a time
And that done well,
Is a very good rule
As many can tell.

'वन् थिंग् अट् अ 'टाइम्
अन्ड् 'दॅट् डन् 'वेल्
इझ् अ व्हेरि 'गुड 'रूल
अझ् 'मेनि कन् 'टेल्

Hearts, like doors,
Will open with ease
To very, very small keys.
And don't forget that
Two of these
Are "Thank you, Sir" and
"If you please"!

'हार्ट्स् लाइक् 'डोऽझ् विल् ओऽपन् विथ् 'ईझ्
टु 'व्हेरि 'व्हेरि 'स्मॉऽल् 'कीझ्
अन्ड् 'डोऽन्ट् फर्'गेट् दट् 'टू अव्ह् 'दीझ्
आर् 'थँक् यु 'सर् अन्ड् इफ् यु 'प्लीझ्

GF2XA6

विद्यार्थी अंग्रेजी की छोटी कविताएँ, सुवचन सहजता से परंतु स्थायी रूप से ध्यान में रखें, इस दृष्टि से उनका वाचन, (देखकर) लेखन और पुनरावृत्ति करवा लें ।

Word Building

Use the letters to make words.
अक्षरों का उपयोग करके शब्द बनाओ ।

s	t	n
c	a	d
p	b	m

g	n	k
s	i	c
b	r	d

f	h	s
l	e	t
b	g	n

b	f	x
g	o	l
h	t	d

n	t	r
s	u	c
p	h	k

Teacher : Look at the tables given above.
Let us use one table at a time.
You have to make words using the letters in each table.
You can begin with any letter and move in any direction.
You cannot jump over a letter or use a letter twice.

Student : Excuse me, Teacher.
Will you please explain it once again ?

Teacher : Yes. Let me give you an example.

Example :
- s→t→a→n→d
  stand
- c→a→p
  cap

s	t	n
c	a	d
p	b	m

इन तालिकाओं की चौखटों के अक्षरों का क्रमशः उपयोग करते हुए शब्द बनाने का यह खेल है । किसी भी अक्षर से प्रारंभ करके ऊपर-नीचे, किनारे से, तिरछे इस प्रकार किसी भी दिशा में जाकर उस चौखट में से एक-एक अक्षर लेना है और शब्द बनाने हैं । बनने वाले शब्द कितने भी अक्षर के हों तो भी चलेगा । एक-दूसरे से जुड़ी-सटी चौखटों में से ही अक्षर लेने हैं, बीचवाली अथवा अगल-बगलवाली चौखट को छोड़कर उसके आगे वाली चौखट का शब्द नहीं लेना है अथवा एक शब्द में एक अक्षर दो बार नहीं लेना है । यह खेल खेलते समय एक समय में एक तालिका देकर शब्द बनाने के लिए निश्चित समय दें । विद्यार्थियों द्वारा बनाए गए अक्षरों को श्यामपट्ट पर लिखें । इस तालिका की भाँति अन्य तालिकाएँ पूर्ण करने हेतु प्रोत्साहन दें ।

A GARDEN OF WORDS

always	dream	high	nice	soft
before	dreaming	just	past	spilled
better	even	know	people	surprise
bought	ever	lost	pot	tasty
butter	flew	make	price	thick
buy	from	market	rich	toss
carrying	gently	milk	rolled	tossed
churn	get	money	sell	wait
creamy	golden	moved	should	wear
does	held	much	show	your

1. **Listen carefully and tick off the words in your table.**
   * always * churn * dreaming * gently * market
   * nice * price * should * soft * surprise * toss

2. **Find words that end with :** ing d

3. **You can use some of the words to give an order. Find at least three of them. Example :** 'Buy!'

4. **Find the smaller words in these words :**
   * does * creamy * carrying * golden

5. **Use the letters in these words to make other words :**
   * dreaming * market * surprise
   Example : * bought - but, hut, hot, tub, etc.

ऊपर के प्रत्येक शब्द के लिए 8 x 4 cm अथवा अन्य आकार में मोटे कागज के कार्ड प्रत्येक विद्यार्थी से बनवा लें और वे विद्यार्थियों के पास में ही रहने दें । उन शब्दों पर आधारित यहाँ दिए गए उपक्रम कार्डों की सहायता से करवा लेना अधिक अच्छा होगा । कक्षा के अध्यापन कार्य के अलावा अन्य समय में भी इन उपक्रमों का गुट में/अकेले अभ्यास करने हेतु विद्यार्थियों को प्रोत्साहन दें ।

Maya's Dream

1. Listen and read with me.
सुनो और मेरे साथ पढ़ो ।

Maya the milkmaid was carrying
a pot of milk on her head.
The milk was fresh and creamy.

Maya began to dream.

'There's so much milk in the pot.
It's rich and creamy.
I'll make nice, thick *dahi*
with this milk.
Then I'll churn it and make butter.
I'll take the butter to the market.
Many people will come to buy
the soft and tasty butter.

I will sell it at a good price.

I will get a lot of money.
What shall I do with the money?

I know what I will do.
I will buy big golden earrings.
They will be much better than Meera's earrings.
She is always showing them off.
But now, Meera, just you wait !
I will wear them and walk past her like this.'

Maya began to walk with
her head held high.
She moved her head slowly
from side to side.
The milk in her pot
rolled gently.
Maya went on dreaming –

'When Meera sees
my rings,
she will get a surprise.

She will say,
"Oh, what lovely rings!
Wait, Maya, wait!
I want to see your rings!"

But will I wait? Oh, no!
Why should I? Does she ever wait for me?
No.
I will just toss my head like this –'
Maya tossed her head (with a jerk).

And what's this ?

Away flew the pot of milk.
Out spilled the milk!

No milk - no *dahi* - no butter -
no earrings!
Maya lost her earrings
even before she bought them.

2. Guess the meaning of the following words. इन शब्दों के अर्थ अनुमान से बताओ ।

* milkmaid * churn * jerk * spilled

3. Write the steps in Maya's dream from 'milk to earrings'.

4. Choose any 3-4 lines from the story and enact them.

Building Sentences

1. Choose one word/phrase from each house and make meaningful sentences.

प्रत्येक चौखट से एक शब्द / वाक्यांश चुनो और अर्थपूर्ण वाक्य बनाओ ।

The lion	slept	under the tree.
The mouse	ran	to the wall.
A cat	jumped	from the tree.
A dog	climbed	a wall.
Amit	walked	on the wall.
Neena	fell	on the mat.
A few men		
Some children		

- **Try to make bigger sentences by choosing two items from the first two houses. You may add the word 'and' where necessary.**

2. Choose one word/phrase from each house and make meaningful sentences.

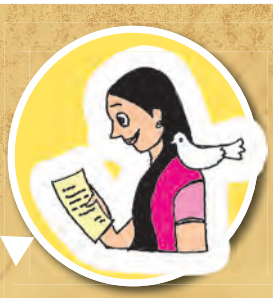
I will	sing	tomorrow.
We will	study	today.
You will	leave	tonight.
He will	play	on the day after tomorrow.
She will	wash	two days after tomorrow.
It will	paint	at once.
They will	speak	soon.
	write	later.
	make it	

- **Now try to add the following words to your sentences to make bigger (and meaningful) sentences.**

* this place * a game * a few lines * this lesson
* a song * the drum * a picture * my clothes * a story

Messages

Listen and read with me.
सुनो और मेरे साथ पढ़ो ।



Human beings can speak.
They can talk to one another.
They can pass on messages.
They know how to write.
So, they can write letters.

Long, long ago,
messengers walked or ran
all the way to take a message.

Sometimes, they rode horses.

Sometimes, they used trained pigeons
to carry messages.

Some people used drums
to send messages to far-away places.

Some people used smoke signals.

Later, people began to send letters through the 'Post Office'. They used postcards or inland letters, envelopes, etc.

They had to put postal 'stamps' on the envelopes or parcels before sending them off.

Later on, people started using electrical signals. Telegraph machines were used to send or receive these messages. These messages were called telegrams.

Then came the telephone. People made telephone calls from one place to another.

And now ?
Now we also have mobile or cellular or cellphones.
We can speak on the cellphone or we can send an SMS – a written message.

We can send e-mails using the internet.
On the computer, we can use many sites to talk to friends and other people.
It is now so easy to send a message !

From the Postbox 2

Read the following and write your own messages.
नीचे दिए गए संदेश पढ़ो और तुम अपने संदेश लिखो ।

There was a match between 'A' and 'B' divisions of the fourth standard.

Gaurav was the captain of 'A' division's team.

On the day of the match, this is what he got from the postbox :

Gaurav and his team won the match. Their friends were very happy.

They made a big card for Gaurav and his team. It was too big for the postbox.

They could not put it in the postbox. So, their teacher pasted it on the wall of the classroom.

इस पृष्ठ के चित्रों में विद्यार्थियों द्वारा बनाए गए अभिनंदन के बहुत बड़े कार्ड पर पाठ्यांश दिखाया गया है । अन्य कार्डों के लेखन की भाँति इस कार्ड के पाठ्यांश का पहले वाचन हेतु और उसके बाद लेखन हेतु उपयोग करें । यहाँ दिए गए नमूनों के आधार पर 'पोस्टबॉक्स' उपक्रम के लिए कार्ड/चिट्ठियाँ लिखवा लें । संभव हो तो प्रत्यक्ष में आयोजित प्रतियोगिताओं/मैचों जैसे प्रसंगों के साथ इस स्वाध्याय का समन्वय बिठाएँ । हस्ताक्षर के बारे में पृष्ठ 41 पर दी गई सूचना देखें ।

Group Telephone

Read, practise and speak.
पढ़ो, अभ्यास करो और बोलो ।

GGH4LP

Tring. Tring.

Group A

Group B

B : Hello. ☐ speaking.

A : Hello. This is ☐.
Will you come with me to see a play ?

B : Which one ?

A : ☐

B : Could you repeat that, please ?

A : ☐

B : Sorry. I can't hear you properly.
Please tell again.

A : Shall I send you an SMS ?

B : Please speak a little louder.

A : Wait. I'll text the name to you.

B : But this is a landline number.

A : All right. I'll send you a mail.
What's your e-mail address ?

B : ☐

A : Ok. Please check your mail after some time.

B : Ok. Thanks.

कक्षा के दो गुट बनाकर इस संवाद का अभ्यास करवाएँ । इस संवाद में आए हुए नाम और फोन नंबर आदि बातें विद्यार्थियों से विचार-विमर्श करके पहले ही निश्चित करें । यहाँ रिक्त चौखट में ये परिवर्तित बातें दर्शाई गई हैं ।

Project

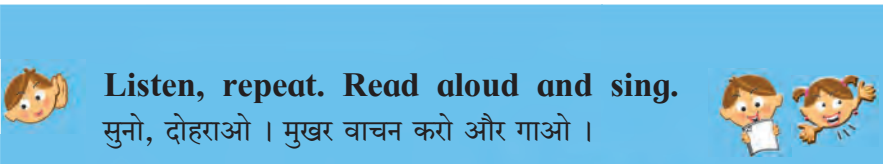
English words we use.

Make a list of English words you use in Marathi when you talk about the following :

* a computer * a telephone * a mobile phone or cellphone
* a video game * cinema * the post office * TV

Clouds

Listen, repeat. Read aloud and sing.
सुनो, दोहराओ । मुखर वाचन करो और गाओ ।



White sheep, white sheep,
On a blue hill.
When the wind stops,
You all stand still.

When the winds blow,
You walk away slow.
White sheep, white sheep,
Where do you go?

'वाइट् 'शीप् 'वाइट् 'शीप्
'ऑन् अ 'ब्लू 'हिल्
'वेन् द 'विन्ड् 'स्टॉप्स्
यु 'ऑऽल् स्टॅन्ड् 'स्टिल्

'वेन् द 'विन्ड्झ् 'ब्लोऽ
यु 'वॉऽक् अ'वेऽ 'स्लोऽ
'वाइट् 'शीप् 'वाइट् 'शीप्
'वेअर् 'डू यु ' गोऽ

कविता में आकाश के बादलों को नीले टीले पर भेड़ें कहा है । बादलों के सामान्यतः दिखाई देने वाले आकार और रंग देखकर विद्यार्थी अन्य कुछ और नाम सुझा सकेंगे । इसके लिए हिंदी में बातचीत करके विद्यार्थियों को प्रोत्साहन दें । नाम अंग्रेजी में हों । जैसे- white elephants. विद्यार्थियों द्वारा सुझाए गए नाम श्यामपट्ट पर लिखें । विद्यार्थियों द्वारा की गई कल्पना हेतु उन्हें अंग्रेजी शब्द याद न आने पर शिक्षक उनकी सहायता करें ।

The Man who Cried Wolf

1. Listen and read aloud with me.
सुनो और मेरे साथ मुखर वाचन करो ।

Chorus : Oh, what a beautiful day!
The sun is shining.
A breeze is blowing.
Birds are chirping.
Flowers are blooming.
Oh, what a happy day!

Sheru enters with his sheep.

Chorus 1 : Who's that?
It's Sheru with his sheep.
Sheru doesn't look happy.
What's wrong, Sheru?

Sheru : I don't like my job.
Every day, it's the same.
Take the sheep, go to the hill,
and sit there all day.
I get so bored.

Chorus 2 : Why don't you sing songs?
Sheru : I don't like songs.
Chorus 3 : Why don't you play the flute?
Sheru : I don't like music.
Chorus 4 : Why don't you read a book?
Sheru : I don't like to read.
I want to have fun.
Today, I'm going to have fun.
Just see what I do.

Starts shouting.

Help! Help! Wolf! Wolf!
The wolf is taking my sheep away.
Please help! Please help!

Men rush in with sticks.

First Man : Don't worry, Sheru.
Second Man : We'll drive the wolf away.
Third Man : Where's the wolf ?
Sheru : Ha! Ha! Ha! There's no wolf.
I was shouting just for fun.

Men : You silly boy! This is no fun.
Don't do it again.

Go away.

Chorus : Sheru, Sheru, don't be silly.
Don't cry 'Wolf!' for fun.
Sheru : How I tricked the men!
Ha! Ha! Ha!

How I fooled them!
Ha! Ha! Ha!
I want to do it again.
Oh! Aah! Wolf! Wolf! Help! Help!
The wolf is taking my sheep away.
Please come! Please help! Wolf! Wolf!

Men rush in with sticks.

Men : What happened? Where's the wolf?
Sheru : Ha! Ha! Fooled you again.
There's no wolf.
But it's so much fun! Ha! Ha!
Men : You stupid boy!
We won't listen to you again.
We won't come again, even if you cry.

Go away.

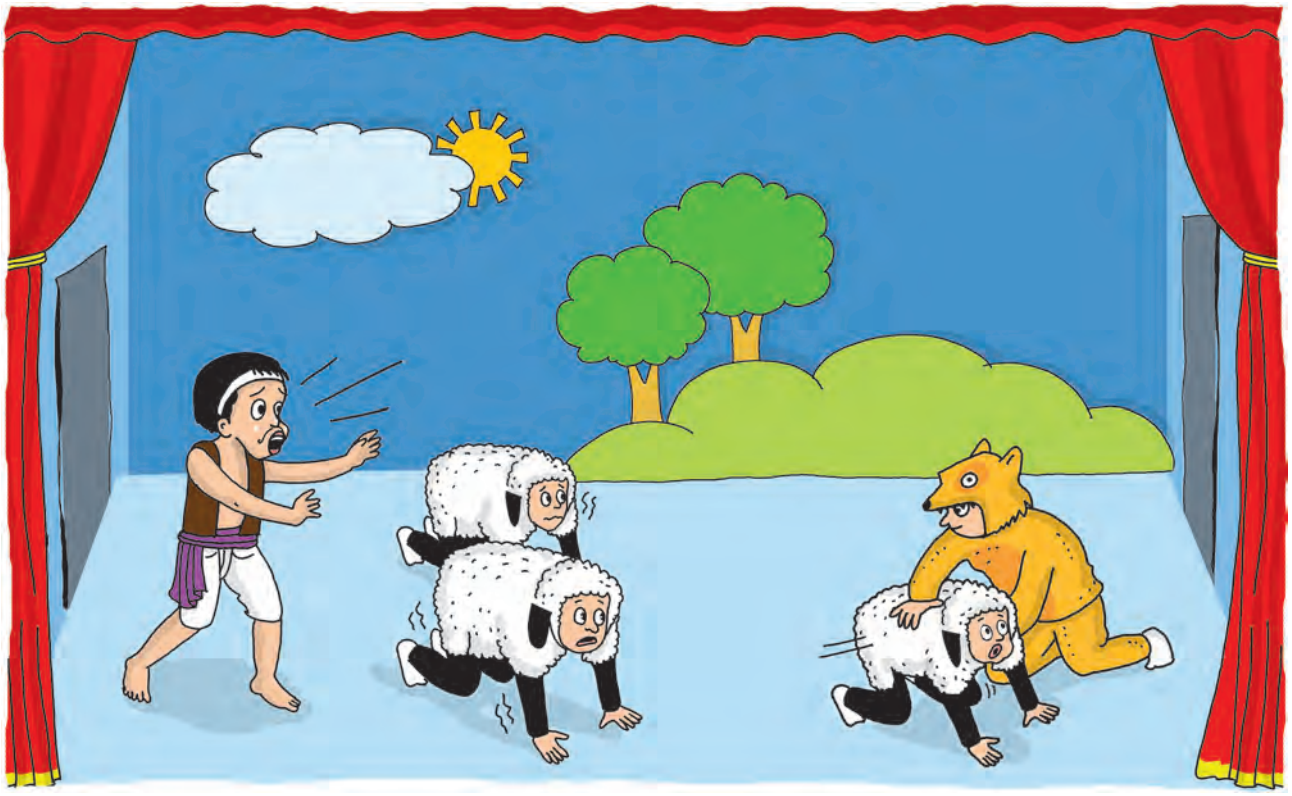
Chorus : The men are angry.
They won't listen to Sheru again.
Even if Sheru cries,
They won't come again.

Chorus 1 : But what's this?
Chorus 2 : It's a wolf.
Chorus 3 : A real wolf.
Chorus 4 : A real big bad wolf.
Now what will Sheru do?

Sheru : Oh, no! Wolf! Go away, Wolf!
Don't come near! Don't touch my sheep!
Help! Help! Wolf! Wolf!
The wolf is taking my sheep away.
Help! Help! Help!

Chorus : No one listens to Sheru now.
No one comes to help.

Wolf takes a sheep away.



Sheru : My sheep! My sheep!
Oh, no! I'm sorry!
I'm so very sorry!
I'll never cry 'Wolf!' for fun again!

Chorus : Sheru has learnt his lesson.
He'll never cry 'Wolf!' for fun again.

* * *

2. Guess the meaning of the following words.
नीचे दिए गए शब्दों के अर्थ अनुमान से बताओ ।

* blooming * tricked * fooled * learnt his lesson

3. Answer the following questions orally.

* What does Sheru do every day? (Take the sheep, ...)
* Why does Sheru not sing songs? (Because he doesn't like .....)
* Why does Sheru not play the flute?
* Why does Sheru not read a book?
* What did Sheru want?
* What did Sheru say at the end?

4. Enact the play.

Minding the Class

Listen, learn and enact.
सुनो, सीखो और अभिनय करो ।

कक्षा में शांतिपूर्वक बैठने के लिए प्रायः कुछ सूचनाएँ दी जाती हैं । यहाँ वे सूचनाएँ दी गई हैं । उनका पर्याप्त अभ्यास होने के बाद इस संपूर्ण हिस्से का किसी नाट्यछटा जैसा भी उपयोग किया जा सकेगा ।

Please keep quiet. Listen to me.
Silence, silence, please. No talking. Sssh!
Listen! No noise, please. Keep quiet, everyone.
And I mean everyone. Silence in the classroom.
Vineeta! Stop talking. Stop talking at once.
Who's that talking in the corner? Who's talking at the back?
Pay attention, everybody. Look here. Be quiet. Good.
Now look at me and listen very very carefully.

मुझे यह आता है ।

- संक्षिप्त अंग्रेजी कविताएँ और सुवचन सहजता से ध्यान में रखने और प्रस्तुत करने आते हैं । ☐
- आसान स्पेलिंगवाले, अर्थपूर्ण कई अंग्रेजी शब्द अपने मन से बताने आते हैं, लिखने आते हैं । ☐
- दिए गए शब्दों का उपयोग करके अर्थपूर्ण अंग्रेजी वाक्य बनाने आते हैं । ☐ लिखने आते हैं । ☐
- अपने विचार/भावनाएँ व्यक्त करने के लिए १-२ अंग्रेजी वाक्यों का उपयोग करना आता है । ☐
- परिचित विषय के बारे में आसान अंग्रेजी में दी गई जानकारी समझ में आती है । ☐
- अंग्रेजी बातचीत, नाट्यछटा में हिस्सा लेना आता है । ☐
- फोन पर की जाने वाली बातचीत में अंग्रेजी शब्दों/ वाक्यों का उचित उपयोग करना आता है । ☐
- नियमित उपयोग में आने वाले अंग्रेजी शब्दों का अंकन करके वे शब्द याद रखने आते हैं । ☐
- नाटक, कहानियाँ और जानकारी के कुछ अंग्रेजी शब्दों के अर्थ लगाने का प्रयत्न करना आता है । ☐

Change

Unit Five

1. Listen, repeat. Read aloud and sing.
सुनो, दोहराओ । मुखर वाचन करो और गाओ ।

Fuzzy wuzzy caterpillar
in the garden creeps,
Makes himself a chrysalis
and soon falls fast asleep.

Fuzzy wuzzy caterpillar
wakes up by and by
To find he has wings of beauty
changed to a butterfly.

chrysalis : 'क्रिसलिस्
(तितली का कोश)

'फझि वझि 'कॅटर्पिलर्
इन् द 'गार्डन् 'क्रीप्स्
मेऽक्स् हिम्सेल्फ् अ 'क्रिसलिस्
अन्ड् 'सून् 'फॉऽल्झ् 'फास्ट् अ'स्लीप्

'फझि वझि 'कॅटर्पिलर्
'वेऽक्स् अप् 'बाय् अन्ड् 'बाय्
टु 'फाइन्ड् हि हझ् 'विंग्झ् अव्ह् 'ब्यूटी
चेऽन्ज्ड् टु अ 'बटर्फ्लाय्

2. Change the letters in the following words and make a new word.
Examples : by → my, in → it, is.

* up * to * he * of * the * has * find

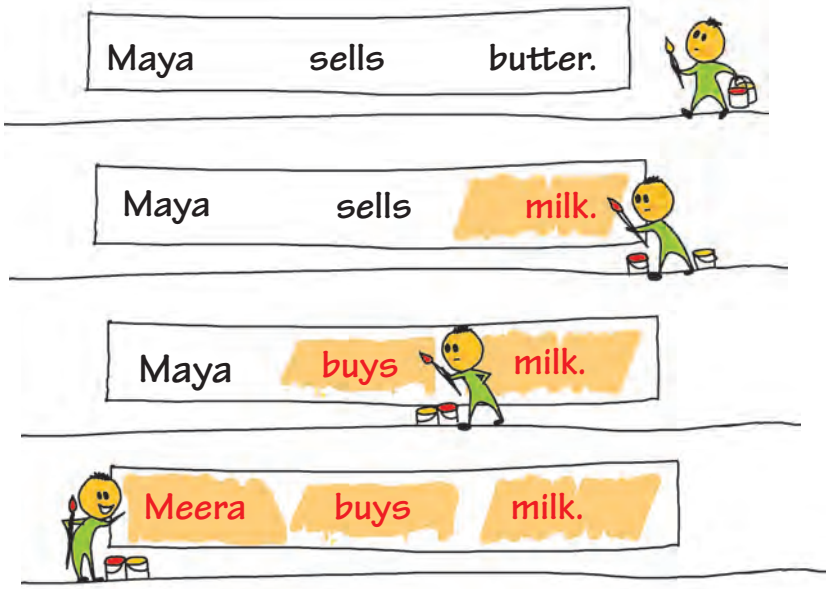
3. Find the smaller words in these bigger words.

* caterpillar * spins * himself * asleep * butterfly

Changing Sentences

1. Read and change the sentences.
वाक्य पढ़ो और बदलो ।

Teacher : Change one word at a time and make a different but meaningful sentence.



एक-एक शब्द बदल देने पर भी प्रत्येक टप्पे में वाक्य अर्थपूर्ण होना चाहिए ।

I	saw	two	birds.
I	saw	two	bags.
I	saw	my	bags.
I	saw	my	bag.
I	found	my	bag.
She	found	my	bag.

शब्दों के कार्ड लिए हुए विद्यार्थियों को कक्षा में सामने खड़े करके वाक्य बदलने की कृतियाँ करवाई जाएँ तो वे कृतियाँ अधिक प्रभावी होंगी ।

2. Find other short sentences in the book and try to change them.
पुस्तक के अन्य छोटे वाक्य ढूँढ़ो और देखो कि उनमें कितना परिवर्तन किया जा सकता है ।

* Priya liked sweets.
* The sky is falling.
* He reached the mango tree.
* Don't touch my sheep.
* We have a postbox in our classroom.

A GARDEN OF WORDS

again	cross	him	please	throne
angry	crown	home	popped	thunder
around	diamonds	house	queen	towers
back	down	its	saw	voice
beautiful	enough	kind	sea	water
became	every	magic	speak	waves
blue	fisherman	must	storm	were
buildings	garden	near	strange	wife
castle	happened	ordered	surprised	wish
catch	happy	passed	thing	wore

1. **Listen carefully to each word and tick the words that you know.**
2. **Find the words that show** * things * actions.
3. **Read the following sentences. Add a suitable word from the table to the sentence and say it again. Write down the sentence.**

   For Example : It's a ✗ house.
   It's a **beautiful** house.

   * I caught a ✗ fish.
   * I saw an ✗ man.
   * Once there was a ✗ woman.
4. **Read the pairs of words given below. Make up a sentence using both the words.**

   * fish, beautiful * animals, water * like, diamonds
   * queen, happy * fish, net

ऊपर के शब्दों के लिए नियमित पद्धति से कार्ड बनवा लें और यहाँ के उपक्रमों में (**1** से **3**) का उपयोग करें ।
1. शिक्षक ऊपरी तालिका की आड़ी पंक्ति के ५-५ शब्द एक समय में पढ़ें । विद्यार्थी वे शब्द सुनकर जान-पहचान के शब्दों पर चिह्न लगाएँ । इस प्रकार विद्यार्थी दसों पंक्तियों के शब्द लें । उन शब्दों का अधिक अभ्यास करवाएँ जो विद्यार्थियों को अपरिचित लगते हैं ।
4. दिए गए प्रत्येक गुट के शब्दों का उपयोग करके अनेक वाक्य बनाए जा सकते हैं । जैसे- The fish was beautiful. I saw a beautiful fish. I caught a beautiful fish. इस प्रकार और अधिक वाक्य बनाने के लिए विद्यार्थियों को प्रोत्साहन दें ।

The Golden Fish

1. Listen carefully and read with me.
ध्यान से सुनो और मेरे साथ पढ़ो ।

Malhar was a fisherman. He lived with his wife in a little hut near the sea. He went down to the sea every day to catch fish.

One day, a strange thing happened. He caught a big golden fish in his net. When Malhar took the fish out of water, the fish began to speak.

"O fisherman, please let me go."

Malhar was very surprised. He was a kind man. He let the fish go.

Malhar went home empty-handed. He told his wife about the fish. His wife was not very kind.

"Foolish man ! Why did you let the fish go ? Go back to the sea and call the fish. It must be a magic fish. Ask the fish to grant you a wish."

So Malhar went back to the sea and called the fish.

"O fish, please grant me a wish."

The fish popped up its head out of the blue sea and said,

"What is your wish ?"

"I want a big house with a garden for my wife."

"Go back home. Your wish is granted."

Malhar went back home. In place of his little hut, he saw a big house with a garden. "What a beautiful house !" he said.

Some days passed. Malhar's wife said to him, "This house is not enough. I want to live in a castle. I want to be a queen."

So Malhar went back to the sea and called the fish.

"O fish, please grant me a wish."

There were big waves in the sea. The fish came and asked,

"What is your wish ?"

"My wife wants to be a queen."

"Go back home. Your wish is granted."

Malhar went back home. In place of the big house, he saw a castle. The castle had many buildings and towers. There were many gardens around the castle.

"What a beautiful castle !" said Malhar.

In the castle, his wife sat on a throne of gold and diamonds. She wore a crown.

"Are you happy, now ? " asked Malhar.

"We shall see," said his wife.

Some days passed. Malhar's wife called him, "This is not enough for me. Now I want to be a goddess."

"What are you asking for, wife ? It is not right." said Malhar. But his wife became angry.

"Go to the fish at once !" she ordered.

Malhar went back to the sea and called the fish, "O fish, please grant me one more wish."

When the fish came, there was a storm in the sea. The fish looked very very cross.

"What is it, now ?"

"My wife wants to be a goddess," said Malhar in a small voice.

"Go back home !" the fish said. His voice was like thunder, "And don't come again."

Malhar went back home. In place of the big castle, he saw his little hut. His wife had to live in the little hut once again.

2. Read the following words and write at least one sentence about each.

For example : Hut : The hut was near the sea.

* Malhar
* Malhar's wife
* The golden fish
* house
* castle

3. Discuss the following in Marathi.

* Why was there a storm in the sea when the fish came for the last time ?
* Suppose you met the fish. What will you ask for ?

कहानी अंग्रेजी में बताई फिर भी वह सुनकर अथवा पढ़कर विद्यार्थियों के विचारों को प्रेरणा मिले, इस उद्देश्य से ये स्वाध्याय दिए गए हैं । यहाँ विद्यार्थियों की आकलन शक्ति एवं उनके स्वयं के विचारों को महत्त्व प्राप्त है । अतः विचार-विमर्श करने के लिए विद्यार्थियों की मातृभाषा का उपयोग करना अधिक उचित होगा ।

Circles 4

Listen, speak and use.
सुनो, बोलो और उपयोग करो ।

Teacher : Let us use the circles to practise some questions and answers.

Chit-chat

* What's your favourite dish ? .....
* Who is your favourite player ? .....
* Which song do you like to sing ? .....
* How do you come to school ? .....
* When do you reach home after school ? .....
* Where do you play ? .....
* What are you good at ? .....

यहाँ दिए गए प्रश्नों के अलग-अलग उत्तर प्राप्त होंगे । घूमने वाले वृत्त में एक समय में २-३ प्रश्नोत्तरों का अभ्यास करवा लें । किसी भी एक प्रश्न के पाँचों विद्यार्थियों द्वारा दिए गए उत्तर एक-एक विद्यार्थी लिखकर लें और वे उत्तर कक्षा में प्रस्तुत करें ।

- **Take down the answers to any one question and present them in the classroom.**

From the Postbox 3

Read the following and write your own messages.
नीचे दिए गए संदेश पढ़ो और तुम अपने संदेश लिखो ।

Sonali, Neeta, Himani and Manish are all friends.
Sometimes they have fights and quarrels.
But they get over their quarrels.
That is because they know a magic word.
You can read it in Sonali's letter to Neeta.
Can you find it ?

Dear Himani,
Please come over to my house on Sunday.
We will play and have a lot of fun. -Sonali

Dear Manish,
Please come to my house on Sunday. We will play and have a lot of fun. -Sonali

Sonali, I am angry with you.
I will not talk to you. -Neeta

Dear Neeta,
Why are you angry with me? Please write and tell me - Sona.

Sonali, you talk and play with Himani all the time you don't play with me now -Neeta

Dear Neeta,
I am very sorry. I like Himani and I like you too. Please talk to me. I am your friend. -Sonali

Friends again !
Did you find the magic word ?

यहाँ दी गई चिट्ठियों में से एक कहानी बन जाती है । अतः यहाँ दिए गए नमूने क्रमशः पढ़वा लें । इन पत्रों द्वारा क्या घटित हुआ दिखाई देता है, इस बारे में विद्यार्थियों से विचार-विमर्श करें । इसके बाद विद्यार्थियों की रुचि के अनुसार उनके रूठने और मनाने के काल्पनिक संदेश लिखवा लेने में कोई आपत्ति नहीं है ।

At the Bottom of the Ocean

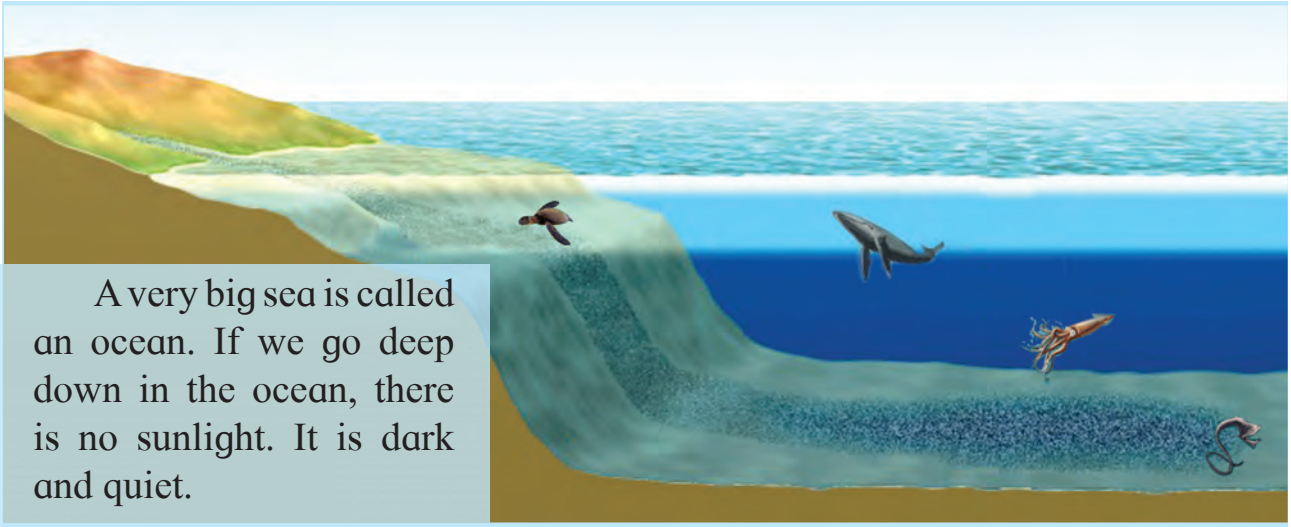
Listen carefully and read with me.
ध्यान से सुनो और मेरे साथ पढ़ो ।

What is there under the sea ?

The sea is very deep. There are many plants and animals in the sea. Some of them are very small. We cannot see them with our eyes.

There are fishes, turtles and many strange and beautiful animals in the sea. The largest of all animals is the blue whale. It lives in the sea.

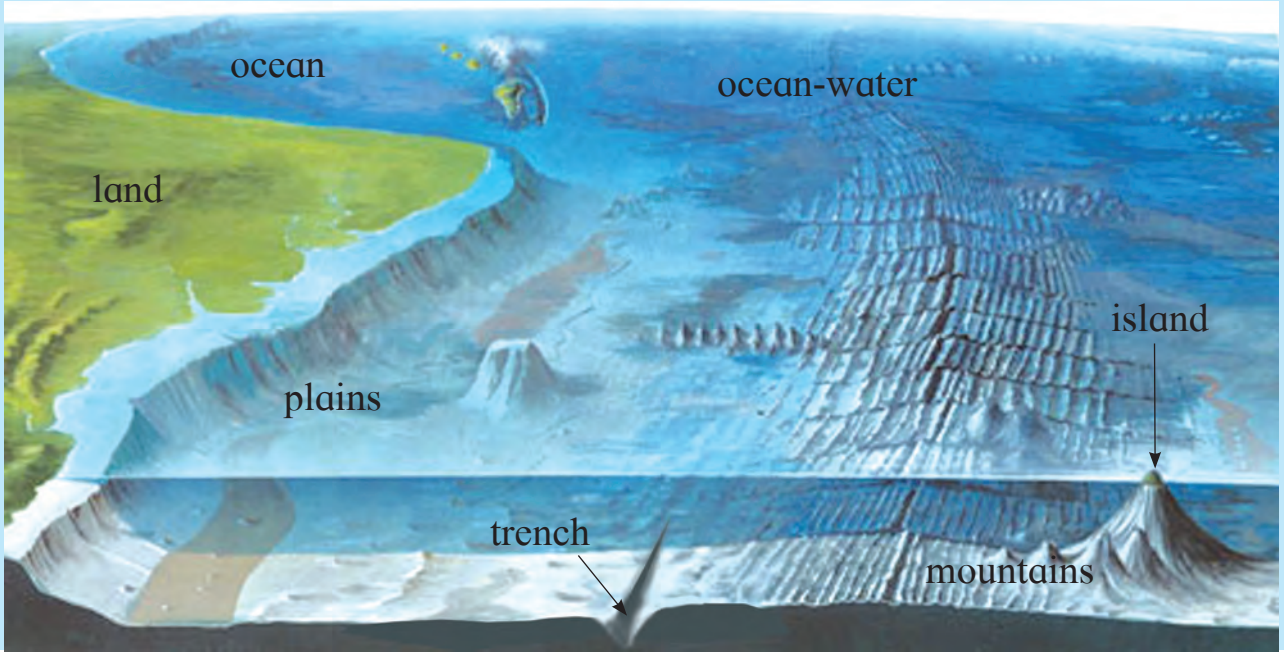
There are many different types of plants in the sea. In some places, there are so many that it is like an under-water forest.



A very big sea is called an ocean. If we go deep down in the ocean, there is no sunlight. It is dark and quiet.

The bottom of the ocean is known as 'ocean floor'. The ocean floor is not flat. Just as we see mountains and valleys and plains on land, there are mountains and plains and also deep trenches in the ocean floor.

When the top of such a mountain rises out of ocean water, it forms an island. You can see these things in the picture below.



- **Draw a picture of the sky and write the names of the things you show in the picture.**

इस पृष्ठ पर महासागर का तल दर्शाने वाली काल्पनिक आकृति दी गई है । आकृति के शीर्षकों के आधार पर यह आकृति विद्यार्थियों को समझाकर बताएँ ।

A Visit to a Garden

1. Listen carefully, read with me and learn.
ध्यान से सुनो, मेरे साथ पढ़ो और सीखो ।

GSHPXB

Children of class IV B went to a big garden for a picnic. At the gate, they saw a big board. The names of the different parts of the garden were written on the board, one below the other. "What a long **list** !" the children said.

"Where shall we go first ?" someone asked.

"To the lake! Boating!" many children said.

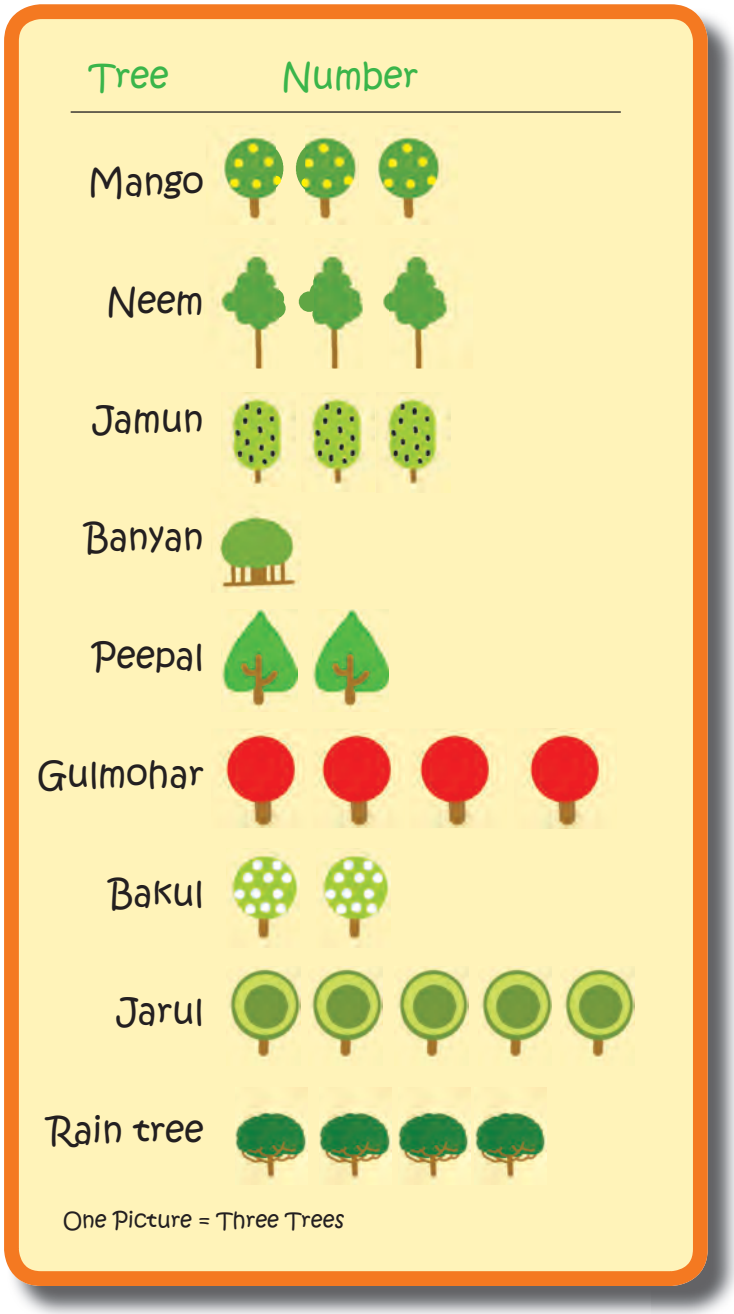
"But how do we go there ?"

"See, there's a **map** of the garden here, we will see the map and find our way to the lake."

The teachers took the children to the lake for boat rides. Then they sat under a tree to eat some snacks.

There was another big board near the tree. There was a chart on the board with pictures of trees in it.

"What does it mean, Teacher ?" the children asked.



"It's a **pictogram** or **pictograph**," said the Teacher. "It gives you information with the help of pictures. This chart tells us how many trees of each type there are in this garden. Now look at the chart carefully and tell me what trees there are in this garden."

"Mango, neem, jamun, banyan, peepal, gulmohar, bakul, jarul (tamhan) and rain trees."

"Very good. Now tell me how many trees of each type there are."

The children answered this question correctly. Can you answer the question with the help of this pictogram ?"

• • •

2. Now, as a class activity, prepare the following to give some information related to your school.

* Any list. (Put your list in alphabetical order.)
* Any map.
* Any pictogram.

- **You may discuss the topics for the pictogram in Marathi. But the title and the labels in the pictogram must be in English.** (Furniture, rooms, trees, people, etc.)

Riddles

Listen carefully, read and sing with me.
ध्यान से सुनो, पढ़ो और मेरे साथ गाओ ।

Never darkness do I see,
Not even a shadowy place.
But you can see me all day,
Though I might burn your face.

(The Sun)

To cross the water, I'm the way,
For water I'm above;
I touch it not, and truth to say,
I neither swim nor move.

(A bridge)

My feet stay warm,
But my head is cold.
No one can move me,
I'm just too old.

(A Mountain)

Project

Prepare at least 3 riddles that end with 'Who am I?' and three more that end with 'What is it?'

Examples :

My name begins with 'c',
ends with 'r'.
Many times there is a mouse
with me. Who am I ?

It has four legs.
We see it in the classroom.
We put things on it.
What is it ?

GSRKYY

मुझे यह आता है ।

- अंग्रेजी कविताएँ लय में बोलनी आती हैं । ☐ आसान कविताओं का अर्थ समझ में आता है । ☐
- मित्रों - सहेलियों से बातचीत करते समय अंग्रेजी में प्रश्नोत्तर करना आता है । ☐
- आसान अंग्रेजी की कहानियाँ, निवेदन सुनकर/पढ़कर उनका अर्थ समझ में आता है । ☐
- चित्रों और आकृतियों के साथ दिए गए आसान अंग्रेजी शीर्षक और जानकारी समझ में आती है । ☐
- चित्रों और मानचित्रों को अंग्रेजी में शीर्षक देने आते हैं । ☐ अंग्रेजी में सूची बनानी आती है । ☐ अंग्रेजी सूची a – z क्रम से बनानी आती है । ☐
- दिए गए नमूनों के अनुसार अपने मन से अनेक अंग्रेजी वाक्य बनाने आते हैं । ☐
- अब तक सुने हुए/ पढ़े हुए वाक्यों का उपयोग करके अंग्रेजी में निरंतर २-३ वाक्य लिखने आते हैं । ☐

Unit Six

An Action Rhyme

Listen, sing and enact.
सुनो, गाओ और अभिनय करो ।

Like a leaf or a feather
In the windy, windy weather,
We will all twirl around
And all sink down – together.

लाइक् अ 'लीफ् ऑर् अ 'फेदऽ
इन् द 'विन्डि 'विन्डि 'वेदऽ
वील् ऑऽल् 'ट्वऽल् अ'राउन्ड्
अन्ड् 'ऑऽल् 'सिंक् डाउन् टु'गेदर्

Like a bud or a flower
Getting soaked in a shower,
We will all sway about
And all dance together.

लाइक् अ 'बड् ऑर् अ 'फ्लावर्
गेटिंग् 'सोऽक्ट् इन् अ 'शावर्
वील् ऑऽल् 'स्वेऽ अ'बाउट्
अन्ड् 'ऑऽल् 'डान्स् टु'गेदर्

- **Find other things you might like to imitate.**
  Then present the actions and the related English words in the class.
  Example : Swim around like a fish.

Project

Mark what you write !

1. **Note the following marks. From this book, find at least 5 examples of each of the following :**
   - Sentences that end with ?
   - Sentences that end with !
   - Sentences that end with .
   - Words that have ' .
2. **Find at least one example of each of these marks from some other book, magazine, etc.**
3. **Can you think of one more example of each on your own ? Add it to your list.**

१. नीचे दिए गए चिह्नों को देखो । इस पुस्तक में निम्नानुसार प्रत्येक चिह्न के लिए ५ उदाहरण ढूँढ़ो ।
   - अंत में ? आने वाले वाक्य
   - अंत में ! आने वाले वाक्य
   - अंत में . आने वाले वाक्य
   - ' चिह्नवाले शब्द

२. प्रत्येक चिह्न के लिए पाठ्यपुस्तक छोड़कर अन्य पुस्तकों और पत्र-पत्रिकाओं से कम-से-कम एक उदाहरण ढूँढ़ो ।

३. क्या तुम अपने मन से कोई उदाहरण दे सकते हो ? उस उदाहरण को तुम अपनी सूची में जोड़ दो ।

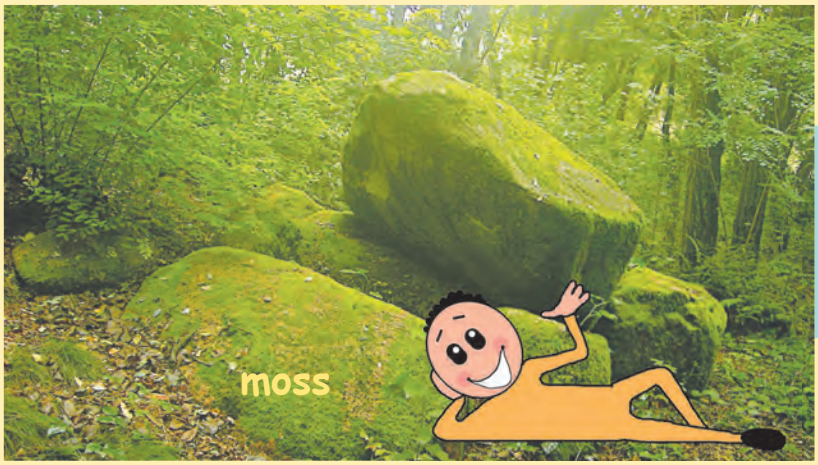
The Kingdom of Plants

1. Listen carefully and read with me.
ध्यान से सुनो और मेरे साथ पढ़ो ।

GTA039

Let us take a trip to the kingdom of plants.
What a great variety!

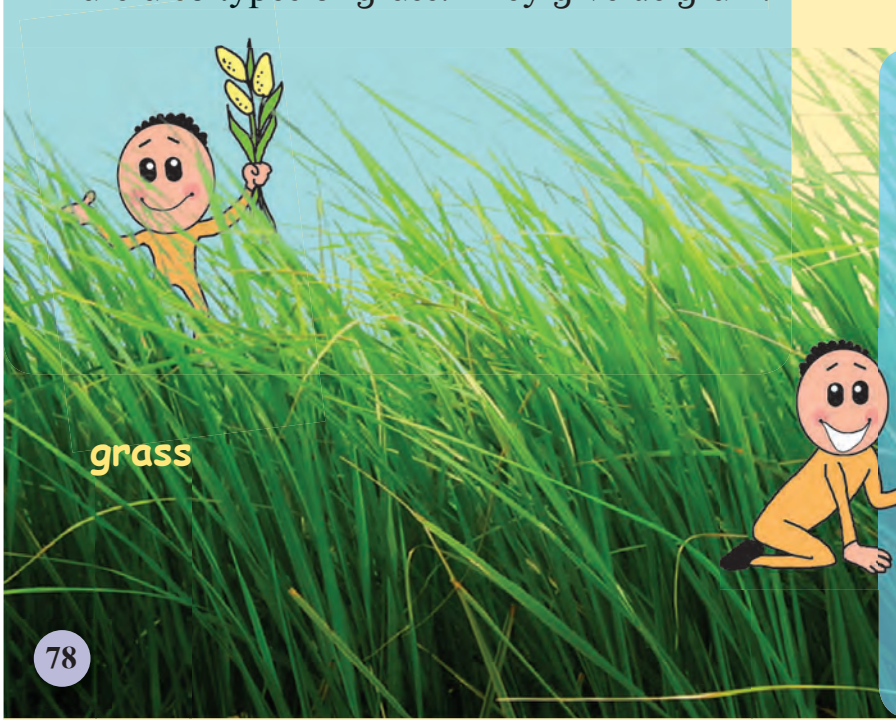
There are thousands and thousands
of different types of plants here.



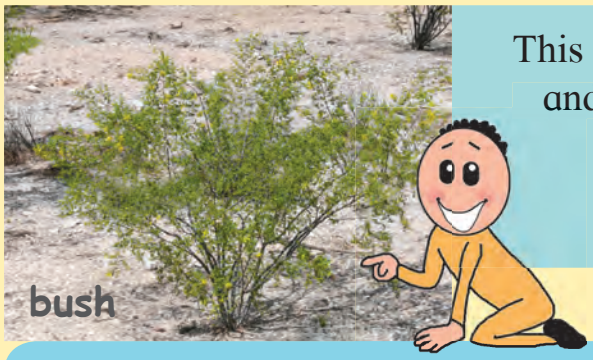
This is moss. It is soft.
It looks like a bright
green carpet.

Look at the grass.
This too, is soft, green and short.

But do you know, rice, wheat and jowar
are also types of grass. They give us grain.



This plant has
a thin stem and
so many leaves.
It is a herb.

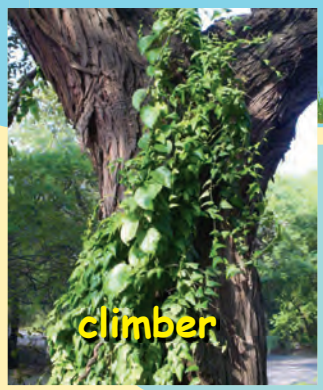


This plant has a tough stem
and so many branches.

It has many leaves, too.
It is a bush or shrub.

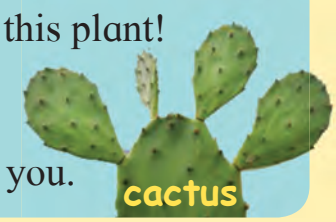
And look at this! What a thick trunk!
It is so tall. It's a tree. Can you climb a tree ?

What do we see here
climbing this tree ?



It's a climber
or a vine.
These plants
grow very fast.

Be very careful with this plant!
It's a cactus. It has
many thorns.
The thorns can prick you.



The plant kingdom is a beautiful kingdom. Would you like to grow a plant ?

2. List the names of different types of plants.

3. Draw pictures to show the following :

* stem * branch * trunk * bush * leaf * thorn

I want to tell you...

Listen and read aloud.
सुनो और मुखर वाचन करो ।

GTJ94H

Good morning.
I'm Ria.
I want to tell you about my dog.
His name is Spotty.
He has black spots on his body.
He wants to play with me all the time.
I love my dog.

Hello.
I am Sarthak.
I would like to tell
you about my brother.
He is in the eighth standard.
He goes to a music class.
He is a very good singer.

Hello, everybody!
I'm Shraddha.
I want to show to you
my collection of seeds.
I put the seeds in small packets.
Sometimes, I take them out and
arrange them in different ways.
I am going to prepare
labels for my packets.

शिक्षक कक्षा में प्रत्येक विद्यार्थी को अपनी रुचि के अनुसार स्वतंत्र विषय चुनने दें और उस विषय पर ३-४ निरंतर वाक्य बनवा लें । प्रत्येक विद्यार्थी को अपने वाक्य कक्षा में प्रस्तुत करने का अवसर दें ।

A GARDEN OF WORDS

after	fourth	minutes	rose	story-teller
as	grain	never	second	tell
believe	grains	new	shore	telling
bright	heaps	next	sixth	tenth
broke	hole	night	sparrow	third
bucket	idea	ninth	sparrows	thought
eighth	if	nothing	station	tomorrow
end	king	palace	storehouse	usual
fifth	kitchen	picked	stories	wall
first	loved	river	story	yourself

1. Listen carefully and tick off the words you know.

2. Find and write the words that contain the following words:

* right * rain * hen * nut * not * lace * arrow.

3. Find the words that tell us about numbers.

For Example : First.

4. Complete the following sentences using different words from the table above.

* Who will do it ..... ? * She picked up the ..... .
* Please ..... me. * The king was in the ..... .

ऊपर के शब्दों के लिए नियमित पद्धति से कार्ड बनवा लें और यहाँ के उपक्रमों (**1** से **4**) का उपयोग करें ।
1. शिक्षक ऊपर दिए गए शब्द क्रम से बताएँ । इसके बाद विद्यार्थियों को उनमें कौन-से शब्द अपरिचित हैं, वे शब्द श्यामपट्ट पर लिखकर उनका मुखर वाचन करवा लें । **4.** यहाँ दिए गए वाक्य इस प्रकार पूर्ण करने हैं कि वे वाक्य अर्थपूर्ण लगेंगे । प्रत्येक वाक्य अनेक पर्यायों का उपयोग करके पूर्ण किया जा सकता है । विद्यार्थियों को अधिकाधिक वाक्य बनाने के लिए प्रेरित करें । इसी भाँति ऊपर दिए गए शब्दों के अतिरिक्त क्या अन्य किसी भी शब्द का उचित पद्धति से उपयोग करके विद्यार्थी वाक्य पूर्ण कर सकते हैं, यह देखें ।

A Never-ending Story

1. Listen carefully and read with me.
ध्यान से सुनो और मेरे साथ पढ़ो ।

Once there was a king.
He loved stories.

"Tell me a story!" he said all the time.

At the end of the story, he said,
"And then? What happened next?"

"Nothing. This is the end,"
said the story-teller.

"Tell me a story that has no end.
I want a never-ending story."

The story-teller thought and thought.
All his stories had an end.

He could not think of a never-ending story.

Then he had a bright idea.
He began to tell a new story.

"Once there was a king.
He lived in a big palace.
The palace had a big kitchen and a big storehouse.
There were big heaps of grain in the storehouse.
There was a hole in the wall of the storehouse.

A little sparrow saw the hole,
and swiftly flew inside the storehouse.
Then she picked a grain and flew away."

"What happened next?" said the king.

"Then another sparrow saw the hole,
flew in, picked a grain and flew away."

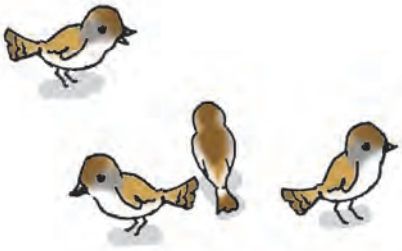
"Oh, and then?
What happened next?"

"Then a third sparrow saw the hole,
flew in, picked a grain and flew away."

"And then?"
"Then a fourth sparrow saw the hole...."
The story went on and on like this.

Even now, the story-teller is telling the king
this story about the grains and the sparrows.

If you don't believe me, you can go there and
see for yourself.



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2. Read and learn.

first	second	third	fourth	fifth
sixth	seventh	eighth	ninth	tenth

3. Write the two words that make up these big words.

* story-teller * never-ending * storehouse

4. Discuss, in Marathi, how you can end the story-teller's 'Never-ending story'.

5. Now try to find other never-ending stories. Present your ideas in English. Examples :

1. One bus came to the bus-stand and went away after five minutes.
   Then another .....

2. One man came, filled his bucket at the river and went away.
   Then another .....

3. One wave rose, came to the shore and broke at the shore.
   Then another .....

4. It was day and then it was night and then the next day and the next night, and then, the next...

5. Munnu said, "I will do my homework tomorrow". The next day, he said, "I will do my homework tomorrow". The day after, he said, ... Then the next day, ...

Five Fluffy Little Robins

1. Listen, repeat. Read aloud and sing.
सुनो, दोहराओ । मुखर वाचन करो और गाओ ।

'फाइव्ह् 'फ्लफि लिट्ल् 'रॉबिन्झ्
'लुक्ट् अप् अट् द 'स्काय्
इट् वझ् 'टाइम् टु 'लीव्ह् द 'नेस्ट्
अन्ड् 'फाइन्ड् आउट् हाउ टु 'फ्लाय्

Five Fluffy Little Robins,
Looked up at the sky.
It was time to leave the nest,
And find out how to fly.

'फोऽर् 'फ्लिटर्-फ्लटर्ड् 'ऑफ
बट् 'वन् वझ् 'फुल् अव्ह् 'फिअर्
ही 'सेड् इट्स् 'फार् टू 'हाय्
आय् 'थिंक् आइल् 'स्टेऽ राइट्
'हिअर्

Four flitter-fluttered off,
But one was full of fear.
He said, "It's far too high,
I think I'll stay right here!"

'कम् ऑन् 'सेड् दि 'अदर्झ्
'फ्लाइंग् 'फ्रीलि इन् द 'सन्
'सोऽ देअर् लिट्ल् 'ब्रदर् 'ट्राइड् इट्
अन्ड् 'फाउन्ड् दॅट् इट् वझ् 'फन्

"Come on!", said the others,
Flying freely in the sun.
So their little brother tried it
And found that it was fun.

2. Complete the following in as many different ways as possible.

* It was time to .....
* It's far too .....

Good Manners

Learn, practise and use.
सीखो, अभ्यास करो और उपयोग करो ।

1. Make as many meaningful sentences from the table as you can.

Thank you	for spilling water on your book. for giving me your book. for telling me his address. I forgot your birthday. for a lovely treat. for this beautiful gift. for being late / I'm late. for saving my kitten. I broke this cup.
I'm sorry	

2. Read aloud the sentences you make. Form pairs.
Then imagine the remaining conversation and present it.
तुम्हारे बनाए हुए वाक्यों का मुखर वाचन करो, जोड़ियाँ बनाओ । अब कल्पना करो कि शेष बातचीत क्या होगी । उस बातचीत को प्रस्तुत करो ।

Example :

Manda : Please pass me that water bottle.
Nanda : Here ! Catch !
Manda : Wait ! Oh no !
Nanda : I'm sorry for spilling water on your book.

Order, order !

Listen, read and do.
सुनो, पढ़ो और करो ।

- **Make the following lists putting 5-8 items in each list.**
  - * Fruits
  - * Vegetables
  - * Things in your school bag
  - * Birds
  - * Animals
  - * Colours

  (You may find some examples even in this book !)

- **Now, re-arrange your list in alphabetical order.**
  Example : List of some subjects you have to study in high school.

First List	List in Alphabetical Order	
5. Marathi	1. English	Top of the list
1. English	2. Geography	
3. Hindi	3. Hindi	
6. Mathematics	4. History	Middle of the list
4. History	5. Marathi	
2. Geography	6. Mathematics	
7. Science	7. Science	Bottom of the list

- **Re-arrange your list in the order of your preferences, putting what you like most at the top.**

- **Use the lists to put questions to your partner in pairs.**

  Example :
  - * What comes before ☐ ?
  - * What comes after ☐ ?
  - * Which subject do you like best ?
  - * Which subject do you like the least ?
  - * Do you like ☐ better than ☐ ?
  - * What do you like better — ☐ or ☐ ?

Time to Laugh

Read and enjoy.
पढ़ो और आनंद लो ।

GV4JES

Daddy : Sachin, why are you wearing an odd pair of shoes ?
Sachin : The other pair is just as odd as this one.

Mummy : What's going on ?
Bunty : The teacher has asked us to write ten lines on a pet dog.

Sona : What are you doing, Mona ?
Mona : I am writing a letter to my younger brother.
Sona : Why are you writing it so slowly ?
Mona : Because my brother is small. He cannot read fast.

- **Collect jokes from newspapers, magazines or books and learn to tell a few jokes well.**

कक्षा में प्रत्येक विद्यार्थी कम-से-कम एक अलग चुटकुला सुना सकेगा, इतने सारे चुटकुले इकट्ठे करें और अंग्रेजी में चुटकुला सुनाने की तैयारी विद्यार्थियों से करवा लें ।

मुझे यह आता है ।

- इस वर्ष में सीखी हुई कई कविताएँ लय और ताल में बोलनी आती हैं । ☐
- अंग्रेजी में आसान प्रश्नोत्तर करने आते हैं । ☐
- अंग्रेजी बातचीत में हिस्सा लेना आता है । ☐
- अंग्रेजी में कुछ चुटकुले सुनाने आते हैं । ☐
- सरल अंग्रेजी की कहानियाँ, जानकारी, सूचनाएँ सुनकर/पढ़कर समझ में आती हैं । ☐
- अपने मन से अपने बारे में, अन्य बातों के बारे में, जो मालूम हैं, २-३ अंग्रेजी वाक्य बताने आते हैं । ☐
- अंग्रेजी में अपनी कल्पनाओं को बताने का प्रयास करना आता है । ☐
- देखकर तथा अपने मन से आसान अंग्रेजी शब्द और वाक्य लिखने आते हैं । ☐
- अंग्रेजी लिखते समय विरामचिह्नों का उचित उपयोग करना आता है । ☐

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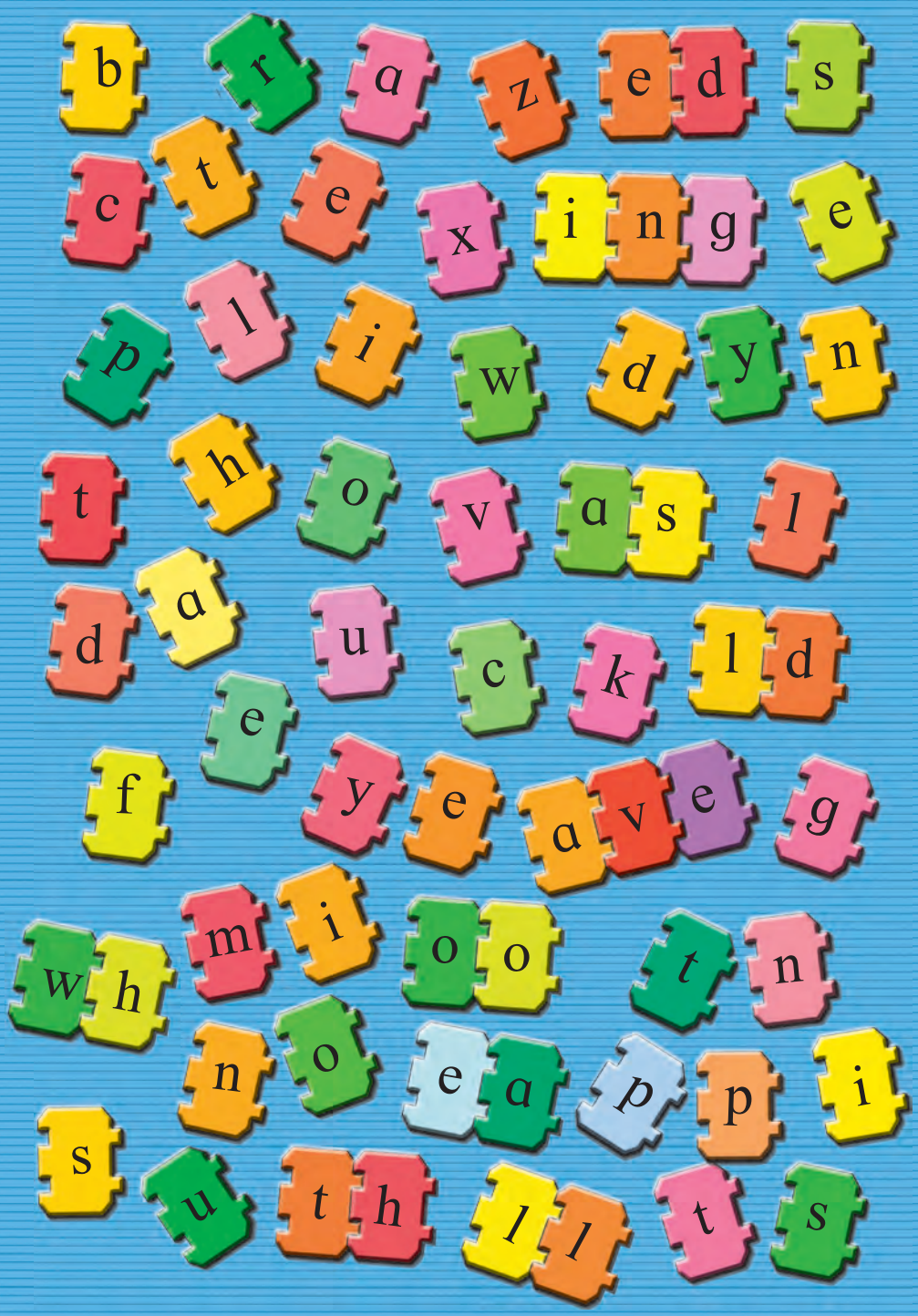

अंग्रेजी अक्षरों का खेल

अंग्रेजी अक्षरों को जोड़कर शब्द और वाक्य भी बनाओ । आँखें बंद कर, ऊपर दिए अक्षरों पर/ अक्षरों के जोड़ पर उँगली गोल-गोल घुमाकर एक स्थान पर रखो । कौन-सा अक्षर/ अक्षरों का जोड़ मिला ? अब उसके आगे, पीछे अथवा पीछे और आगे तुम्हें जो चाहिए वे टुकड़े जोड़ो और शब्द बनाओ । ऐसे ५-६ शब्द बनने के बाद देखो कि क्या उन शब्दों से कोई वाक्य बनता है । यह खेल जोड़ियाँ अथवा गुट बनाकर भी खेला जा सकेगा ।

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