

MY
ENGLISH
BOOK
FIVE

STANDARD
FIVE

ગુજરાતી માધ્યમ



ભારતનું સંવિધાન

ભાગ ૪ ક

નાગરિકોના મૂળભૂત કર્તવ્યો

અનુચ્છેદ ૫૧ ક

મૂળભૂત કર્તવ્ય - ભારતના પ્રત્યેક નાગરિકનું એ કર્તવ્ય છે કે તેણે -

- (ક) સંવિધાનનું પાલન કરવું. સંવિધાનના આદર્શો, રાષ્ટ્રધ્વજ અને રાષ્ટ્રગીતનો આદર કરવો.
- (ખ) સ્વાતંત્ર્ય ચળવળની પ્રેરણા આપનારા આદર્શોનું પાલન કરવું.
- (ગ) દેશના સાર્વભૌમત્વ, એકતા અને અખંડતા સુરક્ષિત રાખવા પ્રયત્નશીલ રહેવું.
- (ઘ) આપણા દેશનું રક્ષણ કરવું, દેશની સેવા કરવી.
- (ડ) દરેક પ્રકારના ભેદભાવને ભૂલીને એકતા અને બંધુત્વની ભાવના વિકસાવવી. સ્ત્રીઓના સન્માનને ઠેસ પહોંચાડનારી પ્રથાઓનો ત્યાગ કરવો.
- (ચ) આપણી સંમિશ્ર સંસ્કૃતિના વારસાનું જતન કરવું.
- (છ) નૈસર્ગિક પર્યાવરણનું જતન કરવું. સજીવ પ્રાણીઓ પ્રત્યે દયાભાવ રાખવો.
- (જ) વૈજ્ઞાનિક દષ્ટિ, માનવતાવાદ અને જિજ્ઞાસાવૃત્તિ કેળવવી.
- (ઝ) સાર્વજનિક માલમત્તાનું જતન કરવું. હિંસાનો ત્યાગ કરવો.
- (ઞ) દેશની ઉત્તરોત્તર પ્રગતિ માટે વ્યક્તિગત તેમજ સામૂહિક કાર્યમાં ઉત્તમતા-શ્રેષ્ઠતાનું સ્તર જાળવી રાખવાનો પ્રયત્ન કરવો.
- (ટ) ૬થી ૧૪ વય જૂથના બાળકોને તેમના વાલીએ શિક્ષણની તક પૂરી પાડવી.



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ગુજરાતી માધ્યમ



87SUKI

તમારાં સ્માર્ટફોનમાં DIKSHA App દ્વારા પાઠ્યપુસ્તકનાં પહેલા પાનાં પરનાં Q.R. Codeથી ડિજિટલ પાઠ્યપુસ્તક અને દરેક પાઠમાં આપેલા Q.R. Codeથી તે સંબંધિત પાઠનાં અધ્યયન – અધ્યાપન માટે ઉપયોગી દૃશ્ય-શ્રાવ્ય સાહિત્ય ઉપલબ્ધ થશે.



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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.

Pune

Date : 5 March 2015

14 Phalgun 1936



(C. R. Borkar)

Director

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

ધ્વનિચિહ્નો : સ્વર

ચિહ્ન	ઉદાહરણ	ચિહ્ન	ઉદાહરણ	ચિહ્ન	ઉદાહરણ
ઈ	eat / ઈટ /	ઓ	box / બોક્સ /	અ	away / અ'વેડ /
સી	see / સી /	ઓઠ	ball / બોલ /	અઠ	girl / ગર્લ /
ઇ	sit / સિટ /	ઉ	wool / વુલ /	એઠ	gate / ગેટ /
એ	pen / પેન /	ઊ	moon / મૂન /	ઓઠ	boat / બોટ /
એં	bat / બેટ /	અ	up / અપ /		
આ	father / ફાદર /	અ	cup / કપ /		

ધ્વનિચિહ્નો : વ્યંજનો

ચિહ્ન	ઉદાહરણ	ચિહ્ન	ઉદાહરણ	ચિહ્ન	ઉદાહરણ
પ	pen / પેન /	ફ	fan / ફેન /	હ	house / હાઉસ /
બ	bat / બેટ /	વ	van / વેન /	મ	man / મેન /
ટ	tea / ટી /	થ	thorn / થોર્ન /	ન	name / નેમ /
ડ	dog / ડોગ /	દ	this / ડિસ /	ગ	sing / સિંગ /
ક	cat / કેટ /	શ	sheep / શીપ /	ક	sink / સિંક /
ગ	go / ગો /	ઝ	measure / મેઝર /	લ	look / લુક /
ચ	cheek / ચીક /	સ	seat / સીટ /	ર	red / રેડ /
જ	June / જૂન /	ઝ	zip / ઝિપ /	ય	yes / યેસ /
				વ	water / વોટર /

- આમાનું ડ ચિહ્ન સ્વર દીર્ઘ છે તેમ બતાવે છે. ● અ અને અ માં ફક્ત છે કે અ સાદો સ્વર છે; તો અ ભારપૂર્વક બોલવાનો સ્વર છે. ઉદા., કપ, બસ, ટ્રક.
- ઝ અંડાનો અને ઝબલાનો. ● (') ચિહ્ન શબ્દ પરનો, આઘાત દર્શાવે છે.

અંગ્રેજી ઉચ્ચારણ બાબત...

આ પુસ્તકમાં દેવનાગરી લિપિની મદદથી અંગ્રેજી ઉચ્ચારણ દર્શાવ્યા છે. તે ફક્ત બ્રિટિશ અથવા અમેરિકન ઉચ્ચારણનો આદર્શ રાખીને આપ્યા નથી. સુશિક્ષિત ભારતીય માણસોના ઉચ્ચારણ ગ્રાહ્ય ધરીને, શક્ય તેટલું પ્રમાણ અંગ્રેજી ભાષાની નજીકના ઉચ્ચારણ આપેલા છે. ફક્ત અંગ્રેજી ભાષા સમજવામાં મુશ્કેલી પડે તેવો ફેરફાર સ્વીકાર્યો નથી. આ જ ભૂમિકા દ્વારા અંગ્રેજી દ્વિસ્વરોના ઉચ્ચાર પણ દર્શાવ્યા છે. અંગ્રેજી **t, d, th, f, v, w** ના ઉચ્ચાર ભારતીય ભાષામાં જુદા છે. તે જુદા દર્શાવવાનો પ્રયત્ન કર્યો નથી. શબ્દોના યોગ્ય ઉચ્ચાર કરતાં આવડે માટે અંગ્રેજીના આઘાત (stress) સમજવા, શીખવા જરૂરી છે. આ બાબત પ્રયત્નપૂર્વક શીખીએ, તો અંગ્રેજી બોલવામાં શુદ્ધતા આવશે. આ પુસ્તકના ધ્વનિલેખનમાં વાપરવામાં આવેલા ધ્વનિચિહ્નો અહીંના તકતામાં દર્શાવ્યા છે. તેનો સંદર્ભ લઈને પુસ્તકમાં આપ્યા પ્રમાણે શબ્દોના ઉચ્ચાર કરવા. ધ્વનિલેખન ઉચ્ચારણ શીખવા માટે ઉપયુક્ત સાધન હોવા છતાં પણ સારા ઉચ્ચારણ પ્રત્યક્ષ પ્રયત્નો દ્વારા જ સાધ્ય થશે તે ધ્યાનમાં રાખવું.

શિક્ષક સાથે સંવાદ

- દરેક ઘટનાની તેમજ પ્રશ્નોની શરૂઆતમાં આપેલી સૂચના તેમજ 'evaluation code' વાંચીને તે-તે ભાગ કેવી રીતે અભ્યાસવાનો છે, તે ધ્યાનમાં રાખો.
- વિદ્યાર્થીઓને સાંભળીને અને વાંચીને જેટલું અંગ્રેજી સમજાશે, તે બધું બોલતા અને લખતા આવડશે એવું નથી. તેથી શ્રવણ-વાંચન માટેની કૃતિ અને ભાષણ-લેખનની કૃતિની કઠિનતાના સ્તરમાં સ્વાભાવિક રીતે જ થોડો ફરક રહેશે, તે ધ્યાનમાં રાખો.
- વિદ્યાર્થીઓ પોતાના મનથી અંગ્રેજીમાં બોલવાનો પ્રયત્ન કરતાં હોય ત્યારે તેમની ભૂલો દર્શાવવા માટે વચ્ચેથી અટકાવીને તેમને નિરાશ કરવા નહિ.
- રમત, સંવાદ, નાટ્યવાંચનના મહાવરામાં દરેક વિદ્યાર્થીઓ સહભાગી બને તે જોવું.
- પ્રત્યેક વિદ્યાર્થી પ્રત્યેક પ્રકલ્પ અને ઉપક્રમ પૂર્ણ કરે તેની કાળજી રાખવી.
- અંગ્રેજીના પિરિયડમાં કવિતાની રજૂઆત, નાના સંવાદ અને ભાષણની રજૂઆતની સ્પર્ધા પણ નિયમિત રીતે લેવી. સ્પર્ધાનું પરિણામ વિદ્યાર્થીઓના મત લઈને તરત જ જાહેર કરવું અને વધારે સારું કાર્ય કરવા બદલ વિદ્યાર્થીઓને વર્ગમાં જ માર્ગદર્શન આપવું. તેનો ફાયદો દરેકને થાય તે જોવું.
- આ પુસ્તકના મોટા ભાગના પાનાની નીચે સુલેખનના મહાવરા માટે રંગીન અક્ષરમાં કેટલાંક શબ્દજૂથ, વાક્યો આપેલા છે. તેનો અર્થ સમજાવવો. એક વખતે એકેક પટ્ટી વંચાવવી. તેનું ૫ વખત સુવાચ્ય અક્ષરે લેખન કરી લાવવા કહેવું.
- અંગ્રેજી વિષય માટે વિદ્યાર્થીઓએ કરેલા લેખન કાર્યનું વર્ગમાં/ શાળામાં નિયમિત રીતે પ્રદર્શન ભરવું. અક્ષરલેખન, શબ્દોનું સુલેખન, વિદ્યાર્થીઓએ બનાવેલા વાક્યો, સંદેશ, નાનું ફલક, તક્તા વગેરે બાબતનો તેમાં સમાવેશ કરવો.
- આ તબક્કે વિદ્યાર્થીઓને વ્યાકરણિક વ્યાખ્યા, નિયમ વગેરે ઔપચારિક બાબતો શીખવવી અભ્યાસક્રમ અનુસાર અપેક્ષિત નથી. ફક્ત જુદાજુદા ભાષિક ઘટકોનો યોગ્ય ઉપયોગ કરતાં આવડે અને ભાષિક ઘટકોની સર્વસાધારણ સમજ કેળવે તે માટે આ પુસ્તકમાં અનેક મૌખિક અને લેખિત કૃતિ આપેલી છે. તેનો મૌખિક અને લેખિત બંને પ્રકારે મહાવરો કરાવવો.
- શિક્ષકે પર્યાપ્ત તૈયારી કરીને વર્ગમાં અંગ્રેજીનો ઉપયોગ કરવો જરૂરી છે. તેના બોલવામાં ભૂલ થાય અથવા ખામી રહી જાય તો વિદ્યાર્થીઓ પણ તે જ ભૂલો કરશે તે ધ્યાનમાં રાખીને શિક્ષકે સતર્ક રહેવું.

Evaluation Code

મૂલ્યમાપન માટે ઉપયોગી જુદાજુદા મૌખિક અને લેખિત પ્રશ્ન પ્રકાર અને પ્રકલ્પોની વર્ગવારી કોડ નંબર સાથે અહીં દર્શાવેલી છે. પાઠ્યપુસ્તકની પ્રત્યેક કૃતિ/પ્રકલ્પ સાથે તેની નજીકનો કોડનંબર આપેલો છે. કસોટી તૈયાર કરતી વખતે તેમજ મૂલ્યમાપન કરતી વખતે શિક્ષકે આ કોડનંબર ધ્યાનમાં રાખવા એટલે સર્વકષ મૂલ્યમાપન કરવું સરળ બનશે.

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





My English Book Five—Standard Five – Learning Outcomes

Suggested Pedagogical Processes	Learning Outcomes
<p>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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- Listen, learn and sing with actions.
સાંભળો, શીખો અને હાવભાવ સાથે ગીત ગાઓ.

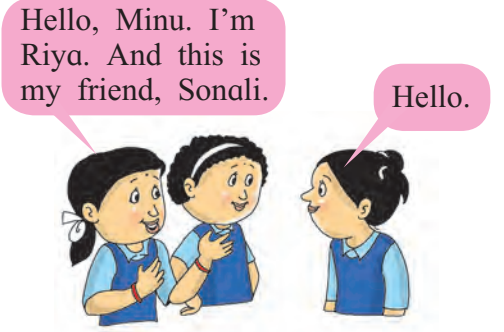
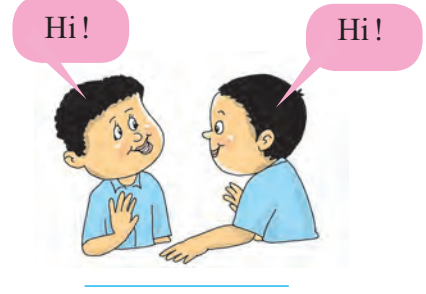
01



Unit One : Revision

Song 1

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

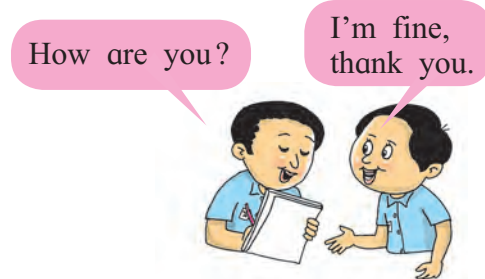
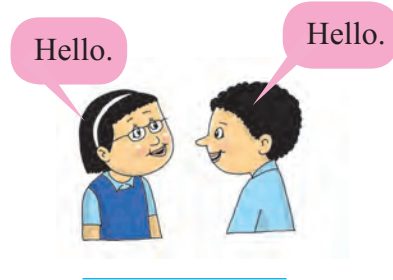


Song 2

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

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

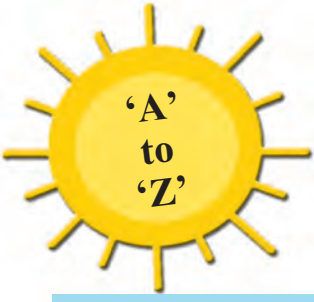
sing **dance** **play** **sway**



આ ગીત રાગથી ગાવાનો મહાવરો કરાવવો. રાગ માટે જુઓ : freekidsmusic.com/traditional-childrens-songs/. આ પાના ઉપરના ચિત્રમાં દર્શાવ્યા પ્રમાણે સંવાદનો મહાવરો કરાવવા માટે વર્ગના વિદ્યાર્થીઓને મોટા જૂથમાં ભેગા કરવા. જૂથમાં દરેકે ફરીને વધારેમાં વધારે વિદ્યાર્થીઓ સાથે (અંગ્રેજીમાં) બોલવાનો પ્રયત્ન કરવો.

06





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

ચિત્રનું બરાબર નિરીક્ષણ કરો. 'a' થી 'z' સુધીના દરેક અક્ષર માટે તે તે અક્ષરથી શરૂ થતાં વધારેમાં વધારે શબ્દો ચિત્રમાં શોધો.

08



2

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.

નીચે આપેલી બાબતો તમે સારી રીતે કરી શકો છો કે નહિ ? તે સારી રીતે કરી શકો ત્યાં સુધી તેનો મહાવરો કરો.

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.

જુઓ. સાંભળો. મારી સાથે વાંચો. પ્રત્યેક સંવાદ માટે યોગ્ય ચિત્ર શોધીને તેને યોગ્ય ક્રમાંક આપો.

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.

વિદ્યાર્થીઓની જોડી બનાવીને 'role-play' પદ્ધતિથી આ સંવાદનો મહાવરો કરાવવો.
રંગીન વિગતોમાં પોતાના મનથી ફેરફાર કરવા, તેમજ સંવાદમાં ઉમેરો કરવા માટે
વિદ્યાર્થીઓને ઉત્તેજન આપવું.

O13

O15



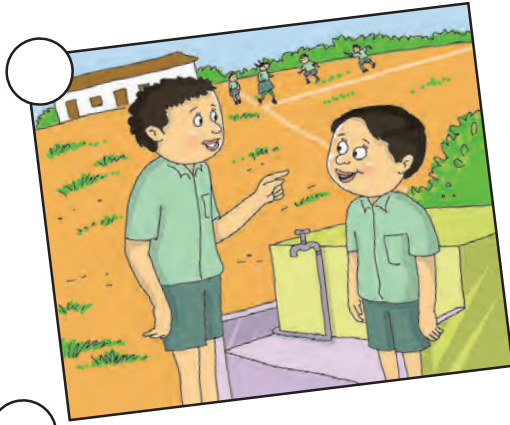
4

Hello.

Excuse me.

Please.

Unit One



2. Form pairs and practise the above dialogues.

બોડીઓ બનાવીને ઉપરના સંવાદનો મહાવરો કરો.

06



1. Listen carefully and note down in figures, the four numbers in the story. ધ્યાનપૂર્વક સાંભળો અને વાર્તામાં આવતી ચાર સંખ્યા (અંગ્રેજી) અંકોમાં લખો. 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’. વાર્તા ફરીથી સાંભળો અને તેમાંના ‘w’ થી શરૂ થતાં શબ્દ લખો. 02

1. અને 2. કૃતિ ધ્યાનપૂર્વક સાંભળવા માટે છે. વાર્તા સાંભળતી વખતે વિદ્યાર્થીઓને પુસ્તક બંધ રાખવા કહેવું. કેટલાંક સમય પછી વાર્તા ફરીથી સાંભળાવીને ‘w’ ને બદલે અન્ય અક્ષરથી - ઉદા., q, k, i - શરૂ થતાં શબ્દ લખવા માટે કહી શકાય.



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

જુઓ, સાંભળો અને મારી સાથે મોટેથી વાંચો.
કોઈપણ એક સંખ્યા પસંદ કરીને તે વિશે એક અંગ્રેજી વાક્ય તૈયાર કરો.

O5

O15

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

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

4. Read aloud and learn. મોટેથી વાંચો અને શીખો.

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 થી 100 સંખ્યા શબ્દમાં લખીને તકતો તૈયાર કરો.

W10

6. Think of larger numbers and make suitable sentences.

મોટી સંખ્યા મનમાં ધારો અને તેનું યોગ્ય અંગ્રેજી વાક્ય બનાવો.

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.

સંખ્યાના આધારે વાક્ય બનાવવાની કૃતિ વર્ગમાં પહેલા મૌખિક કરાવવી. વિદ્યાર્થીઓએ કહેલા વાક્યો (જરૂર લાગે ત્યાં સુધારો કરીને) શિક્ષકે પાટિયાં ઉપર લખવા અને સામૂહિક રીતે પ્રકટવાંચન કરાવવું.








- Listen, learn, sing and play. સાંભળો, શીખો, આ ગીત ગાઓ અને રમો. 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!

આ પ્રમાણે એક એક અક્ષર છોડીને આગળની પંક્તિ લેવી : (Clap)-(Clap)-N-G-O / (Clap)-(Clap)-(Clap)-G-O / (Clap) - (Clap)-(Clap)-(Clap)-O/(Clap)-(Clap)-(Clap)-(Clap)-(Clap). લય ઓછો વધારે કરીને આ ગીત ગાવું. રાગ માટે જુઓ : 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. પહેલું વાક્ય ધ્યાનપૂર્વક વાંચો. પછી છોડી દીધેલા શબ્દો પોતેજ બોલીને તે મોટેથી વાંચો. આમ કરતાં કરતાં છેલ્લે પૂર્ણ વાક્ય મનથી જ યાદ કરીને 'વાંચો'. 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

આવી જ રીતે પુસ્તકમાંના અન્ય વાક્યો પાટિયાં ઉપર લખીને વચ્ચેવચ્ચે આ 'વાંચનની' રમત રમાડવી. દરેક વખતે છેલ્લો એકેક શબ્દ ભૂંસીને 'વાંચન' કરાવવું. આ વાક્યમાં અંગ્રેજીના બધા અક્ષરો છે.



Talking about Things - 1

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

દરેક ચિત્ર શેનું છે, તે કહીને અર્થપૂર્ણ શબ્દબૂથ બનાવો. કેટલાંક ઉપયુક્ત શબ્દ અહીં આપેલા છે.

O4

O14

Example : an apple 🍏 'a big red sweet apple'

tall

short

little

small

big

young

old

strong

long

thin

thick

fat

cold

hot

bright

nice

clean

clever

dirty

soft

hard



tasty

round

ripe

juicy

crunchy

sweet

shiny

raw

new

dark

violet

pink

yellow

beautiful

black

white

red

green

blue

golden

વર્ગમાં આ કૃતિ પહેલા મૌખિક કરાવી લેવી. શબ્દ તેમજ શબ્દબૂથ (phrases) બોલતાં વિદ્યાર્થીઓ a/an નો યોગ્ય ઉપયોગ કરે તે બેવું એક વિદ્યાર્થી ચિત્રનું નામ અને બીજો વિદ્યાર્થી તે વિશે એકાદ શબ્દ કહે તેવી રમત પણ રમાડી શકાય. ઉદા., 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.

સ્પર્ધાના ત્રણ માર્ગ નીચે આપેલા છે. દરેક માર્ગ ઉપરના વાક્યો એક મિનિટમાં પૂર્ણ કરવાનો પ્રયત્ન કરો. દરેક વાક્યમાં નવા શબ્દનો ઉપયોગ કરવો જોઈએ. દરેક વાક્યો સૌથી પહેલા સાચા પૂર્ણ કરનારા વિદ્યાર્થીને/વિદ્યાર્થીનીને વિજેતાપદ મળશે. 03



• I am _____ .

• You are _____ .

• We are _____ .

• He is _____ .

• She is _____ .

• It is _____ .

• They are _____ .

• I like _____ .

• You like _____ .

• We like _____ .

• He likes _____ .

• She likes _____ .

• It likes _____ .

• They like _____ .

• I have _____ .

• You have _____ .

• We have _____ .

• He has _____ .

• She has _____ .

• It has _____ .

• They have _____ .

વિદ્યાર્થીઓ 'I am a boy./I am singing./ I am happy.' અથવા 'It is big./It is a dog./It is raining./It is hopping.' આવા જુદાજુદા પ્રકારના વાક્યો કહે, તો તે સ્વીકારવા.



I have a sister. She has curly hair.

Unit One



- Learn, practise and play શીખો, મહાવરો કરો અને આ રમત આ રમત this game. ૦૩

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

અર્થપૂર્ણ પ્રશ્ન બને તે રીતે દરેક ચોરસના વાક્યો પૂર્ણ કરો. W9

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



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

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

(b) Read aloud the words દરેક જૂથના શબ્દ મોટેથી in each set. વાંચો. ૦૪

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.



પહેલા પ્રાત્યક્ષિક કરાવીને પછી પ-પ ના જૂથમાં આ રમત રમાડવી.



જૂથનાયેકે મનમાં જ એક સંચ પસંદ કરી જૂથના દરેકને (પોતાસહિત) તેમાંનું એક નામ આપવું. બીજને બતાવ્યા વગર આ નામ લખી રાખવા. પછી બીજઓએ (a) ના નમૂના પ્રમાણે પ્રશ્ન પૂછીને દરેકના નામ શોધી કાઢવા. પછીથી પણ વચ્ચે-વચ્ચે આ રમત રમાડવી.



1. Read aloud. મોટેથી વાંચો.

O4

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



in



on



under



near



in front of

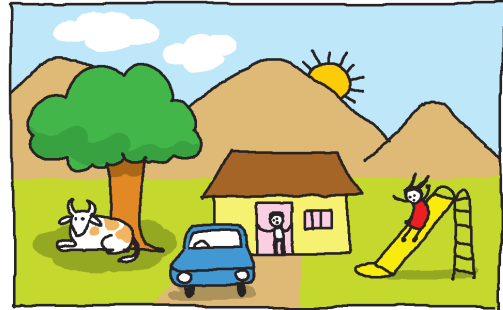


behind

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

ચિત્રો જુઓ અને તેમાંના દરેક શબ્દ માટે ઓછામાં ઓછા ત્રણ વાક્યો બનાવો. O8

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



spectacles



fish tank

વર્ગમાં વિદ્યાર્થીઓને બોલતા કરીને આ કૃતિ મૌખિક કરાવવી. તે વખતે વિદ્યાર્થીઓ પૂર્ણ વાક્ય ન કહેતા phrases કહે, તોપણ તે સાચા હોય તો સ્વીકારવા. (ઉદા., a cow **under** the tree) અને વાક્ય બનાવવા ઉત્તેજન આપવું. પછી પણ અવારનવાર આવો મહાવરો કરાવતા રહેવું.





Action Time

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

જૂથનાયક 'A' અને 'B' શું કહે છે, તે ધ્યાનપૂર્વક સાંભળો અને તેવી કૃતિ કરો.

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.	

બે જૂથનાયક પસંદ કરવા. તેમાંથી એકે 'A' ના શબ્દ કહેવા અને બીજાએ તરત જ 'B' નો યોગ્ય શબ્દ તેને બોલવો. તે બંનેથી બનતી સૂચના પ્રમાણે વિદ્યાર્થીઓએ કૃતિ કરવી. જૂથનાયક બદલી-બદલીને ફરીફરી મહાવરો કરાવવો.

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

'A' અને 'B' માંથી બનેલી સૂચનાઓમાંથી કોઈપણ પાંચ અર્થપૂર્ણ સૂચના લખો.

W3

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

ચિત્રની વસ્તુના નામ કહો અને તે લઈને શું શું કરી શકાશે તે પણ કહો.

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.

આ તકતાના દરેક શબ્દ એકજ દષ્ટિક્ષેપમાં વાંચો.

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.

આ દરેક શબ્દનું એકેક કાર્ડ બનાવીને શબ્દો વાર્ણાનુક્રમે ગોઠવો. ('a' થી 'z')

W2

P1

3. Find rhyming words from the chart.

આ તકતામાંથી પ્રાસયુક્ત શબ્દો શોધો.

O10

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

આ તકતામાંથી 't' થી અને/ 'w' થી શરૂ થતાં શબ્દો શોધો.

O10

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

આ તકતામાંથી 'o' અને/ 'y' છેલ્લે આવતા હોય તેવા શબ્દ શોધો.

O10

W4





Cuckoo

1. Listen, repeat and sing. સાંભળો, બોલો. આ ગીત ગાઓ.

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.

કવિતામાંથી પ્રાસયુક્ત શબ્દ શોધો.

O10

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

મહિનાના નામો સાંભળો. કવિતામાં આવેલા મહિનાઓની સામે આવી (✓) નિશાની કરો.

O2

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

મહિનાના નામો જોઈને લખો. આ જ નામો બાજુમાં ગુજરાતીમાં લખો.

W10

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

The Little Red Hen

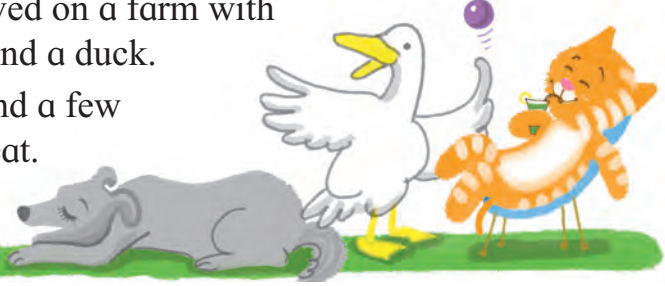
1. Listen carefully and read aloud with me.

ધ્યાનપૂર્વક સાંભળો અને મારી સાથે મોટેથી વાંચો.

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.”



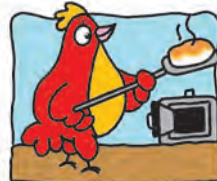
And she called her chicks and they all ate up the lovely loaf of bread.

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

નીચેના ચિત્રો યોગ્ય ક્રમમાં ગોઠવવા માટે તેને ક્રમાંક આપો. પ્રત્યેક ચિત્ર માટે એકાદ વાક્ય લખવાનો પ્રયત્ન કરો.

W6

W13



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

ચિત્ર જુઓ. વર્ણન વાંચો. પછી શું થશે તે કહો. તમારો જવાબ લખો.

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.

ચિત્રમાંના માણસો અને પ્રાણી શું કરે છે, તે કહો અને પછી પ્રશ્નના જવાબ આપો.

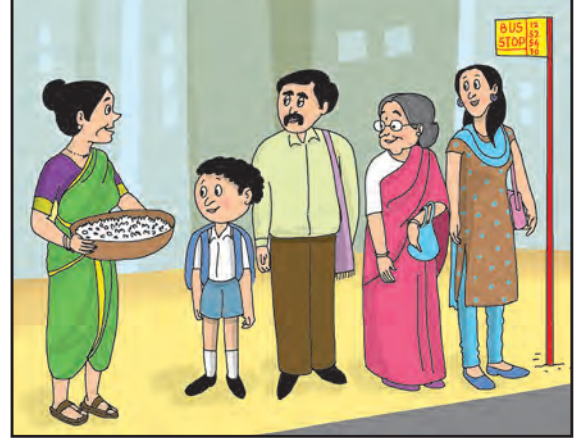
O12

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



• Who took the guavas?

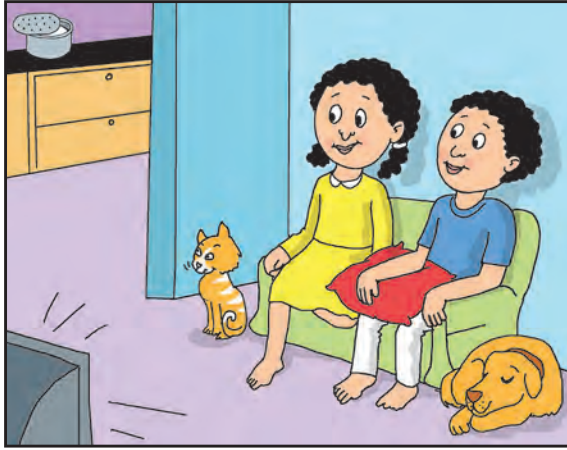
(b) Champa is selling flowers at the bus-stop ...



• Who bought the flowers?

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

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



• Who drank the milk?



• Who found the ring?

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

ચિત્રના આધારે 'Who' થી શરૂ થતાં અન્ય પ્રશ્નો બનાવો. (ઓછામાં ઓછા પાંચ.)

O8



1. Listen, repeat, sing and enact.

સાંભળો, બોલો. આ ગીત
હાવભાવ સાથે ગાઓ.

01

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



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

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



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



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



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



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



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



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

શબ્દ વાંચો. આ લોકોને શું થયું છે, તે કહો. તમારા જવાબ લખો.

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'.

જોડી બનાવો. નીચેના વાક્યોનો ઉપયોગ કરીને 'A' અને 'B' ના જુદાજુદા સંવાદ તૈયાર કરીને હાવભાવ સાથે રજૂ કરો.

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.

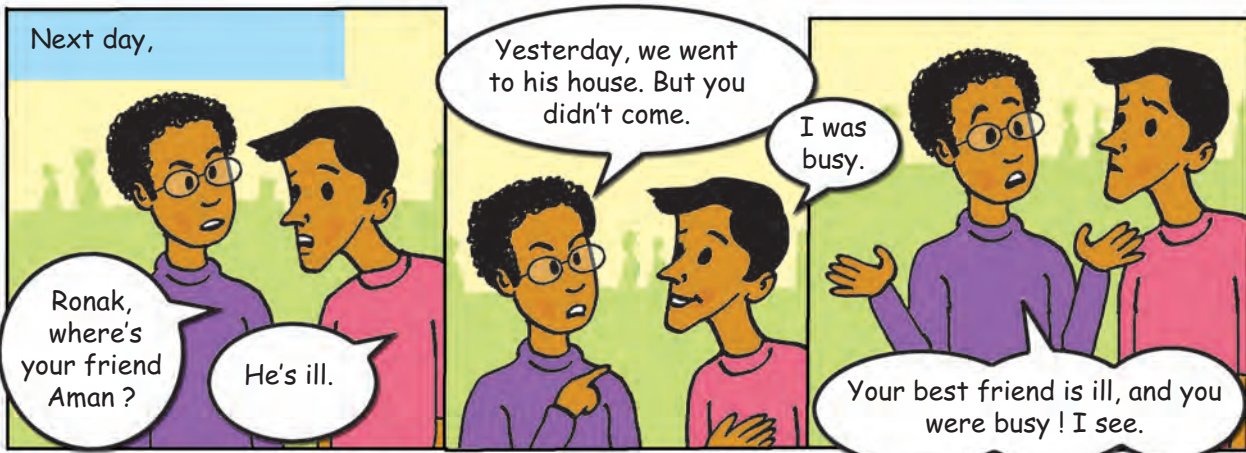
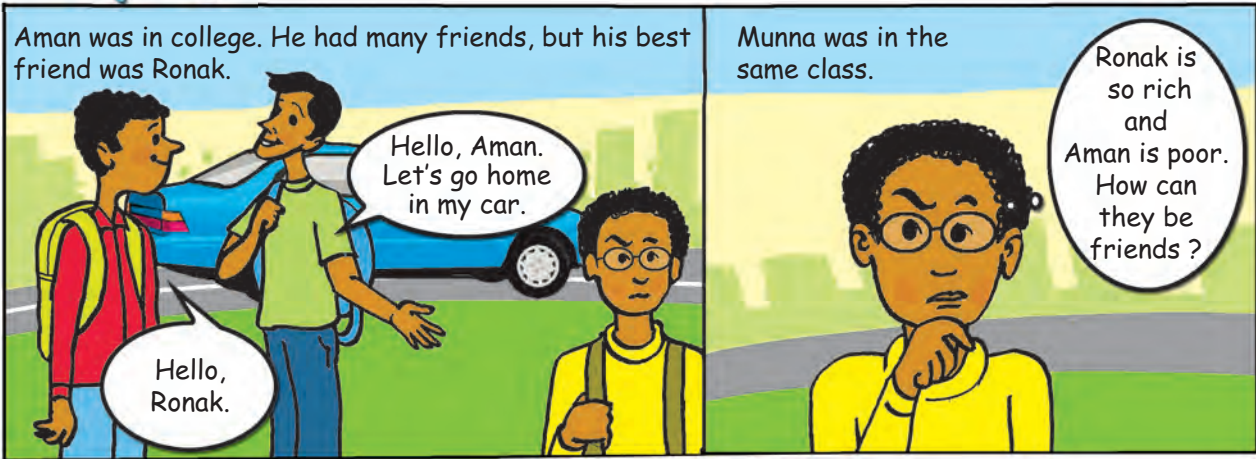
True Friends

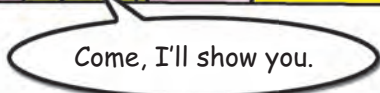
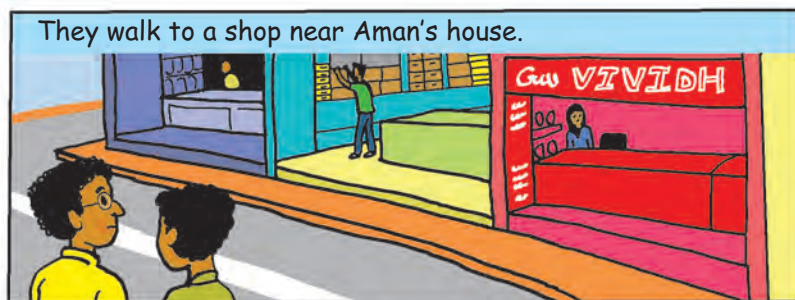
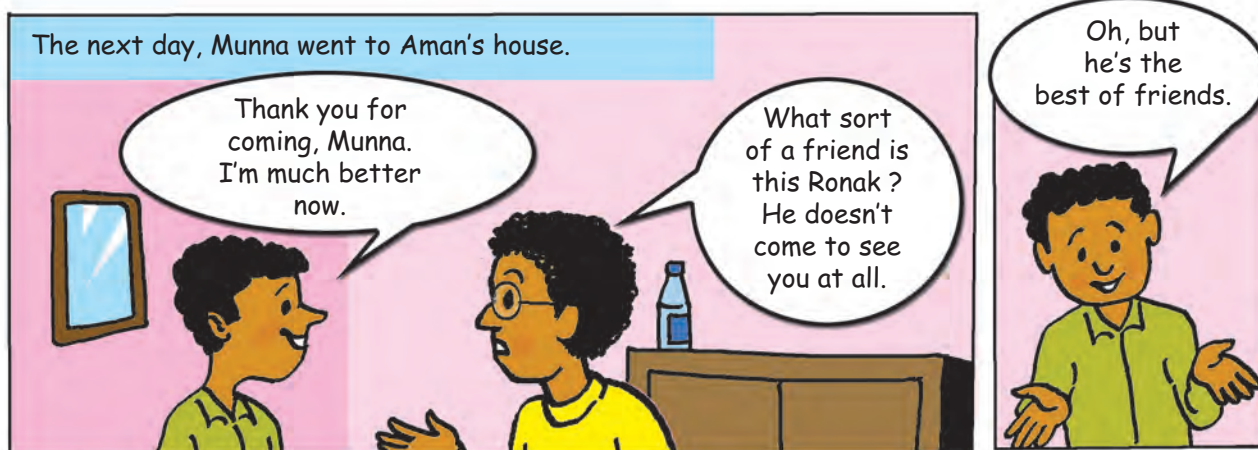
1. Look at the pictures, listen carefully and read aloud.

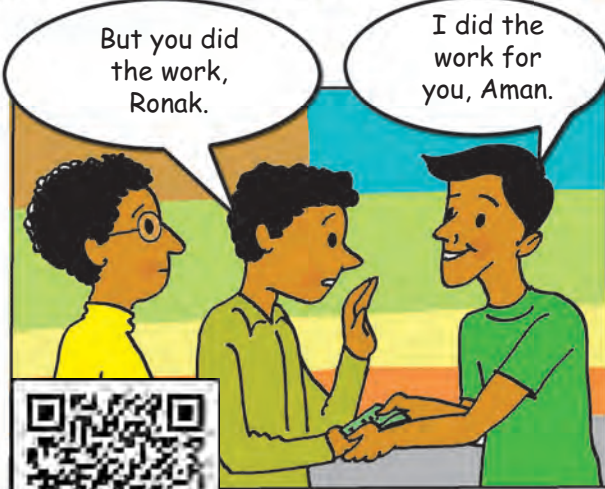
ચિત્રો જુઓ, ધ્યાનપૂર્વક સાંભળો અને મોટેથી વાંચો.

O4

O5







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



- Enact the story. આ વાર્તાનું નાટ્યીકરણ કરો. P6
 - Tell the story in short in your mother tongue and write it down. આ વાર્તા તમારી માતૃભાષામાં ટૂંકમાં કહો અને લખો. P8
 - Using your own ideas, make and write at least 3 other phrases like the following. તમારી પોતાની મૌલિક કલ્પનાનો ઉપયોગ કરીને નીચે આપેલા શબ્દજૂથ પ્રમાણે દરેકના ઓછામાં ઓછા 3 શબ્દજૂથ બનાવો અને લખો. W13
- | | | |
|----------------|-------------|----------------|
| • my car | • his money | • our school |
| • your friend | • her book | • their team |
| • Aman's house | • its tail | • boys' hostel |

5. Fill in the appropriate dates and days.

ખાલી જગ્યામાં યોગ્ય વાર અને તારીખ લખો.

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.

આ શબ્દ પાના નં. ૨૨-૨૪ ઉપર શોધો અને તેની નીચે નિશાની કરો. O10

well

good

better

best

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

આ શબ્દોના વિરોધી શબ્દો પાના નં. ૨૨-૨૪ ઉપર શોધો અને લખો. W4

tomorrow

rich

ill

come

work

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

અહીં આપેલામાંથી યોગ્ય પર્યાય પસંદ કરી નીચેના વાક્યો પૂર્ણ કરો. 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.

આ પૂર્ણ વાક્યનું તમારી માતૃભાષામાં ભાષાંતર કરો. P8

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

મારો પ્રશ્ન સાંભળો અને તરત જ પૂર્ણ કરો. O10

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

શિક્ષકે કોઈપણ વિદ્યાર્થી તરફ નિર્દેશ કરીને પ્રશ્નનો શરૂઆતનો ભાગ કહેવો. તેણે પોતાના મનથી પ્રશ્ન પૂર્ણ કરવો. એકની એક કલ્પનાનો ફરી ઉપયોગ ન કરવો. આ રમત/સ્વાધ્યાય સમય મળે ત્યારે કરાવવા.

Keeping Quiet

1. Listen carefully and enact in a pair.

ધ્યાન દઈને સાંભળો.
જોડી બનાવીને હાવભાવ સાથે રજૂ કરો.

03



Hello, Namita.



Are you busy?



Shall we go out to play?



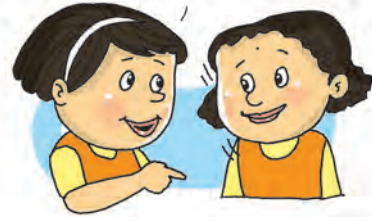
Hey, what's wrong with you?



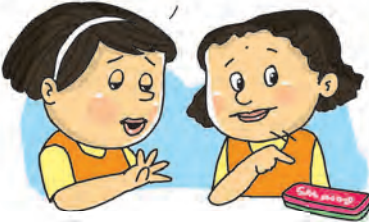
Are you angry with me?



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.

ઉપરના દરેક ચિત્રમાં નમિતા શું કહી શકશે તે કહો.

08

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

જોડી બનાવીને વારાફરતી પ્રશ્ન પૂછતાં 'Keeping Quiet' ની રમત રમો.

03

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

કૃતિ અને અર્થની યોગ્ય જોડી બનાવો. દરેક ચિત્ર પાસે યોગ્ય વિગત લખો.

O8

W11



Come here.

I can't hear you.

It's very good.

I don't know.

I don't like it.

Let me think.

Are you ready?

What a big surprise!

Are you crazy?

What's wrong?

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

જોડી અથવા જૂથ બનાવો. નીચેનામાંથી એક/અનેક વાક્યો ઉપરનામાંથી કોઈપણ વાક્યની શરૂઆતમાં અથવા પછી જોડીને નાના અર્થપૂર્ણ સંવાદ બનાવો.

O6

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

Interviews

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

જોડી બનાવીને અને અહીંના પ્રશ્નનો ઉપયોગ કરીને તમારા મિત્ર/બહેનપણીની મુલાકાત લો. તેણે પોતાના મનથી જવાબો આપવાના છે.

P3

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

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

What subjects do you like?
.....

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

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

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

Tell me a few things about yourself –
what you can do,
what you like to do,
what you want to learn,
etc.
.....
• I can whistle. • I can swim.
• I want to learn karate.
• I like to ride a bicycle.
•

QR Code: 8CHR66

મુલાકાત આપનાર વિદ્યાર્થીએ તેની પોતાની માહિતી આપવી, નમૂનાના જવાબો જ આપવા જોઈએ તેવું નથી.

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

નીચે આપેલો નમૂનો વાંચો. તમારા મિત્ર/બહેનપણીના જવાબો ધ્યાનમાં રાખીને આવા જ પાના બનાવો.

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.

વચ્ચેથી શરૂઆત કરીને, બાજુના ચોરસમાંના શબ્દનો ઉપયોગ કરીને, થઈ શકે તેટલા અર્થપૂર્ણ વાક્યો બનાવો.

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.

તમે બનાવેલા કોઈપણ દસ વાક્યો લખો.

W9

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

વાક્યની શરૂઆતમાં **Let's** ને બદલે **Let me** નો ઉપયોગ કરીને અર્થપૂર્ણ વાક્યો બનાવો.

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.

નીચે પ્રમાણે યાદી બનાવો. કોઈપણ બે યાદીમાં તે જ શબ્દ ફરીથી લેવો નહિ. જરૂર લાગે ત્યાં ત્યાં શબ્દકોશનો ઉપયોગ કરો.

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.

દરેક યાદીના શબ્દો a થી z ના ક્રમમાં ગોઠવો.

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.

દરેક યાદીના શબ્દો ભેગા કરીને a થી z ના ક્રમમાં ગોઠવો. દરેક શબ્દ પછી તે કઈ યાદીનો છે, તેની ટૂંકમાં નોંધ કરો.

પ્રકલ્પ પૂર્ણ કરવા માટે, વિદ્યાર્થીઓને ઓછામાં ઓછા બે અઠવાડિયાનો સમય આપવો. એક એક વિષય ઉપર વર્ગમાં વચ્ચેવચ્ચે ચર્ચા કરવી અને વધારેમાં વધારે શબ્દ અને શબ્દજૂથ (a blue pencil) ભેગા કરવા પ્રોત્સાહન આપવું. કાલ્પનિક વસ્તુની યાદીમાં અદ્ભુત બાબત (fairy, dwarf) તેમજ વિદ્યાર્થીઓએ પ્રત્યક્ષ ન જોયેલી પણ સાચીસાચી બાબત પણ લઈ શકાય. ઉદા., snow, diamonds. શબ્દો ક્રમાનુસાર ગોઠવતી વખતે શબ્દજૂથનો ફક્ત મુખ્ય શબ્દ લેવો. ઉદા., 'pink balloons' માંનો ફક્ત balloons શબ્દ લેવો. આ પ્રકલ્પ નિમિત્તે વિદ્યાર્થીઓને શબ્દકોશનો ઉપયોગ કરતાં શીખવવું.

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.

નીચેની બાબતો ચિત્રમાં શોધો અને તેને નામ આપો.

W3

mountain, plain, river,
river bank, bridge.

- mail (મેડલ) ટપાલ.
- precious (પ્રેશિયસ) કિંમતી, બહુમૂલ્ય, અણમોલ.
- without fail (વિ'દાઉટ ફેઇલ) ભૂલ્યા વગર,
- freight cars (ફ્રાઇટ કાર્સ) માલગાડીઓ.
- dusk (ડસ્ક) સંધ્યાસમય, દીવાબત્તીનો સમય.
- dawn (ડૉન) સવાર, ઉષાકાળ

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

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

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



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

“Now I am happy,” it said.

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

“Oh, dear!” said the babul tree.

“I wish I had gold leaves.

Goats do not eat gold leaves.”



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

“How happy I am!” it said.

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

“Oh dear!” said the babul tree.

“I wish I had glass leaves.

Thieves do not steal glass leaves.”





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

“How happy I am!

See my leaves shine in the sun.”

But a strong wind sprang up.

“Woo-oo!” said the wind.

And it broke all the glass leaves.

“Oh, dear!” said the babul tree.

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

Goats do not eat them all up.

Thieves do not steal them.

The wind will do them no harm.”

Then the tree went to sleep.



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

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



- grove (ગ્રોવ્ડ) small forest, wood. એક જગ્યાએ વૃદ્ધિ પામેલા વૃક્ષ. વનરાઈ
- stole (સ્ટોલ) ચોરાયેલું, ચોરી ગયા. • sprang up (સ્પ્રૅંગ અપ્) અચાનક વહેવા લાગ્યા.
- thorns (થોર્ન્સ) કાંટા.

2. Read and remember. વાંચો અને ધ્યાનમાં રાખો.

- 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.

નીચેના વાક્યો ધ્યાનપૂર્વક વાંચો.

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.

હવે નીચેના વાક્યોમાંથી do not/does not શબ્દ સિવાયના અર્થપૂર્ણ વાક્ય બનાવો. તે માટે રંગીન પટ્ટીના શબ્દ પણ બદલવા પડશે.

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.

નીચેના વાક્યોમાં do not/does not માંથી યોગ્ય શબ્દનો ઉપયોગ કરીને અર્થપૂર્ણ વાક્યો બનાવો.

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.

તમારી પોતાની કલ્પનાનો ઉપયોગ કરીને નીચેના વાક્યો પૂર્ણ કરો.

W13

• I wish I had

• I wish I could

.....

.....

.....

.....

.....

.....

3. (a) અને (b) માં હકારાર્થી અને નકારાર્થી વાક્યોનો અભ્યાસ કરવાનો છે. તેમાં do not/does not નો ઉપયોગ કરવાનો મહાવરો છે. તે જ વખતે વાક્ય અર્થપૂર્ણ બનાવવા માટે તેના અન્ય શબ્દ પણ બદલવાના છે. વિદ્યાર્થીઓને મહાવરાના સમયે આ બંને બાબતો ધ્યાનમાં લાવવી.



Lots of Things Together

- Read aloud and copy the phrases in your notebook.

આ શબ્દબૃથ મોટેથી વાંચો અને જોઈને તમારી નોટબુકમાં લખો.

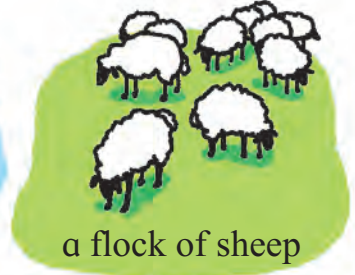
O4
W10



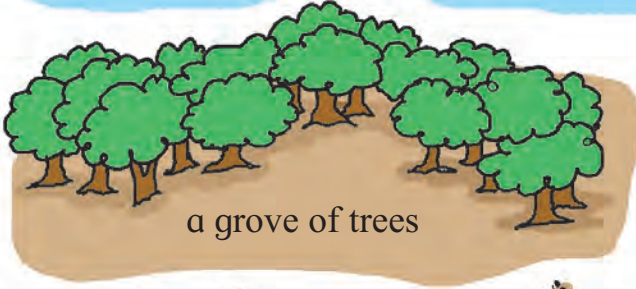
a flight of birds



a flock of geese



a flock of sheep



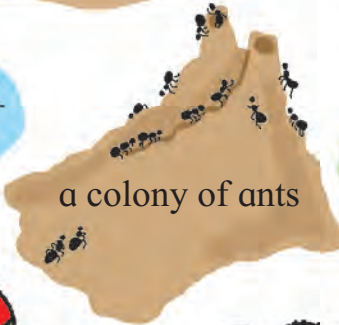
a grove of trees



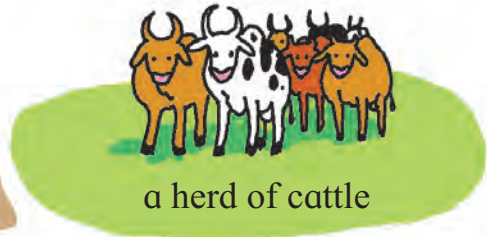
a pack of dogs



a swarm of bees



a colony of ants



a herd of cattle



a group of children



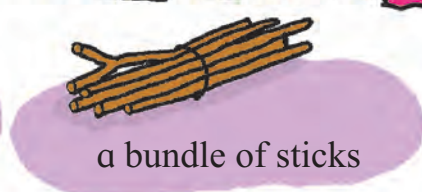
a team of players



a crowd of people



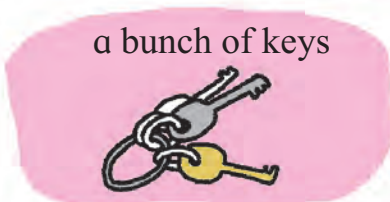
a bundle of clothes



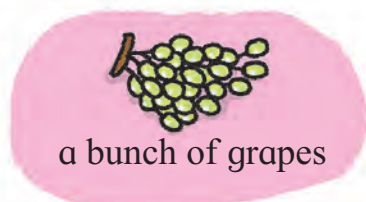
a bundle of sticks



a bunch of flowers



a bunch of keys



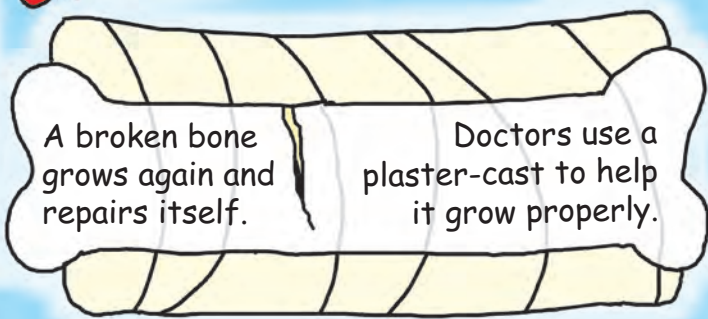
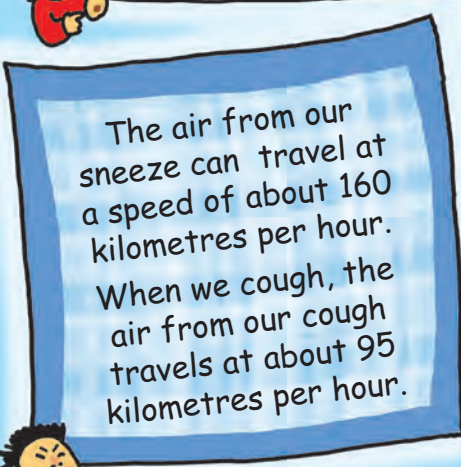
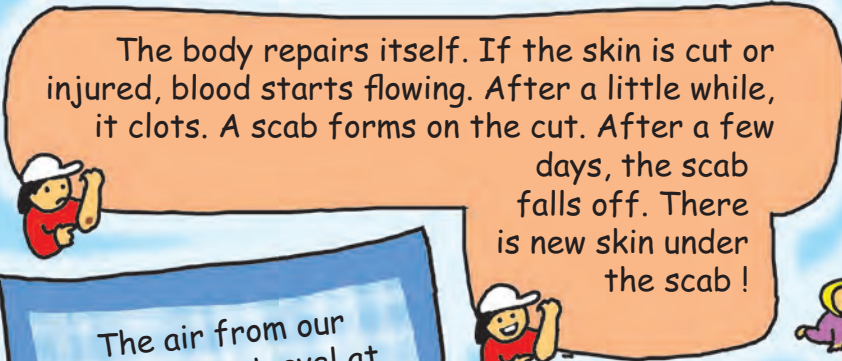
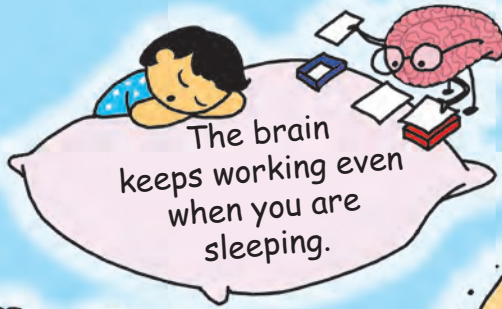
a bunch of grapes

1. Listen carefully and read with me.

ધ્યાનપૂર્વક સાંભળો અને મારી સાથે વાંચો.



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



2. Listen carefully, read and remember.

ધ્યાનપૂર્વક સાંભળો, વાંચો અને યાદ રાખો.

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.

‘આરોગ્ય’ અને ‘સ્વચ્છતા’ વિશે સંદેશ (અંગ્રેજીમાં) મોટા કાગળ ઉપર લખો અને તમારા વર્ગમાં તેનું પ્રદર્શન ગોઠવો.

W9

W10

Examples :



EAT
AT
REGULAR
TIMES !

WEAR
CLEAN CLOTHES.





Alyonushka

1. Listen carefully.
ध्यानपूर्वक सांभलो.

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 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.

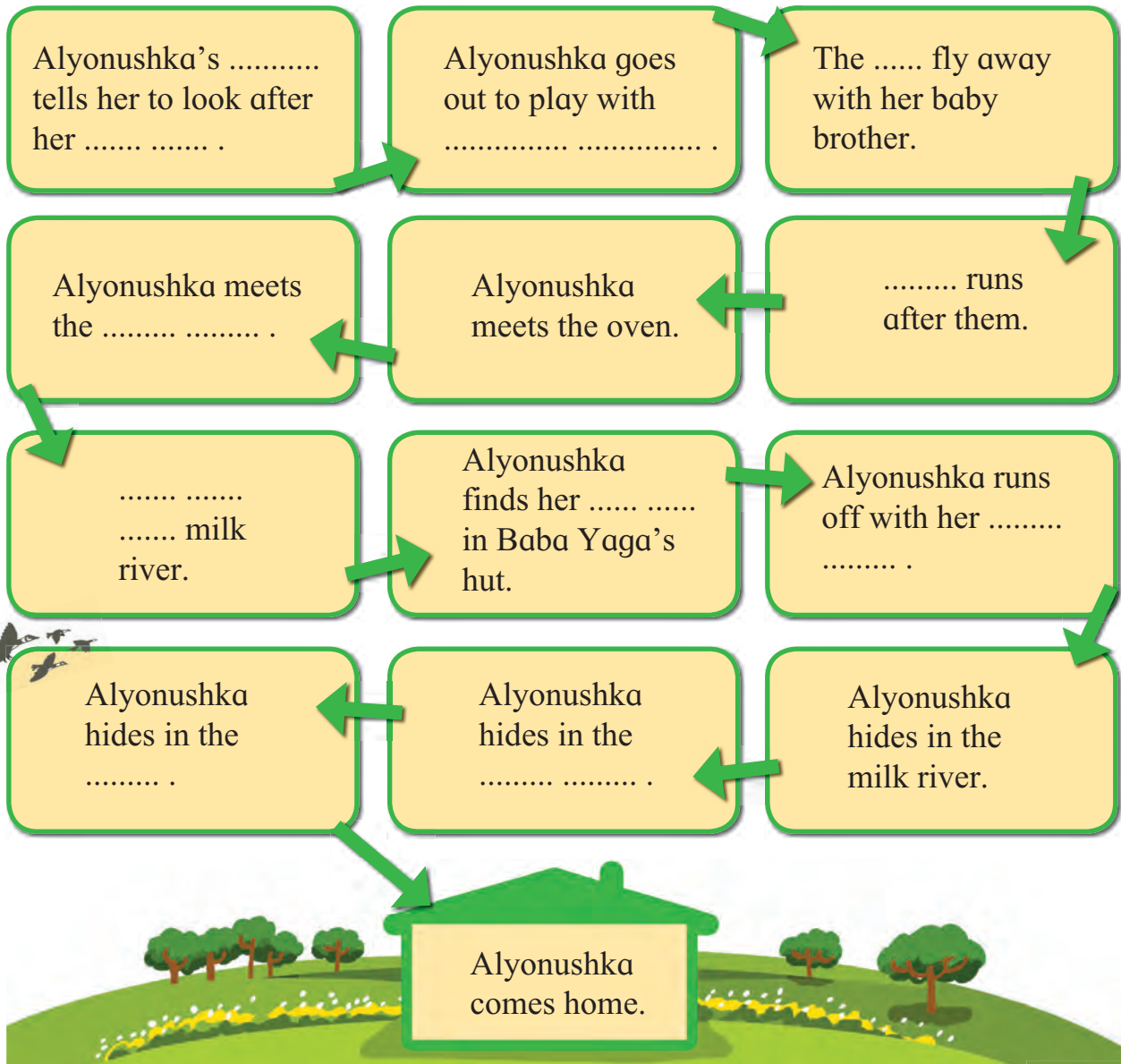
હવે મારી સાથે આ વાર્તા મોટેથી વાંચો.

O5

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

નીચે અલ્યોનુશકાની વાર્તા સંક્ષિપ્તમાં આપી છે. તે વાંચો અને ખાલી જગ્યા પૂરો.

W9



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

તમારા મનથી મજેદાર નામો બનાવો.
તે અંગ્રેજી નામો જેવા લાગે છે કે ?

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.

પાંચ-પાંચના જૂથ બનાવો. જૂથમાં વારાફરતી આ વાર્તા અલ્યોનુશ્કાના શબ્દોમાં કહો. લગભગ ૫-૮ લીટી પછી અટકીને પછીના વિદ્યાર્થીને ત્યારપછીની વાર્તા કહેવા દો.






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. મોટેથી વાંચો અને જોઈને લખો.

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.

ધ્યાનપૂર્વક સાંભળો અને પ્રત્યેક શબ્દ યોગ્ય ખાનામાં લખો. 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.

ધ્યાનપૂર્વક સાંભળો અને શબ્દ યોગ્ય ખાનામાં લખો. 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.

આ કવિતા સાંભળો, મોટેથી વાંચો, શીખો અને રજૂ કરો.

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.

શબ્દ ધ્યાનપૂર્વક સાંભળો. તેનો પ્રાસયુક્ત બીજો શબ્દ કવિતામાં શોધો.

O10

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

• Write down these pairs of rhyming words.

પ્રાસયુક્ત શબ્દોની જોડી લખો.

W7

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

આ કવિતાની ચાર લીટી તમે 'માય ઈંગ્લીશ બુક ફોર' માં શીખી ગયા છો. તે શોધો.

O10

4. Answer the following questions in one word.

નીચેના પ્રશ્નોના જવાબ એક શબ્દમાં આપો.

O11

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

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

તમારા મિત્ર/બહેનપણી માટે 'a' અને 'b' નો ઉપયોગ કરીને દરેક પાંચ પ્રશ્ન બનાવો. તેમણે આપેલા જવાબ લખો.

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

P3



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

ધોરણ છઠ્ઠા/સાતમામાં ભણતા પત્ર-મિત્ર/ પત્ર-સખી શોધો.

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.

જન્મદિવસ, વાર-તહેવાર જેવા વિશેષ પ્રસંગે તમારા પત્ર મિત્રને/પત્ર સખીને શુભેચ્છાપત્ર મોકલો.

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

ધોરણ છઠ્ઠા/સાતમાના શિક્ષક સાથે વાત કરીને વર્ગના દરેક વિદ્યાર્થીને 'pen-friend' મળે તે જોવું. દરેક વિદ્યાર્થી પાસે તૈયાર થયેલ pen-friend profile જોઈને દરેક જણ શુભેચ્છા કાર્ડ/પત્ર મોકલે તેવું નિયોજન કરવું. આ ઉપક્રમ વર્ષભર ચાલુ રહે તે જોવું. વિદ્યાર્થી ઓને મળેલા શુભેચ્છા કાર્ડનું/પત્રોનું વર્ગમાં અવારનવાર પ્રદર્શન ભરી શકાય.

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

નીચેના પત્રો અને વાક્યો ધ્યાનપૂર્વક વાંચો. તમારા પોતાના પત્રો લખતી વખતે તેનો ઉપયોગ કરો. 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,

1. Listen, repeat, learn and recite. 01
સાંભળો, બોલો, શીખો અને ગાઈ બતાવો.



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 (પોડઝ) પંજો.
- limb (લિમ્) મોટા ઝાડની ડાળી.
- worm (વર્મ) ઈયળ.

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

જોડી બનાવીને 'એક-અનેક' ની રમત રમો. કોઈપણ વસ્તુ/આ પુસ્તકના ચિત્ર બતાવીને રમત શરૂ કરો. O3

One lion!



Many lions!



Many boys!



One boy!



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

કોઈપણ પાંચ 'એક-અનેક' ની જોડી લખો. W3

3. Dumb charades

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

મૂકાભિનય : જુઓ અને ઓળખો. O3

એક કવિતાની કોઈપણ લીટીનો અભિનય બોલ્યા વગર કરી બતાવવાનો. બાકીનાઓએ તે લીટી ઓળખવાની.

આ રમત અન્ય કવિતા અથવા પાઠ માટે પણ રમાડી શકાય.

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

કવિતામાંની 'કૃતિ' દર્શાવનારા શબ્દોની યાદી બનાવો. આ યાદીમાં અન્ય 'એક્શન વર્ડ્ઝ' નો ઉમેરો કરો. W4

W13

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

નીચેના તકતાનો ઉપયોગ કરીને સૂઝે તેટલા અર્થપૂર્ણ વાક્યો બનાવો. 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.

એક જ દષ્ટિક્ષેપમાં શબ્દ વાંચો અને શબ્દબૃથ પૂર્ણ કરો. W9

at

near

behind

in front of

on the left of

on the right of

next to



આ રમતની પૂર્વતૈયારી માટે શિક્ષકે વર્ગમાં જુદાજુદા વિદ્યાર્થીઓને જુદાજુદા સ્થળે ઊભા રાખવા/બેસવા કહેવું. આપણે ક્યાં છીએ, તે અંગ્રેજીમાં કહેવાનો ભરપૂર મૌખિક મહાવરો કરાવવો. એક વિદ્યાર્થીએ/વિદ્યાર્થિનીએ આગળ આવી તે તે વિદ્યાર્થી/વિદ્યાર્થિનીનું નામ લઈ પ્રશ્ન પૂછવો. ક્રમાંક 2. થી 4. માં દર્શાવ્યા પ્રમાણે આ રમતમાં થોડોથોડો ફેરફાર કરી વારંવાર મહાવરો કરાવવો.

2. Play this game outside the classroom. આ રમત વર્ગની બહાર રમો. 03

3. Play this game, calling out to a group of children rather than one child. એકને બદલે અનેક વિદ્યાર્થીઓના નામ લઈને આ રમત રમો. 03

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

4. Play this game asking for things instead of calling out to people. વ્યક્તિને બદલે વસ્તુ ક્યાં છે, તે પૂછવાની રમત રમો. 03

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

Collection of English Texts

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

અંગ્રેજી માહિતીના જુદાજુદા નમૂના ભેગા કરો અને તેનું કોલાજ બનાવો. દરેક નમૂનાને નામ આપો અને તમારી માતૃભાષામાં તેનું વર્ણન કરો.

P5
P8

a ticket for a show

B-7 Kala Sadhana Presents B-7

21 Oct. 2015
6.30 pm

DANCE FESTIVAL

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

Wednesday 21 Oct 2015 6.30 pm

₹.150 ₹.150

No refund / No exchange

a bill

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

BILL Date : 9/1/15.....

To: Mr. Dilip Desai

Item	No.	Rate	Amount
1. Pens	2	50	100
2. Erasers	5	5	25
3. Sharpeners	2	10	20
4. Notebooks	1	40	40
5. Alarm Clock	1	125	125
Total			310

a receipt

Maharashtra Library

Receipt

Receipt No. : 2539 Date 12.3.2015..

Received with thanks from ...Mrs. Pramila Kakade.....

the amount ₹ two thousand three hundred and twenty only

..... as annual membership fee.

Payment by cash/cheque Received by B. Satra

વ્યવહારમાં વિદ્યાર્થીઓને અંગ્રેજી માહિતી શોધવાની અને સમજવાની આદત પડે તેવી રીતે આ પ્રકલ્પ કરાવવો. જરૂર જણાય ત્યાં કાગણો ભેગા કરવા માટે વિદ્યાર્થીઓને જૂના માસિકો, વર્તમાનપત્રો વગેરે ઉપલબ્ધ કરી આપવા. વિદ્યાર્થીઓના કોલાજનું પ્રદર્શન ભરી તેમને તે બાબત બોલવાની તક આપવી.

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

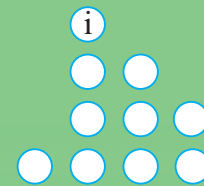
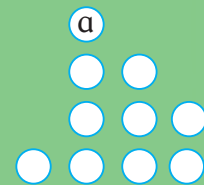
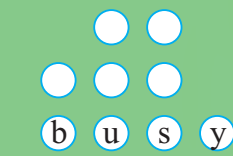
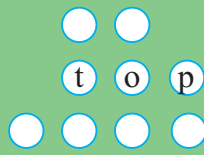
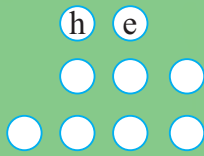
Attractive offers on purchases above ₹ 5000

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.

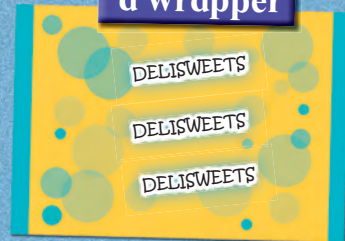


a story

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

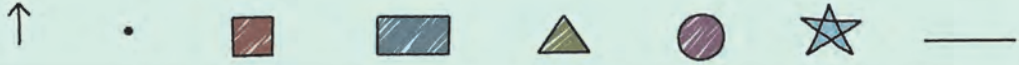
News Headlines



1. Name the following shapes. નીચેના આકારોના નામ કહો.

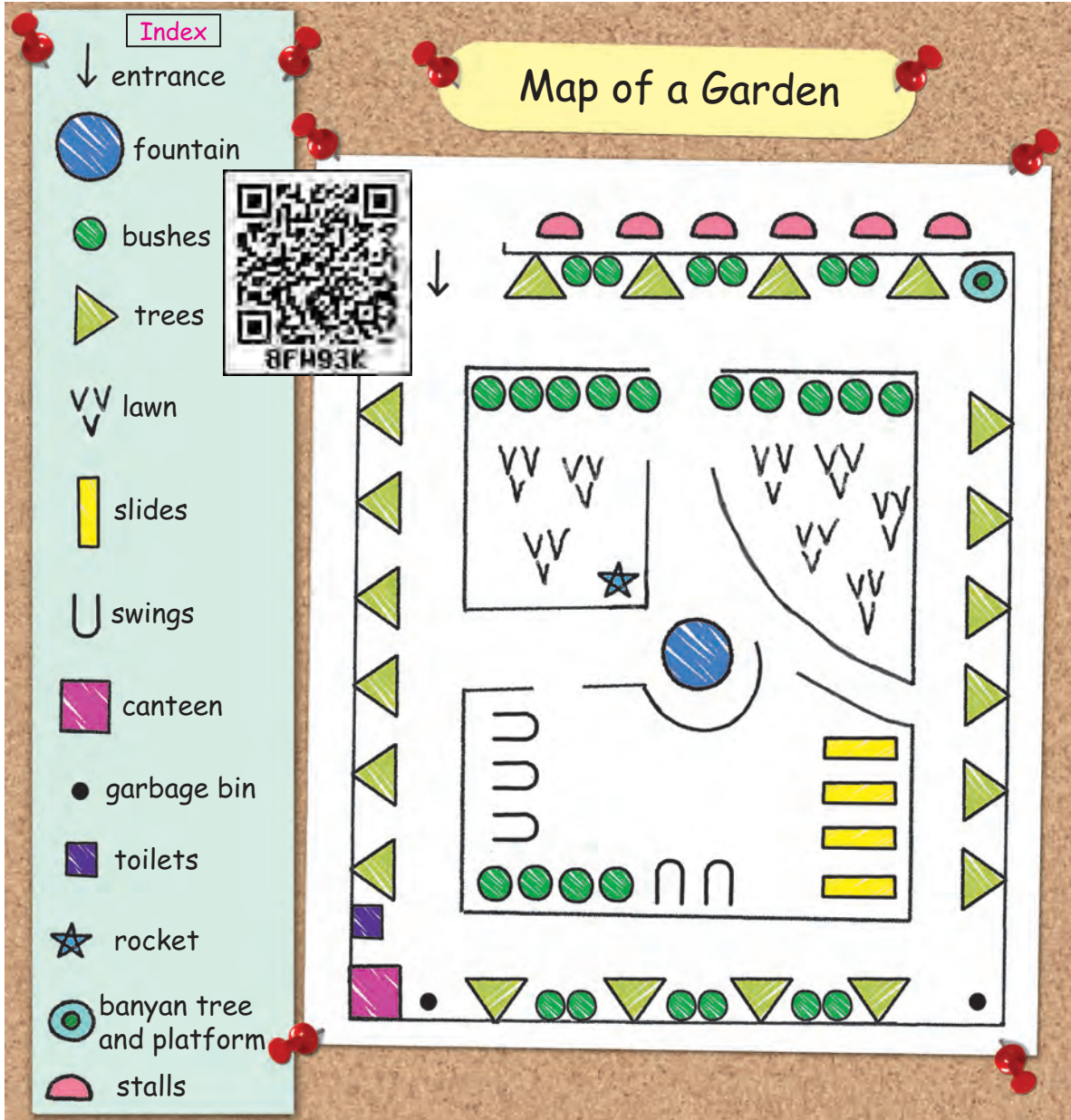
O8

arrow point square rectangle triangle circle star line



2. Read the following map. આ નક્શાનું વાંચન કરો.

O8



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

તમે જાણતા હો તેવા વિવિધ આકારોનો ઉપયોગ કરી નીચેનામાંથી કોઈપણ બે બાબતના નક્શા દોરો. તે માટે અંગ્રેજીમાં સૂચિ (Index) બનાવો.

W8

your classroom

your house

your school

any garden

any town

1. Listen carefully and ધ્યાનપૂર્વક સાંભળો અને મારી પાછળ વાંચો.
read after me.



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.

('મિનિસ્ટર)
મંત્રી

('બ્લેકસ્મિથ)
લુહાર

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.

('હેમર)
હથોડી

('સોડ)
કરવત



One day, the minister called the blacksmith.



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

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

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

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

The next day, when the minister went to bed,

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

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

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

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

got annoyed (गोट् अ'नोईड्) त्रास्थो, चिडास्थो.



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

આ પ્રશ્નોના એક-બે શબ્દોમાં જવાબ આપો.

O11

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

- (d) Did the blacksmith shift his house?
 (e) Did the carpenter shift his house?
 (f) Was the minister happy at the end?

3. Listen carefully and answer the riddle.

ધ્યાનપૂર્વક સાંભળો અને કોયડાનો જવાબ આપો.

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.

શબ્દ સાંભળો અને આ અવાજ શેનો તે કહો.

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.

નીચેના ત્રણેય ખાના જોડો અને નીચે આપેલો તકતો ફરીથી લખો.

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.

નીચેના વાક્યો અવાજમાં યોગ્ય આરોહ-અવરોહ (ચઢાવ-ઉતાર) સાથે વાંચો. આ વાક્યો તમે કયા પ્રસંગે વાપરશો, તે તમારી માતૃભાષામાં કહો.

O4

P8

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

On the Time-line

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

સમયરેખા ઉપરના શબ્દજૂથનો આપેલા વાક્યોમાં ઉપયોગ કરીને અર્થપૂર્ણ વાક્યો બનાવો.

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

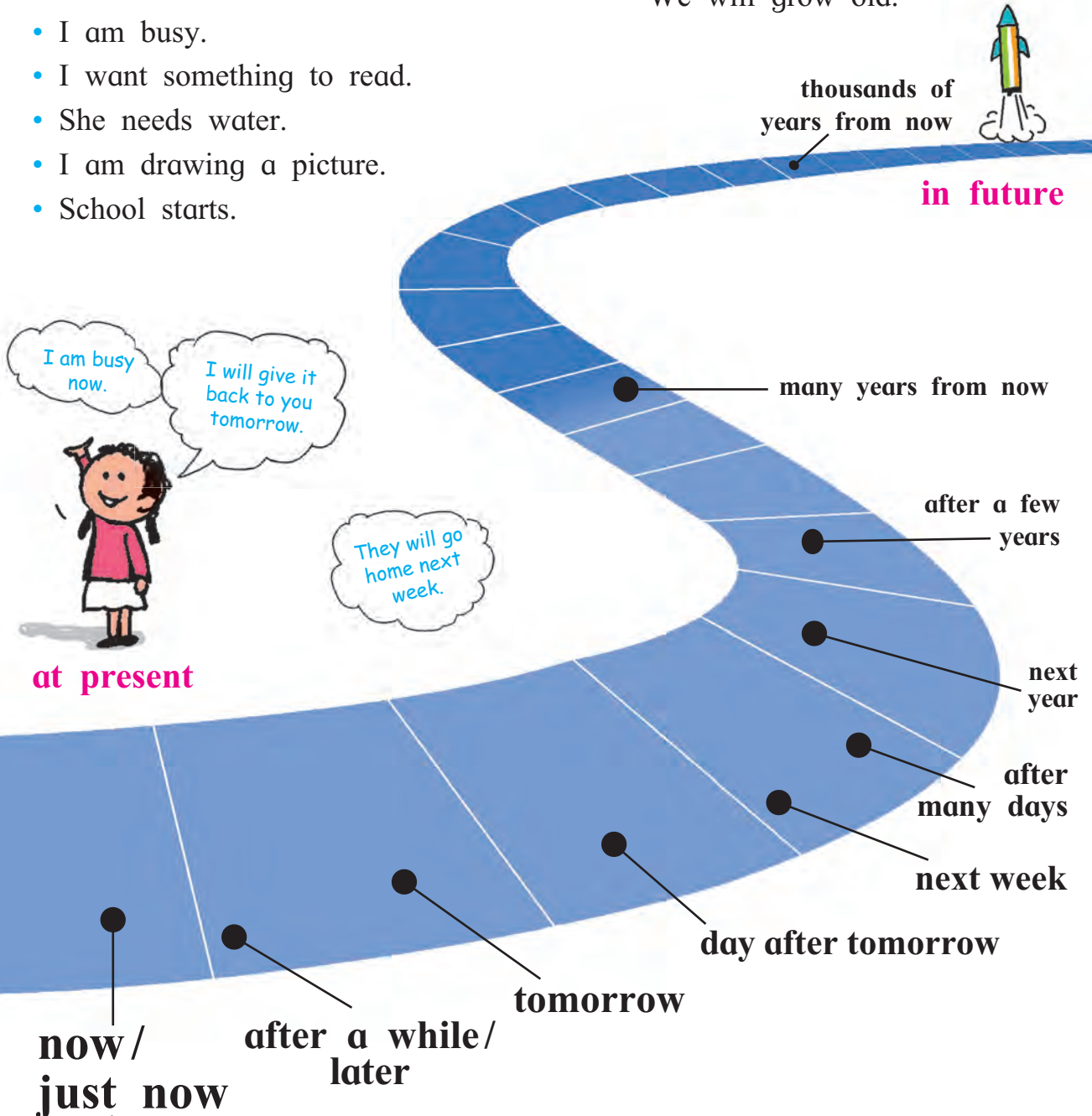
today

tonight

સમયરેખા ઉપરના શબ્દજૂથ બાબકો પાસે વંચાવવા અને તેમને તેમનો અર્થ સમજાવો છે તેની ખાતરી કરી લેવી. પછી પાના નં. 57 ઉપરના દરેક વાક્યમાં આમાંથી કયો શબ્દજૂથ મૂકવાથી અર્થપૂર્ણ વાક્ય બનશે તે બાબત વિદ્યાર્થીઓને બોલતા કરીને વિવિધ જોડાણ કરવા દેવા. તેમજ પોતાના મનથી વાક્યો બનાવવા માટે પણ વિદ્યાર્થીઓને ઉત્તેજન આપવું. આ કૃતિ પછી પણ વચ્ચેવચ્ચે કરાવવી.

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

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



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

તમે બનાવેલા કોઈપણ પાંચ અર્થપૂર્ણ વાક્યો લખો. W6 W13
 જોડી બનાવો. ઉપરના શબ્દજૂથનો ઉપયોગ કરીને મજેદાર વાક્યો બનાવો. 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.

આ પ્રાણી વિશિષ્ટ અવાજ કરીને શું કહે છે, તે વાંચો.

O4



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

તમારી કલ્પનાશક્તિનો ઉપયોગ કરીને આ પ્રાણી શું કહેતું હશે તે કહો.

O15

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

3. Rewrite the lines as shown.

દર્શાવ્યા પ્રમાણે લીટીનું પુનર્લેખન કરો.

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.

જોડી બનાવો. નીચેના પ્રસંગ માટે પૂર્ણ સંવાદ લખો. તે માટે અહીં આપેલા કેટલાંક વાક્યોનો પણ ઉપયોગ કરી શકાશે.

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.

ધ્યાનપૂર્વક સાંભળો અને પ્રયોગ બરાબર જુઓ. તે જાતે કરતાં અને અંગ્રેજીમાં રજૂ કરતાં શીખો.

O14



Hello.

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

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

Isn't it fun to watch ?

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



Namaste.

I want to show you a simple
musical instrument.



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

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

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

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



I am going to show you
 something that looks like magic.
 But it's not magic. It is science.
 This is a magnet.
 It attracts towards itself,
 everything that is made of iron.
 Just watch.
 It draws the clips through air.
 I'll put the clips in a glass bowl.
 It draws the clips through glass.
 I'll pour some water in the bowl.
 It draws the clips through water
 and through glass.
 Do you want to try it?
 Try it with paper.
 Thank you.

આ ઉપક્રમ માટે જોઈતું સાહિત્ય અગાઉથી ભેગું કરવું. બધા પ્રયોગ પહેલા પોતે કરીને જોવા. ચોથા પ્રયોગ માટે સારું લોહચુંબક (મેગ્નેટ) વાપરવું. વર્ગના વિદ્યાર્થીઓને તેમની રુચિ અનુસાર પ્રયોગ પસંદ કરવા દેવો. તે પ્રયોગ કાળજીપૂર્વક કરવાનો અને અંગ્રેજીમાં રજૂ કરવાનો મહાવરો કરાવવો. દરરોજ દસ-બાર વિદ્યાર્થીઓને તેમનો પ્રયોગ રજૂ કરવાની તક આપવી. આ પ્રયોગોમાં અન્ય પ્રયોગનો ઉમેરો કરી શાળામાં ખરેખર science-fair (વિજ્ઞાનમેળો) આયોજીત કરી શકાય.

1. Listen, repeat, learn and recite.
સાંભળો, બોલો, શીખો અને ગાઈ બતાવો. 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.

નીચેના પ્રશ્નોના જવાબ આપો. O11

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

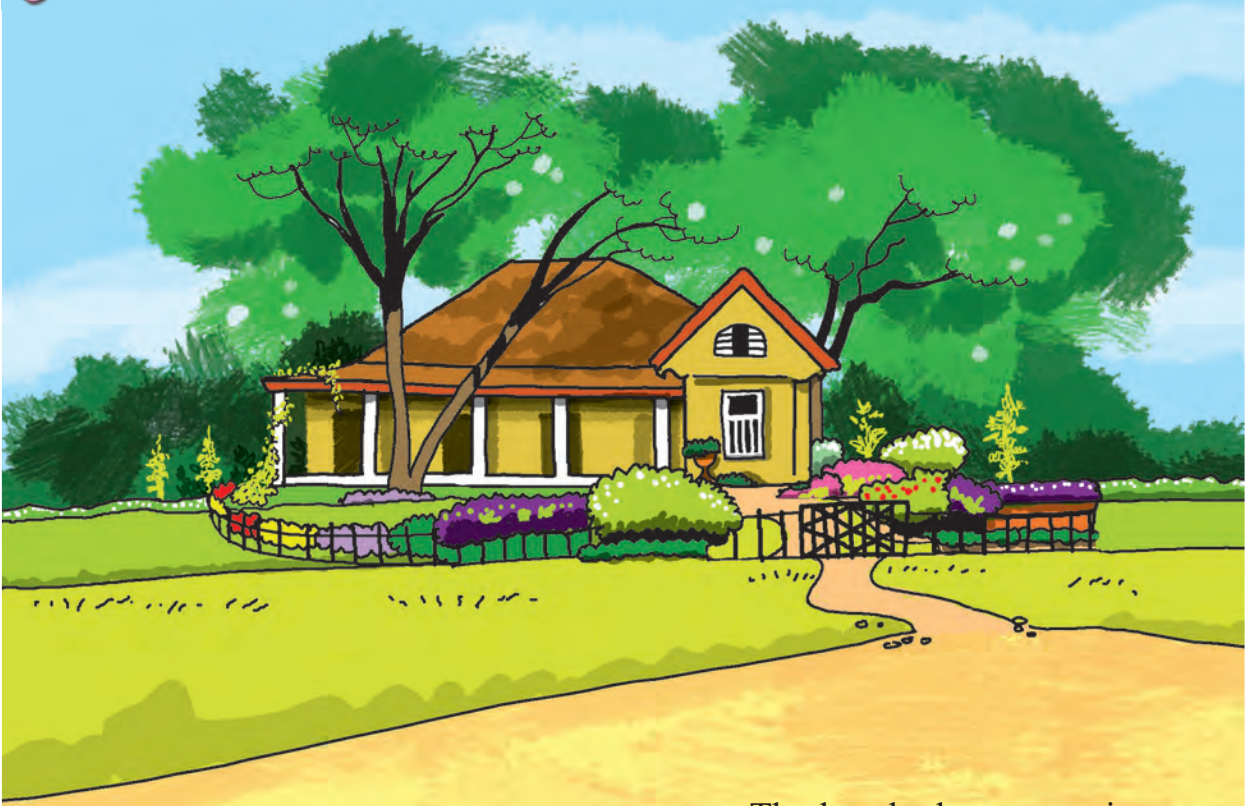




1. Listen carefully and read with me.

ધ્યાન આપીને સાંભળો
અને મારી સાથે વાંચો.

05



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

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

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

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

“Oh, yes, you can,” said the uncle.

- hard work (હાડક વડક) કષ્ટનું કામ, મહેનત.
- discipline ('ડિસપ્લિન) શિસ્ત.



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

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



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

Just then, his mother walked in.

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

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

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

“Why, yes!” said the boy.

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

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



- naughty (‘नॉसटि’) लोडलनी.

2. Read the following words aloud. नीयेना शलुद डोटेथी वलंओ.

O4

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

3. Answer the following questions. नीयेना डुरंनोना जवडड डडडो.

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. डडडडडडडडु वडुन करती लीटी जेडने लडो.

W4



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

વાક્યો વાંચો. ચોરસના શબ્દોના અર્થ ઓળખો.

O12

- Uncle is so **unfair**.
- His chin began to **wobble**.
- His eyes **welled up**.
- Why do you look so **unhappy**?

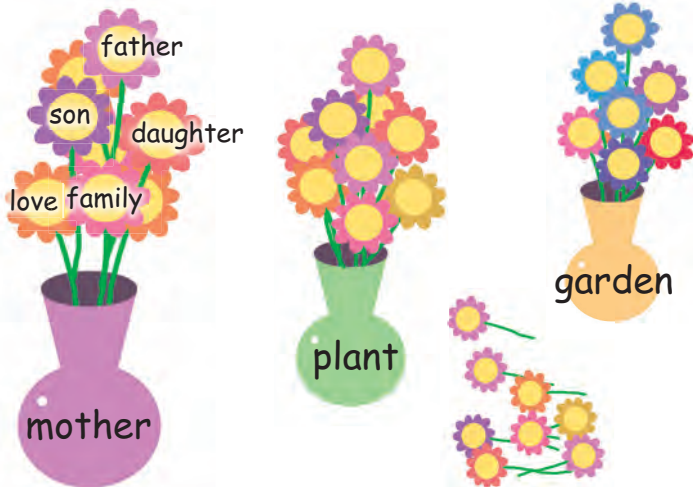
6. Start a collection of 'opposite' words. વિરોધી શબ્દોનો સંગ્રહ કરીને તેમાં ઉમેરો (વધારો) કરતા રહો.

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.

કૂલદાની ઉપરના શબ્દો વાંચો અને તેને સંબંધિત હોય તેવા જેટલા શબ્દો ૩ મિનિટમાં લખી શકાય તેટલાં શબ્દો લખો.



વિદ્યાર્થીઓને અંગ્રેજી શબ્દ (તેના અર્થ સાથે) ઝડપથી યાદ આવે, તે માટે 7. અને 8. સ્વાધ્યાય વિશેષ કરીને આપ્યા છે. જુદાજુદા શબ્દો આપીને તે સ્વાધ્યાય નિયમિતપણે કરાવવા. 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.

'શબ્દસાંકળ' ગૂંથવાનો પ્રયત્ન કરો. આપેલા શબ્દ સાથે સંબંધિત એક શબ્દ લખો. તેની પછી તે સાથે સંબંધિત બીજો એક શબ્દ લખો. આવી રીતે ઓછામાં ઓછા ૫ શબ્દોની ગૂંથણી કરીને પહેલા શબ્દ તરફ પાછા ફરો.



- eyes • time
- naughty • cottage



1. Listen carefully and read with me.

ધ્યાનપૂર્વક સાંભળો અને મારી સાથે વાંચો.

O5

Characters



King Midas



Marygold



A Stranger



A Servant

Scene I

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

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

A Stranger enters.

Who are you?

Stranger : I am a friend.

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

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

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

Stranger : Why do you love it so?

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

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

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

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



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

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

King : Thank you so much, O Stranger!

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

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

Scene II

In the breakfast-room

Servant : Good morning, Princess.

Marygold : Good morning. Where is the King?

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

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

Servant : There he is – in the rose garden.

Marygold : What is he doing?

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

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

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

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

Marygold : Are they all like this one?



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

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

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

Marygold : Tell me, what's the matter?

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

Marygold : My poor father! Can I help you?

Marygold rushes forward.

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

Marygold has turned into a statue of gold.

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

The stranger comes in.

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

King : I am the unhappiest man in the world.



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

Scene III

Marygold is still a statue.

The King is sprinkling water over her head.

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

– Adapted from a play by Philip Walsh

- Use the play for a 'play-reading' performance. આ નાટકનું નાટ્યવાંચન કરો. P6
- Perform the play. આ નાટક રજૂ કરો. P6

વિદ્યાર્થીઓના જૂથ બનાવીને જુદાજુદા જૂથોને જુદાજુદા 'scenes' (દ્રશ્ય) આપીને 'નાટ્યવાંચન' / નાટકની રજૂઆત કરાવવી.

Where Go the Boats ?

1. Listen carefully and read with me.

ધ્યાન આપી સાંભળો અને મારી સાથે વાંચો.

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

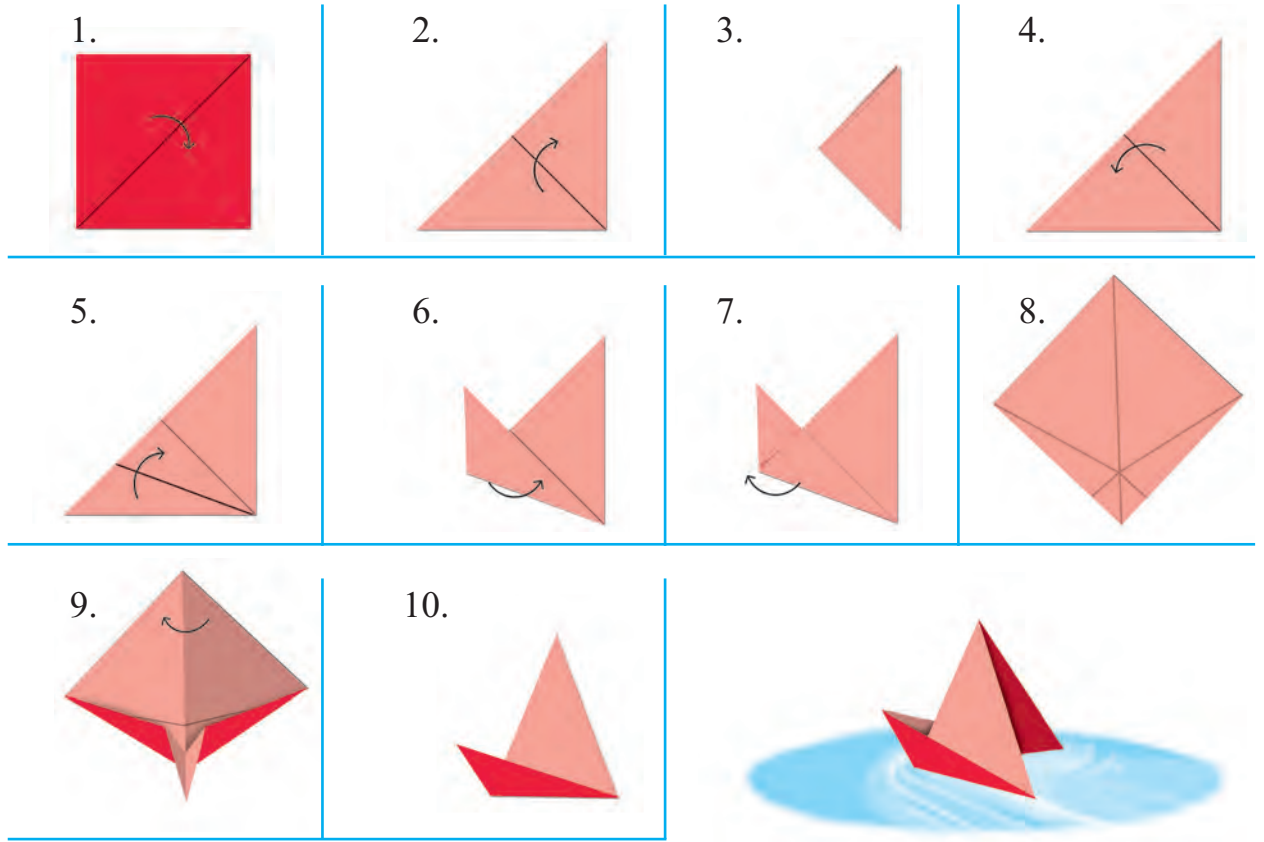
- a-floating (અ'ફ્લોટિંગ) તરતી.
- castles (કાસ્ટલ્સ) કિલ્લા, રજવાડા.
- foam (ફોમ) ફૂં, સ્વરૂપ, માળખું.
- ashore (અ'શોર) કિનારા ઉપર.

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.

અવાજમાં યોગ્ય ચઢાવ-ઉતાર (આરોહ-અવરોહ) સાથે કવિતા મોટેથી વાંચો અથવા રજૂ કરો. O1

કવિતામાં આપેલા 'રંગો' શોધો. તમે જાણતા હો તેવા બીજા ૧૦ રંગો લખો. W4 W13

કાગળની એક સાદી હોડી કેવી રીતે બનાવાય તે નીચેના ચિત્રમાં દર્શાવ્યું છે. જોડી બનાવીને તે હોડી બનાવતા શીખો. દરેક સોપાન કરીને જુઓ અને તે બાબત અંગ્રેજીમાં બોલો. તે માટે નીચે આપેલા વાક્યપ્રયોગ (શબ્દજૂથો) ઉપયોગી થશે. O6



- | | | | |
|--------------------|-------------------------------|---------------------|----------------------------|
| How did you do it? | Show me. | Let me show you. | Fold it like this. |
| Now unfold it. | Make a crease. | Press it down. | Fold it on the other side. |
| Like this ? | No, not like that. Like this. | Show that again. | Got it? |
| | I've got that now. | Yes, you are right. | |



1. Listen, learn and present. સાંભળો, શીખો અને રજૂ કરો.

O14

Hello, friends.

You see me in the sky every day.

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

Did you guess who I am ?

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

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

But I am close to the earth.

That is why, I look so big and bright.

I give the earth heat and light.

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

The earth goes round me.



Hello, everybody !

I am the earth.

I am a planet in the solar system.

I am the third planet from the sun.

I spin around myself all the time.

At the same time, I go round the sun.

I take one year to go round the sun.

Much of my surface is covered with water.

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

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

There is an envelope of air around me.

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





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



2. Guess the meaning of the following words. Look up these words in a dictionary. નીચેના શબ્દોના અર્થ ઓળખો. પછી તે શબ્દ શબ્દકોશમાં જુઓ. 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. સૂર્યમાળાના અન્ય ગ્રહોના અંગ્રેજી નામો શોધી કાઢો અને દરેક માટે ઓછામાં ઓછા ૨ વાક્યો (અંગ્રેજીમાં) લખો. W13
4. As a group activity, prepare and present short monologues (at least 3-4 lines) of the following characters. નીચે આપેલા પાત્રોની નાની-નાની નાટ્યછટા (ઓછામાં ઓછી ૩-૪ લીટી) જૂથમાં તૈયાર કરીને રજૂ કરો. O15
- A River
 - The Wind
 - King Midas
 - A Cuckoo
 - The Little Red Hen

આ ભાષણો (monologues) યોગ્ય હાવભાવસહિત અને આરોહ અવરોહ સાથે રજૂ કરવાનો મહાવરો કરાવવો. પોતાની રુચિ અનુસાર કોઈપણ એક ભાષણ રજૂ કરવાની તક દરેક વિદ્યાર્થીને આપવી.



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

ઈશાની શું કહે છે, તે વાંચો અને તમારી કલ્પનાનો ઉપયોગ કરીને તકતાના વાક્યો પૂર્ણ કરો અને લખો. 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.

નીચેના વાક્યો વાંચો.

O4

આ પાના ઉપરની બંને કૃતિ પહેલા મૌખિક કરાવી લેવી. પર્યાપ્ત અર્થ પછી જ વાક્યો લખવા કહેવું. લખતી વખતે વિદ્યાર્થીઓ શબ્દોના યોગ્ય રૂપોનો ઉપયોગ કરે તે જોવું. ઉદા., She always **finishes** her homework.

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

હવે નીચેની આકૃતિની મદદથી તમને સૂઝે તેવા અર્થપૂર્ણ વાક્યો બનાવો. તેમાંથી કોઈપણ દસ વાક્યો લખો.

O14

W9

- finish homework.
- waste food.
- check my work.
- waste water.
- eat vegetables.
- You We
- tease animals.
- drink enough water.
- He She
- take care of my things.
- wash my hands.
- They It
- turn off a running tap.
- use plastic bags.
- (names)
- speak politely to teachers.
- throw garbage on the floor.
- always never
- quarrel with my friends.
- tell lies.
- tell the truth.
- switch off lights when I leave a room.





1. Listen, repeat and read with me.
સાંભળો, બોલો, અને મારી સાથે વાંચો. 05

Unit Six



When you drop me on the floor
I get stepped on - my sides are sore;
Torn-out pages make me groan;
I feel dizzy if I'm thrown;
Every mark and every stain
On my covers gives me pain;
Please don't bend me, if you do
I don't want to talk to you;
But we will both be friends together,
If you protect me from the weather
And keep me clean so that I look
A tidy, neat and happy book.



2. Present the poem with proper actions. યોગ્ય હાવભાવ સાથે કવિતા રજૂ કરો. 01
3. Say what happens when – આવા સમયે શું થશે, તે કહો. 011 012
- you drop a book on the floor. - you put marks and stains on a book's cover.
- you tear out pages from a book. - you throw a book.
4. Say what you will do to make your તમારાં પુસ્તકોને આનંદમાં રાખવા તમે શું કરશો, તે કહો. 012
books happy.



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.

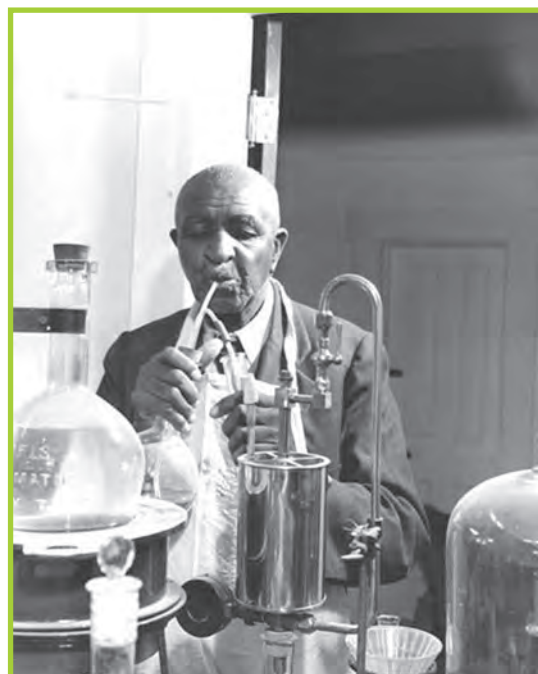
On the first day, Carver told his students, “Let us start a new project today. We will all go out and collect cans, bottles, boxes, pots and pans which people have thrown away. From these, we will make simple instruments and set up our laboratory.”

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. નીચેના શબ્દોના અર્થ શબ્દકોશમાંથી શોધો. —
- stain
 - slave
 - laboratory
 - demand
 - museum

3. List the following from the passage. ફક્કરામાંથી નીચેની બાબતની યાદી બનાવો. W4
- food items
 - everyday things
 - words related with studies

4. Rearrange the following events in the proper order. Use the points to make a chart of the life-sketch of George Washington Carver. નીચેની ઘટના યોગ્ય ક્રમે ગોઠવો. આ મુદ્દાનો ઉપયોગ કરીને જોજે વૉશિંગ્ટન કાર્વરના જીવનવૃત્તાંતનો તકતો બનાવો. W6

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

5. Write a note on Carver in your mother tongue. કાર્વરના જીવન ઉપર તમારી માતૃભાષામાં એક નોંધ લખો. P8



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

તમારી આસપાસ જુઓ, વિચાર કરો અને ઓછામાં ઓછા ૨૫ પ્રશ્નો બનાવો. P7



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

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

પાંચ-પાંચ જણાનું જૂથ બનાવો. એકબીજાના પ્રશ્નો વાંચીને, દરેક પાસે જુદાજુદા ૨૫ પ્રશ્નોની યાદી તૈયાર થાય ત્યાંસુધી તેમાં વધારો કરતા રહો. પ્રશ્ન બનાવતી વખતે ઉપર આપેલા (પ્રશ્નની શરૂઆતમાં આપેલા) શબ્દોનો/શબ્દજૂથનો ઉપયોગ કરી શકાય.

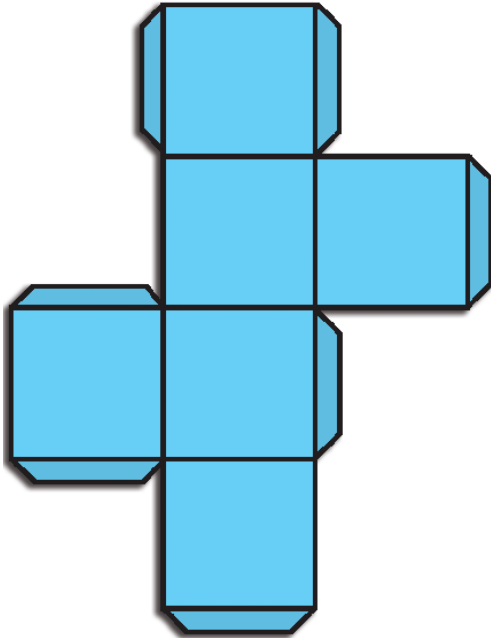
Your group will have a ‘Question Bank’ of 125 questions.

તમારા જૂથની ૧૨૫ પ્રશ્નોની પ્રશ્નપેટી તૈયાર થશે.



- Listen, read, make and play. સાંભળો, વાંચો, બનાવો અને રમો.

03



You have studied 'nets' in mathematics.

Copy this 'cube net' on a cardsheet.

Cut out the net along with the flaps.

Fold the flaps inside and make a cube.

Unfold.

Cut out one more net in the same way.

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

Net 1 :

green pink blue yellow violet orange

Net 2 :

square circle diamond oval kite rectangle

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

Let the glue dry.

Repeat the process to make the other cube.

Your dice are ready!

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

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

A player throws the dice.

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

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

Then, he/she gets 1 mark.

The star means you get 1 mark without doing anything.

The player with the highest marks is the winner!

Now go ahead and play!

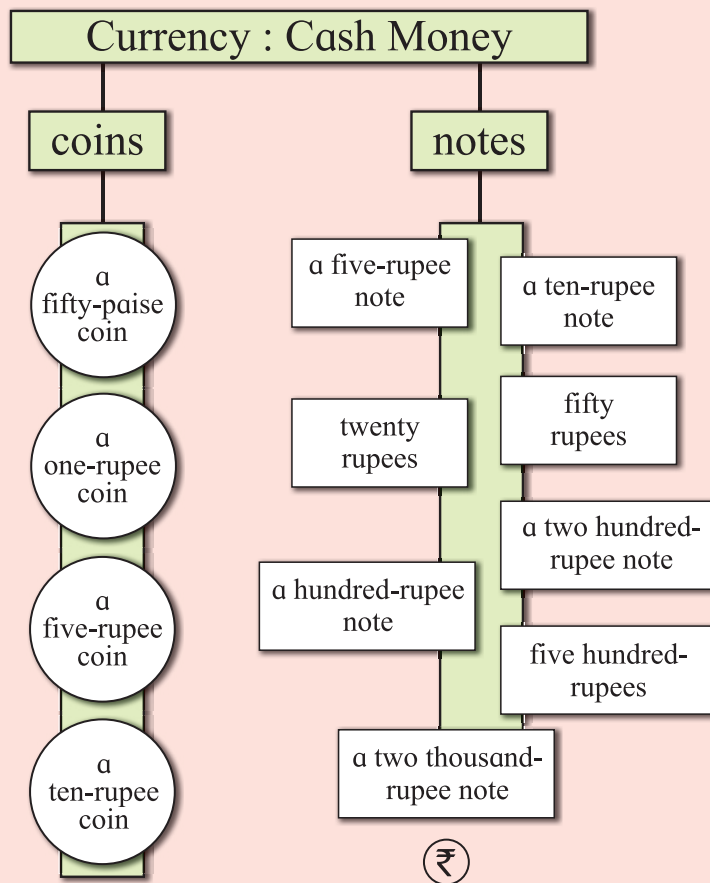
Wish you all the best!



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.

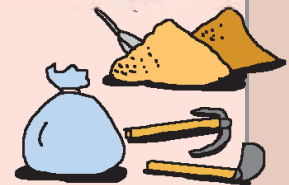
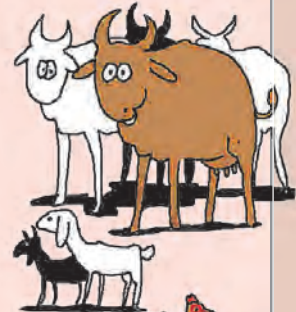
Paper money was first used in China
about 1000 years ago.

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)

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

'પૈસા' વિષય ઉપર તમારી માતૃભાષામાં એક નોંધ લખો.

P8

પાના નં. 80 ઉપરની આકૃતિ જુઓ. આવી આકૃતિને 'ડાળીઓ' હોવાથી તેને 'tree diagram' કહેવાય છે. હવે નીચેની વિગત વાંચો અને તેમાંની માહિતી દર્શાવવા માટે 'tree diagram' દોરો.

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.

તમારા પરિસર અભ્યાસ અથવા ગણિત વિષયના પાઠ્યપુસ્તકમાંથી 'tree diagrams' માટેના વિષય શોધો. આકૃતિઓ દોરો અને તેમાં અંગ્રેજી શબ્દ લખો.

W8

- Make meaningful sentences from the following table.

નીચેના તકતા ઉપરથી અર્થપૂર્ણ વાક્યો બનાવો.

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. સાંભળો, બોલો, અને મારી સાથે વાંચો.

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

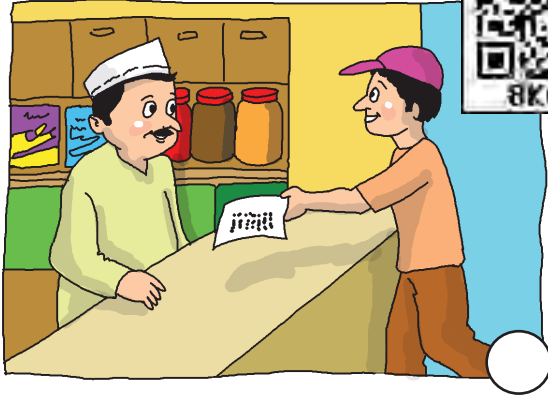


2. Recite the poem with proper intonation. અવાજમાં યોગ્ય આરોહ-અવરોહ સાથે કવિતા રજૂ કરો. 01
3. Find the meanings of the following from a dictionary. શબ્દકોશમાંથી નીચેના શબ્દોના અર્થ શોધો. —
- sunny • weather • dewdrops • purple • clover
4. What other things can you think of that you see in hundreds? રેંકડોમાં દેખાતી અન્ય કેટલીક બાબત તમને યાદ આવે છે કે ? (અંગ્રેજીમાં કહો.) 015
5. What else can you think of that is only one of its kind? ફક્ત એક જ હોય છે, આવી બીજી કઈ બાબત તમને યાદ આવે છે ? (અંગ્રેજીમાં કહો.) 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.

નીચેના ચિત્ર જુઓ.
સામેના પાના ઉપરનો સંવાદ વાંચો.
યોગ્ય ક્રમાંક આપીને સંવાદ અને ચિત્રોની જોડી બનાવો.

O12 O6



A : Good morning, Aaji.
How can I help you ?

B : I want to buy rice for the whole year. Show me the varieties you have and tell me the prices.

A : Aaji, this variety is good. Don't worry about the price. It is not very costly.

A : Here are your potatoes.
Would you like to buy tomatoes?

These are nice and fresh.

B : Sure. Wait. I'll give you another bag for the tomatoes.

A : Grandpa, the bubbles look so lovely! Can we buy the bubble-maker?

B : Why not? Let's buy three. Two for you children and one for me!

A : Hello, Uncle. Mother has sent this list of grocery items for the month. Can you deliver them today?

B : Sure. We'll deliver them today.

A : Do you like roasted corn-cobs?

B : Oh, I love them with salt and lemon-juice.

A : Let's see at what price he is selling them.

A : Have you tried these cakes? They're so delicious.

B : This is a new cake shop, isn't it?

But I'm not very fond of cakes.

A : Give me some tomatoes.

B : Where's your bag?

A : I don't have one.

Give me a plastic carry-bag.

B : Sorry. I don't keep plastic carry-bags.

A : Please give us two full glasses. And don't put ice in the juice.

B : But, Mamma, I want some ice in my juice.

A : OK, put just a little ice in each glass.

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

સંવાદનું નાટ્યીકરણ કરો. તેમાં તમે તમારા મનથી યોગ્ય ઉમેરો અથવા ફેરફાર કરી શકો છો.

O13

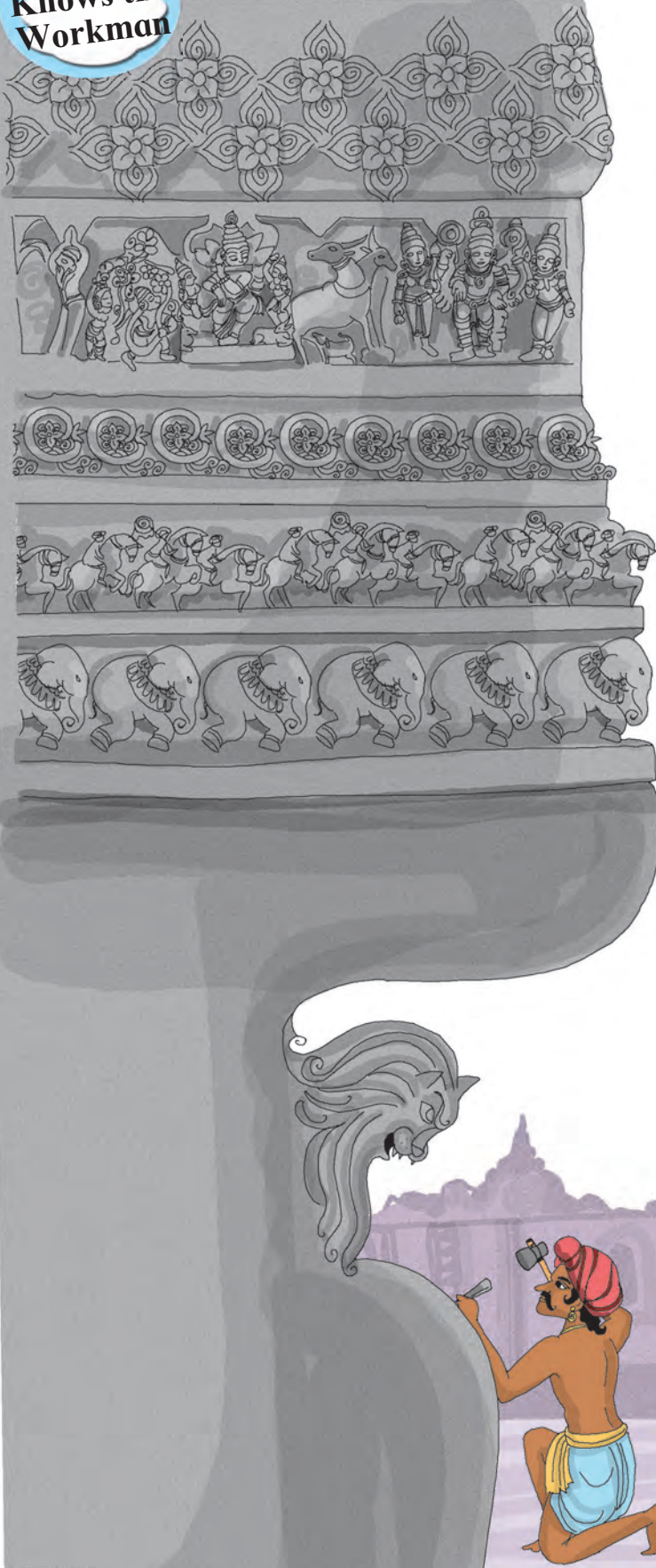
P6

1. Listen carefully and read aloud.

ધ્યાનપૂર્વક સાંભળો અને મોટેથી વાંચો.

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. આ વાર્તા તમારી માતૃભાષામાં કહો.

P8

- ★ અંગ્રેજી વાક્યોની શરૂઆતમાં હંમેશા કેપિટલ (capital) અક્ષર લખાય છે.
- ★ નામનો પહેલો અક્ષર પણ કેપિટલ લખાય છે.



- ★ એક કરતાં વધારે વસ્તુ, માણસો, પ્રાણી, સ્થળો વગેરે દર્શાવનારા બહુવચની અંગ્રેજી શબ્દોના અંતે ઘણી વખત -s, -es અથવા -ies અક્ષરો આવે છે. ઉદા., cups, birds, bushes, buses, flies, stories.



NOW I KNOW!



a કે an ?

- ★ અંગ્રેજીમાં વસ્તુ, પ્રાણી, સ્થળો વગેરેની આગળ 'a' લગાડાય છે. ઉદા., a bag, a white duck, a big hill, a man.
- ★ પણ પછીના શબ્દની શરૂઆત જો સ્વરથી થતી હોય, તો 'a' ને બદલે an વપરાય છે. ઉદા., an ant, an axe, an angry man, an egg, an early bird, an ice cube, an umbrella, an hour (એન્ આવડ)



- ★ કોનું શું તે બતાવવા માટે -'s અને લખતી વખતે -'s વપરાય છે. ઉદા., Meena's doll, tiger's tail, children's books.

- ★ છેલ્લે -s/-es આવતા હોય તેવા બહુવચની શબ્દોની અંતે ફક્ત લગાડાય છે. ઉદા., Rabbits' ears, Boys' School, Girls' Hostel.

- ★ નામના અંતે s હોય તો ફક્ત અથવા 's માંથી કંઈપણ વાપરીએ તો ચાલે. ઉદા., Midas' daughter અથવા Midas's daughter.



શબ્દોની આ જોડીઓ ચોક્કસ જ હોય છે. હમણાની અને હંમેશાની બાબત માટે બોલતી વખતે

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



હા/નહિ જવાબ આવતા પ્રશ્નો બનાવતી વખતે આ જોડીઓના શબ્દોની અદલબદલ થાય છે.

ઉદા., I am late. Am I late ?



અંગ્રેજી બોલતી વખતે
Hello ! Good morning !
Please, Thank you.
Sorry ! Excuse me,
Do you mind,
It's all right !
વગેરેનો ઉપયોગ કરવો સારો.



કેટલાંક શબ્દોના અક્ષરો છોડી દીધા છે, તે દર્શાવવા માટે પણ ચિહ્ન વપરાય છે. ઉદા., I'm going. He's happy.



થઈ ગયેલી ઘટના દર્શાવતા શબ્દોના અંતે ઘણી વખત -d અથવા -ed હોય છે.



હવે પછી થનારી ઘટના માટે બોલતી વખતે will અથવા going to વપરાય છે.



હમણા ચાલુ હોય તેવી ઘટના માટે બોલતી વખતે -ing શબ્દની છેલ્લે આવે છે.

किशोर

किशोर

किशोरची वर्गणी भरा आता ऑनलाइन!
वार्षिक वर्गणी ८० रुपये
(दिवाळी अंकासह)

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४८ वर्षांची
अविरत परंपरा



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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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