

MY
ENGLISH
BOOK
FIVE

STANDARD
FIVE



بھارت کا آئین

حصہ 4 الف

بنیادی فرائض

حصہ 51 الف

بنیادی فرائض - بھارت کے ہر شہری کا یہ فرض ہوگا کہ وہ...

- (الف) آئین پر کاربند رہے اور اس کے نصب العین اور اداروں، قومی پرچم اور قومی ترانے کا احترام کرے۔
- (ب) ان اعلیٰ نصب العین کو عزیز رکھے اور ان کی تقلید کرے جو آزادی کی تحریک میں قوم کی رہنمائی کرتے رہے ہیں۔
- (ج) بھارت کے اقتدار اعلیٰ، اتحاد اور سالمیت کو مستحکم بنیادوں پر استوار کر کے ان کا تحفظ کرے۔
- (د) ملک کی حفاظت کرے اور جب ضرورت پڑے قومی خدمت انجام دے۔
- (ه) مذہبی، لسانی اور علاقائی و طبقاتی تفرقات سے قطع نظر بھارت کے عوام الناس کے مابین یک جہتی اور عام بھائی چارے کے جذبے کو فروغ دے نیز ایسی حرکات سے باز رہے جن سے خواتین کے وقار کو ٹھیس پہنچتی ہو۔
- (و) ملک کی ملی جلی ثقافت کی قدر کرے اور اُسے برقرار رکھے۔
- (ز) قدرتی ماحول کو جس میں جنگلات، جھیلیں، دریا اور جنگلی جانور شامل ہیں محفوظ رکھے اور بہتر بنائے اور جانداروں کے تئیں محبت و شفقت کا جذبہ رکھے۔
- (ح) دانشورانہ رویے سے کام لے کر انسان دوستی اور تحقیقی و اصلاحی شعور کو فروغ دے۔
- (ط) قومی جائیداد کا تحفظ کرے اور تشدد سے گریز کرے۔
- (ی) تمام انفرادی اور اجتماعی شعبوں کی بہتر کارکردگی کے لیے کوشاں رہے تاکہ قوم متواتر ترقی و کامیابی کی منازل طے کرنے میں سرگرم عمل رہے۔
- (ک) اگر ماں باپ یا ولی ہے، چھ سال سے چودہ سال تک کی عمر کے اپنے بچے یا وارڈ، جیسی بھی صورت ہو، کے لیے تعلیم کے مواقع فراہم کرے۔



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STANDARD
FIVE

(اُردو میڈیم)



FTDHR8

اپنے اسمارٹ فون میں انسٹال کردہ Diksha App کے ذریعے درسی کتاب کے پہلے صفحے پر
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The Constitution of India

Preamble

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

JUSTICE, social, economic and political;
LIBERTY of thought, expression, belief, faith and worship;
EQUALITY of status and of opportunity;
and to promote among them all
FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

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

NATIONAL ANTHEM

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

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

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

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

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

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

PLEDGE

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

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

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

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

Preface

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

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

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

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

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



(C. R. Borkar)

Director

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

Pune

Date : 5 March 2015

14 Phalgun 1936

حروف علت کی صوتی علامتیں

مثال	علامت	مثال	علامت	مثال	علامت
away	آ	box	وا	eat, see	ی
girl	یر	ball	وا	sit	ت
gate	تے	wool	ول	pen	پے
boat	وا	moon	ون	bat	تے
		up, cup	آپ	father	ا

حروف صحیح کی صوتی علامتیں

مثال	علامت	مثال	علامت	مثال	علامت
house	ہ	fan	ف	pen	پ
man	م	van	و	bat	ب
name	ن	thank	تھ	tea	ٹ
sing	ن	this	ڈ	doll	ڈ
look	ل	sheep	ش	cat	ک
red	ر	measure	ژ	go	گ
yes	ے	seat	س	cheek	چ
water	و	zip	ز	June	ج

• جس حرف کے نیچے علامت 'ہ' بنی ہو اسے یا تو پڑھنا نہیں جاتا یا انتہائی خفیف کر کے پڑھا جاتا ہے۔ • جس حرف کے اوپر علامت 'ہ' ہو اسے لمبی آواز سے اور جس کے نیچے علامت 'ہ' ہو اسے مختصر آواز سے پڑھا جاتا ہے۔ • لفظ 'box' میں 'o' کی آواز نہ الف کی ہے نہ 'و' کی بلکہ الف کی مددوری آواز ہے جسے 'وا' سے ظاہر کیا گیا ہے اور لفظ 'bat' میں 'a' کی آواز نہ 'آ' اور نہ 'ا' کی درمیانی آواز ہے۔ جسے 'تے' پر الف مضمومہ لکھ کر ظاہر کیا گیا ہے۔ • جب دو حرف صحیح ایک ساتھ آئیں اور ان کے درمیان کوئی حرکت (زبر، زیر، پیش) نہ ہو اور ان میں سے پہلے حرف کی آواز خفیف ہو تو ان کی جوڑ آواز کو ظاہر کرنے کے لیے نیم دائرہ معلوس 'ہ' کی علامت استعمال کی گئی ہے جیسے 'شیشن، سکول وغیرہ۔ علامت 'ہ' لفظ کے کرن پر زور دینا ظاہر کرتی ہے۔ الفاظ اور جملوں میں جہاں لازمی ہے وہاں یہ علامت دی گئی ہے۔

انگریزی تلفظ کی ادائیگی کے بارے میں.....

اس درسی کتاب میں اردو لہجی کی مدد سے انگریزی تلفظ کی ادائیگی سکھائی گئی ہے۔ اس میں خالص برطانوی یا امریکی تلفظ کو معیار مقرر نہیں کیا گیا ہے۔ تعلیم یافتہ ہندوستانیوں کے تلفظ کو ذہن میں رکھتے ہوئے جہاں تک ممکن ہو سکے انگریزی زبان سے قریب تر تلفظ دیے گئے ہیں۔ بہر حال کوئی ایسی تبدیلی نہیں کی گئی ہے جس کی وجہ سے انگریزی زبان سمجھنے میں دشواری ہو۔ اس مقصد سے ذہن کو تلفظ بھی دیے گئے ہیں۔ انگریزی کے t, d, th, f, v, w کے تلفظ بھارتی زبانوں میں مختلف ہیں۔ انہیں علیحدہ سے دکھانے کی کوشش نہیں کی گئی ہے لیکن انگریزی تلفظ کی صحیح ادائیگی سکھانے کے لیے آواز کے زور (stress) کو سمجھنا اور لکھنا ضروری ہے۔ کوشش سے سیکھنے پر انگریزی بولنے میں بہتری آتا یقینی ہے۔ اس کتاب کی صوتی تحریر میں استعمال ہونے والی صوتی علامتیں جدول میں دی گئی ہیں۔ ان کی مدد سے کتاب میں دی ہوئی ہدایت کے مطابق لفظوں اور لفظوں کی ادائیگی ہونی چاہیے۔ صوتی تحریر تلفظ سکھانے کے لیے مفید ضرور ہے لیکن یہ صرف ایک ذریعہ ہے۔ اچھا اور معیاری تلفظ عملی کوشش سے ہی حاصل ہوتا ہے۔

اساتذہ کے لیے

Evaluation Code

- ذیل میں زبانی اور تحریری نمونہ جاتی سوالات اور منصوبوں کی درجہ بندی کوڈ نمبر کے ساتھ دی جا رہی ہے جو قدر پیمائی کے لیے مفید ثابت ہوگی۔ درسی کتاب کے ہر عملی کام/منصوبے کے ساتھ اس کا موزوں کوڈ نمبر دیا ہوا ہے۔ آزمائش تیار کرتے وقت اور قدر پیمائی کرتے وقت اساتذہ ان کوڈ نمبروں پر توجہ دیں گے تو ہمہ جہت قدر پیمائی کرنا آسان ہوگا۔

- O : Oral**
- O1 Recite/Sing
 - 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

- W : Written**
- W1 Write all the letters of the 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

- P : Project**
- P1 Prepare word-cards
 - 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

- ہر اکائی اور سوال سے پہلے دی ہوئی ہدایت نیز 'evaluation code' پڑھ کر اچھی طرح سمجھ لیں کہ اُس اُس حصے پر کس طرح عمل آوری ہوگی۔
- ضروری نہیں کہ بچوں کو سن کر اور پڑھ کر جتنی انگریزی سمجھ میں آئے گی اتنی ہی وہ کہیں اور لکھیں۔ چنانچہ اس بات کا خیال رکھیں کہ 'سننا- پڑھنا' کے تحت دیے ہوئے عملی کام اور 'بولنا- لکھنا' کے عملی کام کی سطح اکتساب میں کچھ حد تک فرق ہوگا۔

- بچے اپنے طور پر انگریزی میں بولنے کی کوشش کرتے ہوں تو ان کی غلطیوں کی نشان دہی کرنے کے لیے بیچ بیچ میں ٹوک کر انہیں مایوس نہ کریں۔
- کھیل، مکالمہ، ڈراما خوانی کی مشق میں تمام بچوں کی شمولیت پر خصوصی توجہ دیں۔

- اس بات کا خیال رکھیں کہ ہر طالب علم ہر منصوبہ اور سرگرمی مکمل کرے۔
- انگریزی کے پیریڈ میں باقاعدگی سے نظموں، مختصر مکالموں اور تقریروں کی پیش کش کے مقابلے کرائیں۔ مقابلوں کے نتیجے بچوں کی رائے جان کر فوراً بتادیں اور مزید بہتر مظاہرہ کرنے کے بارے میں جماعت میں ہی رہنمائی کریں۔ خیال رکھیں کہ اس رہنمائی سے ہر ایک کو فائدہ پہنچے۔

- اس کتاب کے کئی صفحات کے آخر میں خوش نویسی کی مشق کے لیے الفاظ کے چند گروہ اور جملے رنگین حرفوں میں دیے ہوئے ہیں۔ ان کے معنی جان لیں۔ ایک وقت میں ایک ایک سطر پڑھوائیں اور اسے پانچ مرتبہ خوش خط لکھ کر لانے کے لیے کہیں۔

- انگریزی مضمون کے لیے باقاعدگی سے طلبہ کے تحریری کاموں کی جماعت/ مدرسے میں نمائش لگوائیں۔ حرف تحریر، الفاظ کی خوش خطی، طلبہ کے تیار کردہ جملے، پیغامات، مختصر خبریں، دیوارے وغیرہ کو نمائش میں شامل کریں۔

- نصاب تعلیم کے مطابق اس مرحلے پر بچوں کو صرف ونحو کے قوانین جیسے تکنیکی حصے سکھانا متوقع نہیں ہے۔ البتہ الگ الگ زبانی اکائیوں کا مناسب استعمال سیکھنے اور زبانی اکائیوں کی عمومی معلومات حاصل کرنے (دیکھیے صفحہ 88) کے لیے اس درسی کتاب میں کئی زبانی اور تحریری عملی کام دیے گئے ہیں۔ ان کی زبانی اور تحریری طور پر مشق کرائیں۔





- اساتذہ کے لیے ضروری ہے کہ وہ مناسب تیاری کے ساتھ جماعت میں انگریزی کا استعمال کریں۔ اساتذہ اس بات پر خاص توجہ دیں کہ اگر ان کے بولنے میں غلطیاں در آئیں یا خامیاں رہ گئیں تو بچے بھی وہی غلطیاں دہرائیں گے۔

My English Book Five—Standard Five – Learning Outcomes


Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to—</p> <ul style="list-style-type: none"> • discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs • participate in activities which involve English language use, such as role play, enactment, dialogue and dramatisation of stories read and heard • look at print-rich environment such as newspapers, signs and directions in public places, pamphlets, and suggested websites for language learning • prepare speech for morning assembly, group discussions, debates on selected topics, etc. • infer the meaning of unfamiliar words from the context while reading a variety of texts • refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms • understand the use of synonyms, such as ‘big/large’, ‘shut/close’, and antonyms like inside/outside, light/dark from clues in context • relate ideas, proverbs, sayings and expressions in the stories that they have heard, to those in their mother tongue/surroundings/cultural context • read independently and silently in English, adventure stories, travelogues, folk/fairy tales etc. • find out different forms of writing (informal letters, lists, stories, leave application, notice etc.) • learn grammar in a functional, contextual and integrated manner (such as use of nouns, adverbs; differentiates between simple past and simple present verbs) • use linkers to indicate connections between words and sentences such as ‘Then’, ‘After that’, etc. • take dictation of sort texts such as lists, paragraphs and dialogues • enrich vocabulary through crossword puzzles, word chain etc. • look at cartoons/ pictures/comic strips with or without words and speak/write a few sentences about them • write a ‘mini biography’ and ‘mini autobiography’ 	<p>The learner :</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>

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NOW I KNOW!



88



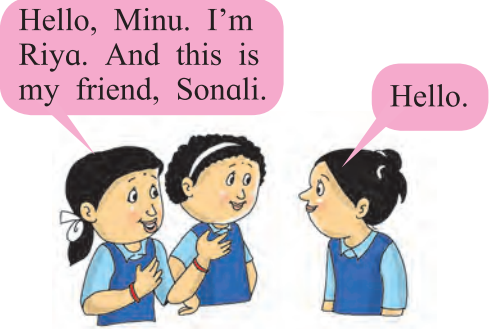
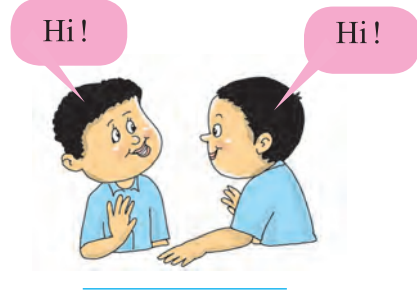
- Listen, learn and sing with actions.
سنیے، سیکھیے اور اس نظم کو حرکات و سکنات کے ساتھ گائیے۔

O1

Unit One : Revision

Song 1

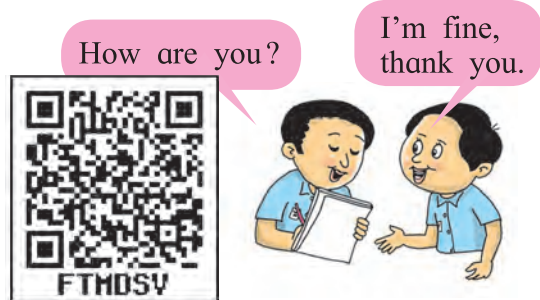
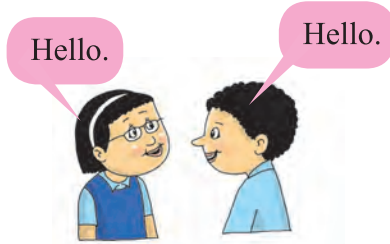
Good morning, good morning,
The best to you this morning!
How are you? How are you?
I hope you are feeling fine
And happy all the time!



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.

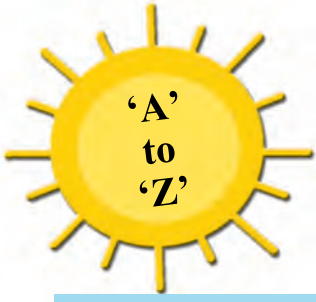


sing dance play sway

اس نظم کو لے کے ساتھ گانے کی مشق کرائیں۔ لے کے لیے دیکھیں: freekidsmusic.com/traditional-childrens-songs/
اس صفحے پر دی ہوئی تصویروں میں بتائے ہوئے طریقے کے مطابق مکالموں کی مشق کرانے کے لیے جماعت کے بچوں کا بڑا گروہ بنائیں۔
گروہ میں ہر کوئی گھوم کر زیادہ سے زیادہ بچوں سے (انگریزی میں) بولنے کی کوشش کرے۔

O6

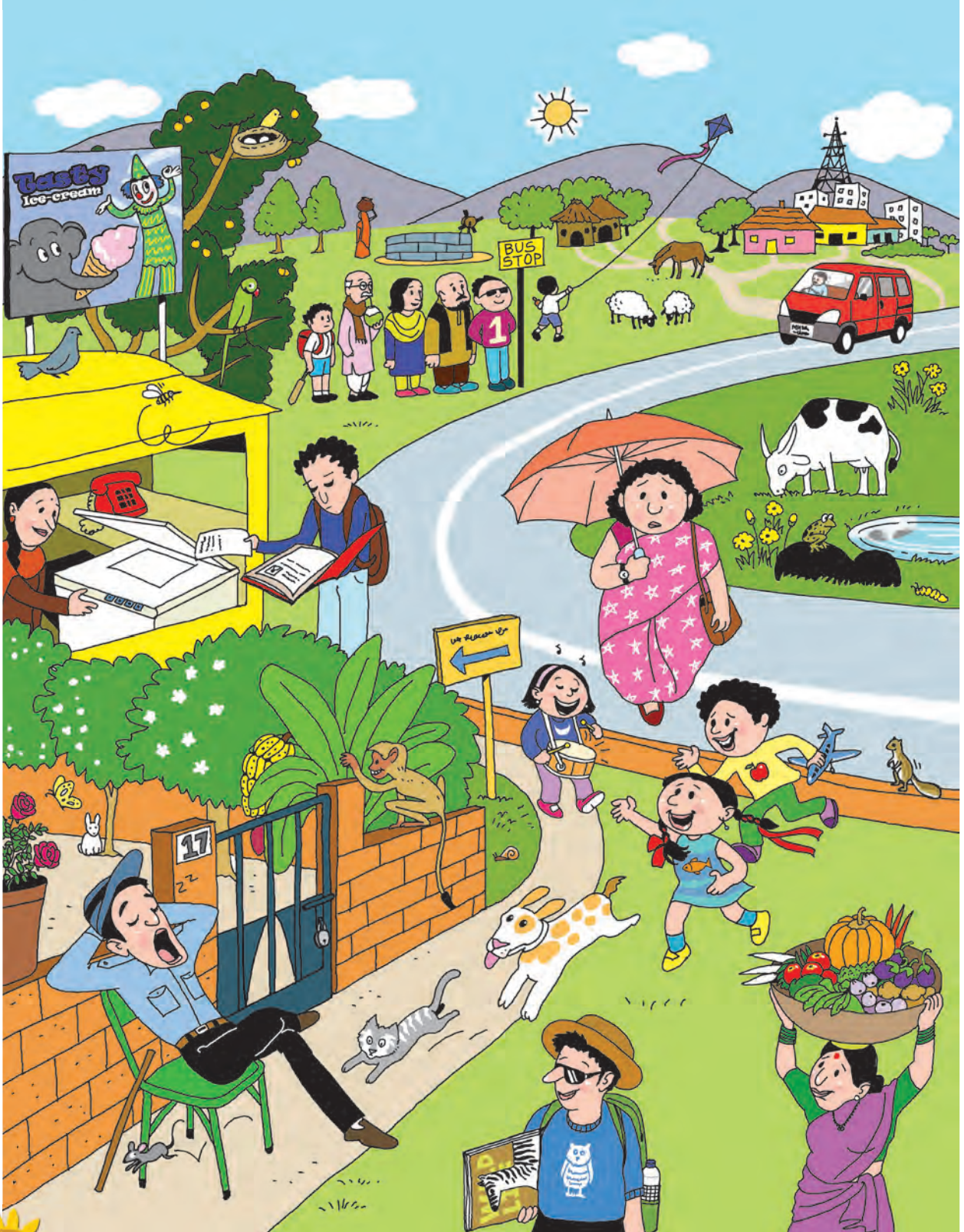




1. Observe the picture carefully to find as many words as you can for each of the letters from 'a' to 'z'.

تصویروں کا اچھی طرح مشاہدہ کیجیے۔ 'z' سے 'a' تک ہر حرف کے لیے اس حرف سے شروع ہونے والے زیادہ سے زیادہ الفاظ تصویروں میں تلاش کیجیے۔

08



apple

elephant

ice-cream

owl

umbrella

Unit One

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

کیا آپ نیچے دیے ہوئے کاموں کو بہتر طریقے سے کر سکتے ہیں؟
جب تک آپ بہتر طریقے سے نہ کر سکیں تب تک خوب مشق کیجیے۔

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.

دیکھیے۔ سنیے اور میرے ساتھ دہرائیے۔ ہر مکالمے کے لیے مناسب تصویر منتخب کر کے اسے مناسب نمبر دیجیے۔



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.

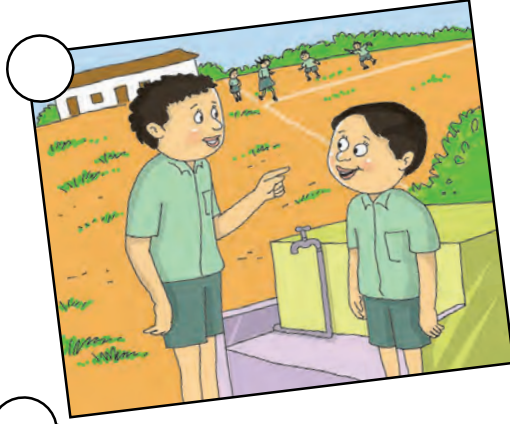
8

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

بچوں کی جوڑیاں بنا کر 'role-play' طریقے سے ان مکالموں کی مشق کرائیں۔ O13

رنگین مواد کو اپنے طور پر تبدیل کرنے میں زور پیدا کرنے کی بچوں کو ترغیب دیں۔ O15





2. Form pairs and practise the above dialogues.

جوڑیاں بنا کر اوپر دیے ہوئے مکالموں کی مشق کیجیے۔

06



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

غور سے سنیے اور کہانی میں لفظوں میں آئے ہوئے چار عدد (انگریزی) ہندسوں میں لکھیے۔

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'.

کہانی کو دوبارہ سنیے اور 'w' سے شروع ہونے والے الفاظ لکھیے۔

02

1. اور 2. عملی کام غور سے سننے کے لیے ہیں۔ کہانی سنتے وقت بچوں کو کتاب بند رکھنے کے لیے کہیں۔ کچھ دنوں بعد کہانی دوبارہ سنا کر 'w' کی بجائے دیگر حروف مثلاً q, k, i سے شروع ہونے والے الفاظ لکھنے کے لیے کہیں۔



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

دیکھیے، سنئے اور میرے ساتھ بلند آواز میں دہرائیے۔
کسی ایک عدد کا انتخاب کر کے اس کے بارے میں
انگریزی میں جملہ بنائیے۔

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

4. Read aloud and learn.

بلند آواز سے پڑھیے اور سیکھیے۔

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 سے 100 عددوں کو لفظوں میں لکھ کر جدول بنائیے۔

W10

6. Think of larger numbers and make suitable sentences.

دل ہی دل میں بڑے عدد سوچیے اور ان کا استعمال کر کے
انگریزی میں جملے بنائیے۔

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.

عددوں کا استعمال کر کے جملے بنانے کا عملی کام جماعت میں اولاً زبانی کروائیں۔ اساتذہ بچوں کے کہے ہوئے جملے (ضروری اصلاح کر کے)
تختہ سیاہ پر لکھ لیں اور سب سے بلند آواز میں پڑھوائیں۔








- Listen, learn, sing and play.

سنیے، سیکھیے یہ گیت گائے اور کھیلیے۔

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!

اس طرح ایک ایک حرف کم کر کے اگلا بند کھلوائیں: (Clap)-(Clap)-N-G-O / (Clap)-(Clap)-(Clap)-G-O / (Clap) -
(Clap)-(Clap)-(Clap)-O / (Clap)-(Clap)-(Clap)-(Clap)-(Clap).
لے کے لیے دیکھیں: 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.

پہلا جملہ غور سے پڑھیے۔ پھر کم کیا ہوا لفظ خود سے کہہ کر بلند آواز سے پڑھیے۔ اس طرح آخر میں یادداشت کے سہارے پورا جملہ زبانی پڑھیے۔

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

اسی طرح کتاب کے دوسرے جملے تختہ سیاہ پر لکھ کر پڑھنے کا یہ کھیل کھلاتے رہیں۔ ہر مرتبہ آخر کا ایک ایک لفظ مٹا کر پڑھوائیں۔ اس جملے میں انگریزی کے تمام ۲۶ حروف تہجی موجود ہیں۔





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

ہر تصویر کس کی ہے یہ بتا کر الفاظ کا
بامعنی گروہ (فقرہ) بنائیے۔ یہاں
چند مفید الفاظ دیئے ہوئے ہیں۔

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	

یہ عملی کام جماعت میں پہلے زبانی کروائیں۔ اس بات پر توجہ دیں کہ لفظ اور فقرے (phrases) بناتے وقت بچے a/an کا مناسب استعمال کریں۔
اس کھیل کو کھلانے کا ایک طریقہ یہ بھی ہو سکتا ہے کہ ایک بچہ تصویر کا نام کہے اور دوسرا بچہ اس کے بارے میں کوئی لفظ کہے۔ مثلاً، 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.

ذیل میں تین دوڑ پٹے دیے ہوئے ہیں۔ ایک منٹ میں ہر پٹے کے جملے مکمل کرنے کی کوشش کیجیے۔ ہر جملے میں نیا لفظ / الفاظ استعمال کیجیے۔ بغیر غلطی کیے تمام جملے سب سے پہلے مکمل کرنے والی لڑکی / لڑکا فاتح قرار پائے گا۔

O3



• I am _____ .

• You are _____ .

• We are _____ .

• He is _____ .

• She is _____ .

• It is _____ .

• They are _____ .

• I like _____ .

• You like _____ .

• We like _____ .

• He likes _____ .

• She likes _____ .

• It likes _____ .

• They like _____ .

• I have _____ .

• You have _____ .

• We have _____ .

• He has _____ .

• She has _____ .

• It has _____ .

• They have _____ .

'I am a boy. / I am _____
'It is _____ singing. / I am happy!
big. / It is a dog. / It is raining. /
جیسے الگ الگ نوعیت کے
جملے کہیں تب بھی قبول کیے جائیں۔





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

ہر چوکون کے جملوں کو اس طرح مکمل کیجیے کہ با معنی سوالات بنیں۔

W9

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

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

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

• Learn, practise and play this game.

سیکھیے، مشق کیجیے اور یہ کھیل کھیلیے۔

O3

(b) Read aloud the words in each set.

ہر سیٹ کے الفاظ بلند آواز سے پڑھیے۔

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.



پہلے عملی مظاہرہ کیجیے۔ پھر ۵-۵ بچوں کا گروہ بنا کر یہ کھیل کھلائیں۔



گروہ کا سربراہ دل ہی دل میں ایک سیٹ چن کر خود کو اور گروہ کے ہر فرد کو اُس سیٹ سے ایک کردار دے۔ دوسروں کو بتائے بغیر اس کردار کا نام لکھ لے۔ پھر دوسرے بچے (a) میں درج سوالات پوچھ کر ہر ایک کردار کا نام تلاش کریں۔ بعد میں یہ کھیل کھلاتے رہیں۔





1. Read aloud. بلند آواز سے پڑھیے۔

O4

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



in



on



under



near



in front of



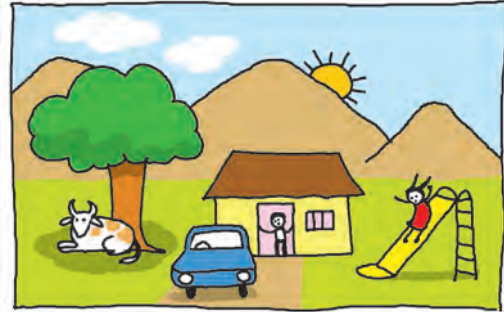
behind

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

تصویریں دیکھیے اور نیچے دیے ہوئے ہر لفظ سے کم از کم تین جملے بنائیے۔

O8

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



spectacles



fish tank

جماعت میں بچوں کو بولنے کی تحریک دے کر یہ عملی کام زبانی طور پر کرائیں۔ اگر نیچے مکمل جملے کی بجائے صحیح فقرے کہیں تب بھی انھیں قبول کر لیں (مثلاً،

انھیں جملے اور جملے (a cow **under** the tree) بنانے کی ترغیب دیں۔ بعد میں بھی اس طرح کی مشق کراتے رہیں۔



There is a mouse in the house.

Unit One



Action Time

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

گروہ کے سربراہ 'A' اور 'B' کیا کہہ رہے ہیں اسے غور سے سنیے اور اس کے مطابق عمل کیجیے۔

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.	

دوسرا منتخب کریں۔ ان میں سے پہلا 'A' چوکون کے الفاظ کہے اور دوسرا فوراً 'B' چوکون سے مناسب لفظ/الفاظ جوڑے۔ ان دونوں کی تیار کردہ ہدایت پر نیچے عمل کریں۔ سربراہ بدل بدل کر دوبارہ مشق کرائیں۔

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

'A' اور 'B' چوکونوں سے بنائی گئی ہدایتوں میں سے کوئی پانچ بامعنی ہدایتیں لکھیے۔

W3

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

تصویر کی چیزوں کے نام بتائیے اور یہ بھی بتائیے کہ ان سے کیا کیا کیا جاسکتا ہے۔

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.

نیچے دی ہوئی جدول کے ہر لفظ کو ایک ہی نظر میں پڑھیے۔

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.

ان میں سے ہر لفظ کا ایک ایک کارڈ تیار کیجیے اور انہیں حروف تہجی کی ترتیب میں لگائیے۔ ('a' سے 'z')

W2

P1

3. Find rhyming words from the chart.

جدول سے ہم آہنگ الفاظ تلاش کیجیے۔

O10

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

جدول سے 't' یا 'w' سے شروع ہونے والے الفاظ تلاش کیجیے۔

O10

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

جدول سے 'o' یا 'y' پر ختم ہونے والے الفاظ تلاش کیجیے۔

O10

W4





Cuckoo

1. Listen, repeat and sing. سنئے، کہیے اور نظم گائیے۔

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.

نظم میں موجود ہم آہنگ الفاظ تلاش کیجیے۔

O10

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

مہینوں کے نام سنئے۔ نظم میں آئے ہوئے مہینوں کے ناموں پر (✓) نشان لگائیے۔

O2

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

مہینوں کے نام نقل کیجیے۔ انہی مہینوں کے نام بازو میں اردو میں لکھیے۔

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.

غور سے سنیے اور میرے ساتھ بلند آواز سے پڑھیے۔

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.”



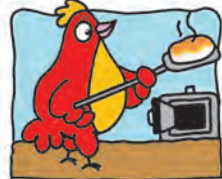
And she called her chicks and they all ate up the lovely loaf of bread.

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

ذیل کی تصویروں کو صحیح ترتیب میں لگانے کے لیے انہیں نمبر دیجیے۔
ہر تصویر کے بارے میں ایک دو جملے لکھنے کی کوشش کیجیے۔

W6

W13



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

تصویر دیکھیے۔ اس کی وضاحت پڑھیے۔
بتائیے آگے کیا ہوگا۔ اپنے جواب لکھیے۔

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.

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

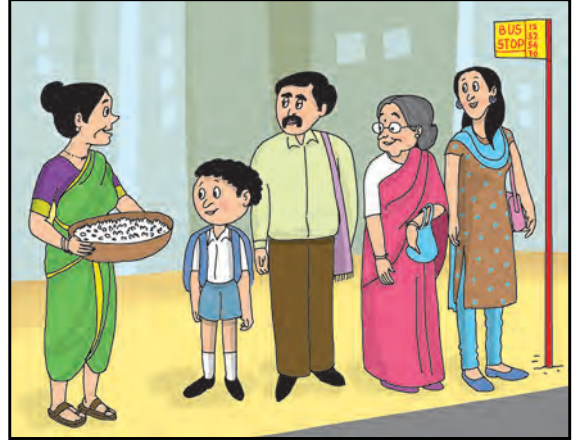


• Who took the guavas?

بتائیے تصویر میں لوگ اور جانور کیا کر رہے ہیں اور اس کے بعد سوالوں کے جواب دیجیے۔

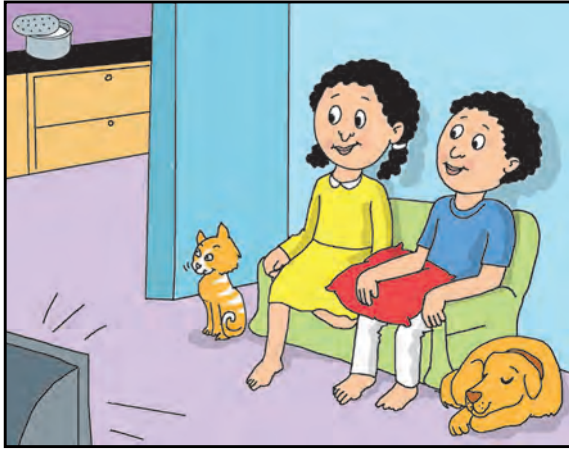
O12

(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.)

تصویروں کی مدد سے 'Who' سے شروع ہونے والے مزید سوالات بنائیے۔ (کم از کم ۵)

O8



1. Listen, repeat, sing and enact. سنیے، بولے۔ اس نظم کو حرکات و سکنات کے ساتھ گائیے۔

O1

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



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

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



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



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



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



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



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



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

الفاظ پڑھیے۔ بتائیے ان لوگوں کو کیا ہوا ہے۔
اپنے جواب لکھیے۔

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'.

جوڑیاں بنائیے۔ ذیل کے جملے استعمال کر کے
'A' اور 'B' سے الگ الگ مکالمے تیار کیجیے اور
مناسب اداکاری کے ساتھ پیش کیجیے۔

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.

تصویریں دیکھیے، غور سے سنیے اور بلند آواز سے پڑھیے۔

O4

O5

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



Munna was in the same class.



Ronak is so rich and Aman is poor. How can they be friends?

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



His friends came to see him.



How are you, Aman? Get well soon.

I don't see Ronak.

Next day,

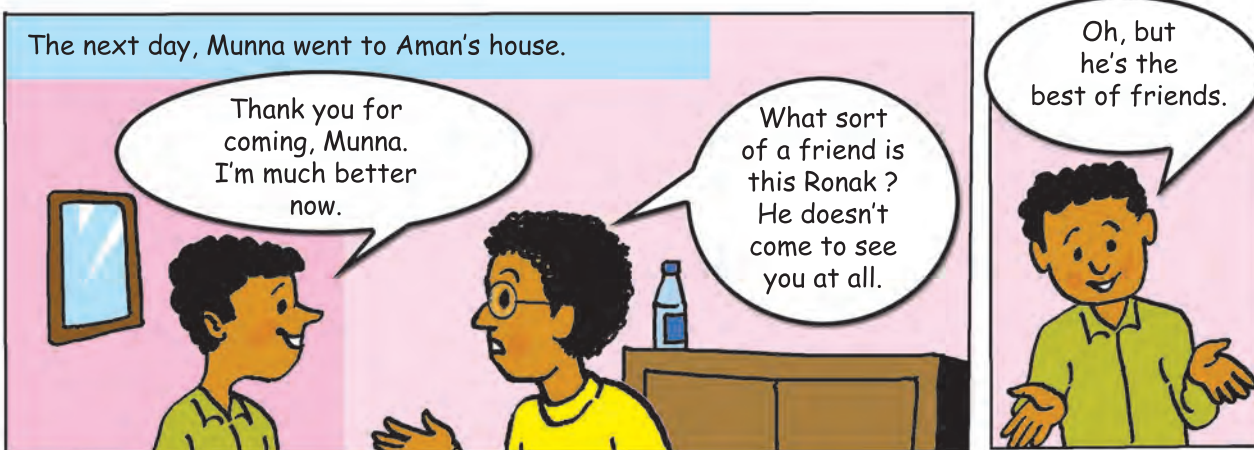


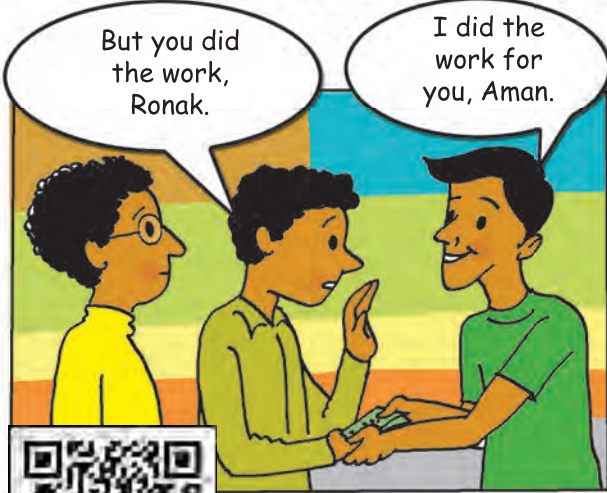
Anyway, you cannot be good friends.



Why?







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



2. Enact the story.

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

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

- my car
- your friend
- Aman's house

- his money
- her book
- its tail

اپنے طور پر ذیل کے فقروں کی طرح کم از کم تین فقرے بنائیے اور لکھیے۔

- our school
- their team
- boys' hostel

P6

P8

W13

5. Fill in the appropriate dates and days.

خالی جگہوں میں مناسب دن اور تاریخ لکھیے۔

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.

ذیل کے الفاظ کو صفحہ 24 - 22 پر تلاش کیجیے اور انہیں نشان زد کیجیے۔

O10

well

good

better

best

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

نیچے دیے ہوئے الفاظ کی ضدیں صفحہ 24 - 22 پر تلاش کیجیے اور لکھیے۔

W4

tomorrow

rich

ill

come

work

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

نیچے دیے ہوئے متبادل میں سے صحیح متبادل منتخب کیجیے اور ذیل کے جملے مکمل کیجیے۔

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.

ان مکمل جملوں کا اپنی مادری زبان میں ترجمہ کیجیے۔

P8

9. Listen to my question and complete it at once. میرا سوال سنیے اور اسے فوراً مکمل کیجیے۔

O10

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

استاد کسی بھی طالب علم کی طرف اشارہ کر کے اس سے سوال کا ابتدائی حصہ کہلوائے۔ طالب علم اپنے طور پر سوال مکمل کرے۔ ایک ہی تصویر/لفظ کو بار بار نہ دہرایا جائے۔ یہ کھیل / مشق حتی الامکان جلد جلد کھلایا جائے۔

Keeping Quiet

1. Listen carefully and enact in a pair.

غور سے سنئے اور جوڑیاں بنا کر حرکات و سکنات کے ساتھ پیش کیجیے۔

03



Hello, Namita.



Are you busy ?



Shall we go out to play ?



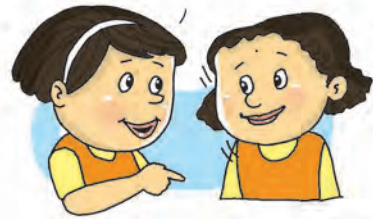
Hey, what's wrong with you ?



Are you angry with me ?



Can I take your pen ?



Where is it ?



Where's Mitali ?



Where's Shama ?



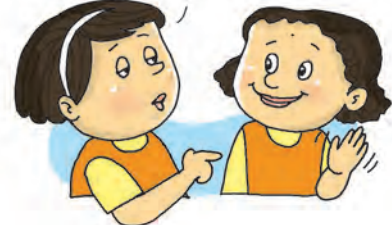
On the playground ?



In the office ?



Then I think I'll go to her.



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

بتائیے کہ اوپر کی ہر تصویر میں میتا کیا کہہ رہی ہوگی۔

08

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

جوڑیاں بنائیے۔ 'Keeping Quiet' کھیل کھیلیے اور باری باری سے سوالات پوچھیے۔

03

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



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

فعل اور معنی کی صحیح جوڑیاں لگائیے۔
ہر تصویر کے پاس صحیح عبارت لکھیے۔

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?

جوڑی یا گروہ بنائیے۔ نیچے دیے ہوئے جملے
ادھر دیے ہوئے جملوں کے آگے یا پیچھے لگا کر
چھوٹے چھوٹے جملے بنائیے۔

O6

Interviews

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

جوڑیاں بنائیے اور نیچے دیے ہوئے سوالوں کی مدد سے اپنے دوست/سہیلی کا انٹرویو لیجیے۔ آپ کا دوست/سہیلی اپنے طور پر جواب دے۔

P3

Where do you live?
Tell me your address.

.....

.....

What's your full name?

.....

What subjects do you like?

.....

What games do you play?

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

What's your favourite dish?

.....

What's your hobby?

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



Tell me a few things about yourself –

what you can do,
what you like to do,
what you want to learn,
etc.

.....

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

انٹرویو دینے والے بچے اپنی ذاتی معلومات دیں۔ نمونے کے طور پر دیے ہوئے جواب دینا ضروری نہیں ہے۔

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

نیچے دی ہوئی مثال پڑھیے۔ اپنے دوست/سہیلی کے جوابات کو ذہن میں رکھ کر اسی طرح کا تعارفی خاکہ بنائیے۔

P3

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



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

درمیان سے شروع کیجیے۔ بازو میں دیے ہوئے چوکون کے الفاظ کو استعمال کرتے ہوئے جتنے بامعنی جملے بنا سکتے ہو بنائیے۔



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.

آپ کے بنائے ہوئے جملوں میں سے کوئی دس جملے لکھیے۔ جملوں کی ابتدا میں 'Let's' کی بجائے 'Let me' استعمال کر کے بامعنی جملے بنائیے۔

W9

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

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.

ذیل کے مطابق فہرست تیار کیجیے۔ ایک ہی لفظ دو فہرستوں میں دوبارہ استعمال نہ کریں۔ جہاں ضرورت ہو لغت استعمال کیجیے۔

P2

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



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

ہر فہرست کے لفظوں کو حروف تہجی (a سے z) کی ترتیب میں لکھیے۔

تمام فہرستوں کے الفاظ کو یکجا کر کے حروف تہجی کی ترتیب میں لکھیے۔ ہر لفظ کے سامنے مختصراً لکھیے کہ وہ کس فہرست کا ہے۔

منصوبہ مکمل کرنے کے لیے بچوں کو تقریباً دو ہفتوں کا وقت دیں۔ کسی ایک موضوع پر جماعت میں گفتگو کرتے رہیں اور زیادہ سے زیادہ الفاظ اور فقرے (a blue pencil) جمع کرنے کی ترغیب دیں۔ تصوراتی باتوں کی فہرست میں مافوق الفطرت امور (fairy, dwarf) اور بچوں کی واقعتاً نہ دیکھے ہوئے لیکن حقیقی امور بھی شامل کیے جاسکتے ہیں۔ مثلاً snow, diamonds۔ الفاظ کو ترتیب وار لگاتے وقت فقروں کا صرف اصل / اہم لفظ لیں۔ مثلاً 'pink balloons' سے صرف balloons لفظ لیں۔ اس منصوبے کی مدد سے بچوں کو لغت کا استعمال سکھائیں۔

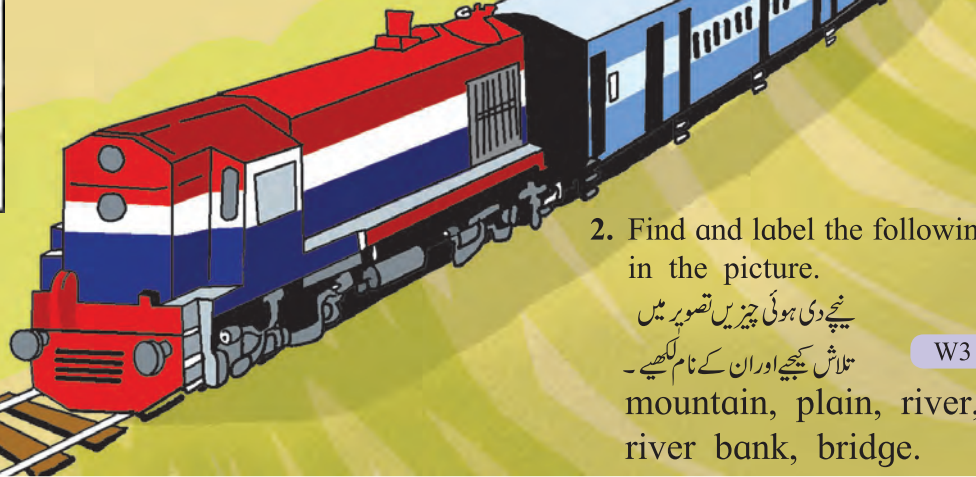
Over the mountains,
Over the plains,
Over the rivers,
Here come the trains.

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.

نیچے دی ہوئی چیزیں تصویر میں
تلاش کیجیے اور ان کے نام لکھیے۔

W3

mountain, plain, river,
river bank, bridge.

- mail (میل) ڈاک۔
- precious (پریشس) قیمتی، بیش قیمت۔
- without fail (وِ داؤٹ فیئل) بغیر بھولے، بغیر چوکے۔
- freight cars (فریٹ کارز) مال گاڑی۔
- dusk (ڈسٹک) شام کا دھندلاکا۔
- dawn (ڈوان) صبح سویرے، وقت فجر۔



The Little Babul Tree

1. Listen and read aloud with me.

سنیے اور میرے ساتھ بلند آواز سے پڑھیے۔

05



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

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

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



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

“Now I am happy,” it said.

But a goat came along and ate up all the big leaves.

“Oh, dear!” said the babul tree.

“I wish I had gold leaves.

Goats do not eat gold leaves.”



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

“How happy I am!” it said.

But a thief came along and stole all the gold leaves.

“Oh dear!” said the babul tree.

“I wish I had glass leaves.

Thieves do not steal glass leaves.”





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

“How happy I am!

See my leaves shine in the sun.”

But a strong wind sprang up.

“Woo-oo!” said the wind.

And it broke all the glass leaves.

“Oh, dear!” said the babul tree.

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

Goats do not eat them all up.

Thieves do not steal them.

The wind will do them no harm.”

Then the tree went to sleep.



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

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



• thorns (تھوپاڑز) کا نئے • small forest, wood (گروو) grove •
 • stole (سٹول) چُرایا۔ • sprang up (سپرینگ اپ) ہوا کا جھونکا آیا۔

2. Read and remember. پڑھیے اور یاد رکھیے۔

- 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.

ذیل کے جملے غور سے پڑھیے۔

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.

نیچے دیے ہوئے جملوں میں 'do not / does not' الفاظ کم کر کے بامعنی جملے بنائیے۔ اس کے لیے آپ کو نمایاں کیے ہوئے الفاظ بھی بدلنے پڑ سکتے ہیں۔

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.

ذیل کے جملوں میں 'do not / does not' میں سے مناسب الفاظ استعمال کر کے بامعنی جملے بنائیے۔

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.

ذیل کے جملے اپنے طور پر مکمل کیجیے۔

W13

• I wish I had

• I wish I could

.....

.....

.....

.....

.....

.....

3. (a) اور (b) میں مثبت اور منفی جملے استعمال ہوں گے۔ ان جملوں میں do not/does not استعمال کرنے کی مشق ہے۔ اسی کے ساتھ جملے کو بامعنی بنانے کے لیے ان کے دیگر الفاظ بھی بدلنے ہوں گے۔ مشق کے دوران بچوں کو ان دونوں امور کی جانب متوجہ کریں۔



Lots of Things Together

• Read aloud and copy the phrases in your notebook.

ذیل کے فقروں کو بلند آواز سے پڑھیے اور اپنی بیاض میں نقل کیجیے۔

O4

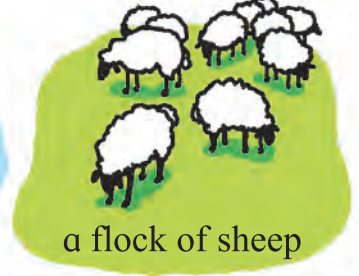
W10



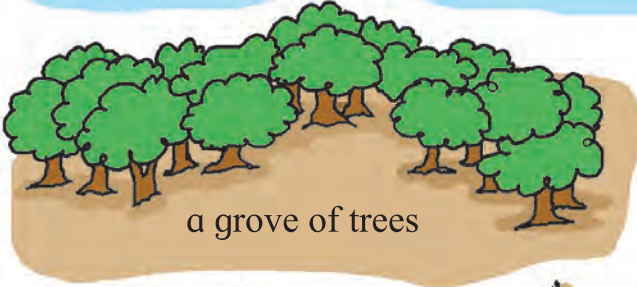
a flight of birds



a flock of geese



a flock of sheep



a grove of trees



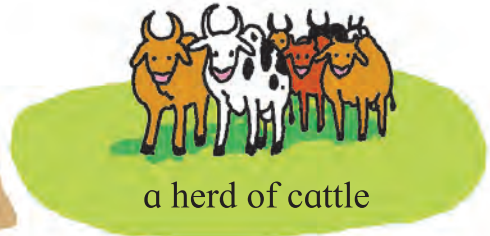
a pack of dogs



a swarm of bees



a colony of ants



a herd of cattle



a group of children



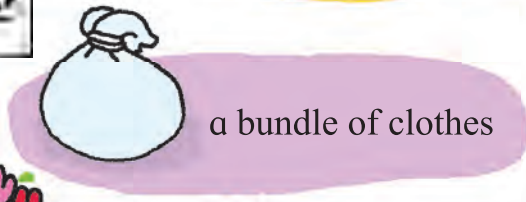
a team of players



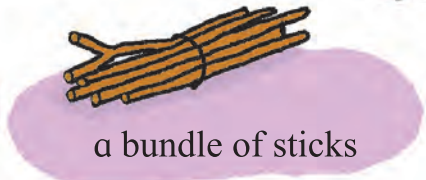
GB4PHL



a crowd of people



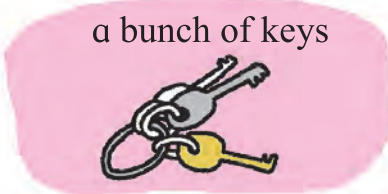
a bundle of clothes



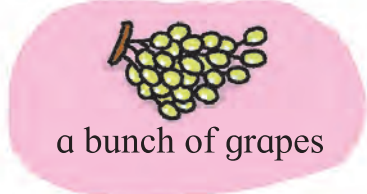
a bundle of sticks



a bunch of flowers



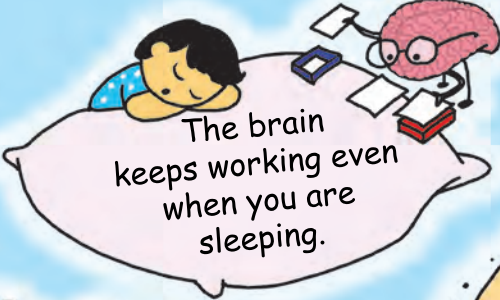
a bunch of keys



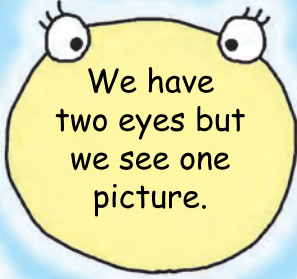
a bunch of grapes




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



The brain
keeps working even
when you are
sleeping.



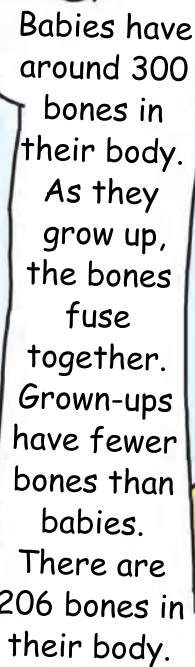
We have
two eyes but
we see one
picture.




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




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



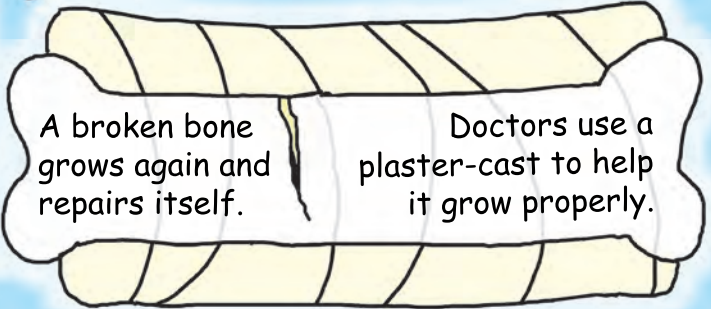
Babies have
around 300
bones in
their body.
As they
grow up,
the bones
fuse
together.
Grown-ups
have fewer
bones than
babies.
There are
206 bones in
their body.



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



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



A broken bone
grows again and
repairs itself.

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

2. Listen carefully, read and remember.

غور سے سنیے، پڑھیے اور یاد رکھیے۔

07



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



We should eat well at regular times.



We should eat fruits and vegetables.

We should drink enough water.



We should take enough exercise.

We should get enough sleep.



We should keep our body and hair clean.

We should cut our nails regularly.



We should cover our mouth when we cough or sneeze.

We should wear clean clothes every day.



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

صحت اور صفائی سے متعلق (انگریزی) پیغامات /
ہدایات دبیز کاغذ (پٹھے) پر لکھیے اور اپنی جماعت
میں ان کی نمائش کیجیے۔

W9

W10

Examples :



EAT
AT
REGULAR
TIMES !

WEAR
CLEAN CLOTHES.





Alyonushka

1. Listen carefully.

غور سے سنئے۔

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.

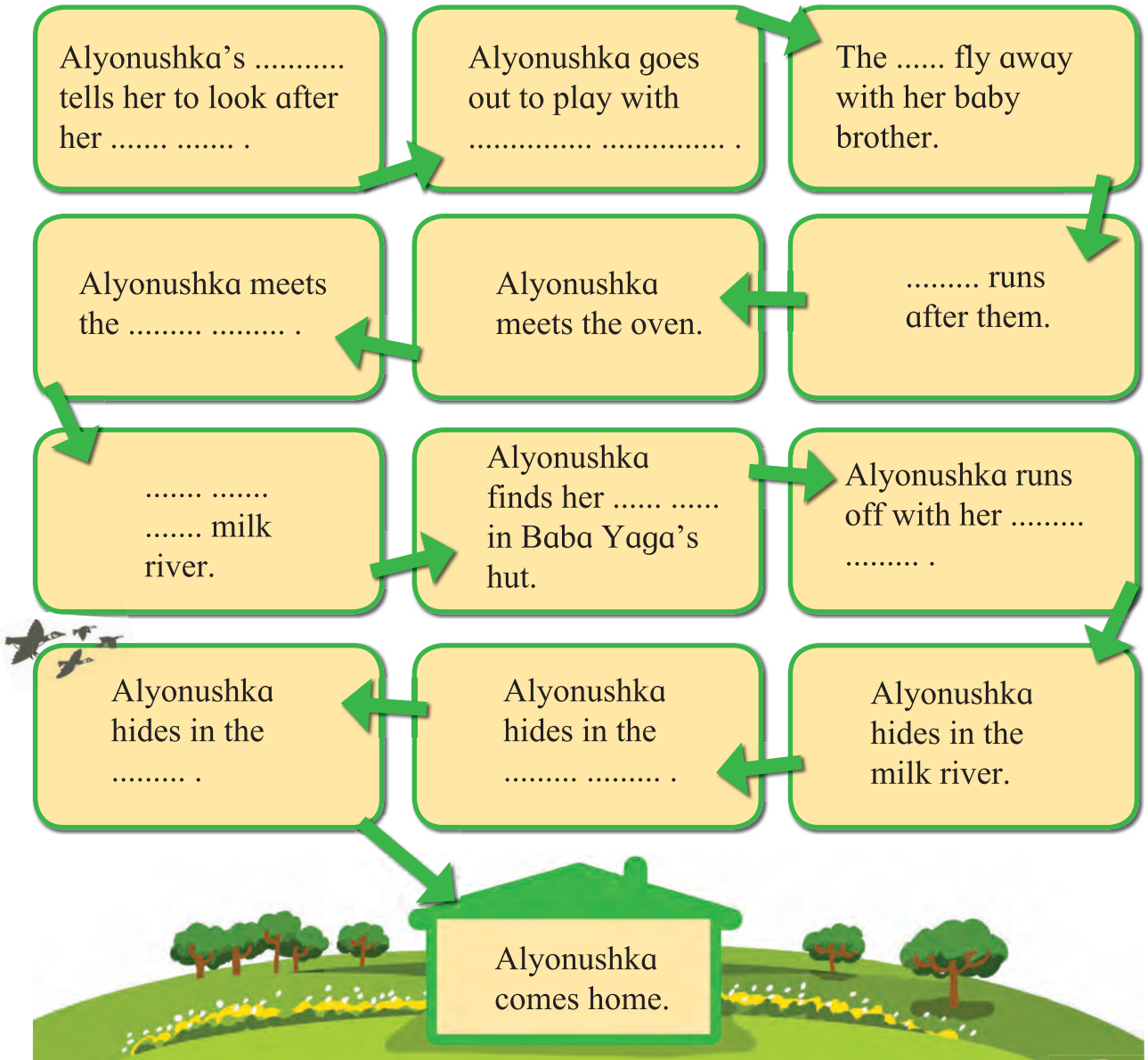
اب میرے ساتھ اس کہانی کو بلند آواز سے پڑھیے۔

O5

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

ذیل میں مختصر طور پر ایلونشکا کی کہانی دی ہوئی ہے۔ اسے پڑھیے اور خالی جگہوں کو پُر کیجیے۔

W9



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

اپنے طور پر مزاحیہ نام بنائیے مثلاً بابا- ڈھا بابا۔
کیا وہ انگریزی ناموں کی طرح محسوس ہوتے ہیں؟

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.

۵-۵ طلبہ کا گروہ بنائیے۔ اس کہانی کو الیونشکا کی زبانی باری باری بیان کیجیے۔ تقریباً ۸-۵ سطروں کے بعد پہلے بچے کو روک کر دوسرے بچے کو کہانی جاری رکھنے کے لیے کہیے۔



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. بلند آواز سے پڑھیے اور نقل کیجیے۔

O4 W10

• a loaf of bread  • a glass of milk 

• a slice of bread  • a drop of water 

• a lump of butter  • a piece of paper 

7. Listen carefully and write each word in the proper column. غور سے سنیے اور ہر لفظ کو صحیح خانے میں لکھیے۔

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. غور سے سنیے اور ہر لفظ کو صحیح خانے میں لکھیے۔

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. نظم سنیے، بلند آواز سے پڑھیے، سیکھیے اور پیش کیجیے۔

O4

O1







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

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

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

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

– M. A. Stodart





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

- play • might • well • you

• Write down these pairs of rhyming words.

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

4. Answer the following questions in one word.

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

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

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

لفظوں کو غور سے سنیے۔ ان سے ہم آہنگ دیگر الفاظ سے تلاش کیجیے۔

O10

ہم آہنگ الفاظ کی جوڑیاں لکھیے۔

W7

اس نظم کے چار مصرعے آپ 'مائے انگلش بک فور' میں سیکھ چکے ہیں۔ انہیں تلاش کیجیے۔

O10

ذیل کے سوالوں کے ایک لفظ میں جواب دیجیے۔

O11

اپنے دوست/تہیل کے لیے 'a' اور 'b' کا استعمال کر کے ہر ایک سے پانچ سوالات بنائیے۔ ان کے جواب لکھیے۔

P3



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

جماعت ششم / ہفتم میں اپنے لیے قلمی دوست / سہیلی تلاش کیجیے۔

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.

سالگرہ، عید تہوار جیسے خاص موقعوں پر اپنے قلمی دوست/سہیلی کو تہنیتی پیغام ارسال کیجیے۔

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

جماعت ششم/ہفتم کے معلم سے بات کر کے ہر طالب علم کو 'pen-friend' بنانے کا موقع فراہم کریں۔ ہر بچے کے پاس بننے والے pen-friend profile کو دیکھ کر ہر ایک کو تہنیتی پیغام/خط بھیجنے کی منصوبہ بندی کریں۔ خیال رکھیں کہ یہ سرگرمی سال بھر جاری رہے۔ بچوں کو آئے ہوئے تہنیتی پیغامات/خطوط کی وقتاً فوقتاً نمائش کی جاسکتی ہے۔

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

ذیل کے خطوط اور تاثرات غور سے پڑھیے۔ اپنے ذاتی خطوط لکھتے وقت انہیں استعمال کیجیے۔

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 (پاؤں) نیچے • limb (لمب) بڑے درختوں کے تنے • worm (ورم) کرم (کیڑا)

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

جوڑیاں بنا کر واحد-جمع، اکھیل کھیلے۔ کوئی بھی چیز/اس کتاب کی تصویر دکھا کر کھیل شروع کیجیے۔

O3

One lion!

Many lions!



Many boys!

One boy!



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

'واحد-جمع' کی کوئی پانچ جوڑیاں لکھیے۔

W3

3. Dumb charades

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

خاموش اداکاری۔ دیکھیے اور پہچانیے۔

O3

ایک طالب علم نظم کے کسی مصرع کو بغیر کچھ کہے اداکاری سے پیش کرے۔ بقیہ بچے وہ مصرع پہچانیں۔

یہ کھیل دیگر نظموں یا اسباق پر بھی کھیل سکتے ہیں۔

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

نظم میں فعل ظاہر کرنے والے الفاظ کی فہرست بنائیے۔ اس فہرست میں دیگر ایکشن ورڈز کو بھی شامل کیجیے۔

W4

W13

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

نیچے دی ہوئی جدول کی مدد سے زیادہ سے زیادہ بامعنی جملے بنائیے۔

O10

W6

W9

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

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

ذیل کے الفاظ ایک نظر میں پڑھیے اور فقرہ مکمل کیجیے۔

W9

at _____

near _____

behind _____

in front of _____

on the left of _____

on the right of _____

next to _____



اس کھیل کی پیشگی تیاری کے طور پر معلم جماعت میں الگ الگ بچوں کو الگ الگ مقامات پر کھڑے ہونے / بیٹھنے کے لیے کہے۔ وہ کہاں ہیں یہ انگریزی میں بتانے کی کافی زبانی مشق کرائے۔ ایک لڑکا / لڑکی آگے آئے اور اس لڑکے / لڑکی کا نام لے کر سوال پوچھے۔ سلسلہ نمبر 2. سے 4. میں دکھائے ہوئے طریقے کے مطابق کھیل میں معمولی تبدیلی کے بعد بار بار مشق کرائیں۔

2. Play this game outside the classroom.

یہ کھیل جماعت کے باہر کھیلیے۔

O3

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

ایک کی بجائے کئی بچوں کے نام لے کر یہ کھیل کھیلیے۔

O3

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

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

بچوں کی بجائے چیزیں کہاں ہیں، یہ پوچھنے کا کھیل کھیلیے۔

O3

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

Collection of English Texts

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

انگریزی مواد کے مختلف نمونے جمع کیجیے اور انہیں یکجا کر کے کولاج کی شکل میں پیش کیجیے۔ ہر نمونے کو نام دیجیے اور اپنی مادری زبان میں اُن کی وضاحت کیجیے۔

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 fromMrs. Pramila Kakade.....

the amount ₹. two thousand three hundred and twenty only

..... as annual membership fee.

Payment
by cash/cheque

Received by

B. Satra

یہ سرگرمی اس طرح کروائیں کہ بچوں کو روزمرہ کے معاملات میں پیش آنے والا انگریزی مواد تلاش کر کے سمجھنے کی عادت ہو جائے۔ حسب ضرورت تراشے جمع کرنے کے لیے بچوں کو پرانے رسالے، اخبار وغیرہ مہیا کریں۔ بچوں کے بنائے ہوئے کولاج کی نمائش کروا کر اس کے بارے میں بولنے کا موقع فراہم کریں۔

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

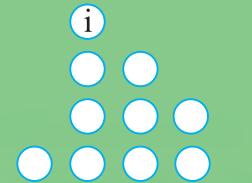
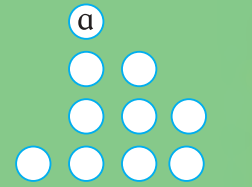
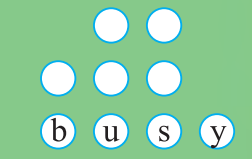
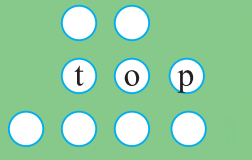
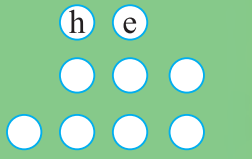
Attractive offers on purchases above ₹ 5000

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.

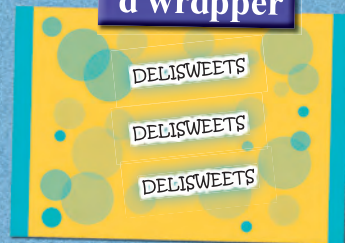


a story

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

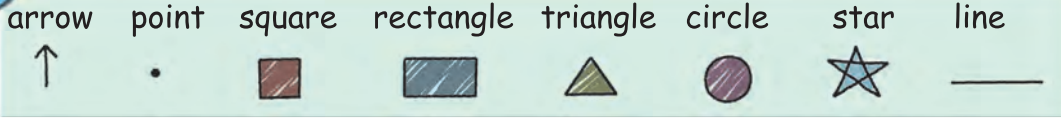
News Headlines



1. Name the following shapes.

نیچے دی ہوئی شکلوں کے نام بتائیے۔

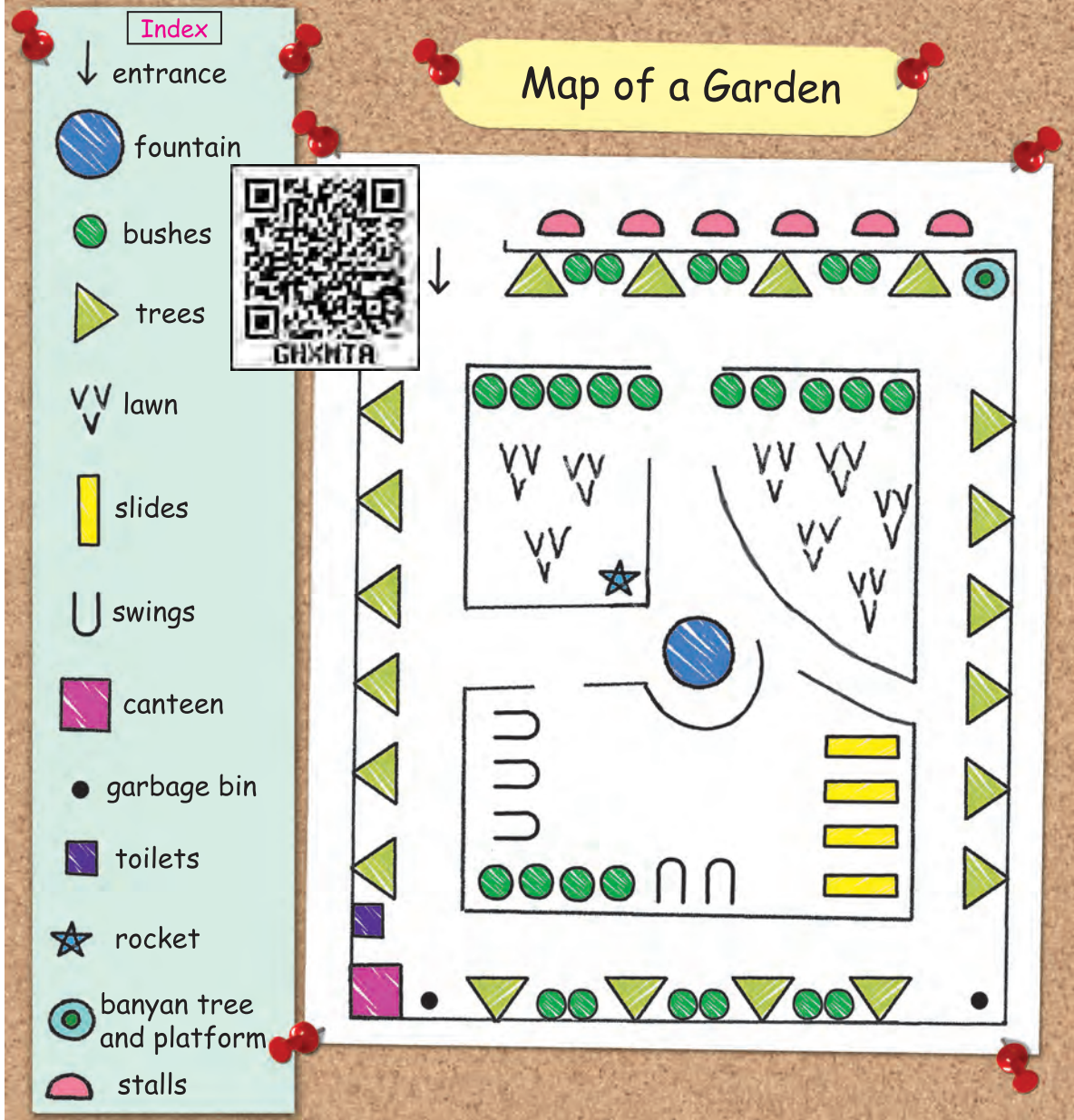
O8



2. Read the following map.

اس نقشے کو پڑھیے۔

O8



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

مختلف مانوس شکلوں کو استعمال کر کے ذیل میں سے کسی دو کے نقشے بنائیے۔ اس کے لیے انگریزی میں اشاریہ (Index) بنائیے۔

W8

your classroom

your house

your school

any garden

any town

1. Listen carefully and read after me. غور سے سنیے اور میرے بعد پڑھیے۔



بلک سمنٹھ
لوہار

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.

منڈر
وزیر

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.

ہمیر
ہتھوڑا

سوا
آری

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!

(گواٹ انوائیڈ) پریشان ہو گیا، اکتا گیا۔ got annoyed



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

ذیل کے سوالوں کے ایک دو لفظوں میں جواب دیجیے۔

O11

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

3. Listen carefully and answer the riddle.

غور سے سنیے اور معموں کے جواب دیجیے۔

O11

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

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

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

لفظ سنیے اور بتائیے یہ کس چیز کی آواز ہے۔

O7

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

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

ذیل کے تینوں ستون ملا کر جدول کو دوبارہ لکھیے۔

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.

ذیل کے جملوں کو آواز کے مناسب اُتار چڑھاؤ کے ساتھ پڑھیے۔ اپنی مادری زبان میں بتائیے کہ آپ کن مواقع پر/حالات میں یہ جملے استعمال کریں گے۔

O4

P8

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

On the Time-line

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

دیے ہوئے جملوں میں زمانی خط کے فقرے استعمال کر کے بامعنی جملے بنائیے۔

014



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

at present

now / just now

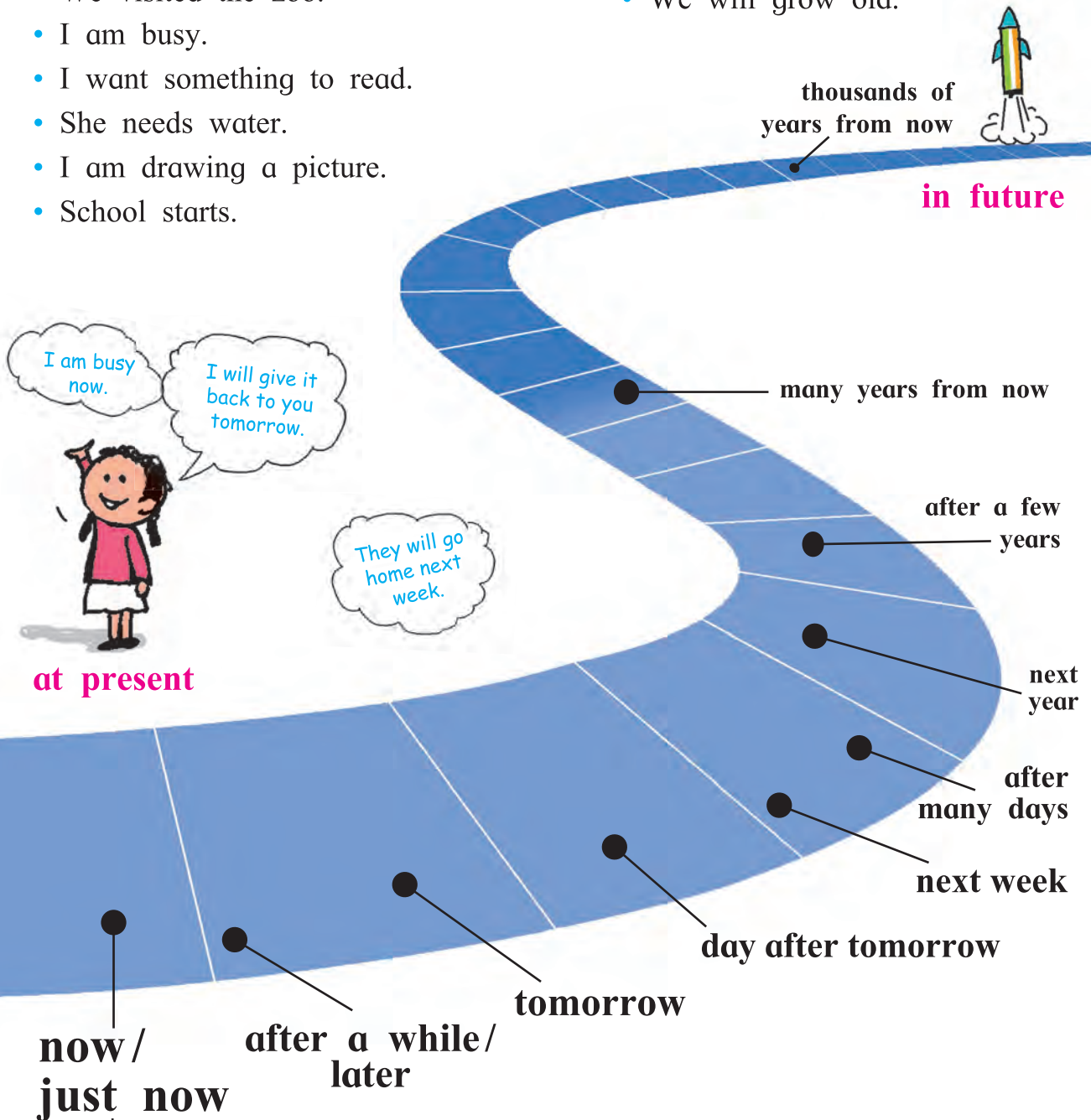
today

tonight

زمانی خط پر دیے ہوئے الفاظ بچوں سے پڑھوائیں اور اطمینان کر لیں کہ بچے ان کا مطلب سمجھ رہے ہیں۔ پھر صفحہ 57 کے ہر جملے میں ان میں سے کون سے الفاظ استعمال کرنے پر بامعنی جملے بنیں گے اس بارے میں بچوں سے بات چیت کر کے مختلف جوڑیاں لگانے کو کہیں۔ اسی طرح بچوں کو اپنے طور پر جملے بنانے کی ترغیب دیں۔ اس عملی کام کو بعد میں بھی کراتے رہیں۔

- 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.

آپ کے بنائے ہوئے کوئی پانچ با معنی جملے لکھیے۔

W6 W13

3. Form pairs. Try to make funny sentences using the phrases above.

جوڑیاں لگائیے۔ درج بالا فقرے استعمال کر کے مزاحیہ جملے بنائیے۔

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.

یہ جانور مخصوص آوازیں نکال کر کیا کہہ رہے ہیں، پڑھیے۔

O4



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

تصویر کر کے بتائیے کہ یہ جانور کیا کہہ رہے ہوں گے۔

O15

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

3. Rewrite the lines as shown.

دکھائے ہوئے طریقے کے مطابق سطروں کو دوبارہ لکھیے۔

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.

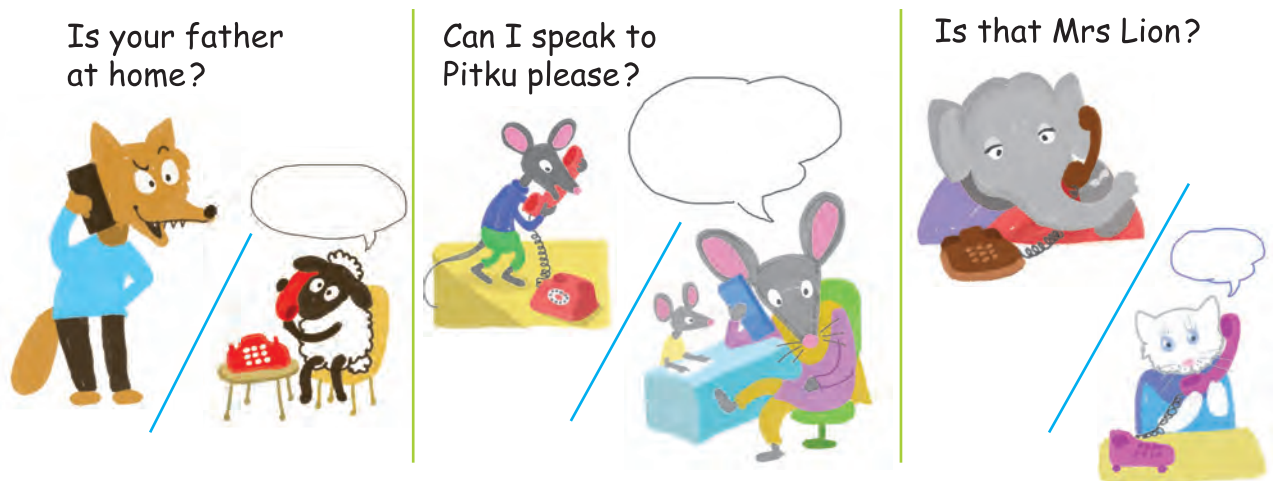
4. Form pairs. Write complete conversations for the following situations. You may use some of the sentences given below.

جوڑیاں بنائیے۔ ذیل کے مواقع کے لیے مکمل مکالمے لکھیے۔ اس کے لیے یہاں دیے ہوئے چند جملے بھی استعمال کیے جاسکتے ہیں۔

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.

غور سے سنیے اور تجربہ کا مشاہدہ کیجیے۔ اسے خود کرنا
اور انگریزی میں پیش کرنا سیکھیے۔



Hello.

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

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

Isn't it fun to watch ?

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

Namaste.

I want to show you a simple
musical instrument.



These are all glass bowls.
Each bowl has some water in it.
This bowl is full of water.
This last bowl has very little water in it.
Each bowl has more water than the bowl
on the left.

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

Did you hear that ?
What a musical sound !
Do you want to try it ?
Please be careful.
Thank you !

Good morning !
 I'm going to present an experiment.
 You will love to watch this.
 This bottle holds some vinegar.
 This balloon holds a spoonful of baking soda.
 Now I will fit the balloon
 on the mouth of the bottle, like this.
 Now I will lift the balloon.
 Then the soda will fall in the bottle.
 and then just watch !
 The balloon blows up !
 When you mix soda and vinegar,
 a gas known as carbon dioxide forms.
 The balloon blows up because of the gas.
 Thank you for watching my experiment.



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



This is a magnet.
 It attracts towards itself,
 everything that is made of iron.
 Just watch.
 It draws the clips through air.
 I'll put the clips in a glass bowl.
 It draws the clips through glass.
 I'll pour some water in the bowl.
 It draws the clips through water
 and through glass.
 Do you want to try it?
 Try it with paper.
 Thank you.



اس سرگرمی میں استعمال ہونے والے وسائل پہلے ہی جمع کر لیں۔ تمام تجربات پہلے خود کر کے دیکھیں۔ چوتھے تجربے کے لیے اچھا سا مقناطیس (میگنیٹ) استعمال کریں۔ جماعت کے بچوں کو ان کی پسند کا تجربہ منتخب کرنے دیں۔ وہ تجربہ توجہ سے کرنے اور انگریزی میں پیش کرنے کی مشق کرائیں۔ ہر روز دس بارہ بچوں کو ان کے تجربے پیش کرنے کا موقع دیں۔ ان تجربوں میں مزید تجربے شامل کر کے مدرسے میں حقیقی science-fair کا انعقاد کیا جاسکتا ہے۔

1. Listen, repeat, learn and recite.

سنیے، دہرائیے، سیکھیے اور ترنم سے سنائیے۔ 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.

نیچے دیے ہوئے سوالوں کے جواب دیجیے۔ O11

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

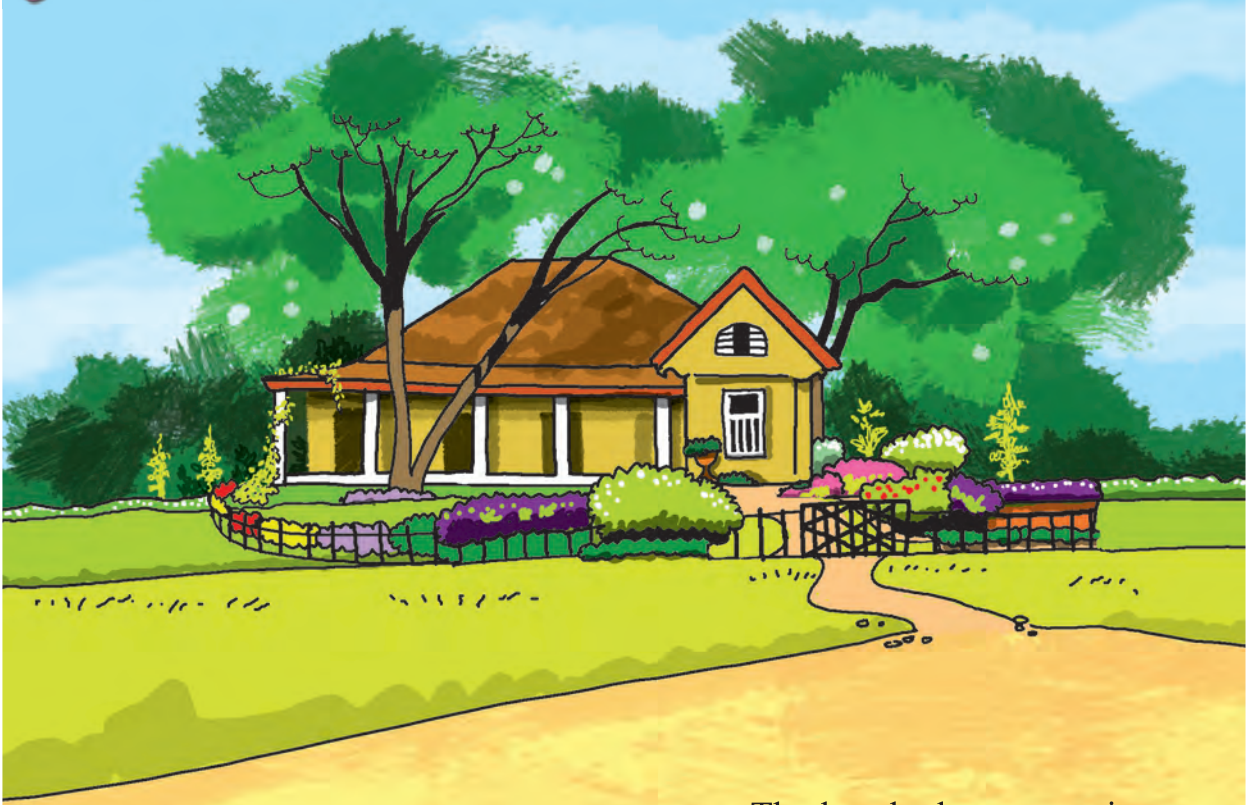


'Go!'
and
'Come!'

1. Listen carefully and read with me.

غور سے سنیے اور میرے
ساتھ پڑھیے۔

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.

discipline (ڈسپلین) نظم و نسق، باقاعدگی • hard work (ہارڈ ورک) محنت کا کام، محنت۔

“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?”

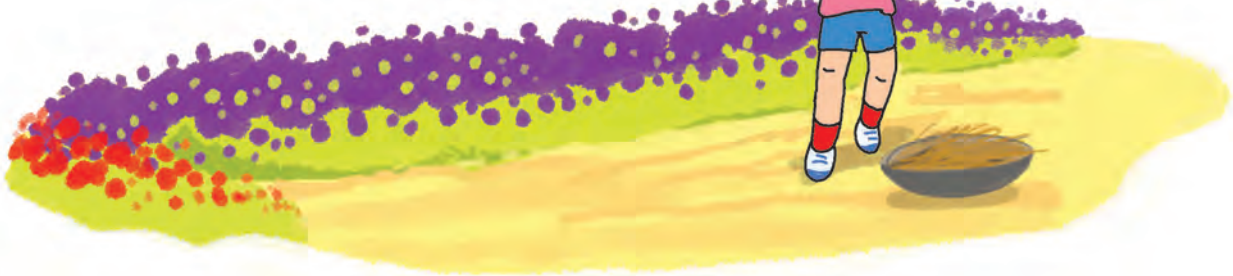
“Uncle told me to weed the garden,” said the little boy.

“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 (نوائی) شرارتی

2. Read the following words aloud.

ذیل کے الفاظ بلند آواز سے پڑھیے۔

O4

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

3. Answer the following questions.

ذیل کے سوالوں کے جواب دیجیے۔

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.

باغ کام کی وضاحت کرنے والی سطر کو دیکھ کر لکھیے۔

W4



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

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

جملے پڑھیے۔ چوکون کے الفاظ کے معنی پہچانیے۔

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

O12

6. Start a collection of 'opposite' words.

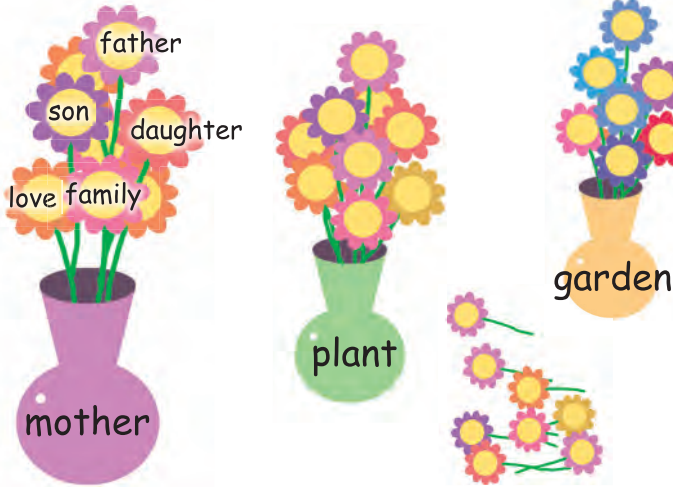
ضدیں (الٹ معنی والے الفاظ) جمع کر کے اس میں اضافہ کرتے رہیے۔

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.

گل دان پر لکھے لفظ پڑھیے اور اس سے متعلق زیادہ سے زیادہ الفاظ تین منٹ میں لکھیے۔



طلبہ کے ذہن میں انگریزی الفاظ (معنی کے ساتھ) فوراً آجائیں اس مقصد کے لیے مشق 7 اور 8 خاص طور پر دی گئی ہیں۔ الگ الگ الفاظ دے کر یہ مشق باقاعدہ کرواتے رہیں۔

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.

لفظوں کی زنجیر بنانے کی کوشش کیجیے۔ دیے ہوئے لفظ سے متعلق ایک لفظ لکھیے۔ اس کے بعد دوسرے لفظ سے متعلق ایک اور لفظ لکھیے۔ اس طرح کم از کم 5 الفاظ جڑ جانے پر پہلے لفظ پر دوبارہ آئیے۔



eyes time
naughty cottage



1. Listen carefully and read with me. غور سے سنیے اور میرے ساتھ پڑھیے۔

05

Characters



King Midas



Marygold



A Stranger



A Servant

Scene I

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

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

A Stranger enters.

Who are you?

Stranger : I am a friend.

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

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

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

Stranger : Why do you love it so?

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

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

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

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



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

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

King : Thank you so much, O Stranger!

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

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

Scene II

In the breakfast-room

Servant : Good morning, Princess.

Marygold : Good morning. Where is the King?

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

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

Servant : There he is – in the rose garden.

Marygold : Whatever is he doing?

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

King : Good morning, Marygold.
See what I have brought for you.

Marygold : A fine yellow rose. (*Smells it.*)
Oh, it has no smell, and the hard petals have pricked my nose. (*Starts crying.*)

King : What are you crying for?
It is a golden rose. All roses in my garden are golden!

Marygold : Are they all like this one?



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

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

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

Marygold : Tell me, what's the matter?

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

Marygold : My poor father! Can I help you?

Marygold rushes forward.

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

Marygold has turned into a statue of gold.

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

The stranger comes in.

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

King : I am the unhappiest man in the world.



Stranger : Why, you have plenty of gold now.
King : I don't want this gold. I want my daughter, I want to eat. I want real flowers in my garden. Please take away this Golden Touch.
Stranger : Do you really want me to take away the Golden Touch?
King : I hate it. Take it away.
Stranger : Then go and bathe in the stream that flows through your garden. When that is done, bring back a pitcher of water and sprinkle it upon anything you wish to change back from gold.

Scene III

Marygold is still a statue.

The King is sprinkling water over her head.

King : First I will sprinkle some water over my dear little Marygold.
Marygold : (*Comes alive*) What are you doing, father? You have sprinkled water on my frock.
King : Let us go into the garden, Marygold. See what a fine morning it is.
Marygold : Yes, let us go and pick some flowers.
King : Come along then, Marygold. I have to sprinkle this on everything that I touched. And then we will get you some roses. Beautiful roses with a lovely smell!



– Adapted from a play by Philip Walsh

2. Use the play for a 'play-reading' performance. پچوں کی الگ الگ جوڑیاں بنائیں۔
ان جوڑیوں کو الگ الگ 'scenes' دے کر ڈراما خوانی کرنے / ڈرامے کو کھیلنے کے لیے کہیں۔
3. Perform the play. اس ڈرامے کو پیش کیجیے۔

Where Go the Boats?

1. Listen carefully and read with me. - غور سے سنیے اور میرے ساتھ پڑھیے۔

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 (اُفلوٹنگ) تیرنے والی۔ • castles (کاسٹلز) قلعے، شاہی محلات۔
• foam (فوم) جھاگ۔ • ashore (اَشور) کنارے پر۔

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.

مناسب ترنم کے ساتھ نظم کو بلند آواز سے پڑھیے یا پیش کیجیے۔

O1

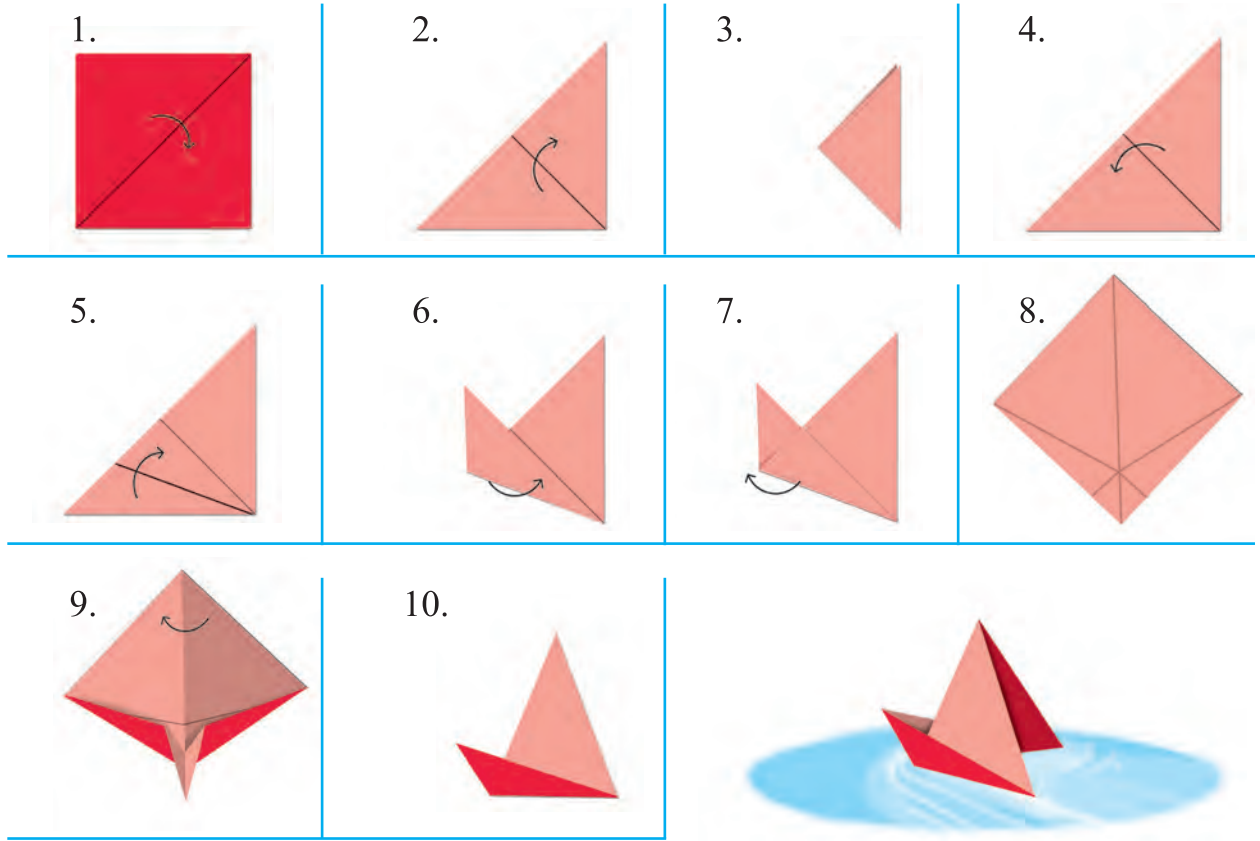
نظم میں رنگوں کے الفاظ تلاش کیجیے۔
رنگوں کے کم از کم دس مزید الفاظ لکھیے۔

W4

W13

نیچے کی تصویروں میں سادہ کشتی بنانے کا طریقہ بتایا گیا ہے۔
جوڑیاں لگا کر کشتی بنانا سیکھئے۔ ہر مرحلہ خود کر کے دیکھیے اور
اس بارے میں انگریزی میں بات چیت کیجیے جس کے لیے
نیچے دیے ہوئے جملے مفید ثابت ہو سکتے ہیں۔

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 spacecraft to study me from close.
Do you know, two astronauts
from earth landed on me once.
Maybe, some day, other people
on earth will also come to visit me.
I am the moon.

2. Guess the meaning of the following words. ذیل کے الفاظ کے مطلب پوچھئے۔ پھر یہ الفاظ لغت میں دیکھیے۔
Look up these words in a dictionary.

O12

• surface • space • envelope • spacecraft • astronauts

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

نظام شمسی کے دیگر سیاروں کے انگریزی نام تلاش کیجئے اور ہر ایک کے بارے میں کم از کم دو جملے انگریزی میں لکھیے۔

W13

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

گروہی سرگرمی کے طور پر ذیل میں دیے ہوئے کرداروں پر 'یک کرداری تمثیل' (کم از کم ۳-۳ جملے) گروہ بنا کر پیش کیجئے۔

O15

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

ان ایک کرداری تمثیلوں (monologues) کو مناسب حرکات و سکنات اور آواز کے اُتار چڑھاؤ کے ساتھ پیش کرنے کی مشق کرائیں۔ ہر بچے کو اپنی پسند سے کوئی ایک تمثیلی کردار پیش کرنے کا موقع دیں۔



Guess what!

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



إشانی کیا کہہ رہی ہے اسے پڑھیے اور اپنے طور پر جدول کے جملے مکمل کیجیے اور لکھیے۔

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.

ذیل کے جملے پڑھیے۔

O4

اس صفحے کے دونوں عملی کام اڈا زبانی طور پر کرنا ہیں۔ کافی بات چیت کے بعد جملے لکھنے کے لیے کہیں۔ اس کا خیال رکھیں کہ نئے الفاظ کو ان کی صحیح حالت میں لکھیں۔ مثال،
she always **finishes** her homework.

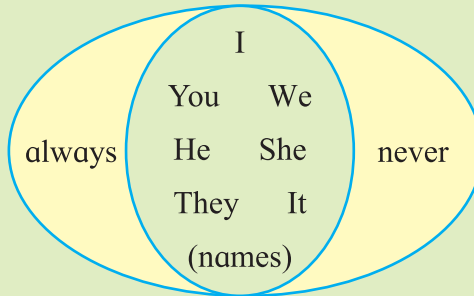
Now make as many meaningful sentences as you can using the following diagram. Write down any ten of them.

اب ذیل کی شکل کی مدد سے آپ جتنے بھی جملے بنا سکتے ہیں، بنائیے۔ ان میں سے کوئی دس جملے لکھیے۔

O14

W9

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



1. Listen, repeat and read with me.

سنیے، دہرائیے اور میرے ساتھ پڑھیے۔ O5



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.

مناسب حرکات و سکنات کے ساتھ نظم پیش کیجیے۔

O1

3. Say what happens when –

بتائیے کہ ایسے موقع پر کیا ہوگا۔

O11

O12

- you drop a book on the floor.

- you put marks and stains on a book's cover.

- you tear out pages from a book.

- you throw a book.

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

اپنی کتابوں کو خوش رکھنے کے لیے آپ کیا کریں گے؟

O12



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.

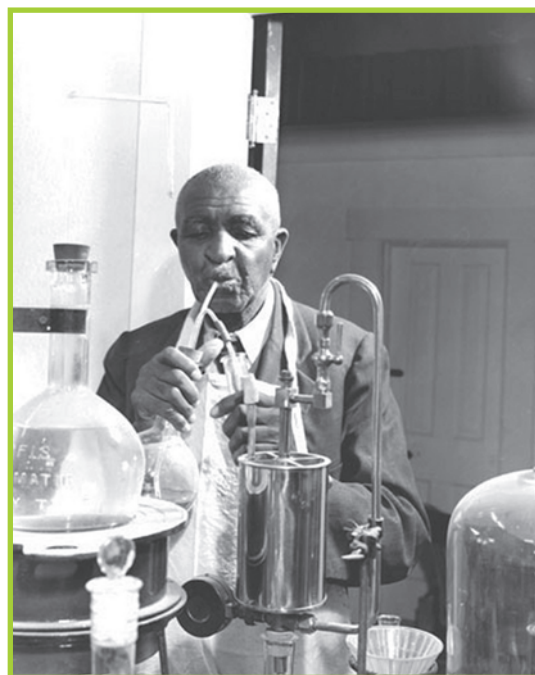
On the first day, Carver told his students, “Let us start a new project today. We will all go out and collect cans, bottles, boxes, pots and pans which people have thrown away. From these, we will make simple instruments and set up our laboratory.”

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.

ذیل کے الفاظ کے معنی لغت میں تلاش کیجیے۔

- stain
- slave
- laboratory
- demand
- museum

3. List the following from the passage.

عبارت کی مدد سے ذیل کی اشیاء کی الگ الگ فہرست بنائیے۔

- 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.

ذیل کے واقعات کو صحیح ترتیب دیتیجیے۔ ان نکات کی مدد سے جارج واشنگٹن کارور کی سوانح کا جدول بنائیے۔

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

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

اپنی مادری زبان میں کارور پر ایک نوٹ لکھیے۔

P8



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

اپنے ارد گرد نظر دوڑائیے، غور کیجیے اور کم از کم ۲۵ سوالات بنائیے۔

P7



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

پانچ پانچ طلبہ کا گروہ بنائیے۔ ایک دوسرے کے سوالات پڑھ کر، ہر ایک کے پاس ۲۵ مختلف سوالات کی فہرست بننے تک اس میں اضافہ کرتے رہیے۔ سوال بناتے وقت اوپر دیے ہوئے (سوالیہ جملے کی ابتدا میں آنے والے) لفظ/الفاظ استعمال کیے جاسکتے ہیں۔

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

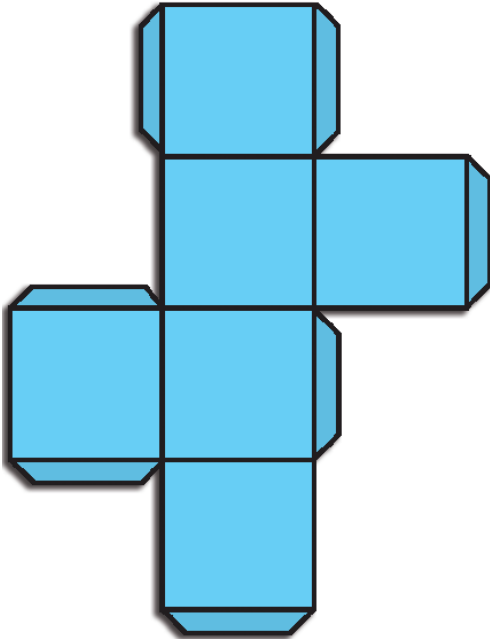
آپ کے گروہ کے پاس ۱۲۵ سوالات کا ذخیرہ ہو جائے گا۔



• Listen, read, make and play.

سنیے، پڑھیے، بنائیے اور کھیلیے۔

O3



You have studied 'nets' in mathematics.

Copy this 'cube net' on a cardsheet.

Cut out the net along with the flaps.

Fold the flaps inside and make a cube.

Unfold.

Cut out one more net in the same way.

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

Net 1 :

green pink blue yellow violet orange

Net 2 :

square circle diamond oval kite rectangle

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

Let the glue dry.

Repeat the process to make the other cube.

Your dice are ready!

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

How to play : Use the 'board' given on the back cover.

A player throws the dice.

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

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

Then, he/she gets 1 mark.

The star means you get 1 mark without doing anything.

The player with the highest marks is the winner!

Now go ahead and play!

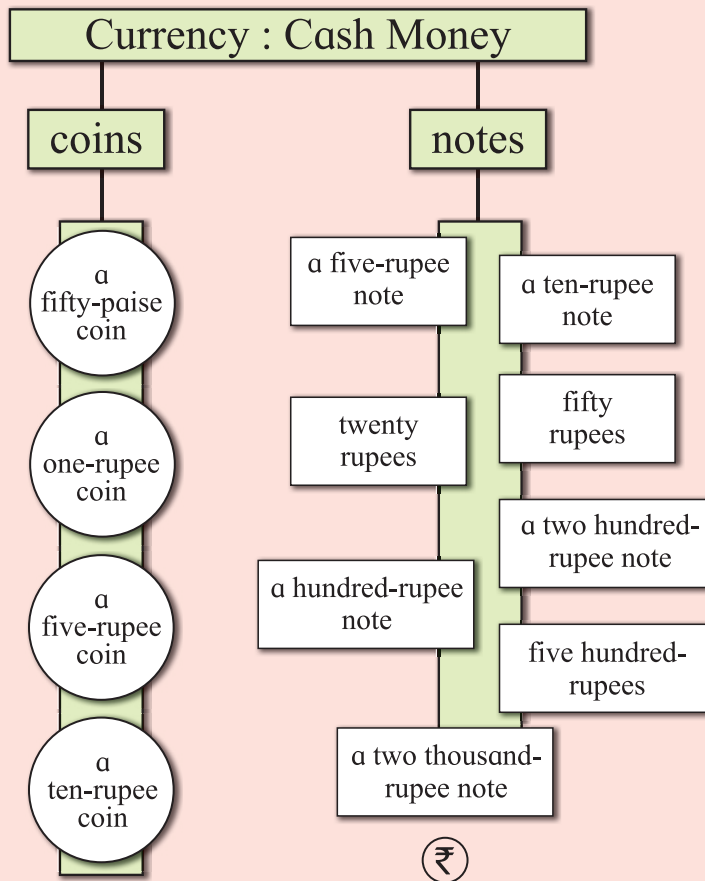
Wish you all the best!



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

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

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



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

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

In England, they use (£) pounds.

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.

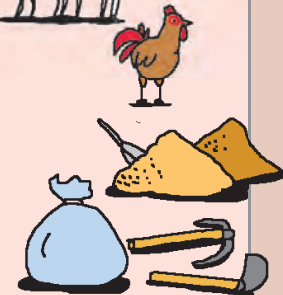
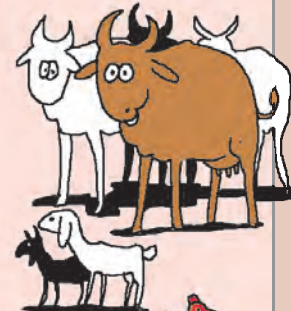
Paper money was first used in China
about 1000 years ago.

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.

اپنی مادری زبان میں 'پیسے' پر ایک مختصر اقتباس لکھیے۔ P8

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

صفحہ 80 کی شکل دیکھیے۔ شکل میں شاخیں ہونے کے سبب اسے 'tree diagram' کہتے ہیں۔ اب ذیل کا اقتباس پڑھیے اور اس میں دی ہوئی معلومات بتانے کے لیے ایک 'tree diagram' بنائیے۔

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.

ماحول کا مطالعہ یا ریاضی مضمون کی درسی کتابوں میں سے 'tree diagrams' بنانے کے لیے مزید موضوع تلاش کیجیے۔ شکلیں بنائیے اور ان میں انگریزی الفاظ لکھیے۔

W8

4. Make meaningful sentences from the following table.

ذیل کی جدول کی مدد سے با معنی جملے بنائیے۔

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. سنئے، دہرائئے اور میرے ساتھ پڑھیے۔

05

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

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

– George Cooper



2. Recite the poem with proper intonation.

ترجم کے ساتھ نظم پیش کیجیے۔

01

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

ذیل کے الفاظ کے معنی لغت میں تلاش کیجیے۔

- sunny
- weather
- dewdrops
- purple
- clover

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

اور کون کون سی چیزیں آپ کو سینکڑوں میں نظر آتی ہیں؟
(انگریزی میں کہیے)

015

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

اور کون کون سی چیزیں ہیں جو صرف ایک ہوتی ہیں؟
(انگریزی میں کہیے)

015

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

ذیل کی تصویریں دیکھیے۔ سامنے کے صفحے پر دیے ہوئے مکالمے پڑھیے۔ مناسب نمبر دے کر مکالمے اور تصویروں کی جوڑیاں لگائیے۔



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.

مکالموں کو ڈرامائی انداز میں پیش کیجیے۔ آپ اپنے طور پر اس میں مزید اضافہ یا مناسب رد و بدل کر سکتے ہیں۔

O13

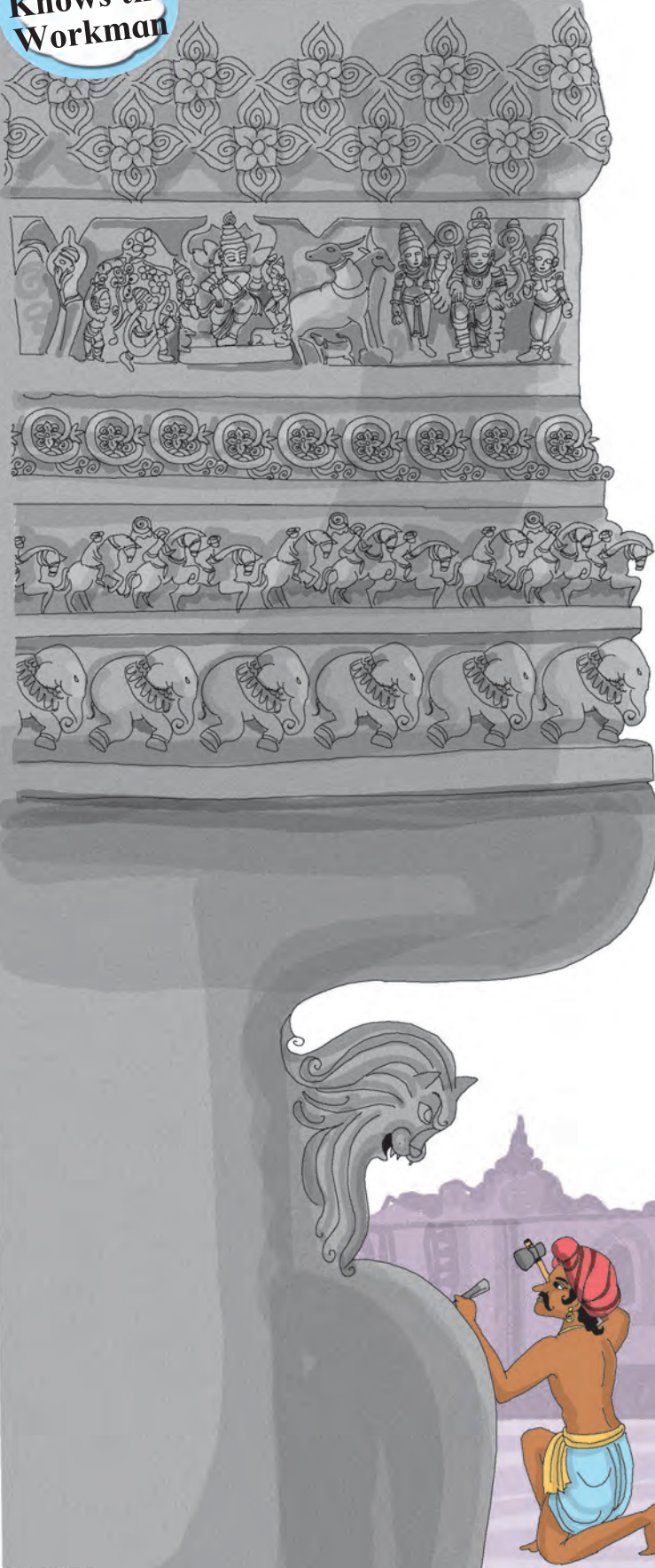
P6

1. Listen carefully and read aloud.

غور سے سنیے اور بلند آواز سے پڑھیے۔

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. اس کہانی کو اپنی مادری زبان میں سنائیے۔



P8

★ انگریزی جملوں کا پہلا حرف ہمیشہ کیپٹل (capital) لکھا جاتا ہے۔
★ اسم خاص (نام) کا پہلا حرف بھی کیپٹل لکھتے ہیں۔

★ ایک سے زائد چیزیں، انسان، جانور، مقامات وغیرہ بتانے والے انگریزی الفاظ کے آخر میں اکثر -s، -es، یا -ies حروف لکھتے ہیں۔ مثال: cups, birds, bushes, buses, flies, stories.

★ NOW I KNOW!



an یا a ؟

★ انگریزی میں چیزوں، جانوروں، مقامات وغیرہ سے پہلے 'a' لگاتے ہیں۔ مثال:
a bag, a white duck, a big hill, a man.

★ لیکن اگر لفظ کی ابتدا میں کوئی حرف علت ہو تو 'a' کی بجائے 'an' لگاتے ہیں۔ مثال:
an ant, an axe, an angry man, an egg, an early bird, an ice cube, an umbrella, an hour (اےن آؤر)

★ 'س' کا بتانے کے لیے 's' - استعمال کرتے ہیں۔ مثال:

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

★ -s/-es پر ختم ہونے والے جمع کے الفاظ کے آخر میں صرف 'ا' لگاتے ہیں۔ مثال:

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

★ اسم کے آخر میں s ہو تو صرف 'یا s' میں سے جو چاہیں استعمال کر سکتے ہیں۔ مثال:

یا Midas' daughter
Midas's daughter.

★ موجودہ اور اکثر مواقع پر بولنے کے لیے یہ فقرے طے ہیں۔

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

★ ہاں/نہیں جواب والے سوالات بناتے وقت ان الفاظ کی ترتیب بدل دیتے ہیں۔ مثال:

I am late. Am I late ?

★ کچھ لفظوں میں حروف حذف کیے گئے ہیں، یہ ظاہر کرنے کے لیے بھی ' علامت استعمال کرتے ہیں۔ مثال:

I'm going. He's happy.

★ ماضی میں ہو چکے واقعے کو ظاہر کرنے والے الفاظ کے آخر میں اکثر -d یا -ed ہوتا ہے۔

★ مستقبل میں ہونے والے کسی واقعے کے بارے میں بولتے وقت will یا going to استعمال کرتے ہیں۔

★ حال میں وقوع ہونے والے واقعے کو ظاہر کرتے وقت وہ الفاظ استعمال کرتے ہیں جن کے آخر میں -ing ہوتا ہے۔

★ انگریزی بولنے وقت

Hello ! Good morning !
Please, Thank you.
Sorry ! Excuse me,
Do you mind,
It's all right !

وغیرہ کا استعمال کرنا بہتر ہے۔

किशोर

किशोर

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

Tell 5 words
that end
with 'e'.

Tell 5 words
that begin
with 'a'.



Tell 5 words
that end
with 'r'.

Say 1 to 20
in
10 seconds.

Frame
a question
that begins
with 'What'

Do what
you like
(in English).

Sing
an English
song.

Frame
a question
that begins
with 'Who'



Frame
a question
that begins
with 'How'

Tell
5 words
that begin
with 'n'.



Tell
4 words
that begin
with 'th'.

Tell
5 words
that begin
with 'b'.

Tell
5 words
that end
with 't'.

Tell
5 words
that end
with 'p'.

Tell
5 words
that end
with 'k'.

Tell
5 words
that begin
with 'c'.

Speak
fast
in English for
10 seconds.

Tell
4 words
that begin
with 'wh'.

Tell
5 words
that begin
with 'm'.



Tell
5 words
that begin
with 'p'.

Make
a sentence
that has
'and'.



Tell
5 words
that end
with 'n'.

Tell
5 words
that begin
with 't'.

Tell
5 words
that begin
with 'd'.



Frame
a question
that begins
with
'Where'.

Frame
a question
that begins
with
'When'.

Frame
a question
that begins
with
'Why'.

Tell
4 words
that begin
with 'st'.

Tell
5 words
that begin
with 'f'.



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