

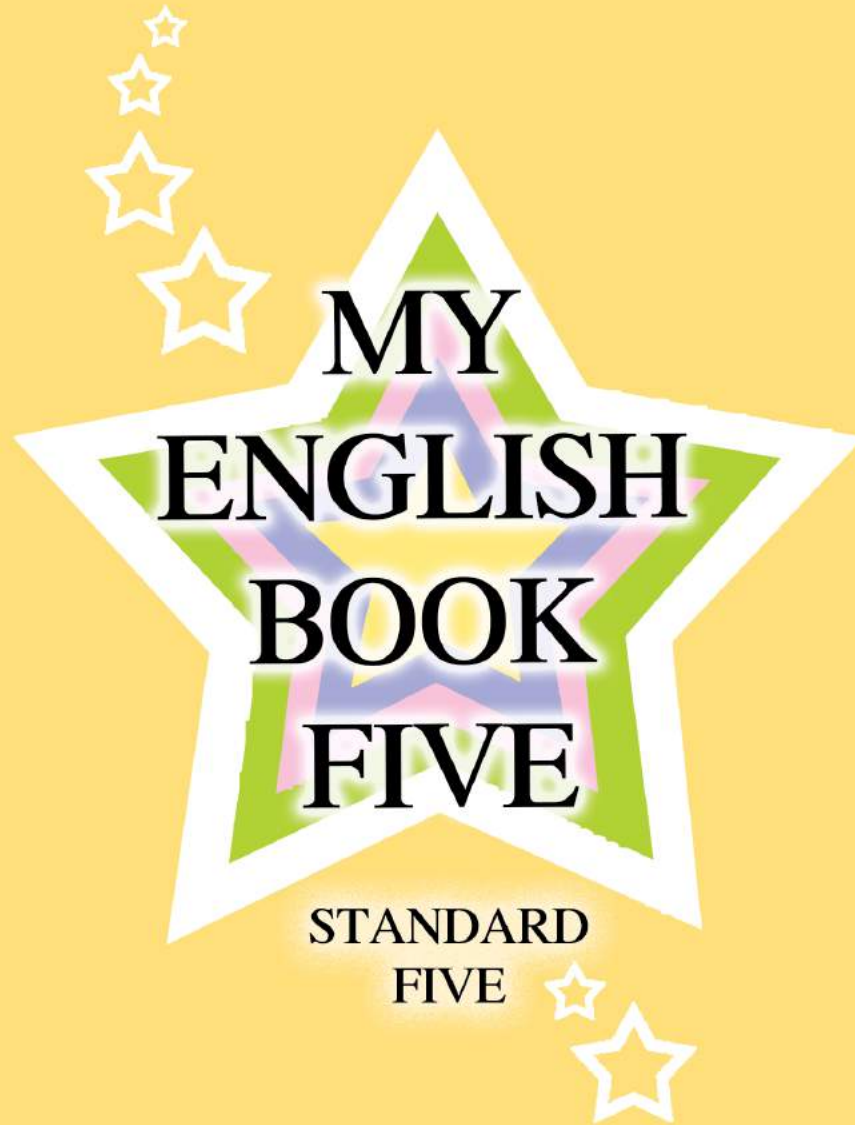
MY ENGLISH BOOK FIVE

STANDARD
FIVE

मराठी माध्यम



Education Department's Sanction Number :
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मराठी माध्यम



**Maharashtra State Bureau of Textbook Production and
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English Language Committee :

Dr Rohit Kawale
Dr Aniket Jaware
Dr I. P. Nadaf
Dr Shruti Chaudhary
Shri. Nilesh Kedare
Smt. Dhanavanti Hardikar

Cover and Illustrations :

Reshma Barve

Co-ordination :

Dhanavanti Hardikar
Academic Secretary for Languages
Santosh J. Pawar
Subject Assistant, English

English Language Panel :

Dr Lalita Vartak
Dr Prabha Sampath
Smt. Samannaz B. Irani
Smt. Smita Vijay Inamdar
Shri. Shridhar Madhukarrao Nagargoje
Shri. Sultanchaand Hasan Shaikh
Dr Raju Govindrao Munghate
Dr Prashant Kashinath Gawande
Shri. Manohar Hilal Mali
Shri. Ashok Chintaman Raut
Shri. Chandrakant Devrao Mohod
Shri. Nitesh Kondiba Thite
Shri. Pankaj Vasantao Patil
Shri. Sharad Narayan Vasankar
Shri. Harendra Nagesh Bidkar
Shri. Rajesh Prakashrao Khatavkar
Shri. Gunawant Vitthalrao Barahate

Production :

Sachchitanand Aphale
Chief Production Officer
Sunil Kasbekar
Production Officer

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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

14 Phalgun 1936

ध्वनिचिन्हे : स्वर

चिन्ह	उदाहरण	चिन्ह	उदाहरण	चिन्ह	उदाहरण
ई	eat / ईट् / see / सी /	ऑ	box / बॉक्स् / ऑस ball / बॉडल् /	अ	away / अ'वेड् / अस girl / गडल् /
इ	sit / सिट् /	उ	wool / वुल् /	एड	gate / गेट् /
ए	pen / पेन् /	ऊ	moon / मून् /	ओड	boat / बोडट् /
अँ	bat / बॅट् /	अ	up / अप् /		
आ	father / 'फादर /	अ	cup / कप् /		

ध्वनिचिन्हे : व्यंजने

चिन्ह	उदाहरण	चिन्ह	उदाहरण	चिन्ह	उदाहरण
प	pen / पेन् /	फ	fan / फॅन् /	ह	house / हाउस् /
ब	bat / बॅट् /	व्ह	van / व्हॅन् /	म	man / मॅन् /
ट	tea / टी /	थ	thorn / थॉन् /	न	name / नेडम् /
ड	dog / डॉग /	द	this / दिस /	ग	sing / सिंग् /
क	cat / कॅट् /	श	sheep / शीप् /	क	sink / सिंक /
ग	go / गोड /	झ	measure / 'मेझर /	ल	look / लुक /
च्	check / चीक् /	स्	seat / सीट् /	र	red / रेड् /
ज	Junc / जून् /	झ	zip / झिप् /	य	yes / येस् /
				व	water / 'वॉटर /

- यातील ड हे चिन्ह स्वर दीर्घ आहे असे दाखवते. • अ आणि अ मध्ये फरक असा, की अ हा स्वर साधा आहे; तर अ हा जोर देऊन म्हणायचा स्वर आहे. उदा., कप्, बस्, ट्रक्.
- झ हा 'झेंडा'मधला, तर झ 'झबल्या'तला. • (') हे चिन्ह शब्दावरील आघात दाखवते.

इंग्रजी उच्चारणाबाबत

या पुस्तकात देवनागरी लिपीच्या मदतीने इंग्रजी उच्चारण दाखवले आहे. ते केवळ ब्रिटिश किंवा अमेरिकन उच्चारणांचा आदर्श ठेवून दिलेले नाही. सुशिक्षित भारतीय माणसांचे उच्चारण ग्राह्य धरून, शक्यतो प्रमाण इंग्रजी भाषेला जवळचे उच्चारण दिले आहे. मात्र, इंग्रजी भाषा समजण्यास अडचण येईल असे बदल स्वीकारलेले नाहीत. याच भूमिकेतून इंग्रजी द्विस्वरांचे उच्चारणही दाखवले आहे. इंग्रजी **t, d, th, f, v, w** यांचे उच्चार भारतीय भाषांत वेगळे आहेत. ते वेगळे दाखवण्याचा प्रयत्न केलेला नाही. शब्दांचा योग्य उच्चार करता येण्यासाठी इंग्रजीतील आघात (stress) समजणे, शिकणे आवश्यक आहे. या बाबी प्रयत्नपूर्वक शिकल्या, तर इंग्रजी बोलण्यात सफाई येईल. या पुस्तकातील ध्वनिलेखनात वापरलेली ध्वनिचिन्हे येथील तक्त्यात दाखवली आहेत. त्यांचा संदर्भ घेऊन पुस्तकात दिल्याप्रमाणे शब्दांचे उच्चारण करावे. ध्वनिलेखन हे उच्चारण शिकण्यासाठी उपयुक्त साधन असले तरी चांगले उच्चारण प्रत्यक्ष प्रयत्नांनीच साध्य होईल हे लक्षात घ्यावे.

शिक्षकांशी हितगुज

- प्रत्येक घटकाच्या तसेच प्रश्नांच्या सुरुवातीला दिलेल्या सूचना तसेच 'evaluation code' वाचून तो तो भाग कसा हाताळायचा आहे, हे लक्षात घ्यावे.
- मुलांना ऐकून व वाचून जेवढे इंग्रजी समजेल, ते सर्व बोलता व लिहिता येईल असे नाही. त्यामुळे श्रवण-वाचनासाठीच्या कृती आणि भाषण-लेखनाच्या कृती यांच्या काठिण्यपातळीत साहजिकच थोडा फरक राहील, हे लक्षात घ्यावे.
- मुले स्वतःच्या मनाने इंग्रजीतून बोलण्याचा प्रयत्न करत असताना त्यांच्या चुका दाखवण्यासाठी मध्ये थांबवून नाउमेद करू नये.
- खेळ, संवाद, नाट्यवाचन या सरावात सर्व मुले सहभागी होतील असे पहावे.
- प्रत्येक विद्यार्थी प्रत्येक प्रकल्प आणि उपक्रम पूर्ण करेल अशी दक्षता घ्यावी.
- इंग्रजीच्या तासाला कवितांचे सादरीकरण, छोट्या संवादांचे व भाषणांचे सादरीकरण यांच्या स्पर्धाही नियमितपणे घ्याव्या. स्पर्धेचे निकाल मुलांचे मत घेऊन लगेचच जाहीर करावे व अधिक चांगली कामगिरी करण्यासाठी मुलांना वर्गातच मार्गदर्शन द्यावे. त्याचा फायदा सर्वांनाच होईल असे पहावे.
- या पुस्तकातील बहुतेक पानांच्या तळाशी सुलेखनाच्या सरावासाठी रंगीत अक्षरांत काही शब्दगट, वाक्ये दिली आहेत. त्यांचा अर्थ माहीत करून घ्यावा. एका वेळी एकेक पट्टी वाचून घ्यावी. तिचे ५ वेळा सुवाच्य अक्षरात लेखन करून आणायला सांगावे.
- इंग्रजी विषयाकरता विद्यार्थ्यांनी केलेल्या लेखी कामाचे वर्गात/शाळेत नियमित स्वरूपात प्रदर्शन भरवावे - अक्षरलेखन, शब्दांचे सुलेखन, विद्यार्थ्यांनी तयार केलेली वाक्ये, संदेश, छोटे फलक, तक्ते, इत्यादी बाबींचा त्यात समावेश करावा.
- या टप्प्यावर मुलांना व्याकरणिक व्याख्या, नियम इत्यादी औपचारिक भाग शिकवणे अभ्यासक्रमानुसार अपेक्षित नाही. मात्र वेगवेगळ्या भाषिक घटकांचा योग्य वापर करता येणे आणि भाषिक घटकांची सर्वसाधारण जाणीव निर्माण होणे (पहा : पान ८८) यासाठी या पाठ्यपुस्तकात अनेक तोंडी व लेखी कृती दिल्या आहेत. त्यांचा तोंडी व लेखी या दोन्ही प्रकारे सराव करून घ्यावा.
- शिक्षकांनी पुरेशी तयारी करून वर्गात इंग्रजीचा वापर करणे आवश्यक आहे. त्यांच्या बोलण्यात चुका झाल्यास किंवा त्रुटी राहिल्यास मुलेही त्याच चुका करतील हे लक्षात घेऊन शिक्षकांनी सतर्क राहावे.

Evaluation Code

मूल्यमापनासाठी उपयुक्त असे वेगवेगळे तोंडी व लेखी प्रश्नप्रकार व प्रकल्पांची वर्गवारी कोड नंबरसह येथे दाखवली आहे. पाठ्यपुस्तकातील प्रत्येक कृती/प्रकल्पासोबत त्याला जवळचा कोड नंबर दिला आहे. चाचण्या तयार करताना तसेच मूल्यमापन करताना शिक्षकांनी हे कोड नंबर लक्षात घ्यावे म्हणजे सर्वकष मूल्यमापन करणे सोपे जाईल.

- | | | |
|-----|--|-----------------|
| 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 | |

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!





- Listen, learn and sing with actions.
ऐका, शिका आणि ही गाणी हावभावांसह म्हणा.

01

Unit One : Revision

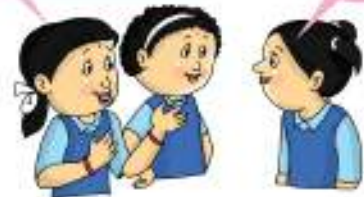
Song 1

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.



How are you?

I'm fine, thank you.



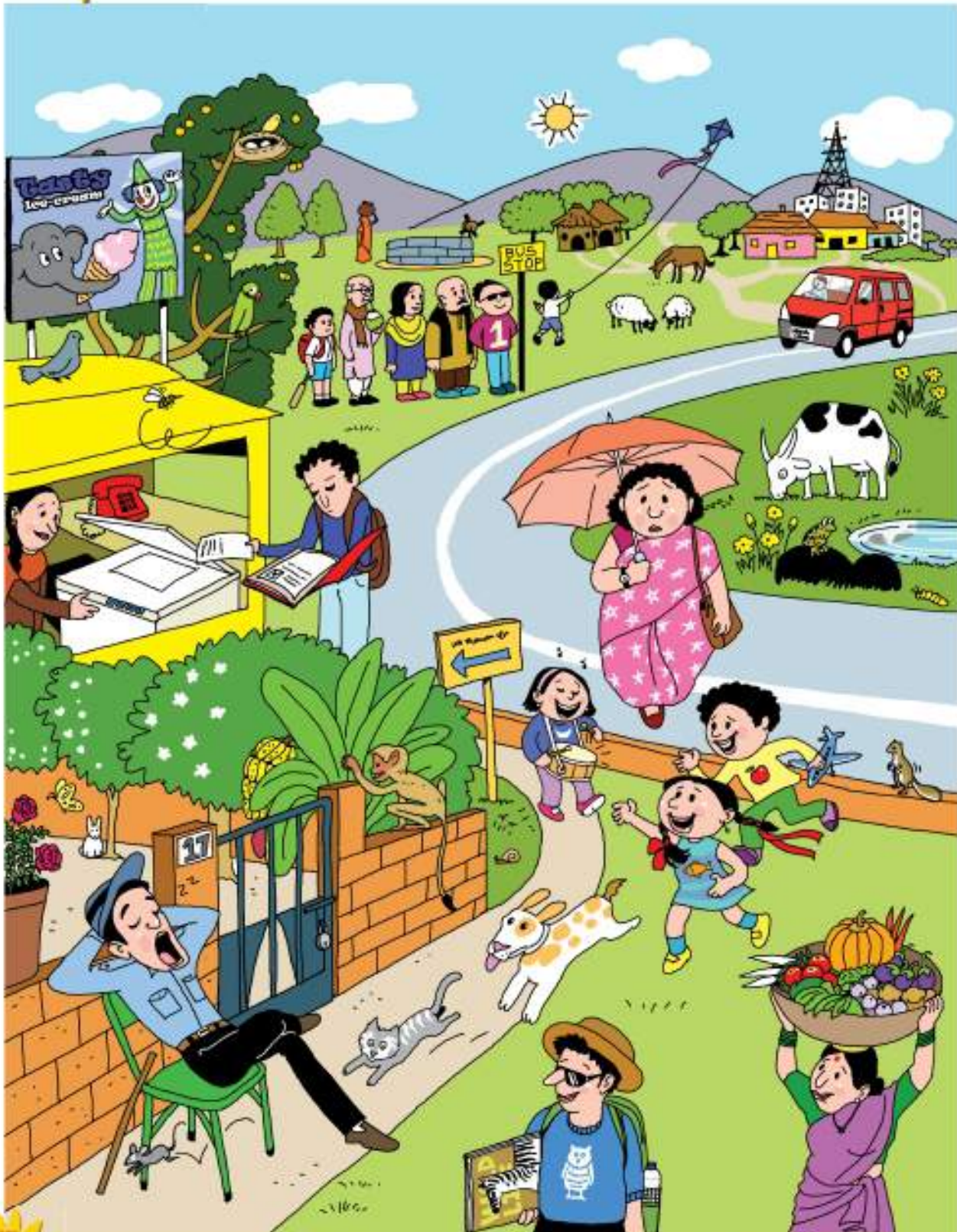
sing dance play sway

ही गाणी चालीवर म्हणण्याचा सराव घ्यावा. चालीसाठी पहा : freekidsmusic.com/traditional-childrens-songs/. या पानावरील चित्रांत दर्शवल्याप्रमाणे संवादांचा सराव करण्यासाठी वर्गातील मुलांना मोठ्या गटात एकत्र करावे. गटात प्रत्येकाने फिरून जास्तीत जास्त मुलांशी (इंग्रजीतून) बोलण्याचा प्रयत्न करावा.

06



चित्राचे नीट निरीक्षण करा. 'a' पासून 'z' पर्यंत प्रत्येक अक्षरासाठी त्या त्या अक्षराने सुरू होणारे जास्तीत जास्त शब्द चित्रात शोधा.



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

खाली दिलेली कामे तुम्हांला चांगली जमतात का ?
ती चांगली जमेपर्यंत त्यांचा सराव करा.

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.

पहा. ऐका. माझ्याबरोबर वाचा. प्रत्येक संवादासाठी योग्य ते चित्र शोधून त्याला योग्य तो क्रमांक द्या.

O5

O12

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.

मुलांच्या जोड्या करून 'role-play' पद्धतीने या संवादांचा सराव घ्यावा.

O13

रंगीत मजकुरात स्वतःच्या मनाने बदल करण्यास, तसेच संवादांत भर घालण्यास मुलांना उत्तेजन द्यावे.

O15





2. Form pairs and practise the above dialogues.

जोड्या करून बरील संवादांचा सराब करा.

O6





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

लक्षपूर्वक ऐका आणि गोष्टीत येणाऱ्या चार संख्या (इंग्रजी) अंकांत लिहा. 02

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'.

गोष्ट पुन्हा ऐका आणि त्यातील 'w' ने सुरु होणारे शब्द लिहा. 02

1. व 2. या कृती लक्षपूर्वक ऐकण्यासाठी आहेत. गोष्ट ऐकताना मुलांना पुस्तके बंद ठेवायला सांगावे. काही काळाने गोष्ट पुन्हा ऐकून 'w' ऐवजी इतर अक्षरांनी - उदा., q, k, i - सुरु होणारे शब्द लिहिण्यास सांगता येईल.



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

पहा, ऐका आणि माझ्याबरोबर मोठ्याने वाचा.
कोणतीही एक संख्या निवडून त्याविषयी एक
इंग्रजी वाक्य तयार करा.

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. मोठ्याने वाचा आणि शिका.

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 ते 100 संख्या शब्दांत लिहून तक्ता तयार करा.

W10

6. Think of larger numbers and make suitable sentences.

मोठ्या संख्या मनात घरा आणि त्यांना साजेशी इंग्रजी वाक्ये तयार करा.

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.

संख्यांच्या आधारे वाक्य तयार करण्याच्या कृती वर्गात प्रथम तोंडी करून घ्याव्या. मुलांनी सांगितलेली वाक्ये (आवश्यक त्या सुधारणा करून) शिक्षकांनी फळ्यावर लिहावी व एकत्र प्रकट वाचून घ्यावी.








- Listen, learn, sing and play. ऐका, शिका, हे गाणे म्हणा आणि खेळा. 01

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!

याप्रमाणे एकेक अक्षर गाळत पुढील कडवी घ्यावी : (Clap)-(Clap)-N-G-O / (Clap)-(Clap)-(Clap)-G-O / (Clap)-(Clap)-(Clap)-(Clap)-O / (Clap)-(Clap)-(Clap)-(Clap)-(Clap). लय कमी-जास्त करून हे गाणे म्हणावे.
चालीसाठी पहा : 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. पहिले वाक्य लक्षपूर्वक वाचा. नंतर गाळलेले शब्द स्वतः म्हणत ते मोठ्याने वाचा. असे करत शेवटी पूर्ण वाक्य मनात आठवून 'वाचा'. 07

The quick brown fox jumps over a lazy dog.

The quick brown fox jumps over a lazy dog.

The quick brown fox jumps over a

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

वाचप्रमाणे पुस्तकातील इतर वाक्ये फळ्यावर लिहून अधूनमधून हा 'वाचनाचा' खेळ घ्यावा. प्रत्येक वेळी शेवटचा एकेक शब्द पुसत 'वाचन' घ्यावे. या वाक्यात इंग्रजीतील सर्व अक्षरे आहेत.





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

प्रत्येक चित्र कशाचे आहे, ते सांगून अर्थपूर्ण शब्दगट तयार करा. काही उपयुक्त शब्द इथे दिले आहेत.

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	



ही कृती वर्गात प्रथम तोंडी करून घ्यावी. शब्द तसेच शब्दगट (phrases) सांगताना मुले a/an चा योग्य वापर करतात ना ते पहावे. एकाने चित्राचे नाव व दुसऱ्याने त्याविषयी एखादा शब्द सांगायचा असा खेळही घेता येईल. उदा., 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.

शर्यतीचे तीन मार्ग खाली दिले आहेत. प्रत्येक मार्गावरील संचातील वाक्ये एका मिनिटात पूर्ण करता येतात का, ते पहा. प्रत्येक वाक्यात नवीन शब्द वापरायला हवा/हवे. सर्व वाक्ये अचूकपणे पहिल्यांदा पूर्ण करणाऱ्या मुलाला/मुलीला विजेतेपद मिळेल. **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 _____

मुलांनी 'I am a boy./I am singing./ I am happy.' किंवा 'It is big./It is a dog./It is raining./It is hopping.' अशी वेगवेगळ्या प्रकारची वाक्ये सांगितली, तरी ती स्वीकारावी.



I have a sister. She has curly hair.

Unit One



- Learn, practise and play शिका, सराव करा आणि हा खेळ खेळा.
this game. Q3

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

अर्थपूर्ण प्रश्न तयार होतील अशा प्रकारे प्रत्येक चौकटीतील वाक्ये पूर्ण करा. 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 _____?

(b) Read aloud the words प्रत्येक संचातील शब्द मोठ्याने वाचा. Q4
in each set.

birds

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

animals

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

vehicles

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

toys

- ball • balloon • top
- doll • kite • 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.



आधी प्रात्यक्षिक देऊन
नंतर ५-५ जणांच्या
गटांत हा खेळ घ्यावा.

गटप्रमुखाने मनातल्या मनात एक संच निवडून गटातील प्रत्येकाला (स्वतःसह) त्यातील एक नाव द्यावे. इतरांना न दाखवता ही नावे लिहून ठेवावी. नंतर बाकीच्यांनी (a) मधील नमुन्यांत प्रश्न विचारून प्रत्येकाचे नाव शोधून काढावे. नंतरही अधूनमधून हा खेळ घ्यावा.





1. Read aloud. मोठ्याने वाचा.

O4

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



in



on



under



near



in front of



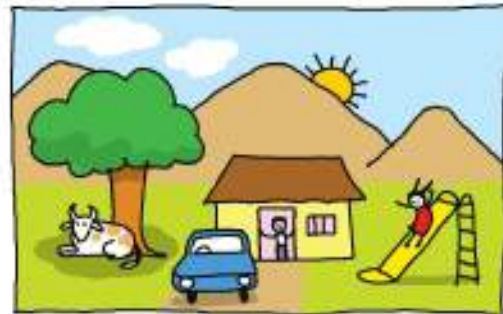
behind

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

चित्रे पहा आणि खांतील प्रत्येक शब्दासाठी किमान तीन वाक्ये तयार करा.

O8

- in • on • under • near • in front of • behind



spectacles



fish tank

वर्गात मुलांना बोलते करून ही कृती तोंडी करून घ्यावी. त्या वेळी मुलांनी पूर्ण वाक्य न सांगता phrases सांगितल्या, तरी त्या बरोबर असल्यास स्वीकाराव्या (उदा., a cow **under** the tree) आणि वाक्य तयार करण्यास उत्तेजन द्यावे. नंतरही अधूनमधून असा सराव घ्यावा.



12

There is a mouse in the house.

Unit One



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

गटनायक 'A' आणि 'B' काय सांगतात, ते लक्षपूर्वक ऐका व तशी कृती करा.

O2

A

Sit	Stand	Walk	Run
Turn	Bend	Sing	Smile
Laugh	Speak	Clap	Tap
Look	Point	Come	Go

B

up.	down.	fast.	slowly.
quickly.	loudly.	softly.	
left.	right.	around.	
in.	out.	your feet.	your hands.
to the board.	at the door.		





दोन गटनायक निवडावे. त्यांपैकी एकाने 'A' मधील शब्द सांगता व दुसऱ्याने लगेचच 'B' मधील योग्य तो/ते शब्द त्याला जोडावे. त्या दोन्हीमधून तयार होणाऱ्या सूचनांनुसार मुलांनी कृती करावी. गटनायक बदलून पुन्हा सराव घ्यावा.

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

'A' आणि 'B' मधून तयार केलेल्या सूचनांपैकी कोणत्याही पाच अर्थपूर्ण सूचना लिहून काढा. W3

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

चित्रातील वस्तूचे नाव सांगा आणि ती घेऊन काय काय करता येईल तेही सांगा. 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.

या तक्त्यातील प्रत्येक शब्द एका दृष्टिक्षेपात वाचा.

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.

या प्रत्येक शब्दाचे एकेक कार्ड तयार करून शब्द वर्णानुक्रमाने लावा. ('a' ते 'z')

W2

P1

3. Find rhyming words from the chart.

या तक्त्यातील यमक जुळणारे शब्द शोधा.

O10

4. From the chart, find the words that begin with 't'/with 'w'.

या तक्त्यातील 't' ने / 'w' ने सुरु होणारे शब्द शोधा.

O10

5. From the chart, find the words that end with 'o'/with 'y'.

या तक्त्यातील 'o' ने / 'y' ने शेवट होणारे शब्द शोधा.

O10

W4

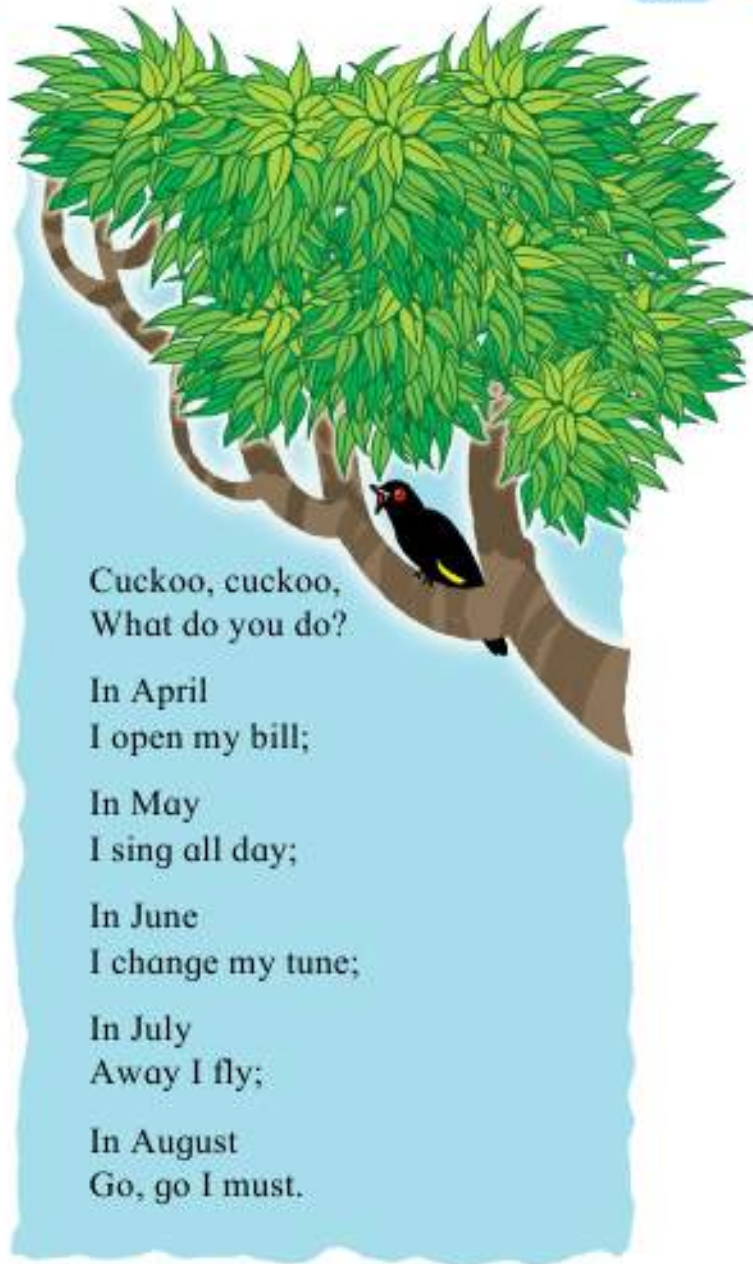




1. Listen, repeat and sing. ऐका, म्हणा, हे गाणे म्हणा.

O1

Unit Two



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. कवितेतील यमक जुळणारे शब्द शोधा.

O10

3. Listen to the names of months. Tick the ones that are there in this poem. महिन्यांची नावे ऐका. कवितेत आलेल्या महिन्यांना अशी (✓) खूण करा.

O2

4. Copy the names of months. Write these names in Marathi alongside. महिन्यांची नावे पाहून लिहा. हीच नावे बाजूला मराठीतून लिहा.

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.

लक्षपूर्वक ऐका आणि माझ्याबरोबर मोठ्याने वाचा.

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.

खालील चित्रे योग्य त्या क्रमाने लावण्यासाठी त्यांना क्रमांक द्या. प्रत्येक चित्राबाबत एखादे वाक्य लिहिण्याचा प्रयत्न करा.

W6

W13



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

चित्र पहा. वर्णन वाचा. पुढे काय होईल ते सांगा.
तुमचे उत्तर लिहून काढा.

O12

W13



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.

चित्रातील माणसे व प्राणी काय करत आहेत, ते सांगा व नंतर प्रश्नाचे उत्तर द्या.

O12

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



• Who took the guavas?

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



• Who bought the flowers?

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



• Who drank the milk?

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



• Who found the ring?

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

चित्रांच्या आधारेने 'Who' ने सुरु होणारे इतर प्रश्न तयार करा. (किमान ५.)

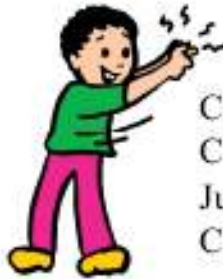
O8



1. Listen, repeat, sing and enact. ऐका, म्हणा. हे गाणे हावभावसह म्हणा.

01

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 वाचा. या लोकांना काय झाले आहे,
ते सांगा. तुमची उत्तरे लिहा.

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'.

जोड्या करा. खालील वाक्ये वापरून 'A'
आणि 'B' मधील वेगवेगळे संवाद तयार करून
हावभावांसह सादर करा.

O6



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.

चित्रे पहा, लक्षपूर्वक ऐका आणि मोठ्याने वाचा.

04

05







2. Enact the story.

या कथेचे नाट्यीकरण करा.

P6

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

ही कथा तुमच्या मातृभाषेत थोडक्यात सांगा आणि लिहा.

P8

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

तुमच्या स्वतःच्या कल्पना वापरून खाली दिलेल्या शब्दगटांप्रमाणे प्रत्येकी किमान शब्दगट तयार करा आणि लिहा.

W13

• my car

• his money

• our school

• your friend

• her book

• their team

• Aman's house

• its tail

• boys' hostel

5. Fill in the appropriate dates and days.

गाळलेल्या जागी योग्य तो वार व दिनांक लिहा.

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.

हे शब्द पान 22 - 24 वर शोधा व त्यांखाली खूण करा.

O10

well

good

better

best

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

या शब्दांचे विरुद्धार्थी शब्द पान 22 - 24 वर शोधा आणि लिहून काढा.

W4

tomorrow

rich

ill

come

work

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

येथे दिलेल्यांपैकी योग्य ते पर्याय निवडा आणि खालील वाक्ये पूर्ण करा.

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.

या पूर्ण वाक्यांचे तुमच्या मातृभाषेत भाषांतर करा.

P8

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

माझा प्रश्न ऐका आणि लगेच पूर्ण करा.

O10

- Where's my ?
- Where's our ?
- Where's your ?
- Where's ?

शिक्षकांनी कोणत्याही विद्यार्थ्याकडे निर्देश करून प्रश्नाचा सुरुवातीचा भाग म्हणावा. त्याने/तिने स्वतःच्या मनाने प्रश्न पूर्ण करावा. त्याच त्याच कल्पना पुन्हा वापरायच्या नाहीत. हा खेळ/स्वाध्याय शक्यतो भरभर घ्यावा.



1. Listen carefully and enact in a pair.

लक्ष देकर ऐका, जोड़वा करून हावभावसह सादर करा.

03

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.

बरील प्रत्येक चित्रात नमिता काय म्हणू शकेल ते सांगा.

08

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

जोडवा करून आळीपाळीने प्रश्न विचारत 'Keeping Quiet' हा खेळ खेळा.

03

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

कृती व अर्थ यांच्या योग्य जोड्या लावा.
प्रत्येक चित्राजवळ योग्य तो मजकूर लिहा.

O8

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?

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

जोड्या किंवा गट करा. खालीलपैकी एक/अनेक वाक्ये वरीलपैकी कोणत्याही वाक्याच्या आधी किंवा नंतर जोडून छोटे अर्थपूर्ण संवाद तयार करा.

O6

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

Interviews

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

जोड्या करून आणि येथील प्रश्न वापरून आपल्या मित्र/मैत्रिणीची मुलाखत घ्या. त्यांनी आपल्या मनाने उत्तरे द्यायची आहेत. P3

Where do you live?
Tell me your address.

What's your full name?

What subjects do you like?

What games do you play?
• hopscotch • tag
• hide and seek
• kho-kho •

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.

मुलाखत देणाऱ्या मुलांनी त्यांची स्वतःची माहिती द्यावी, नमुन्यातीलच उत्तरे दिली पाहिजेत असे नाही.

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

खाली दिलेला नमुना वाचा. तुमच्या मित्राची/मैत्रिणीची उत्तरे लक्षात घेऊन असेच पान तयार करा.

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.	

Friendly Plans

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

मध्यभागी सुरुवात करून, लगतच्या चौकटीतील शब्द वापरत, जमतील तितकी अर्थपूर्ण वाक्ये तयार करा.

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

तुम्ही तयार केलेली कोणतीही दहा वाक्ये लिहून काढा.

W9

वाक्याच्या सुरुवातीला **Let's** ऐवजी **Let me** वापरून अर्थपूर्ण वाक्ये तयार करा.

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.

खाली दिल्यानुसार यादी तयार करा. कोणत्याही दोन यादींमध्ये तोच शब्द पुन्हा घेऊ नका. गरज भासेल तेव्हा तेव्हा शब्दकोशाचा उपयोग करा.

P2

- 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)



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 यादीतील शब्द अ ते z क्रमाने लावा.

सर्व यादींमधील शब्द एकत्र करून अ ते z क्रमाने लावा. प्रत्येक शब्दानंतर तो कोणत्या यादीतील आहे, ते थोडक्यात नोंदवा.

प्रकल्प पूर्ण करण्यासाठी मुलांना किमान दोन आठवडे वेळ द्यावा. एकेका विषयावर वर्गात अधूनमधून चर्चा घ्यावी आणि जास्तीत जास्त शब्द तसेच शब्दगट (a blue pencil) गोळा करण्यास प्रोत्साहन द्यावे. काल्पनिक गोष्टींच्या यादीत अद्भुत गोष्टी (fairy, dwarf) तसेच मुलांनी प्रत्यक्षात न पाहिलेल्या पण खऱ्याखऱ्या गोष्टीही घेता येतील. उदा. snow, diamonds. शब्द क्रमाने लावताना शब्दगटातील फक्त मुख्य शब्द घ्यावा. उदा., 'pink balloons' मधील फक्त balloons शब्द घ्यावा. या प्रकल्पाच्या निमित्ताने मुलांना शब्दकोश वापरायला शिकवावे.



Trains

1. Listen, repeat, learn and recite.

ऐका, म्हणा, शिका आणि म्हणून दाखवा. 01

Unit Three

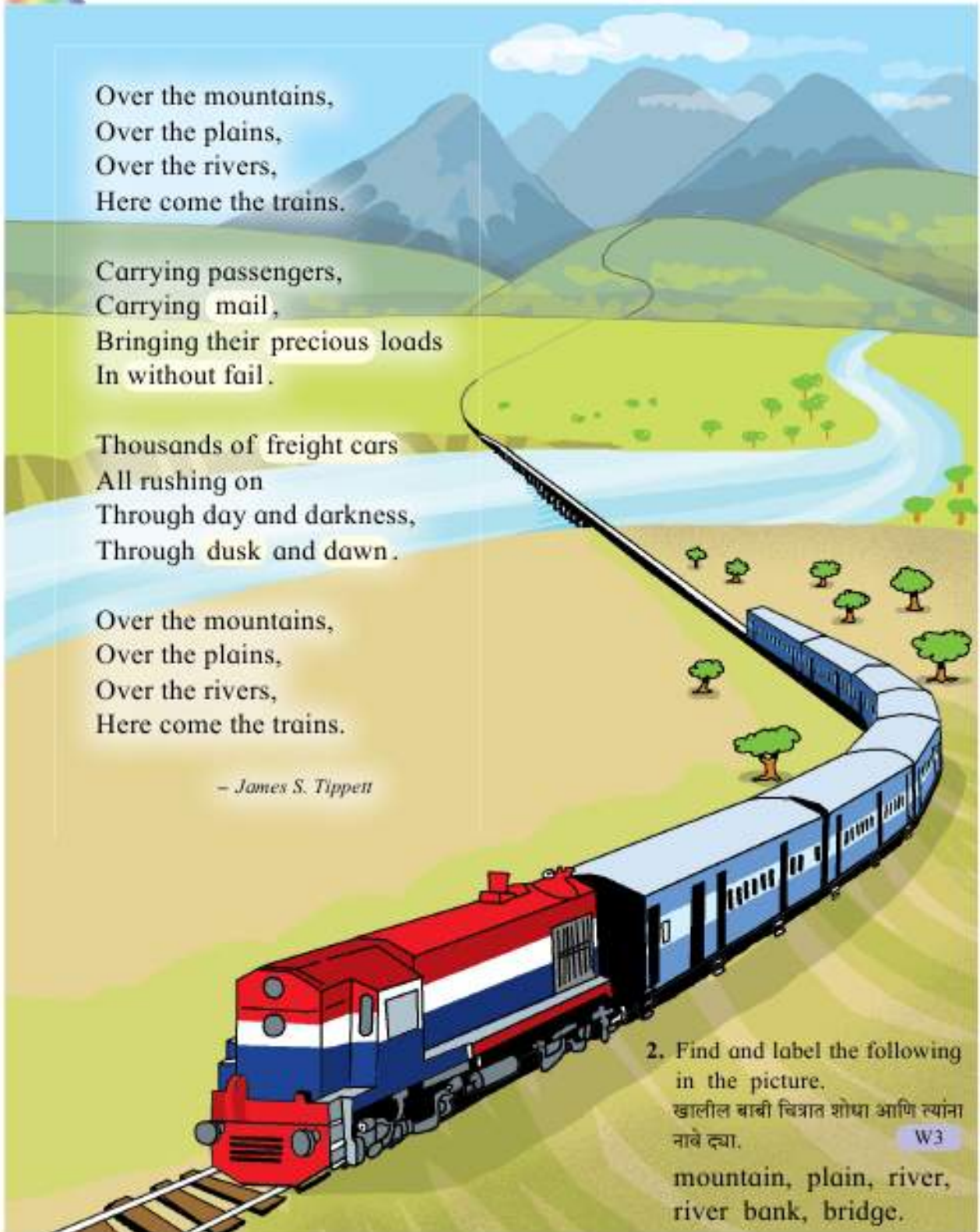
Over the mountains,
Over the plains,
Over the rivers,
Here come the trains.

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.

खालील बाबी चित्रात शोधा आणि त्यांना नावे द्या. W3

mountain, plain, river,
river bank, bridge.

- mail (मेल) टपाल.
- precious (प्रेशस) किमती, बहुमोल.
- without fail (वि'दाउट फेल) न विसरता, न चुकता.
- freight cars (फ्रेट कार्स) मालगाड्या.
- dusk (डस्क) सायंकाळ, दिवेलगणीची वेळ.
- dawn (डॉन्) पहाट, उपःकाल.



1. Listen and read aloud with me.

ऐका आणि माझ्याबरोबर मोठ्याने वाचा.

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 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.



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.



- grove (ग्रोव्ह) small forest, wood. एका जागी वाढलेले वृक्ष, राई. • thorns (थॉन्झ) काटे.
- stole (स्टोल्) चोरले, चोरून नेले. • sprang up (स्प्रॉंग अप्) अचानक वाहू लागला.

2. Read and remember. वाचा आणि लक्षात ठेवा.

- 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.

खालील वाक्ये लक्षपूर्वक वाचा.

Q4

• 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.

आता खालील वाक्यांतील do not/does not हे शब्द वगळून अर्थपूर्ण वाक्ये तयार करा. त्यासाठी रंगीत पट्ट्यांतील शब्दही बदलावे लागतील.

W5

• Goats do not eat gold leaves.

• Goats eat green leaves.

• Thieves do not steal glass leaves.

• _____.

• She does not like grapes.

• She likes _____.

• He does not play cricket.

• _____.

• A lion does not eat grass.

• _____.

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

खालील वाक्यांत do not/does not यांपैकी योग्य ते शब्द वापरून अर्थपूर्ण वाक्ये तयार करा.

W5

• I like mangoes.

• I do not like figs.

• You travel by bus.

• _____.

• He gets up at 7.30.

• He does not get up at 6:30.

• A rabbit has a short tail.

• _____.

• She uses a black pen.

• _____.

4. Complete the following sentences using your ideas.

तुमच्या स्वतःच्या कल्पना वापरून खालील वाक्ये पूर्ण करा.

W13

• I wish I had _____.

• I wish I could _____.

_____.

_____.

_____.

_____.

_____.

_____.

3. (a) व (b) मध्ये होकारार्थी व नकारार्थी वाक्ये हाताळायची आहेत. त्यात do not/does not चा वापर करण्याचा सराव आहे. त्याचवेळी वाक्य अर्थपूर्ण होण्यासाठी त्यातील इतर शब्दही बदलावे आहेत. मुलांना सरावाच्या वेळी या दोन्ही गोष्टी लक्षात आणून द्याव्यात.

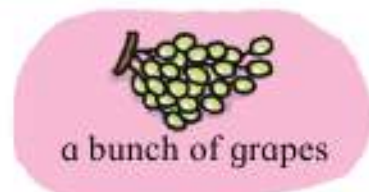
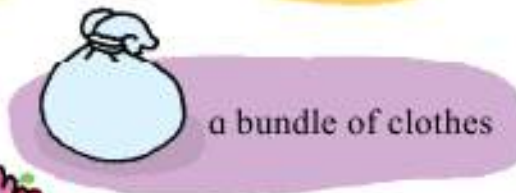
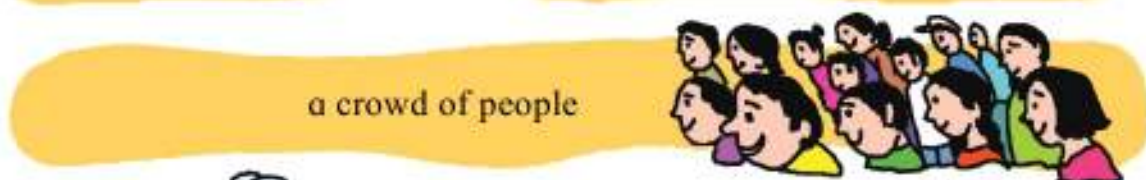
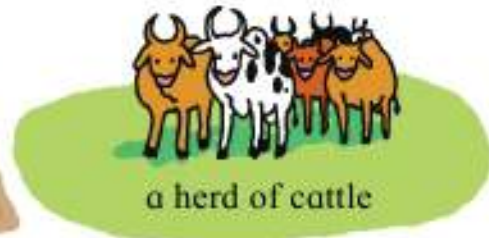
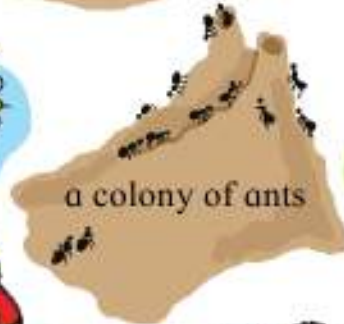


- Read aloud and copy the phrases in your notebook.

हे शब्दगट मोठ्याने वाचा आणि पाहून तुमच्या बहीत लिहा.

O4

W10



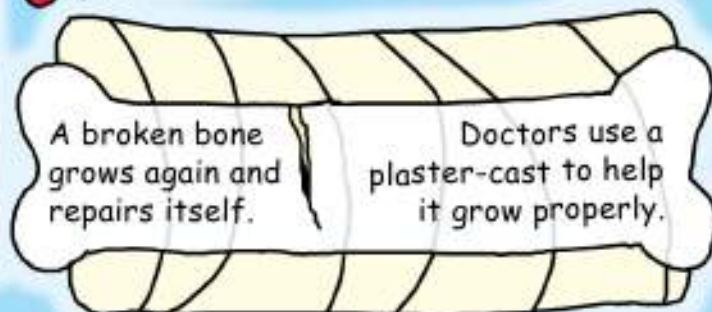
Know Your Body

1. Listen carefully and read with me.

लक्षपूर्वक ऐका आणि माझ्याबरोबर वाचा.

05

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



2. Listen carefully, read and remember. लक्षपूर्वक ऐका, वाचा आणि लक्षात ठेवा.

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.

'आरोग्य' व 'स्वच्छता' यांविषयी संदेश (इंग्रजीतून) मोठ्या कागदावर लिहा व तुमच्या वर्गात त्यांचे प्रदर्शन भरावा.

W9

W10

Examples :





Alyonushka

1. Listen carefully.
लक्षपूर्वक ऐका.

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.

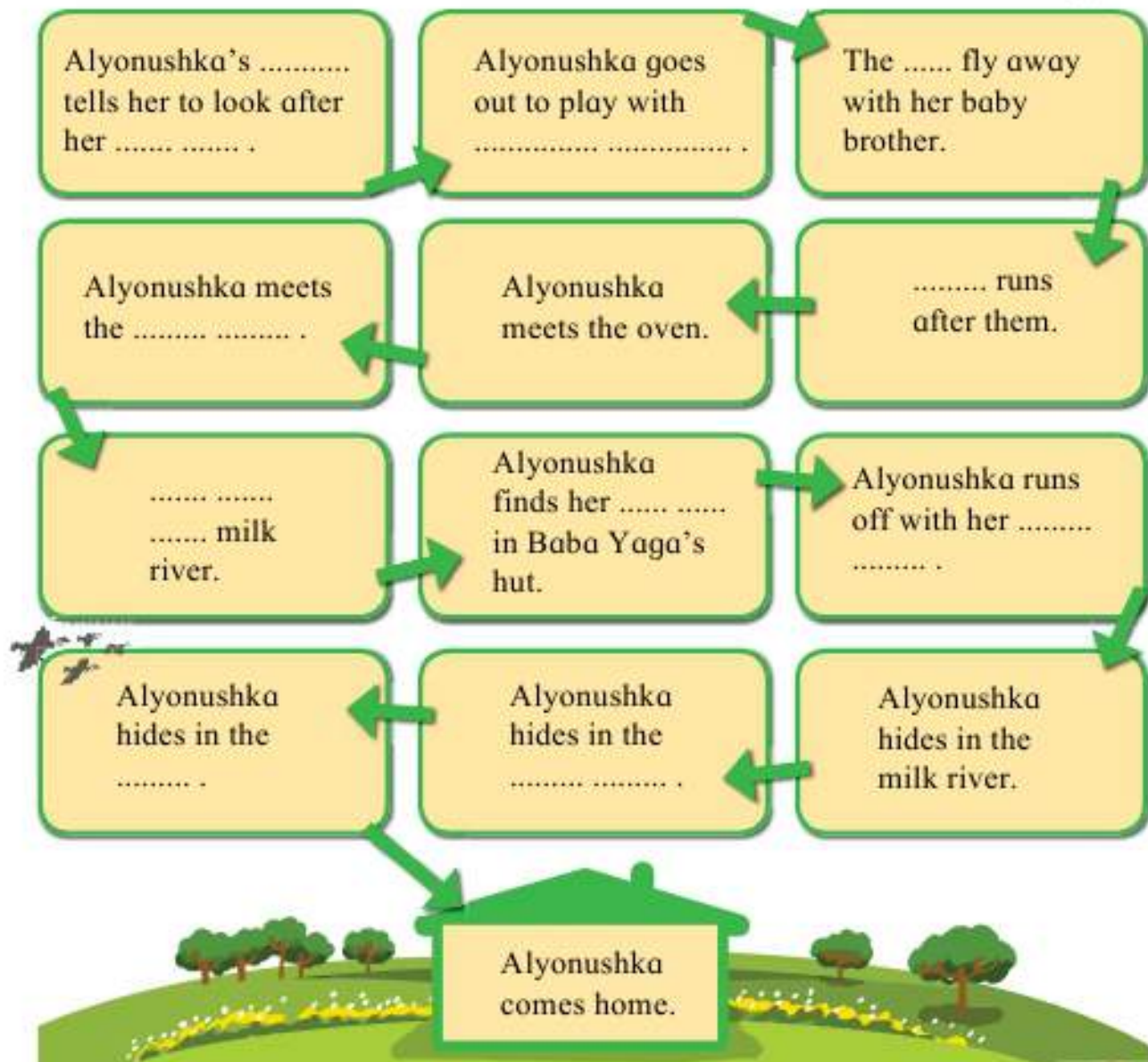
आता माझ्याबरोबर ही गोष्ट मोठ्याने वाचा.

O5

3. Alyonushka’s story is given below in short. Read it and fill in the blanks.

खाली अल्योनुरकाची गोष्ट थोडक्यात दिली आहे.
ती वाचा आणि गाळलेल्या जागा भरा.

W9



4. Make your own funny names like Baba Yaga. Do they sound like English names ?

तुमच्या मनाने गमतीदार नावे तयार करा.
ती इंग्रजी नावांसारखी वाटतात का ?

5. 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.

पाच-पाच जणांचे गट करा. गटांत आळीपाळीने ही गोष्ट अल्योनूष्काच्या शब्दांत सांगा. सुमारे ५-८ ओळींनंतर थांबून पुढील मुलाला त्यानंतरची गोष्ट सांगू द्या.

O14

'I am Alyonushka.
I live with my father, mother and baby brother.
One day, my mother said to me,



6. Read aloud and copy. मोठ्याने वाचा व पाहून लिहा.

O4

W10



• a loaf of bread



• a glass of milk

• a slice of bread



• a lump of butter

• a drop of water



• a piece of paper

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

लक्षपूर्वक ऐका आणि प्रत्येक शब्द योग्य त्या रकान्यात लिहा.

W12

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

One	Many

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

लक्षपूर्वक ऐका आणि शब्द योग्य त्या रकान्यात लिहा.

W12

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



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

ही कविता ऐका, मोठ्याने वाचा, शिका आणि सादर करा.

O4

O1

	<p>Work while you work, Play while you play; To be useful and happy, That is the way.</p> <p>All that you do, Do with your might; Things done by halves Are never done right.</p> <p>One thing at a time, And that done well, Is a very good rule, As many can tell.</p> <p>Moments should never Be trifled away; So work while you work, And play while you play.</p> <p>— M. A. Stodart</p>	

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

शब्द लक्षपूर्वक ऐका. त्याच्याशी यमक जुळणारा दुसरा शब्द कवितेत शोधा.

O10

- play
- might
- well
- you
- one
- should

• Write down these pairs of rhyming words.

यमक जुळणाऱ्या शब्दांच्या जोड्या लिहून काढा.

W7

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

या कवितेतील चार ओळी तुम्ही 'माय इंग्लिश बुक फोर' मधून शिकला आहात. त्या शोधा.

O10

4. Answer the following questions in one word.

खालील प्रश्नांची उत्तरे एका शब्दात द्या.

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.

तुमच्या मित्र/मैत्रिणींसाठी 'a' आणि 'b' चा वापर करून प्रत्येकी पाच प्रश्न तयार करा. त्यांनी दिलेली उत्तरे लिहा.

- (a) When do you _____ ? (b) How long do you _____ ?

P3



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

इयत्ता सहावी/सातवीत शिकणारा पत्र-मित्र/
पत्र-मैत्रीण शोध.

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

* Name :

* Address :

* Date of Birth :

* Favourites

- Colour
- Game
- Dish
- Subject
- Teacher
- Book
- Movie
- TV Programme

* Family :

* Hobby :

* Enjoys

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

वाढदिवस, सणसमारंभ अशा विशेष प्रसंगी तुमच्या पत्र-मित्राला/ मैत्रिणीला शुभेच्छा पत्रे पाठवा.

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

इयत्ता सहावी/सातवीच्या शिक्षकांशी बोलून वर्गातील प्रत्येक मुलाला 'pen-friend' मिळेल असे पहावे. प्रत्येक मुलाकडे तयार झालेला pen-friend profile पाहून प्रत्येकाकडून शुभेच्छा कार्डे/पत्रे पाठवण्याचे नियोजन करून घ्यावे. हा उपक्रम वर्षभर चालू राहील असे पहावे. मुलांना आलेल्या शुभेच्छा कार्डांचे/पत्रांचे वर्गात अधूनमधून प्रदर्शन मांडता येईल.

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

खालील पत्रे व वाक्ये लक्षपूर्वक वाचा. तुमची स्वतःची पत्रे लिहिताना त्यांचा उपयोग करा.

W9

(a) Some specimen letters :

Dear

Date :

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

Dear

Date :

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.

Yours sincerely,

With regards,

With lots of love,

Yours lovingly,

Yours truly,

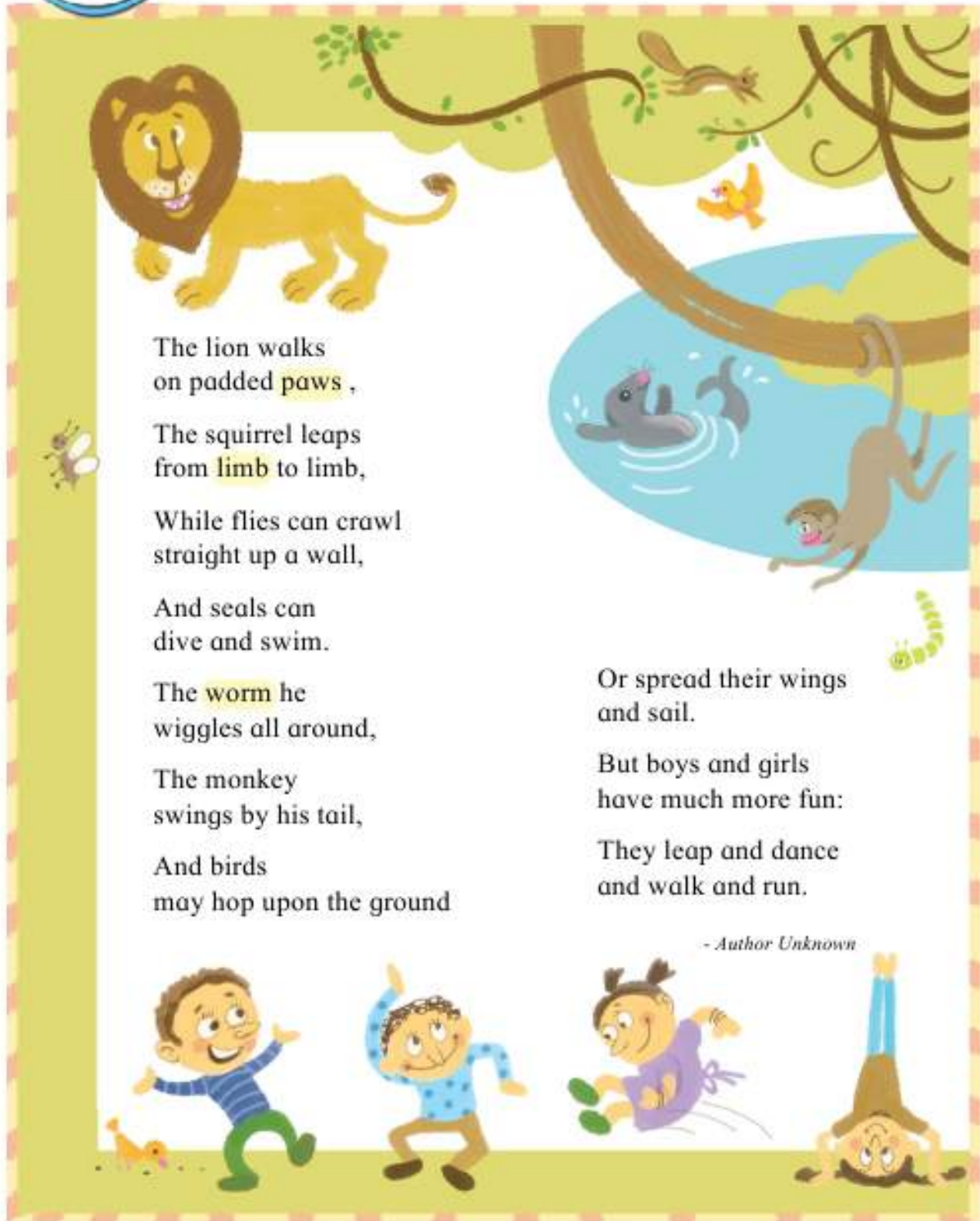
Love,

See you soon.



1. Listen, repeat, learn and recite. 01
एका, म्हणा, शिका आणि म्हणून दाखवा.

Unit Four



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 (पांश) पंजे.
- limb (लिम्) मोठ्या झाडाची फांदी.
- worm (वर्म) अळी.

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

जोड्या करून 'एक-अनेक'चा खेळ खेळा. कोणतीही वस्तू/या पुस्तकातील चित्र दाखवून खेळ सुरू करा. O3

One lion!

Many lions!



Many boys!

One boy!



- Write down any five pairs of 'one-many'.

कोणत्याही पाच 'एक-अनेक' जोड्या लिहा. W3

3. Dumb charades

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

मूकाभिनय : पहा आणि ओळखा. O3

एकाने कवितेतील कोणत्याही ओळीचा अभिनय न बोलता करून दाखवायचा. बाकीच्यांनी ती ओळ ओळखायची.

हा खेळ इतर कविता किंवा पाठांसाठीही घेता येईल.

4. List all the action words from the poem and add other action words to the list.

कवितेतील 'कृती' दाखवणाऱ्या शब्दांची यादी करा. या यादीत इतर 'अॅक्शन वर्ड्स'ची भर घाला. W4 W13

5. Try to make as many meaningful sentences as possible using the table below.

खालील तक्त्याचा उपयोग करून सुचतील तितकी अर्थपूर्ण वाक्ये तयार करा. O10 W6 W9

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	the bottom of the sea.
Smoke	float	up	
	sinks	over	
	rises		
	spreads		

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

एका दृष्टिक्षेपात शब्द वाचा आणि शब्दगट पूर्ण करा. W9

at _____

near _____

behind _____

in front of _____

on the left of _____

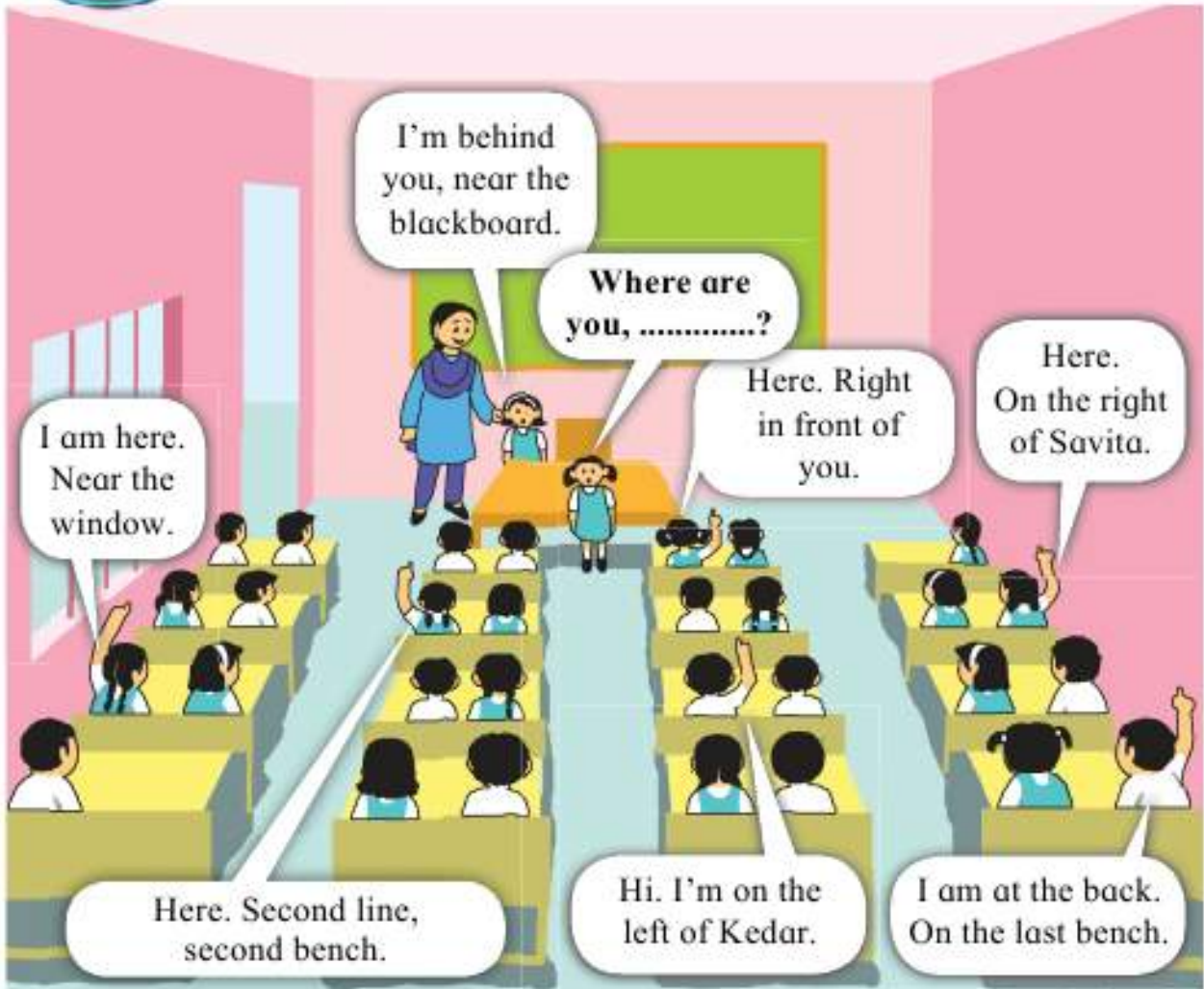
on the right of _____

next to _____



1. Listen carefully and answer. लक्षपूर्वक ऐका आणि उत्तर द्या.

O11



या खेळाच्या पूर्वतयारीसाठी शिक्षकांनी वर्गात वेगवेगळ्या मुलांना वेगवेगळ्या जागी उभे करावे/बसण्यास सांगावे. आपण कुठे आहोत, हे इंग्रजीतून सांगण्याचा भरपूर तोंडी सराव करून घ्यावा. एका मुलाने/मुलीने पुढे येऊन त्या त्या मुलाचे/मुलीचे नाव घेऊन प्रश्न विचारावा. क्रमांक 2, ते 4. मध्ये सुचवल्याप्रमाणे या खेळात थोडा थोडा बदल करून पुन्हापुन्हा सराव घ्यावा.

2. Play this game outside the classroom. हा खेळ वर्गाबाहेर खेळा.

O3

3. Play this game, calling out to a group of children rather than one child. एकाऐवजी अनेक मुलांची नावे घेऊन हा खेळ खेळा.

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. व्यक्तीऐवजी वस्तू कुठे आहे, ते विचारण्याचा खेळ खेळा.

O3

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

Collection of English Texts

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

इंग्रजी मजकुराचे वेगवेगळे नमुने जमवा आणि त्यांचा कोलाज बनवा. प्रत्येक नमुन्याला नाव द्या आणि तुमच्या मातृभाषेत त्यांचे वर्णन करा.

P5

P8

a ticket for a show

DANCE FESTIVAL

21 Oct 2015
6:30 pm

DANCE FESTIVAL

₹.150

Kala Sadhana Presents

DANCE FESTIVAL

Aradhana Hall, 10-B, Mayur Colony, Shripur.

Wednesday 21 Oct 2015 6:30 pm

No refund / No exchange

₹.150

a bill

MAHAVIR STORES
512, L.V. Ghure Road, Talegaon-2
Phone : 41212

BILL 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 Kulkarni

the amount ₹ Two thousand three hundred and twenty only

as annual membership fee.

Forwarded By: Asst. Librarian

Received By: B. S. Kulkarni

मुलांना व्यवहारात इंग्रजी मजकूर शोधायची व समजून घ्यायची सवय लागेल अशा प्रकारे हा प्रकल्प करून घ्यावा. आवश्यक तेथे कात्रणे जमा करण्यासाठी मुलांना जुनी मासिके, वर्तमानपत्रे इत्यादी उपलब्ध करून द्यावी. मुलांच्या कोलाजचे प्रदर्शन भरवून त्यांना त्याबाबत बोलण्याची संधी द्यावी.

an advertisement

Exhibition cum Sale
Vastra Emporium
101, South Avenue, Angan

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

a cartoon strip

LITTLE EVA

(From: 'Little Eva' May 1952, St. John Publications)

Complete the puzzle making a word at each step.

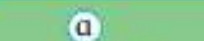
h e



t o p



b u s y



i



a puzzle

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

₹100

Bunny Brown
Softtoys Co.

a wrapper

DELISWEETS

DELISWEETS

DELISWEETS

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

CM VISITS SCIENCE FAIR AT NAGAR

TWO INJURED IN ROAD ACCIDENT NEAR CHAKAN

LOHGAON STUDENT BAGS RAMANUJAN PRIZE

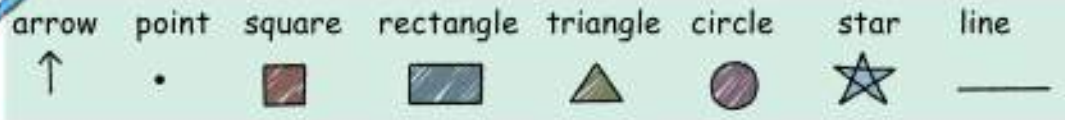
World Cup 2015 : New Zealand beat Scotland by 3 wickets

News Headlines



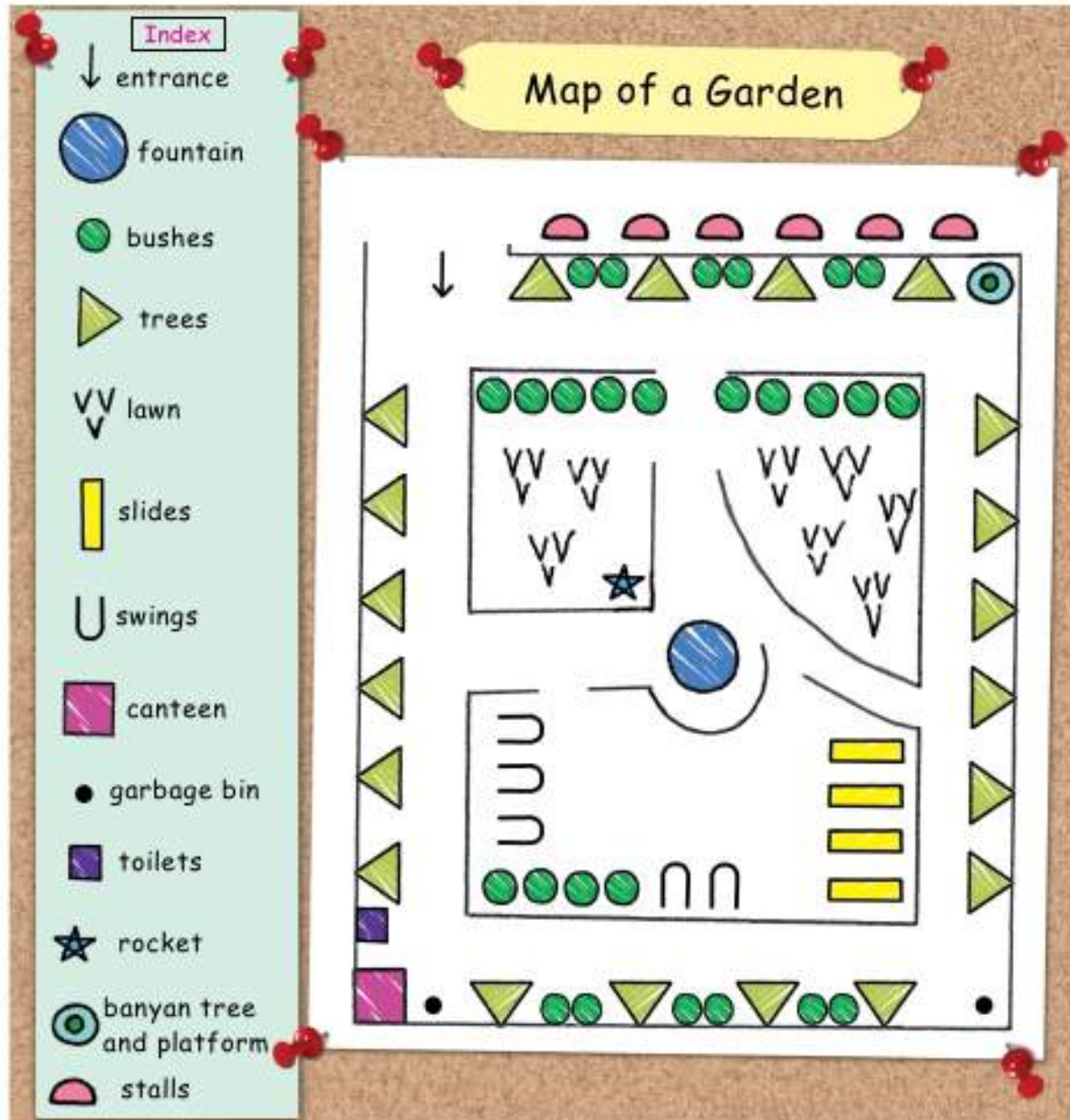
1. Name the following shapes. खालील आकारांची नावे सांगा.

O8



2. Read the following map. या नकाशाचे वाचन करा.

O8



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

तुम्हांला माहीत असलेले विविध आकार वापरून खालीलपैकी कोणत्याही दोन गोष्टींचे नकाशे काढा. त्यासाठी इंग्रजीतून सूची (Index) तयार करा.

W8

your classroom

your house

your school

any garden

any town

Tick, Tick,
Tong, Tong,
All Day
Long

1. Listen carefully and read after me.

लक्षपूर्वक ऐका आणि माझ्यापाठोपाठ वाचा.

05



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.

('ब्लॅकस्मिथ्)
लोहार

('मिनिस्टर्)
मंत्री

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.

('हॅमर्)
हलतोडा

('सॉर्)
करवत

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 अँनॉयड) ज़ामला, बेतागला.



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

या प्रश्नांची एक-दोन शब्दांत उत्तरे द्या.

O11

- (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?

3. Listen carefully and answer the riddle.

लक्षपूर्वक ऐका आणि कोड्याचे उत्तर द्या.

O11

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?

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

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

शब्द ऐका आणि हा आवाज कशाचा ते सांगा.

O7

- 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

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

खालील तिन्ही रकाने जुळवा आणि खाली दिलेला तक्ता परत लिहा.

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.

खालील वाक्ये आवाजात योग्य ते चढउतार करून वाचा. ही वाक्ये तुम्ही कोणत्या प्रसंगी वापराल, ते तुमच्या मातृभाषेत सांगा.

O4

P8

- I must do something about it.
- Please stay for lunch.
- That's very kind of you!
- How nice it will be!

On the Time-line

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

कालरेषेवरील शब्दगट दिलेल्या वाक्यांत वापरून अर्थपूर्ण वाक्ये तयार करा.

O14



millions of years ago



Dinosaurs lived on the earth millions of years ago.

Long, long ago, there lived a king.

I gave you a book a little while ago.



at present

in the past

long long ago

many years ago

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

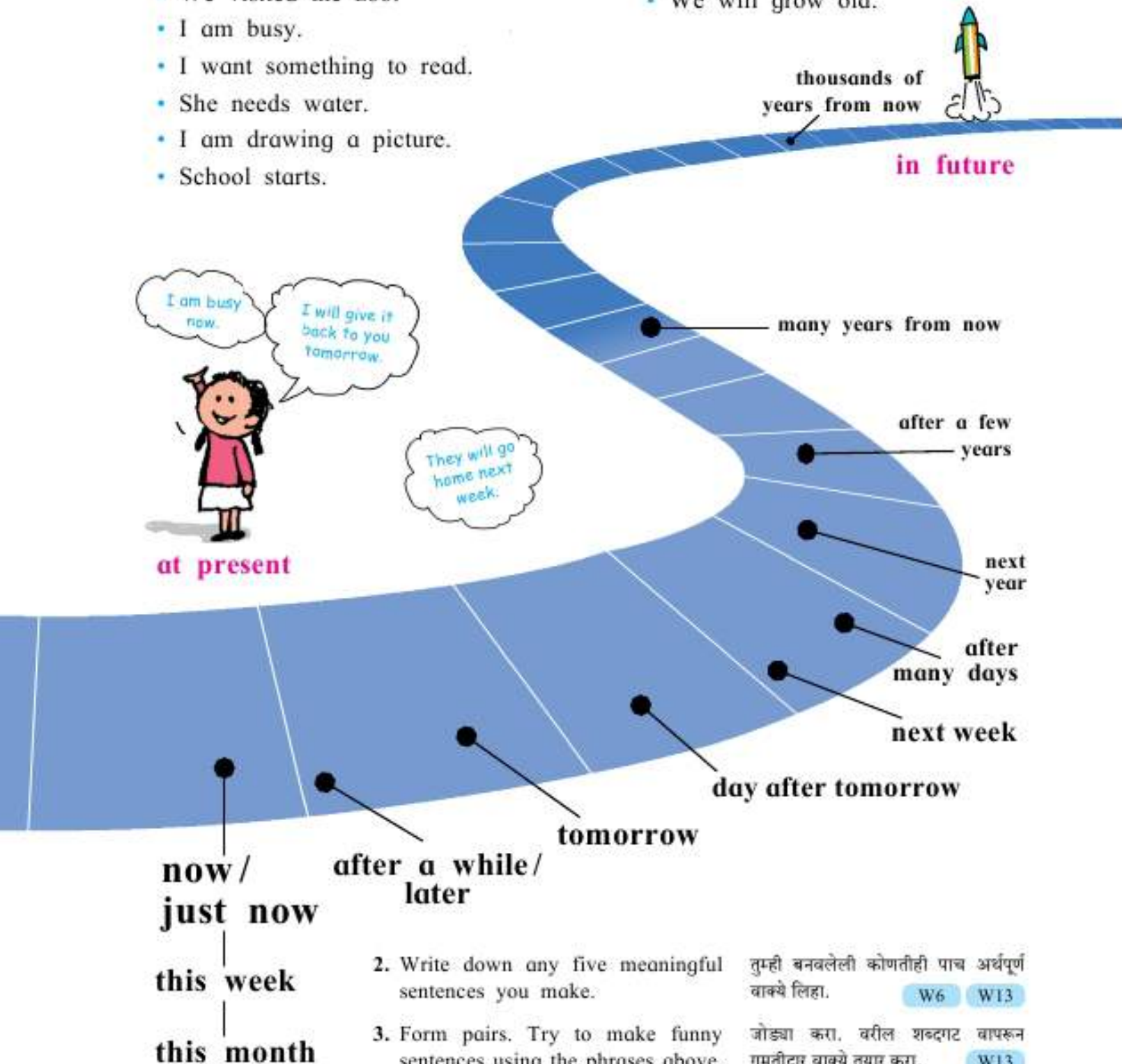
today

tonight

कालरेषेवरील शब्दगट मुलांकडून वाचून घ्यावे आणि मुलांना त्यांचा अर्थ समजत असल्याची खात्री करून घ्यावी. नंतर पान 57 वरील प्रत्येक वाक्यात यांपैकी कोणते शब्दगट घातल्यावर अर्थपूर्ण वाक्ये तयार होतील याबाबत मुलांना बोलते करून विविध जोडण्या करू द्याव्या. तसेच स्वतःच्या मनाने वाक्ये तयार करण्यासही मुलांना उत्तेजन द्यावे. ही कृती नंतरही अधूनमधून घ्यावी.

- 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.



I speak,
I say,
I talk.

1. Listen, repeat, learn and recite.

ऐका, म्हणा, शिका आणि म्हणून दाखवा. 01

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.

हे प्राणी विशिष्ट आवाज करून काय सांगत आहेत, ते वाचा.

O4



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

तुमची कल्पनाशक्ती वापरून हे प्राणी काय म्हणत असतील ते सांगा.

O15

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

3. Rewrite the lines as shown.

दाखवल्यानुसार ओळीचे पुनर्लेखन करा.

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.

जोड्या करा. खालील प्रसंगांसाठी पूर्ण संवाद लिहा. त्यासाठी येथे दिलेल्या काही वाक्यांचाही उपयोग करता येईल.

O6

W11

W9



- 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.

लक्षपूर्वक ऐका आणि प्रयोग नीट पहा.
तो स्वतः करावला आणि इंग्रजीतून सादर
करावला शिका. 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 vinegar.
 This balloon holds 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.

या उपक्रमासाठी लागणारे साहित्य आधीच जमा करावे. सर्व प्रयोग प्रथम स्वतः करून पहावे. चौथ्या प्रयोगासाठी चांगला लोहचुंबक (मॅग्नेट) वापरावा. बर्गतील मुलांना त्यांच्या आवडीनुसार प्रयोग निवडू द्यावा. तो प्रयोग काळजीपूर्वक करण्याचा व इंग्रजीतून सादर करण्याचा सराव करून घ्यावा. दररोज दहा-बारा मुलांना त्यांचे प्रयोग सादर करण्याची संधी द्यावी. या प्रयोगात इतर प्रयोगांची भर घालून शाळेत खरोखरीच science-fair आयोजित करता येईल.

The Wind

1. Listen, repeat, learn and recite.

ऐका, म्हणा, शिका आणि म्हणून दाखवा.

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.

खालील प्रश्नांची उत्तरे द्या.

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.

लक्ष देऊन ऐका आणि
माझ्याबरोबर वाचा.

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) कष्टाचे काम, मेहनत. • discipline ('डिस्प्लिन्) शिस्त.

“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 (‘नॉसटि’) खोडसाळ.

2. Read the following words aloud. खालील शब्द मोठ्याने वाचा.

O4

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

3. Answer the following questions. खालील प्रश्नांची उत्तरे द्या.

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. बागकामाचे वर्णन करणाऱ्या ओळी पाहून लिहा.

W4



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

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

वाक्ये वाचा. चौकटीतील शब्दांचे अर्थ ओळखा.

- His eyes **welled up**.
- Why do you look so **unhappy**?

O12

6. Start a collection of 'opposite' words.

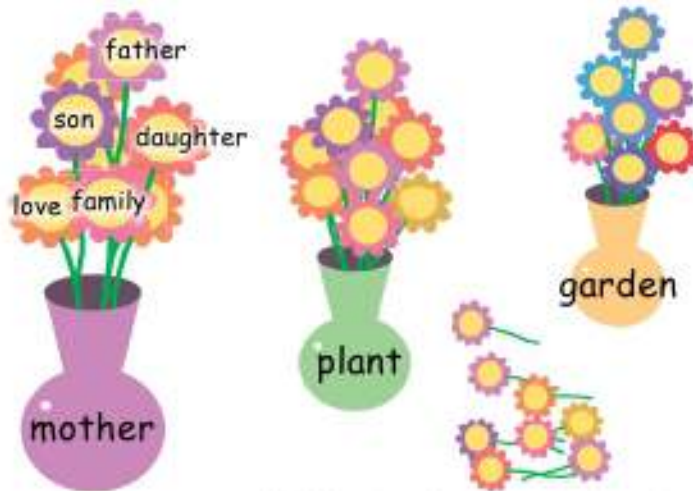
विरुद्धार्थी शब्दांचा संग्रह करून त्यात भर घालत रहा.

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.

फुलदाणीवरचा शब्द वाचा आणि त्याच्याशी संबंधित असणारे जितके शब्द ३ मिनिटांत लिहिता येतील तेवढे लिहा.



विद्यार्थ्यांना इंग्रजी शब्द (त्यांच्या अर्थासह) चटकन आठवता यावेत, यासाठी 7. व 8. स्वाध्याय विशेष करून दिले आहेत. वेगवेगळे शब्द देऊन ते स्वाध्याय नियमितपणे घ्यावे.

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.

'शब्द-साखळी' गुंफण्याचा प्रयत्न करा. दिलेल्या शब्दाशी संबंधित एक शब्द लिहा. त्यापुढे त्याच्याशी संबंधित असलेला आणखी एक शब्द लिहा. असे करत किमान ५ शब्द गुंफल्यावर पहिल्या शब्दाकडे परत या.



eyes time
naughty cottage



The Golden Touch

1. Listen carefully and read with me.

लक्षपूर्वक ऐका आणि माझ्याबरोबर वाचा.

O5

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.

ह्या नाटकाचे 'नाट्यवाचन' करा.

P6

3. Perform the play.

हे नाटक सादर करा.

P6

मुलांचे गट करून वेगवेगळ्या गटांना वेगळे 'scenes' देऊन 'नाट्यवाचन' / नाटकाचे सादरीकरण करून घ्यावे.

Where Go the Boats?

1. Listen carefully and read with me.

लक्ष देऊन ऐका आणि माझ्याबरोबर वाचा.

05

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

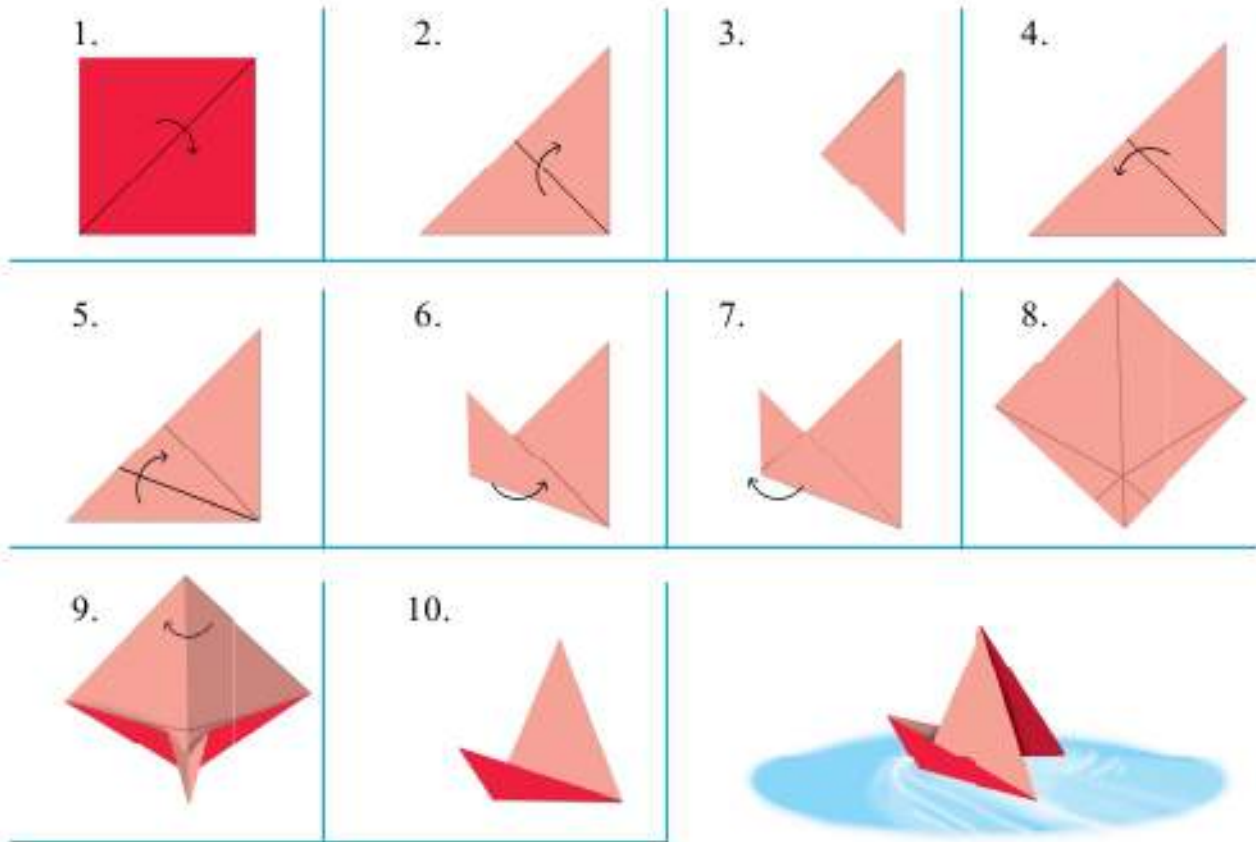
- a-floating (अ'फ्लोटिंग) तरंगणारी.
- castles (कासल्स) किल्ले, राजवाडे.
- foam (फोडम्) फेस.
- ashore (अ'शोऽ) किनाऱ्यावर.

2. Read the poem aloud or recite it with proper intonation.
3. Find the 'colour' words in the poem. Write down at least 10 other colour words you know.
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.

आवाजात योग्य ते चढउतार करून कविता मोठ्याने वाचा किंवा सादर करा. O1

कवितेतील 'रंगा' विषयीचे शब्द शोधा. रंगाविषयीचे तुम्हाला माहीत असलेले आणखी किमान १० शब्द लिहा. W4
W13

कागदाची एक साधी होडी कशी करावची ते खालील चित्रांत दाखवले आहे. जोड्या करून ती होडी करावला शिका. प्रत्येक पायरी करून पहा आणि त्याबाबत इंग्रजीत बोला. त्यासाठी खाली दिलेले वाक्यप्रयोग उपयोगी पडतील. O6



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. ऐका, शिका आणि सादर करा.

O14

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.





2. Guess the meaning of the following words. खालील शब्दांचे अर्थ ओळखा. नंतर हे शब्द शब्दकोशात पहा. O12
 Look up these words in a dictionary.
 • surface • space • envelope • spacecrafts • astronauts
3. Find the English names of other planets in the solar system and write at least 2 sentences about each. सूर्यमालेतील इतर ग्रहांची इंग्रजी नावे शोधून काढा आणि प्रत्येकाबद्दल किमान २ वाक्ये (इंग्रजीत) लिहा. W13
4. As a group activity, prepare and present short monologues (at least 3-4 lines) of the following characters. खाली दिलेल्या पात्रांच्या छोट्या नाट्यछटा (किमान ३-४ ओळी) गटात तयार करून सादर करा. O15
 • A River • The Wind • King Midas • A Cuckoo • The Little Red Hen

ही भाषणे (monologues) योग्य त्या हावभावसह व चढउतारांसह सादर करण्याचा सराव घ्यावा. स्वतःच्या आवडीनुसार कोणतेही एक भाषण सादर करण्याची प्रत्येक मुलाला संधी द्यावी.



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

ईशानी काय सांगते आहे, ते वाचा आणि तुमच्या कल्पना वापरून तक्त्यातील वाक्ये पूर्ण करा व लिहा. W9

Ishani :	Every day	Today	Some day
	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
	..... 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.

खालील वाक्ये वाचा.

O4

या पानावरील दोन्ही कृती प्रथम तोंडी सोडवून घ्याव्यात. पुरेशा चर्चेनंतरच वाक्ये लिहायला सांगावीत. लिहिताना मुले शब्दांची योग्य ती रूपे वापरतील असे पहावे. उदा., She always **finishes** her homework.

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

आता खालील आकृतीच्या मदतीने तुम्हांला जमतील तितकी अर्धपूर्ण वाक्ये तयार करा. त्यांपैकी कोणतीही दहा वाक्ये लिहा.

O14

W9

<ul style="list-style-type: none"> • finish homework. • eat vegetables. • drink enough water. • wash my hands. • use plastic bags. • throw garbage on the floor. • quarrel with my friends. 		<ul style="list-style-type: none"> • waste food. • check my work. • 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. • tell lies. • tell the truth.
--	--	---



1. Listen, repeat and read with me.
 ऐका, म्हणा, आणि माझ्याबरोबर वाचा. O5

Unit Six



When you drop me on the floor
 I get stepped on - my sides are sore;

Torn-out pages make me groan;
 I feel dizzy if I'm thrown;

Every mark and every stain
 On my covers gives me pain;

Please don't bend me, if you do
 I don't want to talk to you;

But we will both be friends together,
 If you protect me from the weather

And keep me clean so that I look
 A tidy, neat and happy book.



2. Present the poem with proper actions. योग्य त्या हावभावसह कविता सादर करा. O1
3. Say what happens when – अशा वेळी काय होईल, ते सांगा. 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. आपल्या पुस्तकांना आनंदात ठेवण्यासाठी तुम्ही काय कराल, ते सांगा. O12



1. Listen carefully and read aloud.

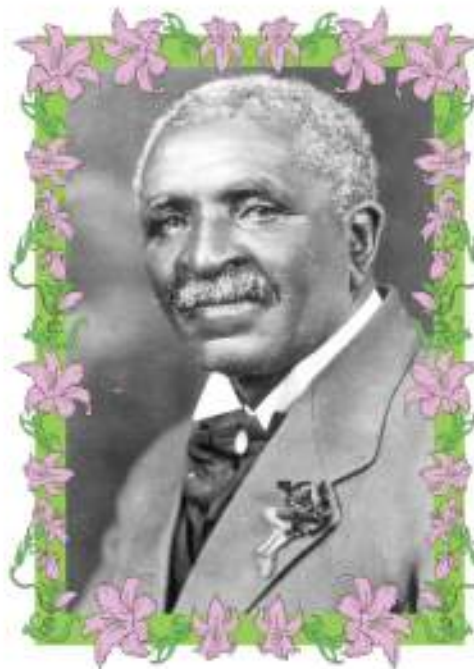
लक्षपूर्वक ऐका आणि मोठ्याने वाचा.

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.

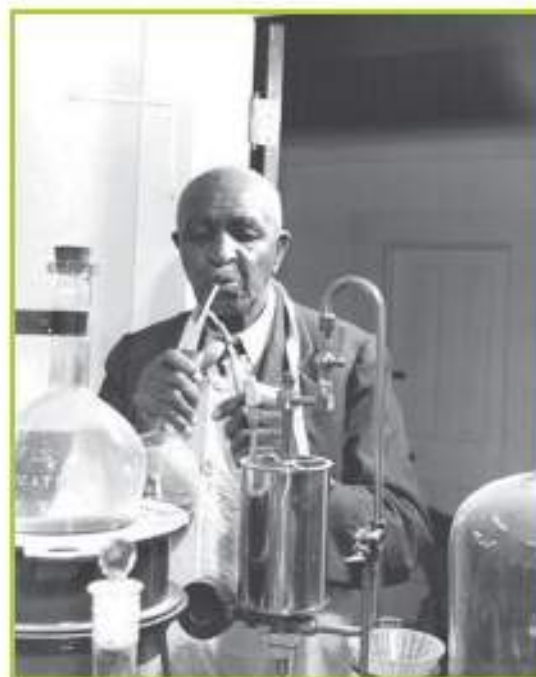
On the first day, Carver told his students, "Let us start a new project today. We will all go out and collect cans, bottles, boxes, pots and pans which people have thrown away. From these, we will make simple instruments and set up our laboratory."

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. खालील शब्दांचे अर्थ शब्दकोशात शोधा. —
- stain • slave • laboratory • demand • museum
3. List the following from the passage. उताऱ्यातून खालील गोष्टींची यादी करा. W4
- food items • everyday things • words related with studies
4. Rearrange the following events in the proper order. Use the points to make a chart of the life-sketch of George Washington Carver. खालील घटना योग्य त्या क्रमाने लावा. हे मुद्दे वापरून जॉर्ज वॉशिंग्टन कार्व्हर यांच्या जीवनाचा तक्ता तयार करा. 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. कार्व्हर यांच्यावर तुमच्या मातृभाषेत एक टिपण लिहा. P8



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

आपल्या आसपास पहा, विचार करा आणि किमान २५ प्रश्न बनवा. 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.

पाच-पाच जणांचे गट करा. एकमेकांचे प्रश्न वाचून, प्रत्येकाकडे २५ वेगळ्या प्रश्नांची यादी तयार होईपर्यंत त्यात भर घालत रहा. प्रश्न तयार करताना वर दिलेल्या (प्रश्नाच्या सुरुवातीला येणाऱ्या) शब्दांचा/शब्दगटांचा उपयोग करता येईल.

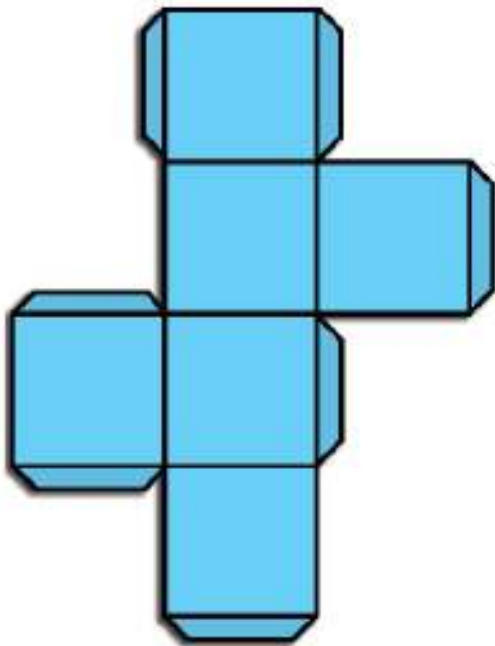
Your group will have a 'Question Bank' of 125 questions.

तुमच्या गटाची १२५ प्रश्नांची प्रश्नपेढी तयार होईल.



- Listen, read, make and play. ऐका, वाचा, तयार करा आणि खेळा.

03



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!





1. Look, listen and read with me.

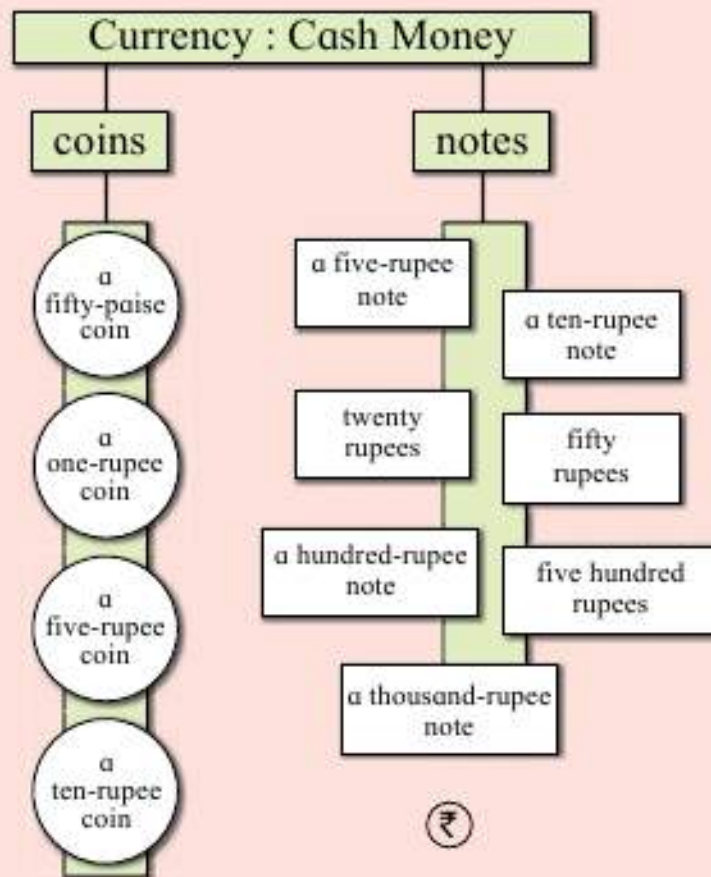
पहा, ऐका आणि माझ्याबरोबर वाचा.

05

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.

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.

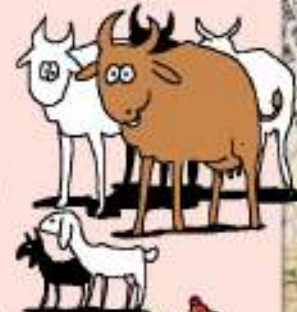
Paper money was first used in China
about 1000 years ago.

Paper money or notes have no value
of their own, but a note is '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!



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

'पैसा' या विषयावर तुमच्या मातृभाषेत एक टिपण लिहा. 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.

पान 80 वरील आकृती पहा. अशा आकृतीत 'फांद्या' असल्यामुळे तिला 'tree diagram' म्हणतात. आता खालील मजकूर वाचा आणि त्यातील माहिती दाखवण्यासाठी 'tree diagram' काढा. 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.

तुमच्या परिसर अभ्यास किंवा गणित विषयांच्या पाठ्यपुस्तकांतून 'tree diagrams' साठी विषय शोधा. आकृत्या काढा आणि त्यांत इंग्रजी शब्द लिहा. W8

4. Make meaningful sentences from the following table.

खालील तक्त्यावरून अर्थपूर्ण वाक्ये तयार करा. 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. ऐका, म्हणा, आणि माझ्याबरोबर वाचा.

05

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. आवाजात योग्य ते चढउतार करून कविता सादर करा.

01

3. Find the meanings of the following from a dictionary. शब्दकोशातून खालील शब्दांचे अर्थ शोधा.

• sunny • weather • dewdrops • purple • clover

4. What other things can you think of that you see in hundreds? शेकडोनी दिसणाऱ्या इतर काही गोष्टी तुम्हांला आठवतात का? (इंग्रजीत सांगा.)

015

5. What else can you think of that is only one of its kind? फक्त एकच एक असतात, अशा दुसऱ्या कोणत्या बाबी तुम्हांला आठवतात? (इंग्रजीत सांगा.)

015



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.

खालील चित्रे पहा. समोरच्या पानावरील संवाद वाचा. योग्य ते क्रमांक देऊन संवाद व चित्रे यांच्या जोड्या लावा. 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.

संवादांचे नाट्यीकरण करा. तुम्ही तुमच्या मनाने त्यात योग्य ती भर घालू शकता किंवा बदल करू शकता.

O13

P6



1. Listen carefully and read aloud.

लक्षपूर्वक ऐका आणि मोठ्याने वाचा.

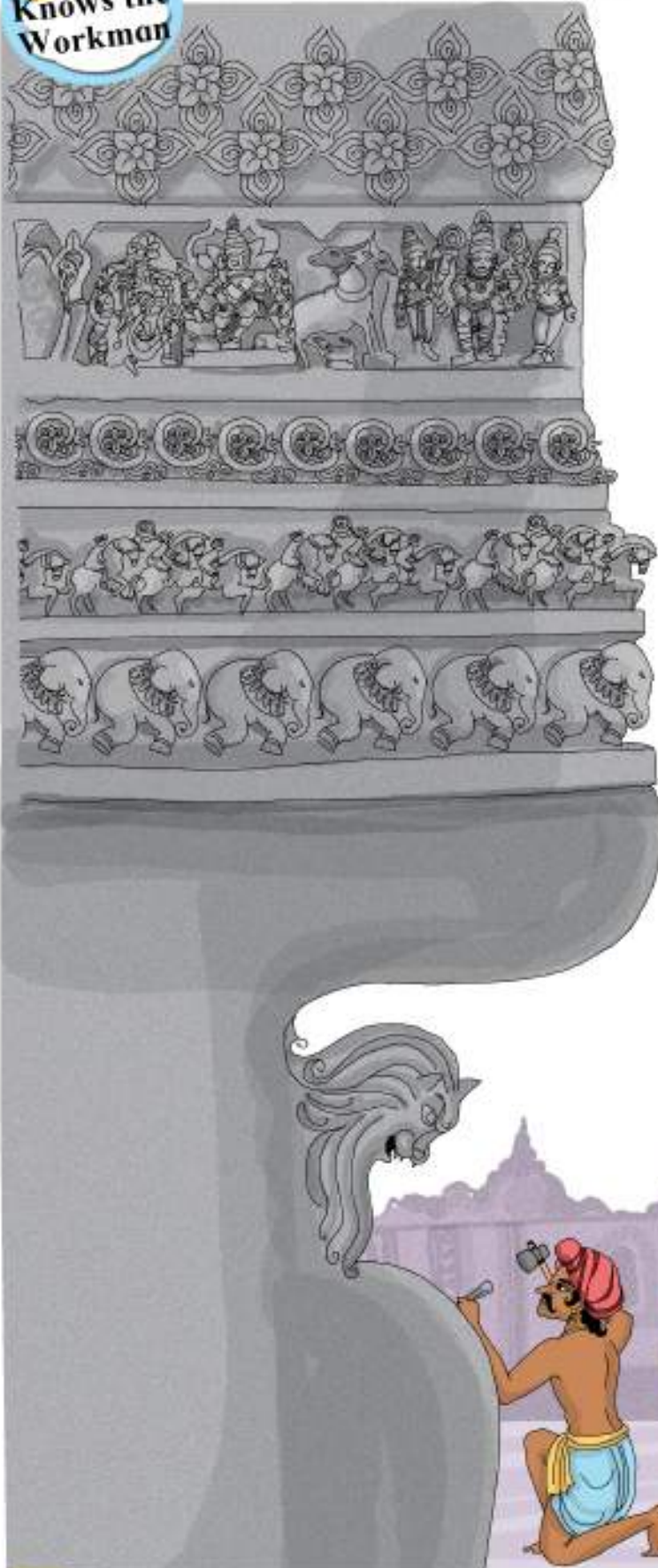
O5

O4

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. ही गोष्ट तुमच्या मातृभाषेत सांगा.

P8

- ★ इंग्रजी वाक्यांच्या सुरुवातीला नेहमी कॅपिटल (capital) अक्षर लिहितात.
- ★ नावातील पहिले अक्षरही कॅपिटल लिहितात.

- ★ एकापेक्षा जास्त वस्तू, माणसे, प्राणी, स्थळे इत्यादी दाखवणाऱ्या अनेकवचनी इंग्रजी शब्दांच्या शेवटी बऱ्याचदा -s, -es किंवा -ies ही अक्षरे येतात.
- उदा., cups, birds, bushes, buses, flies, stories.

a की an ?

- ★ इंग्रजीत वस्तू, प्राणी, स्थळे इत्यादींच्या आधी 'a' लावतात.
- उदा., a bag, a white duck, a big hill, a man.
- ★ पण पुढच्या शब्दांची सुरुवात जर स्वरांनी होत असेल, तर 'an' ऐवजी an वापरतात.
- उदा., an ant, an axe, an angry man, an egg, an early bird, an ice cube, an umbrella, an hour (अन् आवऱ)

- ★ कोणाचे काय हे दाखवण्यासाठी -'s वापरतात.

उदा., Meena's doll, tiger's tail, children's books.

- ★ -s/-es ने शेवट होणाऱ्या अनेकवचनी शब्दांच्या शेवटी फक्त 's' लावतात.
- उदा., Rabbits' ears, Boys' School, Girls' Hostel.

- ★ नावांच्या शेवटी s असेल तर फक्त 's' किंवा 's' चापैकी काही वापरले तरी चालते.
- उदा., Midas' daughter किंवा Midas's daughter.

NOW I KNOW!



आत्ताच्या आणि नेहमीच्या गोष्टींबद्दल बोलताना शब्दांच्या या जोड्या ठरलेल्या आहेत.

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

हो/नाही उत्तर असणारे प्रश्न तयार करताना या जोड्यांतील शब्दांची उलटापालट होते.

उदा., I am late. Am I late ?

- ★ इंग्रजी बोलताना
- Hello ! Good morning !
- Please, Thank you.
- Sorry ! Excuse me,
- Do you mind
- It's all right !
- इत्यादींचा वापर करणे चांगले.

- ★ काही शब्दांतली अक्षरे गाळली आहेत, हे दाखवण्यासाठी मुद्दा ' ' चिन्ह वापरतात.
- उदा., I'm going. He's happy.

- ★ होऊन गेलेल्या घटना दाखवणाऱ्या शब्दांच्या शेवटी बऱ्याचदा -d किंवा -ed असतो.
- ★ पुढे होणाऱ्या घटनांबद्दल बोलताना will किंवा going to वापरतात.
- ★ आता चालू असणाऱ्या घटनांबद्दल बोलताना -ing शेवटी येणारे शब्द वापरतात.



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