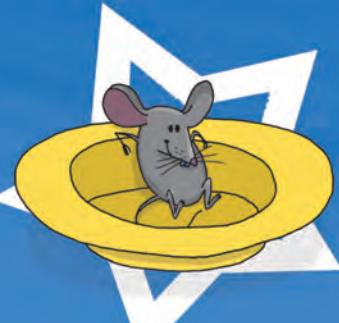


# MY ENGLISH BOOK FIVE

STANDARD  
FIVE

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 आहवान 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 हैं;
- (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 रहें;
- (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।



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MY  
ENGLISH  
BOOK  
FIVE

STANDARD  
FIVE

हिंदी माध्यम



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 टृक-श्राव्य सामग्री उपलब्ध कराई जाएगी।



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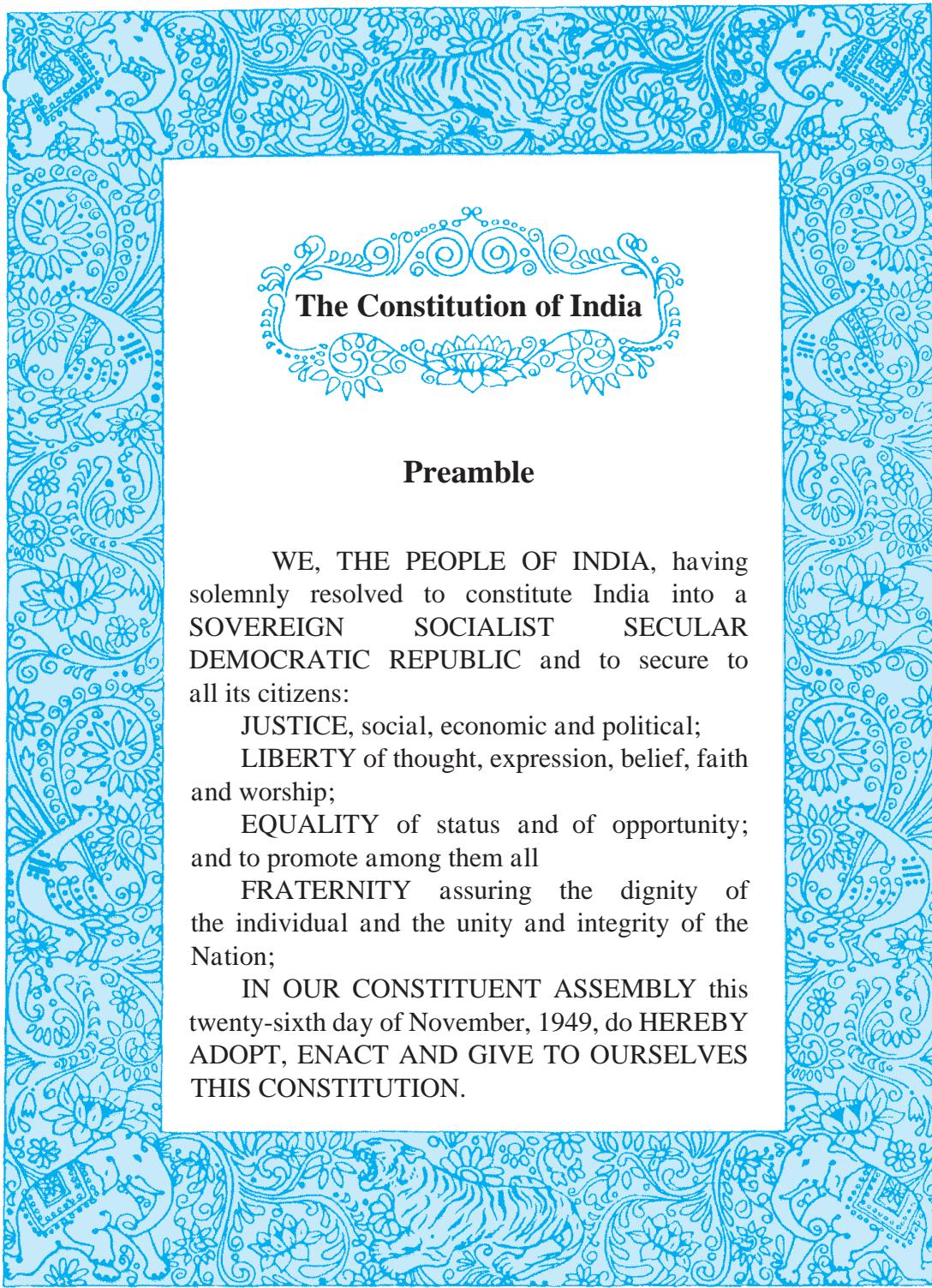
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## **The Constitution of India**

### **Preamble**

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

JUSTICE, social, economic and political;  
LIBERTY of thought, expression, belief, faith and worship;

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

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

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

## NATIONAL ANTHEM

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

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

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

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

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

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

## PLEDGE

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

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

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

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

## Preface

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 Five** 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 Five** 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 fifth 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.



(C. R. Borkar)

Director

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

Pune

Date : 5 March 2015

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### ध्वनि चिह्न: स्वर

चिह्न	उदाहरण	चिह्न	उदाहरण	चिह्न	उदाहरण
ई	eat /इट्/	ऑ	box /बॉक्स्/	अ	away /अ'वे/
	see /सी/	ऑ	ball /बॉल्/	अ	girl /गर्ल्/
इ	sit /सिट्/	उ	wool /वुल्/	ए	gate /गेट्/
ए	pen /पेन्/	ऊ	moon /मून्/	ओ	boat /बोट्/
ॐ	bat /बॅट्/	अ	up /अप्/		
आ	father /'फादर्/	cup	/कप्/		

### ध्वनि चिह्न: व्यंजन

चिह्न	उदाहरण	चिह्न	उदाहरण	चिह्न	उदाहरण
प्	pen /पेन्/	फ्	fan /फॅन्/	ह	house /हाउस्/
ब्	bat /बॅट्/	व्	van /वैन्/	म्	man /मैन्/
ट्	tea /टी/	थ्	thorn /थॉर्न्/	न्	name /नेइम्/
ड्	dog /डॉग्/	द्	this /दिस्/	ग्	sing /सिंग्/
क्	cat /कॅट्/	श्	sheep /शीप्/	क्	sink /सिंक्/
ग्	go /गो/	झ्	measure /मेझेर्/	ल्	look /लुक्/
च्	cheek /चीक्/	स्	seat /सीट्/	र्	red /रेड्/
ज्	June /जून्/	झ्	zip /झिप्/	य्	yes /येस्/
				व्	water /'वॉटर्/

- इसमें S यह चिह्न दर्शाता है कि स्वर दीर्घ है। ● अ और अ में यह अंतर है कि 'अ' सामान्य स्वर है और 'अ' स्वर बलाधात का है। जैसे : कप्, बस्, ट्रक्। ● झ् यह 'झँडा' का है तथा झ् 'जमीन' का है। ● ( ' ) यह चिह्न शब्द पर होने वाले आधात को दर्शाता 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 रखने वाले 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 द्विवर्तों के उच्चारण भी दिए गए हैं। अंग्रेजी के t, d, th, f, v, w के उच्चारण भारतीय भाषाओं में भिन्न हैं। उन्हें अलग से दर्शनि का प्रयास नहीं किया गया है। शब्दों का उचित उच्चारण करने के लिए अंग्रेजी के बलाधात (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 ध्वनि चिह्नों को निम्न तालिका में दर्शाया गया है। उनका संदर्भ लेकर पुस्तक में दिए अनुसार शब्दों 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

- प्रत्येक घटक तथा प्रश्नों के प्रारंभ में दी गई सूचनाओं एवं ‘evaluation code’ को पढ़कर उस अनुभाग को किस प्रकार उपयोग में लाना है; इसकी ओर ध्यान दें।
- विद्यार्थी सुनकर और पढ़कर जितना अंग्रेजी समझेंगे; वह सब बोल/लिख सकेंगे; ऐसा नहीं है। अतः श्रवण-वाचन के लिए दी गई कृतियों और भाषण-लेखन की कृतियों के काठिन्य स्तर में स्वाभाविक रूप से अंतर होगा; यह ध्यान में रखें।
- विद्यार्थी अपने मन से अंग्रेजी में बोलने का प्रयास करते हैं तो उनकी त्रुटियाँ दर्शने के लिए बीच में ही रोककर/टोककर उन्हें हतोत्साहित न करें।
- देखें कि खेल, संवाद, नाट्यवाचन के अभ्यास में सभी विद्यार्थी प्रतिभाग ले रहे हैं।
- प्रत्येक विद्यार्थी प्रत्येक परियोजना और उपक्रम पूर्ण करेगा, इसकी सावधानी रखें।
- अंग्रेजी के कालांश में कविता प्रस्तुति, संक्षिप्त संवाद और भाषण प्रस्तुति की प्रतियोगिताएँ नियमित रूप से लें। विद्यार्थियों के अभिप्राय जानकर प्रतियोगिताओं के परिणामफल तुरंत घोषित करें और अच्छा प्रदर्शन करने हेतु विद्यार्थियों को कक्षा में ही मार्गदर्शन करें। यह भी देखें कि मार्गदर्शन का लाभ सभी को मिलेगा।
- इस पुस्तक के अधिकांश पृष्ठों के नीचे सुलेखन के अभ्यास हेतु रंगीन अक्षरों में कुछ शब्दसमूह, वाक्य दिए गए हैं। उनका अर्थ मालूम कर लें। एक समय में एक-एक पट्टी पढ़वा लें। उस पट्टी का ५ बार सुवाच्य लिखावट में लेखन कर लाने के लिए कहें।
- विद्यार्थी अंग्रेजी विषय का जो भी लिखित कार्य करेंगे; उसकी कक्षा/विद्यालय में नियमित रूप से प्रदर्शनी लगाएँ। प्रदर्शनी में अक्षर लेखन, शब्दों का सुलेखन, विद्यार्थियों द्वारा तैयार किए गए वाक्य, घोषवाक्य, संदेश, छोटी तख्तियाँ, तालिकाएँ आदि का समावेश करें।
- इस स्तर पर विद्यार्थियों को व्याकरणिक व्याख्याएँ, नियम आदि औपचारिक घटक पढ़ाना पाठ्यक्रम के अनुसार अपेक्षित नहीं है परंतु अलग-अलग भाषाई घटकों का उपयोग करने और भाषाई घटकों का सामान्य बोध निर्माण होने के लिए इस पाठ्यपुस्तक में (देखें; पृष्ठ 88) अनेक मौखिक और लिखित कृतियाँ दी गई हैं। उनका मौखिक एवं लिखित रूपों में अभ्यास करा लें।
- पर्याप्त तैयारी करके ही कक्षा में अंग्रेजी का उपयोग करना शिक्षक के लिए आवश्यक है। शिक्षक के बोलते समय गलती होने पर अथवा त्रुटि रहने पर विद्यार्थी भी त्रुटियाँ करेंगे; इसे ध्यान में रखकर शिक्षकों को अधिक सजग रहना चाहिए।

## Evaluation Code

मूल्यांकन हेतु उपयुक्त होंगे; ऐसे अलग-अलग मौखिक और लिखित प्रश्नप्रकार और परियोजनाओं का वर्गीकरण कोड नंबर के साथ यहाँ दर्शाया गया है। पाठ्यपुस्तक की प्रत्येक कृति/परियोजना के साथ उसका समीपर्वती कोड नंबर दिया गया है। जाँचपत्र तैयार करते समय शिक्षक ये कोड नंबर ध्यान में रखें; जिससे सर्वांगीण मूल्यांकन करना आसान होगा।

O1	Recite/Sing	O : Oral
O2	Listen and act/note/classify, etc.	
O3	Games	
O4	Read aloud • words • sentences • passages	
O5	Read with/ after the teacher	
O6	Conversation	
O7	Look, remember and tell • words • sentences	
O8	Look at the pictures/map and tell	
O9	Listen/Read and rearrange	
O10	Listen/Read and tell	
O11	Listen/Read and answer	
O12	Listen/Read and make inferences	
O13	Listen/Read and enact (Role-play)	
O14	Listen/Read and Speak/ Prepare and present a speech (Guided speech)	
O15	Speak on your own	
W1	Write all the letters of the alphabet correctly in a good hand	W : Written
W2	Arrange words in alphabetical order	
W3	Look, think and write	
W4	Find the words in a text and write them	
W5	Change the words in a sentence	
W6	Rearrange in a proper order	
W7	Read the text and write the answer	
W8	Draw maps, diagrams, etc.	
W9	Listen/Read and write/ Read and complete (Guided writing)	
W10	Copy in a good hand	
W11	Read and make inferences	
W12	Read and classify	
W13	Write on your own	
P1	Prepare word-cards	P : Project
P2	Dictionary/Reference work	
P3	Interviews : (a) Asking questions (b) Answering questions (c) Recording information	
P4	Pen-friends	
P5	Collection of English texts	
P6	Dramatize stories/Enact a song, play, etc.	
P7	Question Bank	
P8	Retell/Rewrite in your mother tongue	
	Not for evaluation	

## My English Book Five—Standard Five – Learning Outcomes

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner may be provided opportunities in pairs/groups/ individually and encouraged to—</b></p> <ul style="list-style-type: none"> <li>• discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs</li> <li>• participate in activities which involve English language use, such as role play, enactment, dialogue and dramatisation of stories read and heard</li> <li>• look at print-rich environment such as newspapers, signs and directions in public places, pamphlets, and suggested websites for language learning</li> <li>• prepare speech for morning assembly, group discussions, debates on selected topics, etc.</li> <li>• infer the meaning of unfamiliar words from the context while reading a variety of texts</li> <li>• refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms</li> <li>• understand the use of synonyms, such as ‘big/large’, ‘shut/close’, and antonyms like inside/outside, light/dark from clues in context</li> <li>• relate ideas, proverbs, sayings and expressions in the stories that they have heard, to those in their mother tongue/surroundings/cultural context</li> <li>• read independently and silently in English, adventure stories, travelogues, folk/fairy tales etc.</li> <li>• find out different forms of writing (informal letters, lists, stories, leave application, notice etc.)</li> <li>• learn grammar in a functional, contextual and integrated manner (such as use of nouns, adverbs; differentiates between simple past and simple present verbs)</li> <li>• use linkers to indicate connections between words and sentences such as ‘Then’, ‘After that’, etc.</li> <li>• take dictation of sort texts such as lists, paragraphs and dialogues</li> <li>• enrich vocabulary through crossword puzzles, word chain etc.</li> <li>• look at cartoons/pictures/comic strips with or without words and speak/write a few sentences about them</li> <li>• write a ‘mini biography’ and ‘mini autobiography’</li> </ul>	<p><b>The learner :</b></p> <p>05.17.01 Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read.</p> <p>05.17.02 Gives appropriate oral and written responses in various contexts.</p> <p>05.17.03 Recites poems/songs with proper rhythm and pronunciation and shares games, riddles, stories, etc. with peers and family members.</p> <p>05.17.04 Understands questions, requests, commands in games and sports, etc and acts accordingly.</p> <p>05.17.05 Reads for pleasure independently in English storybooks, news items, headlines, advertisements, etc. without difficulty and composes short paragraphs.</p> <p>05.17.06 Frames different questions on various topics and situations.</p> <p>05.17.07 Uses synonym and antonym given in the textbook.</p> <p>05.17.08 Reads silently with comprehension. Writes event in logical order.</p> <p>05.17.09 Writes dictation of words, phrases and sentences for different purposes such as lists, paragraphs, dialogues etc.</p> <p>05.17.10 Uses various dictionaries, other reference materials for reference. Finds meaning of new words from a dictionary. Looks up the spelling of words in a standard dictionary.</p> <p>05.17.11 Writes paragraphs in English from verbal, visual clues with appropriate punctuation marks. Writes a continuous and meaningful passage.</p> <p>05.17.12 Writes a short biography/autobiography of a thing, object, or person of their choice.</p> <p>05.17.13 Appreciates either verbally/in writing the variety of food, dress, customs and festivals as read/heard in his/her day-to-day life, in storybooks.</p> <p>05.17.14 Recites poems/songs with proper rhythm and pronunciation.</p> <p>05.17.15 Reads and understands maps, charts and other graphics.</p> <p>05.17.16 Writes numbers in figures as well as in words.</p> <p>05.17.17 Attempts to write stories, poems creatively.</p> <p>05.17.18 Enjoys short skits and plays.</p> <p>05.17.19 Understands the details of a story/passage.</p> <p>05.17.20 Recites/Sings some songs and poems with action.</p> <p>05.17.21 Participates in skits and playlets with interest.</p> <p>05.17.22 Reads announcements in a clear, audible voice with proper pronunciation/stress and intonation.</p> <p>05.17.23 Writes a description of a given process.</p> <p>05.17.24 Writes various types of informal letters.</p>

# CONTENTS

## Unit One : Revision

	Page
● Songs and Greetings	1
● 'A' to 'Z'	2,3
● We Speak English	4,5
● Number Work	6,7
● B-I-N-G-O	8
● Vanishing Sentences	8
● Talking about Things – 1	9
● Sentence Race	10
● Say 'Yes' or 'No' !	11
● Talking about Things – 2	12
● Action Time	13
● Words We Know	14



## Unit Two

	Page
● Cuckoo	15
● The Little Red Hen	16-19
● Just now!	20,21
● True Friends	22 – 25
● Keeping Quiet	26,27
● Interviews	28,29
● Friendly Plans	29
● More than a Hundred Words	30



## Unit Three

	Page
● Trains	31
● The Little Babul Tree	32 – 34
● Lots of Things Together	35
● Know your Body	36,37
● Alyonushka	38 – 42
● One Thing at a Time	43
● Pen-friends	44 – 46



## Unit Four

	Page
● How Creatures Move	47,48
● Location Games	49
● Collection of English Texts	50,51
● Shapes and Maps	52
● Tock, Tock, Tong, Tong, All Day Long	53 – 55
● On the Time-line	56,57
● I speak, I say, I talk.	58,59
● Science Fun-fair	60,61



## Unit Five

	Page
● The Wind	62
● 'Go!' and 'Come!'	63 – 65
● The Golden Touch	66 – 69
● Where Go the Boats?	70,71
● Our Solar System	72,73
● Guess what!	74



## Unit Six

	Page
● A Book Speaks	75
● George Washington Carver	76 – 78
● Question Bank	78
● Dice for your Game	79
● All about Money	80 – 82
● Only One Mother	83
● At the Market	84,85
● He Knows the Workman	86,87

NOW I KNOW!



88



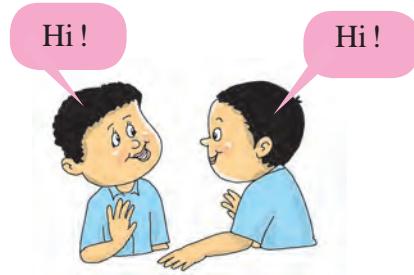
- Listen, learn and sing with actions.  
सुनो, सीखो और हाव-भाव के साथ गाओ।

O1



### Song 1

Good morning, good morning,  
The best to you this morning!  
How are you? How are you?  
I hope you are feeling fine  
And happy all the time!



Hello, Minu. I'm  
Riya. And this is  
my friend, Sonali.

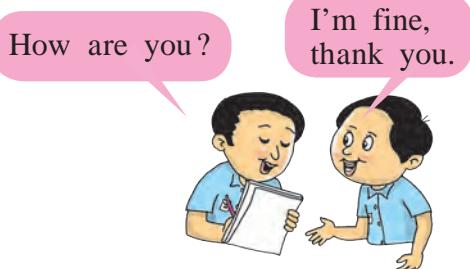
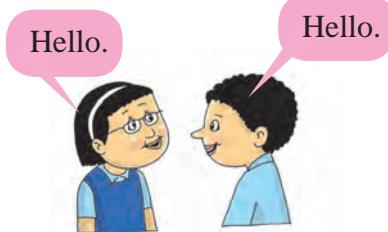
Hello.



### Song 2

The more we get together,  
Together, together,  
The more we get together,  
The happier we'll be.

For your friends are my friends  
And my friends are your friends.  
The more we get together,  
The happier we'll be.

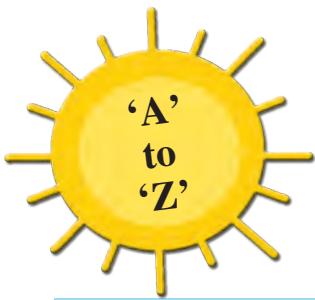


**sing    dance    play    sway**

ये गीत लय-ताल में गवाने का अध्यास कराएँ। लय-ताल के लिए देखें : [freekidsmusic.com/traditional-childrens-songs/](http://freekidsmusic.com/traditional-childrens-songs/).  
इस पृष्ठ के चित्रों में दर्शाए अनुसार संवादों का अध्यास कराने के लिए कक्षा के विद्यार्थियों को बड़े गुट में इकट्ठे करें। गुट में प्रत्येक विद्यार्थी घूम-फिरकर अधिक-से-अधिक विद्यार्थियों के साथ (अंग्रेजी में) बोलने का प्रयत्न करें।

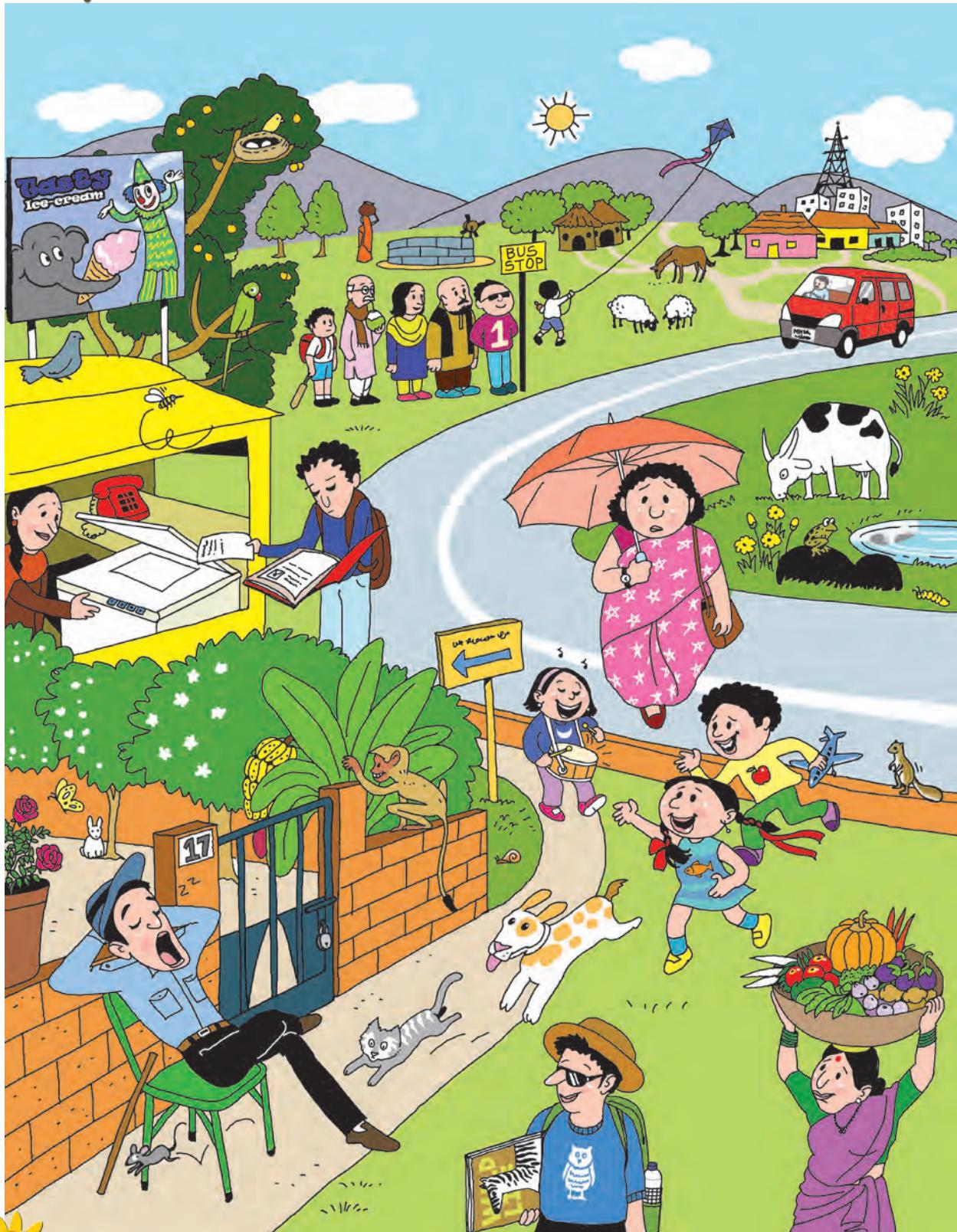
O6





1. Observe the picture carefully to find as many words as you can for each of the letters from 'a' to 'z'.

चित्र का ध्यान से निरीक्षण करो। 'a' से लेकर 'z' तक के प्रत्येक अक्षर के लिए उस-उस अक्षर से प्रारंभ होने वाले अधिक-से-अधिक शब्द चित्र में ढूँढो। 08



apple

elephant

ice-cream

owl

umbrella

Unit One

2. How well can you do the tasks given below?  
Practise till you can do them well.

नीचे दिए गए कार्य क्या तुम अच्छी तरह से कर सकते हो ? तुम वे कार्य अच्छी तरह से कर सकोगे; तब तक उन कार्यों का अभ्यास करो ।

W1

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

**Can you ? Yes, you can !**

- Write all the small letters on a single line.
- Write all the small letters on plain paper.
- Write all the small letters in different sizes – very big and very tiny.
- Write all the small letters in fancy shapes.

**Can you ? Yes, you can !**

- Write all the capital letters on a single line.
- Write all the capital letters on plain paper.
- Write all the capital letters in different sizes – very big and very tiny.
- Write all the capital letters in fancy shapes.



1. Look, listen, read with me. Then find the picture that suits the dialogue and give it the proper number.



1

: May I **come in**  
please, Teacher?  
: Yes. Please **come in**.

5

: Excuse me, **Uncle**.  
Is this yours?  
: Oh, yes! It's mine.  
Thank you so much.

2

: Hello. What's your name?  
: I'm **Subhash**.  
I'm in Class Five.  
And you?  
: I'm in Class **Seven**.  
My name is **Shubham**.  
You can call me **Bunty**.  
: Nice to meet you, **Bunty**.

6

: Thank you so much for  
**this lovely gift**.  
: You are welcome!

3

: What's the time?  
: It's **two** o'clock.

7

: I'm sorry I **broke the cup**.  
: Never mind.

4

: Excuse me, Aunty.  
Can you please help me  
**find this address**?  
: Sure.

8

: Where are you going?  
: We are going to  
**the playground**.  
Would you like to come  
with us?  
: Yes. Please wait for me.

देखो, सुनो, मेरे साथ पढ़ो। अब प्रत्येक संवाद के साथ उचित मेल रखने वाला चित्र ढूँढ़ो और उसे योग्य क्रमांक दो।

O5

O12

विद्यार्थियों की जोड़ियाँ बनाकर 'role-play' पद्धति से इन संवादों का अभ्यास कराएँ।  
रंगीन पाठ्यांश में अपने मन से परिवर्तन करने तथा संवादों में कुछ अतिरिक्त जोड़ने के लिए विद्यार्थियों को  
प्रोत्साहित करें।

O13

O15

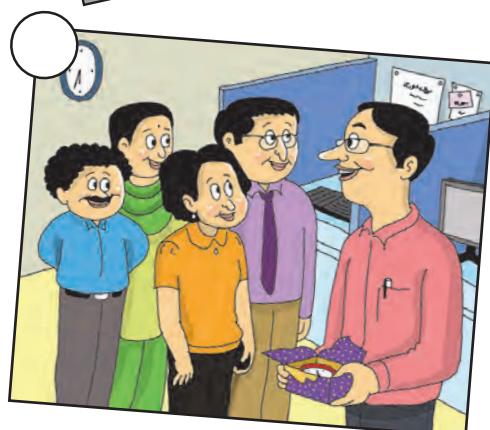
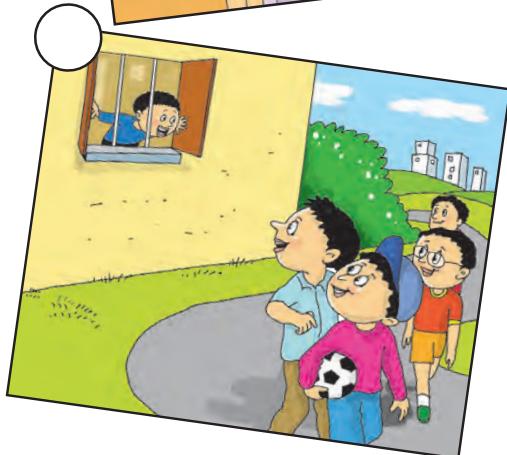
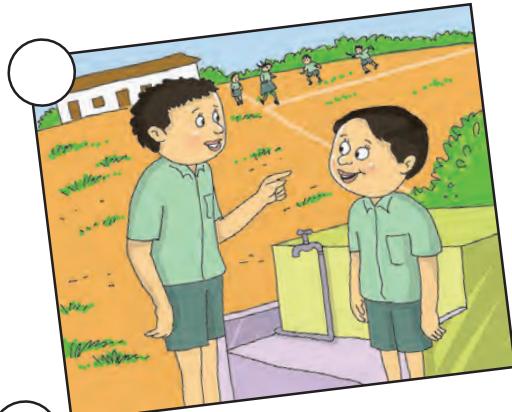


Hello.

Excuse me.

Please.

Unit One



2. Form pairs and practise the above dialogues.

जोड़ियाँ बनाकर ऊपरी संवादों का अभ्यास करो। 06



1. Listen carefully and note down in figures, the four numbers in the story.

ध्यान से सुनो और कहानी में आई हुई कोई चार संख्याएँ (अंग्रेजी) अंकों में लिखो। O2

### The Golden Feather

One day, the Queen was taking a walk in her garden, when she found a big, beautiful golden feather.



Then she met a little man. He said,  
“If you give me that feather,  
I will give you three big diamonds.”  
“Sorry!” said the Queen.

Then she met an old woman. The old woman said,  
“If you give me that feather,  
I will give you a necklace of twenty-one pearls.”  
“Sorry!” said the Queen.



Then she met the King. The King said,  
“If you give me that feather,  
I will give you ninety-nine gold coins.”  
“Sorry!” said the Queen.



Then she met the little prince. He said,  
“Oh, Mamma! What a bright beautiful feather!”  
“Take it, my dear,” said the Queen. “Keep it safe.”

2. Listen to the story again and note down the words that begin with ‘w’.

कहानी फिर से सुनो और वे शब्द लिखो जो इस कहानी में ‘w’ से प्रारंभ होते हैं।

O2

**1.** और **2.** ये कृतियाँ ध्यानपूर्वक सुनने के लिए हैं। कहानी सुनते समय विद्यार्थियों से पुस्तकें बंद कर रखने के लिए कहें। कुछ समय पश्चात कहानी फिर से सुनाकर वे शब्द लिखने के लिए कहा जा सकता है जो ‘w’ के बदले अन्य अक्षरों – जैसे : q, k, i – से प्रारंभ होते हैं।



twenty-one    thirty-two    forty-three    fifty-four

Unit One

3. Look, listen and read aloud with me.  
Select any one number and frame a sentence about it.

देखो, सुनो और मेरे साथ मुखर वाचन करो। कोई भी एक संख्या चुनो और उसके विषय में अंग्रेजी में एक वाक्य बनाओ।

O5

O15

one	eleven	21	31	41	51	61	71	81	91
two	twelve	22	32	42	52	62	72	82	92
three	thirteen	23	33	43	53	63	73	83	93
four	fourteen	24	34	44	54	64	74	84	94
five	fifteen	25	35	45	55	65	75	85	95
six	sixteen	26	36	46	56	66	76	86	96
seven	seventeen	27	37	47	57	67	77	87	97
eight	eighteen	28	38	48	58	68	78	88	98
nine	nineteen	29	39	49	59	69	79	89	99
ten	twenty	thirty	forty	fifty	sixty	seventy	eighty	ninety	hundred

- They had **two** daughters.
- January has **thirty-one** days.
- A spider has **eight** legs.
- There are **seven** days in a week.
- There are **eighty-eight** pages in this book.
- My brother made **fifty-four** runs yesterday.

4. Read aloud and learn.

मुखर वाचन करो और सीखो।

O4

- 100 One hundred
- 1000 One thousand
- 10,000 Ten thousand
- 100,000 A hundred thousand / One lakh
- 1,000,000 A million / Ten lakh
- 10,000,000 Ten million / One crore

5. Make a big chart of numbers 1 to 100 written in words.

1 से 100 तक की संख्याएँ शब्दों में लिखकर उनकी एक सारणी बनाओ।

W10

6. Think of larger numbers and make suitable sentences.

बड़ी संख्याएँ मन में सोचो और उनके लिए उचित वाक्य बनाओ।

O15

- There are **three hundred and sixty-five** days in a year.
- My mother bought a table for **five thousand** rupees.
- There are **millions** of stars in the sky.

संख्याओं के आधार पर वाक्य बनाने की कृतियाँ कक्षा में पहले मौखिक रूप से करा लें। विद्यार्थियों के बताए हुए वाक्यों को (आवश्यकतानुसार सुधार करके) शिक्षक श्यामपट्ट पर लिखें और एकत्रित रूप में मुखर वाचन करवा लें।





- Listen, learn, sing and play. सुनो, सीखो, गाओ और खेलो। O1

There was a farmer, had a dog  
And Bingo was his name-O.  
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O!  
And Bingo was his name-O!



There was a farmer, had a dog  
And Bingo was his name-O.  
(Clap )-I-N-G-O, (Clap )-I-N-G-O, (Clap )-I-N-G-O,  
And Bingo was his name-O!

इस प्रकार एक-एक अक्षर हटाकर आगेवाले अंतरे लें : (Clap)-(Clap)-N-G-O / (Clap)-(Clap)-(Clap)-G-O / (Clap) - (Clap)-(Clap)-(Clap)-O/(Clap)-(Clap)-(Clap)-(Clap). लय-ताल कम-अधिक करते हुए यह गीत गाएँ।  
लय-ताल के लिए देखें : [freekidsmusic.com/traditional-childrens-songs/](http://freekidsmusic.com/traditional-childrens-songs/).

## Vanishing Sentences

- Read the first sentence carefully. Then continue to read it aloud saying the missing words till you can 'read' the whole sentence from memory.

पहला वाक्य ध्यानपूर्वक पढ़ो। उसके पश्चात हटाए गए शब्दों को स्वयं पढ़ते हुए उनका मुखर वाचन करो। ऐसा तब तक करो जब तक तुम पूर्ण वाक्य याद करके 'पढ़ते' नहीं हो। O7



The quick brown fox jumps over a lazy dog.

The quick brown fox jumps over a lazy

The quick brown fox jumps over a

The quick brown fox jumps over

The quick brown fox jumps

The quick brown fox

The quick brown

The quick

The

इसी भौंति पुस्तक के अन्य वाक्य श्यामपट्ट पर लिखे और बीच-बीच में 'वाचन' का यह खेल लें। हर बार अंतिम एक-एक शब्द मिटाकर 'वाचन' कराएँ। इस वाक्य में अंग्रेजी के सभी वर्ण हैं।

8 The quick brown fox jumps over a lazy dog.

Unit One



- Name each picture and use it to make a meaningful phrase. Some useful words have been given.

प्रत्येक चित्र किसका है; यह बताकर अर्थपूर्ण शब्दसमूह बनाओ। यहाँ कुछ उपयुक्त शब्द दिए गए हैं।

O4

O14

Example : an apple 'a big red sweet apple'

tall short

little

small

big

young

old

strong

long

tasty

thin

round

thick

ripe

fat

juicy

cold

crunchy

hot

sweet

bright

shiny

nice

raw

clean

new

clever

dark

dirty

violet

soft

pink

hard

yellow

beautiful

black

white

red

green

blue

golden



यह कृति कक्षा में पहले मौखिक रूप में करवा लें। शब्द तथा शब्दसमूह (phrases) बताते समय देखें कि विद्यार्थी a/an का उचित उपयोग करते हैं। एक विद्यार्थी चित्र का नाम बोले और दूसरा विद्यार्थी उस बारे में एकाध शब्द बताएँ; ऐसा खेल भी लिया जा सकता है।  
जैसे—A : Umbrella. B : Wet.

O3





- Three race tracks are given below. Try to complete the set of sentences in each track within one minute. You have to use a new word/words in each sentence. The first one to complete a set correctly is the winner.

नीचे दौड़ के तीन मार्ग दिए गए हैं। प्रत्येक मार्ग पर दिए गए संच के बाक्यों को एक मिनट में पूर्ण करने का प्रयत्न करो। प्रत्येक बाक्य में नए शब्द का उपयोग करना चाहिए। जो विद्यार्थी/ विद्यार्थिनी संच अचूकता से और सबसे पहले पूर्ण करेगा/करेगी, वह विजयी होगा/होगी।

O3

• I am \_\_\_\_\_.

• You are \_\_\_\_\_.

• We are \_\_\_\_\_.

• He is \_\_\_\_\_.

• She is \_\_\_\_\_.

• It is \_\_\_\_\_.

• They are \_\_\_\_\_.



• I like \_\_\_\_\_.

• You like \_\_\_\_\_.

• We like \_\_\_\_\_.

• He likes \_\_\_\_\_.

• She likes \_\_\_\_\_.

• It likes \_\_\_\_\_.

• They like \_\_\_\_\_.



• I have \_\_\_\_\_.

• You have \_\_\_\_\_.

• We have \_\_\_\_\_.

• He has \_\_\_\_\_.

• She has \_\_\_\_\_.

• It has \_\_\_\_\_.

• They have \_\_\_\_\_.



यदि विद्यार्थी 'I am a boy./I am singing./ I am happy.' अथवा 'It is big./It is a dog./It is raining./It is hopping.' जैसे अलग-अलग बाक्य बताएँ; तब भी उन्हें स्वीकारें।



I have a sister. She has curly hair.

Unit One



- (a) Complete the sentences in each box to make meaningful questions.

प्रत्येक चौखट के बाक्यों को इस प्रकार पूर्ण करो कि उनसे अर्थपूर्ण प्रश्न तैयार होंगे।

W9

- Am I (green)?
- Are we .....?
- Are you .....?
- Is she .....?
- Is he .....?
- Is it .....?
- Are they .....?



- Have I got (wheels)?
- Have we got .....?
- Have you got .....?
- Has she got .....?
- Has he got .....?
- Has it got .....?
- Have they got .....?

- Do I (eat mice)?
- Do we .....?
- Do you .....?
- Does she .....?
- Does he .....?
- Does it .....?
- Do they .....?

- Learn, practise and play this game. सीखो, अभ्यास करो और यह खेल खेलो।

O3

- (b) Read aloud the words प्रत्येक संच के शब्दों का मुखर वाचन करो।

O4

### birds

- parrot
- owl
- crow
- duck
- crane
- sparrow

### animals

- squirrel
- lion
- mouse
- cat
- elephant
- dog

### vehicles

- bus
- motorbike
- motorcar
- aeroplane
- auto-rickshaw
- bicycle

### toys

- ball
- doll
- balloon
- kite
- top
- tricycle

- (c) Now, make groups of five, including a leader. The leader assigns roles to others from any one set. They guess who they are using suitable 'yes/no' questions. Direct questions like 'Am I a parrot?' are not allowed.



पहले प्रत्यक्षीकरण कराएँ। उसके पश्चात् ५-५ विद्यार्थियों के गुट में यह खेल लें।



गुटप्रमुख मन-ही-मन एक संच चुने। गुट के प्रत्येक विद्यार्थी को (स्वयं को भी) उस संच में से एक नाम दे। अन्य विद्यार्थियों को न दिखाते हुए ये सभी नाम लिखकर रखें। उसके पश्चात् अन्य विद्यार्थी (a) के नमूनों में प्रश्न पूछकर प्रत्येक विद्यार्थी का नाम ढूँढ़ निकाले। बाद में भी यह खेल बीच-बीच में लेते रहें।





1. Read aloud.

मुखर वाचन करो।

O4

- There is a mouse **in** the hat./
- The mouse is **in** the hat.



**in**



**on**



**under**



**near**



**in front of**

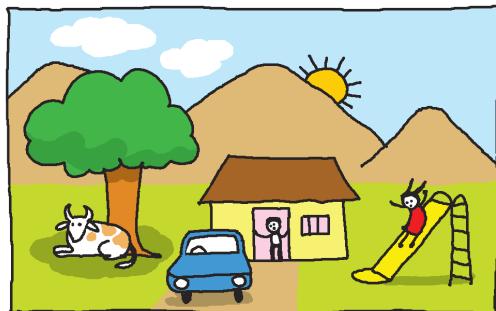


**behind**

2. Look at the pictures and frame at least three sentences for each of these words.

चित्र देखो और इनमें से प्रत्येक शब्द के लिए कम-से-कम तीन वाक्य बनाओ।

O8



spectacles



fish tank

कक्षा में विद्यार्थियों को बोलने हेतु प्रोत्साहित करें। उसके बाद यह कृति मौखिक रूप में करवा लें। इस समय विद्यार्थी पूर्ण वाक्य बोलने के बदले यदि सही Phrases (जैसे : a cow **under** the tree) बोलें तब भी उनका स्वीकार करें और वाक्य बनाने के लिए उन्हें प्रोत्साहित करें। इसके बाद भी ऐसा अभ्यास बीच-बीच में कराते रहें।



1. Listen carefully to the leaders 'A' and 'B' and act.



ध्यान से सुनो कि 'A' और 'B' गुटप्रमुख क्या कहते हैं और वैसी कृति करो।

O2

A

B

Sit Stand Walk Run

up. down. fast. slowly.

Turn Bend Sing Smile

quickly. loudly. softly.

Laugh Speak Clap Tap

left. right. around.

Look Point Come Go

in. out. your feet. your hands.

to the board. at the door.

दो गुटप्रमुख चुनें। उनमें से एक 'A' का शब्द बताए और दूसरा तुरंत ही 'B' का/के उचित शब्द उसके साथ जोड़ दे। उन दोनों शब्दों से बनने वाली सूचनाओं के अनुसार विद्यार्थी कृति करें। अब गुटप्रमुख को बदल दें और फिर से अभ्यास कराएँ।

- Write down any five meaningful commands you can make from 'A' and 'B'.

'A' और 'B' के शब्दों को जोड़ने से जो सूचनाएँ तैयार हो गई हैं; उनमें से कोई पाँच अर्थपूर्ण सूचनाएँ लिखो।

W3

- 2. Name the object in the picture and say what all you can do with it.

चित्र की वस्तु का नाम बताओ तथा यह भी बताओ कि उस वस्तु से तुम क्या-क्या कर सकते हो।

O15



an apple



a bottle



cloth



a sheet of paper



flowers

Example



It's an apple./An apple. (We can -)

Eat it.

Wash it.

Peel it.

Cut it.

Slice it.

Cook it.

Drop it.

Catch it.

Throw it.

Buy it.

Sell it.

Pick it up.





1. Read each word in the following table at a glance.

नीचे दी गई तालिका का प्रत्येक शब्द एक दृष्टि में पढ़ो।

O4



a	all	the	an	their
and	them	any	who	me
my	no	now	your	but
where	her	every	by	here
him	his	if	how	many
with	one	what	us	to
this	there	some	that	only
of	our	without	then	when

2. Prepare a card for each of these words and put the words in alphabetical order.
3. Find rhyming words from the chart.
4. From the chart, find the words that begin with 't'/with 'w'.
5. From the chart, find the words that end with 'o'/with 'y'.

प्रत्येक शब्द का एक-एक कार्ड बनाकर शब्दों को वर्ण के क्रम से लगाओ। ('a' से 'z')

W2

P1

इस तालिका के तुकवाले शब्दों को ढूँढो।

O10

इस तालिका के वे शब्द ढूँढो जो 't' से और 'w' से प्रारंभ होते हैं।

O10

इस तालिका के वे शब्द ढूँढो जिनका अंत 'o' से / 'y' से होता है।

O10

W4



Here, there, everywhere!

Unit One

## Cuckoo

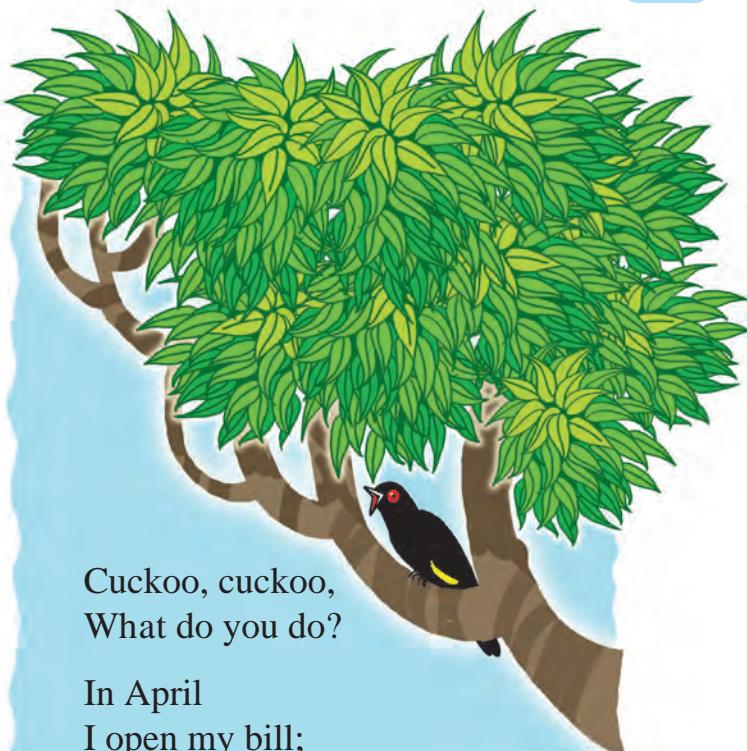


1. Listen, repeat and sing.

सुनो, दोहराओ और गाओ ।

## Unit Two

O1



Cuckoo, cuckoo,  
What do you do?

In April  
I open my bill;

In May  
I sing all day;

In June  
I change my tune;

In July  
Away I fly;

In August  
Go, go I must.

2. Find the rhyming words in the poem.

कविता में आए हुए तुकवाले शब्द ढूँढो ।

O10

3. Listen to the names of months. Tick the ones that are there in this poem.

महीनों के नाम सुनो । कविता में आए महीनों को (✓) ऐसा चिह्न लगाओ ।

O2

4. Copy the names of months. Write these names in Marathi alongside.

महीनों के नाम देखकर लिखो । वे ही नाम हिंदी में उन्हीं के पास में लिखो ।

W10

January	February	March	April	May	June
July	August	September	October	November	December

## The Little Red Hen

1. Listen carefully and read aloud with me.

ध्यान से सुनो और मेरे साथ मुखर बाचन करो।

05



A little red hen lived on a farm with  
a cat, a dog and a duck.

One day, she found a few  
grains of wheat.



“Who will sow the wheat ?” she said.

“Not I,” said the duck.

“Not I,” said the cat.

“Not I,” said the dog.

“Very well then,” said the Little Red Hen,

“I will.” So she sowed the wheat.



After some time, the wheat grew tall  
with ears full of grain.

“Who will cut the wheat ?” asked the  
Little Red Hen.

“Not I,” said the duck.

“Not I,” said the cat.

“Not I,” said the dog.

“Very well then,” said the Little Red Hen,

“I will.” So she cut the wheat.



“Now,” she said, “who will thresh the wheat ?”

“Not I,” said the duck.

“Not I,” said the cat.

“Not I,” said the dog.

“Very well then,” said the Little Red Hen,

“I will.” So she threshed the wheat.

When the wheat was threshed, she said,  
 “Who will *grind* the wheat ?”  
 “Not I,” said the duck.  
 “Not I,” said the cat.  
 “Not I,” said the dog.  
 “Very well then,” said the Little Red Hen,  
 “I will.” So she ground the wheat.



When the wheat was ground into flour, she said,  
 “Who will *bake* the bread ?”  
 “Not I,” said the duck.  
 “Not I,” said the cat.  
 “Not I,” said the dog.  
 “Very well then,” said the Little Red Hen,  
 “I will.” And she baked a lovely loaf of bread.

Then she said, “Who will *eat* the bread ?”  
 “Oh ! I will,” said the duck.  
 “Oh ! I will,” said the cat.  
 “Oh ! I will,” said the dog.  
 “Oh, no, you won’t !”  
 said the Little Red Hen. “I will.”



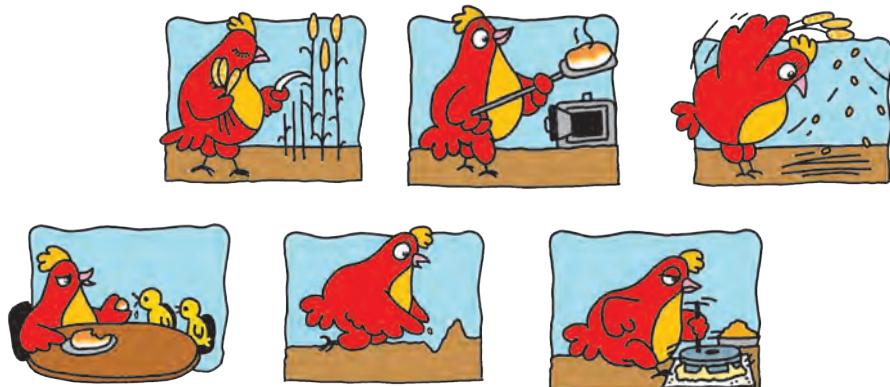
And she called her chicks and they all ate up the lovely loaf of bread.

2. Number the pictures to put them in the proper order. Try to write a sentence about each.

नीचे दिए चित्रों को उचित क्रम से रखने के लिए उन्हें क्रमांक दो। प्रत्येक चित्र के बारे में एकाध वाक्य लिखने का प्रयास करो।

W6

W13



3. Look at the picture. Read what it shows and say what will happen. Write down your answer.

चित्र देखो। प्रत्येक चित्र का वर्णन पढ़ो और बताओ । 012  
कि आगे क्या होगा। तुम अपना उत्तर लिखो। 13 W



Mr Clean  
does not like  
the scribbling  
on the wall.  
What will  
he do?



Mr Knocker  
wants to  
enter this  
house.  
What will  
he do?



Manisha is  
hungry.  
What will  
she do?



Manish is  
thirsty.  
What will  
he do?



Dolly falls  
and hurts  
her knee.  
What will  
her friends  
do?



Mr and Mrs  
Engineer are  
busy. Sheru  
wants to play.  
What will  
happen?



Sunil is getting  
ready for school.

It is about to rain.  
What will they do?



Daji is going to  
water the plants.



Vanitakaku has put the clothes  
on the clothes-line to dry.



Sundara is  
grazing.

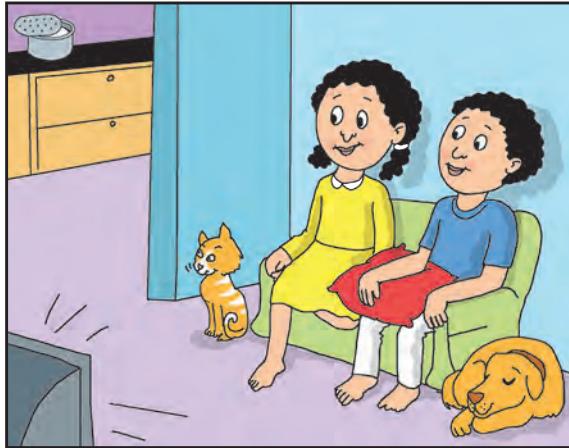
4. Say what the people and animals in the picture are doing, and then answer the question.

- (a) Subhan is taking guavas to the market ...



- Who took the guavas?

- (c) Sonu and Monu are busy watching TV ...



- Who drank the milk?

5. Use the pictures to frame other questions beginning with 'Who'. (At least 5.)

चित्र में दिखाई देते लोग और प्राणी क्या कर रहे हैं; यह बताओ और उसके बाद प्रश्नों के उत्तर दो।

O12

- (b) Champa is selling flowers at the bus-stop ...



- Who bought the flowers?

- (d) Magan and his gardener are looking for Magan's ring ...



- Who found the ring?

चित्रों के आधार पर 'Who' से प्रारंभ होने वाले अन्य प्रश्न बनाओ। (कम-से-कम ५)

O8



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

O1

Found a peanut, found a peanut,  
Found a peanut just now.  
Just now, I found a peanut,  
Found a peanut just now.



Cracked it open, cracked it open,  
Cracked it open just now.  
Just now, I cracked it open,  
Cracked it open just now.



Ate the peanut, ate the peanut,  
Ate the peanut just now.  
Just now, I ate the peanut,  
Ate the peanut just now.



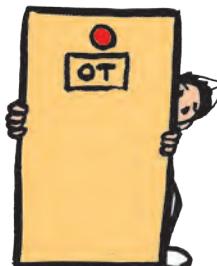
Got a stomach ache, got a stomach ache,  
Got a stomach ache just now.  
Just now, I got a stomach ache.  
Got a stomach ache just now.



Call the doctor, call the doctor,  
Call the doctor just now.  
Just now, call the doctor.  
Call the doctor just now.



Operation, operation,  
Operation just now.  
Just now, operation,  
Operation just now.



Feeling better, feeling better,  
Feeling better just now.  
Just now, I'm feeling better,  
Feeling better just now.



Bye-bye Doctor, bye-bye Doctor,  
Bye-bye Doctor, just now.  
Just now, bye-bye Doctor,  
Bye-bye Doctor, just now.



2. Read the words. Say what's wrong with these people. Write down your answers.

शब्द पढ़ो। इन लोगों को क्या हुआ है, यह बताओ। अपने उत्तर लिखो।

O8  
W9

a stomach ache



a headache



cough and cold



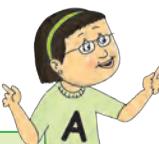
fever



**Example :** This boy has a stomach ache.

3. Form pairs. Use the following sentences to prepare and present different dialogues between 'A' and 'B'.

जोड़ियाँ बनाओ। नीचे दिए गए वाक्यों का उपयोग करके 'A' और 'B' के अलग-अलग संवाद तैयार करो और वे संवाद हाव-भावसहित प्रस्तुत करो।



What's the matter?



I have ..... .

Aren't you feeling well?

What's wrong?

I don't know.

Oh! I'm so sorry!

Can I help?

No, it's all right.

We must tell the teacher.

You must see a doctor.

All right! Oh!

Take rest.

Go home.

Thank you.

## True Friends

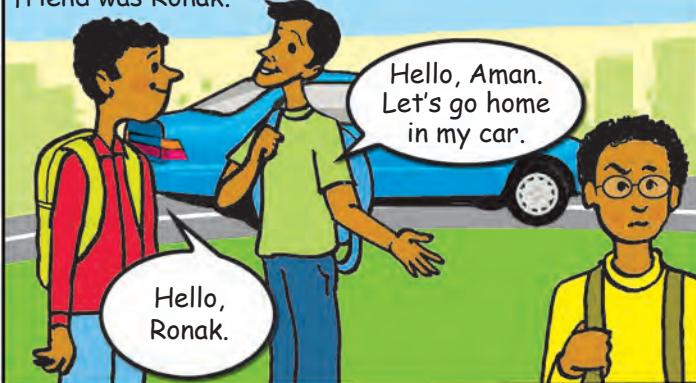
1. Look at the pictures, listen carefully and read aloud.

चित्र देखो। ध्यान से सुनो और मुखर वाचन करो।

04

05

Aman was in college. He had many friends, but his best friend was Ronak.



Munna was in the same class.



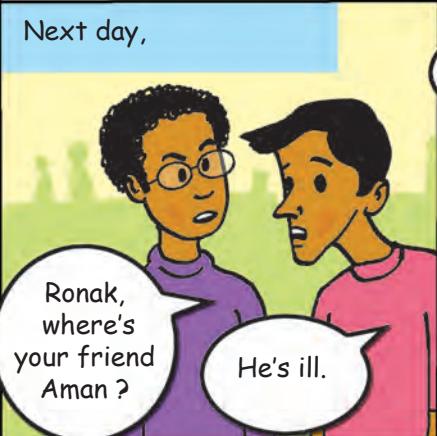
Aman fell ill. He didn't go to college for three days.



His friends came to see him.



Next day,



Yesterday, we went to his house. But you didn't come.



Anyway, you cannot be good friends.

Why?







Thank you Ronak. You've shown me what true friendship is.



2. Enact the story.

3. Tell the story in short in your mother tongue and write it down.

4. Using your own ideas, make and write at least 3 other phrases like the following.

- my car
- your friend
- Aman's house

- his money
- her book
- its tail

- our school
- their team
- boys' hostel

इस कहानी का नाट्यीकरण करो।

P6

इस कहानी को अपनी मातृभाषा में संक्षेप में बताओ और लिखो।

P8

अपनी कल्पनाओं का उपयोग करके नीचे दिए शब्दसमूहों के समान प्रत्येक के कम-से-कम 3 शब्दसमूह तैयार करो और लिखो।

W13

5. Fill in the appropriate dates and days.

रिक्त स्थान में उचित दिन और दिनांक लिखो।

W3

### Dates

yesterday ← today → tomorrow

..... 30 April .....

12 January .....

..... 7 September

### Days of the week

yesterday ← today → tomorrow

..... Monday .....

Wednesday .....

..... Saturday

6. Find and underline the following words on pages 22 - 24.

well

good

better

best

7. Find the opposites of the following from pages 22 - 24 and write them down.

tomorrow

rich

ill

come

work

8. Complete the following using any suitable options from those given below.

नीचे दिए गए विकल्पों में से उचित विकल्प चुनकर निम्न वाक्य पूर्ण करो।

W3

W9

- I don't ..... .
- She doesn't ..... .
- He doesn't ..... .
- It doesn't ..... .

- We don't ..... .
- You don't ..... .
- They don't ..... .

know	watch TV	work here	want it	grow tall	fall ill
eat vegetables	jump high	get angry	have a sister		

● Translate the complete sentences into your mother tongue.

इन वाक्यों का अपनी मातृभाषा में अनुवाद करो।

P8

9. Listen to my question and complete it at once.

मेरा प्रश्न सुनो और तुम्हें पूर्ण करो।

शिक्षक किसी भी विद्यार्थी की ओर निर्देश करके प्रश्न का प्रारंभिक भाग बोलें। विद्यार्थी अपने मन से प्रश्न को पूर्ण करें। एक ही प्रकार की कल्पना का उपयोग बार-बार नहीं करना है। यह खेल/स्वाध्याय फटाफट कराएँ।

## Keeping Quiet

1. Listen carefully and enact in a pair.

ध्यान से सुनो । जोड़ियाँ बनाकर  
अभिनय करो । O3



Hello, Namita.



Are you busy ?



Shall we go out to play ?



Hey, what's wrong with you ?



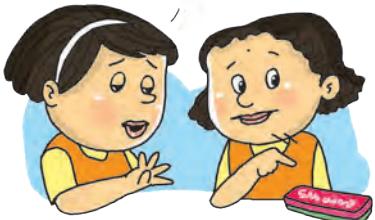
Are you angry with me ?



Can I take your pen ?



Where is it ?



Where's Mitali ?



Where's Shama ?



On the playground ?



In the office ?



Then I think I'll go to her.



2. Say what Namita might say in each of the above pictures.

ऊपर के प्रत्येक चित्र में नमिता क्या कहती होगी ; O8  
यह बताओ ।

3. Form pairs and play the game of 'Keeping Quiet' by taking turns at asking questions.

जोड़ियाँ बनाकर बारी-बारी से प्रश्न पूछते हुए  
'Keeping Quiet' यह खेल खेलो । O3

4. Match the actions and their meaning. Write the appropriate speech near each picture.

कृतियाँ और उनके अर्थों की उचित जोड़ियाँ मिलाओ ।

O8

प्रत्येक चित्र के समीप उचित संवाद लिखो ।

W11



Come here.

I can't hear you.

It's very good.

I don't know.

I don't like it.

Let me think.

Are you ready ?

What a big surprise !

Are you crazy ?

What's wrong ?

जोड़ियाँ अथवा गुट बनाओ । नीचे दिए गए वाक्यों में से एक/अनेक वाक्यों को ऊपर दिए वाक्यों में से किसी भी वाक्य के आगे अथवा पीछे जोड़कर संक्षिप्त और अर्थपूर्ण संवाद बनाओ ।

O6

5. Form pairs or groups. Use the following sentences before/after any of those given above to make short meaningful dialogues.

- This card is for you.
- Where are you ?
- Thank you very much.
- Excuse me.
- Wait, I'm coming.
- I'm sorry.
- Did you read this book ?
- Really ?
- Nothing. Everything is fine.



- Form pairs and interview your partner using the questions given here. Your friend will give his/her own answers.

जोड़ियाँ बनाकर और यहाँ के प्रश्नों का उपयोग करके अपने मित्रों/सहेलियों का साक्षात्कार लो। उन्हें अपने मन से उत्तर देने हैं।

P3

**Where do you live ? Tell me your address.**

**What's your full name ?**

**What games do you play ?**

- hopscotch • tag
- hide and seek
- kho-kho • .....

**What subjects do you like ?**

**What's your favourite dish ?**

**What's your hobby ?**

- singing • dancing
- climbing hills
- drawing pictures
- playing the drum
- eating • sleeping
- whistling • reading
- collecting stamps/ beads/feathers/ .....
- swimming • .....

**Tell me a few things about yourself –**  
what you can do,  
what you like to do,  
what you want to learn,  
etc.

- I can whistle. • I can swim.
- I want to learn karate.
- I like to ride a bicycle.
- .....

साक्षात्कार देने वाले विद्यार्थी स्वयं की जानकारी दें। नमूनों के रूप में दिए हुए उत्तर ही वे दें; ऐसा नहीं है।

2. Read the specimen given below. Now write your friend's profile using his/her answers.

नीचे दिया हुआ प्रारूप पढ़ो। अपने मित्रों/सहेलियों के उत्तरों को ध्यान में रखकर उनका जानकारीपत्र तैयार करो। P3

Meet my Friend	
Name :	Radhika Prakash Deshmukh
Address :	31, Navi Peth, Navegaon
Games she plays :	kho-kho, langdi
Her favourite subject :	English
Her favourite dish :	puran poli
Her hobby :	collecting coloured stones.
Radhika can sing and whistle. She can swim. She likes to ride a bicycle. She wants to learn karate.	



1. Start at the centre. Make as many meaningful sentences as you can, using words in the neighbouring boxes.

बीच से प्रारंभ करो। समीप की चौखटों के शब्दों का उपयोग करते हुए अधिक-से-अधिक अर्थपूर्ण वाक्य बनाओ।

O10

**Example :** Let's work quickly.



biscuits	carefully	the fruits	the books	every day
it	eat	colour	study	the animals
now	drink	Let's	wash	the plants
slowly	go	play	work	quickly
away	home	cricket	well	hard

2. Write down ten of the sentences you make.

तुमने बनाए हुए किन्हीं दस वाक्यों को लिखो।

W9

3. Instead of **Let's**, use **Let me** at the beginning and make meaningful sentences.

वाक्य के प्रारंभ में **Let's** के स्थान पर **Let me** का उपयोग करते हुए अर्थपूर्ण वाक्य बनाओ।

W5

## More than a Hundred Words

1. Prepare the following lists. Do not repeat the same word in any two lists. Refer to a dictionary wherever necessary.



- Things you see in the classroom.  
(At least 10 items)
- Things you see at home.  
(At least 15 items)
- Things you see in a park/garden.  
(At least 15 items)
- Things you see at a market.  
(At least 20 items)
- Things you may see in a jungle.  
(At least 20 items)
- Things you see in your imagination.  
(At least 20 items)



निम्नानुसार सूचियाँ तैयार करो। किन्हीं भी दो सूचियों में एक ही शब्द का दोहराव न हो। आवश्यकतानुसार शब्दकोश का उपयोग करो।

P2



2. Put the items in each list in alphabetical order.
3. Put the items in all the lists together and put them in alphabetical order. Against each word, note in short, the list to which it belongs.

प्रत्येक सूची के शब्दों को a से z इस क्रम से रखो।

सभी सूचियों के शब्दों को a से z के क्रम में रखो। प्रत्येक शब्द के बाद संक्षेप में यह लिखो कि वह किस सूची का है।

परियोजना पूर्ण करने के लिए विद्यार्थियों को दो सप्ताह का समय दें। प्रत्येक विषय पर कक्षा में बीच-बीच में विचार-विमर्श कराएँ तथा अधिक-से-अधिक शब्द एवं शब्दसमूह (a blue pencil) एकत्रित करने के लिए प्रोत्साहन दें। काल्पनिक बातों की सूची में अद्भुत बातों (fairy, dwarf) तथा सचमुच की उन बातों का जो विद्यार्थियों ने प्रत्यक्ष में देखी नहीं हैं; समावेश किया जा सकेगा। जैसे : snow, diamonds. शब्दों को क्रम में रखते समय शब्दसमूह का केवल मुख्य शब्द लें। जैसे : 'pink balloons' में balloons शब्द लें। इस परियोजना के माध्यम से विद्यार्थियों को शब्दकोश का उपयोग करना सिखाएँ।

## Trains

1. Listen, repeat, learn  
and recite.

सुनो, दोहराओ, सीखो और  
पढ़कर सुनाओ।

O1

## Unit Three

Over the mountains,  
Over the plains,  
Over the rivers,  
Here come the trains.

Carrying passengers,  
Carrying mail,  
Bringing their precious loads  
In without fail.

Thousands of freight cars  
All rushing on  
Through day and darkness,  
Through dusk and dawn.

Over the mountains,  
Over the plains,  
Over the rivers,  
Here come the trains.

— James S. Tippett



2. Find and label the following  
in the picture.  
चित्र में नीचे दी गई बातों को ढूँढ़ो और  
उन्हें शीर्षक दो।

mountain, plain, river,  
river bank, bridge.

- mail (मेल) डाक।
- precious (प्रेशस) मूल्यवान, बहुमूल्य।
- without fail (बिटाउट फेईल) बिना भूले।
- freight cars (फ्रेईट कार्ज) मालगाड़ियाँ।
- dusk (डस्क) शाम, दीया-बत्ती का समय।
- dawn (डॉन) तड़के, सूर्योदय।



## The Little Babul Tree

1. Listen and read aloud with me.

सुनो और मेरे साथ मुखर बाचन करो।

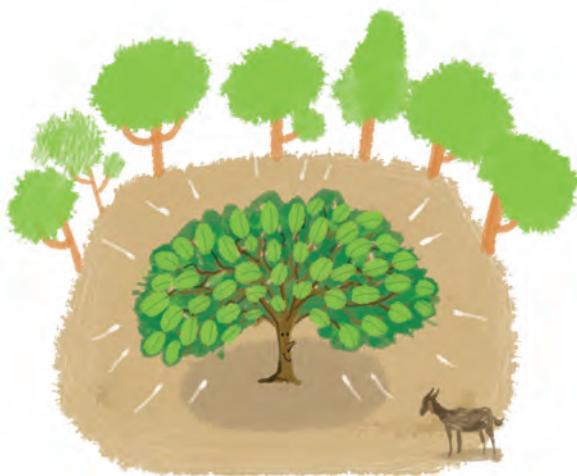
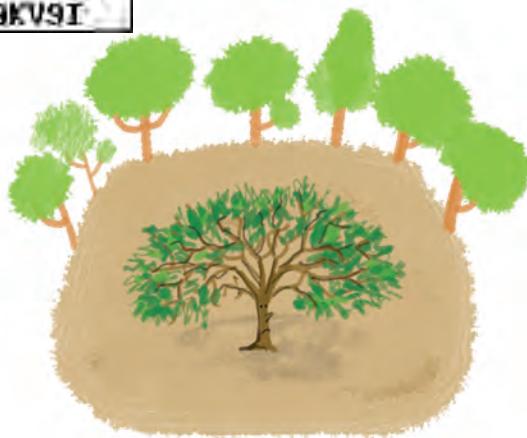
05



In a **grove** of mango trees, there was one little babul tree.

The little tree was pretty, but it was not happy. One day it said,

“I do wish I had big leaves!  
All the other trees have big leaves.  
My **thorns** are sharp and stiff.  
Children do not like me.”



Next day, when the little tree woke up, it had big leaves. It was just like the mango trees.

“Now I am happy,” it said.  
But a goat came along and ate up all the big leaves.

“Oh, dear!” said the babul tree.  
“I wish I had gold leaves.  
Goats do not eat gold leaves.”

Next day, when the little tree woke up, it had gold leaves.

“How happy I am!” it said.  
But a thief came along and **stole** all the gold leaves.

“Oh dear!” said the babul tree.  
“I wish I had glass leaves.  
Thieves do not steal glass leaves.”





Next day, when it woke up, it had all its thorns and small green leaves again.

“Oh, I never was so happy!” said the little babul tree.

Next day, when the little tree woke up, it had glass leaves.

“How happy I am!

See my leaves shine in the sun.”

But a strong wind sprang up.

“Woo-oo!” said the wind.

And it broke all the glass leaves.

“Oh, dear!” said the babul tree.

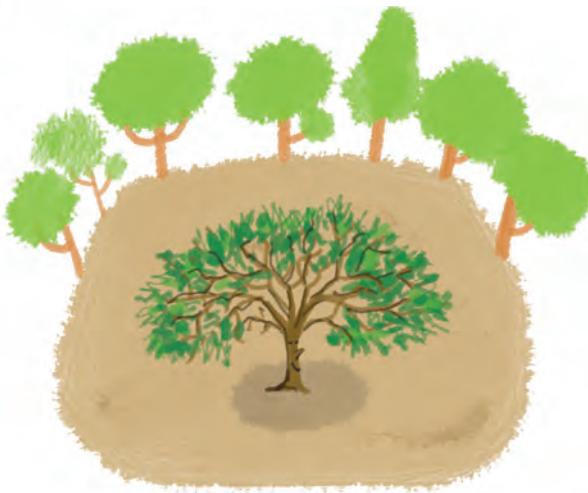
“I wish I had my thorns and small leaves again.

Goats do not eat them all up.

Thieves do not steal them.

The wind will do them no harm.”

Then the tree went to sleep.



- grove (ग्रोड्व्ह) small forest, wood. वृक्षों का छोटा-सा बन, लकड़ी । • thorns (थॉड्न्ड्स) काँटे ।
- stole (स्टोड्ल) चुराया, चुराकर ले गए । • sprang up (स्प्रॅंग् अप्) अचानक बहने लगा ।

2. Read and remember. पढ़ो और ध्यान में रखो ।

- |                            |                            |
|----------------------------|----------------------------|
| • one leaf – many leaves   | • one thief – many thieves |
| • one shelf – many shelves | • one wolf – many wolves   |
| • one knife – many knives  | • one life – many lives    |

**3.** Read the following sentences carefully.

निम्न वाक्यों को ध्यान से पढ़ो।

O4

- Children do not like thorns.
- Children like flowers.

(a) Drop ‘do not/does not’ in the following and frame meaningful sentences. You may have to change the highlighted words.

- Goats do not eat **gold** leaves.
- Thieves do not steal **glass** leaves.
- She does not like **grapes**.
- He does not play **cricket**.
- A lion does not **eat grass**.

निम्न वाक्यों में आए do not/does not शब्दों को हटाकर अर्थपूर्ण वाक्य बनाओ। इसके लिए रंगीन पट्टियों के शब्दों को भी बदलना होगा।

W5

- *Goats eat green leaves*.
- \_\_\_\_\_.
- *She likes* \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.

(b) Now use ‘do not/does not’ appropriately in the following and frame meaningful sentences.

- I like mangoes.
- You travel by bus.
- He gets up at 7.30.
- A rabbit has a short tail.
- She uses a black pen.

निम्न वाक्यों में do not/does not में से उचित शब्द का उपयोग करके अर्थपूर्ण वाक्य बनाओ।

W5

- *I do not like figs*.
- \_\_\_\_\_.
- *He does not get up at 6:30*.
- \_\_\_\_\_.
- \_\_\_\_\_.

**4.** Complete the following sentences using your ideas.

- I wish I had \_\_\_\_\_.

अपनी कल्पनाओं का उपयोग करके निम्न वाक्यों को पूर्ण करो।

W13

- I wish I could \_\_\_\_\_.

**3. (a)** और **(b)** में स्वीकारार्थक और नकारार्थक वाक्यों का उपयोग करना है। इसमें do not/does not का उपयोग किए जाने का अभ्यास होगा। उसी समय वाक्य अर्थपूर्ण होने के लिए वाक्य के अन्य शब्दों को भी बदलना है। ये दोनों बातें अभ्यास के समय विद्यार्थियों के ध्यान में लाएँ।



I wish I had a sister. I wish I could swim.

Unit Three

## Lots of Things Together

- Read aloud and copy the phrases in your notebook.

इन शब्दसमूहों का मुखर वाचन करो और देखकर अपनी कॉपी में लिखो।

O4

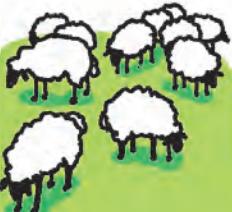
W10



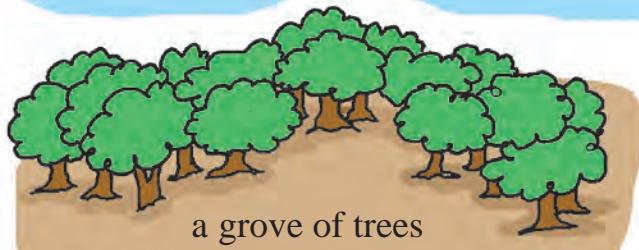
a flight of birds



a flock of geese



a flock of sheep



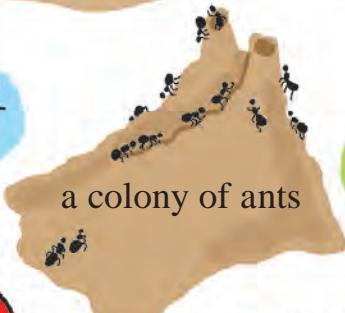
a grove of trees



a pack of dogs



a swarm of bees



a colony of ants



a herd of cattle



a group of children



a team of players



H9URB6

a crowd of people



a bundle of clothes



a bundle of sticks



a bunch of flowers

a bunch of keys



a bunch of grapes

## Know your Body

1. Listen carefully and read with me.

ध्यान से सुनो और मेरे साथ पढ़ो।

05

Our body has many parts. All parts are special.  
Read the following facts to learn how special they are.



The brain keeps working even when you are sleeping.

We have two eyes but we see one picture.

There are millions of bacteria on our skin but most of them are harmless.

Our nose can remember 50,000 different scents/smells.

Babies have around 300 bones in their body. As they grow up, the bones fuse together. Grown-ups have fewer bones than babies. There are 206 bones in their body.

The body repairs itself. If the skin is cut or injured, blood starts flowing. After a little while, it clots. A scab forms on the cut. After a few days, the scab falls off. There is new skin under the scab!

The air from our sneeze can travel at a speed of about 160 kilometres per hour. When we cough, the air from our cough travels at about 95 kilometres per hour.

A broken bone grows again and repairs itself.

Doctors use a plaster-cast to help it grow properly.



2. Listen carefully, read and remember.

ध्यान से सुनो, पढ़ो और ध्यान में रखो।

07



Our body is so wonderful.  
We must take care of our body.



We should eat well at regular times.



We should eat fruits and vegetables.



We should drink enough water.



We should take enough exercise.



We should get enough sleep.



We should keep our body and hair clean.



We should cut our nails regularly.



We should cover our mouth when we cough or sneeze.

We should wear clean clothes every day.



3. Write ‘Good Health’ and ‘Hygiene’ messages on big sheets of paper and hold an exhibition in your classroom.

बड़े कागजों पर ‘स्वास्थ्य’ और ‘स्वच्छता’ के विषय में संदेश (अंग्रेजी में) लिखो और कक्षा में उनकी प्रदर्शनी लगाओ।

W9

W10

Examples :





## Alyonushka

1. Listen carefully.

ध्यान से सुनो ।

Once upon a time, there was a girl called Alyonushka. Alyonushka lived with her father, mother and baby brother Ivanushka.

One day, Mother said to Alyonushka, “Daughter, we are going out to work. Be a good girl and look after your baby brother.”

Father and Mother went away. Soon, Alyonushka forgot all that her mother had said. She seated her baby brother on the grass, ran out to her friends and began to play with them. She clean forgot to look after her baby brother.

Suddenly, a flock of geese came flying. They swooped down, picked up her baby brother and flew away with him.

“Look, Alyonushka!” cried one of the children. “The geese are flying away with your baby brother.”



“Stop, stop, you wicked birds,” said Alyonushka.

But it was no use. She ran after the birds. The birds flew faster and faster and were soon out of sight.

Poor Alyonushka ! What could she do ! She sobbed and wept. But then she got up and said, “I must bring back my baby brother.”

Away ran Alyonushka to where the birds had flown. She ran and ran till she came to an oven.

“Oven, Oven, tell me where the geese have flown.”

“Eat a slice of my wheat bread first,” said the oven.

“What, eat a slice of wheat bread ! At home, we don’t eat even wheat cakes.”

So the oven kept quiet. Alyonushka ran on. But then she turned back and said, “I am sorry, Oven. I’d like to taste your wheat bread.”



Alyonushka ate a slice of the wheat bread and the oven showed her the way. She thanked the oven and ran on.

Soon she came to an apple tree.

“Apple Tree, Apple Tree, tell me where the geese have flown.”

“Eat one of my wild apples first,” said the apple tree.

“What, me eat a wild apple? At home, we don’t eat even garden apples.”



So the apple tree kept quiet. Alyonushka ran on. But then she turned back and said, “I am sorry, Apple Tree. I’d like to taste your apples.”

She ate a wild apple, and the apple tree showed her the way. She thanked the apple tree and ran on.

Soon she came to the milk river.



“Milk River, Milk River, please tell me where the geese have gone.”

“Have some milk, first,” said the milk river.

Alyonushka thought, “Have milk! At home, I don’t touch even cream.” But then she thought, “No, I must not say that.”

So she had some milk and the milk river showed her the way. She thanked the milk river and ran on.

She ran over the fields and through the woods. At the edge of a wood,



she saw a hut on hen's feet, turning round and round. Inside the hut sat Baba Yaga, the witch. And as the hut turned, Alyonushka saw Ivanushka, sleeping in a corner.

Alyonushka was frightened. But what could she do! She went inside the hut. "Who are you ?" asked Baba Yaga. "And why have you come ?"

"I am Alyonushka and I have come to take my baby brother," said she and picked up her baby brother.



"Come to take your baby brother? He-he-he !" laughed Baba Yaga. "I have got your baby brother, and now I have got you, too !"

"Oh, no, you haven't!" said Alyonushka. Holding Ivanushka, she jumped out of the hut and began to run back home again.

Then Baba Yaga the witch called up the geese. "Go after the children and bring them back to me," she shouted. The geese went flying after the children.

Alyonushka ran and ran till she came to the milk river.

"Milk River, Milk River, hide us, please." Quickly, the milk river hid the children. The geese couldn't find them and turned back.



Alyonushka began to run again. But the geese saw the children and came after them. Holding her brother, Alyonushka ran and ran till she came to the apple tree.

"Apple Tree, Apple Tree, hide us, please." Quickly, the apple tree hid the children in its branches. The geese couldn't find them and turned back.

Alyonushka began to run again. But the geese saw the children and flew after them. Holding her brother, Alyonushka ran and ran till she came to the oven.

"Hide us, please, Oven," said Alyonushka. Quickly, the oven hid the children. The geese couldn't find

them. They flew round and round and up and down but it was no use. At last, they turned and flew back to Baba Yaga.

Then Alyonushka crawled out of the oven with her baby brother and ran home with him. And before long, Father and Mother came home too.

*— Adapted from a Russian fairy tale*

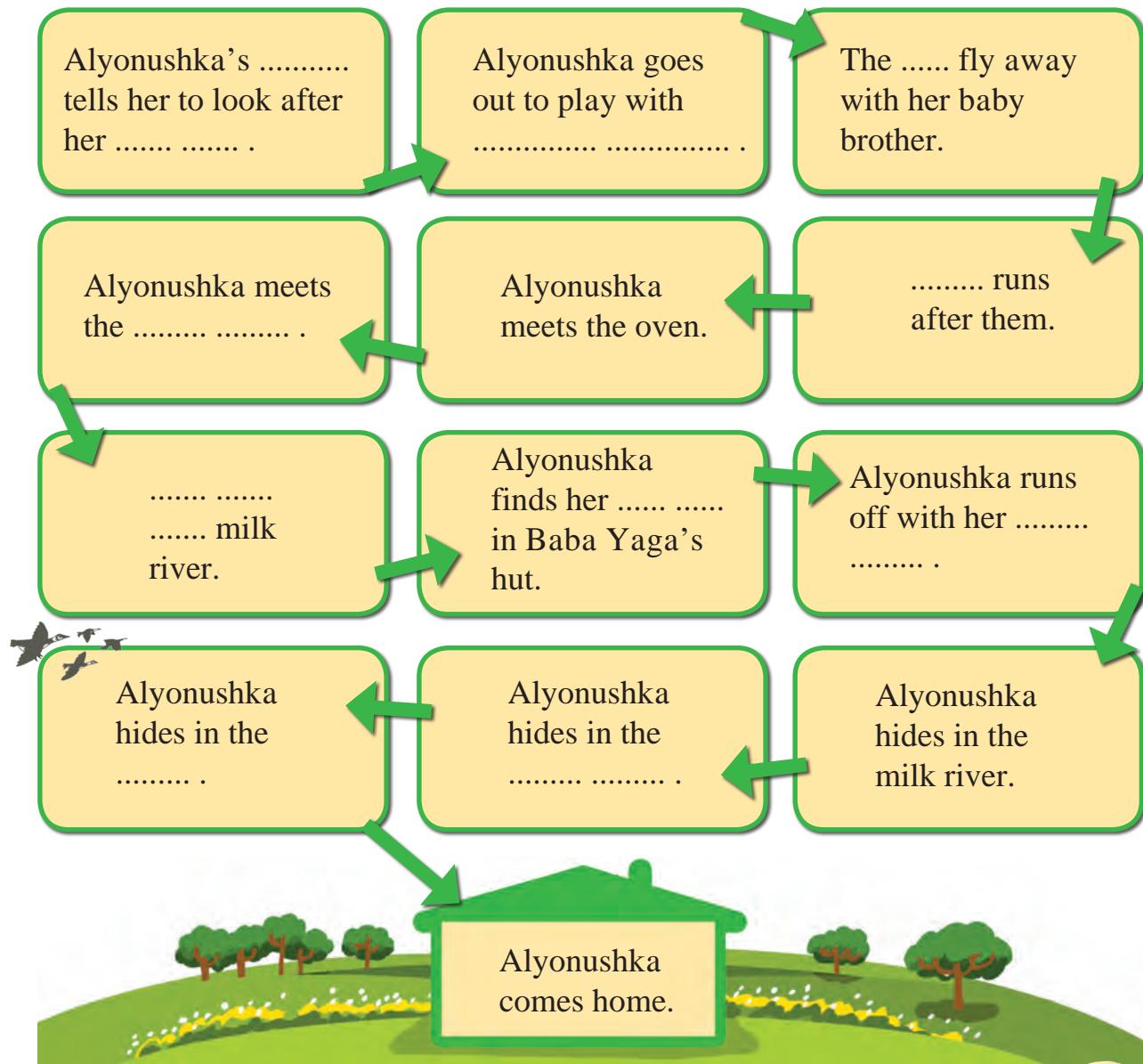
2. Now read the story aloud with me.
3. Alyonushka's story is given below in short. Read it and fill in the blanks.

अब इस कहानी का मेरे साथ मुख्य वाचन करो।

O5

नीचे अल्योनुश्का की कहानी संक्षेप में दी है। उसे पढ़ो और रिक्त स्थानों की पूर्ति करो।

W9



- Make your own funny names like Baba Yaga. Do they sound like English names ?
- Form groups of 5. Taking turns, retell this story as Alyonushka would tell it. Let the next person continue with the story after about 5-8 lines.

अपने मन से रोचक/मजेदार नाम बनाओ। जैसे Baba Yaga. क्या ये नाम अंग्रेजी नामों की तरह प्रतीत होते हैं?

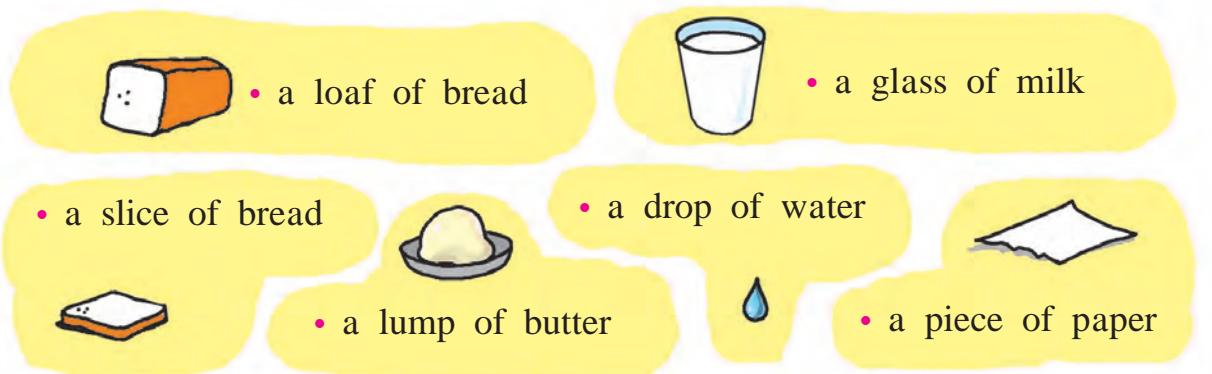
पाँच-पाँच विद्यार्थियों के गुट बनाओ। गुटों में बारी-बारी से यह कहानी इस प्रकार बताओ। जैसे अल्योनुश्का स्वयं बता रही हो। लगभग ५-८ पंक्तियों के बाद रुककर उसके बाद की कहानी अगले विद्यार्थी को बताने दो।

O14



O4 W10

- Read aloud and copy. मुखर वाचन करो और देखकर लिखो।



- Listen carefully and write each word in the proper column.

ध्यान से सुनो और प्रत्येक शब्द उचित खाने (प्रविष्टि) में लिखो।

**Teacher :** • girl • day • friends • baby • children • birds • oven • slice • cakes • tree • apples • father • feet • geese • hut • home • mother • men.

One	Many

- Listen carefully and write the words in the proper column.

ध्यान से सुनो और प्रत्येक शब्द उचित खाने (प्रविष्टि) में लिखो।

**Teacher :** • king • queen • jump • cat • read • walk • fast • red • big • mango • fish • smell • sweet • school • soft • cup • house • go • call • play • shop • office • nice • slowly • peanut • doctor • home • baby • smile • cry.

action	thing, animal, person, place	description



Little drops make an ocean.

Unit Three

# One Thing at a Time

1. Listen, read aloud, learn and recite the poem.

सुनो, मुखर वाचन करो, सीखो और कविता प्रस्तुत करो।

O4 O1



Work while you work,  
Play while you play;  
To be useful and happy,  
That is the way.

All that you do,  
Do with your might;  
Things done by halves  
Are never done right.

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

Moments should never  
Be trifled away;  
So work while you work,  
And play while you play.

– M. A. Stodart



2. Listen to the word carefully. From the poem, find another word that rhymes with it.

ध्यान से शब्द सुनो। उससे तुक बैठने वाला दूसरा शब्द कविता में ढूँढो।

O10

• play      • might      • well      • you

• one      • should

• Write down these pairs of rhyming words.

तुकवाले शब्दों की जोड़ियाँ लिखो।

W7

3. You have learnt four of these lines in ‘My English Book Four’. Find them.

इस कविता की चार पंक्तियाँ तुमने ‘माय इंग्लिश बुक फोर’ में सीखी हैं। वे पंक्तियाँ ढूँढो।

O10

4. Answer the following questions in one word.

निम्न प्रश्नों के उत्तर एक शब्द में दो।

O11

• What should you do while you work ?      • What should you do while you study ?  
• What should you do while you play ?      • What should you do while you eat ?

5. Use ‘a’ and ‘b’ each, to prepare five questions for your friends. Note down their answers.

अपने मित्रों/सहेलियों के लिए ‘a’ और ‘b’ का उपयोग करके पाँच प्रश्न तैयार करो। उनके द्वारा दिए हुए उत्तर लिखो।

(a) When do you ..... ?      (b) How long do you ..... ?

P3



1. Find a ‘pen-friend’ studying in Std VI or Std VII.

छठी/सातवीं कक्षा में पढ़ने वाले पत्र मित्र/पत्र सहेली ढूँढो।

P4

### Step 1 : Introduction

Excuse me. / Hello.

My name is ..... / I am .....

I am in the fifth standard. / I am in fifth ‘A’.

I am looking for a ‘pen-friend’.

‘Pen-friends’ are friends

who write letters to each other regularly.

We have to write letters in English.

Would you like to be my ‘pen-friend’ ?



### Step 2 : Exchanging information

- Please tell me your name and address.
- When is your birthday ?
- Tell me about your favourite things.
  - Favourite colour • Favourite game • Favourite subject
  - Favourite teacher • Favourite book • Favourite movie
  - Favourite TV programme • Favourite dish
- Who is your best friend in school ?
- What is your hobby ?
- What do you enjoy the most ?
- Tell me about the people in your family.



## Pen-friend Profiles



**Step 3 :** Send your ‘pen-friend’ greetings on special occasions like his/her birthday, or festivals throughout the year.

अपने पत्र मित्र/पत्र सहेली को उसकी वर्षगांठ अथवा त्योहार-पर्वों जैसे विशेष अवसरों पर शुभकामना कार्ड भेजो।

- Happy Birthday!      • Wish you a Happy New Year
- Happy Diwali          • Wish you all the best
- Eid Mubarak           • Congratulations !
- Merry Christmas

छठी/सातवीं कक्षा के शिक्षकों से मिलकर/बात कर कक्षा के प्रत्येक विद्यार्थी को ‘pen-friend’ मिलेगा; यह देखें। प्रत्येक विद्यार्थी के पास बना हुआ pen-friend profile देखकर प्रत्येक विद्यार्थी द्वारा शुभकामना कार्ड/पत्र भेजे जाने का नियोजन करा लें। यह देखें कि यह उपक्रम संपूर्ण वर्ष चलता रहेगा। विद्यार्थियों को प्राप्त होने वाले शुभकामना कार्डों/पत्रों की कक्षा में बीच-बीच में प्रदर्शनी लगाई जा सकेगी।

2. Read the following letters and expressions carefully. Use them to write your own letters.

निम्न पत्रों और उनके वाक्यों को ध्यान से पढ़ो। उनका उपयोग स्वयं के पत्र लिखते समय करो।

W9

### (a) Some specimen letters :

Date :

Dear .....

How are you? I hope you are fine.

Thank you so much for being my pen-friend. I want to tell you about a superb movie. It is called ..... I saw it last week. You must see it. I am sure you will like it.

How is everyone in your family? Give my regards to your parents.

Your friend,  
.....

a very good programme

a wonderful book

a lovely poem

an interesting story

watch read

Date :

Dear .....

Thank you for your letter and for telling me about the movie '.....'.

Next week, we have a 'Jokes' Telling Competition in our class. Can you suggest a good joke?

Please write again soon. Regards to your parents and love to your brother.

Yours,

.....

programme book

Story Telling Competition/  
Recitation Competition

story poem

### (b) Some useful expressions :

Give my love to your little sister/brother.

Give my regards to your parents/  
the elders in your family.

With regards,

With lots of love,

Yours sincerely,

Love,

See you soon.

Yours lovingly,

Yours truly,



The lion walks  
on padded paws ,  
The squirrel leaps  
from limb to limb,  
While flies can crawl  
straight up a wall,  
And seals can  
dive and swim.  
  
The worm he  
wiggles all around,  
The monkey  
swings by his tail,  
And birds  
may hop upon the ground



Or spread their wings  
and sail.

But boys and girls  
have much more fun:  
They leap and dance  
and walk and run.

- Author Unknown



- paws (पॉडझ) पंजे | • limb (लिम्) बड़े पेड़ की टहनी | • worm (वडम्) कृमि, कीड़ा |

2. Form pairs. Quiz each other with ‘one-many’. Point to any object/picture in this book and start the quiz.

One lion!



Many lions!



जोड़ियाँ बनाओ और ‘एक-अनेक’ का खेल खेलो ।  
किसी भी वस्तु/इस पुस्तक के चित्र को दिखाकर खेल प्रारंभ करो ।

O3

Many boys!



One boy!



- Write down any five pairs of ‘one-many’.

### 3. Dumb charades

One person acts out any line in the poem silently. Others guess what it is.

यह खेल अन्य कविताओं अथवा पाठों के लिए भी खेलाया जा सकेगा ।

- List all the action words from the poem and add other action words to the list.
- Try to make as many meaningful sentences as possible using the table below.

Rain	falls	from	the sky.
A stone	rolls	down	the hill.
A river	runs	to	the sea.
The wind	blows	in	the river.
Boats	flies	on	the ground.
Clouds	sail	across	
	float	up	
	sinks	over	
	rises		
Smoke	spreads		the bottom of the sea.

- Read the following words at a glance and complete the phrase.

नीचे दिए शब्दों को एक ही दृष्टि में पढ़ो और शब्दसमूह पूर्ण करो ।

W9

at .....

near .....

behind .....

in front of .....

on the left of .....

on the right of .....

next to .....

1. Listen carefully and answer.

ध्यान से सुनो और उत्तर दो।

O11



इस खेल की पूर्वतैयारी हेतु शिक्षक कक्षा में अलग-अलग विद्यार्थियों को अलग-अलग स्थानों पर खड़ा करें/बैठने के लिए कहें। हम कहाँ हैं, यह अंग्रेजी में बताने का भरपूर मौखिक अभ्यास करा लें। एक विद्यार्थी सामने आकर प्रत्येक विद्यार्थी का नाम लेकर प्रश्न पूछे। क्रमांक 2. से 4. में जो सुझाया गया है, उसके अनुसार इस खेल में थोड़ा-थोड़ा परिवर्तन कर बार-बार अभ्यास कराएँ।

2. Play this game outside the classroom.

यह खेल कक्षा के बाहर खेलो।

O3

3. Play this game, calling out to a group of children rather than one child.

यह खेल एक विद्यार्थी के बदले अनेक विद्यार्थियों के नाम लेकर खेलो।

O3

**Example :** Neha, Kapil, Zeenat, where are you? : We are on the first floor.

4. Play this game asking for things instead of calling out to people.

व्यक्ति के स्थान पर वस्तु कहाँ है, यह पूछने का खेल खेलो।

O3

**Example :** Where's Namita's pen? It's on her desk.

It's on her desk.

- Make a collection of English ‘texts’ and present it as a collage. Label each sample. Describe it orally in your mother tongue.

अंग्रेजी पाठ्यांशों के अलग-अलग नमूने इकट्ठे करो और उनका कोलाज बनाओ। प्रत्येक नमूने को शीर्षक दो और उसका वर्णन अपनी मातृभाषा में करो।

P5  
P8

### a ticket for a show



### a bill

<b>MAHAVIR STORES</b> 512, L.V.Ghate Road, Talegaon-2 Phone : 41212			
<b>BILL</b>		Date : 9/1/15	
To, Mr Dilip Desai			
Item	No.	Rate	Amount
1. Pens	2	50	100
2. Erasers	5	5	25
3. Sharpeners	2	10	20
4. Notebooks	1	40	40
5. Alarm Clock	1	125	125
	Total		310

### a receipt

#### Maharashtra Library

##### Receipt

Receipt No. : 2539

Date 12.3.2015..

Received with thanks from ....Mrs. Pramila Kakade.....  
the amount ₹.two thousand three hundred and twenty only  
..... as annual membership fee.

Payment  
by cash/cheque

Received by

B. Sattu

यह परियोजना इस प्रकार करवा लें जिससे विद्यार्थियों को अपने दैनिक व्यवहार में अंग्रेजी पाठ्यांश/वाक्य को ढूँढ़ने और समझ लेने की आदत लगेगी। आवश्यकतानुसार कठरनों का संग्रह करने हेतु विद्यार्थियों को पुरानी पत्रिकाएँ/समाचारपत्र उपलब्ध कराएँ। विद्यार्थियों के कोलाज की प्रदर्शनी लगावाकर उसके बारे में उन्हें बोलने का अवसर दें।



### an advertisement

**Exhibition cum Sale**  
**Vastra Emporium**  
101, South Avenue, Amgaon

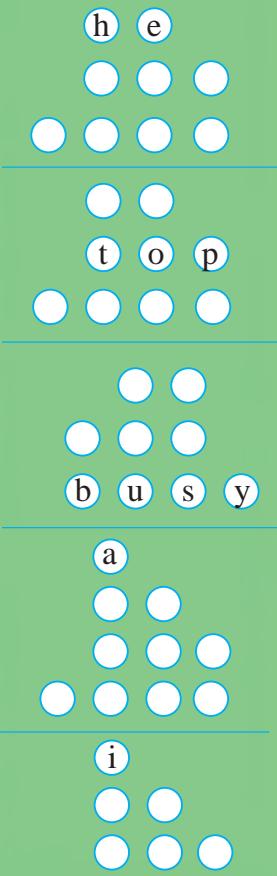
A wide range of silk and cotton sarees, dresses, dress materials and bedsheets and bedspreads.

26 Oct 2015 to 8 Nov 2015  
9.00 AM to 9 PM

Hurry!  
10% to 50% discount  
on every purchase

Attractive offers on purchases above ₹ 5000

**Complete the  
puzzle making a  
word at each step.**



**a puzzle**

### **GRIZZLY BEAR**

If you ever, ever, ever, meet a grizzly bear,  
You must never, never, never ask him where  
He is going,  
Or what he is doing;  
For if you ever, ever dare  
To stop a grizzly bear,  
You will never meet  
another grizzly bear.



- Mary Hunter Austin

**a poem**

### **The Clever Turtle**

Once, some villagers caught a turtle in the field and took him to their chief. "You must punish this thief!" they said.

"Oh, no!" said the turtle. "Please don't throw me back in the river. You may hang me, whip me, burn me, or push me from a cliff. But

please, please, whatever you do, don't throw me back in the river!"

"Throw him back in the river!" The chief ordered. The villagers threw the turtle in the river. The turtle laughed and laughed and swam away merrily.

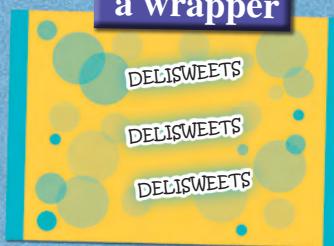


**a story**

### **a price tag**



### **a wrapper**



## **CM VISITS SCIENCE FAIR AT NAGAR**

## **TWO INJURED IN ROAD ACCIDENT NEAR CHAKAN**

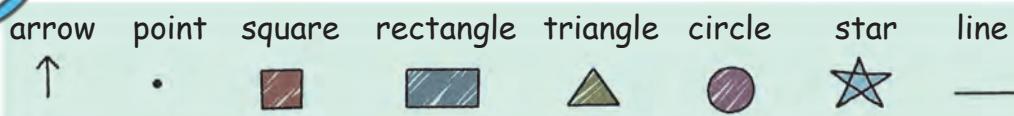
## **LOHGAON STUDENT BAGS RAMANUJAN PRIZE**

**World Cup 2015 : New Zealand  
beat Scotland by 3 wickets**  
**News Headlines**

## Shapes and Maps

1. Name the following shapes. निम्न आकारों के नाम बताओ।

08



2. Read the following map. इस मानचित्र का वाचन करो।

08



3. Now draw maps of any two of the following using the shapes you know. Prepare an index in English.

तुम्हें जो विविध आकार मालूम हैं; उनका उपयोग करके निम्न में से किन्हीं दो के मानचित्र तैयार करो। इसके लिए अंग्रेजी में सूची (Index) बनाओ।

W8

your classroom

your house

your school

any garden

any town

# Tock, Tock, Tong, Tong, All Day Long

1. Listen carefully and read after me.

ध्यान से सुनो और मेरे पीछे-पीछे पढ़ो।

05



('ब्लॉक्स्मिथ्)  
लुहार

Long, long ago, in the faraway land of Korea, there was a **minister**. On the right of his house, there lived a **blacksmith**. On the left, there lived a carpenter.

('मिनिस्टर)  
मंत्री

('हैमर)  
हथौड़ा

('सॉव)  
आरी

The blacksmith and the carpenter began their work early in the morning. Tong, tong, tong – the blacksmith beat the iron with his big **hammer**. Tock, tock, tock, – the carpenter worked with his small hammer. Krrr – krrr – krrr – he used his **saw** to cut the wood. They worked day and night and made a lot of noise. All that noise disturbed the minister. ‘I must do something about this !’ he thought.

One day,  
the minister  
called the  
blacksmith.



"I order you to shift your house somewhere else." Then he called the carpenter and gave him the same order.

After a few days, the blacksmith went to the minister. "I'm moving my house tomorrow," he told the minister. The minister was happy. He said, "That's very kind of you. You are such a good man. Please stay for lunch today."

Then the carpenter came, "I'm also moving my house tomorrow," he told the minister. The minister was overjoyed. "Oh, no! You are too kind! Please stay for lunch today."

The minister offered his neighbours many tasty dishes, sweets and fruits. Then he said goodbye to them.

The next day, when the minister went to bed,

he thought, 'Ah! At last I will have some peace. Tomorrow when I get up, I will listen to the sweet sounds of birds. How nice it will be !'

But the next morning, the minister woke up with the sound of tong, tong, tong, tock, tock, tock, krrr, krrr, krrr again. He got annoyed. He called his servants. "Go and see who is making all that noise!"

After some time, the servants came back. They had some news for the minister. The carpenter and the blacksmith had moved their houses – the blacksmith had moved to the carpenter's house and the carpenter had moved to the blacksmith's house !

The blacksmith and the carpenter carried on their work in their houses day and night !

got annoyed (गॉट अ'नॉइड) त्रस्त, परेशान ।



2. Answer the following questions in one or two words.

- (a) Who lived between the blacksmith and the carpenter?
- (b) Who used a big hammer?
- (c) Who used a small hammer?
- (d) Did the blacksmith shift his house?
- (e) Did the carpenter shift his house?
- (f) Was the minister happy at the end?

निम्न प्रश्नों के उत्तर एक-दो शब्दों में दो।

O11

3. Listen carefully and answer the riddle.

Pots and pans and spoons and ladles,  
I need a stove and sometimes an oven.  
Cutting, slicing, steaming, frying –  
when I work, your mouth begins  
to water.  
Who am I?

4. Listen to each ‘sound word’ and say what makes that sound.

- |             |               |                 |                 |               |
|-------------|---------------|-----------------|-----------------|---------------|
| • beep-beep | • ding-dong   | • slurp-slurp   | • ting-ting     | • clap-clap   |
| • drip-drip | • swish-swish | • tring-tring   | • crunch-crunch | • knock-knock |
| • tick-tock | • tock-tock   | • pitter-patter | • zoom-zoom     |               |

ध्यान से सुनो और पहली का उत्तर दो।

O11

I use needles and threads  
and scissors and buttons  
and all sorts of cloth.  
I take measurements and  
then stitch garments.  
Who am I?

5. Match the three columns and rewrite the table given below.

प्रत्येक ध्वनिशब्द सुनो और बताओ कि यह किसकी ध्वनि है।

O7

तीनों तालिकाओं को जोड़ो और नीचे दी गई सारिणी फिर से लिखो।

W6

Occupation	Tools	Actions
teacher	paints, paintbrushes, crayons, paper, canvas, pencils	draw, paint, sketch, colour, shade
cook	pots, pans, stove/cooker, knife, spoons, grinder, mixer	write, read aloud, explain, show, ask questions, test, examine, correct, help, encourage
tailor	screwdriver, drill, spanner, nuts, bolts, screws, hammer, wires	wash, clean, cut, boil, fry, steam, bake, roast, stir, mix, slice
artist	scissors, tape-measure, thread, needle, sewing-machine,	repair, join, fix, turn, screw, connect, bend, check
mechanic	chalk, board, duster, pen, computer	sew, measure, cut, stitch, draft, design, fold, hem, trim, decorate

6. Read the following sentences aloud with proper intonation. Using your mother tongue, name the occasions/situations when you will use these sentences.

स्वर में उचित उत्तर-चढ़ाव लाकर निम्न वाक्यों को पढ़ो। इन वाक्यों का उपयोग तुम किन अवसरों पर करोगे; यह अपनी मातृभाषा में बताओ।

O4

P8

- I must do something about it.
- That's very kind of you!

- Please stay for lunch.
- How nice it will be!



1. Use the phrases on the time-line in the given sentences to make meaningful sentences.

दिए हुए वाक्यों में कालरेखा के शब्दसमूहों का उपयोग करके अर्थपूर्ण वाक्य बनाओ।

014



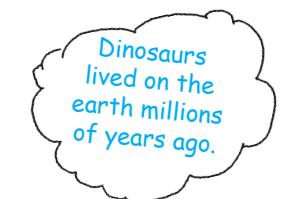
millions of years ago



in the past



long long ago



many years ago



at present

a few years ago

last year

many days ago

last week

day before yesterday

yesterday

a little while ago/  
some time ago

now/  
just now

today  
tonight

विद्यार्थियों से कालरेखा के शब्दसमूह पढ़वा लें और यह सुनिश्चित कर लें कि विद्यार्थी उनका अर्थ समझ रहे हैं। इसके पश्चात पृष्ठ 57 के प्रत्येक वाक्य में इनमें से किस शब्दसमूह का उपयोग करने पर अर्थपूर्ण वाक्य बनेगा; इस बारे में विद्यार्थियों को बोलने दें और उन्हें अलग-अलग जोड़ियाँ बनाने दें। इसी भाँति विद्यार्थियों को अपने मन से वाक्य बनाने हेतु प्रोत्साहन दें। बाद में भी यह कृति बीच-बीच में कराते रहें।

- I was in Std I.
- There were dinosaurs on the earth.
- There lived a king.
- I gave you a book.
- We visited the zoo.
- I am busy.
- I want something to read.
- She needs water.
- I am drawing a picture.
- School starts.

- I will give it back to you.
- He is going to play cricket.
- People will land on Mars.
- We will be in college.
- They will go home.
- We will grow old.



thousands of years from now

**in future**



**at present**

**now/  
just now**

**this week**

**this month**

**after a while/  
later**

**tomorrow**

**day after tomorrow**

**after a few  
years**

**next  
year**

**after  
many days**

**next week**

**many years from now**

**thousands of years from now**

कोई पाँच अर्थपूर्ण वाक्य लिखो; जो तुमने बनाए हैं।

**W6 W13**

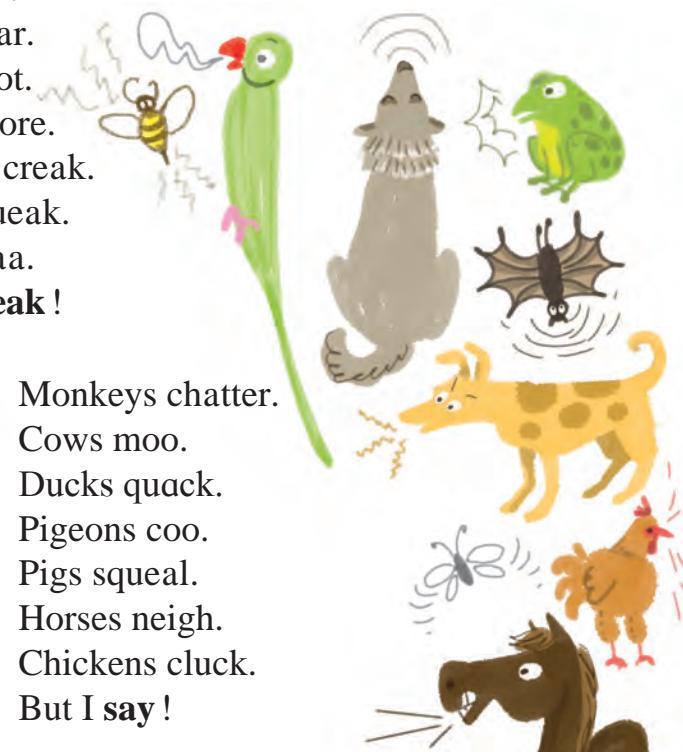
जोड़ियाँ बनाओ। ऊपरी शब्दसमूहों का उपयोग करके रोचक/मजेदार वाक्य बनाओ।

**57**

1. Listen, repeat, learn and recite. सुनो, दोहराओ, सीखो और पढ़कर सुनाओ। O1



Cats purr.  
Lions roar.  
Owls hoot.  
Bears snore.  
Crickets creak.  
Mice squeak.  
Sheep baa.  
But I speak!



Monkeys chatter.  
Cows moo.  
Ducks quack.  
Pigeons coo.  
Pigs squeal.  
Horses neigh.  
Chickens cluck.  
But I say!



Flies hum.  
Dogs growl.  
Bats screech.  
Wolves howl.  
Frogs croak.  
Parrots squawk.  
Bees buzz.  
But I talk!



- Author Unknown

2. Read what they are saying when they make that sound.

ये प्राणी विशिष्ट ध्वनि बोलकर क्या कह रहे हैं; वह पढ़ो।

O4



- Now use your imagination and say what these animals may say.

अपनी कल्पनाशक्ति का उपयोग करके बताओ कि ये प्राणी क्या कह रहे होंगे।

O15

• lion    • mouse    • sheep    • monkey    • horse    • dog    • frog    • bee

3. Rewrite the lines as shown.

दिखाए अनुसार पंक्तियों को पुनः लिखो।

W5

(1) First stanza : Cats purr – A cat purrs.

(2) Second stanza : Monkeys chatter – Monkeys are chattering.

(3) Third stanza : Flies hum – Flies were humming.

4. Form pairs. Write complete conversations for the following situations. You may use some of the sentences given below.

जोड़ियाँ बनाओ। निम्न प्रसंगों हेतु पूर्ण संवाद लिखो। इसके लिए यहाँ दिए गए वाक्यों का भी उपयोग किया जा सकेगा।

O6

W11

W9

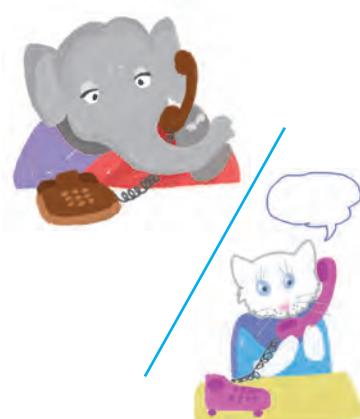
Is your father at home?



Can I speak to Pitku please?



Is that Mrs Lion?



- Hello.    • Sorry, wrong number.    • Please give her a message.
- Please ask him to ring me up.    • Please speak a little louder.
- May I know who's calling?    • ..... speaking.    • ..... here.

- Listen carefully and watch the experiment. Learn to do it yourself and present it in English.

ध्यान से सुनो और प्रयोग का निरीक्षण करो।  
यह प्रयोग स्वयं करना और उसे अंग्रेजी में  
प्रस्तुत करना सीखो।

O14



Hello.

I am going to show you  
how this balloon sticks to the  
wall without glue.

See, first I rub it on my head.  
Then I stick it to the wall.

Isn't it fun to watch ?

There is no trick in this.  
This happens due to electricity.



Namaste.

I want to show you a simple  
musical instrument.

These are all glass bowls.

Each bowl has some water in it.

This bowl is full of water.

This last bowl has very little water in it.  
Each bowl has more water than the bowl  
on the left.

Now I'll tap each bowl gently  
with this spoon.

Did you hear that ?

What a musical sound !

Do you want to try it ?

Please be careful.

Thank you !



Good morning !

I'm going to present an experiment.

You will love to watch this.

This bottle holds some vinegar.

This balloon holds a spoonful of baking soda.

Now I will fit the balloon

on the mouth of the bottle, like this.

Now I will lift the balloon.

Then the soda will fall in the bottle.

and then ..... just watch !

The balloon blows up !

When you mix soda and vinegar,

a gas known as carbon dioxide forms.

The balloon blows up because of the gas.

Thank you for watching my experiment.



I am going to show you  
something that looks like magic.  
But it's not magic. It is science.

This is a magnet.  
It attracts towards itself,  
everything that is made of iron.  
Just watch.

It draws the clips through air.  
I'll put the clips in a glass bowl.  
It draws the clips through glass.  
I'll pour some water in the bowl.  
It draws the clips through water  
and through glass.

Do you want to try it ?  
Try it with paper.  
Thank you.

इस उपक्रम के लिए आवश्यक सामग्री पहले ही इकट्ठी कर लें। सभी प्रयोग पहले स्वयं करके देखें। चौथे प्रयोग के लिए उत्तम चुंबक (मैनेट) का उपयोग करें। कक्षा के विद्यार्थियों को उनकी रुचि/पसंद के अनुसार प्रयोग चुनने दें। उस प्रयोग को सावधानीपूर्वक करने और उसे अंग्रेजी में प्रस्तुत करने का अभ्यास करा लें। प्रतिदिन दस-बारह विद्यार्थियों को उनके प्रयोग प्रस्तुत करने का अवसर दें। इस प्रयोग में अन्य प्रयोगों का समावेश कर विद्यालय में सचमुच का science-fair आयोजित किया जा सकता है।

## The Wind

1. Listen, repeat, learn and recite.

सुनो, दोहराओ, सीखो और पढ़कर सुनाओ । O1

## Unit Five



I saw you toss the kites on high  
And blow the birds about the sky;  
And all around I heard you pass,  
Like ladies' skirts across the grass –

O wind, a-blowing all day long,  
O wind, that sings so loud a song !

I saw the different things you did,  
But always you yourself you hid.  
I felt you push, I heard you call,  
I could not see yourself at all –

O wind, a-blowing all day long,  
O wind, that sings so loud a song !

O you that are so strong and cold,  
O blower, are you young or old?  
Are you a beast of field and tree,  
Or just a stronger child than me?

O wind, a-blowing all day long,  
O wind, that sings so loud a song !

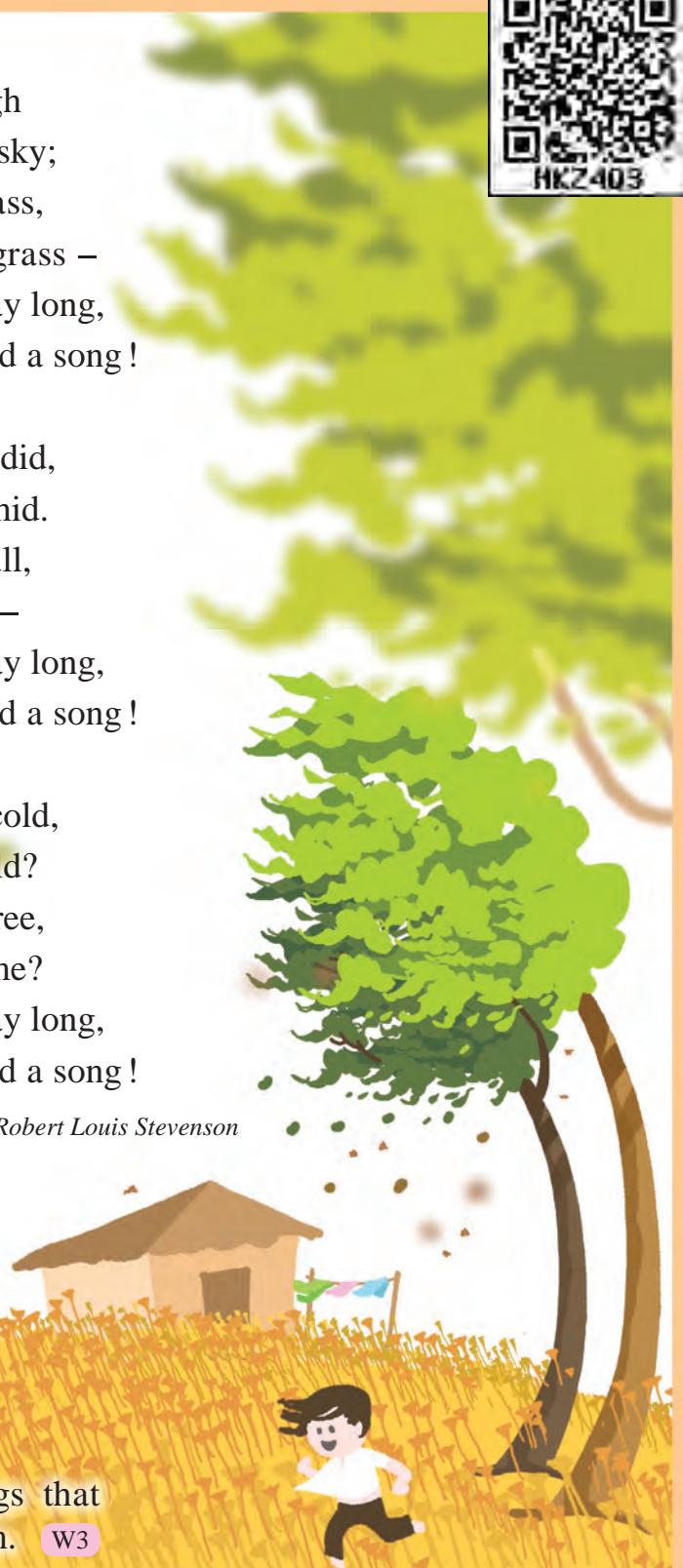
– Robert Louis Stevenson

2. Answer the following questions.

निम्न प्रश्नों के उत्तर दो ।

O11

- Who blows all day long ?
- Who sings a loud song ?
- Can we see the wind ?
- Can we hear the wind ?
- Which lines are repeated ?
- Can you tell any two things that the wind does ? Write them. W3



'Go!'  
and  
'Come!'

1. Listen carefully and read with me.

ध्यान से सुनो और मेरे  
साथ पढ़ो।

05



Once there was a little boy. He lived in a pretty little cottage. There was a lovely garden around the cottage. Different kinds of plants grew in the garden. So, there was a lot of work to do there – water the plants every day, give manure from time to time, cut and prune the plants at the right time, weed the garden, clean the garden. Everybody in the little boy's family helped to take care of the garden.

The boy had a very strict uncle. He believed in hard work and discipline. One day the boy was playing around in the house.

"Little boy," said the uncle, "your garden needs weeding. Don't play around. Do some work. Go now and weed the garden."

The little boy did not feel like weeding that day. "I can't do it," he said.

"Oh, yes, you can," said the uncle.

- hard work (हार्ड वर्क) कठोर परिश्रम, मेहनत।
- discipline ('डिसिलिन्) अनुशासन।

“Well, I don’t want to, not just now,” said the little boy.

“But you must!” said his uncle. “Don’t be **naughty**, but go at once and do your work ! This is an order ! Get up and go !”



The little boy felt sad. ‘Uncle is so unfair,’ he thought. His chin began to wobble, he had a lump in his throat. His eyes welled up.

Just then, his mother walked in.

“What’s the matter, little boy ?” she asked, “Why do you look so unhappy ?”

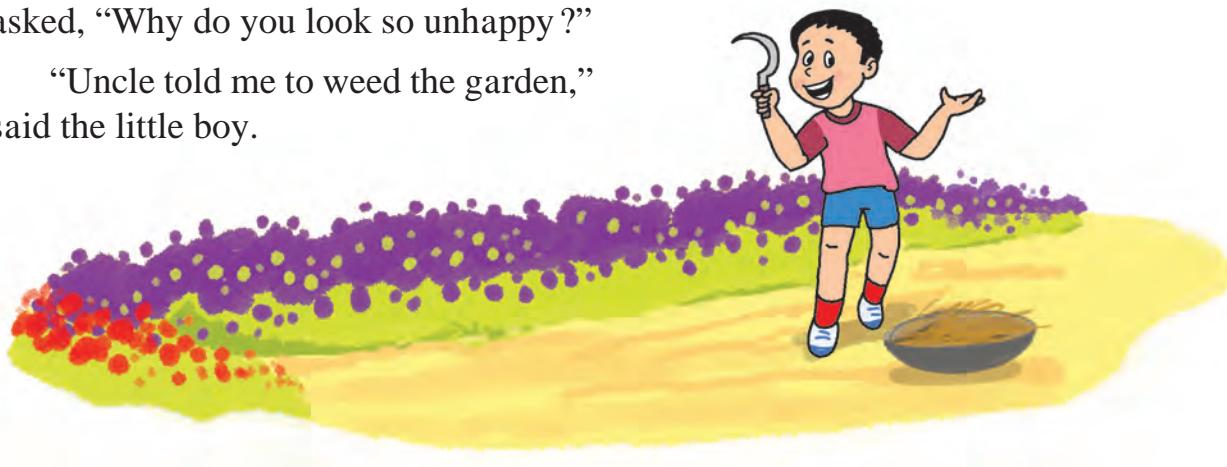
“Uncle told me to weed the garden,” said the little boy.

“Oh !” said his mother, “What fun that will be ! I love to weed, and it is such a fine day ! Can I come and help you to weed ?”

“Why, yes !” said the boy.

So the boy and his mother went outside. They weeded the garden. They had a very good time together, working and chatting and laughing.

— Adapted from ‘Go !’ and ‘Come !’  
by Laura E. Richards



- **naughty** ('नॉटिं) शरारती.

2. Read the following words aloud.

निम्न शब्दों का मुख्य वाचन करो।

O4

- |          |          |           |             |
|----------|----------|-----------|-------------|
| • pretty | • little | • cottage | • different |
| • wobble | • matter | • unhappy | • chatting  |

3. Answer the following questions.

निम्न प्रश्नों के उत्तर दो।

O11 W7

- How many people are there in the story ?
- Who are they ?
- What body parts are mentioned in the story ?

4. Copy the lines that tell you about the work you do in a garden.

बागबानी कार्य का वर्णन करने वाली पंक्तियाँ  
देखकर लिखो।

W4



5. Read the sentences and guess the meaning of the words in the boxes.

- Uncle is so unfair.
- His chin began to wobble.

6. Start a collection of ‘opposite’ words.

वाक्य पढ़ो और चौखटों के शब्दों के अर्थ पहचानो।

O12

• His eyes welled up.

• Why do you look so unhappy?

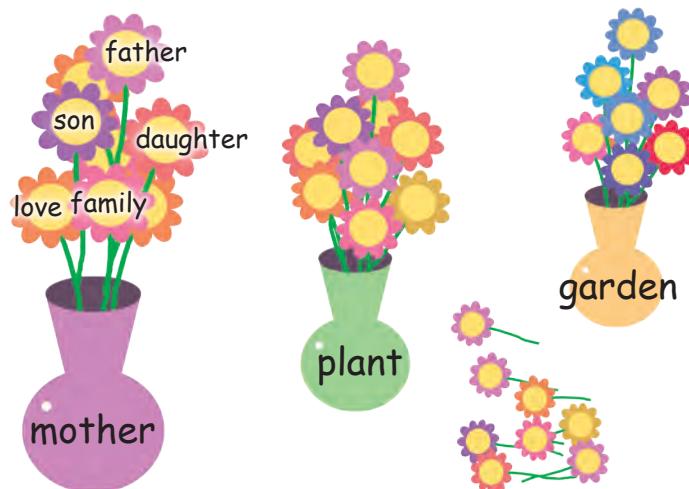
विरुद्धार्थी शब्दों का संग्रह करो और उसमें और भी ऐसे शब्द जोड़ते रहो।

P5

Action words	Describing words	
	for objects, people, etc.	for actions
go × come	little × big	now × then
give ×	different × same	up ×
ask ×	sad ×	inside ×
push ×	clean ×	right ×
throw ×	good ×	slowly ×
(Add at least 20 more pairs.)	(Add at least 15 more pairs.)	(Add at least 10 more pairs.)

7. Read the word on the vase and try to write as many related words as you can within 3 minutes.

फूलदान पर अंकित शब्द पढ़ो और उससे संबंधित अधिक-से-अधिक उतने शब्द लिखो; जितने 3 मिनट में लिखे जा सकते हैं।



विद्यार्थियों को अंग्रेजी शब्द (उनके अर्थ के साथ) तुरंत याद आएँ; इसके लिए स्वाध्याय 7. और 8. विशिष्ट रूप से दिए गए हैं। अलग-अलग शब्द देकर ये स्वाध्याय नियमित रूप में करा लें।

O3

W3

8. Try to make a ‘Word Chain’. Write a word related to a given word. Then write a word that is related to the second word. Add at least 5 words to your chain before you come back to the first word.

‘शब्दशृंखला’ पिरोने का प्रयास करो। दिए गए शब्द से संबंधित एक शब्द लिखो। उसके आगे उससे संबंधित और एक शब्द लिखो। ऐसा करते हुए कम-से-कम 5 शब्द पिरोने के पश्चात पहले शब्द की ओर लौट आओ।



eyes      time  
naughty      cottage



# The Golden Touch

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

05

## Characters



King Midas



Marygold



A Stranger



A Servant

## Scene I

*King Midas is sitting in a dark cellar.  
He is counting his gold.*

**King** : What a lot of gold I have! But I wish I had some more....

*A Stranger enters.*

Who are you?

**Stranger** : I am a friend.

**King** : How did you get in?  
The door is locked.

**Stranger** : Locked doors cannot keep me out. What a pile of gold you have there! You must be very rich.

**King** : But I want more! I want to be richer. It has taken me many years to get all this gold. I want to get more gold quickly.

**Stranger** : Why do you love it so?

**King** : Why, everyone loves gold. It makes you rich. I love to sit in this dark cellar and look at all my gold.

**Stranger** : In your garden are flowers and golden sunshine. They are far more beautiful.

**King** : Not to me. I like to be here, where everything is made of real gold. I wish that everything I touched would turn to gold.

**Stranger** : That is a strange wish. Are you sure you want to turn everything you touch to gold?



**King** : Yes, yes. I'm sure. Everything made of gold! I would be so happy!

**Stranger** : Then you shall have your wish. Tomorrow morning, at sunrise, you shall have the Golden Touch.

**King** : Thank you so much, O Stranger!

**Stranger** : Do not thank me. Perhaps you will be sorry.

**King** : Oh, no! It's a dream come true!

### Scene II

#### *In the breakfast-room*

**Servant** : Good morning, Princess.

**Marygold** : Good morning. Where is the King?

**Servant** : He has gone for a walk in the garden.

**Marygold** : I have been looking for him. Everything in his bedroom is turned to gold.

**Servant** : There he is – in the rose garden.

**Marygold** : Whatever is he doing?

**Servant** : He is touching all the roses. Now he is coming this way. I will go and get his breakfast. (*Leaves.*)

**King** : Good morning, Marygold.

See what I have brought for you.

**Marygold** : A fine yellow rose. (*Smells it.*)

Oh, it has no smell, and the hard petals have pricked my nose. (*Starts crying.*)

**King** : What are you crying for?

It is a golden rose. All roses in my garden are golden!

**Marygold** : Are they all like this one?



**King** : Come on, now. Let's have our breakfast.  
.... oh!

**Marygold** : What's the matter? Have you burnt your mouth?

**King** : This fish has turned to gold. I must try an egg.... oh, that has turned to gold, too. Oh, no! What shall I do now?

**Marygold** : Tell me, what's the matter?

**King** : Everything I touch turns to gold. I shall never be able to eat anything.

**Marygold** : My poor father! Can I help you?

*Marygold rushes forward.*

**King** : No, don't touch me. Keep away!  
Oh, Marygold, what have you done?

*Marygold has turned into a statue of gold.*

**King** : My daughter! My dear, dear Marygold!  
So full of life! Like a ray of sunshine!  
She is only a golden doll, now!

*The stranger comes in.*

**Stranger** : Well, friend Midas, what do you say now?

**King** : I am the unhappiest man in the world.



**Stranger** : Why, you have plenty of gold now.

**King** : I don't want this gold. I want my daughter, I want to eat. I want real flowers in my garden. Please take away this Golden Touch.

**Stranger** : Do you really want me to take away the Golden Touch ?

**King** : I hate it. Take it away.

**Stranger** : Then go and bathe in the stream that flows through your garden. When that is done, bring back a pitcher of water and sprinkle it upon anything you wish to change back from gold.

### Scene III

*Marygold is still a statue.  
The King is sprinkling water over her head.*

**King** : First I will sprinkle some water over my dear little Marygold.

**Marygold** : (*Comes alive*) What are you doing, father ? You have sprinkled water on my frock.

**King** : Let us go into the garden, Marygold. See what a fine morning it is.

**Marygold** : Yes, let us go and pick some flowers.

**King** : Come along then, Marygold. I have to sprinkle this on everything that I touched. And then we will get you some roses. Beautiful roses with a lovely smell !

— Adapted from a play by Philip Walsh

2. Use the play for a ‘play-reading’ performance.

3. Perform the play.

इस नाटक का मंचन करो।

P6

विद्यार्थियों के गुट बनाएँ।  
अलग-अलग गुटों को  
अलग-अलग ‘scenes’  
देकर नाट्यवाचन/नाटक  
का मंचन करवा लें।

# Where Go the Boats?



1. Listen carefully and read with me.

ध्यान से सुनो और मेरे साथ पढ़ो।

O5

Dark brown is the river,  
Golden is the sand.  
It flows along for ever,  
With trees on either hand.

Green leaves a-floating,  
Castles of the foam,  
Boats of mine a-boating –  
Where will all come home ?

On goes the river  
And out past the mill,  
Away down the valley,  
Away down the hill.

Away down the river  
A hundred miles or more,  
Other little children  
Shall bring my boats ashore.

– R. L. Stevenson

- a-floating (अ'फ्लोइंग) तैरने वाली । • castles (कास्लज्ज) किले/रजवाड़े ।
- foam (फोडम्) झाग । • ashore (अ'शोअ) किनारे पर ।



Boats sail on rivers.

70

Unit Five

2. Read the poem aloud or recite it with proper intonation.

कविता का मुखर वाचन करो अथवा उचित स्वर शैली में पढ़कर सुनाओ।

O1

3. Find the ‘colour’ words in the poem. Write down at least 10 other colour words you know.

कविता में ‘रंग’ से संबंधित शब्द ढूँढ़ो। रंग से संबंधित कम-से-कम १० शब्द लिखो; जो तुम्हें मालूम हैं।

W4

W13

4. The following pictures show how to make a very simple paper boat. Form pairs and learn to make it, trying out each step and discussing it in English. You may find the expressions given below useful.

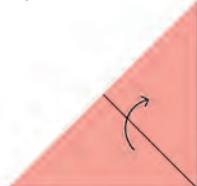
कागज की एक सादी नाव किस प्रकार बनानी है; यह निम्न चित्रों में दिखाया गया है। जोड़ियाँ बनाकर ऐसी नाव बनाना सीखो। बनाने का प्रत्येक चरण करके देखो। करते समय अंग्रेजी में बातचीत करो। इसके लिए नीचे दिए गए वाक्यांश उपयोगी होंगे।

O6

1.



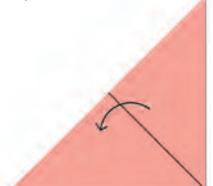
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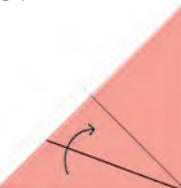
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4.



5.



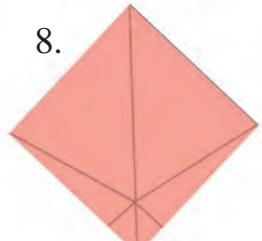
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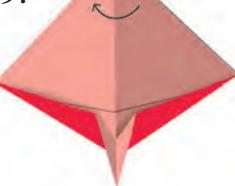
7.



8.



9.



10.



How did you do it?

Show me.

Let me show you.

Fold it like this.

Now unfold it.

Make a crease.

Press it down.

Fold it on the other side.

Like this?

No, not like that. Like this.

Show that again.

Got it?

I've got that now.

Yes, you are right.



### 1. Listen, learn and present.

सुनो, सीखो और प्रस्तुत करो।

014

Hello, friends.

You see me in the sky every day.

You say that I rise in the east  
and set in the west.

Did you guess who I am ?

Yes, that's right ! I am the sun.

Actually, I am a star like other stars you see at night.  
But I am close to the earth.

That is why, I look so big and bright.

I give the earth heat and light.

And remember, I don't go round the earth.

The earth goes round me.



Hello, everybody !

I am the earth.

I am a planet in the solar system.

I am the third planet from the sun.

I spin around myself all the time.

At the same time, I go round the sun.

I take one year to go round the sun.

Much of my surface is covered with water.

If you look at me from space,

I appear blue in colour.

That is why, some people call me  
the blue planet.

There is an envelope of air around me.

Today, I am the only home of plants, animals  
and human beings.





Hello, people on earth !  
 I am your closest neighbour.  
 I go round and round the earth.  
 From the earth, you always see only one side  
 of me.  
 You never see the other side  
 or the other half of me.  
 People on earth love me.  
 They write stories and poems about me.  
 They send spacecraft to study me from close.  
 Do you know, two astronauts  
 from earth landed on me once.  
 Maybe, some day, other people  
 on earth will also come to visit me.  
 I am the moon.

2. Guess the meaning of the following words.  
Look up these words in a dictionary.

नीचे दिए शब्दों के अर्थ पहचानो। अब ये शब्द शब्दकोश में देखो।

O12

- surface    • space    • envelope    • spacecraft    • astronauts

3. Find the English names of other planets in the solar system and write at least 2 sentences about each.

सौर मंडल के अन्य ग्रहों के अंग्रेजी नाम हूँड़ो और प्रत्येक ग्रह के बारे में कम-से-कम २ वाक्य (अंग्रेजी में) लिखो।

W13

4. As a group activity, prepare and present short monologues (at least 3-4 lines) of the following characters.

नीचे दिए पात्रों के संक्षिप्त स्वगत (कम-से-कम ३-४ पंक्तियोंवाला) गुटों में तैयार करो और उन्हें प्रस्तुत करो।

O15

- A River    • The Wind    • King Midas    • A Cuckoo    • The Little Red Hen

उचित हाव-भाव एवं स्वर के उत्तर-चढ़ाव के साथ ये स्वगत (monologues) प्रस्तुत करने का अभ्यास करवा लें। प्रत्येक विद्यार्थी को अपनी रुचि/पसंद के अनुसार एक स्वगत प्रस्तुत करने का अवसर दें।

## Guess what!

1. Read what Ishani says and then complete the sentences in the table using your ideas. Write them down.

ईशानी क्या कहती है; यह पढ़ो और अपनी कल्पनाओं का उपयोग करके सारिणी के वाक्य पूर्ण करो और लिखो।

W9

Ishani :

I get up at 7.30 every day.

Today, I got up at 7.00

Some day, I am going to get up at 5.00



**Every day**

**Today**

**Some day**

..... read books

..... read a poem

..... write a book.

..... eat vegetables

..... ate spinach

..... cook .....

..... listen to music

..... listened to .....

..... learn to sing songs.

..... play .....

..... played .....

..... play .....

..... walk to school

.... walked to school

..... come on a bicycle.

2. Read the following sentences.

- The sun always rises in the east.  
The sun never rises in the west.
- We should always speak gently.  
We should never shout.

Now make as many meaningful sentences as you can using the following diagram. Write down any ten of them.

नीचे दिए वाक्य को पढ़ो।

O4

इस पृष्ठ पर दी गई दोनों कृतियाँ पहले मौखिक रूप में हल करा लें। पर्याप्त चर्चा होने के पश्चात ही वाक्य लिखने के लिए कहें। लिखते समय देखें कि विद्यार्थी शब्दों के उचित रूपों का उपयोग करेंगे।

जैसे : She always **finishes** her homework.

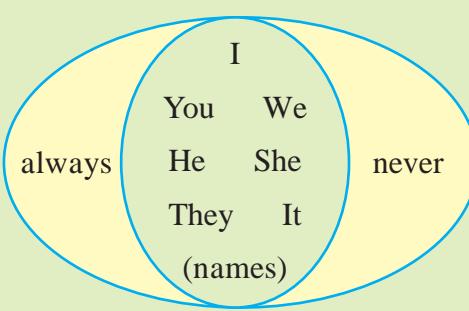
अब नीचे दी आकृति की सहायता से तुमसे जितने संभव हों; उतने अर्थपूर्ण वाक्य बनाओ। उनमें से कोई भी दस वाक्य लिखो।

O14

W9

- finish homework.
- eat vegetables.
- drink enough water.
- wash my hands.
- use plastic bags.
- throw garbage on the floor.
- quarrel with my friends.

- waste food.
- tell lies.
- waste water.
- tease animals.
- take care of my things.
- turn off a running tap.
- speak politely to teachers.
- switch off lights when I leave a room.





1. Listen, repeat and read with me.

सुनो, दोहराओ और मेरे साथ पढ़ो।

O5

**Unit Six**



2. Present the poem with proper actions.

उचित हाव-भाव के साथ कविता प्रस्तुत करो।

O1

3. Say what happens when –

बताओ कि ऐसे समय क्या होगा।

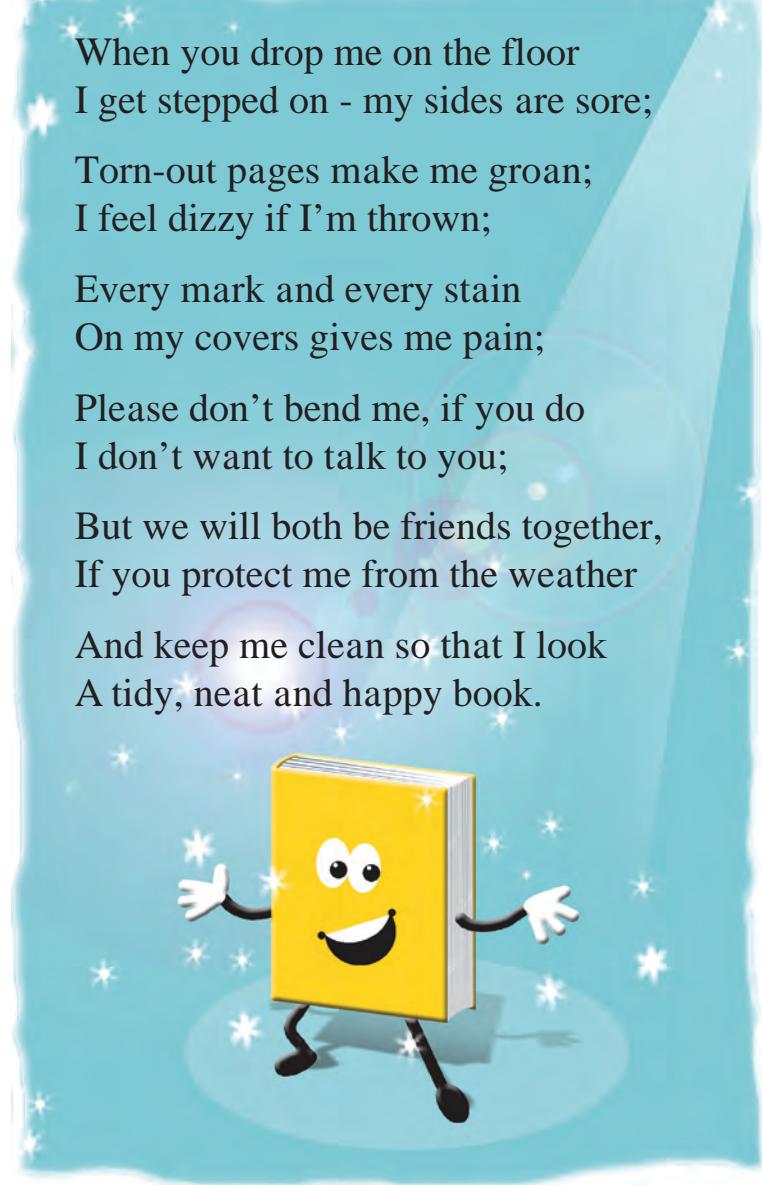
O11 O12

- you drop a book on the floor. - you put marks and stains on a book's cover.  
- you tear out pages from a book. - you throw a book.

4. Say what you will do to make your books happy.

अपनी पुस्तकों को आनंदित रखने के लिए तुम क्या करोगे,  
बताओ।

O12



1. Listen carefully and read aloud.

ध्यान से सुनो और मुखर वाचन करो।

05

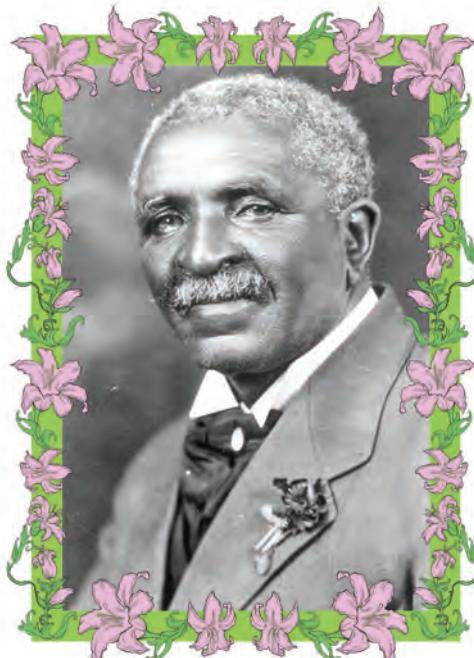
04



A man in Alabama had gone out for a walk. Suddenly, his foot slipped over the mud on the road. His clothes were splashed with mud. He took out his handkerchief and began to clean his clothes. He wiped off all the mud. But he saw that there were stains on his clothes, and what's more, the stains were blue! The handkerchief, too, had turned blue. He washed the handkerchief. But the blue stains were still there. They could not be washed off.

This man was no ordinary man. He was George Washington Carver, the famous scientist. A true scientist wants to study everything – even mud stains! Carver rushed to his lab and tested the mud stains and the soil. After many tests, he learnt how to make good quality blue paint from the soil. A church in that town needed paint. Carver's students painted the

church with this lovely blue paint. No one could believe that the paint was made from the soil under their feet!



George Washington Carver was born in 1861. His parents were slaves. His family worked on a farm in America. He lost both his parents when he was still a baby.

Carver loved plants even as a child. He cared for them. He understood what the plants wanted, what was wrong with them.

Soon, people around the farm began to call the young boy 'plant doctor'.

Young Carver wanted to go to school and then college. But he was a Black boy. Many schools and colleges in those days did not take Black students. Carver did not lose heart. He went from place to place. He found a college where he could study. He studied hard and became a scientist.



After a few months, Carver went to teach at the Tuskegee Institute in Alabama. This Institute was for Black students. Carver worked there all his life.

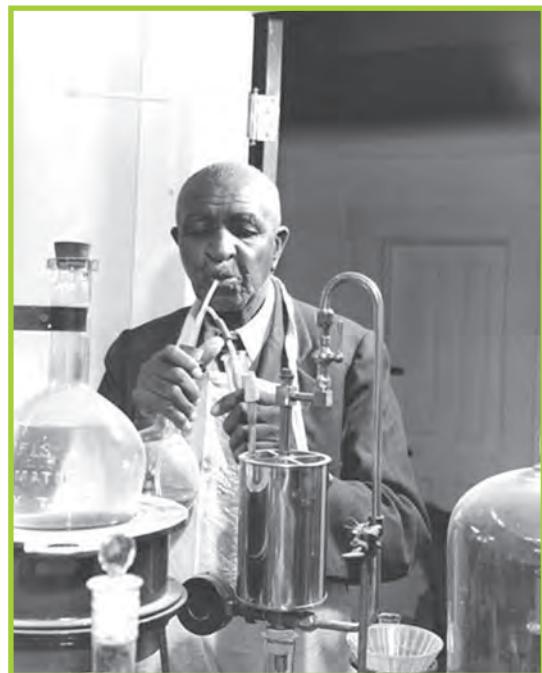
On the first day, Carver told his students, "Let us start a new project today. We will all go out and collect cans, bottles, boxes, pots and pans which people have thrown away. From these, we will make simple instruments and set up our laboratory."

And soon, Carver set up his laboratory. In this laboratory, he found new uses for these 'useless' things. He showed his students that one does not have to spend a lot of money to do great things.



Carver wanted to help the poor farmers who had small farms in Alabama. He showed them how to get good crops. These farmers grew plants like cotton because there was profit in it. But cotton made the soil poor. Carver told them to grow crops like peanuts and beans. These crops made the soil rich again. The farmers got very good crops. In fact, the crops were so good that the farmers did not know what to do with so much of them !

Again, Carver went to work. He began to look for new uses for these plants. Can you imagine how many uses he found ? From peanuts, he made sugar, ink, boot-polish, colours, soap,



paper, tiles, butter, plastic, milk, ... as many as 300 things ! From sweet potato, he made as many as 118 things. Soon, these crops were in great demand and the farmers were happy.

This great scientist died in 1943. The place where he worked is now turned into a 'museum'.



2. Find the meaning of the following words from a dictionary.

- stain    • slave    • laboratory    • demand    • museum

निम्न शब्दों के अर्थ शब्दकोश में ढूँढ़ो।

—

3. List the following from the passage.

- food items    • everyday things    • words related with studies

अनुच्छेद से निम्न बातों की सूची बनाओ।

W4

4. Rearrange the following events in the proper order. Use the points to make a chart of the life-sketch of George Washington Carver.

निम्न घटनाओं को उचित क्रम में रखो। इन मुद्दों का उपयोग करके जॉर्ज वॉशिंग्टन कार्वर के जीवनवृत्त की सारिणी तैयार करो।

W6

1. Went to teach at the Tuskegee Institute in Alabama

2. Lost his parents

3. Was born in 1861

4. Loved plants as a child

5. People called him 'plant doctor'

6. Went from place to place to find a college

7. Died in 1943

8. Helped farmers in Alabama to make their soil rich

9. Found many uses for peanuts and sweet potato

5. Write a note on Carver in your mother tongue.

कार्वर पर अपनी मातृभाषा में एक टिप्पणी लिखो।

P8



1. Look around, think and frame at least 25 questions.

अपने आस-पास देखो, सोचो और कम-से-कम 25 प्रश्न तैयार करो।

P7



- How does/do ..... ?
- Who ..... ?
- What do/does ..... ?
- Why do/does/did ..... ?
- When do/does ..... ?
- Where do/does ..... ?

2. Form groups of five. Compare your questions, and keep adding to your list till each one has a set of 25 **different** questions. You may make use of the beginnings given above.

Your group will have a 'Question Bank' of 125 questions.

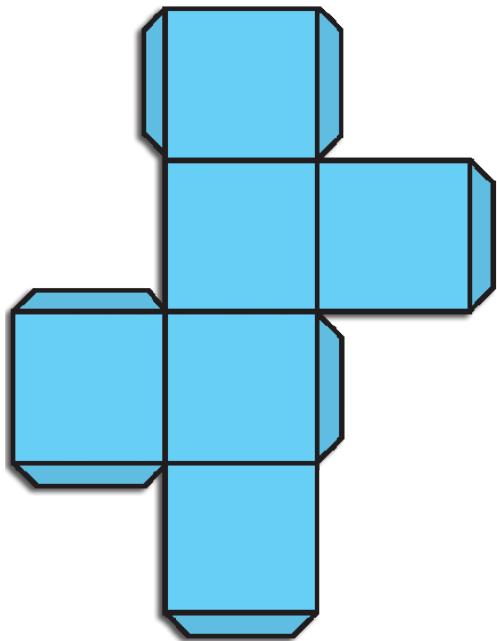
पाँच-पाँच विद्यार्थियों के गुट बनाओ। एक-दूसरे के प्रश्न पढ़कर उनमें तब तक और अधिक प्रश्नों को जोड़ते जाओ; जब तक कि प्रत्येक विद्यार्थी के पास 25 भिन्न प्रश्नों की सूची नहीं बन जाती। प्रश्न बनाते समय ऊपर दिए (प्रश्न के प्रारंभ में आने वाले) शब्दों/शब्दसमूहों का उपयोग किया जा सकता है।

तुम्हारे गुट के पास 125 प्रश्नों का प्रश्नसंच तैयार हो जाएगा।



• Listen, read, make and play. सुनो, पढ़ो, तैयार करो और खेलो।

O3



You have studied ‘nets’ in mathematics.

Copy this ‘cube net’ on a cardsheet.

Cut out the net along with the flaps.

Fold the flaps inside and make a cube.

Unfold.

Cut out one more net in the same way.

Now write the following words on the net,  
one word in each square.

**Net 1 :**

green pink blue yellow violet orange

**Net 2 :**

square circle diamond oval kite rectangle

Now put some glue on the flaps of one net and  
stick them on to the sides to make a cube.

Let the glue dry.

Repeat the process to make the other cube.

Your dice are ready!

Now make groups of 5-8 and play the game  
given on the back cover of this book.

**How to play :** Use the ‘board’ given on the back cover.

A player throws the dice.

See the words on the top sides of the dice,  
for example, ‘green’ and ‘square’.

The player has to read the action given in the green square and  
perform it in 1 minute.

Then, he/she gets 1 mark.

The star means you get 1 mark without doing anything.

The player with the highest marks is the winner!

Now go ahead and play !

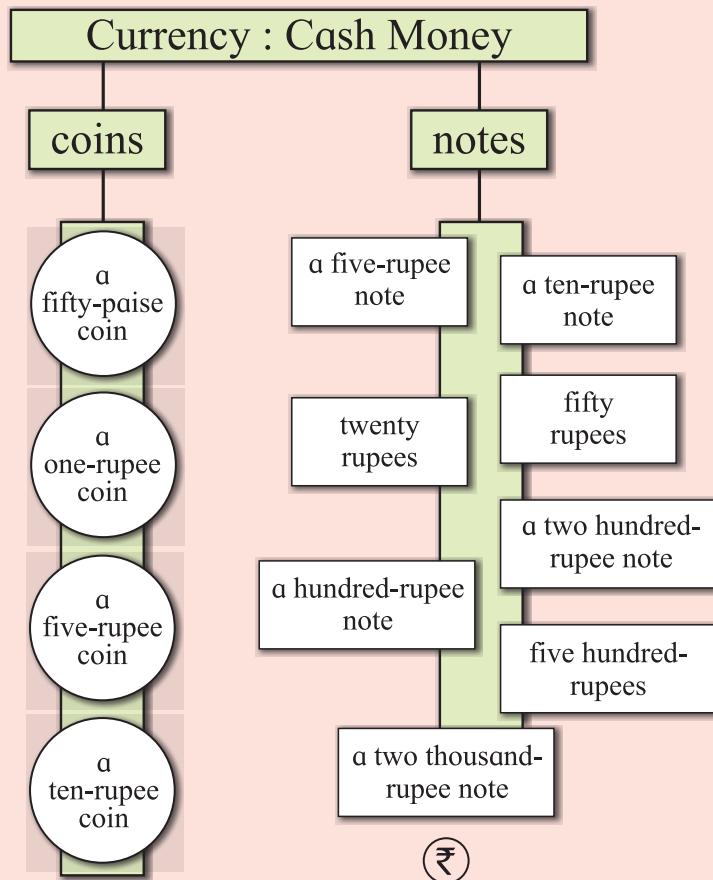
Wish you all the best !



We all need money to buy things  
and to pay people who work for us.

But what is ‘money’?  
Who invented ‘money’?

Today, we see money in the  
form of coins and notes.



These are the coins and notes we use in India.  
But different countries use different coins and notes.  
Their money is known by different names.

In the United States, they use  $\$$  dollars.

In England, they use  $\pounds$  pounds.

But long, long ago, people did not use coins and notes.

They exchanged one thing for another.

This was known as ‘barter’.

It may seem unbelievable, but long ago  
people even used special stones as money !

Imagine how difficult it must have been  
to carry this money !

People also used bricks of salt, shells and  
cowries as money in the past.

They gave grain, farm produce, cattle, goats,  
chickens, etc. in return for things like  
clothes, tools and implements or as wages.

Then they began to use bits of precious metals  
like gold, silver and copper as money.

It was easier to carry this money around.

Paper money was first used in China  
about 1000 years ago.

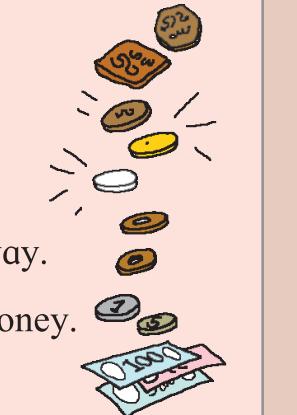
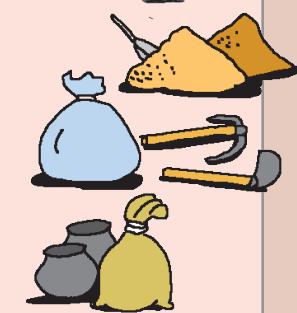
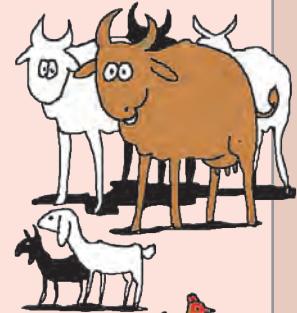
Paper money or notes have no value  
of their own, but a note is a ‘promise’  
to give that much money.

These notes are printed by the government.  
No one else is allowed to print notes.

You must use your money carefully.

You should not write on the notes or tear or  
crumple the notes, or damage them in any way.

You should also be careful when you spend money.  
People have to work hard to earn money !



\*\*\* (As updated on 09.08.2019)

2. Write a short note on ‘money’ in your mother tongue.

‘पैसा’ विषय पर अपनी मातृभाषा में एक टिप्पणी लिखो।

P8

3. Look at the diagram on page 80. It is called a tree diagram because it has ‘branches’. Now read the following and draw a tree diagram to show this information.

पृष्ठ 80 पर दी आकृति देखो। ऐसी आकृति के ‘टहनियाँ’ होने के कारण उसे ‘tree diagram’ कहते हैं। अब नीचे दिया पाठ्यांश पढ़ो और पाठ्यांश की जानकारी दर्शाने हेतु ‘tree diagram’ बनाओ।

W8

Things in our surroundings form two groups – living things and non-living things. Living things are of two kinds, plants and animals. There are two types of plants – flowering plants and non-flowering plants. If we consider animals, we see that some animals lay eggs. They are oviparous animals. Some animals give birth to their young ones. They are viviparous animals.

Find more topics from your Environmental Studies or Mathematics textbooks for drawing tree diagrams. Draw the diagrams and add the words in English.

अपने परिसर अध्ययन अथवा गणित विषय की पाठ्यपुस्तक में ‘tree diagrams’ के लिए विषय खोजो। आकृतियाँ बनाओ और उनमें अंग्रेजी शीर्षक लिखो।

W8

4. Make meaningful sentences from the following table.

निम्न तालिका के आधार पर अर्थपूर्ण वाक्य तैयार करो।

W9

- She was tired
- She wanted to buy a car
- He was angry
- He did not know the answer
- They did not have money
- He did not read the book

but

- she finished her homework.
- she had no money.
- he did not fight.
- he did not copy his friend’s answer.
- they lived happily.
- he knew the story.



1. Listen, repeat and read with me.

सुनो, दोहराओ और मेरे साथ पढ़ो ।

O5



Hundreds of stars  
in the pretty sky,  
Hundreds of shells  
on the shore together,  
Hundreds of birds  
that go singing by,  
Hundreds of lambs  
in the sunny weather.

Hundreds of dewdrops  
to greet the dawn,  
Hundreds of bees  
in the purple clover,  
Hundreds of butterflies  
on the lawn,  
But only one mother  
the wide world over.

— George Cooper



2. Recite the poem with proper intonation.

स्वर में यथोचित उतार-चढ़ाव लाकर कविता सुनाओ ।

O1

3. Find the meanings of the following from a dictionary.

• sunny    • weather    • dewdrops

निम्न शब्दों के अर्थ शब्दकोश में ढूँढ़ो ।

—

• purple    • clover

4. What other things can you think of that you see in hundreds?

सैकड़ों में दिखाई देने वाली अन्य कुछ बातें क्या तुम्हें याद आती हैं ?  
(अंग्रेजी में बताओ ।)

O15

5. What else can you think of that is only one of its kind ?

क्या तुम्हें ऐसी दूसरी बातें याद आती हैं ; जो अपने-आप में केवल एक ही एक हों ? (अंग्रेजी में बताओ ।)

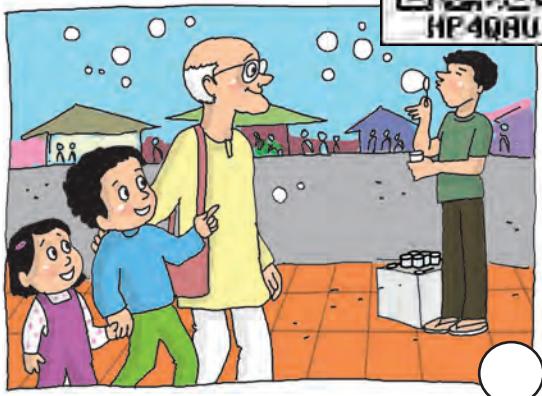
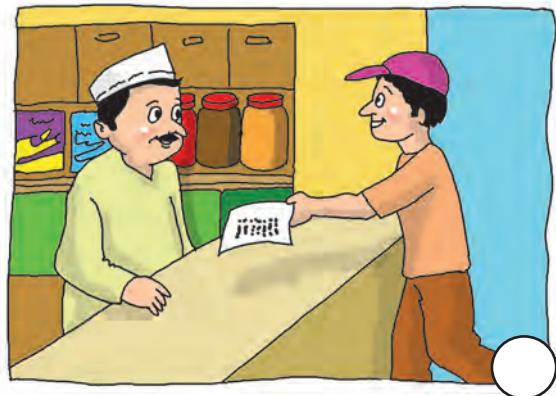
O15



## At the Market

1. Look at the following pictures. Read the conversations given on the opposite page. Then match the conversations and the pictures by giving them appropriate numbers.

निम्न चित्र देखो। सामनेवाले पृष्ठ के संवाद पढ़ो। उन्हें उचित क्रमांक देकर संवाद और चित्र की जोड़ियाँ मिलाओ। O12 O6



**A** : Good morning, Aaji.  
How can I help you ?  
**B** : I want to buy rice for the whole year. Show me the varieties you have and tell me the prices.  
**A** : Aaji, this variety is good. Don't worry about the price. It is not very costly.

**A** : Here are your potatoes. Would you like to buy tomatoes ? These are nice and fresh.  
**B** : Sure. Wait. I'll give you another bag for the tomatoes.

**A** : Grandpa, the bubbles look so lovely ! Can we buy the bubble-maker ?  
**B** : Why not ? Let's buy three. Two for you children and one for me !

**A** : Hello, Uncle. Mother has sent this list of grocery items for the month. Can you deliver them today ?  
**B** : Sure. We'll deliver them today.

**A** : Do you like roasted corn-cobs ?  
**B** : Oh, I love them with salt and lemon-juice.  
**A** : Let's see at what price he is selling them.

**A** : Have you tried these cakes ? They're so delicious.  
**B** : This is a new cake shop, isn't it ? But I'm not very fond of cakes.

**A** : Give me some tomatoes.  
**B** : Where's your bag ?  
**A** : I don't have one.  
Give me a plastic carry-bag.  
**B** : Sorry. I don't keep plastic carry-bags.

**A** : Please give us two full glasses. And don't put ice in the juice.  
**B** : But, Mamma, I want some ice in my juice.  
**A** : OK, put just a little ice in each glass.

2. Enact these conversations. You may make your own additions or suitable changes in the conversations.

संवादों का नाट्यीकरण करो। तुम अपने मन से उसमें आवश्यकता के अनुसार संवाद जोड़ सकते हो अथवा परिवर्तन कर सकते हो।

1. Listen carefully and read aloud.

ध्यान से सुनो और मुखर वाचन करो। 05

04



At the time of King Ashoka, a new temple was being built in the capital city. All the people in the capital helped to build the temple. They tried their best to make it strong and beautiful.

Rich people gave their money. Workmen put in their best work. Others helped to prepare the stones, and cut the timber. Everyone helped to build the great temple.

One day, an old man came to offer his help. He was Jaikishan, the stone carver. He carved beautiful figures and designs in stone. Now he was old, and his hands





shook a little. Yet, he was a good workman. He took great care with his work.

Jaikishan was told to carve the figure of a *devadoota* in a corner. This corner of the temple was nearly always dark. Here, no one would ever see the *devadoota* very clearly. People would only see the face of the *devadoota* clearly.

Jaikishan made a *devadoota* with a beautiful face. "But this is not enough," he said. He went on carving. He carved the entire *devadoota* carefully. He carved very well. The garments of the *devadoota* were carved in stone, but they looked thin and soft.

One day a man came to that corner. He saw Jaikishan carving the *devadoota*. He saw how beautiful the carving looked. He saw how carefully and lovingly Jaikishan worked. The man smiled. He asked Jaikishan, "Why do you take such trouble with the garments? No one will see your work in this dark corner. No one will know who did it."

"That may be," said old Jaikishan, "But God can see my work even in this dark corner and he knows the workman, too."

*– Adapted from a story by John Martis*

2. Tell the story in your mother tongue.

यह कहानी अपनी मातृभाषा में बताओ।

P8

- ★ अंग्रेजी वाक्यों के प्रारंभ में हमेशा कैपिटल (capital) अक्षर लिखते हैं।
- ★ नाम का प्रथम अक्षर भी कैपिटल लिखते हैं।

- ★ एक से अधिक वस्तुओं; मनुष्यों, प्राणियों, स्थानों आदि को दर्शने वाले अनेकवचनी अंग्रेजी शब्दों के अंत में प्रायः -s, -es अथवा -ies अक्षर आते हैं।
- जैसे : cups, birds, bushes, buses, flies, stories.



- ★ इस समय की अथवा नियमित बातों के बारे में बोलते समय शब्दों की ये जोड़ियाँ अभिन्न हैं।

I am	You are	He is	She is	It is	We are
I have	You have	He has	She has	It has	They are
I do	You do	He does	She does	It does	They do

- ★ जी हाँ/जी नहीं जैसे उत्तरवाले प्रश्न तैयार करते समय इन जोड़ियों के शब्द उलट-पुलट हो जाते हैं।
- जैसे : I am late. Am I late ?

★ अंग्रेजी बोलते समय  
Hello ! Good morning !  
Please, Thank you.  
Sorry ! Excuse me,  
Do you mind .....,  
It's all right !  
आदि का उपयोग करना अच्छा होता है।

### a अथवा an ?

- ★ अंग्रेजी में वस्तु, प्राणी, स्थान आदि के प्रारंभ में 'a' का प्रयोग करते हैं।

जैसे : a bag, a white duck, a big hill, a man.

- ★ परंतु आगेवाले शब्दों का प्रारंभ यदि स्वर से होता है तो 'a' के बदले an का प्रयोग करते हैं।

जैसे : an ant, an axe, an angry man, an egg, an early bird, an ice cube, an umbrella, an hour (अॅन् आवॅ)

### किसका क्या (संबंध) यह दर्शने के लिए -'s का प्रयोग करते हैं।

जैसे: Meena's doll, tiger's tail, children's books.

- ★ -s/-es से समाप्त होने वाले बहुवचनी शब्दों के अंत में केवल ' का प्रयोग करते हैं।

जैसे: Rabbits' ears, Boys' School, Girls' Hostel.

- ★ नामों के अंत में s होगा तो केवल ' अथवा 's इनमें से किसी का भी प्रयोग किया जा सकता है।

जैसे: Midas' daughter अथवा Midas's daughter.

- ★ कुछ शब्दों में से अक्षर हटाए गए हैं; इसे दर्शने के लिए भी ' इस चिह्न का प्रयोग करते हैं।

जैसे : I'm going. He's happy.

- ★ जो घटनाएँ घटित हो गई हैं; उन्हें दर्शने के लिए शब्दों के अंत में प्रायः -d अथवा -ed का प्रयोग करते हैं।

- ★ भविष्य में होने वाली घटनाओं के बारे में बोलते समय will अथवा going to का प्रयोग करते हैं।

- ★ इस समय चल रही घटनाओं के बारे में बोलते समय अंत में आने वाले -ing शब्द का प्रयोग करते हैं।

किशोर

किशोर

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Say 'a' to 'z'  
in  
10 seconds.

Tell 5 words  
that end  
with 'e'.

Tell 5 words  
that begin  
with 'a'.



Tell 5 words  
that end  
with 'r'.

Say 1 to 20  
in  
10 seconds.

Frame  
a question  
that begins  
with 'What'.

Do what  
you like  
(in English).

Sing  
an English  
song.

Frame  
a question  
that begins  
with 'Who'.

Frame  
a question  
that begins  
with 'How'.

Tell  
5 words  
that begin  
with 'n'.



Tell  
4 words  
that begin  
with 'th'.

Tell  
5 words  
that begin  
with 'b'.

Tell  
5 words  
that end  
with 't'.

Tell  
5 words  
that end  
with 'p'.

Tell  
5 words  
that end  
with 'k'.

Tell  
5 words  
that begin  
with 'c'.

Speak  
fast  
in English for  
10 seconds.

Tell  
4 words  
that begin  
with 'wh'.

Tell  
5 words  
that begin  
with 'm'.



Tell  
5 words  
that begin  
with 'p'.

Make  
a sentence  
that has  
'and'.



Tell  
5 words  
that end  
with 'n'.

Tell  
5 words  
that begin  
with 't'.

Tell  
5 words  
that begin  
with 'd'.



Frame  
a question  
that begins  
with  
'Where'.

Frame  
a question  
that begins  
with  
'When'.

Frame  
a question  
that begins  
with  
'Why'.

Tell  
4 words  
that begin  
with 'st'.

Tell  
5 words  
that begin  
with 'f'.



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