

MY ENGLISH BOOK FIVE

STANDARD
FIVE

ಕನ್ನಡ ಮಾಧ್ಯಮ



ಭಾರತದ ಸಂವಿಧಾನ

ಭಾಗ 4 ಕೆ

ನಾಗರಿಕರ ಮೂಲಭೂತ ಕರ್ತವ್ಯಗಳು

ಅನುಚ್ಛೇದ 51 ಕೆ

ಮೂಲಭೂತ ಕರ್ತವ್ಯಗಳು- ಪ್ರತಿಯೊಬ್ಬ ಭಾರತೀಯ ನಾಗರಿಕನ ಈ ಕರ್ತವ್ಯಗಳು ಇರುತ್ತವೆಯೆಂದರೆ ಅವನು-

- (ಕೆ) ಪ್ರತಿಯೊಬ್ಬ ನಾಗರಿಕನು ಸಂವಿಧಾನವನ್ನು ಪಾಲಿಸಬೇಕು. ಸಂವಿಧಾನದಲ್ಲಿಯ ಆದರ್ಶಗಳು ರಾಷ್ಟ್ರದ್ವಜ ಮತ್ತು ರಾಷ್ಟ್ರಗೀತೆಗಳನ್ನು ಗೌರವಿಸಬೇಕು.
- (ಁ) ಸ್ವಾತಂತ್ರ್ಯಕ್ಕಾಗಿ ನಡೆದ ಹೋರಾಟಕ್ಕೆ ಸ್ಫೂರ್ತಿ ನೀಡಿದ ಆದರ್ಶಗಳನ್ನು ಪಾಲಿಸಬೇಕು.
- (ಗ) ದೇಶದ ಸಾರ್ವಭೌಮತ್ವ, ಐಕ್ಯತೆ ಮತ್ತು ಸಮಗ್ರತೆಯನ್ನು ಸುರಕ್ಷಿತವಾಗಿಡುವ ಸಲುವಾಗಿ ಪ್ರಯತ್ನಶೀಲರಾಗಿರಬೇಕು.
- (ಘ) ನಮ್ಮ ದೇಶದ ರಕ್ಷಣೆ ಮಾಡಬೇಕು. ದೇಶದ ಸೇವೆ ಮಾಡಬೇಕು.
- (ಙ) ಎಲ್ಲ ಪ್ರಕಾರದ ಭೇದಭಾವಗಳನ್ನು ಮರೆತು ಒಗ್ಗಟ್ಟನ್ನು ಬೆಳೆಸಬೇಕು ಹಾಗೂ ಸಹೋದರ ಭಾವನೆಯನ್ನು ಉತ್ತೇಜಿಸಬೇಕು. ಸ್ತ್ರೀಯರ ಗೌರವಕ್ಕೆ ಚ್ಯುತಿ ತರುವಂತಹ ರೂಢಿಗಳನ್ನು ತ್ಯಜಿಸಬೇಕು.
- (ಚ) ನಮ್ಮ ಸಮ್ರಿಶ್ಠ ಸಂಸ್ಕೃತಿಯ ಪರಂಪರೆಯನ್ನು ಕಾಪಾಡಬೇಕು.
- (ಛ) ನೈಸರ್ಗಿಕ ಪರಿಸರವನ್ನು ಸಂರಕ್ಷಿಸಬೇಕು. ಸಜೀವ ಪ್ರಾಣಿಗಳ ಮೇಲೆ ದಯೆ ತೋರಿಸಿರಿ.
- (ಜ) ವೈಜ್ಞಾನಿಕ ಮನೋಭಾವನೆ, ಮಾನವೀಯತೆ ಮತ್ತು ಜಿಜ್ಞಾಸು ಪ್ರವೃತ್ತಿಯನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳಬೇಕು.
- (ಝ) ಸಾರ್ವಜನಿಕ ಆಸ್ತಿ-ಪಾಸ್ತಿಗಳನ್ನು ರಕ್ಷಿಸಬೇಕು. ಹಿಂಸಾಚಾರವನ್ನು ತ್ಯಜಿಸಬೇಕು.
- (ಞ) ರಾಷ್ಟ್ರದ ಉತ್ತರೋತ್ತರ ಪ್ರಗತಿಯನ್ನು ಸಾಧಿಸಲು ವೈಯಕ್ತಿಕ ಹಾಗೂ ಸಾಮೂಹಿಕ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಭಾಗವಹಿಸಬೇಕು.
- (ಟ) 6 ರಿಂದ 14 ವರ್ಷ ವಯೋಮಾನದಲ್ಲಿಯ ತಮ್ಮ ಮಕ್ಕಳಿಗೆ ಪೋಷಕರು ಶಿಕ್ಷಣದ ಅವಕಾಶಗಳನ್ನು ಕಲ್ಪಿಸಿಕೊಡಬೇಕು.



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GPGR1G

ತಮ್ಮ ಸ್ಮಾರ್ಟ್‌ಫೋನ್‌ನ ಮೇಲೆ DIKSHA App ಮೂಲಕ ಪಠ್ಯಪುಸ್ತಕದ ಮೊದಲನೆಯ ಪುಟದ ಮೇಲಿರುವ Q.R. Codeದ ಮೂಲಕ ಡಿಜಿಟಲ್ ಪಠ್ಯಪುಸ್ತಕ ಮತ್ತು ಪ್ರತಿಯೊಂದು ಪಾಠದಲ್ಲಿರುವ Q.R. Codeದ ಮೂಲಕ ಆ ಪಾಠಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಅಧ್ಯಯನ-ಅಧ್ಯಾಪನದ ಸಲುವಾಗಿ ಉಪಯುಕ್ತ ದೃಕ್-ಶ್ರಾವ್ಯ ಸಾಹಿತ್ಯ ಉಪಲಬ್ಧವಾಗುವುದು.



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The Constitution of India

Preamble

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

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

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

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

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

NATIONAL ANTHEM

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

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

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

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

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

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

PLEDGE

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

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

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

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

Preface

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

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

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

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

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



(C. R. Borkar)

Director

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

Pune

Date : 5 March 2015

14 Phalgun 1936

ಧ್ವನಿ ಚಿಹ್ನೆಗಳು : ಸ್ವರ

ಚಿಹ್ನೆ	ಉದಾಹರಣೆ	ಚಿಹ್ನೆ	ಉದಾಹರಣೆ	ಚಿಹ್ನೆ	ಉದಾಹರಣೆ
ಈ	eat / ಈಟ್ /	ಆ	box / ಬಾಕ್ಸ್ /	ಅ	away / ಆ'ವೇ /
ಇ	see / ಸೀ /	ಆಫ	ball / ಬಾಲ್ /	ಆಫ	girl / ಗರ್ಲ್ /
ಊ	sit / ಸಿಟ್ /	ಉ	wool / ವುಲ್ /	ಏ	gate / ಗೇಟ್ /
ಋ	pen / ಪೆನ್ /	ಊ	moon / ಮೂನ್ /	ಓ	boat / ಬೋಟ್ /
ಌ	bat / ಬಟ್ /	ಅಫ	up / ಅಪ್ /		
಍	father / 'ಫಾದರ್ /	ಕಪ	cup / ಕಪ್ /		

ಧ್ವನಿ ಚಿಹ್ನೆಗಳು : ವ್ಯಂಜನಗಳು

ಚಿಹ್ನೆ	ಉದಾಹರಣೆ	ಚಿಹ್ನೆ	ಉದಾಹರಣೆ	ಚಿಹ್ನೆ	ಉದಾಹರಣೆ
ಪೆ	pen / ಪೆನ್ /	ಫೆ	fan / ಫೆನ್ /	ಹೆ	house / ಹೌಸ್ /
ಬೆ	bat / ಬಟ್ /	ವೆ	van / ವೆನ್ /	ಮೆ	man / ಮನ್ /
ಟೆ	tea / ಟೀ /	ಥೆ	thorn / ಥಾರ್ನ್ /	ನೆ	name / ನೇಮ್ /
ಡೆ	dog / ಡಾಗ್ /	ದಿ	this / ದಿಸ್ /	ಸಿ	sing / ಸಿಂಗ್ /
ಕೆ	cat / ಕೆಟ್ /	ಶೆ	sheep / ಶೀಪ್ /	ಸಿ	sink / ಸಿಂಕ್ /
ಗೆ	go / ಗೋ /	ಮೀ	measure / 'ಮೀಚೂರ್ /	ಲು	look / ಲುಕ್ /
ಚೆ	cheek / ಚೀಕ್ /	ಸೀ	seat / ಸೀಟ್ /	ರೆ	red / ರೆಡ್ /
ಜೆ	June / ಜೂನ್ /	ಝಿ	zip / ಝಿಪ್ /	ಯೆ	yes / ಯೆಸ್ /
				ವೆ	water / 'ವಾಟರ್ /

- ಇದರಲ್ಲಿ 5 ಈ ಚಿಹ್ನೆಯು ದೀರ್ಘಸ್ವರವನ್ನು ಸೂಚಿಸುತ್ತದೆ. ● ಅ ಮತ್ತು ಆ ಗಳಲ್ಲಿಯ ವ್ಯತ್ಯಾಸ.
- ಅ ಇದು ಸಾದಾ ಸ್ವರವಾಗಿದೆ. 'ಆ' ಒತ್ತು ಕೊಟ್ಟು ಹೇಳುವ ಸ್ವರವಾಗಿದೆ. ಉದಾ. : ಕಪ್, ಬಸ್, 'ಟಿಕ್'.
- 'ಝಿ' ಇದು 'ಝಿಂ'ದೊಡನೆ ಒಟ್ಟಿರುವುದರಿಂದ, ಝಿ 'ಝಿಂ'ದೊಡನೆ ಒಟ್ಟಿರುವುದರಿಂದ. ● (') ಈ ಚಿಹ್ನೆಯು ಶಬ್ದದ ಮೇಲಿನ ಆಘಾತ ತೋರಿಸುತ್ತದೆ.

ಇಂಗ್ಲಿಷ್ ಉಚ್ಚಾರವನ್ನು ಕುರಿತು ...

ಈ ಪುಸ್ತಕದಲ್ಲಿ ಕನ್ನಡ ಲಿಪಿಯ ಸಹಾಯದಿಂದ ಇಂಗ್ಲಿಷ್ ಉಚ್ಚಾರವನ್ನು ತೋರಿಸಲಾಗಿದೆ. ಅಲ್ಲಿ ಕೆಲವು ಬ್ರಿಟಿಷ್ ಅಥವಾ ಅಮೇರಿಕನ್ ಉಚ್ಚಾರದ ಆದರ್ಶವನ್ನು ಅನುಸರಿಸಲಾಗಿದೆ. ಸುಶಿಕ್ಷಿತ ಭಾರತೀಯ ವ್ಯಕ್ತಿಗಳ ಉಚ್ಚಾರವನ್ನು ಗ್ರಾಹ್ಯವೆಂದು ಭಾವಿಸಿ, ಪ್ರಮಾಣ ಇಂಗ್ಲಿಷ್ ಭಾಷೆಯ ಸಮೀಪದ ಉಚ್ಚಾರಗಳನ್ನು ಕೊಡಲಾಗಿದೆ. ಆದರೆ ಇಂಗ್ಲಿಷ್ ಭಾಷೆಯನ್ನು ತಿಳಿದುಕೊಳ್ಳಲು ಅಡ್ಡಿಯುಂಟಾಗುವ ಬದಲಾವಣೆಯನ್ನು ಸ್ವೀಕರಿಸಲಾಗಿದೆ. ಈ ಭೂಮಿಕೆಯಿಂದ ಇಂಗ್ಲಿಷಿನ ದ್ವಿಪರಗಳ ಉಚ್ಚಾರವನ್ನು ಕೊಡಲಾಗಿದೆ. ಇಂಗ್ಲಿಷಿನ t, d, th, f, v, w ಇವುಗಳ ಉಚ್ಚಾರವು ಭಾರತೀಯ ಭಾಷೆಗಳಲ್ಲಿ ಬೇರೆಯೇ ಇದೆ. ಇವುಗಳನ್ನು ಬೇರೆ ತೋರಿಸುವ ಪ್ರಯತ್ನ ಮಾಡಿಲ್ಲ. ಆದರೆ ಶಬ್ದಗಳ ಯೋಗ್ಯ ಉಚ್ಚಾರ ಮಾಡಲು ಬರುವ ಸಲುವಾಗಿ ಇಂಗ್ಲಿಷಿನ ನಲ್ಲಿಯ ಆಘಾತ (stress) ಗಳನ್ನು ತಿಳಿಯುವುದು, ಕಲಿಯುವುದು ಅವಶ್ಯಕವಿದೆ. ಈ ವಿಷಯಗಳನ್ನು ಪ್ರಯತ್ನಪೂರ್ವಕವಾಗಿ ಕಲಿತರೆ ಇಂಗ್ಲಿಷ್ ಮಾತನಾಡಲು ಸುಲಭವಾಗುವುದು. ಈ ಪುಸ್ತಕದಲ್ಲಿಯ ಧ್ವನಿ ಲೇಖನದಲ್ಲಿ ಉಪಯೋಗಿಸಿದ ಧ್ವನಿ ಚಿಹ್ನೆಗಳನ್ನು ಬದಿಯ ಕೋಷ್ಟಕದಲ್ಲಿ ಕೊಡಲಾಗಿದೆ. ಇವುಗಳ ಸಂದರ್ಭದೊಂದಿಗೆ ಪುಸ್ತಕದಲ್ಲಿ ಕೊಟ್ಟಂತೆ ಶಬ್ದಗಳ ಉಚ್ಚಾರ ಮಾಡಬೇಕು. ಧ್ವನಿ ಲೇಖನವು ಉಚ್ಚಾರ ಕಲಿಯಲು ಉಪಯುಕ್ತ ಸಾಧನವಾಗಿದ್ದರೂ ಕೂಡ ಉತ್ತಮ ಉಚ್ಚಾರವು ಪ್ರತ್ಯಕ್ಷ ಪ್ರಯತ್ನದಿಂದಲೇ ಸಾಧ್ಯವಾಗುತ್ತದೆ ಎಂಬುದನ್ನು ಲಕ್ಷ್ಯದಲ್ಲಿ ಇಡಬೇಕು.

ಶಿಕ್ಷಕರಿಗಾಗಿ ಸಲಹೆಗಳು

- ಪ್ರತಿಯೊಂದು ಘಟಕದ ಅದರಂತೆಯೇ ಪ್ರಶ್ನೆಗಳ ಮೊದಲು ಕೊಟ್ಟ ಸೂಚನೆಗಳು ಹಾಗೂ 'evaluation code' ಓದಿ ಆಯಾ ಭಾಗದ ಕಲಿಸುವಿಕೆಯನ್ನು ಹೇಗೆ ನಿರ್ವಹಿಸಬೇಕು ಎಂಬುದನ್ನು ಲಕ್ಷ್ಯದಲ್ಲಿ ತೆಗೆದುಕೊಳ್ಳಿ.
- ಮಕ್ಕಳಿಗೆ ಕೇಳಿ ಹಾಗೂ ಓದಿ ಎಷ್ಟು ಇಂಗ್ಲಿಷ್ ಭಾಷೆ ತಿಳಿಯುವುದೋ, ಅದನ್ನೆಲ್ಲ ಮಾತನಾಡಲು ಹಾಗೂ ಬರೆಯಲು ಬರಬಹುದು ಎಂದಿಲ್ಲ. ಆದುದರಿಂದ ಶ್ರವಣ - ವಾಚನಕ್ಕಾಗಿ ಇರುವ ಕೃತಿ ಹಾಗೂ ಭಾಷಣ-ಲೇಖನದ ಕೃತಿ ಇವುಗಳ ಕಠಿಣ ಸ್ವರದಲ್ಲಿ ಸಹಜವಾಗಿಯೇ ಸ್ವಲ್ಪ ವ್ಯತ್ಯಾಸ ಇರುವುದು ಎಂಬುದನ್ನು ಲಕ್ಷ್ಯದಲ್ಲಿಡಿ.
- ಮಕ್ಕಳು ಸ್ವಂತ ಮನಸ್ಸಿನಿಂದ ಇಂಗ್ಲಿಷ್‌ನಲ್ಲಿ ಮಾತನಾಡುವ ಪ್ರಯತ್ನ ಮಾಡುತ್ತಿರಬಹುದು. ಆಗ ಅವರ ತಪ್ಪುಗಳನ್ನು ಹೇಳಲು ಅವರನ್ನು ಮಧ್ಯದಲ್ಲಿಯೇ ನಿಲ್ಲಿಸಿ ಅವರ ಮನಸ್ಸು ನೋಯಿಸಬಾರದು.
- ಆಟ, ಸಂಭಾಷಣೆ, ನಾಟ್ಯವಾಚನ ಇವುಗಳ ಅಭ್ಯಾಸದಲ್ಲಿ ಮಕ್ಕಳು ಸಹಭಾಗಿತ್ವವನ್ನು ತೋರಿಸಿಕೊಳ್ಳಿ.
- ಪ್ರತಿಯೊಬ್ಬ ವಿದ್ಯಾರ್ಥಿ ಪ್ರತಿಯೊಂದು ಪ್ರಕೃತಿ ಹಾಗೂ ಉಪಕ್ರಮವನ್ನು ಪೂರ್ಣ ಮಾಡುವಂತೆ ಜಾಗರೂಕತೆ ವಹಿಸಿ.
- ಇಂಗ್ಲಿಷ್ ವರ್ಗದಲ್ಲಿ ಕವಿತೆ, ಚಿಕ್ಕ ಸಂಭಾಷಣೆ ಹಾಗೂ ಭಾಷಣಗಳನ್ನು ಸಾದರಪಡಿಸುವಾಗ ಅವುಗಳ ಸ್ಪರ್ಶಗಳನ್ನು ನಿಯಮಿತವಾಗಿ ಏರ್ಪಡಿಸಿ. ಮಕ್ಕಳ ಅಭಿಪ್ರಾಯ ತಿಳಿಸಿಕೊಂಡು ಆಗಿಂದಾಗ ಪರಿಣಾಮವನ್ನು ಹೇಳಿ. ಮಕ್ಕಳಿಗೆ ಹೆಚ್ಚು ಚೆನ್ನಾಗಿ ಕಾರ್ಯ ಮಾಡುವಂತೆ ವರ್ಗದಲ್ಲಿಯೇ ಮಾರ್ಗದರ್ಶನ ಮಾಡಿ. ಎಲ್ಲರಿಗೂ ಅದರ ಲಾಭವಾಗುವಂತೆ ನೋಡಿಕೊಳ್ಳಿ.
- ಪುಸ್ತಕದ ಹೆಚ್ಚಿನ ಪುಟಗಳ ಕೊನೆಯಲ್ಲಿ ಸುಲೇಖನದ ಅಭ್ಯಾಸಕ್ಕಾಗಿ ಬಣ್ಣದ ಅಕ್ಷರಗಳಲ್ಲಿ ಕೆಲವು ಶಬ್ದ ಗುಂಪು, ವಾಕ್ಯಗಳನ್ನು ಕೊಡಲಾಗಿದೆ. ಅವುಗಳ ಅರ್ಥ ತಿಳಿದುಕೊಳ್ಳಿ. ಒಂದೊಂದು ಸಲ ಒಂದೊಂದು ಯಾದಿಯನ್ನು ಓದಿ ತಿಳಿದುಕೊಳ್ಳಿ. ಆ ಯಾದಿಯನ್ನು ಐದು ಸಲ ಸುವಾಚ್ಯವಾದ ಅಕ್ಷರಗಳಲ್ಲಿ ಬರೆದು ತರಲು ಹೇಳಿ.
- ಇಂಗ್ಲಿಷ್ ವಿಷಯಕ್ಕಾಗಿ ವಿದ್ಯಾರ್ಥಿಗಳು ಮಾಡಿದ ಲೇಖನ ಕಾರ್ಯದ, ವರ್ಗ/ಶಾಲೆಯಲ್ಲಿ ನಿಯಮಿತ ಸ್ವರೂಪದ ಪ್ರದರ್ಶನ ಏರ್ಪಡಿಸಿ. ಅಕ್ಷರ ಲೇಖನ, ಶಬ್ದಗಳ ಸುಲೇಖನ, ವಿದ್ಯಾರ್ಥಿಗಳು ತಯಾರಿಸಿದ ವಾಕ್ಯಗಳು, ಸಂದೇಶಗಳು, ಚಿಕ್ಕ ಹಲಗೆಗಳು, ಕೋಷ್ಟಕಗಳು ಮುಂತಾದವುಗಳ ಸಮಾವೇಶ ಅದರಲ್ಲಿ ಮಾಡಬೇಕು.
- ಈ ಮಟ್ಟದಲ್ಲಿ ಮಕ್ಕಳಿಗೆ ವ್ಯಾಕರಣದ ವ್ಯಾಖ್ಯೆ, ನಿಯಮ ಇತ್ಯಾದಿ ಔಪಚಾರಿಕ ಭಾಗಗಳನ್ನು ಕಲಿಸುವುದು, ಅಭ್ಯಾಸಕ್ರಮಕ್ಕೆ ಅನುಗುಣವಾಗಿ ಕಲಿಸುವ ಅಪೇಕ್ಷೆ ಇಲ್ಲ. ಆದರೆ ಭಾಷೆಯ ಬೇರೆ ಬೇರೆ ಘಟಕಗಳನ್ನು ಯೋಗ್ಯ ರೀತಿಯಲ್ಲಿ ಉಪಯೋಗಿಸಲು ಬರುವುದು ಹಾಗೂ ಭಾಷೆಗಳ ಘಟಕಗಳ ಸರ್ವಸಾಧಾರಣ ಅರಿವು ನಿರ್ಮಾಣವಾಗಬೇಕೆಂದು (ಪುಟ 88 ನೋಡಿರಿ.) ಈ ಪಠ್ಯಪುಸ್ತಕದಲ್ಲಿ ಅನೇಕ ಮೌಖಿಕ ಹಾಗೂ ಲೇಖನ ಕೃತಿಗಳನ್ನು ಕೊಡಲಾಗಿದೆ. ಅವುಗಳ ಮೌಖಿಕ ಹಾಗೂ ಲೇಖನ ಇವೆರಡೂ ಪ್ರಕಾರದ ರೂಢಿ ಮಾಡಿಕೊಳ್ಳಬೇಕು.
- ಶಿಕ್ಷಕರು ಯಾವಾಗಲೂ ಪೂರ್ಣ ತಯಾರಿ ಮಾಡಿ ವರ್ಗದಲ್ಲಿ ಇಂಗ್ಲಿಷ್ ಭಾಷೆಯ ಬಳಕೆ ಮಾಡುವುದು ಅವಶ್ಯವಾಗಿದೆ. ಅವರ ಮಾತಿನಲ್ಲಿ ತಪ್ಪುಗಳಾದರೆ ಅಥವಾ ನ್ಯೂನತೆ ಇದ್ದರೆ ಮಕ್ಕಳು ಕೂಡ ಅದೇ ತಪ್ಪುಗಳನ್ನು ಮಾಡಬಹುದು ಎಂಬುದನ್ನು ಲಕ್ಷ್ಯದಲ್ಲಿಟ್ಟು ಶಿಕ್ಷಕರು ಯಾವಾಗಲೂ ಕಾಳಜಿ ವಹಿಸಬೇಕು.

Evaluation Code

ಮೂಲ್ಯಮಾಪನಕ್ಕಾಗಿ ಉಪಯುಕ್ತವಾದ ಬೇರೆ ಬೇರೆ ಮೌಖಿಕ ಹಾಗೂ ಲೇಖನ ಪ್ರಶ್ನೆಗಳ ಪ್ರಕಾರಗಳನ್ನು ಹಾಗೂ ಪ್ರಕೃತಿಗಳ ವರ್ಗವಾರು ಕೋಡ ನಂಬರಗಳನ್ನು ಇಲ್ಲಿ ಕೊಡಲಾಗಿದೆ. ಪಠ್ಯಪುಸ್ತಕದಲ್ಲಿಯೇ ಪ್ರತಿಯೊಂದು ಕೃತಿ/ಪ್ರಕೃತಿಗಳೊಂದಿಗೆ ಅದಕ್ಕೆ ಸಮೀಪದ ಕೋಡ ನಂಬರ ಕೊಡಲಾಗಿದೆ. ಪರೀಕ್ಷೆಗಳ ತಯಾರಿ ಮಾಡುವಾಗ ಅದರಂತೆಯೇ ಮೂಲ್ಯಮಾಪನ ಮಾಡುವಾಗ ಶಿಕ್ಷಕರು ಈ ಕೋಡ ನಂಬರಗಳನ್ನು ಲಕ್ಷ್ಯದಲ್ಲಿಟ್ಟುಕೊಳ್ಳಬೇಕು. ಎಂದರೆನೇ ಸರ್ವಾಂಗೀಣ ಮೌಲ್ಯಮಾಪನ ಮಾಡಲು ಸುಲಭವಾಗಬಹುದು.

- | | | |
|-----|------------------------------------------------------------------------|-----------------|
| 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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NOW I KNOW!





- Listen, learn and sing with actions.
ಕೇಳಿರಿ, ಕಲಿಯಿರಿ ಹಾಗೂ ಈ ಹಾಡುಗಳನ್ನು
ಅಭಿಯಾನದೊಂದಿಗೆ ಹೇಳಿರಿ.

O1



Song 1

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



Hi!

Hi!

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

Hello.



Song 2

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

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

sing dance play sway

Hello.

Hello.



How are you?

I'm fine,
thank you.



ಈ ಹಾಡುಗಳನ್ನು ಧಾಟಿ ಹಚ್ಚಿ ಹೇಳುವ ರೂಢಿ ಮಾಡಿಸಿಕೊಳ್ಳಿರಿ. ಧಾಟಿಗಳಿಗಾಗಿ ನೋಡಿರಿ. freekidsmusic.com/traditional-childrens-songs/.

ಈ ಪುಟದ ಮೇಲಿನ ಚಿತ್ರಗಳಲ್ಲಿ ತೋರಿಸಿದಂತೆ ಸಂಭಾಷಣೆಗಳ ರೂಢಿ ಮಾಡಿಸಲು ವರ್ಗದಲ್ಲಿಯ ಮಕ್ಕಳನ್ನು ದೊಡ್ಡ ಗುಂಪುಗಳಲ್ಲಿ ಒಟ್ಟಿಗೆ ಸೇರಿಸಿರಿ. ಗುಂಪಿನಲ್ಲಿ ಪ್ರತಿಯೊಬ್ಬರೂ ಸರದಿ ಬರುವಂತೆ ತಿರುಗುತ್ತ ಹೆಚ್ಚು ಹೆಚ್ಚು ಮಕ್ಕಳೊಂದಿಗೆ (ಇಂಗ್ಲಿಷ್ ಭಾಷೆಯಲ್ಲಿ) ಮಾತನಾಡಲು ಪ್ರಯತ್ನ ಮಾಡಬೇಕು.



2. How well can you do the tasks given below? ಕೆಳಗೆ ಹೇಳಿದ ಕೆಲಸಗಳನ್ನು ನೀವು ಚೆನ್ನಾಗಿ ಮಾಡಬಲ್ಲೀರಾ?
Practise till you can do them well. ಅವು ಚೆನ್ನಾಗಿ ಬರುವವರೆಗೆ ಅವುಗಳ ರೂಢಿ ಮಾಡಿರಿ.

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.

ನೋಡಿರಿ. ಕೇಳಿರಿ. ನನ್ನೊಂದಿಗೆ ಓದಿರಿ. ಪ್ರತಿಯೊಂದು ಸಂಭಾಷಣೆಗೆ ಯೋಗ್ಯವಾದ ಚಿತ್ರವನ್ನು ಹುಡುಕಿ ಅದಕ್ಕೆ ಸರಿಯಾದ ಕ್ರಮ ಹಚ್ಚಿರಿ.

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.

ಮಕ್ಕಳ ಜೋಡಿಗಳನ್ನು ಮಾಡಿ 'role-play' ಪದ್ಧತಿಯಿಂದ ಸಂಭಾಷಣೆಗಳ ರೂಢಿ ಮಾಡಿಸಿರಿ.

ಬಣ್ಣದ ಮಜಕೂರಿನಲ್ಲಿ ಮಕ್ಕಳಿಗೆ ಅವರ ಮನಸ್ಸಿನಂತೆ ಬದಲಾವಣೆ ಮಾಡಲು ಇಲ್ಲವೆ ಹೆಚ್ಚಿನ ಸಂಭಾಷಣೆ ಸೇರಿಸಲು ಉತ್ತೇಜನ ನೀಡಿರಿ.

O13

O15



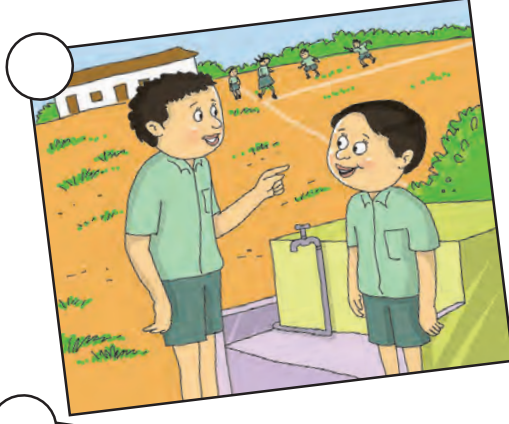
4

Hello.

Excuse me.

Please.

Unit One



2. Form pairs and practise the above dialogues.

ಜೋಡಿಗಳನ್ನು ಮಾಡಿ ಮೇಲಿನ ಸಂಭಾಷಣೆಗಳ ರೂಢಿ ಮಾಡಿಸಿಕೊಳ್ಳಿರಿ.

06





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

ಲಕ್ಷ್ಯಪೂರ್ವಕವಾಗಿ ಕೇಳಿರಿ ಹಾಗೂ ಕಥೆಯಲ್ಲಿ ಬರುವ ನಾಲ್ಕು ಅಂಕಗಳನ್ನು (ಇಂಗ್ಲಿಷ್) ಬರೆಯಿರಿ.

O2

The Golden Feather

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



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



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



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

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



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

ಕಥೆಯನ್ನು ಮತ್ತೆ ಕೇಳಿರಿ, ಅದರಲ್ಲಿ ‘w’ ದಿಂದ ಪ್ರಾರಂಭವಾಗುವ ಶಬ್ದಗಳನ್ನು ಬರೆಯಿರಿ.

O2

1. ಹಾಗೂ 2. ಈ ಕೃತಿಗಳನ್ನು ಲಕ್ಷ್ಯಪೂರ್ವಕವಾಗಿ ಕೇಳುವ ಸಲುವಾಗಿ ಇವೆ. ಕಥೆ ಕೇಳುವಾಗ ಮಕ್ಕಳಿಗೆ ಪುಸ್ತಕಗಳನ್ನು ಮುಚ್ಚಿ ಇಡಲು ಹೇಳಿರಿ.

ಕೆಲವು ಸಮಯದ ನಂತರ ಇದೇ ಕಥೆಯನ್ನು ಮತ್ತೆ ಓದಿ, ನಂತರ ‘w’ ಬಿಟ್ಟು ಇತರ ಅಕ್ಷರಗಳಿಂದ ಉದಾ., q, k, i - ಮುಂತಾದ ಅಕ್ಷರಗಳಿಂದ ಪ್ರಾರಂಭವಾಗುವ ಶಬ್ದಗಳನ್ನು ಬರೆಯಲು ಹೇಳಬಹುದು.



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

ನೋಡಿರಿ, ಕೇಳಿರಿ ಹಾಗೂ ನನ್ನೊಂದಿಗೆ ಗಟ್ಟಿಯಾಗಿ ಓದಿರಿ. ಯಾವುದೇ ಒಂದು ಅಂಕಿಯನ್ನು ಆರಿಸಿ ಆ ವಿಷಯದಲ್ಲಿ ಒಂದು ಇಂಗ್ಲಿಷ್ ವಾಕ್ಯ ತಯಾರಿಸಿರಿ.

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. ಗಟ್ಟಿಯಾಗಿ ಓದಿರಿ ಮತ್ತು ಕಲಿಯಿರಿ.

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 ರಿಂದ 100 ಸಂಖ್ಯೆಗಳ ಶಬ್ದಗಳನ್ನು ಬರೆದು ಕೋಷ್ಟಕ ತಯಾರಿಸಿರಿ.

W10

6. Think of larger numbers and make suitable sentences.

ದೊಡ್ಡ ಸಂಖ್ಯೆಯನ್ನು ಮನಸ್ಸಿನಲ್ಲಿ ಹಿಡಿದು ಅದಕ್ಕೆ ಹೊಂದುವಂತಹ ಇಂಗ್ಲಿಷ್ ವಾಕ್ಯಗಳನ್ನು ತಯಾರಿಸಿರಿ.

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.

ಸಂಖ್ಯೆಗಳ ಆಧಾರದಿಂದ ವಾಕ್ಯಗಳನ್ನು ತಯಾರಿಸುವ ಕೃತಿಗಳನ್ನು ಮಕ್ಕಳೊಂದಿಗೆ ವರ್ಗದಲ್ಲಿ ಚರ್ಚೆ ಮಾಡಿ, ಮೌಖಿಕವಾಗಿ ಹೇಳಿಸಿಕೊಳ್ಳಿರಿ. ಮಕ್ಕಳು ಹೇಳಿದ ವಾಕ್ಯಗಳನ್ನು (ಅವಶ್ಯವಿದ್ದಲ್ಲಿ ಸುಧಾರಣೆ ಮಾಡಿ) ಶಿಕ್ಷಕರು ಅವನ್ನು ಕಠಿಣ ಹಲಗೆಯ ಮೇಲೆ ಬರೆದು ಮಕ್ಕಳಿಂದ ಓದಿಸಿ ಕೊಳ್ಳಬೇಕು.








- Listen, learn, sing and play.

ಕೇಳಿರಿ, ಕಲಿಯಿರಿ, ಈ ಹಾಡು ಹೇಳಿರಿ
ಹಾಗೂ ಆಟ ಆಡಿರಿ.

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!

ಇದರಂತೆ ಒಂದೊಂದು ಅಕ್ಷರವನ್ನು ಬಿಟ್ಟು ಮುಂದಿನ ನುಡಿಗಳನ್ನು ಹೇಳಿಸಿಕೊಳ್ಳಿರಿ. (Clap)-(Clap)-N-G-O /
(Clap)-(Clap)-(Clap)-G-O / (Clap) - (Clap)-(Clap)-(Clap)-O/(Clap)-(Clap)-(Clap)-(Clap)-(Clap).
ಲಯವನ್ನು ಹೆಚ್ಚು ಕಡಿಮೆ ಮಾಡಿ ಈ ಹಾಡನ್ನು ಹೇಳಿರಿ. ಧಾಟಿಗಾಗಿ ನೋಡಿರಿ - 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.

ಮೊದಲಿನ ವಾಕ್ಯವನ್ನು ಲಕ್ಷ್ಯಪೂರ್ವಕವಾಗಿ
ಕೇಳಿರಿ. ನಂತರ ಬಿಟ್ಟ ಶಬ್ದಗಳನ್ನು ಸ್ವತಃ
ಗಟ್ಟಿಯಾಗಿ ಓದಿರಿ. ಹಾಗೆ ಮಾಡುತ್ತ ಮಾಡುತ್ತ
ಕೊನೆಗೆ ಪೂರ್ಣವಾಕ್ಯವನ್ನು ಮನಸ್ಸಿನಲ್ಲಿ
ನೆನಪು ಮಾಡಿಕೊಳ್ಳುತ್ತ 'ಓದಿರಿ.'

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

ಇದರಂತೆಯೇ ಪುಸ್ತಕದಲ್ಲಿಯ
ಇತರ ವಾಕ್ಯಗಳನ್ನು ಕರಿ
ಹಲಗೆಯ ಮೇಲೆ ಬರೆದು,
ಮಧ್ಯ-ಮಧ್ಯದಲ್ಲಿ 'ವಾಚನದ'
ಈ ಆಟವನ್ನು ಆಡಿಸಿಕೊಳ್ಳಿರಿ.
ಪ್ರತಿ ಸಲ ಕೊನೆಯ ಒಂದೊಂದು
ಶಬ್ದವನ್ನು ಅಳಿಸುತ್ತ 'ವಾಚನ'
ಮಾಡಿಕೊಳ್ಳಿರಿ.
ಈ ವಾಕ್ಯದಲ್ಲಿ ಇಂಗ್ಲಿಷಿನಲ್ಲಿಯ
ಎಲ್ಲ ಅಕ್ಷರಗಳು ಇವೆ.





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

ಪ್ರತಿಯೊಂದು ಚಿತ್ರ ಯಾವುದರದು ಇದೆ ಎಂಬುದನ್ನು ಹೇಳಿ, ಅರ್ಥಪೂರ್ಣವಾದ ಶಬ್ದ ಗುಂಪು ತಯಾರಿಸಿರಿ. ಅದಕ್ಕಾಗಿ ಇಲ್ಲಿ ಕೆಲವು ಉಪಯುಕ್ತವಾದ ಶಬ್ದಗಳನ್ನು ಕೊಡಲಾಗಿದೆ.

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

ಈ ಕೃತಿಯನ್ನು ಮೊದಲು, ವರ್ಗದಲ್ಲಿ ಮೌಖಿಕವಾಗಿ ಮಾಡಿಕೊಳ್ಳಿರಿ. ಶಬ್ದ ಹಾಗೂ ಶಬ್ದಗುಂಪು (phrases) ಗಳನ್ನು ಹೇಳುವಾಗ ಮಕ್ಕಳು a/an ಗಳನ್ನು ಯೋಗ್ಯ ರೀತಿಯಲ್ಲಿ ಉಪಯೋಗಿಸುವರೋ ಎಂಬುದನ್ನು ನೋಡಿರಿ. ನಂತರ ಒಬ್ಬನು ಚಿತ್ರದ ಹೆಸರು ಹಾಗೂ ಇನ್ನೊಬ್ಬನು ಆ ವಿಷಯಕ್ಕನುಸರಿಸಿ ಒಂದು ಶಬ್ದವನ್ನು ಹೇಳುವಂತೆ ಜೋಡಿಯ ಆಟವನ್ನೂ ಆಡಿಸಬಹುದು. ಉದಾ., 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.


ಸ್ಪರ್ಧೆಯ ಮೂರು ಮಾರ್ಗಗಳನ್ನು ಕೆಳಗೆ ತೋರಿಸಲಾಗಿದೆ. ಪ್ರತಿಯೊಂದು ಮಾರ್ಗದಲ್ಲಿಯೂ ಗುಂಪುಗಳಲ್ಲಿಯ ವಾಕ್ಯಗಳನ್ನು ಒಂದು ನಿಮಿಷದಲ್ಲಿ ಪೂರ್ಣಗೊಳಿಸಬಹುದೇ ಎಂಬುದನ್ನು ನೋಡಿರಿ. ಪ್ರತಿಯೊಂದು ವಾಕ್ಯದಲ್ಲಿ ಹೊಸ ಶಬ್ದ/ಶಬ್ದಗಳನ್ನು ಉಪಯೋಗಿಸಬೇಕು. ಎಲ್ಲ ವಾಕ್ಯಗಳನ್ನು ತಪ್ಪದೇ ಮಾಡಿದ ವಿದ್ಯಾರ್ಥಿ ಗೆಲ್ಲುವನು/ವಿದ್ಯಾರ್ಥಿನಿ ಗೆಲ್ಲುವಳು.

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 _____ .

ಮಕ್ಕಳು 'I am a boy./I am singing./ I am happy.' ಅಥವಾ 'It is big./It is a dog./It is raining./It is hopping.' ಮುಂತಾದ ಬೇರೆ ಬೇರೆ ಪ್ರಕಾರದ ವಾಕ್ಯಗಳನ್ನು ಹೇಳಿದರೆ ಒಪ್ಪಿಕೊಳ್ಳಿರಿ.





- Learn, practise and play this game.

ಕಲಿಯಿರಿ, ರೂಢಿ ಮಾಡಿರಿ ಹಾಗೂ ಈ ಆಟವನ್ನು ಆಡಿರಿ.

O3

- (a) Complete the sentences in each box to make meaningful questions. ಅರ್ಥಪೂರ್ಣವಾದ ಪ್ರಶ್ನೆಗಳು ತಯಾರಾಗುವಂತೆ, ಪ್ರತಿಯೊಂದು ಚೌಕಟ್ಟಿನಲ್ಲಿಯೂ ವಾಕ್ಯಗಳನ್ನು ಪೂರ್ಣಗೊಳಿಸಿರಿ.

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 in each set.

ಪ್ರತಿಯೊಂದು ಪ್ರಕಾರದ ಶಬ್ದವನ್ನು ಗಟ್ಟಿಯಾಗಿ ಓದಿರಿ.

O4

birds

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

animals

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

vehicles

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

toys

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

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



ಮೊದಲು ಪ್ರಾತ್ಯಕ್ಷಿಕೆ ಕೊಟ್ಟು ನಂತರ ೫-೫ ಜನರ ಗುಂಪುಗಳಲ್ಲಿ ಈ ಆಟವನ್ನು ಆಡಿಸಿಕೊಳ್ಳಿರಿ.



ಗುಂಪಿನ ಮುಖ್ಯಸ್ಥನು ಮನಸ್ಸಿನಲ್ಲಿಯೇ ಒಂದು ಚೌಕಟ್ಟನ್ನು ಆರಿಸಿಕೊಂಡು, ಗುಂಪಿನಲ್ಲಿಯೂ ಪ್ರತಿಯೊಬ್ಬನಿಗೆ (ಸ್ವತಃ: ಸಹ) ಅದರ ಹೆಸರು ಕೊಡಬೇಕು. ಇತರರಿಗೆ ಅದನ್ನು ತೋರಿಸದೆ ಈ ಹೆಸರುಗಳನ್ನು ಬರೆದು ಇಡಬೇಕು. ನಂತರ ಇತರರು (a) ದಲ್ಲಿಯ ಉದಾಹರಣೆಯಂತಹ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಿ ಪ್ರತಿಯೊಬ್ಬರ ಹೆಸರು ಕಂಡು ಹಿಡಿಯಬೇಕು. ನಂತರವೂ ಈ ಆಟವನ್ನು ಮಧ್ಯ-ಮಧ್ಯದಲ್ಲಿ ಆಡಿಸಬೇಕು.





1. Read aloud. ಗಟ್ಟಿಯಾಗಿ ಓದಿರಿ.

O4

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



in



on



under



near



in front of



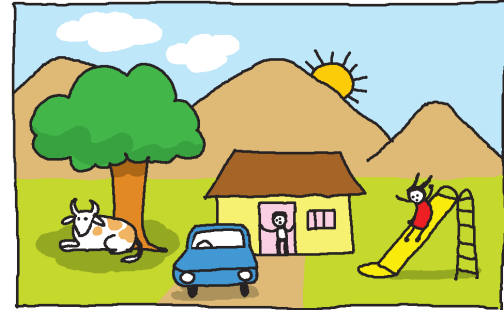
behind

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

ಚಿತ್ರಗಳನ್ನು ನೋಡಿರಿ ಹಾಗೂ ಅದರಲ್ಲಿಯ ಪ್ರತಿಯೊಂದು ಶಬ್ದಕ್ಕಾಗಿ ಕಡಿಮೆ ಎಂದರೆ ಮೂರು ವಾಕ್ಯಗಳನ್ನು ತಯಾರಿಸಿರಿ.

O8

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



spectacles



fish tank

ವರ್ಗದಲ್ಲಿ ಮಕ್ಕಳಿಗೆ ಮಾತನಾಡುವಂತೆ ಮಾಡಿ ಈ ಕೃತಿಯನ್ನು ಮೌಖಿಕವಾಗಿ ಮಾಡಿಕೊಳ್ಳಿರಿ. ಇಂತಹ ಸಮಯದಲ್ಲಿ ಮಕ್ಕಳು ಪೂರ್ಣ ವಾಕ್ಯವನ್ನು ಹೇಳದೇ phrases ಹೇಳಿದರೆ, ಅವು ಸರಿಯಾಗಿದ್ದರೆ ಅವುಗಳನ್ನು ಸ್ವೀಕರಿಸಿರಿ. (ಉದಾ., a cow **under** the tree) ಹಾಗೂ ವಾಕ್ಯಗಳನ್ನು ತಯಾರಿಸಲು ಉತ್ತೇಜನ ನೀಡಿರಿ. ನಂತರವೂ ಇಂತಹ ರೂಢಿಯನ್ನು ಆಗಾಗ ಮಾಡಿಕೊಳ್ಳಿರಿ.





Action Time

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

'A' ಹಾಗೂ 'B' ಗುಂಪಿನ ನಾಯಕರು ಏನು ಹೇಳುವರು ಎಂಬುದನ್ನು ಲಕ್ಷ್ಯವಿಟ್ಟು ಕೇಳಿರಿ ಹಾಗೂ ಅದರಂತೆಯೇ ಕೃತಿ ಮಾಡಿರಿ.

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.		

ಗುಂಪಿನ ಇಬ್ಬರು ನಾಯಕರ ಆಯ್ಕೆ ಮಾಡಿರಿ. ಅದರಲ್ಲಿ ಒಬ್ಬನು 'A' ದಲ್ಲಿಯ ಶಬ್ದ ಹೇಳಬೇಕು ಹಾಗೂ ಇನ್ನೊಬ್ಬನು ತಕ್ಷಣ 'B' ದಲ್ಲಿಯ ಯೋಗ್ಯವಾದ ಶಬ್ದಗಳನ್ನು ಅದರೊಂದಿಗೆ ಹೊಂದಿಸಬೇಕು. ಆ ಎರಡೂ ಶಬ್ದಗಳಿಂದ ತಯಾರಾಗುವ ಸೂಚನೆಗನುಸಾರವಾಗಿ ಮಕ್ಕಳು ಕೃತಿ ಮಾಡಬೇಕು. ಗುಂಪಿನ ನಾಯಕರಲ್ಲಿ ಬದಲಾವಣೆ ಮಾಡಿ ಮತ್ತೆ ಆ ರೂಢಿಯನ್ನು ಮಾಡಿಸಿಕೊಳ್ಳಬೇಕು.

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

'A' ಹಾಗೂ 'B' ಗಳ ಸಹಾಯದಿಂದ ತಯಾರಿಸಿದ ಸೂಚನೆಗಳಂತೆ ಯಾವುದೇ ಐದು ಸೂಚನೆಗಳನ್ನು ಬರೆದು ಇಡಿರಿ.

W3

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

ಚಿತ್ರದಲ್ಲಿಯ ವಸ್ತುವಿನ ಹೆಸರು ಹೇಳಿರಿ ಹಾಗೂ ಅವುಗಳಿಂದ ಏನೇನು ತಯಾರಿಸಬಹುದು ಎಂಬುದನ್ನು ಹೇಳಿರಿ.

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.

ಈ ಕೋಷ್ಟಕದಲ್ಲಿಯ ಶಬ್ದಗಳನ್ನು ಒಂದೇ ದೃಷ್ಟಿಕೋನದಲ್ಲಿ ಓದಿರಿ.

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.

ಈ ಪ್ರತಿಯೊಂದು ಶಬ್ದಗಳ ಒಂದೊಂದು ಕಾರ್ಡ್ ತಯಾರು ಮಾಡಿಸಿ ಅವುಗಳನ್ನು ವರ್ಣಮಾಲೆಯಂತೆ ಅನುಕ್ರಮವಾಗಿ ಹಚ್ಚಿರಿ. ('a' ದಿಂದ 'z' ವರೆಗೆ)

W2

P1

3. Find rhyming words from the chart.

ಈ ಕೋಷ್ಟಕದಲ್ಲಿಯ ಪ್ರಾಸಬದ್ಧ ಶಬ್ದಗಳನ್ನು ಹುಡುಕಿರಿ.

O10

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

ಈ ಕೋಷ್ಟಕದಲ್ಲಿಯ 't' ಹಾಗೂ / 'w' ದಿಂದ ಆರಂಭವಾಗುವ ಶಬ್ದಗಳನ್ನು ಹುಡುಕಿರಿ.

O10

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

ಈ ಕೋಷ್ಟಕದಲ್ಲಿಯ 'o' ಹಾಗೂ / 'y' ಅಕ್ಷರಗಳಿಂದ ಕೊನೆಗೊಳ್ಳುವ ಶಬ್ದಗಳನ್ನು ಹುಡುಕಿರಿ.

O10

W4



Here, there, everywhere!

Unit One



1. Listen, repeat and sing. ಕೇಳಿರಿ, ಮತ್ತೆ ಹೇಳಿರಿ ಹಾಗೂ ಈ ಹಾಡು ಹೇಳಿರಿ.

Unit Two

O1



Cuckoo, cuckoo,
What do you do?

In April
I open my bill;

In May
I sing all day;

In June
I change my tune;

In July
Away I fly;

In August
Go, go I must.



2. Find the rhyming words in the poem.

ಕವಿತೆಯಲ್ಲಿ ಪ್ರಾಸಬದ್ಧವಾದ ಶಬ್ದಗಳನ್ನು ಹುಡುಕಿರಿ.

O10

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

ತಿಂಗಳುಗಳ ಹೆಸರುಗಳನ್ನು ಕೇಳಿಕೊಳ್ಳಿರಿ. ಕವಿತೆಯಲ್ಲಿ ಬಂದ ಕೆಳಗಿನ ಶಬ್ದಗಳ ಮೇಲೆ (✓) ಈ ಗುರುತು ಹಾಕಿರಿ.

O2

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

ತಿಂಗಳುಗಳ ಹೆಸರುಗಳನ್ನು ನೋಡಿ ಬರೆಯಿರಿ. ಇವೇ ಹೆಸರುಗಳನ್ನು ಪಕ್ಕದಲ್ಲಿ ಕನ್ನಡದಲ್ಲಿ ಬರೆಯಿರಿ.

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.

ಲಕ್ಷ್ಯಪೂರ್ವಕವಾಗಿ ಕೇಳಿರಿ ಹಾಗೂ ನನ್ನೊಂದಿಗೆ ಗಟ್ಟಿಯಾಗಿ ಓದಿರಿ.

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.”



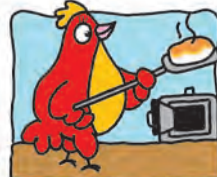
And she called her chicks and they all ate up the lovely loaf of bread.

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

ಕೆಳಗಿನ ಚಿತ್ರಗಳನ್ನು ಯೋಗ್ಯವಾದ ಕ್ರಮದಲ್ಲಿ ತೋರಿಸಲು ಅವುಗಳಿಗೆ ಕ್ರಮಾಂಕ ಕೊಡಿರಿ. ಪ್ರತಿಯೊಂದು ಚಿತ್ರಕ್ಕಾಗಿ ಒಂದು ವಾಕ್ಯವನ್ನು ಬರೆಯುವ ಪ್ರಯತ್ನ ಮಾಡಿರಿ.

W6

W13



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

ಚಿತ್ರ ನೋಡಿರಿ. ವರ್ಣನೆಯನ್ನು ಓದಿರಿ. ಮುಂದೆ ಏನಾಗುವುದು ಎಂಬುದನ್ನು ಹೇಳಿರಿ. ನಿಮ್ಮ ಉತ್ತರವನ್ನು ಬರೆದಿಡಿರಿ.

O12

W13



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



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



Manisha is hungry. What will she do?



Manish is thirsty. What will he do?



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



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



Sunil is getting ready for school.

It is about to rain. What will they do?



Daji is going to water the plants.



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



Sundara is grazing.

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

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

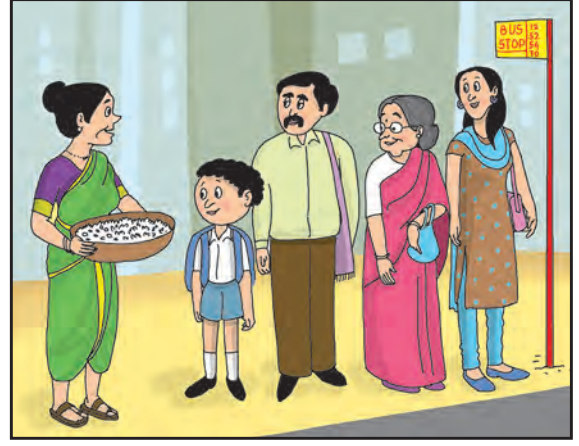


• Who took the guavas?

ಚಿತ್ರದಲ್ಲಿಯ ಮನುಷ್ಯರು ಹಾಗೂ ಪ್ರಾಣಿಗಳು ಏನು ಮಾಡುತ್ತಿರುವರು ಎಂಬುದನ್ನು ಹೇಳಿರಿ ಹಾಗೂ ಆಮೇಲೆ ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರ ಕೊಡಿರಿ.

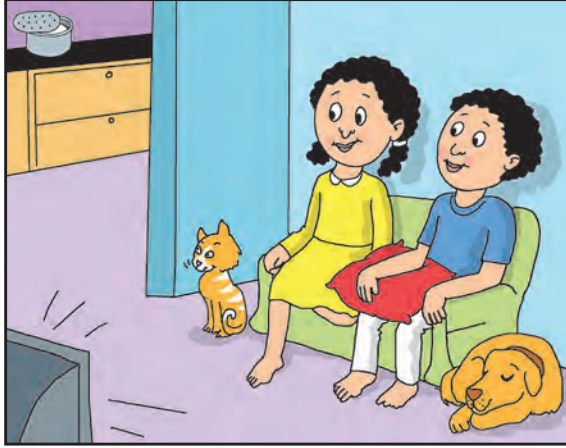
O12

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



• Who bought the flowers?

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



• Who drank the milk?

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



• Who found the ring?

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

ಚಿತ್ರದ ಆಧಾರದಿಂದ 'Who' ದಿಂದ ಪ್ರಾರಂಭವಾಗುವ (ಕಡಿಮೆ ಎಂದರೆ ಐದು) ಪ್ರಶ್ನೆಗಳನ್ನು ತಯಾರಿಸಿರಿ.

O8

Just
now!

1. Listen, repeat, sing and enact. ಕೇಳಿರಿ, ಹೇಳಿರಿ. ಈ ಹಾಡನ್ನು ಅಭಿನಯದೊಂದಿಗೆ ಹಾಡಿರಿ.

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.

ಶಬ್ದ ಓದಿರಿ. ಈ ಜನರಿಗೆ ಏನಾಗಿದೆ ಎಂಬುದನ್ನು ಹೇಳಿರಿ. ನಿಮ್ಮ ಉತ್ತರ ಬರೆಯಿರಿ.

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'.

ಜೋಡಿಗಳನ್ನು ಮಾಡಿರಿ. ಕೆಳಗಿನ ವಾಕ್ಯಗಳನ್ನು ಉಪಯೋಗಿಸಿ 'A' ಹಾಗೂ 'B' ಗಳಲ್ಲಿಯ ಬೇರೆ ಬೇರೆ ಸಂಭಾಷಣೆಗಳನ್ನು ತಯಾರಿಸಿ ಅಭಿನಯದೊಂದಿಗೆ ಸಾದರಪಡಿಸಿರಿ.

O6



What's the matter?



I have

Aren't you feeling well?

What's wrong?

Oh! I'm so sorry!

Can I help?

We must tell the teacher.

You must see a doctor.

Take rest.

Go home.

I don't know.

No, it's all right.

All right!

Oh!

Thank you.

True Friends

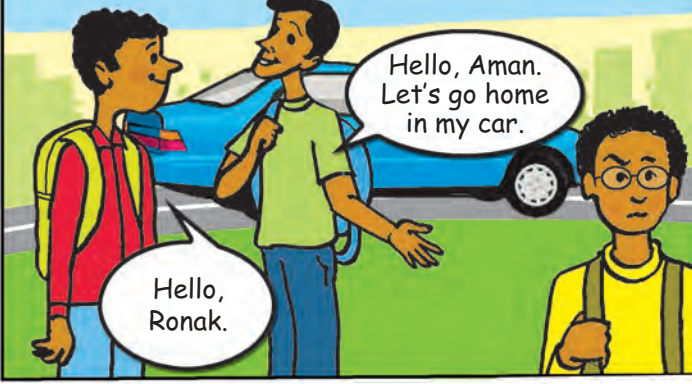
1. Look at the pictures, listen carefully and read aloud.

ಚಿತ್ರಗಳನ್ನು ನೋಡಿರಿ.
ಲಕ್ಷ್ಯಪೂರ್ವಕವಾಗಿ ಕೇಳಿರಿ ಹಾಗೂ
ಗಟ್ಟಿಯಾಗಿ ಓದಿರಿ.

O4

O5

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



Munna was in the same class.



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

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



His friends came to see him.



How are you, Aman? Get well soon.

I don't see Ronak.

Next day,



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



I was busy.

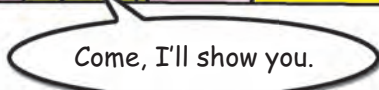
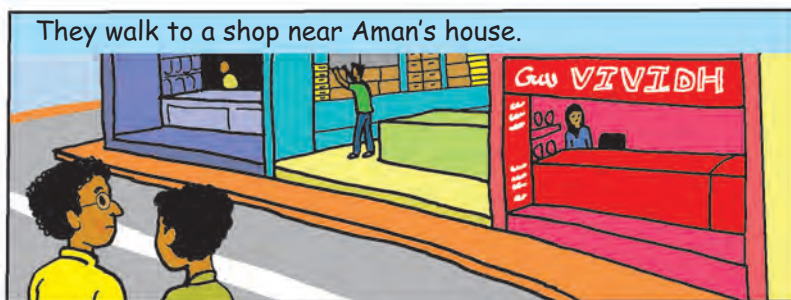


Your best friend is ill, and you were busy! I see.

Anyway, you cannot be good friends.



Why?





2. Enact the story.

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

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

- my car
- your friend
- Aman's house

- his money
- her book
- its tail

- our school
- their team
- boys' hostel

ಈ ಕಥೆಯ ನಾಟ್ಯಕರಣ ಮಾಡಿರಿ.

P6

ಈ ಕಥೆಯನ್ನು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ನಿಮ್ಮ ಮಾತೃಭಾಷೆಯಲ್ಲಿ ಹೇಳಿರಿ ಹಾಗೂ ಬರೆಯಿರಿ.

P8

ನಿಮ್ಮ ಕಲ್ಪನಾಶಕ್ತಿಯ ಉಪಯೋಗ ಮಾಡಿ, ಕೆಳಗೆ ಕೊಟ್ಟ ಶಬ್ದದ ಗುಂಪುಗಳಂತಹ, ಕಡಿಮೆ ಎಂದರೆ ೩ ಗುಂಪುಗಳನ್ನು ತಯಾರಿಸಿ ಬರೆಯಿರಿ.

W13



5. Fill in the appropriate dates and days. ಬಿಟ್ಟ ಸ್ಥಳಗಳಲ್ಲಿ ಯೋಗ್ಯವಾದ ವಾರ ಹಾಗೂ ದಿನಾಂಕಗಳನ್ನು ಬರೆಯಿರಿ. 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.

ಈ ಶಬ್ದಗಳನ್ನು ಪುಟ 22 - 24 ನೆಯ ಪುಟಗಳಿಂದ ಹುಡುಕಿ ಅವುಗಳ ಕೆಳಗೆ ಗುರುತು ಮಾಡಿರಿ. O10

well

good

better

best

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

ಈ ಶಬ್ದಗಳ ವಿರುದ್ಧಾರ್ಥ ಶಬ್ದಗಳನ್ನು 22 - 24 ನೆಯ ಪುಟಗಳಿಂದ ಹುಡುಕಿ ಬರೆಯಿರಿ. W4

tomorrow

rich

ill

come

work

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

ಕೆಳಗಿನವುಗಳಲ್ಲಿಯ ಯೋಗ್ಯ ಪರ್ಯಾಯವನ್ನು ಆಯ್ದು ಕೆಳಗಿನ ವಾಕ್ಯಗಳನ್ನು ಪೂರ್ಣ ಮಾಡಿರಿ. 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.

ಈ ಪೂರ್ಣ ವಾಕ್ಯಗಳನ್ನು ನಿಮ್ಮ ಮಾತೃಭಾಷೆಯಲ್ಲಿ ಭಾಷಾಂತರ ಮಾಡಿರಿ. P8

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

ನನ್ನ ಪ್ರಶ್ನೆಯನ್ನು ಕೇಳಿರಿ ಮತ್ತು ಬೇಗನೆ ಪೂರ್ಣ ಮಾಡಿರಿ. O10

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

ಶಿಕ್ಷಕರು ಯಾವುದೇ ವಿದ್ಯಾರ್ಥಿ ಕಡೆ ನಿರ್ದೇಶಿಸಿ ಪ್ರಶ್ನೆಯ ಪೂರ್ವಭಾಗ ಹೇಳಬೇಕು. ಅವನು/ಅವಳು ಸ್ವಂತ ಮನಸ್ಸಿನಿಂದ ಪ್ರಶ್ನೆ ಪೂರ್ಣ ಮಾಡಬೇಕು. ಅದೇ ಅದೇ ಕಲ್ಪನೆಯನ್ನು ಮತ್ತೆ ಮತ್ತೆ ಬಳಸಬಾರದು. ಈ ಆಟ/ಸ್ಪರ್ಧಾಯ ಸಾಧ್ಯವಾದಷ್ಟು ಬೇಗಬೇಗನೆ ತೆಗೆದುಕೊಳ್ಳಬೇಕು.

Keeping Quiet

1. Listen carefully and enact in a pair.

ಲಕ್ಷ್ಯ ಪೂರ್ವಕವಾಗಿ ಕೇಳಿರಿ.
ಜೋಡಿಗಳನ್ನು ಮಾಡಿ
ಅಭಿನಯದೊಂದಿಗೆ ಸಾದರಪಡಿಸಿರಿ.

O3

Hello, Namita.



Are you busy ?



Shall we go out to play ?



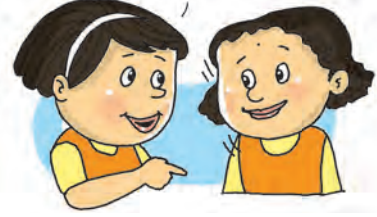
Hey, what's wrong with you ?



Are you angry with me ?



Can I take your pen ?



Where is it ?



Where's Mitali ?



Where's Shama ?



On the playground ?



In the office ?



Then I think I'll go to her.



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

ಮೇಲಿನ ಪ್ರತಿಯೊಂದು ಚಿತ್ರದಲ್ಲಿ ನಮಿತಾ ಏನು ಹೇಳಬಹುದು ಎಂಬುದನ್ನು ಹೇಳಿರಿ.

O8

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

ಜೋಡಿಗಳನ್ನು ಹೊಂದಿಸಿ. ಸರದಿಯಂತೆ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳುತ್ತ 'Keeping Quiet' ಈ ಆಟ ಆಡಿರಿ.

O3

4. Match the actions and their meaning. Write ಕೃತಿ ಹಾಗೂ ಅರ್ಥಗಳ ಯೋಗ್ಯ ಜೋಡಿ ಹೊಂದಿಸಿರಿ. ಪ್ರತಿಯೊಂದು ಚಿತ್ರದ ಹತ್ತಿರ ಯೋಗ್ಯವಾದ ವಿಷಯವನ್ನು ಬರೆಯಿರಿ.

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.

ಜೋಡಿ ಅಥವಾ ಗುಂಪುಗಳನ್ನು ಮಾಡಿರಿ. ಕೆಳಗಿನವುಗಳಲ್ಲಿಯ ಒಂದು/ಹಲವು ವಾಕ್ಯಗಳಲ್ಲಿಯ ಯಾವುದೇ ವಾಕ್ಯದ ಮೊದಲು ಇಲ್ಲವೇ ನಂತರ ಜೋಡಿಸಿ. ಚಿಕ್ಕದಾದ ಅರ್ಥಪೂರ್ಣವಾದ ಸಂಭಾಷಣೆ ತಯಾರಿಸಿರಿ.

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.

P3

Where do you live?
Tell me your address.

What's your full name?

What subjects do you like?

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

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

What's your favourite dish?

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

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

QR Code: GUGM44

ಸಂದರ್ಶನ ನೀಡುವ ಮಕ್ಕಳು ತಮ್ಮ ಸ್ವಂತದ ಬಗೆಗಿನ ಮಾಹಿತಿ ಕೊಡಬೇಕು. ನಮೂನೆಯಲ್ಲಿಯಂತೆಯೇ ಉತ್ತರ ಕೊಡಬೇಕಾಗಿಲ್ಲ.

2. Read the specimen given below. Now write ಕೆಳಗಿನ ನಮೂನೆಯನ್ನು ಓದಿರಿ. ನಿಮ್ಮ ಗೆಳೆಯ/ಗೆಳತಿಯ
your friend's profile using his/her answers. ಉತ್ತರಗಳನ್ನು ಲಕ್ಷ್ಯದಲ್ಲಿಟ್ಟುಕೊಂಡು ಅಂತಹದೇ
ಪುಟ ತಯಾರಿಸಿರಿ. 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.

Example : Let's work quickly.

ಮಧ್ಯಭಾಗದಿಂದ ಪ್ರಾರಂಭಿಸಿ ಹತ್ತಿರದ ಚೌಕಟ್ಟಿನಲ್ಲಿಯ
ಶಬ್ದಗಳನ್ನು ಉಪಯೋಗಿಸಿ ಸಾಧ್ಯವಿದ್ದಷ್ಟು ಅರ್ಥಪೂರ್ಣ
ವಾಕ್ಯಗಳನ್ನು ತಯಾರಿಸಿರಿ.

O10



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. ನೀವು ತಯಾರಿಸಿದ ಯಾವುದೇ ಹತ್ತು ವಾಕ್ಯಗಳನ್ನು ಬರೆಯಿರಿ. W9

3. Instead of **Let's**, use **Let me** at the beginning and make meaningful sentences. ವಾಕ್ಯದ ಮೊದಲಿಗೆ **Let's** ಬದಲಾಗಿ **Let me** ಉಪಯೋಗಿಸಿ
ಅರ್ಥಪೂರ್ಣ ವಾಕ್ಯ ತಯಾರಿಸಿರಿ. 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.

ಕೆಳಗೆ ಕೊಟ್ಟಂತೆ ಯಾದಿ ತಯಾರಿಸಿರಿ. ಯಾವುದೇ ಎರಡು ಯಾದಿಗಳಲ್ಲಿ ಒಂದೇ ಶಬ್ದವನ್ನು ಎರಡು ಸಲ ಉಪಯೋಗಿಸಬೇಡಿರಿ. ಅವಶ್ಯಕತೆಯೆನಿಸಿದಾಗ ಶಬ್ದಕೋಶದ ಉಪಯೋಗ ಮಾಡಿರಿ.

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. ಪ್ರತಿಯೊಂದು ಯಾದಿಯಲ್ಲಿಯೂ ಶಬ್ದ a ದಿಂದ z ಈ ಕ್ರಮದಲ್ಲಿಯೇ ಇರಲಿ.
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. ಎಲ್ಲ ಯಾದಿಗಳಲ್ಲಿಯೂ ಶಬ್ದಗಳನ್ನು ಒಂದೆಡೆ ತಂದು a ದಿಂದ z ಈ ಕ್ರಮದಲ್ಲಿಯೇ ಹಚ್ಚಿರಿ. ಪ್ರತಿಯೊಂದು ಶಬ್ದದ ನಂತರ ಅದನ್ನು ಯಾವ ಯಾದಿಯಿಂದ ತೆಗೆದುಕೊಳ್ಳಲಾಗಿದೆ ಎಂಬುದನ್ನು ಸ್ವಲ್ಪದರಲ್ಲಿ ಬರೆದಿಡಿರಿ.

ಪ್ರಕಲ್ಪಪೂರ್ಣ ಮಾಡುವ ಸಲುವಾಗಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಎರಡು ವಾರದ ಅವಧಿ ಕೊಡಿರಿ. ಒಂದೊಂದು ವಿಷಯದ ಮೇಲೆ ಮಧ್ಯಮಧ್ಯದಲ್ಲಿ ಚರ್ಚೆ ತೆಗೆದುಕೊಳ್ಳಿರಿ ಮತ್ತು ಹೆಚ್ಚು ಹೆಚ್ಚು ಶಬ್ದ ಅದರಂತೆ ಶಬ್ದಗಳನ್ನು (a blue pencil) ತಯಾರಿಸಲು ಪ್ರೋತ್ಸಾಹನ ನೀಡಿರಿ. ಕಾಲ್ಪನಿಕ ಕಥೆಗಳಲ್ಲಿಯೂ ಅದ್ಭುತ ಪ್ರಸಂಗಗಳ (fairy, dwarf) ಅದರಂತೆ ಮಕ್ಕಳು ಪ್ರತ್ಯಕ್ಷವಾಗಿ ನೋಡಲಾರದ ಸತ್ಯಘಟನೆಗಳನ್ನು ತೆಗೆದುಕೊಳ್ಳಬಹುದು. ಉದಾ., snow, diamonds. ಶಬ್ದ ಕ್ರಮವಾಗಿ ಹಚ್ಚುವಾಗ ಶಬ್ದ ಗುಂಪಿನಲ್ಲಿಯೇ ಕೇವಲ ಮುಖ್ಯ ಶಬ್ದ ತೆಗೆದುಕೊಳ್ಳಿರಿ. ಉದಾ., 'pink balloons' ದಲ್ಲಿಯೇ ಕೇವಲ balloons ಶಬ್ದ ತೆಗೆದುಕೊಳ್ಳಿರಿ. ಈ ಪ್ರಕಲ್ಪದ ನಿಮಿತ್ತದಿಂದಾಗಿ ಮಕ್ಕಳಿಗೆ ಶಬ್ದಕೋಶವನ್ನು ಉಪಯೋಗಿಸಲು ಕಲಿಸಿರಿ.





Trains

1. Listen, repeat, learn
and recite.

ಕೇಳಿರಿ, ಹೇಳಿರಿ, ಕಲಿಯಿರಿ ಮತ್ತು
ಹೇಳಿ ತೋರಿಸಿರಿ.

O1

Unit Three



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

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

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

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

– James S. Tippett



2. Find and label the following
in the picture.

ಕೆಳಗಿನ ಅಂಶಗಳನ್ನು ಈ ಚಿತ್ರದಲ್ಲಿ ಹುಡುಕಿ
ಮತ್ತು ಅವುಗಳಿಗೆ ಹೆಸರು ಕೊಡಿರಿ.

W3

mountain, plain, river,
river bank, bridge.

• mail (ಮೇಲ್) ಅಂಚೆ • precious (ಪ್ರಶಸ್) ದುಬಾರಿ, ಬಹುಮೂಲ್ಯ. • without fail (ವಿ'ದಾಲುಟ್ ಫೇಲ್) ಮರೆಯದೆ, ತಪ್ಪದೇ. • freight cars (ಫ್ರೈಟ್ ಕಾರ್ಸ್) ಮಾಲು ಉಗಿಬಂಡೆ. • dusk (ಡಸ್ಟ್) ಸಾಯಂಕಾಲ, ದೀಪ ಹಚ್ಚುವ ಸಮಯ. • dawn (ಡಾನ್) ನಸುಕು, ಉಷ್ಣಕಾಲ.

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 (ಗ್ರೂವ್) small forest, wood. ಒಂದೇ ಸ್ಥಳದಲ್ಲಿ ಬೆಳೆದ ವೃಕ್ಷಗಳು, ವನ
- stole (ಸ್ಟೋಲ್) ಕಳ್ಳತನ ಮಾಡಿದ, ಮಾಡಿ ಒಯ್ದ
- thorns (ಥಾನ್ಸ್) ಮುಳ್ಳು.
- sprang up (ಸ್ಟ್ರಾಂಗ್ ಅಪ್) ಒಮ್ಮಿಂದೊಮ್ಮೆ ಹರಿಯ ಹತ್ತಿತು.

2. Read and remember. ಓದಿರಿ ಹಾಗೂ ನೆನಪಿಡಿರಿ.

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



3. Read the following sentences carefully.

ಕೆಳಗಿನ ವಾಕ್ಯಗಳನ್ನು ಲಕ್ಷ್ಯಪೂರ್ವಕವಾಗಿ ಓದಿರಿ.

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.

ಈಗ ಕೆಳಗಿನ ವಾಕ್ಯಗಳಲ್ಲಿಯ do not/does not ಈ ಶಬ್ದಗಳನ್ನು ಬಿಟ್ಟು ಅರ್ಥಪೂರ್ಣವಾದ ವಾಕ್ಯಗಳನ್ನು ತಯಾರಿಸಿರಿ. ಅದರ ಸಲುವಾಗಿ ಬಣ್ಣದ ಯಾದಿಯಲ್ಲಿ ಶಬ್ದವನ್ನು ಬದಲಾಯಿಸಬೇಕಾಗಬಹುದು.

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.

ಕೆಳಗಿನ ವಾಕ್ಯಗಳಲ್ಲಿ do not/does not ಗಳಲ್ಲಿಯ ಯೋಗ್ಯವಾದ ಪದವನ್ನು ಉಪಯೋಗಿಸಿ ಅರ್ಥಪೂರ್ಣವಾದ ವಾಕ್ಯಗಳನ್ನು ತಯಾರಿಸಿರಿ.

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.

ನಿಮ್ಮ ಸ್ವಂತದ ಕಲ್ಪನಾಶಕ್ತಿಯ ಆಧಾರದಿಂದ ಕೆಳಗಿನ ವಾಕ್ಯಗಳನ್ನು ಪೂರ್ಣಗೊಳಿಸಿರಿ.

W13

• I wish I had .

• I wish I could .

_____ .

_____ .

_____ .

_____ .

_____ .

_____ .

3. (a) ಹಾಗೂ (b) ಗಳಲ್ಲಿಯ ಒಪ್ಪಿಕೊಳ್ಳುವ ಹಾಗೂ ಒಪ್ಪಿಕೊಳ್ಳದ ವಾಕ್ಯಗಳನ್ನು ಉಪಯೋಗಿಸುವುದಿದೆ. ಅದರಲ್ಲಿ do not/does not ಉಪಯೋಗ ಮಾಡಿಕೊಳ್ಳುವ ರೂಢಿ ಇದೆ. ಅದೇ ವೇಳೆಯಲ್ಲಿ ವಾಕ್ಯ ಅರ್ಥಪೂರ್ಣವಾಗುವ ಸಲುವಾಗಿ ಅದರಲ್ಲಿಯ ಇತರ ಶಬ್ದಗಳನ್ನು ಬದಲಾವಣೆ ಮಾಡುವುದಿದೆ. ಮಕ್ಕಳಿಗೆ ರೂಢಿ ಮಾಡುವ ಸಮಯದಲ್ಲಿ ಈ ಎರಡು ಸಂಗತಿಗಳನ್ನು ಲಕ್ಷ್ಯಕ್ಕೆ ತಂದು ಕೊಡಿರಿ.



Lots of Things Together

- Read aloud and copy the phrases in your notebook.

ಈ ಶಬ್ದಗುಂಪನ್ನು ಗಟ್ಟಿಯಾಗಿ ಓದಿರಿ ಮತ್ತು ನೋಡಿ ನಿಮ್ಮ ವಹಿಯಲ್ಲಿ ಬರೆಯಿರಿ.

O4

W10



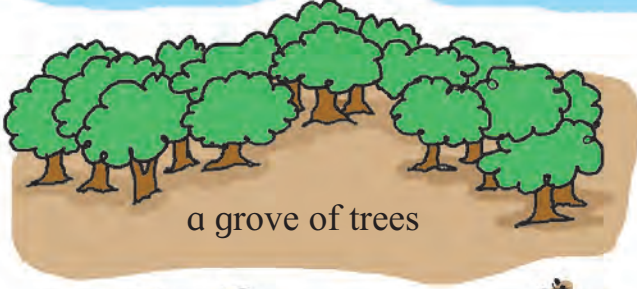
a flight of birds



a flock of geese



a flock of sheep



a grove of trees



a pack of dogs



a swarm of bees



a colony of ants



a herd of cattle



a group of children



a team of players



a crowd of people



a bundle of clothes



a bundle of sticks



a bunch of flowers

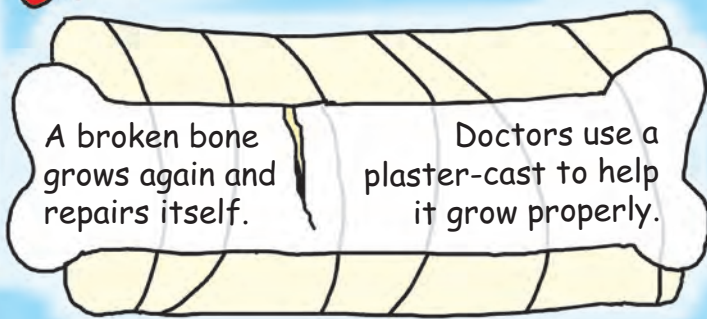
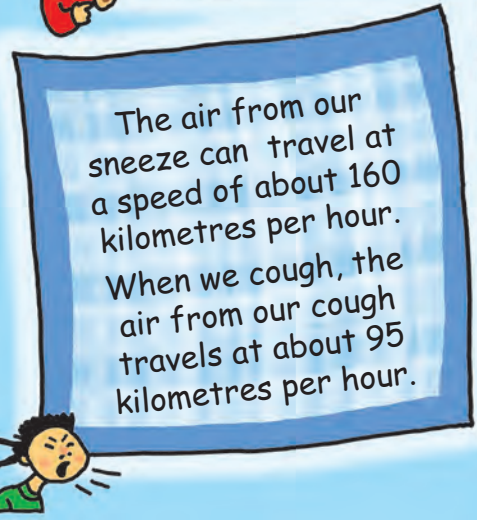
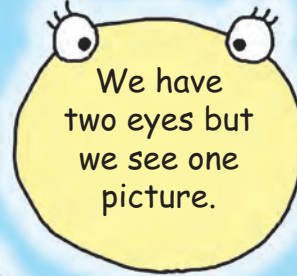
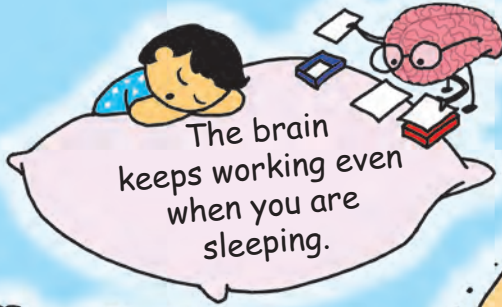
a bunch of keys



a bunch of grapes



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



2. Listen carefully, read and remember.

ಲಕ್ಷ್ಯಪೂರ್ವಕ ಕೇಳಿರಿ, ಓದಿರಿ ಹಾಗೂ ನೆನಪಿಡಿರಿ.

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.

'ಆರೋಗ್ಯ' ಹಾಗೂ 'ಸ್ವಚ್ಛತೆ' ಈ ವಿಷಯಗಳ ಬಗ್ಗೆ ದೊಡ್ಡ ಕಾಗದಗಳಲ್ಲಿ (ಇಂಗ್ಲಿಷಿನಲ್ಲಿ) ಸಂದೇಶಗಳನ್ನು ಬರೆಯಿರಿ ಹಾಗೂ ನಿಮ್ಮ ವರ್ಗದಲ್ಲಿ ಒಂದು ಪ್ರದರ್ಶನವನ್ನು ಏರ್ಪಡಿಸಿರಿ.

W9

W10

Examples :





Alyonushka

1. Listen carefully.

ಲಕ್ಷ್ಯವೂರ್ವಕವಾಗಿ ಕೇಳಿರಿ.

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

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

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

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

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



"Stop, stop, you wicked birds," said Alyonushka.

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

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

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

"Oven, Oven, tell me where the geese have flown."

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

"What, eat a slice of wheat bread ! At home, we don't eat even wheat cakes."

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



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

Soon she came to an apple tree.

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

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

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



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

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

Soon she came to the milk river.



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

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

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

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

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



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

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

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



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

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

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

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

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



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

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

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

“Hide us, please, Oven,” said Alyonushka. Quickly, the oven hid the children. The geese couldn’t find

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

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

– Adapted from a Russian fairy tale

2. Now read the story aloud with me.

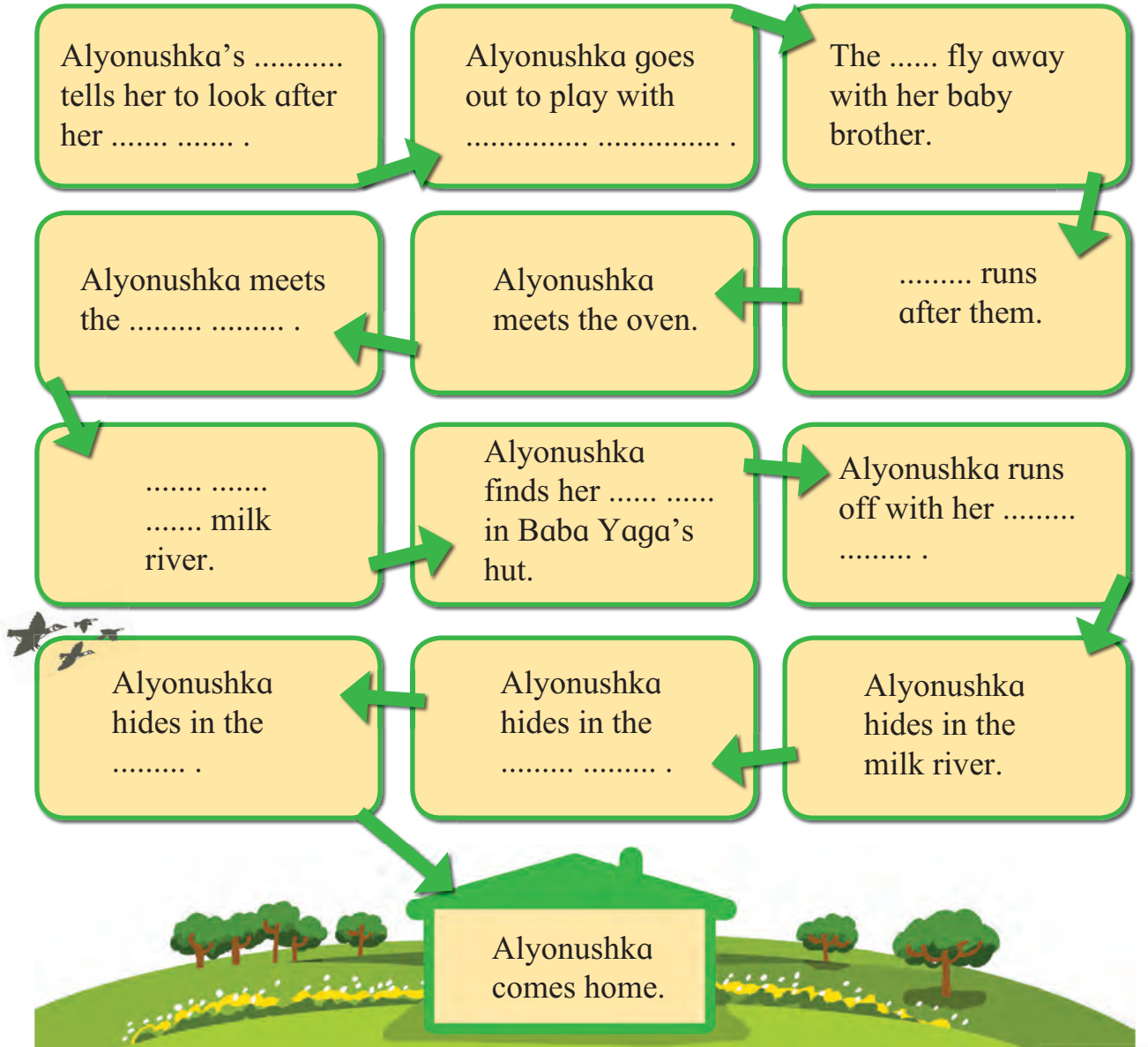
3. Alyonushka’s story is given below in short. Read it and fill in the blanks.

ನನ್ನೊಂದಿಗೆ ಈ ಕಥೆಯನ್ನು ಗಟ್ಟಿಯಾಗಿ ಓದಿರಿ.

ಕೆಳಗೆ ಅಲ್ಯೊನುಷ್ಕಾಳ ಕಥೆಯನ್ನು ಸ್ವಲ್ಪದರಲ್ಲಿ ಕೊಡಲಾಗಿದೆ. ಅದನ್ನು ಓದಿ, ಬಿಟ್ಟ ಸ್ಥಳಗಳನ್ನು ತುಂಬಿರಿ.

O5

W9



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

ನಿಮ್ಮ ಮನಸ್ಸಿನಿಂದ, ಮೋಜಿನಿಸುವಂತಹ ಹೆಸರುಗಳನ್ನು ತಯಾರಿಸಿರಿ. ಅವು ಇಂಗ್ಲಿಷ್ ಹೆಸರುಗಳು ಎಂದು ಅನಿಸುತ್ತವೆಯೇ ?

ಐದೈದು ಜನರ ಗುಂಪು ಮಾಡಿರಿ. ಗುಂಪಿನಲ್ಲಿ ಸರದಿಯಂತೆ ಕಥೆಯನ್ನು ಅಲ್ಯೊನುಷ್ಕಾಳ ಮಾತಿನಲ್ಲಿ ಹೇಳಿರಿ. ಸುಮಾರು ೫-೮ ಸಾಲುಗಳು ಆದನಂತರ ತಡೆದು ಮುಂದಿನ ವಿದ್ಯಾರ್ಥಿಗೆ ಆ ನಂತರದ ಕಥೆ ಹೇಳಲು ಹೇಳಿರಿ.

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



O14

6. Read aloud and copy. ಗಟ್ಟಿಯಾಗಿ ಓದಿರಿ ಮತ್ತು ನೋಡಿ ಬರೆಯಿರಿ.

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.

ಲಕ್ಷ್ಯಪೂರ್ವಕ ಕೇಳಿರಿ ಹಾಗೂ ಪ್ರತಿಯೊಂದು ಶಬ್ದವನ್ನು ಕೋಷ್ಟಕದಲ್ಲಿ ಸರಿಯಾದ ಭಾಗದಲ್ಲಿ ಬರೆಯಿರಿ.

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.

ಲಕ್ಷ್ಯಪೂರ್ವಕ ಕೇಳಿರಿ ಹಾಗೂ ಪ್ರತಿಯೊಂದು ಶಬ್ದವನ್ನು ಕೋಷ್ಟಕದಲ್ಲಿ ಸರಿಯಾದ ಭಾಗದಲ್ಲಿ ಬರೆಯಿರಿ.

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



One Thing at a Time

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

ಈ ಕವಿತೆಯನ್ನು ಕೇಳಿರಿ, ಗಟ್ಟಿಯಾಗಿ ಓದಿರಿ, ಕಲಿಯಿರಿ ಹಾಗೂ ಸಾದರಪಡಿಸಿರಿ. O4 O1





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

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

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

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

– M. A. Stodart





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

- play • might • well • you • one • should
- Write down these pairs of rhyming words.

ಶಬ್ದ ಲಕ್ಷ್ಯಪೂರ್ವಕ ಕೇಳಿರಿ. ಆ ಶಬ್ದದ ಪ್ರಾಸಕ್ಕೆ ಸರಿ ಹೊಂದುವ ಶಬ್ದವನ್ನು ಕವಿತೆಯಲ್ಲಿ ಹುಡುಕಿರಿ.

O10

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

ಪ್ರಾಸಬದ್ಧವಾದ ಶಬ್ದಗಳ ಜೋಡಿಗಳನ್ನು ಬರೆಯಿರಿ.

W7

4. Answer the following questions in one word.

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

ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಒಂದೇ ಶಬ್ದದಲ್ಲಿ ಉತ್ತರ ಬರೆಯಿರಿ.

O11

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

ನಿಮ್ಮ ಗೆಳೆಯ/ಗೆಳತಿಯರ ಸಲುವಾಗಿ 'a' ಮತ್ತು 'b' ದ ಉಪಯೋಗ ಮಾಡಿ ಪ್ರತಿಯೊಂದರ ಐದು ಪ್ರಶ್ನೆಗಳನ್ನು ತಯಾರಿಸಿರಿ. ಅವರು ಕೊಟ್ಟ ಉತ್ತರವನ್ನು ಬರೆಯಿರಿ.

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

P3

Unit Three

Try, try and try again.

43



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

ಆರನೆಯ/ಏಳನೆಯ ತರಗತಿಯಲ್ಲಿ
ಕಲಿಯುವ ಅಂಚೆ-ಗೆಳೆಯ/
ಅಂಚೆ-ಗೆಳತಿಯನ್ನು ಹುಡುಕಿರಿ.

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.

ಹುಟ್ಟು ಹಬ್ಬ, ಹಬ್ಬ ಹರಿದಿನದಂತಹ ವಿಶೇಷ ಸಮಾರಂಭಗಳಿಗೆ ನಿಮ್ಮ ಅಂಚೆ ಗೆಳೆಯ/ಗೆಳತಿಯರಿಗೆ ಶುಭೇಚ್ಛೆ ನೀಡುವ ಒಲೆಗಳನ್ನು ಕಳಿಸಿರಿ.

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

ಆರನೆಯ/ಏಳನೆಯ ವರ್ಗದ ಶಿಕ್ಷಕರೊಂದಿಗೆ ಸಂಪರ್ಕ ಮಾಡಿ ನಿಮ್ಮ ವರ್ಗದ ಪ್ರತಿಯೊಬ್ಬ ವಿದ್ಯಾರ್ಥಿಗೆ 'pen-friend' ಸಿಗುವಂತೆ ನೋಡಿಕೊಳ್ಳಿರಿ. ಪ್ರತಿಯೊಬ್ಬ ವಿದ್ಯಾರ್ಥಿ ತಯಾರಿಸಿದ pen-friend profile ನೋಡಿ ಪ್ರತಿಯೊಬ್ಬರು ಶುಭೇಚ್ಛೆ ಪತ್ರ/ಕಾರ್ಡುಗಳನ್ನು ಕಳಿಸುವಂತೆ ನಿಯೋಜನ ಮಾಡಿರಿ. ಈ ಉಪಕ್ರಮ ವರ್ಷವಿಡೀ ನಡೆಯುವಂತೆ ನೋಡಿಕೊಳ್ಳಿರಿ. ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಬಂದ ಶುಭೇಚ್ಛೆ ಕಾರ್ಡು/ಪತ್ರಗಳ ಪ್ರದರ್ಶನವನ್ನು ವರ್ಗಗಳಲ್ಲಿ ಆಗಾಗ ಏರ್ಪಡಿಸಬಹುದು.

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

ಕೆಳಗಿನ ಪತ್ರಗಳನ್ನು ಹಾಗೂ ವಾಕ್ಯಗಳನ್ನು
ಲಕ್ಷ್ಯಪೂರ್ವಕವಾಗಿ ಓದಿರಿ. ನಿಮ್ಮ ಸ್ವಂತದ ಪತ್ರಗಳನ್ನು
ಬರೆಯುವಾಗ ಅವುಗಳ ಉಪಯೋಗ ಮಾಡಿಕೊಳ್ಳಿರಿ.

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.

Yours sincerely,

With regards,

With lots of love,

Yours lovingly,

Yours truly,

Love,

See you soon.

1. Listen, repeat, learn and recite. 01

ಕೇಳಿರಿ, ಹೇಳಿರಿ, ಕಲಿಯಿರಿ ಹಾಗೂ ಹೇಳಿ ತೋರಿಸಿರಿ.



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 (ಪಾಜ್) ಪಂಜೆ

• limb (ಲಿಮ್) ದೊಡ್ಡ ಗಿಡದ ರೆಂಬೆ

• worm (ವರ್ಮ್) ಹುಳ

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

ಜೋಡಿಗಳನ್ನು ಮಾಡಿ 'ಒಂದು-ಒಂದಕ್ಕಿಂತ ಹೆಚ್ಚು' ಈ ಆಟ ಆಡಿರಿ. ಯಾವುದೇ ವಸ್ತು/ಈ ಪುಸ್ತಕದಲ್ಲಿಯ ಚಿತ್ರಗಳನ್ನು ತೋರಿಸಿ ಆಟ ಪ್ರಾರಂಭಿಸಿರಿ.

O3

One lion!

Many lions!

Many boys!

One boy!



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

ಯಾವುದೇ ಐದು 'ಒಂದು-ಒಂದಕ್ಕಿಂತ ಹೆಚ್ಚು' ಜೋಡಿಗಳನ್ನು ಬರೆಯಿರಿ.

W3

3. Dumb charades

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

ಮೂಕಾಭಿನಯ : ನೋಡಿರಿ ಹಾಗೂ ಗುರುತಿಸಿರಿ.

O3

ಒಬ್ಬರು, ಕವಿತೆಯಲ್ಲಿಯ ಯಾವುದೇ ಸಾಲಿನ ಅಭಿನಯವನ್ನು ಮಾತನಾಡಲಾರದೇ ಮಾಡಿ ತೋರಿಸಬೇಕು. ಉಳಿದವರು ಆ ಸಾಲನ್ನು ಗುರುತಿಸಬೇಕು.

ಈ ಆಟವನ್ನು ಇನ್ನಿತರ ಕವಿತೆ ಇಲ್ಲವೇ ಪಾಠಗಳಿಗಾಗಿಯೂ ಆಡಿಸಬಹುದು.

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

ಕವಿತೆಗಳಲ್ಲಿಯ 'ಕೃತಿಗಳನ್ನು' ತೋರಿಸುವ ಶಬ್ದಗಳ ಯಾದಿ ಮಾಡಿರಿ. ಈ ಯಾದಿಯಲ್ಲಿ ಇತರ 'ಆಕ್ಟ್ಸ್ ವರ್ಡ್ಸ್'ಗಳನ್ನು ಸೇರಿಸಿರಿ.

W4

W13

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

ಕೆಳಗಿನ ಕೋಷ್ಟಕದ ಉಪಯೋಗ ಮಾಡಿ ನಿಮಗೆ ಅನಿಸಿದಷ್ಟು ಅರ್ಥಪೂರ್ಣ ವಾಕ್ಯಗಳನ್ನು ತಯಾರಿಸಿರಿ.

O10

W6

W9

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



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

ಒಂದೇ ದೃಷ್ಟಿಕೋನದಲ್ಲಿ ಶಬ್ದಗಳನ್ನು ಓದಿ ಮತ್ತು ಶಬ್ದ ಗುಂಪನ್ನು ಪೂರ್ಣಗೊಳಿಸಿರಿ.

W9

at _____

near _____

behind _____

in front of _____

on the left of _____

on the right of _____

next to _____

1. Listen carefully and answer. ಲಕ್ಷ್ಯಪೂರ್ವಕ ಕೇಳಿರಿ ಹಾಗೂ ಉತ್ತರ ಬರೆಯಿರಿ.

O11



ಈ ಆಟದ ಪೂರ್ವ ತಯಾರಿಗಾಗಿ ಶಿಕ್ಷಕರು ವರ್ಗದಲ್ಲಿ ಬೇರೆ ಬೇರೆ ಮಕ್ಕಳನ್ನು ಬೇರೆ ಬೇರೆ ಸ್ಥಾನದಲ್ಲಿ ನಿಲ್ಲಿಸಬೇಕು/ಕುಳಿತುಕೊಳ್ಳಲು ಹೇಳಬೇಕು. ತಾವು ಎಲ್ಲಿರುವೆವು ಎಂಬುದನ್ನು ಇಂಗ್ಲಿಷಿನಲ್ಲಿ ಅವರು ಹೇಳುವಂತೆ ಸಾಕಷ್ಟು ರೂಢಿ ಮಾಡಿಸಬೇಕು. ಒಬ್ಬ ಹುಡುಗ/ಹುಡುಗಿ ಮುಂದೆ ಬಂದು ಆಯಾ ಹುಡುಗ/ಹುಡುಗಿಯ ಹೆಸರು ಹೇಳಿ ಅವರಿಗೆ ಪ್ರಶ್ನೆ ಕೇಳಬೇಕು. ಅನುಕ್ರಮ 2. ರಿಂದ 4. ರಲ್ಲಿ ಹೇಳಿದಂತೆ ಈ ಆಟದಲ್ಲಿ ಅಲ್ಪಸ್ವಲ್ಪ ಬದಲಾವಣೆ ಮಾಡಿ ಮತ್ತೆ ಮತ್ತೆ ರೂಢಿ ಮಾಡಿಸಬೇಕು.

2. Play this game outside the classroom.

ಈ ಆಟವನ್ನು ವರ್ಗದ ಹೊರಗೆ ಆಡಿರಿ.

O3

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

ಒಬ್ಬರಿಗಿಂತ ಅನೇಕ ಮಕ್ಕಳ ಹೆಸರು ಹೇಳಿಸಿ ಈ ಆಟ ಆಡಿರಿ.

O3

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

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

ವ್ಯಕ್ತಿಗಳ ಬದಲಾಗಿ, ವಸ್ತುಗಳು ಎಲ್ಲಿ ಇವೆ ಎಂದು ಕೇಳುವ ಆಟ ಆಡಿರಿ.

O3

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

Collection of English Texts

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

ಇಂಗ್ಲಿಷ್ ಮಜಕೂರು ಇರುವ ಬೇರೆ ಬೇರೆ ನಮೂನೆಗಳನ್ನು ಸೇರಿಸಿರಿ ಹಾಗೂ ಅವುಗಳ ಕೊಲಾಜ್ ಮಾಡಿರಿ. ಪ್ರತಿಯೊಂದು ನಮೂನೆಗೆ ಹೆಸರು ಕೊಡಿರಿ ಹಾಗೂ ನಿಮ್ಮ ಮಾತೃಭಾಷೆಯಲ್ಲಿ ಅದರ ವರ್ಣನೆ ಮಾಡಿರಿ.

P5

P8

a ticket for a show

B-7

21 Oct. 2015
6.30 pm

DANCE FESTIVAL

₹.150

Kala Sadhana Presents

DANCE FESTIVAL

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

Wednesday 21 Oct 2015 6.30 pm

No refund / No exchange

₹.150

a bill

MAHAVIR STORES
512, L.V.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



an advertisement

Exhibition cum Sale
Vastra Emporium
101, South Avenue, Amgaon

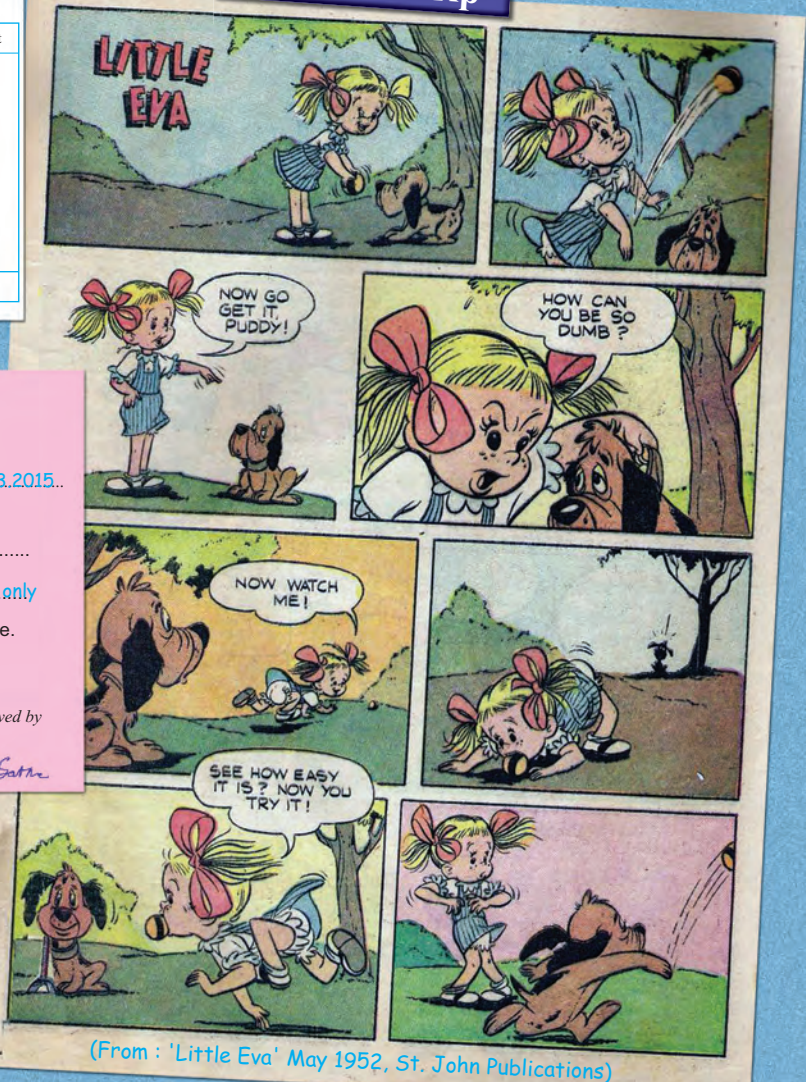
A wide range of silk and cotton sarees, dresses, dress materials and bedsheets and bedspreads.

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



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. Sathar

ಮಕ್ಕಳಿಗೆ ವ್ಯವಹಾರದಲ್ಲಿ ಇಂಗ್ಲಿಷ್ ಮಜಕೂರನ್ನು ಹುಡುಕುವ ಹಾಗೂ ತಿಳಿದುಕೊಳ್ಳುವ ರೂಢಿ ಆಗುವಂತೆ ಈ ಪ್ರಕಲ್ಪವನ್ನು ಮಾಡಿಸಬೇಕು. ಅವಶ್ಯವಿದ್ದಲ್ಲಿ ಇಂತಹ ಮಜಕೂರಿನ ಕಾಗದದ ತುಂಡುಗಳನ್ನು ಮಕ್ಕಳಿಗೆ ಹಳೆಯ ಮಾಸಿಕ, ವರ್ತಮಾನ ಪತ್ರಿಕೆಗಳಿಂದ ಉಪಲಬ್ಧ ಮಾಡಿ ಕೊಡಬೇಕು. ಮಕ್ಕಳು ಕೊಲಾಜ್‌ಗಳನ್ನು ಮಾಡಿ, ಅದರ ಪ್ರದರ್ಶನವನ್ನು ಏರ್ಪಡಿಸಿ ಅದರ ಬಗೆಗೆ ಹೇಳುವಂತಹ ಅವಕಾಶ ಒದಗಿಸಬೇಕು.

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

Complete the puzzle making a word at each step.

h e
 ○ ○ ○
 ○ ○ ○

○ ○
 t o p
 ○ ○ ○

○ ○
 ○ ○ ○
 b u s y

a
 ○ ○
 ○ ○ ○
 ○ ○ ○

i
 ○ ○
 ○ ○ ○
 ○ ○ ○

a puzzle

The Clever Turtle

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

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

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

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



a story

a price tag

₹100
 Bunny Brown
 Softtoys Co.

a wrapper



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

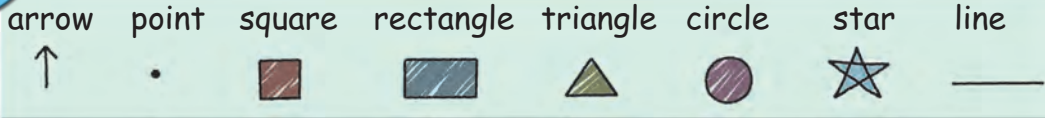
World Cup 2015 : New Zealand beat Scotland by 3 wickets

News Headlines

1. Name the following shapes.

ಕೆಳಗಿನ ಆಕಾರಗಳ ಹೆಸರು ಹೇಳಿರಿ.

O8



2. Read the following map.

ಕೆಳಗಿನ ನಕಾಶೆಯ ವಾಚನ ಮಾಡಿರಿ.

O8



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

ನಿಮಗೆ ಗೊತ್ತಿರುವ ವಿವಿಧ ಆಕಾರಗಳನ್ನು ಉಪಯೋಗಿಸಿ ಕೆಳಗೆ ಹೇಳಿದವುಗಳಲ್ಲಿಯ ಎರಡು ಸಂಗತಿಗಳ ನಕಾಶೆ ಮಾಡಿರಿ. ಅವುಗಳಿಗಾಗಿ ಇಂಗ್ಲಿಷಿನಲ್ಲಿ ಸೂಚಿ (Index) ತಯಾರಿಸಿರಿ.

W8

your classroom

your house

your school

any garden

any town

1. Listen carefully and read after me.

ಲಕ್ಷ್ಯಪೂರ್ವಕ ಕೇಳಿರಿ ಹಾಗೂ ನನ್ನ ನಂತರ ಓದಿರಿ.

O5



('ಬ್ಲಾಕ್ ಸ್ಮಿತ್')
- ಕಂಬಾರ

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.

('ಮಿನಿಸ್ಟರ್')
ಮಂತ್ರಿ

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.

('ಹಮ್')
-ಸುತ್ತಿಗೆ

('ಸಾ')
-ಕರಗಸ

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 (ಗಾಟ್ ಅನಾಯ್ಡ್) ಬೇಜಾರು
ಮಾಡಿಕೊಂಡ, ಸಿಟ್ಟಿಗೆದ್ದ



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

ಈ ಪ್ರಶ್ನೆಗಳಿಗೆ ಒಂದೆರಡು ಶಬ್ದಗಳಲ್ಲಿ ಉತ್ತರ ಹೇಳಿರಿ.

O11

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

3. Listen carefully and answer the riddle.

ಲಕ್ಷ್ಯ ಪೂರ್ವಕವಾಗಿ ಕೇಳಿರಿ ಹಾಗೂ ಒಗಟಿನ ಉತ್ತರ ಹೇಳಿರಿ.

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.

ಶಬ್ದ ಕೇಳಿರಿ ಹಾಗೂ ಇದು ಎಂತಹ ಧ್ವನಿ ಎಂಬುದನ್ನು ಹೇಳಿರಿ.

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.

ಕೆಳಗಿನ ಕೋಷ್ಟಕದ ಮೂರೂ ಭಾಗಗಳನ್ನು ಜೋಡಿಸಿರಿ ಮತ್ತು ಕೆಳಗೆ ಕೊಟ್ಟ ಕೋಷ್ಟಕದಲ್ಲಿ ಮತ್ತೆ ಬರೆಯಿರಿ.

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.

ಧ್ವನಿಯಲ್ಲಿ ಸರಿಯಾದ ಏರು-ಇಳಿತ ಮಾಡಿ ಕೆಳಗಿನ ವಾಕ್ಯಗಳನ್ನು ಓದಿರಿ. ಇವುಗಳನ್ನು ನೀವು ಯಾವ ಸಂದರ್ಭಗಳಲ್ಲಿ ಉಪಯೋಗಿಸುವಿರಿ ಎಂಬುದನ್ನು ನಿಮ್ಮ ಮಾತೃಭಾಷೆಯಲ್ಲಿ ಹೇಳಿರಿ.

O4

P8

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



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

ಕಾಲರೇಖೆಯ ಮೇಲೆ ಕೊಟ್ಟ ಶಬ್ದ ಗುಂಪುಗಳನ್ನು ವಾಕ್ಯಗಳಲ್ಲಿ ಉಪಯೋಗಿಸಿ ಅರ್ಥಪೂರ್ಣವಾದ ವಾಕ್ಯಗಳನ್ನು ತಯಾರಿಸಿರಿ.

O14



millions of years ago



Dinosaurs lived on the earth millions of years ago.

Long, long ago, there lived a king.

I gave you a book a little while ago.



in the past

long long ago

many years ago

a few years ago

last year

many days ago

last week

day before yesterday

yesterday

a little while ago/
some time ago

at present

now/
just now

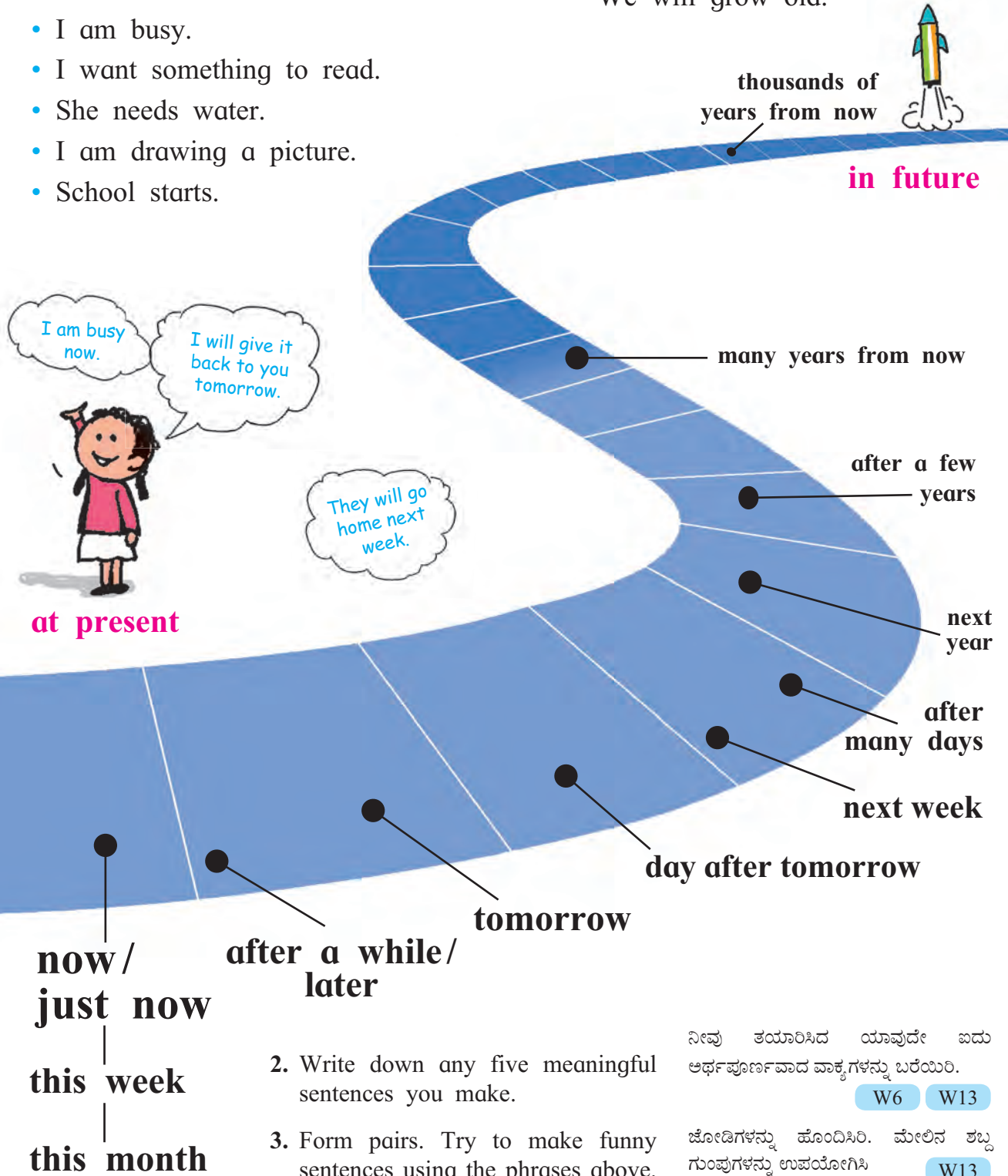
today

tonight

ಕಾಲರೇಖೆಯ ಮೇಲಿನ ಶಬ್ದ ಗುಂಪುಗಳನ್ನು ಮಕ್ಕಳಿಂದ ಓದಿಸಿಕೊಳ್ಳಿರಿ ಹಾಗೂ ಅವರಿಗೆ ಅವುಗಳ ಅರ್ಥ ತಿಳಿದಿದೆಯೇ ಎಂಬುದರ ಖಾತ್ರಿ ಮಾಡಿಕೊಳ್ಳಿರಿ. ನಂತರ 57 ನೇ ಪುಟದಲ್ಲಿಯ ವಾಕ್ಯಗಳಲ್ಲಿ ಇವುಗಳಲ್ಲಿಯ ಯಾವ ಶಬ್ದಗುಂಪನ್ನು ಹಾಕಿದ ನಂತರ ಅರ್ಥಪೂರ್ಣವಾದ ವಾಕ್ಯಗಳು ತಯಾರಾಗಬಲ್ಲವು ಎಂಬುದನ್ನು ಮಕ್ಕಳು ಹೇಳುವಂತೆ ಮಾಡಿ ವಾಕ್ಯಗಳ ವಿವಿಧ ಜೋಡಿಗಳನ್ನು ಮಾಡಿ ಕೊಡಿರಿ. ಅದರಂತೆಯೇ ಅವರು ಸ್ವಂತ ಮನಸ್ಸಿನಿಂದ ವಾಕ್ಯಗಳನ್ನು ತಯಾರಿಸುವಂತೆ ಅವರನ್ನು ಪ್ರೋತ್ಸಾಹಿಸಿರಿ. ಈ ಕೃತಿಯನ್ನು ನಂತರವೂ ಆಗಾಗ ಮಾಡಿಸಬೇಕು.

- 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.

ನೀವು ತಯಾರಿಸಿದ ಯಾವುದೇ ಐದು ಅರ್ಥಪೂರ್ಣವಾದ ವಾಕ್ಯಗಳನ್ನು ಬರೆಯಿರಿ.

W6 W13

ಜೋಡಿಗಳನ್ನು ಹೊಂದಿಸಿರಿ. ಮೇಲಿನ ಶಬ್ದ ಗುಂಪುಗಳನ್ನು ಉಪಯೋಗಿಸಿ ಮೋಜಿನ ವಾಕ್ಯಗಳನ್ನು ತಯಾರಿಸಿರಿ.

W13



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

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.

ಈ ಪ್ರಾಣಿಗಳು ವೈಶಿಷ್ಟ್ಯಪೂರ್ಣವಾದ ಧ್ವನಿ ತೆಗೆದು ಏನು ಹೇಳುತ್ತಿವೆ ಎಂಬುದನ್ನು ಓದಿರಿ.

O4



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

ನಿಮ್ಮ ಕಲ್ಪನಾಶಕ್ತಿಯ ಉಪಯೋಗ ಮಾಡಿ ಈ ಪ್ರಾಣಿಗಳು ಏನು ಹೇಳುತ್ತಿವೆ ಎಂಬುದನ್ನು ಹೇಳಿರಿ.

O15

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

3. Rewrite the lines as shown.

ಕೆಳಗೆ ತೋರಿಸಿದಂತೆ ಸಾಲುಗಳನ್ನು ಮತ್ತೆ ಬರೆಯಿರಿ.

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.

ಜೋಡಿಗಳನ್ನು ಹೊಂದಿಸಿರಿ. ಕೆಳಗಿನ ಪ್ರಸಂಗಗಳಿಗಾಗಿ ಪೂರ್ಣ ಸಂಭಾಷಣೆ ಬರೆಯಿರಿ. ಅದಕ್ಕಾಗಿ ಇಲ್ಲಿ ಕೊಟ್ಟ ಕೆಲವು ವಾಕ್ಯಗಳನ್ನು ಉಪಯೋಗಿಸಬಹುದು.

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.

ಲಕ್ಷ್ಯಗೊಟ್ಟು ಕೇಳಿರಿ ಹಾಗೂ ಪ್ರಯೋಗವನ್ನು ಸರಿಯಾಗಿ ನೋಡಿರಿ. ಅದನ್ನು ಮಾಡಲು ಹಾಗೂ ಇಂಗ್ಲಿಷ್ ಭಾಷೆಯಲ್ಲಿ ಸಾದರಪಡಿಸಲು ಕಲಿಯಿರಿ.

014



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.

ಈ ಉಪಕ್ರಮಕ್ಕಾಗಿ ಬೇಕಾಗುವ ಸಾಹಿತ್ಯಗಳನ್ನು ಮೊದಲೇ ಸೇರಿಸಿ ಇಡಬೇಕು. ಎಲ್ಲ ಪ್ರಯೋಗಗಳನ್ನು ಸ್ವತಃ ಮೊದಲು ಮಾಡಿ ನೋಡಿರಿ. ನಾಲ್ಕನೆಯ ಪ್ರಯೋಗಕ್ಕಾಗಿ ಒಳ್ಳೆಯ ಲೋಹಚುಂಬಕವನ್ನು (ಮಗ್ನೆಟ್) ಉಪಯೋಗಿಸಬೇಕು. ವರ್ಗದಲ್ಲಿಯ ಮಕ್ಕಳಿಗೆ ಬೇಕಾದ ಪ್ರಯೋಗವನ್ನು ಆರಿಸಲು ಕೊಡಿರಿ. ಆ ಪ್ರಯೋಗವನ್ನು (ಕಾಳಜಿಪೂರ್ವಕ) ಮಾಡುವ ಹಾಗೂ ಇಂಗ್ಲಿಷ್ ಭಾಷೆಯಲ್ಲಿ ಸಾದರಪಡಿಸುವ ರೂಢಿ ಮಾಡಿಸಿಕೊಳ್ಳಿರಿ. ಪ್ರತಿದಿನ ಹತ್ತು-ಹನ್ನೆರಡು ಮಕ್ಕಳಿಗೆ ಅವರ ಪ್ರಯೋಗಗಳನ್ನು ಸಾದರಪಡಿಸುವ ಅವಕಾಶ ನೀಡಿರಿ. ಈ ಪ್ರಯೋಗಗಳಲ್ಲಿ ಇನ್ನಿತರ ಪ್ರಯೋಗಗಳನ್ನೂ ಮಾಡಲು ಹೇಳಿ ಶಾಲೆಯಲ್ಲಿ science-fair ದ ಆಯೋಜನವನ್ನು ಮಾಡಿಸಬಹುದು.



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.

ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರ ಹೇಳಿರಿ.

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

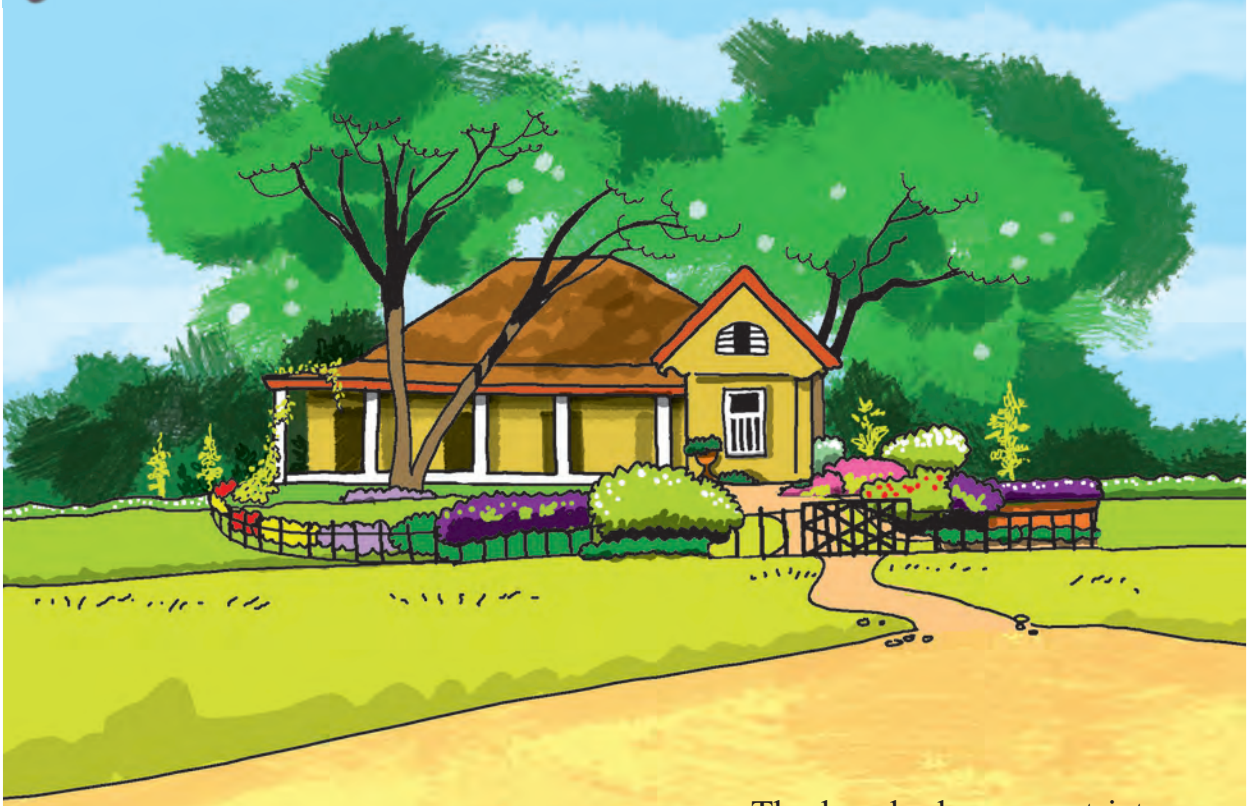




1. Listen carefully and read with me.

ಲಕ್ಷ್ಯಗೊಟ್ಟು ಕೇಳಿರಿ ಹಾಗೂ
ನನ್ನೊಂದಿಗೆ ಓದಿರಿ.

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 (ಹಾರ್ಡ್ ವರ್ಕ್) ಕಷ್ಟದ ಕೆಲಸ, ಪರಿಶ್ರಮ
- discipline ('ಡಿಸಿಪ್ಲಿನ್') ಶಿಸ್ತು

“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 ('ನಾಟ್') ಹುಡುಗಾಟ ಮಾಡುವ.

2. Read the following words aloud.

ಕೆಳಗಿನ ಶಬ್ದಗಳನ್ನು ಗಟ್ಟಿಯಾಗಿ ಓದಿರಿ.

O4

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

3. Answer the following questions.

ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರ ಬರೆಯಿರಿ.

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.

ತೋಟದ ಕೆಲಸದ ವರ್ಣನೆ ಮಾಡುವ ಸಾಲುಗಳನ್ನು ನೋಡಿ ಬರೆಯಿರಿ.

W4



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

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

ವಾಕ್ಯಗಳನ್ನು ಓದಿರಿ. ಚೌಕಟ್ಟುಗಳಲ್ಲಿಯ ಶಬ್ದಗಳ ಅರ್ಥ ಕಂಡು ಹಿಡಿಯಿರಿ.

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

6. Start a collection of 'opposite' words.

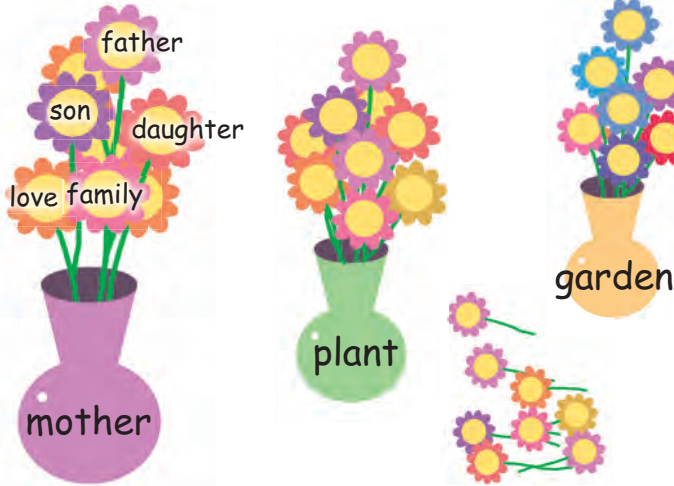
ವಿರುದ್ಧಾರ್ಥ ಶಬ್ದಗಳ ಸಂಗ್ರಹ ಮಾಡಿ ಅವುಗಳಲ್ಲಿ ಇನ್ನೂ ಕೆಲವು ಶಬ್ದಗಳನ್ನು ಸೇರ್ಪಡೆ ಮಾಡುತ್ತಾ ಹೋಗಿರಿ.

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.

ಹೂದಾಣಿಯ ಮೇಲಿನ ಶಬ್ದವನ್ನು ಓದಿರಿ ಹಾಗೂ 3 ನಿಮಿಷಗಳಲ್ಲಿ ಅದಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಎಷ್ಟು ಹೆಚ್ಚು ಶಬ್ದಗಳನ್ನು ಬರೆಯಲು ಸಾಧ್ಯವೋ ಅಷ್ಟು ಬರೆಯಿರಿ.



ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಇಂಗ್ಲಿಷ್ ಶಬ್ದಗಳನ್ನು (ಅರ್ಥದೊಂದಿಗೆ) ತಕ್ಷಣ ನೆನಪಾಗಬೇಕು ಎಂಬುದಕ್ಕೆ 7. ಹಾಗೂ 8. ಈ ಸ್ವಾಧ್ಯಾಯಗಳನ್ನು ಕೊಡಲಾಗಿದೆ. ಬೇರೆ ಬೇರೆ ಶಬ್ದಗಳನ್ನು ಕೊಟ್ಟು ಈ ಸ್ವಾಧ್ಯಾಯಗಳನ್ನು ನಿಯಮಿತವಾಗಿ ತೆಗೆದುಕೊಳ್ಳಿರಿ.

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.

'ಶಬ್ದದ ಸರಪಳಿ'ಯನ್ನು ಜೋಡಿಸಲು ಪ್ರಯತ್ನ ಮಾಡಿರಿ. ಕೊಟ್ಟ ಶಬ್ದಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟ ಒಂದು ಶಬ್ದ ಬರೆಯಿರಿ. ನಂತರ ಅದಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಇನ್ನೊಂದು ಶಬ್ದವನ್ನು ಅದರ ಮುಂದೆ ಬರೆಯಿರಿ. ಹೀಗೆ ಮಾಡುತ್ತಾ ಕಡಿಮೆ ಎಂದರೆ 5 ಶಬ್ದಗಳನ್ನು ಪೋಣಿಸಿದ ನಂತರ ಮತ್ತೆ ಮೊದಲಿನ ಶಬ್ದದತ್ತ ಬನ್ನಿರಿ.



eyes time
naughty cottage



1. Listen carefully and read with me. ಲಕ್ಷ್ಯಪೂರ್ವಕ ಕೇಳಿರಿ ಮತ್ತು ನನ್ನೊಂದಿಗೆ ಓದಿರಿ.

O5

Characters



King Midas



Marygold



A Stranger



A Servant

Scene I

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

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

A Stranger enters.

Who are you?

Stranger : I am a friend.

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

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

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

Stranger : Why do you love it so?

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

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

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

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



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

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

King : Thank you so much, O Stranger!

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

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

Scene II

In the breakfast-room

Servant : Good morning, Princess.

Marygold : Good morning. Where is the King?

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

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

Servant : There he is – in the rose garden.

Marygold : Whatever is he doing?

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

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

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

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

Marygold : Are they all like this one?



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

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

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

Marygold : Tell me, what's the matter?

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

Marygold : My poor father! Can I help you?

Marygold rushes forward.

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

Marygold has turned into a statue of gold.

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

The stranger comes in.

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

King : I am the unhappiest man in the world.



Stranger : Why, you have plenty of gold now.

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

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

King : I hate it. Take it away.

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

Scene III

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

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

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

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

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

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

– Adapted from a play by Philip Walsh

2. Use the play for a 'play-reading' performance. ಈ ನಾಟಕದ ನಾಟ್ಯವಾಚನ ಮಾಡಿರಿ.

P6

3. Perform the play. ಈ ನಾಟಕವನ್ನು ಸಾದರಪಡಿಸಿರಿ.

P6

ಮಕ್ಕಳ ಗುಂಪುಗಳನ್ನು ಮಾಡಿ ಬೇರೆ ಬೇರೆ ಗುಂಪುಗಳಿಗೆ ಬೇರೆ ಬೇರೆ 'scenes' ಕೊಟ್ಟು ಮಕ್ಕಳಿಂದ 'ನಾಟ್ಯವಾಚನ'ದ / ನಾಟಕದ ಸಾದರೀಕರಣ ಮಾಡಿಸಿಕೊಳ್ಳಿರಿ.

Where Go the Boats?

1. Listen carefully and read with me. ಲಕ್ಷ್ಯಗೊಟ್ಟು ಕೇಳಿರಿ ಹಾಗೂ ನನ್ನೊಂದಿಗೆ ಓದಿರಿ.

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

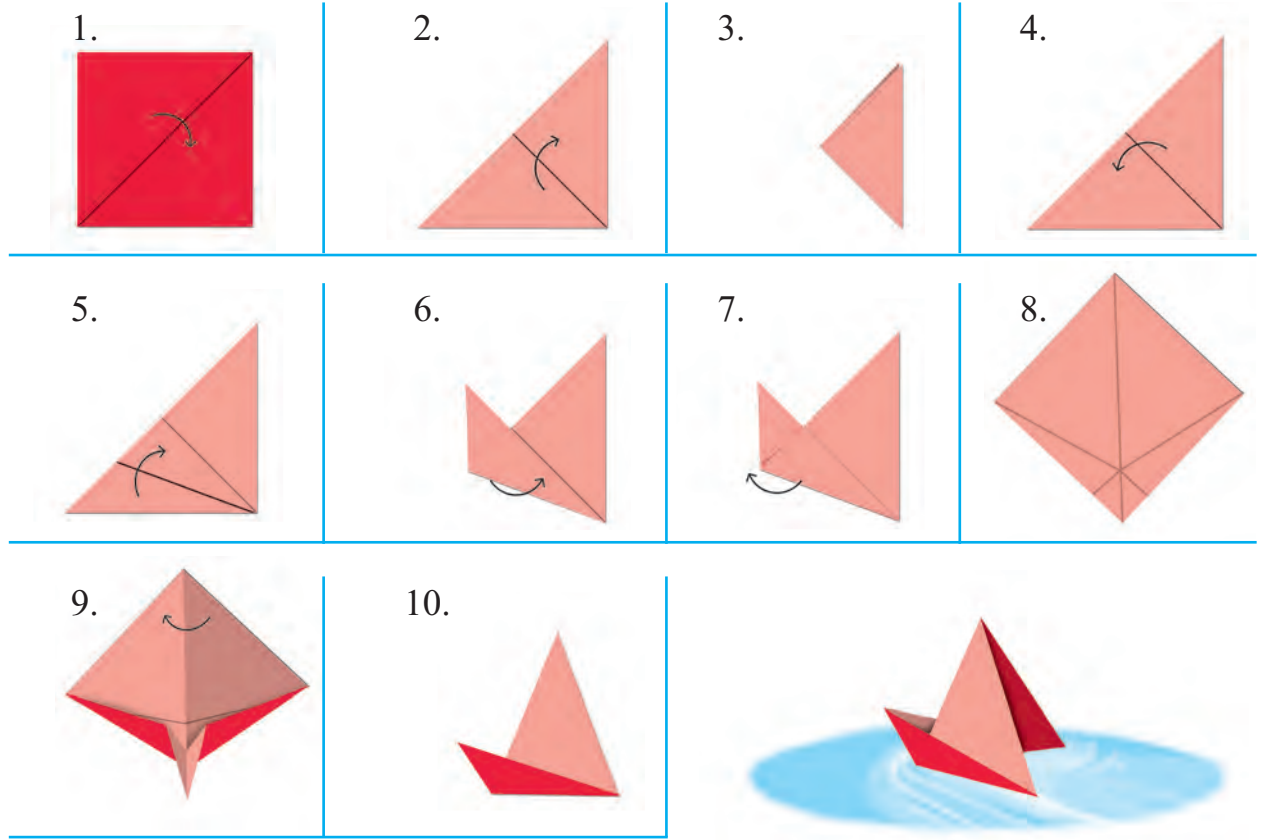
- a-floating (ಅ'ಫ್ಲೋಟಿಂಗ್) ತೇಲುವ.
- castles (ಕಾಸಲ್ಸ್) ಕೋಟೆಗಳು, ಅರಮನೆಗಳು
- foam (ಫೋಮ್) ಬುರುಗು, ನೋರೆ
- ashore (ಅಶೋ) ದಂಡೆಯ ಮೇಲೆ

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.

ಧ್ವನಿಯಲ್ಲಿ ಯೋಗ್ಯವಾದ ಏರಿಳಿತಗಳನ್ನು ಮಾಡಿ ಕವಿತೆಯನ್ನು ಗಟ್ಟಿಯಾಗಿ ಓದಿರಿ ಇಲ್ಲವೆ ಸಾದರಪಡಿಸಿರಿ. O1

ಕವಿತೆಯಲ್ಲಿ 'ಬಣ್ಣ'ಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ಶಬ್ದಗಳನ್ನು ಹುಡುಕಿರಿ. ಬಣ್ಣಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ, ನಿಮಗೆ ಗೊತ್ತಿರುವ ಕಡಿಮೆ ಎಂದರೆ ಇನ್ನೂ ಹತ್ತು ಶಬ್ದಗಳನ್ನು ಬರೆಯಿರಿ. W4 W13

ಕಾಗದದಿಂದ, ಸುಲಭವಾದ ಒಂದು ಹಡಗನ್ನು ಹೇಗೆ ಮಾಡುವುದು ಎಂಬುದನ್ನು ಕೆಳಗಿನ ಚಿತ್ರಗಳಲ್ಲಿ ತೋರಿಸಿದೆ. ಮಕ್ಕಳ ಜೋಡಿಗಳನ್ನು ಮಾಡಿ ಈ ಹಡಗನ್ನು ಮಾಡಲು ಕಲಿಯಿರಿ. ಒಂದೊಂದೇ ಸರದಿಯನ್ನು ಮಾಡುತ್ತ ಹೋಗಿರಿ ಮತ್ತು ಅದರ ಬಗ್ಗೆ ಇಂಗ್ಲಿಷಿನಲ್ಲಿ ಮಾತನಾಡಿರಿ. ಅದಕ್ಕಾಗಿ ಕೆಳಗೆ ಕೊಟ್ಟ ವಾಕ್ಯಗಳು ನೆರವಾಗಬಲ್ಲವು. 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.

ಕೇಳಿರಿ, ಕಲಿಯಿರಿ ಹಾಗೂ ಸಾದರಪಡಿಸಿರಿ.

014

Hello, friends.

You see me in the sky every day.

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

Did you guess who I am ?

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

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

But I am close to the earth.

That is why, I look so big and bright.

I give the earth heat and light.

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

The earth goes round me.



Hello, everybody !

I am the earth.

I am a planet in the solar system.

I am the third planet from the sun.

I spin around myself all the time.

At the same time, I go round the sun.

I take one year to go round the sun.

Much of my surface is covered with water.

If you look at me from space,

I appear blue in colour.

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

There is an envelope of air around me.

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



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



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

ಕೆಳಗಿನ ಶಬ್ದಗಳ ಅರ್ಥ ಕಂಡು ಹಿಡಿಯಿರಿ.
 ನಂತರ ಆ ಶಬ್ದಗಳನ್ನು ಶಬ್ದಕೋಶಗಳಲ್ಲಿ ನೋಡಿರಿ.

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.

ಸೂರ್ಯಮಾಲೆಯಲ್ಲಿಯ ಇತರ ಗ್ರಹಗಳ ಇಂಗ್ಲಿಷ್ ಹೆಸರುಗಳನ್ನು
 ಹುಡುಕಿರಿ ಹಾಗೂ ಪ್ರತಿಯೊಂದರ ಬಗೆಗೆ ಕಡಿಮೆ
 ಎಂದರೆ ಎರಡು ವಾಕ್ಯಗಳನ್ನು (ಇಂಗ್ಲಿಷ್‌ನಲ್ಲಿ) ಬರೆಯಿರಿ.

W13

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

ಕೆಳಗೆ ಕೊಟ್ಟ ಪಾತ್ರಗಳ ಚಿಕ್ಕ ಆತ್ಮಗತ ಭಾಷಣ (ಕಡಿಮೆ ಎಂದರೆ ೩-೪
 ಸಾಲುಗಳ) ವನ್ನು ಗುಂಪುಗಳಲ್ಲಿ ತಯಾರಿಸಿ ಸಾದರಪಡಿಸಿರಿ.

O15

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

ಈ ಆತ್ಮಗತ ಭಾಷಣಗಳನ್ನು (monologues) ಯೋಗ್ಯವಾದ ಅಭಿನಯದೊಂದಿಗೆ, ಹಾಗೂ ಧ್ವನಿಯ ಏರಿಳಿತಗಳೊಂದಿಗೆ ಸಾದರಪಡಿಸುವ
 ರೂಢಿ ಮಾಡಿಸಿರಿ. ಸ್ವಂತದ ಇಚ್ಛಾನುಸಾರ ಯಾವುದೇ ಒಂದು ಭಾಷಣವನ್ನು ಸಾದರಪಡಿಸುವಂತೆ ಪ್ರತಿಯೊಬ್ಬ ಮಗುವಿಗೆ ಅವಕಾಶ ಕೊಡಬೇಕು.



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



ಈಶಾನಿ ಏನು ಹೇಳುತ್ತಿರುವಳು ಎಂಬುದನ್ನು ಓದಿರಿ ಮತ್ತು ನಿಮ್ಮ ಕಲ್ಪನೆಯ ಉಪಯೋಗದಿಂದ ಕೋಷ್ಟಕದಲ್ಲಿಯ ವಾಕ್ಯಗಳನ್ನು ಪೂರ್ಣಗೊಳಿಸಿ ಬರೆಯಿರಿ.

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.

ಕೆಳಗಿನ ವಾಕ್ಯಗಳನ್ನು ಓದಿರಿ.

O4

ಈ ಪುಟದಲ್ಲಿಯ ಎರಡೂ ಕೃತಿಗಳನ್ನು ಮೊದಲು ಮೌಖಿಕವಾಗಿ ಮಾಡಿಸಿಕೊಳ್ಳಬೇಕು. ಸಾಕಷ್ಟು ಚರ್ಚೆ ಮಾಡಿದ ನಂತರವೇ ವಾಕ್ಯಗಳನ್ನು ಬರೆಯಲು ಹೇಳಿರಿ. ಬರೆಯುವಾಗ ಮಕ್ಕಳು ಶಬ್ದದ ಯೋಗ್ಯವಾದ ರೂಪಗಳನ್ನು ಬರೆಯುವಂತೆ ನೋಡಿಕೊಳ್ಳಬೇಕು. ಉದಾ., She always **finishes** her homework.

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

ಈಗ ಕೆಳಗಿನ ಆಕೃತಿಯ ಸಹಾಯದಿಂದ ನಿಮ್ಮಿಂದ ಸಾಧ್ಯವಾದಷ್ಟು ಅರ್ಥಪೂರ್ಣವಾದ ವಾಕ್ಯಗಳನ್ನು ತಯಾರಿಸಿರಿ. ಅವುಗಳಲ್ಲಿಯ ಯಾವುದೇ ಹತ್ತು ವಾಕ್ಯಗಳನ್ನು ಬರೆಯಿರಿ.

O14

W9

- finish homework.
- waste food.
- check my work.
- waste water.

- eat vegetables.

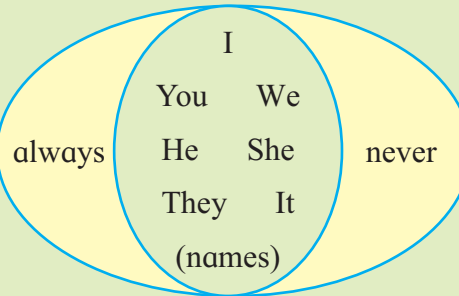
- drink enough water.

- wash my hands.

- use plastic bags.

- throw garbage on the floor.

- quarrel with my friends.



- tell lies.
- tell the truth.

- tease animals.
- take care of my things.
- turn off a running tap.
- speak politely to teachers.

- switch off lights when I leave a room.





1. Listen, repeat and read with me.

ಕೇಳಿರಿ. ಹೇಳಿರಿ ಹಾಗೂ ನನ್ನೊಂದಿಗೆ ಓದಿರಿ.

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.

ಯೋಗ್ಯವಾದ ಅಭಿನಯದೊಂದಿಗೆ ಕವಿತೆಯನ್ನು ಸಾದರಪಡಿಸಿರಿ.

01

3. Say what happens when –

ಇಂತಹ ಸಮಯದಲ್ಲಿ ಏನು ಆಗಬಹುದು ಎಂಬುದನ್ನು ಹೇಳಿರಿ.

011

012

- you drop a book on the floor.

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

- you tear out pages from a book.

- you throw a book.

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

ನಿಮ್ಮ ಪುಸ್ತಕಗಳನ್ನು ಆನಂದವಾಗಿ ಇಡಲು ನೀವು ಏನು ಮಾಡಬಲ್ಲೀರಿ, ಎಂಬುದನ್ನು ಹೇಳಿರಿ.

012

1. Listen carefully and read aloud. ಲಕ್ಷ್ಯಪೂರ್ವಕ ಕೇಳಿರಿ ಹಾಗೂ ಗಟ್ಟಿಯಾಗಿ ಓದಿರಿ.

O5

O4



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.

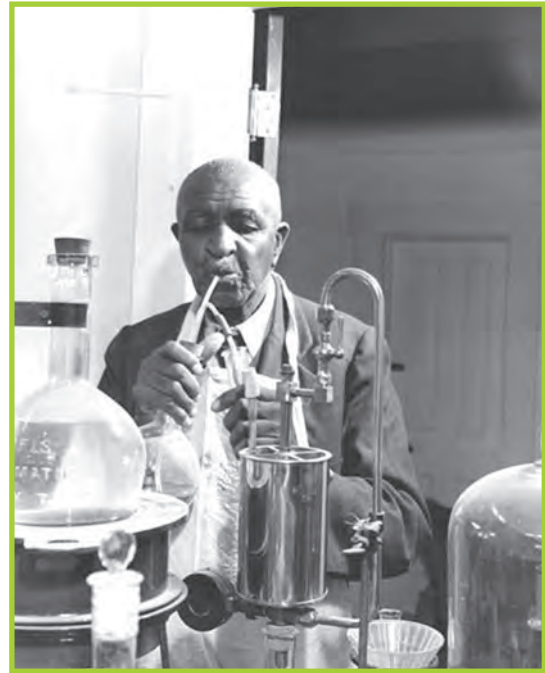
On the first day, Carver told his students, “Let us start a new project today. We will all go out and collect cans, bottles, boxes, pots and pans which people have thrown away. From these, we will make simple instruments and set up our laboratory.”

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 ಕೆಳಗಿನ ಶಬ್ದಗಳ ಅರ್ಥಗಳನ್ನು ಶಬ್ದಕೋಶದಲ್ಲಿ ಹುಡುಕಿ.
from a dictionary.

- stain • slave • laboratory • demand • museum

3. List the following from the passage.

ಪಾಠದಿಂದ ಕೆಳಗಿನ ಸಂಗತಿಗಳ ಯಾದಿ ಮಾಡಿರಿ.

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.

ಕೆಳಗಿನ ಘಟನೆಗಳನ್ನು ಯೋಗ್ಯವಾದ ಕ್ರಮದಲ್ಲಿ ಬರೆಯಿರಿ. ಇವುಗಳ ಉಪಯೋಗ ಮಾಡಿ ಜಾರ್ಜ್ ವಾಶಿಂಗ್ಟನ್ ಕಾರ್ವರ್ ಇವರ ಜೀವನದ ಕೋಷ್ಟಕ ತಯಾರಿಸಿರಿ.

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.

ಕಾರ್ವರ್ ಇವರ ಬಗೆಗೆ ನಿಮ್ಮ ಮಾತೃಭಾಷೆಯಲ್ಲಿ ಟಿಪ್ಪಣಿ ಬರೆಯಿರಿ.

P8



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

ನಿಮ್ಮ ಸುತ್ತಮುತ್ತ ನೋಡಿರಿ, ವಿಚಾರ ಮಾಡಿರಿ ಮತ್ತು ಕಡಿಮೆ ಎಂದರೆ ೨೫ ಪ್ರಶ್ನೆಗಳನ್ನು ತಯಾರಿಸಿರಿ.

P7

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

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

ಐದು-ಐದು ಜನರ ಗುಂಪು ಮಾಡಿರಿ. ಒಬ್ಬರಿನ್ನೊಬ್ಬರ ಪ್ರಶ್ನೆಗಳನ್ನು ಓದಿ, ಪ್ರತಿಯೊಬ್ಬರ ಹತ್ತಿರ ೨೫ ಪ್ರಶ್ನೆಗಳ ಯಾದಿ ತಯಾರಾಗುವವರೆಗೆ ಅದರಲ್ಲಿ ಪ್ರಶ್ನೆಗಳನ್ನು ಸೇರಿಸುತ್ತ ಹೋಗಿರಿ. ಪ್ರಶ್ನೆಗಳನ್ನು ತಯಾರಿಸುವಾಗ ಮೇಲೆ ಕೊಟ್ಟ (ಪ್ರಶ್ನೆಯ ಪ್ರಾರಂಭದಲ್ಲಿ ಬರುವ) ಶಬ್ದಗಳ/ಶಬ್ದ ಗುಂಪುಗಳ ಉಪಯೋಗ ಮಾಡಬಹುದು. ನಿಮ್ಮ ಗುಂಪಿನಲ್ಲಿ ೧೨೫ ಪ್ರಶ್ನೆಗಳ ಪ್ರಶ್ನೆಗುಂಪು ತಯಾರಾಗುವದು.

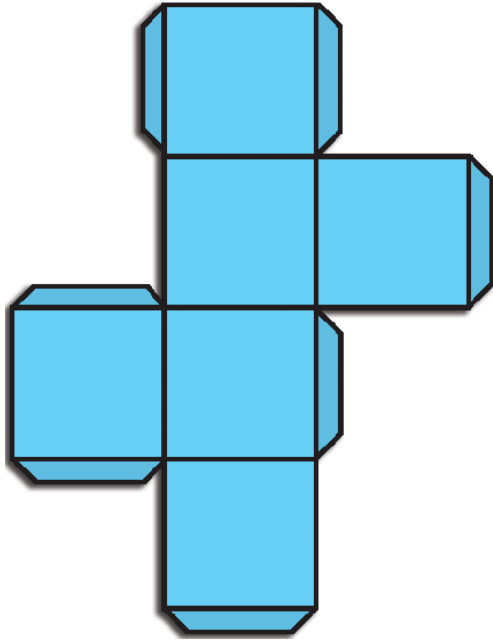
Your group will have a 'Question Bank' of 125 questions.



- Listen, read, make and play.

કેળેરિ, હંદિર, તયારિસિરિ ಹಾಗೂ ಆಡಿರಿ.

03



You have studied 'nets' in mathematics.

Copy this 'cube net' on a cardsheet.

Cut out the net along with the flaps.

Fold the flaps inside and make a cube.

Unfold.

Cut out one more net in the same way.

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

Net 1 :

green pink blue yellow violet orange

Net 2 :

square circle diamond oval kite rectangle

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

Let the glue dry.

Repeat the process to make the other cube.

Your dice are ready!

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

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

A player throws the dice.

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

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

Then, he/she gets 1 mark.

The star means you get 1 mark without doing anything.

The player with the highest marks is the winner!

Now go ahead and play!

Wish you all the best!





1. Look, listen and read with me.

ನೋಡಿರಿ, ಕೇಳಿರಿ ಹಾಗೂ ನನ್ನೊಂದಿಗೆ ಓದಿರಿ.

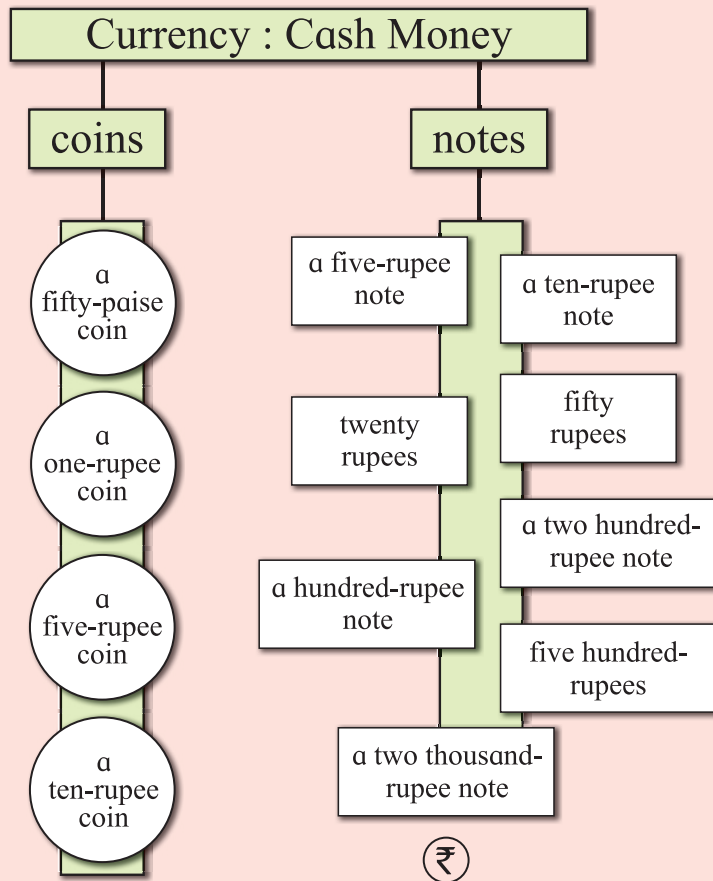
O5



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

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

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



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

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

In England, they use (£) pounds.

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

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

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

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

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

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

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

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

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

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



*** (As updated on 09.08.2019)

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

'ಹಣ' ಈ ವಿಷಯದ ಮೇಲೆ ನಿಮ್ಮ ಮಾತೃಭಾಷೆಯಲ್ಲಿ ಒಂದು ಟಿಪ್ಪಣಿ ಬರೆಯಿರಿ.

P8

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

80 ನೆಯ ಪುಟದ ಮೇಲಿನ ಆಕೃತಿ ನೋಡಿರಿ. ಇಂತಹ ಆಕೃತಿಗಳಿಗೆ 'ರೆಂಬೆ'ಗಳು ಇರುವುದರಿಂದ ಅವಕ್ಕೆ 'tree diagram' ಎನ್ನುವರು. ಈಗ ಕೆಳಗಿನ ಮಜಕೂರು ಓದಿರಿ ಹಾಗೂ ಅದರಲ್ಲಿಯ ಮಾಹಿತಿಯನ್ನು ತೋರಿಸಲು 'tree diagram' ತೆಗೆಯಿರಿ.

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.

ನಿಮ್ಮ ಪರಿಸರ ಅಭ್ಯಾಸ ಅಥವಾ ಗಣಿತ ವಿಷಯದ ಪಠ್ಯಪುಸ್ತಕದಿಂದ 'tree diagrams' ಸಲುವಾಗಿ ವಿಷಯ ಹುಡುಕಿರಿ. ಆಕೃತಿ ತೆಗೆಯಿರಿ ಮತ್ತು ಅದರಲ್ಲಿ ಇಂಗ್ಲಿಷ್ ಶಬ್ದ ಬರೆಯಿರಿ.

W8

4. Make meaningful sentences from the following table.

ಕೆಳಗಿನ ಕೋಷ್ಟಕದ ಸಹಾಯದಿಂದ ಅರ್ಥಪೂರ್ಣ ವಾಕ್ಯಗಳನ್ನು ತಯಾರಿಸಿರಿ.

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.

ಕೇಳಿರಿ, ಹೇಳಿರಿ ಮತ್ತು ನನ್ನೊಂದಿಗೆ ಓದಿರಿ.

O5

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

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

– George Cooper



2. Recite the poem with proper intonation.

ಧ್ವನಿಯಲ್ಲಿ ಯೋಗ್ಯವಾದ ಏರಿಳಿತ ಮಾಡಿ ಕವಿತೆಯನ್ನು ಸಾದರಪಡಿಸಿರಿ.

O1

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

ಶಬ್ದಕೋಶದಿಂದ ಕೆಳಗಿನ ಶಬ್ದಗಳ ಅರ್ಥ ಹುಡುಕಿರಿ.

—

• sunny • weather • dewdrops • purple • clover

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

ನೂರಾರು ಪ್ರಮಾಣದಲ್ಲಿ ಕಾಣಿಸುವ ಕೆಲವು ಸಂಗತಿಗಳು ನಿಮಗೆ ಗೊತ್ತಿವೆಯೇ ? (ಇಂಗ್ಲಿಷಿನಲ್ಲಿ ಹೇಳಿರಿ)

O15

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

ಕೇವಲ ಒಂದೇ ಒಂದು ಇರುತ್ತದೆ, ಇಂತಹ ಬೇರೆ ಯಾವುದೇ ವಿಷಯ ನಿಮಗೆ ಗೊತ್ತಿವೆಯೇ ? (ಇಂಗ್ಲಿಷಿನಲ್ಲಿ ಹೇಳಿರಿ)

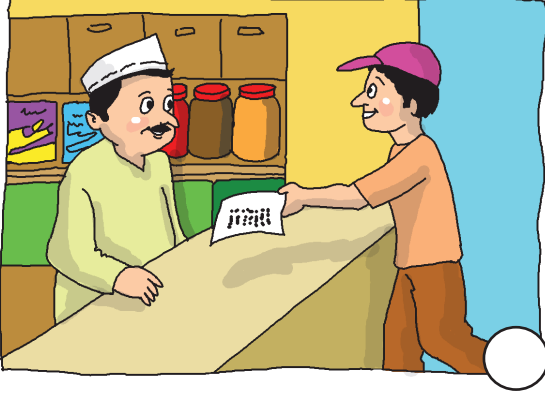
O15



- 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.

ಕೆಳಗಿನ ಚಿತ್ರ, ನೋಡಿರಿ. ಮುಂದಿನ ಪುಟದಲ್ಲಿಯ ಸಂಭಾಷಣೆ ಓದಿರಿ. ಚಿತ್ರ, ಹಾಗೂ ಸಂವಾದಗಳು ಹೊಂದುವಂತೆ ಅವುಗಳಿಗೆ ಸರಿಯಾದ ಕ್ರಮ ಕೊಟ್ಟು ಅವುಗಳನ್ನು ಹೊಂದಿಸಿರಿ.

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.

ಸಂಭಾಷಣೆಗಳ ನಾಟ್ಯೀಕರಣ ಮಾಡಿರಿ. ನೀವು ನಿಮ್ಮ ಮನಸ್ಸಿನಿಂದ ಅವುಗಳಲ್ಲಿ, ಯೋಗ್ಯವಾದ ಸಂಗತಿಗಳನ್ನು ಸೇರಿಸಬಹುದು, ಬದಲಾವಣೆಗಳನ್ನು ಮಾಡಬಹುದು.

O13

P6

1. Listen carefully and read aloud.

ಲಕ್ಷ್ಯಪೂರ್ವಕವಾಗಿ ಕೇಳಿ ಹಾಗೂ
ಗಟ್ಟಿಯಾಗಿ ಓದಿರಿ.

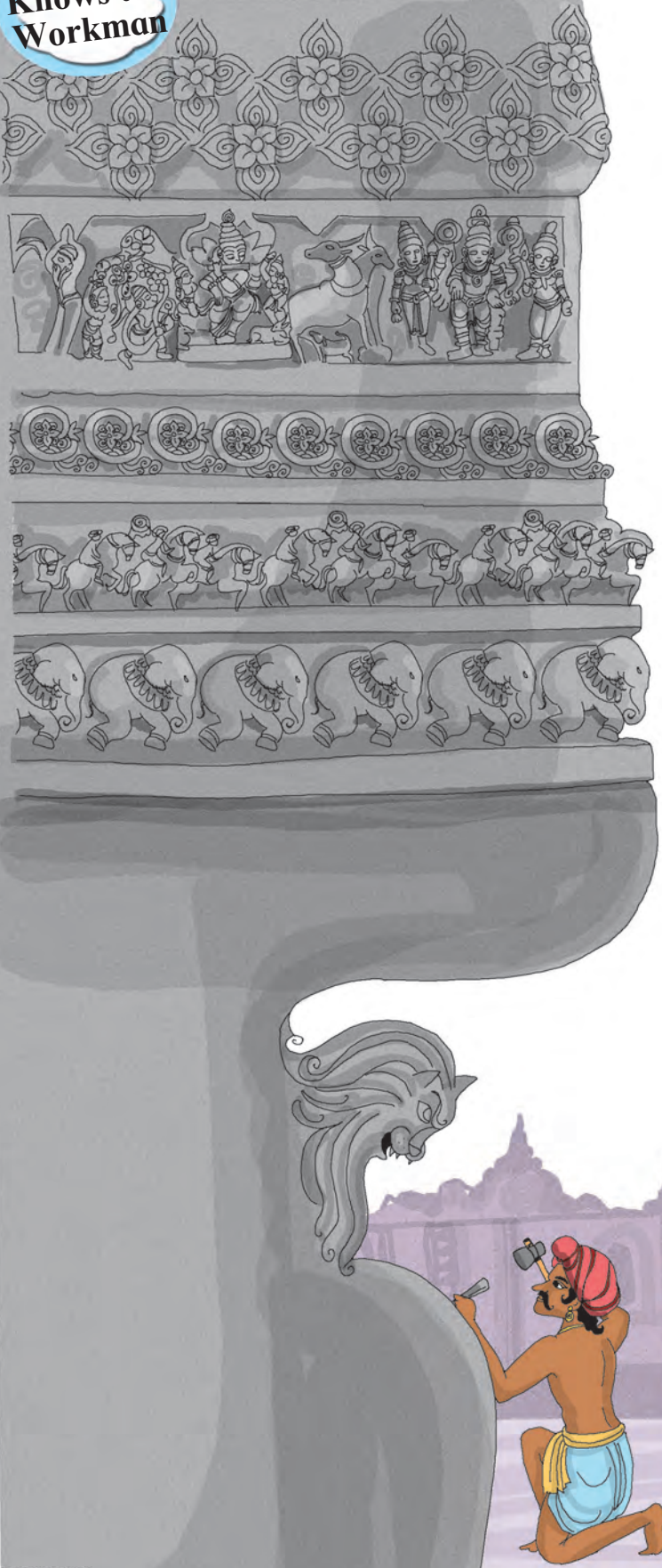
O4

O5

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.

ಈ ಕಥೆಯನ್ನು ನಿಮ್ಮ ಮಾತೃಭಾಷೆಯಲ್ಲಿ ಹೇಳಿರಿ.

P8

★ ಇಂಗ್ಲಿಷ್ ವಾಕ್ಯಗಳ ಮೊದಲಿನ ಅಕ್ಷರ ಯಾವಾಗಲೂ ಕೆಪಿಟಲ್ (capital) ಅಕ್ಷರದಲ್ಲಿ ಬರೆಯುವರು.

★ ಹೆಸರಿನ ಮೊದಲಿನ ಅಕ್ಷರವನ್ನು ಕೆಪಿಟಲ್‌ನಲ್ಲಿ ಬರೆಯುವರು.

★ ಒಂದಕ್ಕಿಂತ ಹೆಚ್ಚು ವಸ್ತುಗಳು, ಜನರು, ಪ್ರಾಣಿ, ಸ್ಥಳ ಇತ್ಯಾದಿಗಳನ್ನು ತಯಾರಿಸುವಾಗ ಬಹುವಚನದ ಇಂಗ್ಲಿಷ್ ಶಬ್ದಗಳ ಕೊನೆಗೆ ಬಹಳಷ್ಟು -s, -es ಅಥವಾ -ies ಈ ಅಕ್ಷರಗಳು ಬರುತ್ತವೆ.

ಉದಾ., cups, birds, bushes, buses, flies, stories.

a ಕಿ an ?

★ ಇಂಗ್ಲಿಷ್‌ನಲ್ಲಿ ವಸ್ತು, ಪ್ರಾಣಿ, ಸ್ಥಳ ಮುಂತಾದವುಗಳ ಪ್ರಾರಂಭದಲ್ಲಿ 'a' ಬರೆಯುತ್ತಾರೆ.

ಉದಾ., a bag, a white duck, a big hill, a man.

★ ಆದರೆ ಮುಂದಿನ ಶಬ್ದದ ಪ್ರಾರಂಭದಲ್ಲಿ ಸ್ವರ ಇದ್ದರೆ 'an' ದ ಬದಲಾಗಿ an ಉಪಯೋಗಿಸುವರು.

ಉದಾ., an ant, an axe, an angry man, an egg, an early bird, an ice cube, an umbrella, an hour (ಅನ್ ಆವಃ)

★ ಯಾರದು ಏನು ಎಂಬುದನ್ನು ತೋರಿಸುವ ಸಲುವಾಗಿ -'s ಉಪಯೋಗಿಸುವರು.

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

★ -s/-es ಗಳಿಂದ ಕೊನೆಗೊಳ್ಳುವ ಬಹುವಚನದ ಶಬ್ದಗಳ ಕೊನೆಗೆ ಬರೀ ' ಉಪಯೋಗಿಸುವರು.

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

★ ಹೆಸರಿನ ಕೊನೆಯಲ್ಲಿ s ಇದ್ದರೆ ಬರೀ ' ಅಥವಾ 's ಗಳಲ್ಲಿ ಯಾವುದೇ ಒಂದನ್ನು ಉಪಯೋಗಿಸಿದರೂ ಅಡ್ಡಿ ಇಲ್ಲ.

ಉದಾ., Midas' daughter ಅಥವಾ Midas's daughter.

NOW I KNOW!



★ ಸದ್ಯದ ಮತ್ತು ದಿನನಿತ್ಯದ ವಿಷಯ ಕುರಿತು ಮಾತನಾಡುವಾಗ ಶಬ್ದಗಳ ಈ ಜೋಡಿಗಳು ನಿರ್ಧರಿಸಿಯೇ ಇರುವವು.

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

★ ಹೌದು/ಇಲ್ಲ ಉತ್ತರವಿರುವ ಪ್ರಶ್ನೆಗಳನ್ನು ತಯಾರಿಸುವಾಗ ಈ ಜೋಡಿಯಲ್ಲಿಯ ಶಬ್ದಗಳು ತಿರುವು ಮುರುವು ಆಗುವ ಸಾಧ್ಯತೆ ಇದೆ.

ಉದಾ., I am late. Am I late ?

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

ಇತ್ಯಾದಿಗಳ ಬಳಕೆ ಮಾಡುವುದು ಒಳ್ಳೆಯದು.

★ ಕೆಲವು ಶಬ್ದಗಳಲ್ಲಿಯ ಅಕ್ಷರಗಳನ್ನು ಬಿಟ್ಟು ಶಬ್ದ ಬರೆಯುವಾಗಲೂ ' ಚಿಹ್ನೆಯನ್ನು ಉಪಯೋಗಿಸುವರು.

ಉದಾ., I'm going. He's happy.

★ ಆಗಿಹೋದ ಘಟನೆಗಳನ್ನು ಹೇಳುವಾಗ ಶಬ್ದದ ಕೊನೆಯಲ್ಲಿ ಸಾಕಷ್ಟು ಸಲ -d ಇಲ್ಲವೆ -ed ಬಳಸುವರು.

★ ಮುಂದೆ ಆಗಲಿರುವ ಘಟನೆಗಳ ಬಗೆಗೆ ಹೇಳುವಾಗ will ಇಲ್ಲವೆ going to ಬಳಸುವರು.

★ ಈಗ ನಡೆಯುತ್ತಿರುವ ಘಟನೆಗಳ ಬಗೆಗೆ ಹೇಳುವಾಗ ಕೊನೆಯಲ್ಲಿ -ing ಬರುವ ಶಬ್ದಗಳನ್ನು ಬಳಸುವರು.

किशोर

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

Tell 5 words
that end
with 'e'.

Tell 5 words
that begin
with 'a'.



Tell 5 words
that end
with 'r'.

Say 1 to 20
in
10 seconds.

Frame
a question
that begins
with 'What'.

Do what
you like
(in English).

Sing
an English
song.

Frame
a question
that begins
with 'Who'.



Frame
a question
that begins
with 'How'.

Tell
5 words
that begin
with 'n'.



Tell
4 words
that begin
with 'th'.

Tell
5 words
that begin
with 'b'.

Tell
5 words
that end
with 't'.

Tell
5 words
that end
with 'p'.

Tell
5 words
that end
with 'k'.

Tell
5 words
that begin
with 'c'.

Speak
fast
in English for
10 seconds.

Tell
4 words
that begin
with 'wh'.

Tell
5 words
that begin
with 'm'.



Tell
5 words
that begin
with 'p'.

Make
a sentence
that has
'and'.



Tell
5 words
that end
with 'n'.

Tell
5 words
that begin
with 't'.

Tell
5 words
that begin
with 'd'.



Frame
a question
that begins
with
'Where'.

Frame
a question
that begins
with
'When'.

Frame
a question
that begins
with
'Why'.

Tell
4 words
that begin
with 'st'.

Tell
5 words
that begin
with 'f'.



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