

MY  
ENGLISH  
BOOK  
FIVE

STANDARD  
FIVE

मराठी माध्यम



# The Constitution of India

## Chapter IV A

### Fundamental Duties

#### ARTICLE 51A

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

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.



Education Department's Sanction Number :  
Pra-Shi-Sa/2014-15/H/Language/Manjuri/D-505/727/Date 23/2/2015



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



**First Edition : 2015**  
**Seventh Reprint : 2022**

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**Typesetting :**

DTP Section (Languages)  
Textbook Bureau, Pune.

**Printer :**

M/s

**Publisher :**

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

**Paper :**

70 GSM Creamwove

**Print Order No. :**

N/PB/ 2022-23/





## 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.

Pune

Date : 5 March 2015

14 Phalgun 1936



(C. R. Borkar)

Director

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

### ध्वनिचिन्हे : स्वर

चिन्ह	उदाहरण	चिन्ह	उदाहरण	चिन्ह	उदाहरण
ई	cat / ईट् / see / सी /	ऑ	box / बॉक्स / ऑऽ ball / बॉऽल् /	अ	away / अ'वेऽ / अऽ girl / गऽल् /
इ	sit / सिट् /	उ	wool / वुल् /	एऽ	gate / गेट् /
ए	pen / पेन् /	ऊ	moon / मून् /	ओऽ	boat / बोऽट् /
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 / थॉऽन् /	न	name / नेऽम् /
ड	dog / डॉग /	द	this / दिस् /	ग	sing / सिंग /
क	cat / कॅट् /	श	sheep / शीप् /	क	sink / सिंक /
ग	go / गोऽ /	झ	measure / 'मेझर् /	ल	look / लुक /
च्	cheek / चीक् /	स्	seat / सीट् /	र्	red / रेड् /
ज	June / जून् /	झ	zip / झिप् /	य	yes / येस् /
				व	water / 'वॉऽटर् /

- यातील ऽ 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, टूक्.
- झ हा 'झडा'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 दिवस्वरांचे 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 राहिल, हे लक्षात घ्यावे.
- मुले स्वतःच्या मनाने इंग्रजीतून बोलण्याचा प्रयत्न करत असताना त्यांच्या चुका दाखवण्यासाठी मधे 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 मुलेखनाच्या सरावासाठी रंगीत अक्षरांत काही शब्दगट, वाक्ये दिली आहेत. त्यांचा अर्थ माहित 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 मुलेखन, 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 88) 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 **W : Written** alphabet correctly in a good hand
- W2 Arrange words in alphabetical order
- W3 Look, think and write
- W4 Find the words in a text and write them
- W5 Change the words in a sentence
- W6 Rearrange in a proper order
- W7 Read the text and write the answer
- W8 Draw maps, diagrams, etc.
- W9 Listen/Read and write/  
Read and complete (Guided writing)
- W10 Copy in a good hand
- W11 Read and make inferences
- W12 Read and classify
- W13 Write on your own





- P1 Prepare word-cards **P : Project**
- P2 Dictionary/Reference work
- P3 Interviews : (a) Asking questions  
(b) Answering questions (c) Recording information
- P4 Pen-friends
- P5 Collection of English texts
- P6 Dramatize stories/Enact a song, play, etc.
- P7 Question Bank
- P8 Retell/Rewrite in your mother tongue
- Not for evaluation

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

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

# CONTENTS


## Unit One : Revision

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

## Unit Two

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

## Unit Three

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


## Unit Four

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

## Unit Five

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

## Unit Six

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

NOW I KNOW!



88





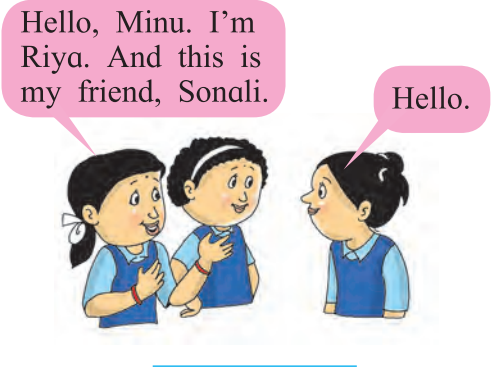
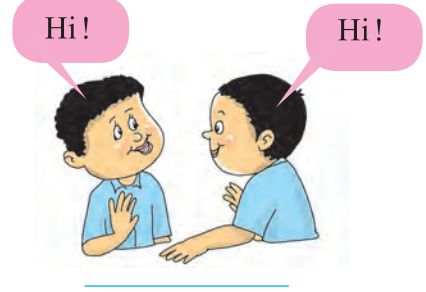
- Listen, learn and sing with actions.  
एका, शिका आणि ही गाणी हावभावांसह म्हणा.

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!

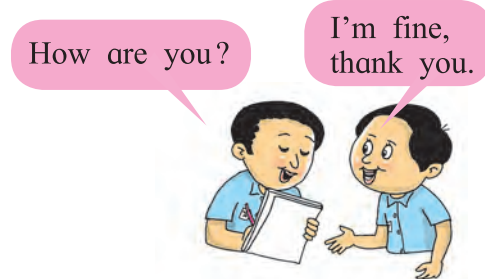
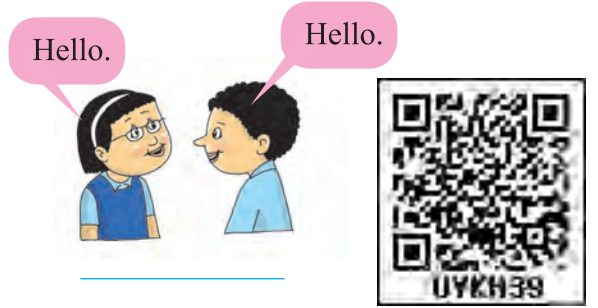


### Song 2

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

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

**sing** **dance** **play** **sway**



ही गाणी चालीवर म्हणण्याचा सराव घ्यावा. चालीसाठी पहा : [freekidsmusic.com/traditional-childrens-songs/](http://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







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.

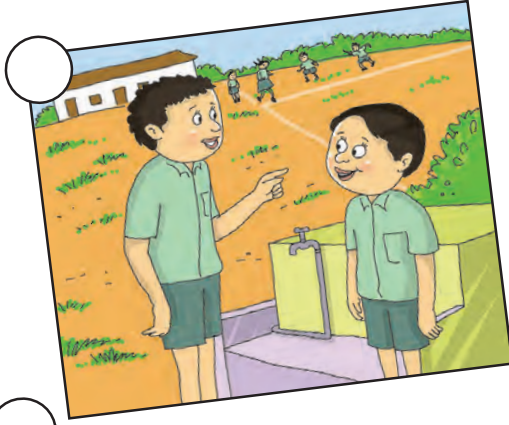
O15



4

Hello. Excuse me. Please.

Unit One



2. Form pairs and practise the above dialogues.

जोड्या करून वरील संवादांचा सराव करा.

06





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

लक्षपूर्वक एका 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 एका 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.



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

Unit One

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

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 धरा 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. एका, 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)-O/(Clap)-(Clap)-(Clap)-(Clap)-(Clap). लय कमी-जास्त करून हे गाणे म्हणावे.  
चालीसाठी पहा : [freekidsmusic.com/traditional-childrens-songs/](http://freekidsmusic.com/traditional-childrens-songs/).

## Vanishing Sentences

- Read the first sentence carefully. Then continue to read it aloud saying the missing words till you can 'read' the whole sentence from memory. पहिले वाक्य लक्षपूर्वक वाचा. नंतर गाळलेले शब्द स्वतः म्हणत ते मोठ्याने वाचा. असे करत शेवटी पूर्ण वाक्य मनाने 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 lazy

The quick brown fox jumps over a

The quick brown fox jumps over

The quick brown fox jumps

The quick brown fox

The quick brown

The quick

The

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



# Talking about Things - 1

- 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.

03



• 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. O3

(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 in each set. मोठ्याने वाचा. O4

### 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**



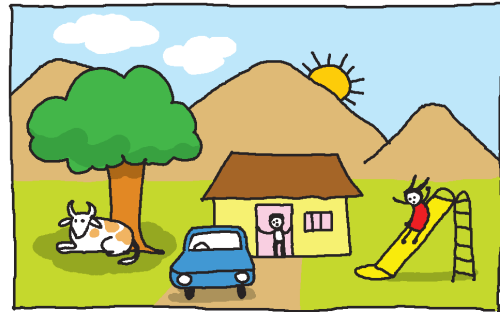
**behind**

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

चित्रे पहा आणि यांतील 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.





## Action Time

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 सांगावा 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 सुरू 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

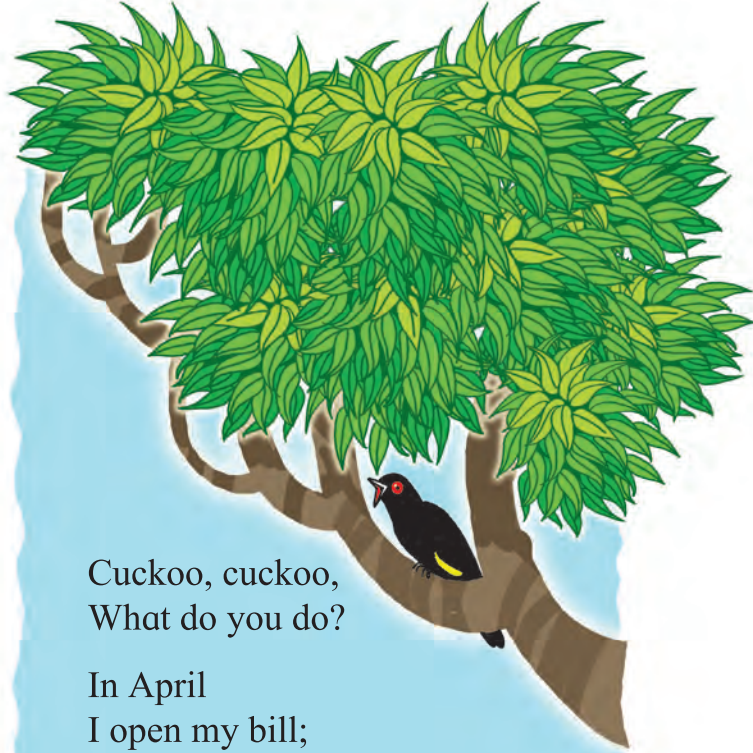




1. Listen, repeat and sing. ऐका, म्हणा. हे गाणे म्हणा.

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.”



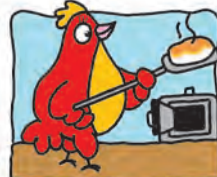
And she called her chicks and they all ate up the lovely loaf of bread.

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.

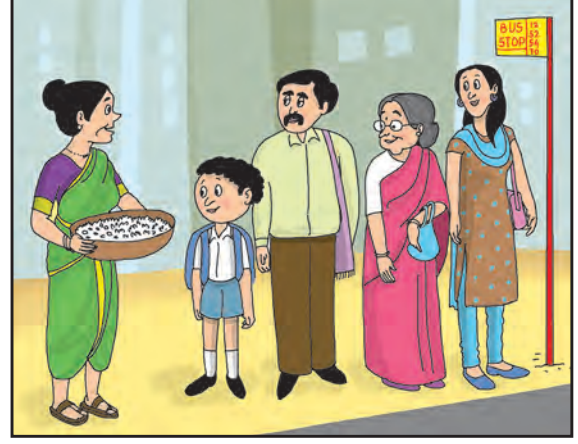
O12

(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 आधाराने 'Who' ने सुरू होणारे इतर प्रश्न तयार करा. (किमान ५.)

O8





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



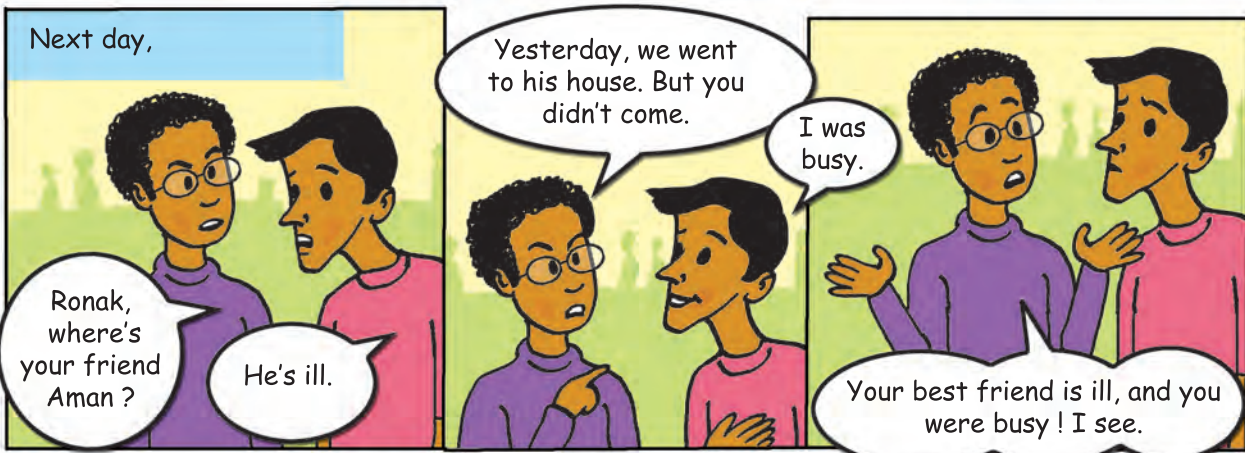
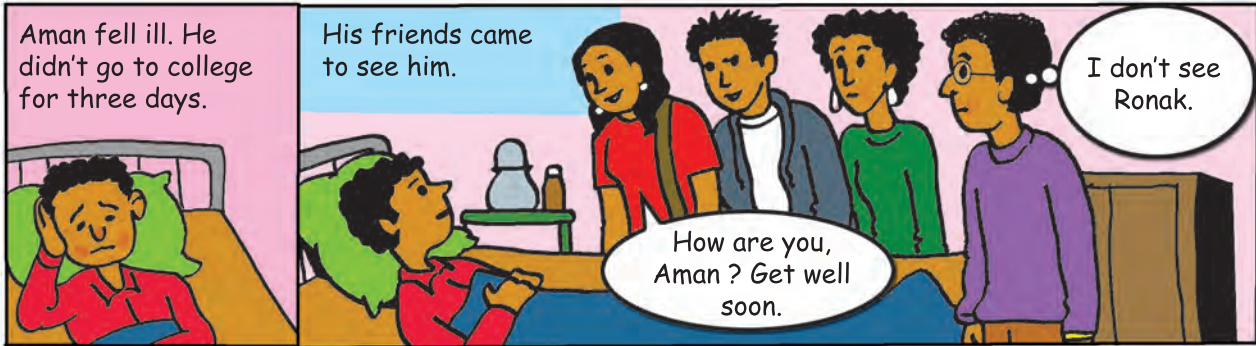
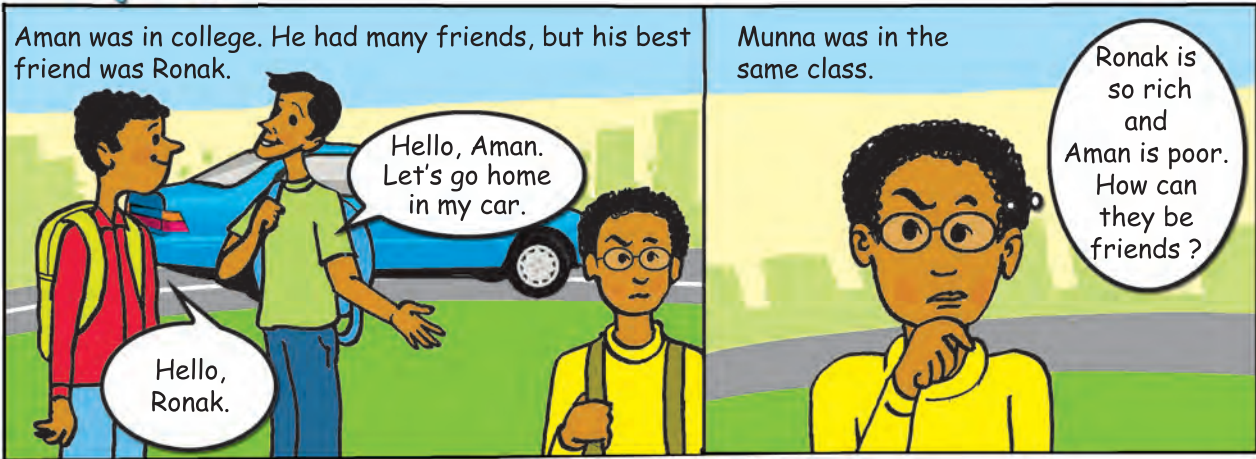
# True Friends

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

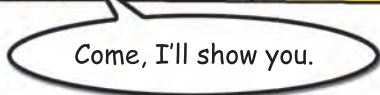
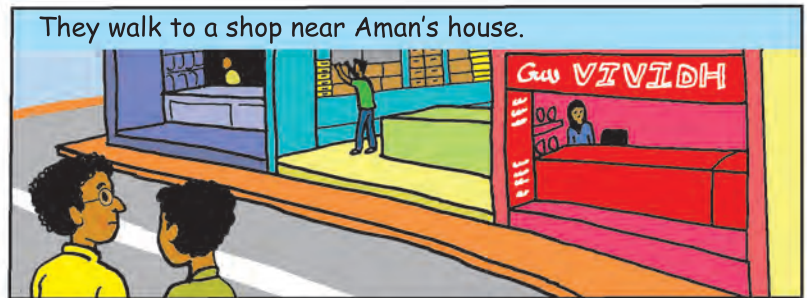
चित्रे पहा, लक्षपूर्वक ऐका आणि मोठ्याने वाचा.

O4

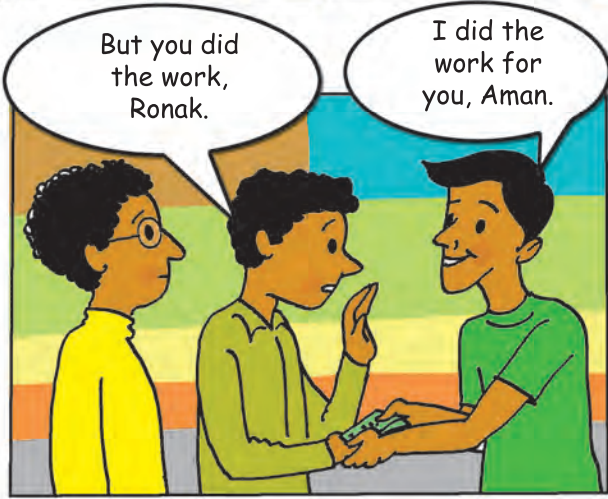
O5











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



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 ३ शब्दगट तयार करा आणि लिहा.

W13

- my car
- your friend
- Aman's house

- his money
- her book
- its tail

- our school
- their team
- 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 विद्यार्थ्यांकडे 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.



## Keeping Quiet

1. Listen carefully and enact in a pair.

लक्ष देऊन ऐका. जोड्या करून हावभावांसह सादर करा.

03

Hello, Namita.



Are you busy?



Shall we go out to play?



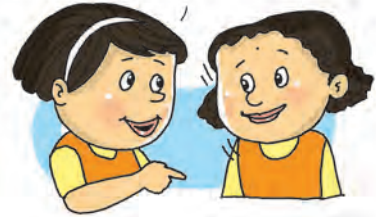
Hey, what's wrong with you?



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.

वरील 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.

जोड्या 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.

- 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.

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

O6



# 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 subjects do you like?  
.....

What's your favourite dish?  
.....

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.  
• .....

What's your hobby?  
.....  
• singing • dancing  
• climbing hills  
• drawing pictures  
• playing the drum  
• eating • sleeping  
• whistling • reading  
• collecting stamps/  
beads/feathers/ .....  
• swimming • .....

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

What's your full name?  
.....

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.



VF5VB6



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.

तुम्ही तयार केलेली कोणतीही दहा वाक्ये लिहून काढा.

W9

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

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 यादद्या तयार करा. कोणत्याही दोन यादद्यांमध्ये 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.

प्रत्येक यादीतील शब्द a ते z क्रमाने लावा.

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.

सर्व यादद्यांमधील शब्द एकत्र करून a 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



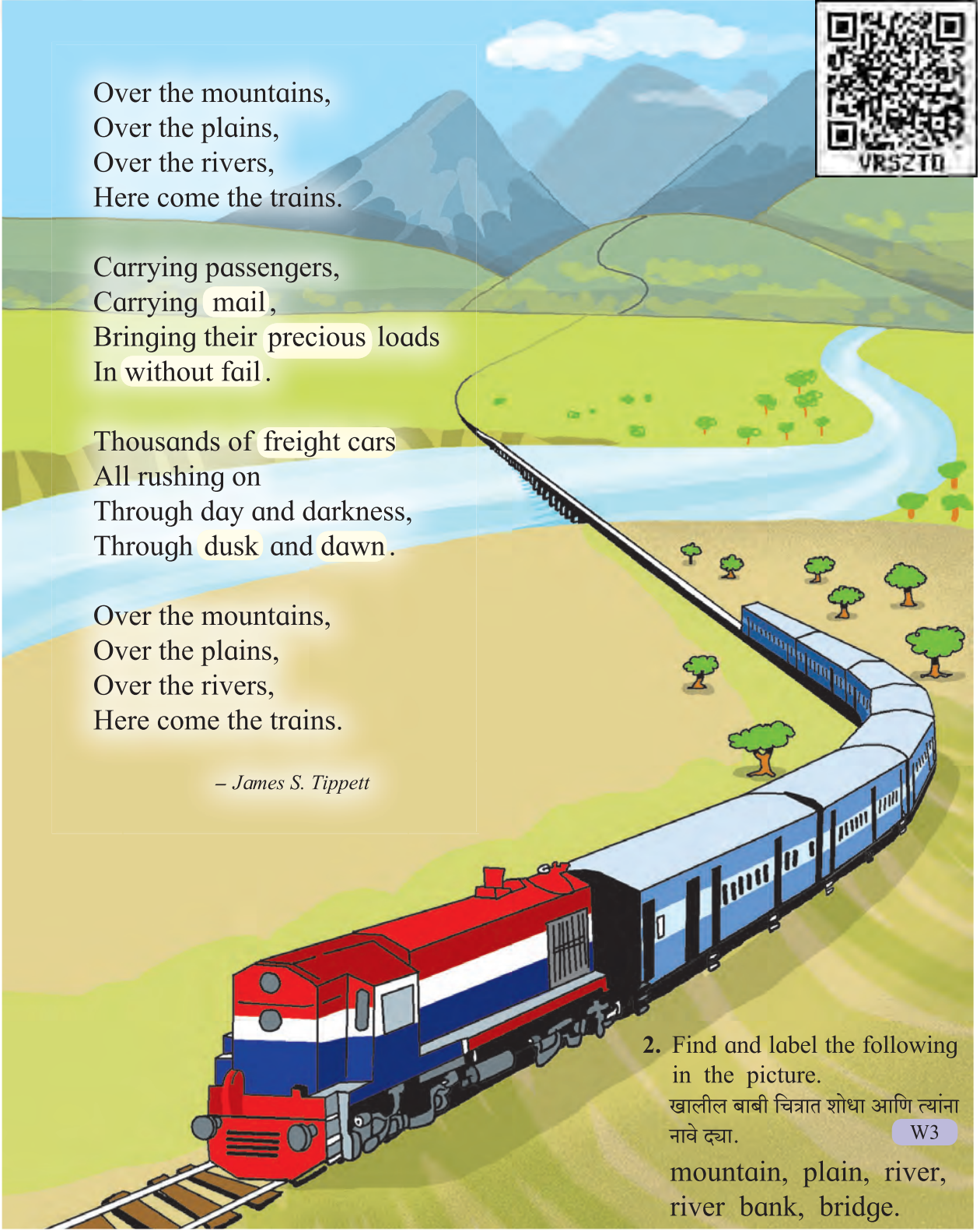
Over the mountains,  
Over the plains,  
Over the rivers,  
Here come the trains.

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 (मेऽल्) टपाल.
- precious (प्रेशस्) किमती, बहुमोल.
- without fail (वि'दाउट् फेऽल्) न विसरता, न चुकता.
- freight cars (फ्रेऽट् काऽड्झ) मालगाड्या.
- dusk (डस्क्) सायंकाळ, दिवेलामणीची वेळ.
- dawn (डॉन्) पहाट, उषःकाल.



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 (स्प्रॉंग् 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.

O4

• Children do not like thorns.

• Children like flowers.

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

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 बदलायचे आहेत. मुलांना सरावाच्या वेळी या दोन्ही गोष्टी लक्षात आणून द्याव्यात.



# Lots of Things Together

- Read aloud and copy the phrases in your notebook.

हे शब्दगट मोठ्याने वाचा आणि पाहून तुमच्या वहीत लिहा.

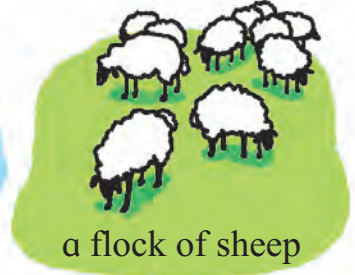
O4  
W10



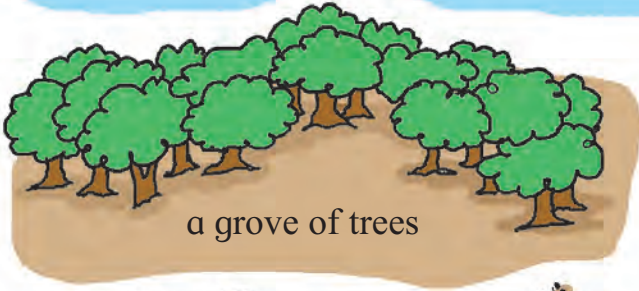
a flight of birds



a flock of geese



a flock of sheep



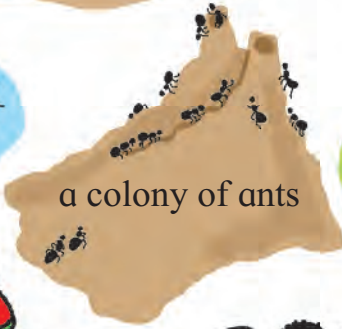
a grove of trees



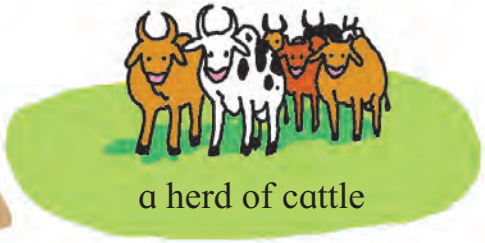
a pack of dogs



a swarm of bees



a colony of ants



a herd of cattle



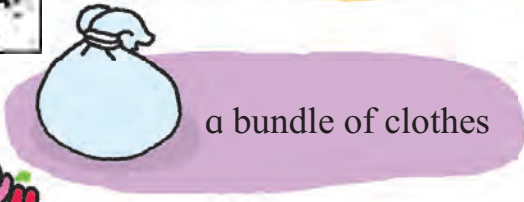
a group of children



a team of players



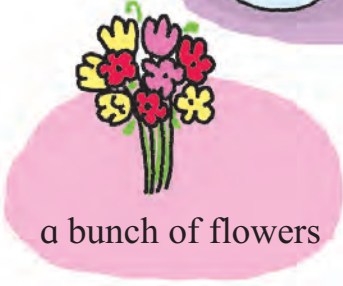
a crowd of people



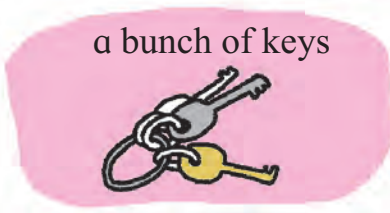
a bundle of clothes



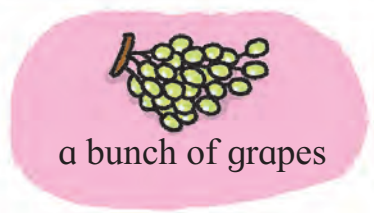
a bundle of sticks



a bunch of flowers

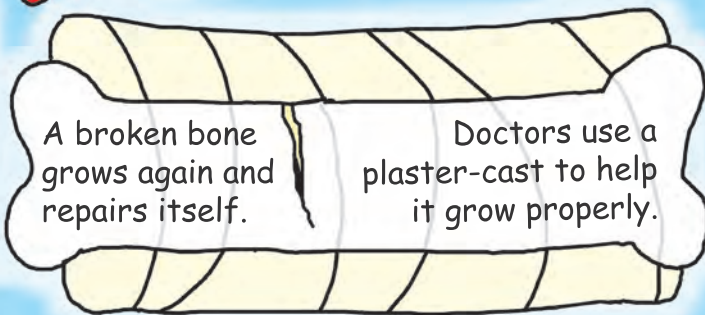
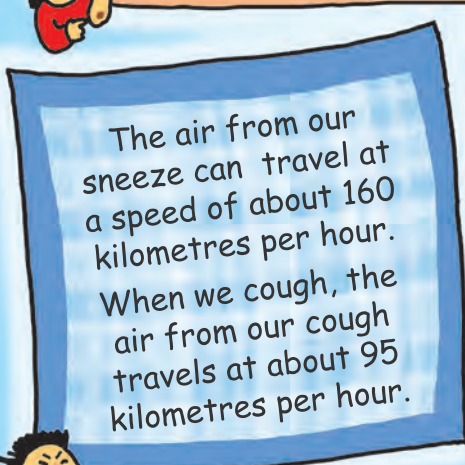
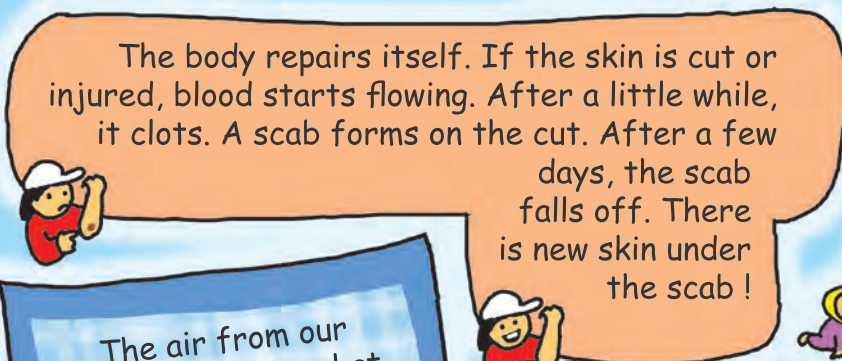
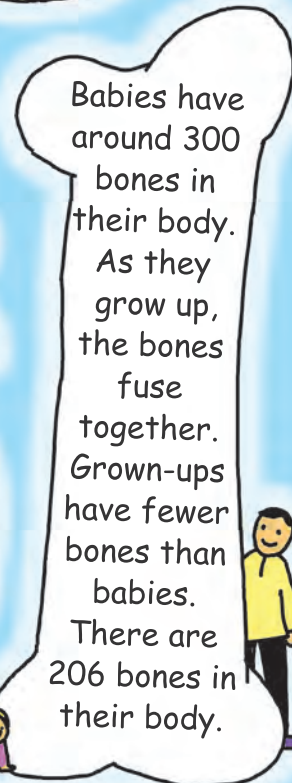
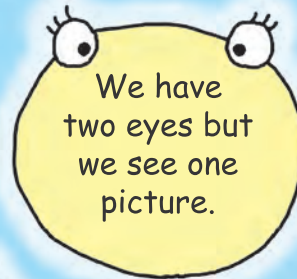


a bunch of keys



a bunch of grapes

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







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 भरवा.

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.

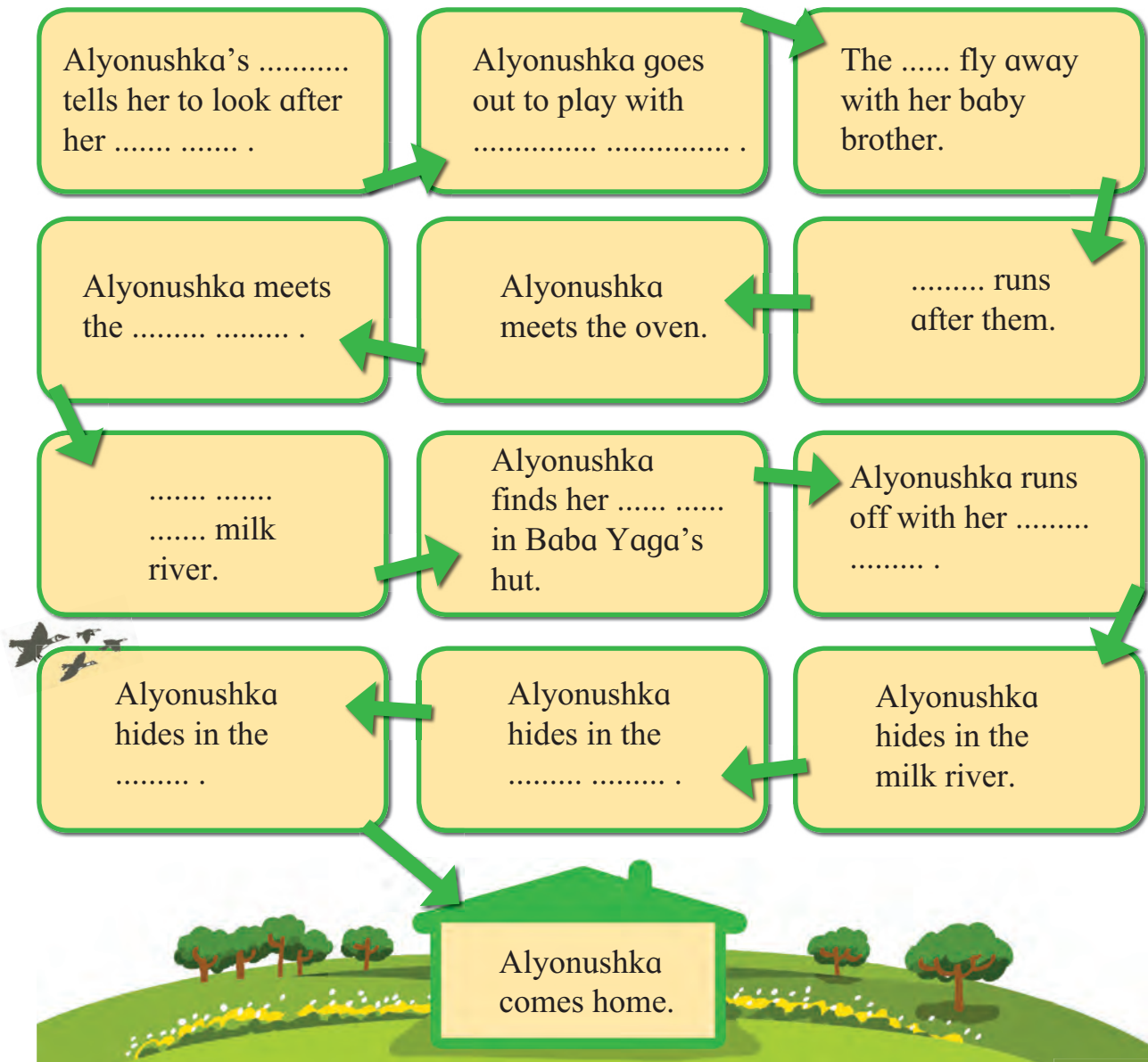
आता माझ्याबरोबर ही गोष्ट मोठ्याने वाचा.

O5

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

खाली अल्योनुशकाची 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 अल्योनूशकाच्या शब्दांत सांगा. सुमारे ५-८ ओळींनंतर थांबून पुढील मुलाला त्यानंतरची गोष्ट सांगू द्या.

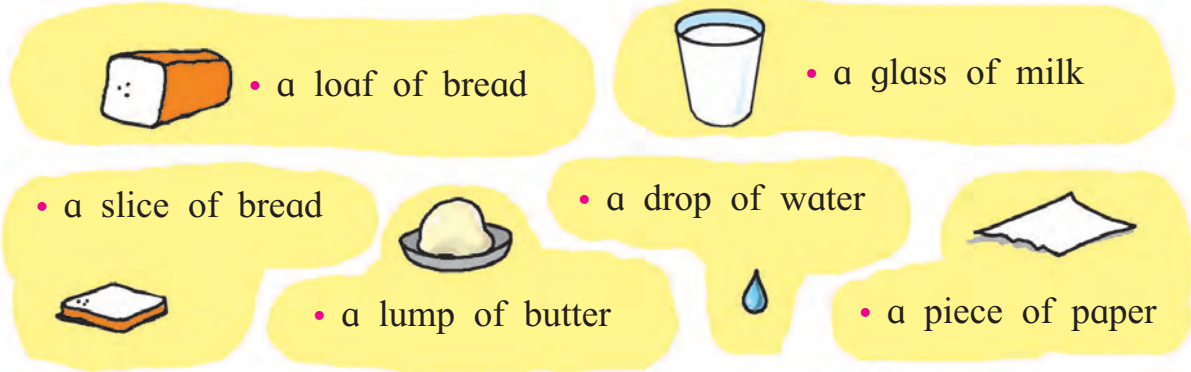
O14

*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



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.

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

• Write down these pairs of rhyming words.

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

O10

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.

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

खालील प्रश्नांची उत्तरे एका शब्दात द्या.

O11

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 शोधा.

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 राहिल 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 :**

Date : \_\_\_\_\_

Dear \_\_\_\_\_ ,

How are you? I hope you are fine.

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

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

Your friend,  
.....

a very good programme

a wonderful book

a lovely poem

an interesting story

watch

read

Date : \_\_\_\_\_

Dear \_\_\_\_\_ ,

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

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

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

Yours,  
.....

programme book

Story Telling Competition/  
Recitation Competition

story poem

**(b) Some useful expressions :**

Give my love to your little sister/brother.

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

With regards,

With lots of love,

Yours sincerely,

Love,

See you soon.

Yours lovingly,

Yours truly,







The lion walks  
on padded paws ,

The squirrel leaps  
from limb to limb,

While flies can crawl  
straight up a wall,

And seals can  
dive and swim.

The worm he  
wiggles all around,

The monkey  
swings by his tail,

And birds  
may hop upon the ground



Or spread their wings  
and sail.

But boys and girls  
have much more fun:

They leap and dance  
and walk and run.

- Author Unknown



- paws (पॉड्ज़) पंजे.
- limb (लिम्) मोठ्या झाडाची फांदी.
- worm (वड्म्) 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 वर्ड्झ'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	
Smoke	float	up	
	sinks	over	the bottom of the sea.
	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 .....



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. 03

3. Play this game, calling out to a group of children rather than one child. एकाऐवजी अनेक मुलांची नावे घेऊन हा खेळ खेळा. 03

**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. 03

**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

B-7 Kala Sadhana Presents B-7

21 Oct. 2015  
6.30 pm

**DANCE FESTIVAL**

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

Wednesday 21 Oct 2015 6.30 pm

₹.150 ₹.150

No refund / No exchange

### a bill

**MAHAVIR STORES**  
512, L.V.Ghate 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 Kakade.....

the amount ₹.two thousand three hundred and twenty only

..... as annual membership fee.

Payment  
by cash/cheque

Received by

B. Sathe

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, Amgaon

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

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

**Hurry!** 10% to 50% discount  
on every purchase

Attractive offers on purchases above ₹5000

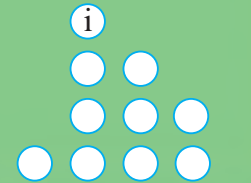
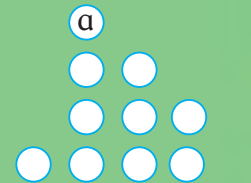
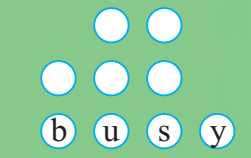
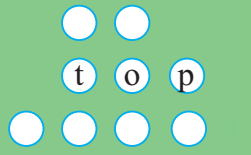
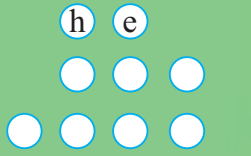
### a cartoon strip

**LITTLE EVA**

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



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



**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.

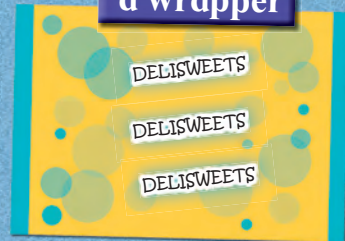


**a story**

**a price tag**



**a wrapper**



## 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**

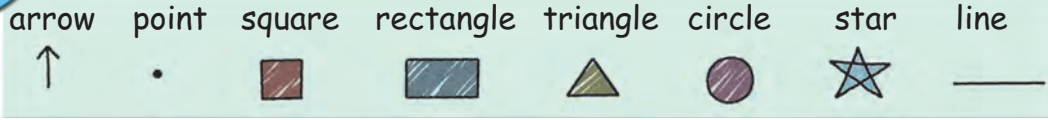
**News Headlines**





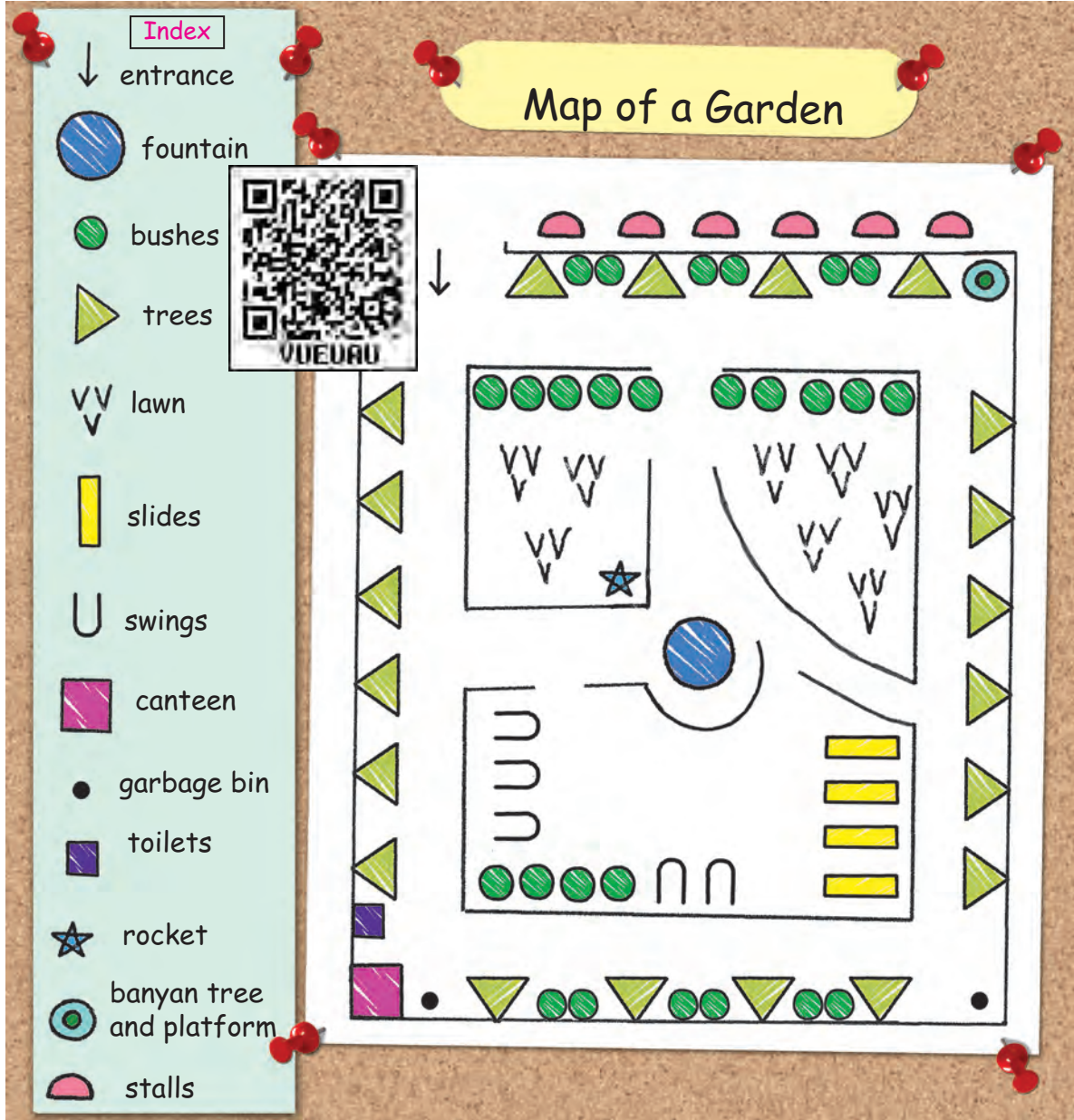
1. Name the following shapes. खालील आकारांची नावे सांगा.

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 माहित 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



1. Listen carefully and read after me. लक्षपूर्वक ऐका आणि माझ्यापाठोपाठ वाचा.



( 'ब्लॅकस्मिथ् )  
लोहार

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.

( '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.

( 'हॅमर )  
हातोडा

( 'सॉ )  
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 अ'नॉइड) त्रासला, वैतागला.





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

- (a) Who lived between the blacksmith and the carpenter?  
 (b) Who used a big hammer?  
 (c) Who used a small hammer?

या प्रश्नांची एक-दोन शब्दांत उत्तरे द्या.

O11

- (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.

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?

लक्षपूर्वक ऐका आणि कोड्याचे उत्तर द्या.

O11

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

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

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

शब्द ऐका आणि हा आवाज कशाचा ते सांगा.

O7

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.

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

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

O4

P8

- Please stay for lunch.
- 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.



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

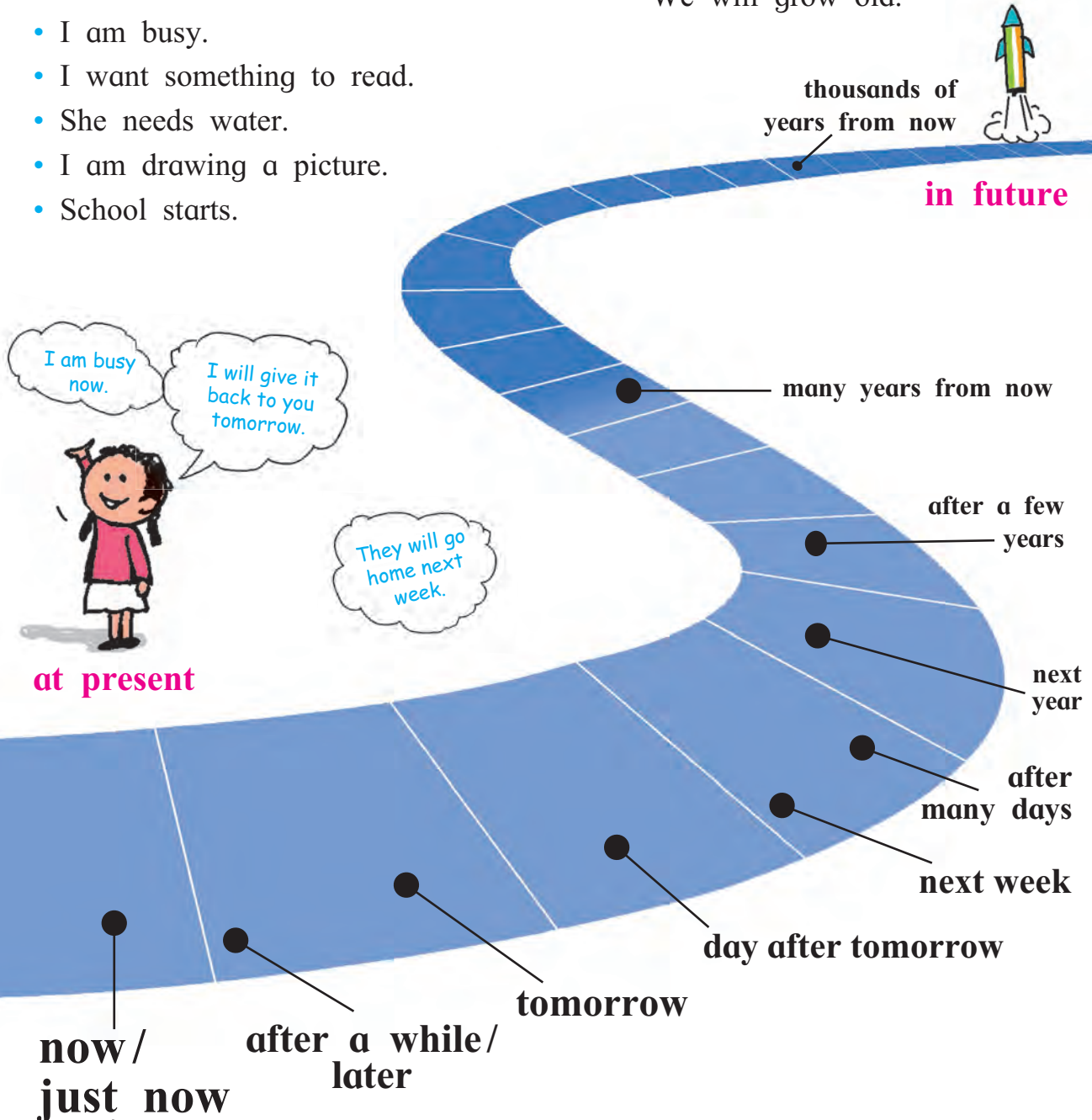
at present

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.



2. Write down any five meaningful sentences you make.
3. Form pairs. Try to make funny sentences using the phrases above.

तुम्ही बनवलेली कोणतीही पाच अर्थपूर्ण वाक्ये लिहा. **W6** **W13**

जोड्या करा. वरील शब्दाट वापरून गमतीदार वाक्ये तयार करा. **W13**



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 ओळींचे 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



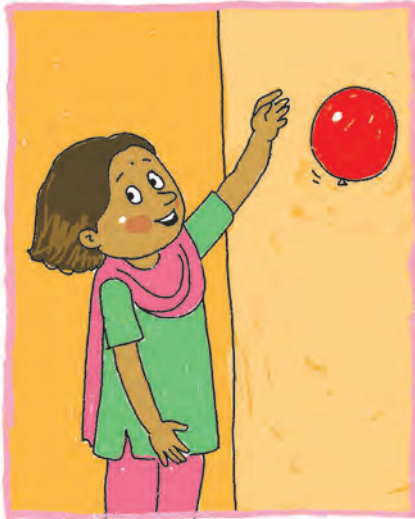
- Hello.
- Sorry, wrong number.
- Please give her a message.
- Please ask him to ring me up.
- Please speak a little louder.
- May I know who's calling?
- ..... speaking.
- ..... here.



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

लक्षपूर्वक ऐका आणि प्रयोग नीट पहा.  
तो स्वतः करायला आणि इंग्रजीतून सादर  
करायला 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 घ्यावे. चौथ्या प्रयोगासाठी चांगला लोहचुंबक (मॅग्नेट) वापरावा. वर्गातील 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 खरोखरीचे science-fair आयोजित करता येईल.



1. Listen, repeat, learn and recite.

ऐका, म्हणा, शिका आणि म्हणून दाखवा. O1

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

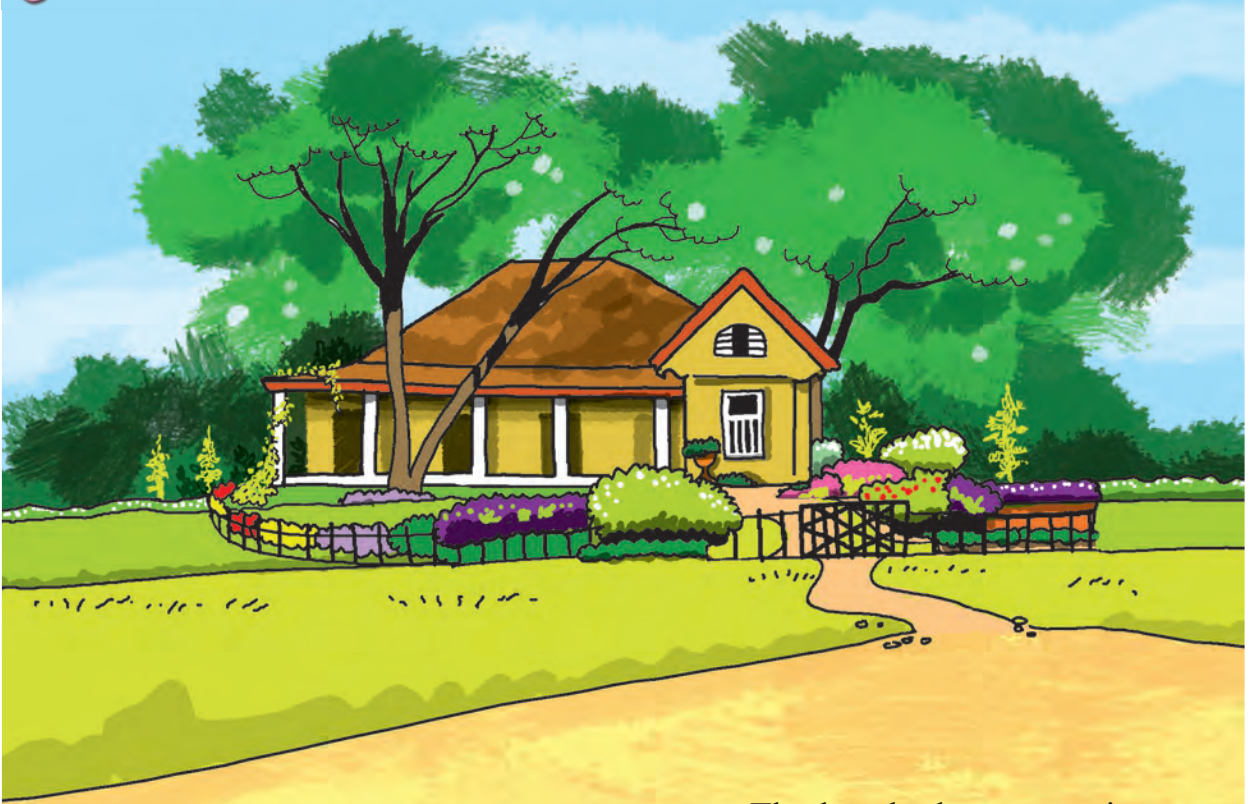




1. Listen carefully and read with me.

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 (हाड्ड वड्डक्) कष्टाचे काम, मेहनत.
- discipline (डिसप्लिन) 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 (‘नॉडटि) 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. चौकटींतील शब्दांचे अर्थ ओळखा.

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

O12

6. Start a collection of 'opposite' words.

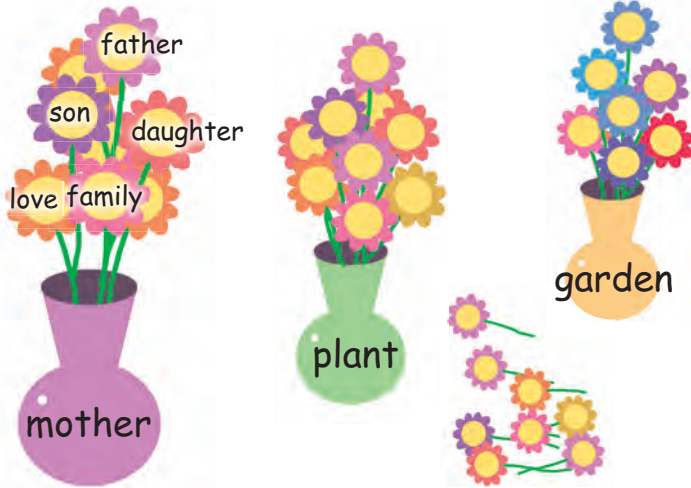
विरुद्धार्थी शब्दांचा संग्रह करून त्यात भर घालत रहा.

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



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

- Use the play for a 'play-reading' performance. ह्या नाटकाचे 'नाट्यवाचन' करा. P6
- 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 (कासल्ड्ज) किल्ले, राजवाडे.
- foam (फोम्) 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.

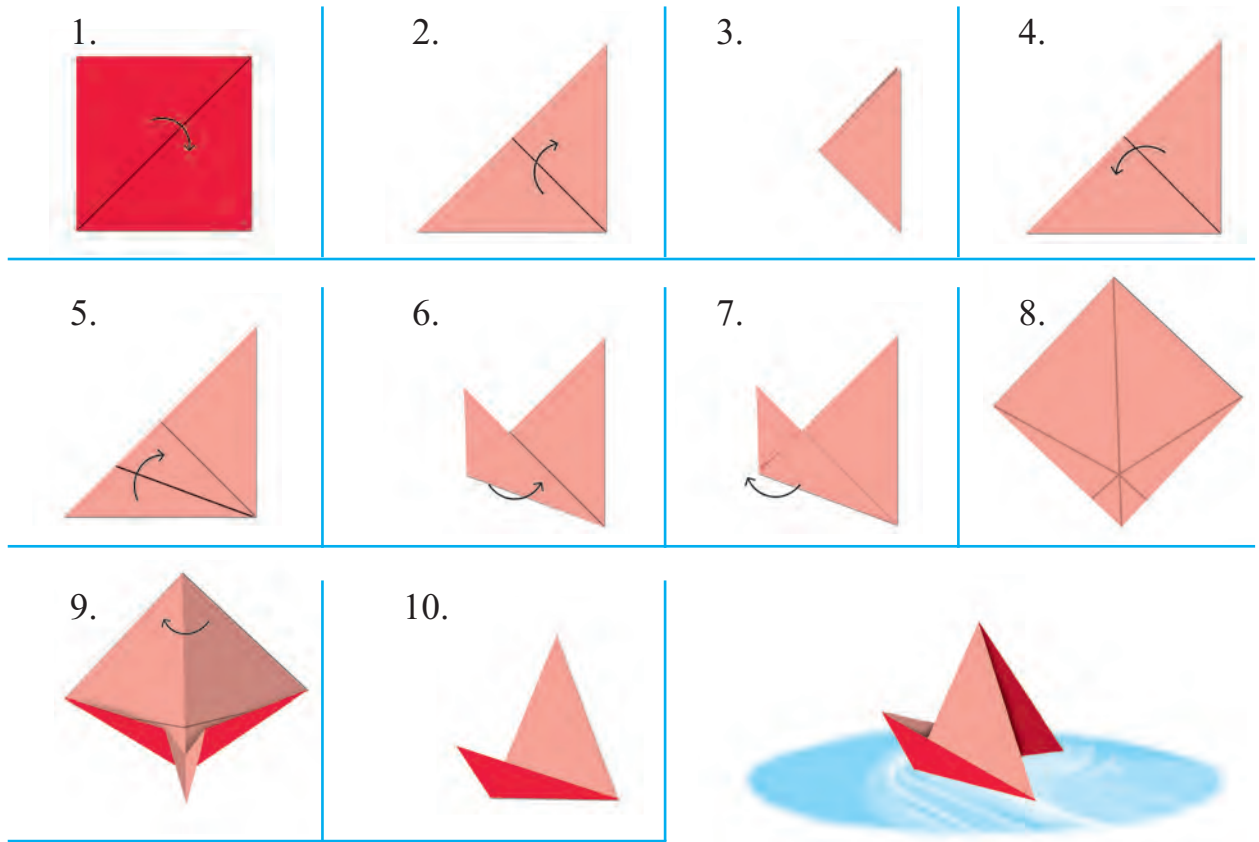
आवाजात योग्य ते चढउतार करून कविता मोठ्याने वाचा किंवा सादर करा. O1

कवितेतील 'रंगां'विषयीचे शब्द शोधा. रंगांविषयीचे तुम्हांला माहित असलेले आणखी किमान १० शब्द लिहा. W4

W13

कागदाची एक साधी होडी कशी करायची ते खालील चित्रांत दाखवले आहे. जोड्या करून ती होडी करायला शिका. प्रत्येक पायरी करून पहा आणि त्याबाबत इंग्रजीत बोला. त्यासाठी खाली दिलेले वाक्प्रयोग 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.



Hello, friends.

You see me in the sky every day.

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

Did you guess who I am ?

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

Actually, I am a star like other stars you see at night.

But I am close to the earth.

That is why, I look so big and bright.

I give the earth heat and light.

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

The earth goes round me.



Hello, everybody !

I am the earth.

I am a planet in the solar system.

I am the third planet from the sun.

I spin around myself all the time.

At the same time, I go round the sun.

I take one year to go round the sun.

Much of my surface is covered with water.

If you look at me from space,  
I appear blue in colour.

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

There is an envelope of air around me.

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





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

2. Guess the meaning of the following words. 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 हावभावांसह व चढउतारांसह सादर करण्याचा सराव घ्यावा.  
स्वतःच्या आवडीनुसार कोणतेही एक भाषण सादर करण्याची प्रत्येक मुलाला संधी द्यावी.





Guess what!

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 : I get up at 7.30 every day. Today, I got up at 7.00 Some day, I am going to get up at 5.00

Every day

Today

Some day



..... read books

..... read a poem

..... write a book.

..... eat vegetables

..... ate spinach

..... cook .....

..... listen to music

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

..... learn to sing songs.

..... play .....

..... played .....

..... play .....

..... walk to school

.... walked to school

..... come on a bicycle.

2. Read the following sentences.

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

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.

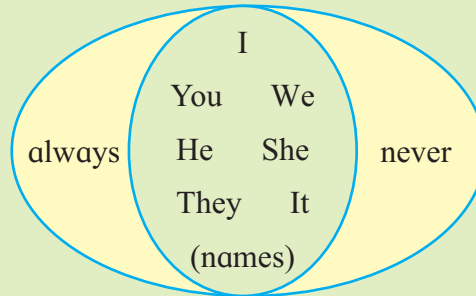
Now make as many meaningful sentences as you can using the following diagram. Write down any ten of them.

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

O14

W9

- finish homework.
- waste food.
- check my work.
- waste water.
- eat vegetables.
- tease animals.
- drink enough water.
- take care of my things.
- wash my hands.
- turn off a running tap.
- use plastic bags.
- speak politely to teachers.
- throw garbage on the floor.
- switch off lights when I leave a room.
- quarrel with my friends.
- tell lies.
- tell the truth.



1. Listen, repeat and read with me.  
 ऐका, म्हणा, आणि माझ्याबरोबर वाचा. 05



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 हावभावांसह कविता सादर करा. 01
3. Say what happens when – अशा वेळी काय होईल, ते सांगा. 011 012
- 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. 012



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.

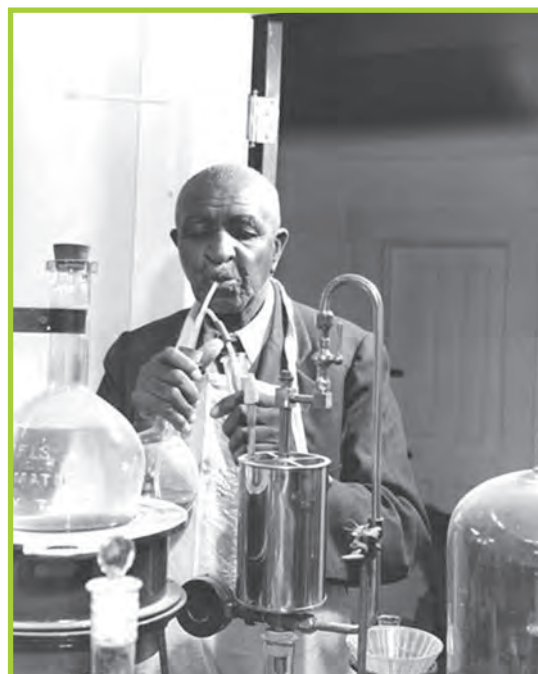
On the first day, Carver told his students, “Let us start a new project today. We will all go out and collect cans, bottles, boxes, pots and pans which people have thrown away. From these, we will make simple instruments and set up our laboratory.”

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 जीवनपटाचा तक्ता तयार करा. W6

- |   |                      |
|---|----------------------|
| 1. Went to teach at the Tuskegee Institute in Alabama | <input type="text"/> |
| 2. Lost his parents                                   | <input type="text"/> |
| 3. Was born in 1861                                   | <input type="text"/> |
| 4. Loved plants as a child                            | <input type="text"/> |
| 5. People called him 'plant doctor'                   | <input type="text"/> |
| 6. Went from place to place to find a college         | <input type="text"/> |
| 7. Died in 1943                                       | <input type="text"/> |
| 8. Helped farmers in Alabama to make their soil rich  | <input type="text"/> |
| 9. Found many uses for peanuts and sweet potato       | <input type="text"/> |

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



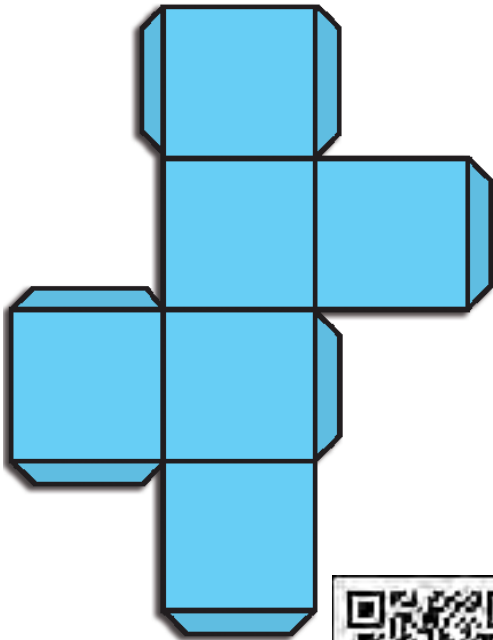
- |                      |                         |
|----------------------|-------------------------|
| • How does/do .....  | • Who .....             |
| • What do/does ..... | • Why do/does/did ..... |
| • When do/does ..... | • Where do/does .....   |

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.



You have studied ‘nets’ in mathematics.

Copy this ‘cube net’ on a cardsheet.

Cut out the net along with the flaps.

Fold the flaps inside and make a cube.

Unfold.

Cut out one more net in the same way.

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

**Net 1 :**

green pink blue yellow violet orange

**Net 2 :**

square circle diamond oval kite rectangle

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

Let the glue dry.

Repeat the process to make the other cube.

Your dice are ready!

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

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

A player throws the dice.

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

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

Then, he/she gets 1 mark.

The star means you get 1 mark without doing anything.

The player with the highest marks is the winner!

Now go ahead and play!

Wish you all the best!

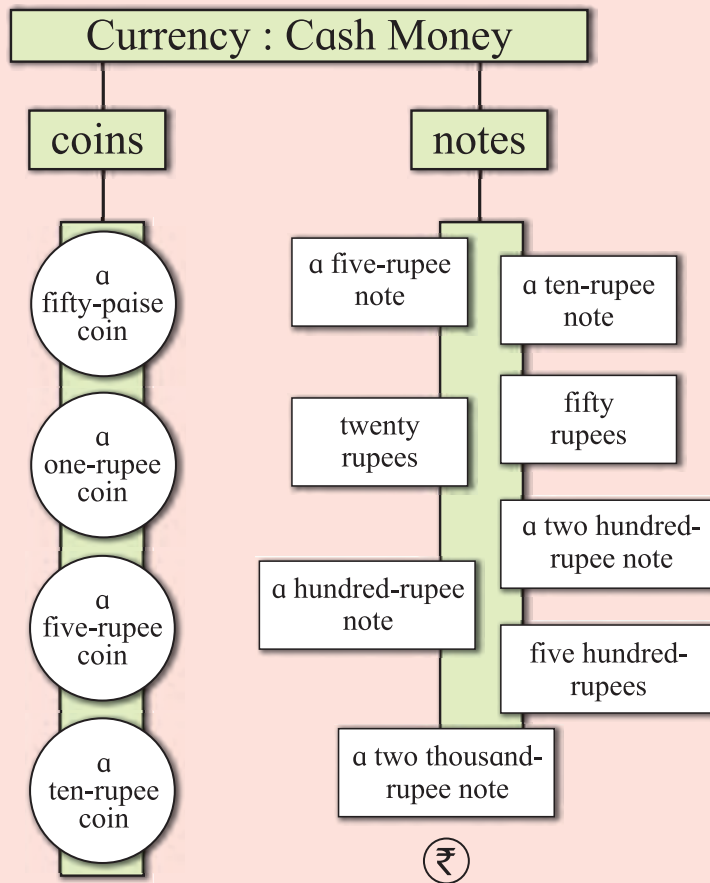




We all need money to buy things  
and to pay people who work for us.

But what is 'money'?  
Who invented 'money'?

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



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

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

In England, they use (£) pounds.

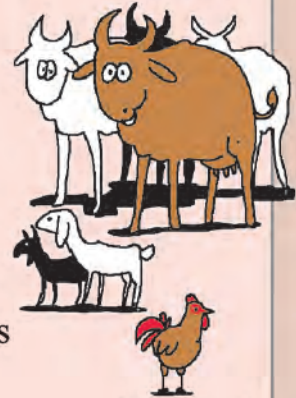
But long, long ago, people did not use coins and notes.  
They exchanged one thing for another.  
This was known as 'barter'.

It may seem unbelievable, but long ago  
people even used special stones as money!  
Imagine how difficult it must have been  
to carry this money!



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

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



Then they began to use bits of precious metals  
like gold, silver and copper as money.  
It was easier to carry this money around.

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

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

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

You must use your money carefully.  
You should not write on the notes or tear or  
crumple the notes, or damage them in any way.

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



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

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

'पैसा' या विषयावर तुमच्या मातृभाषेत एक टिपण लिहा. P8

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.

O5

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

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

– George Cooper

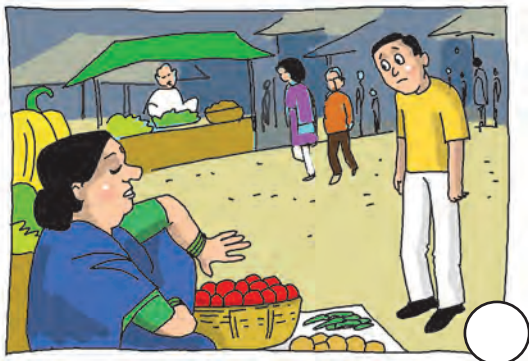
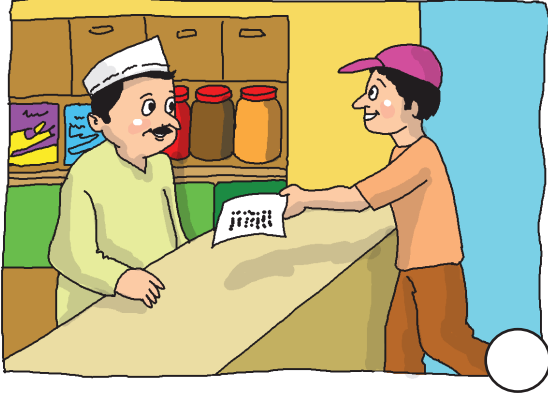


2. Recite the poem with proper intonation. आवाजात योग्य ते चढउतार करून कविता सादर करा. O1
3. Find the meanings of the following from a dictionary. शब्दकोशातून खालील शब्दांचे अर्थ शोधा. —
- sunny • weather • dewdrops • purple • clover
4. What other things can you think of that you see in hundreds? शेकडोंनी दिसणाऱ्या इतर काही गोष्टी तुम्हांला आठवतात का? (इंग्रजीत सांगा.) O15
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.) O15

**At the Market**

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

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.

05

04



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

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

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



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

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

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

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

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

– Adapted from a story by John Martis



2. Tell the story in your mother tongue.

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 (अँन आव्‌स)

- ★ 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' यांपैकी 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 सुद्धा '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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Say 'a' to 'z'  
in  
10 seconds.

Tell 5 words  
that end  
with 'e'.

Tell 5 words  
that begin  
with 'a'.



Tell 5 words  
that end  
with 'r'.

Say 1 to 20  
in  
10 seconds.

Frame  
a question  
that begins  
with 'What'

Do what  
you like  
(in English).

Sing  
an English  
song.

Frame  
a question  
that begins  
with 'Who'



Frame  
a question  
that begins  
with 'How'

Tell  
5 words  
that begin  
with 'n'.



Tell  
4 words  
that begin  
with 'th'.

Tell  
5 words  
that begin  
with 'b'.

Tell  
5 words  
that end  
with 't'.

Tell  
5 words  
that end  
with 'p'.

Tell  
5 words  
that end  
with 'k'.

Tell  
5 words  
that begin  
with 'c'.

Speak  
fast  
in English for  
10 seconds.

Tell  
4 words  
that begin  
with 'wh'.

Tell  
5 words  
that begin  
with 'm'.



Tell  
5 words  
that begin  
with 'p'.

Make  
a sentence  
that has  
'and'.



Tell  
5 words  
that end  
with 'n'.

Tell  
5 words  
that begin  
with 't'.

Tell  
5 words  
that begin  
with 'd'.



Frame  
a question  
that begins  
with  
'Where'.

Frame  
a question  
that begins  
with  
'When'.

Frame  
a question  
that begins  
with  
'Why'.

Tell  
4 words  
that begin  
with 'st'.

Tell  
5 words  
that begin  
with 'f'.



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