



# MY ENGLISH BOOK FOUR



STANDARD  
FOUR

मराठी माध्यम



# The Constitution of India

## Chapter IV A

### Fundamental Duties

#### ARTICLE 51A

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

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

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(मराठी माध्यम)



SUQV1K

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**MAHARASHTRA STATE BUREAU OF TEXTBOOK PRODUCTION  
AND CURRICULUM RESEARCH, PUNE.**

**First Edition : 2014**  
**Eighth Reprint : 2022**

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**Typesetting :**

DTP Section (Languages)  
Textbook Bureau, Pune.

**Printer :**

M/s S. P. Binding Works,  
Pune

**Print Order No. :**

N/PB/ 2022-23/12000

**Paper :**

70 GSM Creamwove

**Publisher :**

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



## 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-tarang

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 Four'** 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 Four** 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 fourth 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 : 16 March 2014

25 Phalgun 1935

### ध्वनिचिन्हे : स्वर

चिन्ह	उदाहरण	चिन्ह	उदाहरण	चिन्ह	उदाहरण
ई	cat / ईट् / see / सी /	ऑ	box / बॉक्स / ऑऽ ball / बॉऽल् /	अ	away / अ'वेऽ / अऽ girl / गऽल् /
इ	sit / सिट् /	उ	wool / वुल् /	एऽ	gate / गेऽट् /
ए	pen / पेन् /	ऊ	moon / मून् /	ओऽ	boat / बोऽट् /
अँ	bat / बॅट् /	अ	up / अप् /		
आ	father / 'फादर /	अ	cup / कप् /		

### ध्वनिचिन्हे : व्यंजने

चिन्ह	उदाहरण	चिन्ह	उदाहरण	चिन्ह	उदाहरण
प	pen / पेन् /	फ	fan / फॅन् /	ह	house / हाउस् /
ब	bat / बॅट् /	व्ह	van / व्हॅन् /	म	man / मॅन् /
ट	tea / टी /	थ	thorn / थॉऽन् /	न	name / नेऽम् /
ड	dog / डॉग /	द	this / दिस् /	ग	sing / सिंग /
क	cat / कॅट् /	श	sheep / शीप् /	क्	sink / सिंक /
ग	go / गोऽ /	झ	measure / 'मे [झ] र् /	ल्	look / लुक /
च्	cheek / चीक् /	स्	seat / सीट् /	र्	red / रेड् /
ज्	June / जून् /	झ	zip / झिप् /	य	yes / येस् /
				व	water / 'वॉऽटर /

- यातील ऽ हे चिन्ह स्वर दीर्घ आहे असे दाखवते. • अ आणि अ मध्ये फरक असा, की अ हा स्वर साधा आहे; तर अ हा जोर देऊन म्हणायचा स्वर आहे. उदा., कप्, बस्, टूक्.
- झ हा 'झेंडा'मधला, तर झ 'झबल्या'तला. • ( ' ) हे चिन्ह शब्दावरील आघात दाखवते. आवश्यक तेथे शब्दांत व वाक्यांत तो दाखवला आहे.

### इंग्रजी उच्चारणाबाबत .....

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

## शिक्षकांशी हितगुज

- हे पुस्तक शिकवण्यास सुरुवात करण्यापूर्वी प्रथम ते संपूर्ण नजरेखालून घालावे. बऱ्याच पानांवर शिक्षकांसाठी चौकटीत काही सूचना दिल्या आहेत, त्यांचा त्या त्या वेळी उपयोग करावा.
- पुस्तकातील खेळ एकदाच न घेता, वर्षभर पुन्हा-पुन्हा घ्यावे.
- वर्गात वापरण्याच्या बऱ्याच सूचना पाठ्यपुस्तकात इंग्रजी व मराठी अशा दोन्ही भाषांतून दिल्या आहेत. मात्र मुलांना इंग्रजी सूचनांची सवय होईल असे पहावे आणि मराठीचे प्रमाण कमी करत न्यावे.
- कविता** चालीवर / ठेक्यात व हावभावांसह म्हणून घ्याव्यात. त्यांतील इंग्रजी शब्दांचे उच्चार स्पष्ट व योग्य होतील हे पहावे. जोड्या / गट करून **संवादांचा** सराव घ्यावा.
- शब्दांची ओळख** करून देण्यासाठी चित्रे, प्रत्यक्ष वस्तू, हावभाव, कृती यांचा वापर करावा. त्याचप्रमाणे संदर्भावरून शब्दाचा अर्थ समजून घेण्यास उत्तेजन द्यावे.
- नेहमीच्या वापरातील इंग्रजी शब्दांकडे** मुलांचे लक्ष वेधावे. वर्गात संवादांचा सराव करताना त्यांचा उपयोग करायला प्रोत्साहन द्यावे. **परिसरातील इंग्रजी शब्दांकडे** मुलांचे लक्ष वेधावे. शालेय परिसरात, वर्गात, मुलांना जाता-येता दिसतील अशा प्रकारे इंग्रजी शब्द, सूचना, नावे लावून ठेवावी.
- मुलांनी सतत पूर्ण वाक्यांत बोलणे अपेक्षित नाही. १-२ शब्दांत तसेच कृती / हावभावांतून दिलेली उत्तरेही स्वीकारावीत.
- मुलांच्या चुकांवर बोट ठेवू नये किंवा त्यांना बोलण्याचा प्रयत्न करत असताना थांबवू नये. त्यांच्या चुका होऊ नयेत, यासाठी आधुनिक तंत्रज्ञानाचा वापर करून योग्य उच्चार व वाक्यप्रयोगांचे नमुने त्यांच्यासमोर ठेवावे.



प्रत्येक पानावरील मजकुराचा वापर मुख्यतः कशासाठी करायचा आहे, हे दाखवण्यासाठी पुढील चित्रे वापरली आहेत. त्यानुसार मुलांचा सहभाग घ्यावा.

ऐकणे



बोलणे



वाचणे



लिहिणे



संवाद करणे



- मुलांनी स्वतःच्या मनाने इंग्रजी शब्द, वाक्ये तयार करावी, वापरावी, यासाठी त्यांना प्रोत्साहन द्यावे. **मात्र या टप्प्यावर स्वतंत्रपणे व्याकरण शिकवणे अपेक्षित नाही.** मुलांना इंग्रजी भाषेचे वळण सहजतेने आत्मसात व्हावे याकरिता पुस्तकातील सर्व कृती पुरेसा वेळ देऊन करून घ्याव्यात.
- शब्दांची ओळख पक्की होण्यासाठी 'A Garden of Words' मधील कृतींचा व **खेळांचा नियमित व भरपूर उपयोग** करावा.
- शिक्षकांनी पुस्तकातील **कथा, नाटके**, आवाजातील चढउतारांसह वाचून दाखवावी. मुलांनीही तो मजकूर पुस्तकात पाहून शिक्षकांच्या पाठोपाठ म्हणावा म्हणजे, हळूहळू सलग वाचनाची सवय वाढेल.
- प्रत्येक युनिटमध्ये दिलेला 'Project' प्रत्येक मुलाकडून करून घ्यावा. हे Projects शिक्षक व पालकांनी करायचे नसून मुलांनी करायचे आहेत. त्यामुळे प्रत्येकाच्या नोंदींमधे वेगळेपण दिसेल. मुलांकडे त्याची स्वतंत्र वही/फाइल ठेवावी. ती वेळोवेळी तपासून प्रोत्साहन/मार्गदर्शन द्यावे.
- प्रत्येक युनिटच्या शेवटी 'हे मला येते' या शीर्षकाखाली काही मुद्दे दिले आहेत. ते ते युनिट शिकवून झाल्यावर मुलांना नेमके काय-काय यायला हवे, हे त्यात स्पष्ट केले आहे. त्यामुळे मूल्यमापन प्रक्रियेत मुलांचा डोळस सहभाग घेणे आणि आवश्यक त्या बाबींचा अधिक सराव घेणे शिक्षक व पालकांना सोपे जाईल. मात्र मुलांचा आत्मविश्वास वाढेल अशा प्रकारेच या मुद्द्यांचा उपयोग करावा.

**शाबासकी ...मुलांचे कौतुकही इंग्रजीतून करा.**

- That's a good girl.
- That's a good boy.
- Well done!
- Right!
- Correct!
- Excellent!
- Very good!
- That's nice!





## My English Book Four–Standard Four – Learning Outcomes

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</b></p> <ul style="list-style-type: none"> <li>• participate in role play, enactment, dialogue and dramatisation of stories read and heard</li> <li>• listen to simple instructions, announcements in English made in class/school and act accordingly</li> <li>• participate in classroom discussions on questions based on the day-to-day life and texts he/she already read or heard</li> <li>• learn English through posters, charts, etc., in addition to books and children’s literature</li> <li>• read independently and silently in English, adventure stories, travelogues, folk/fairy tales etc.</li> <li>• understand different forms of writing (informal letters, lists, stories, diary entry etc.)</li> <li>• learn grammar in a functional, contextual and integrated manner and frame grammatically correct sentences</li> <li>• notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities.</li> <li>• notice categories and word clines</li> <li>• enrich vocabulary in English mainly through telling and re-telling stories/folk tales</li> <li>• start using dictionary to find out spelling, reference and meaning</li> <li>• practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing</li> <li>• infer the meaning of unfamiliar words from the context</li> <li>• take dictation of words/phrases/sentences/ short paragraphs from known and unknown texts</li> <li>• be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc.</li> <li>• look at cartoons/pictures/comic strips with or without words and interpret them.</li> <li>• enrich vocabulary through crossword puzzles, word chain, etc.</li> <li>• appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day-to-day life and story book, seen in videos, films, etc.</li> </ul>	<p><b>The learners :</b></p> <p>04.17.01 Listens attentively to announcement and notes the message.</p> <p>04.17.02 Guesses the meaning of words, phrases and sentences from the context.</p> <p>04.17.03 Enjoys and recites poems, songs and rhymes with proper actions, rhythm and appropriate expressions.</p> <p>04.17.04 Participates and enacts in role play, short skits, playlets with interest.</p> <p>04.17.05 Responds and follows simple instructions / announcements / requests in English and acts accordingly.</p> <p>04.17.06 Listens and responds attentively to stories, narrations, descriptions etc. in English and follows the meaning.</p> <p>04.17.07 Reads English seen in the surroundings with understanding and at reasonable speed.</p> <p>04.17.08 Tells/Shares jokes and riddles in English for entertainment.</p> <p>04.17.09 Guesses the meaning of words, phrases, sentences from the context and solves simple crossword puzzles, builds word chain etc.</p> <p>04.17.10 Reads and finds the meaning of new words from a dictionary for reference. Looks up the spelling of words from a dictionary.</p> <p>04.17.11 Listens to word/sentence and writes them down.</p> <p>04.17.12 Uses punctuation marks appropriately in reading aloud with intonation and pauses such as question marks, comma and full stop.</p> <p>04.17.13 Writes informal letters or messages with a meaningful representation.</p> <p>04.17.14 Reads English seen in the surroundings with understanding and reasonable speed on the classroom walls, notice boards, in posters and in advertisements.</p> <p>04.17.15 Uses noun, verb, adjective and preposition in speech and writing.</p> <p>04.17.16 Understands and use proper greetings and farewells.</p> <p>04.17.17 Participates in a conversation and speaks briefly on a familiar topic.</p> <p>04.17.18 Reads and understands map and graphics.</p> <p>04.17.19 Reads text written by different people.</p> <p>04.17.20 Compares various programmes with some preparation.</p> <p>04.17.21 Writes a continuous and meaningful passage.</p> <p>04.17.22 Writes a description of a given process.</p> <p>04.17.23 Describes things, pictures, events, etc. in English using simple and short sentences.</p>



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**P** : Project

An  
Action  
Song



Listen and repeat. Read aloud and sing.

कविता ऐका आणि म्हणा. मोठ्याने वाचा आणि चालीवर म्हणा.



Unit  
One



... join hands together

We'll all join in a circle,  
We'll all join in a circle,  
We'll all join in a circle,  
And sing a song or two.

...



... clap hands together

We'll all sit down together,  
We'll all sit down together,  
We'll all be quiet together,  
Now our singing is through.



... dance together

वील् 'ऑडल् 'जॉइन् इन् अ 'सडक्ल्  
अँन् 'सिंग् अ 'साँग् ऑर् 'टू

वील् 'ऑडल् बी 'क्वायट् टु'गेदस्  
नाव् आवर् 'सिंगिंग् इझ् 'थ्रू



... turn round together



SUZK38



... sit down together



... be quiet together

मुलांचे गट करून किंवा पूर्ण वर्गाला गोलात उभे करून हे गाणे चालीवर म्हणून घ्यावे. पहिल्या कडव्यातील 'join in a circle' ऐवजी चित्रांत दाखवलेले तसेच इतर पर्याय वापरावे. वेगवेगळ्या 'actions' ची वेगवेगळी कडवी झाल्यावर शेवटचे कडवे घ्यावे.

# Circles 1



## 1. Listen carefully and act.

लक्ष देऊन एका आणि त्याप्रमाणे कृती करा.



मुलांनी 1 ते 10 प्रमाणेच 100 पर्यंतचे कोणतेही दहा आकडे इंग्रजीत क्रमाने आणि भरभर म्हणायचे, असा सराव घ्यावा.



### Teacher :

Form groups of ten.

Each group should stand in a circle.

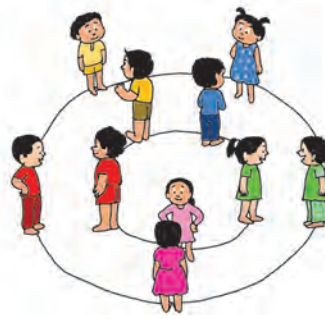
One child in the circle will say, 'One'.

The second child will say, 'Two'.

The third child will say, 'Three'.

Continue like this up to the tenth child, who will say, 'Ten'.

Now say the numbers faster and faster.



Now 2, 4, 6, 8 and 10 will step inside.

They will form another circle inside.

The two circles will stand facing each other.

Children facing each other will shake hands.

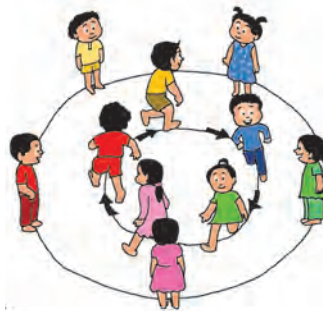
Now the inner/outer circle will turn right and start moving.

Walk on till you come to the next child and shake hands with him or her.

Then walk on and shake hands with the next child.

Stop when you come back to your first partner.

Give each other a high-five.



एकदा आतल्या व एकदा बाहेरच्या वर्तुळातील मुलांनी फिरून क्रमाक्रमाने नवीन जोड्या करून परत पहिल्या जोडीदाराकडे यायचे. या सर्व पायऱ्या गडबडगोंधळ न करता सर्व मुलांना सहज करता येईपर्यंत सराव घ्यावा.



## 2. Listen, learn and speak.

एका, शिका आणि बोला.



**Teacher :** Now we will use these two circles to practise English dialogues, in five different pairs.  
Ready?

### Dialogue 1

A : Hello.  
 B : Hello.  
 A : How are you ?  
 B : I'm fine. Thank you.  
 How are you ?  
 A : Fine. Thanks.



### Dialogue 2

A : What's your name ?  
 B : **Ravi**. Tell me your name, please.  
 A : **Chandrashekhar**. You can call me **Chandu**.

### Dialogue 3

A : Where do you live ?  
 B : I live in **Ambajogai**.  
 A : Where in **Ambajogai** ?  
 B : Near **Yogeshwari temple** .  
 Behind **the Tehsil office** /  
 in **Guruwar Peth** /  
 on **Mandi Bazar Road** ...

### Dialogue 4

A : Bye, bye.  
 Have a nice day.  
 B : Bye. See you.  
 Have a nice day.

मुलांनी दोन वर्तुळांत समोरासमोर उभे राहून पूर्ण संवाद करावा. नंतर एका वर्तुळातील मुलांनी पुढील जोडीदाराकडे जावे आणि पुन्हा त्याच संवादाचा सराव करावा. पूर्ण वर्तुळ फिरपर्यंत असे करावे. निळ्या चौकटीतील शब्दांऐवजी मुलांनी स्वतःची माहिती द्यावी.



Words  
from  
Letters



1. Read aloud the names of the letters on the cards.

कार्डांवरील इंग्रजी अक्षरांची नावे मोठ्याने वाचा.

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



कार्डशीटच्या उभ्या पट्टीवर 'a' ते 'z' अक्षरे क्रमाने लिहून 'बुक-मार्क' तयार करा. असे रंगीत 'बुक-मार्क' तयार करून इतरांना भेट द्या.



2. Say the names of the letters 'a' to 'z' in alphabetical order.



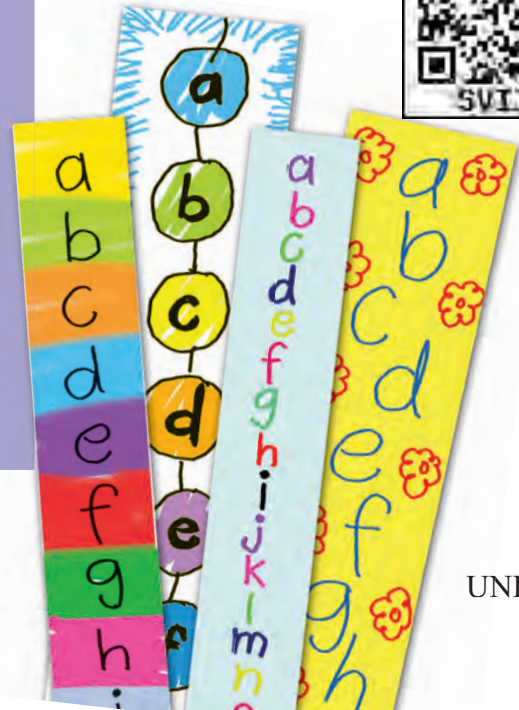
3. Form pairs. Say 'a-z' in pairs, in different ways.

\* a - b, c - d, e - f,  
g - h, i - j, k - l, .....

\* ab - cd, ef - gh, ij - kl,  
mn - op, .....

\* a - 1, b - 2, c - 3,  
d - 4, e - 5, .....

\* a - z, b - y,  
c - x, ..., m - n.





4. Use the letter cards to form words.

अक्षरकार्डे जुळवून शब्द तयार करा.

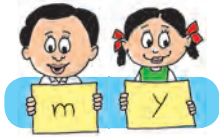
The board contains several groups of letter cards:

- Row 1: m, a, n, e, t, i
- Row 2: o, u
- Row 3: a, e, e, e, i, e
- Row 4: o, e, u, e, l, l
- Row 5: s, t, c, k

A squirrel is holding a card with the letter 'm'.

5. Form groups. Try to make the longest word you can.

Present the word in the classroom, holding the cards in the correct order.



वर्गातील प्रत्येक मुलाला एक कार्ड द्यावे. मुलांनी आपसात विचारणा करून लवकरात लवकर शब्द तयार करून त्यानुसार गटात उभे राहण्याचा खेळ घ्यावा.

मुलांचे गट करून त्यांना भरपूर अक्षर-कार्डे असणारे संच द्यावे आणि गटात शब्द जुळवण्याचा खेळ घ्यावा. मोठ्यांत मोठा शब्द तयार करण्यास प्रोत्साहन द्यावे.



6. Write down your name. Then write a word beginning with each letter in your name.



## A GARDEN OF WORDS

a	easily	many	said	time
and	five	more	shall	to
at	gave	not	she	too
began	hand	now	smile	took
but	her	of	smiled	two
came	I	one	some	wanted
come	in	only	take	was
could	it	out	ten	what
cry	liked	put	the	will
do	looked	quickly	there	would



1. Listen carefully and tick off the words in your chart.

\* and \* but \* one \* five \* ten \* will \* liked  
\* took \* cry \* it \* do \* put \* there \* now



2. Find all the three-letter words and copy them in your notebook.



3. Read the word. From any poem, say a line that has the word.

Example : began : And they began to cry.

\* and \* her \* one \* some \* will



वरील तक्त्यातील प्रत्येक शब्दासाठी 8 x 4 cm किंवा अन्य आकारात जाड कागदाची कार्डे प्रत्येक मुलाकडून करून घ्यावीत. ती मुलांजवळच ठेवावीत. इंग्रजीच्या तासाव्यतिरिक्त एरवीही गटात किंवा एकट्याने खेळण्याजोगे अनेक सोपे खेळ या कार्डांच्या मदतीने घेता येतील. प्रत्येक मुलाला चांगल्या प्रकारे स्वतः लिहिलेला शब्द वारंवार व वेगवेगळ्या संदर्भात हाताळायला मिळणे महत्त्वाचे आहे. कार्डांवरील शब्द चार रेषांत लिहिण्याची आवश्यकता नाही.

● तक्त्यातील व कार्डांवरील शब्द मुलांकडून वाचून घ्यावे. 1. शिक्षकांनी पुस्तकात दिलेल्या क्रमापेक्षा वेगळ्या क्रमाने सावकाश एकेक शब्द सांगावा. मुलांनी आपल्या पुस्तकात/कार्डांमधून तो शब्द शोधावा. 3. मुले जे शब्द तोंडी शिकली, त्यांची लेखन-वाचनात योग्य त्या संदर्भासह उजळणी व्हावी असा या स्वाध्यायाचा हेतू आहे. शब्द ऐकून किंवा कार्डांवरील शब्द पाहून मुलांनी कोणत्याही कवितेतील तो शब्द असणारी ओळ म्हटली तरी चालेल. (त्यासाठी शिक्षकांनी तिसरीपर्यंत झालेल्या सर्व कविता माहीत करून घेणे आवश्यक आहे.) मुलांचे गट/जोड्या करून नंतरही या स्वाध्यायाचा नियमित वापर करावा.





1. Listen carefully and read with me.

लक्ष देऊन एका आणि माझ्याबरोबर वाचा.



Priya liked sweets.  
Her Granny had a jar  
full of sweets.  
She gave Priya  
one sweet at a time.  
But Priya wanted more.  
Many, many more.



She quickly put her hand in the jar of sweets.  
She took one, two, five, ten, many.  
But her hand was stuck in the jar.  
She could not take it out.  
She began to cry.  
“Oh, what shall I do ?”  
“Let go of the sweets,”  
said her Granny.



Priya let go of some sweets.  
Still, her hand would not come out.  
She let go of some more sweets.  
Now there was only one in her hand.  
Her hand came out of the jar easily.



She began to smile,  
and looked at her Granny.  
Granny smiled too. Priya said,  
“Now I will take only one at a time !”





2. Listen and read aloud.



- \* Oh, what shall I do ?
- \* What shall I take ?
- \* What shall I say ?

प्रत्येक वाक्य वेगवेगळे हावभाव करून सादर करण्याची संधी मुलांना द्यावी. इतर छोटी, सोपी वाक्ये वापरूनही असा सराव घ्यावा. सादरीकरण अर्थपूर्ण वाटेल, अशीच वाक्ये निवडावी.



• Present each sentence to show all these emotions.

happy

angry

sad

afraid

Oh, what shall I do ?



Oh, what shall I do ?



Oh, what shall I do ?



Oh, what shall I do ?



3. Read aloud and remember. Copy the sentences in your notebook.



- \* I will eat all vegetables.   \* I will not waste water.
- \* I will help my friends.   \* I will take care of my things.



4. Look at the pictures. Read the words and write 'one' or 'many'.

..... cat



..... cats

..... mouse



..... mice

..... flower



..... flowers

..... leaf



..... leaves

**Four Things about me**



**1. Listen and read aloud.**

ऐका आणि मोठ्याने वाचा.



I am Sakshi.  
I am nine years old.  
I am 130 centimetres tall.  
I am in Standard Four.



I like rice.  
I like tigers.  
I like [.....] channel.  
I like running.

I have a red pen, two blue pencils, an orange sharpener and a white eraser.



I can draw a hut.  
I can read a few English words.  
I can sing a song.  
I can swim.



Every day, I brush my teeth, take a bath, read for some time and play for some time.



**2. Now use the following frames to tell us about yourself.**

दिलेले नमुने वापरून आता स्वतःबद्दल बोला.

I am ....

.....  
.....  
.....



I like .....

.....  
.....  
.....



I have.....

.....  
.....  
.....



I can.....

.....  
.....  
.....



Every day,

I .....

.....  
.....  
.....





1. Listen, repeat. Read aloud and sing.

कविता ऐका, म्हणा. मोठ्याने वाचा आणि चालीवर म्हणा.



Oh, where do you come from,  
You little drops of rain,  
Pitter-patter, pitter-patter,  
Down the windowpane?

Tell me, little raindrops,  
Is that the way you play?  
Pitter-patter, pitter-patter,  
All the rainy day?

I sit here at the window;  
I've nothing else to do;  
Oh, I wish that I could play,  
This rainy day, with you!

The little raindrops cannot speak,  
But 'pitter-patter-pat'  
Means 'we can play' on this side,  
Why can't you play on that?

ओऽ वेअर् डु यु 'कम् फ्रॉम्  
यु 'लिट्ल् 'ड्रॉप्स् अब्ह् रिऽन्  
'पिटर् पॅटर् 'पिटर् पॅटर्  
'डाउन् द 'विन्डोऽपेऽन्

'टेल् मि लिट्ल् रिऽन्ड्रॉप्स्  
इझ् 'दॅट् द 'वेऽ यु 'प्लेऽ  
'पिटर् पॅटर् 'पिटर् पॅटर्,  
'ऑऽल् द रिऽनि 'डेऽ

आय् 'सिट् हिअर अट् द 'विन्डोऽ

आयव्ह् 'नथिंग् 'एल्स टु 'डू  
ओ आय् 'विशु दॅट् 'आय् कुड् 'प्लेऽ  
दिस् रिऽनि 'डेऽ विथ् 'यू

द लिट्ल् रिऽन्ड्रॉप्स् कॅनट् 'स्पीक्  
बट् 'पिटर् 'पॅटर् 'पॅटर्  
मीन्झ् 'वी कन् 'प्लेऽ ऑन् दिस् 'साइड्  
वाय् कान्ट् 'यु 'प्लेऽ ऑन् 'दॅट्



2. Read aloud the following sound words.

- \* pitter-patter \* tring-tring \* zoom-zoom \* bow-wow  
\* ding-dong \* beep-beep-beep \* waa-waa-waa

- What other words come to your mind on reading each word ?  
Write them down.

Example : pitter-patter – rain, raindrops, water, small, fall, cool, etc.

## A Guessing Game



Listen carefully. Read the sentences in 'B' with me and play this game.

लक्षपूर्वक एका. 'B' मधील वाक्ये  
माझ्याबरोबर वाचा आणि हा खेळ खेळा.



चित्र ओळखताना मुलांना 'B' मधील वाक्यांऐवजी प्रश्नही विचारता येतील.  
उदा., Is it white?  
Does it quack? etc.



**Teacher :** Form pairs.

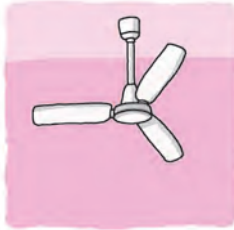
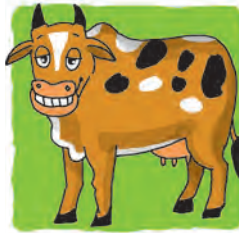
Now, choose any picture from Table A.

Write the English word for it on a small piece of paper and fold it.

Let your friend guess the word with the help of the sentences in B.

When he/she guesses correctly, show the word.

A



B

It is white.  
It quacks.

It grows  
on a tree.

It shines in  
the sky.  
It is hot.

She gives  
us milk.

It rhymes  
with 'pup'.

It is green.  
It flies.

They are  
small.  
They bite.

It has four  
legs and a  
top.

They fly  
in the sky.

It has a  
trunk and  
two big ears.

We cut  
vegetables  
with it.

It has three  
blades.

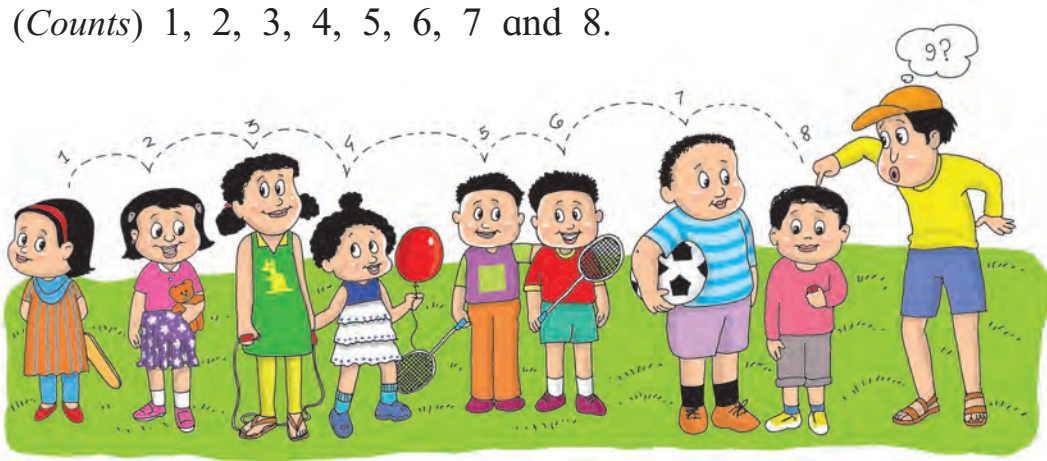


Listen carefully, read with me and enact.

लक्ष देऊन ऐका, माझ्याबरोबर वाचा आणि हावभावांसह सादर करा.



**Ishan :** Come on, little friends!  
It's time to go back home.  
Come here – and let me count.  
There should be nine children in all.  
(Counts) 1, 2, 3, 4, 5, 6, 7 and 8.



Where's the ninth child ? Let me see again.  
Isha-Nisha, Babali-Papali, Ricky-Vicky, Gotu-Chhotu –  
Then who is missing? Oh, I'm so worried!  
(A lady passes by.)

Aunty, please help us.  
Please count and tell us how many we are.

**Aunty :** (Counts) 1, 2, 3, 4, 5, 6, 7, 8 and 9.  
Nine. You are nine in all.

**Ishan :** Oh ! Thank you, thank you so much.  
So, the naughty child has come back.  
Good. Let me count again.  
1, 2, 3, 4, 5, 6, 7 and 8!  
What! Eight again!  
Someone is missing again.  
(The other children start giggling. A man passes by.)

Uncle, please help us.  
Please count and tell us how many we are.



**Uncle** : (Counts) 1, 2, 3, 4, 5, 6, 7, 8 and 9.  
I see nine children in all.

**Ishan** : (Sighs.) That's all right then.  
Come on, Isha-Nisha, Babali-Papali,  
Gotu-Chhotu, Ricky-Vicky.  
1 - 2 - 3 - 4 - 5 - 6 - 7 - 8!  
What! This is too much!  
The ninth child is missing again!  
What a naughty child!  
(The other children start giggling.)

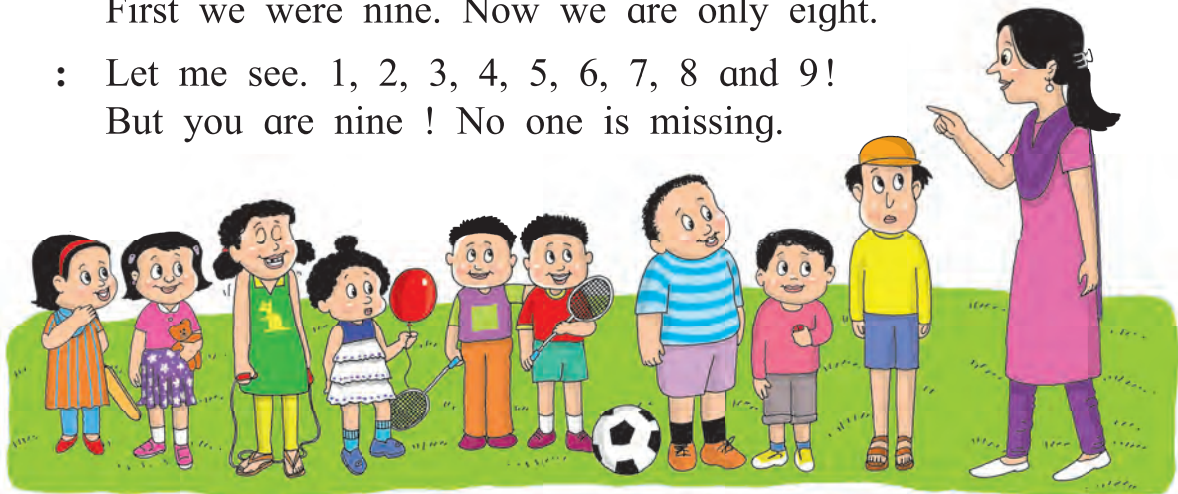


Oh, no! What shall I do ?  
I am the oldest. Everyone will scold me.  
And I don't even know who is missing.  
(Didi walks in.)

**Didi** : Hello, everybody!  
Coming back home? Let's go together.

**Ishan** : Didi, Didi, there's a problem. One of us is missing.  
First we were nine. Now we are only eight.

**Didi** : Let me see. 1, 2, 3, 4, 5, 6, 7, 8 and 9!  
But you are nine ! No one is missing.




**Ishan** : So, that naughty child has come back again!  
When I count, this naughty child runs away.  
1, 2, 3, 4, 5, 6, 7 and 8! See!

**Didi** : Yes! I see.  
And I also see one more child  
who forgets to count himself!

**Ishan** : Oh, no! (Laughs.)  
How silly of me! (Everyone laughs.)



## Action Words and Phrases

 Listen, read and speak.  
ऐका, वाचा आणि बोला.



**Teacher :**

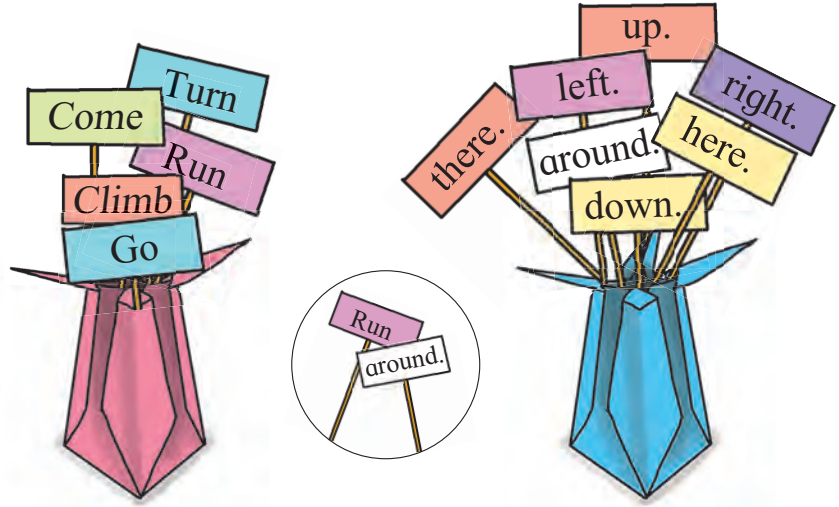
Form pairs.

Select one word

from each basket at a time and make meaningful sentences.

Then present at least ten sentences.

For example, 'Run around.'



मुलांच्या जोड्या करून शब्दकार्डांच्या मदतीने हा खेळ घ्यावा.

**Teacher :**

Form groups of four.

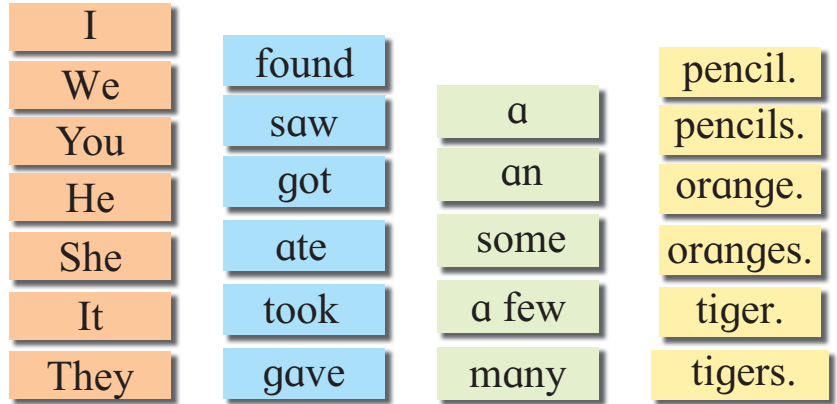
Choose one word

from each tower and make meaningful sentences.

Write the words on

big sheets of paper

and show your sentences to the class.



या कृतीचा सराव झाल्यानंतर मुलांना स्वतःच्या मनाचे शब्द घालून वाक्ये तयार करण्यास प्रोत्साहन द्यावे.



हे मला येते.

- इंग्रजीतून तोंडी दिलेल्या सोप्या सूचना समजतात.
- या युनिटमधील कविता हावभावांसह म्हणता येतात.
- इंग्रजीतील काही संवाद सहजतेने करता येतात.
- इंग्रजीतील सर्व कॅपिटल व स्मॉल अक्षरे (a-z) ओळखता, वाचता येतात.  लिहिता येतात.
- इंग्रजीतील काही छोटे शब्द पाहून तसेच स्वतःच्या मनाने लिहिता येतात.
- यापूर्वी शिकलेली इंग्रजी वाक्ये, कवितांच्या ओळी आठवून सांगता येतात.
- स्वतःबद्दल इंग्रजीतून ३-४ वाक्ये सांगता येतात.
- इंग्रजीतील छोटी, सोपी वाक्ये वाचता येतात.  बोलता येतात.  तयार करता येतात.
- थोड्या सरावानंतर इंग्रजी नाटकात भाग घेता येतो.



Row  
your  
boat.



1. Listen, repeat. Read aloud and sing.

कविता ऐका, म्हणा. मोठ्याने वाचा आणि चालीवर म्हणा.



Unit  
Two



Row, row, row your boat  
Gently down the stream,  
Merrily, merrily, merrily, merrily.  
Life is but a dream.

'रोड 'रोड 'रोड यॉडर् 'बोडर्  
'जेन्टलि 'डाउन् द 'स्ट्रीम्  
'मेरिलि 'मेरिलि 'मेरिलि 'मेरिलि  
'लाइफ् इझ् 'बट् अ 'ड्रीम्



2. Tell other words that rhyme with the following words.

खालील शब्दांशी यमक जुळणारे इतर शब्द सांगा.

\* row \* boat \* down \* stream \* life \* but

हे इंग्रजीतील एक लोकप्रिय गाणे आहे. वर्गाचे चार गट करावे. प्रथम फक्त पहिल्या गटाने कविता म्हणायला सुरुवात करावी. त्यांची पहिली ओळ म्हणून झाली, की दुसऱ्या गटाने कविता सुरू करावी. त्यांची पहिली ओळ म्हणून झाली की, तिसऱ्या गटाने सुरू करावी. त्यांची पहिली ओळ म्हणून झाल्यावर चौथ्या गटाने सुरू करावी. पहिल्या गटाची संपूर्ण कविता म्हणून झाल्यानंतर पहिल्या गटापासून कविता म्हणायचे क्रमाने थांबवत जावे.



## A GARDEN OF WORDS



am	feeling	long	red	tree
another	fresh	lovely	run	under
are	full	mango	see	us
ate	good	nap	sleepy	vegetable
behind	have	once	slept	very
carrot	he	patch	slow	walked
did	I'll	race	slowly	white
didn't	leafy	radish	so	wins
eat	let	ran	stop	woke
fast	little	reached	then	you



1. Listen carefully and tick off the words.

- \* ate \* did \* eat \* full \* good \* let \* long
- \* nap \* run \* stop \* tree \* very \* white \* wins



2. Find these words and copy them down.



- \* Words that end with 'y'. \* A word that begins with 'y'.
- \* Words that have 'double' letters. \* Words that have the 'अँ' sound.
- \* Words that have g an le ed sl.



3. Select one word at a time. Look at the word carefully. Then close your eyes and think of the word. Write down the word. Look at it again. Is it right? Look it up in the textbook. Learn five words at a time in this way.



वरील प्रत्येक शब्दासाठी 8 x 4 cm किंवा अन्य आकारात जाड कागदाची कार्डे प्रत्येक मुलाकडून करून घ्यावीत व ती मुलांजवळच ठेवावीत. त्या शब्दांवर आधारित येथे दिलेले उपक्रम अशा कार्डांच्या साहाय्याने घेणे अधिक चांगले. वर्गातील अध्यापनाशिवाय इतर वेळीही या उपक्रमांचा गटात/एकट्याने सराव करण्यास मुलांना प्रोत्साहन द्यावे.

The Hare and the Tortoise

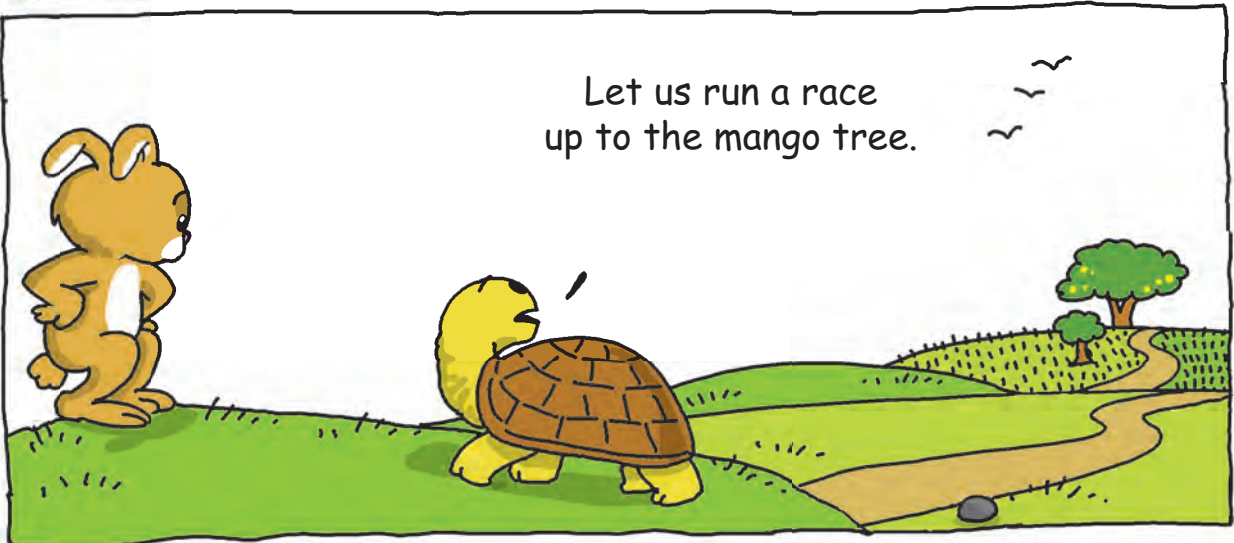
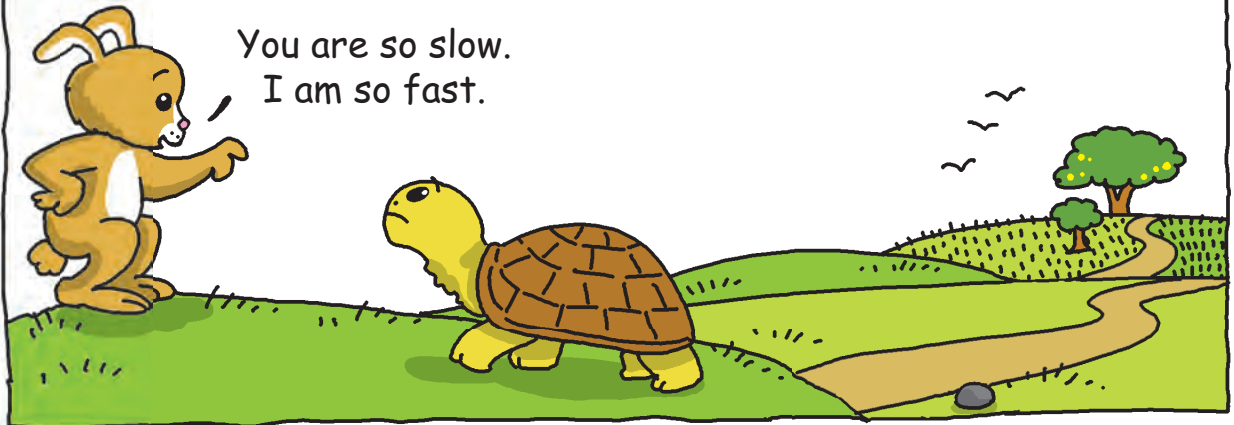


1. Listen and read aloud.

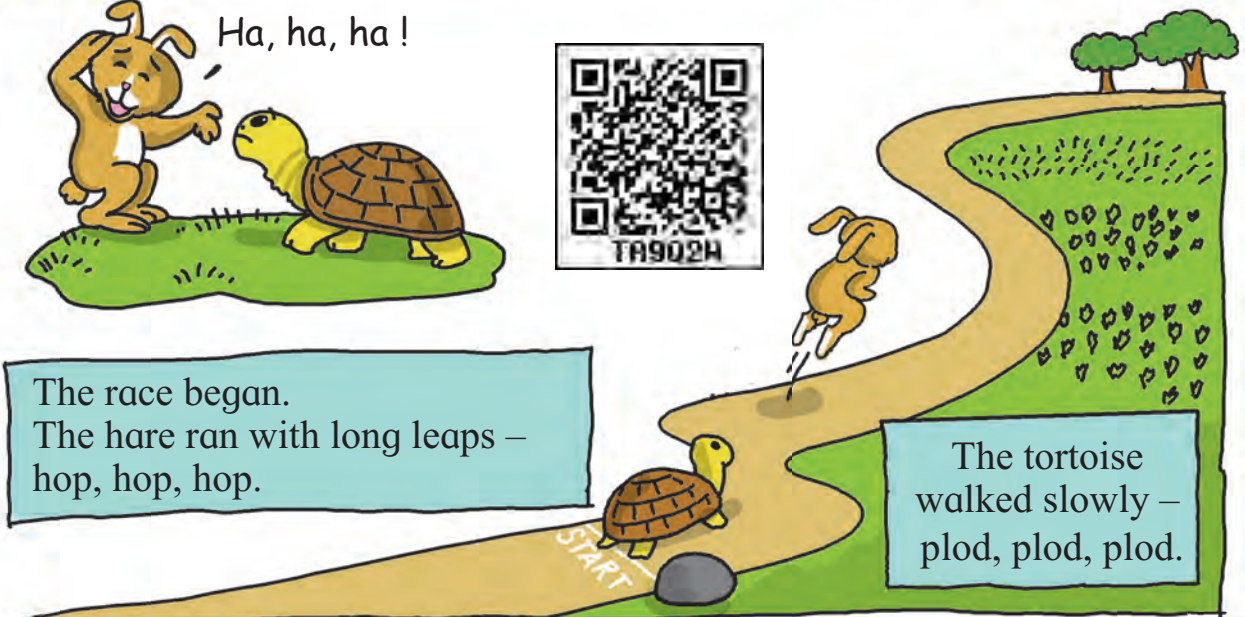
एका आणि मोठ्याने वाचा.



Once a hare and a tortoise decided to have a race.



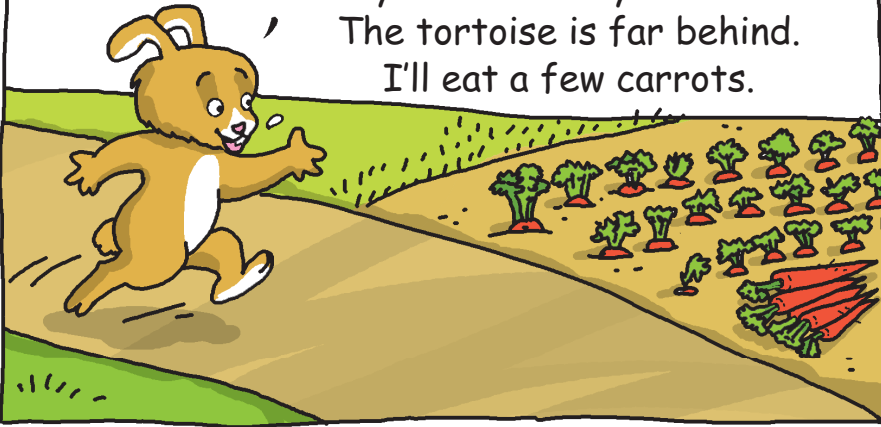
The race began.  
The hare ran with long leaps –  
hop, hop, hop.



The tortoise  
walked slowly –  
plod, plod, plod.

The hare came to a carrot patch.

Yummy! What lovely red carrots!  
The tortoise is far behind.  
I'll eat a few carrots.



But he ate a lot of carrots.



Then the hare came to a radish patch.

Slurp! What juicy white radishes!  
I'll eat only a few.



But he ate up quite a few.



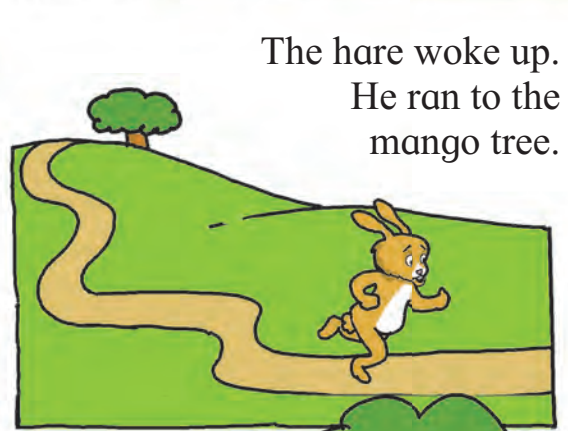
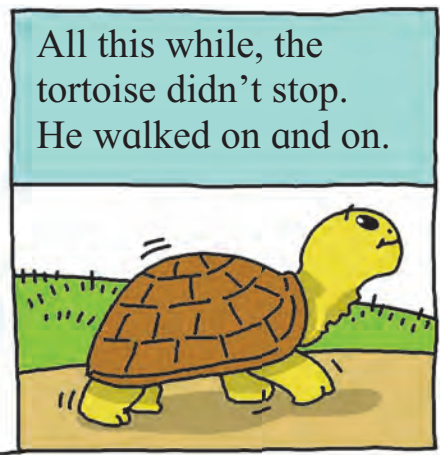
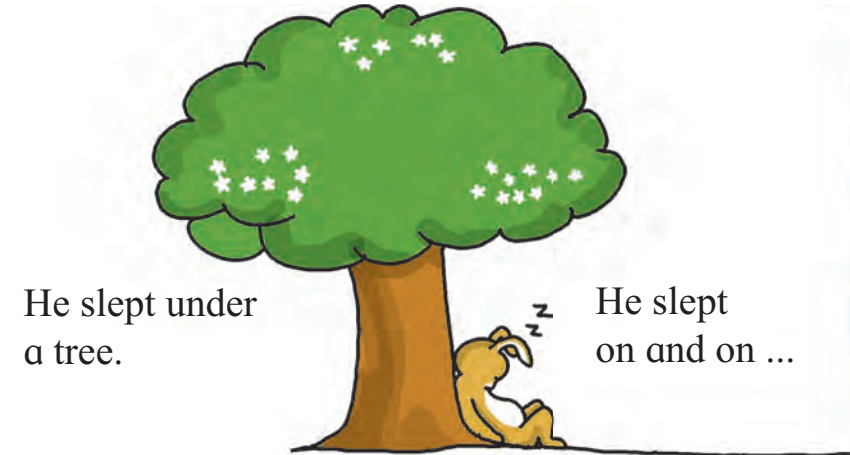
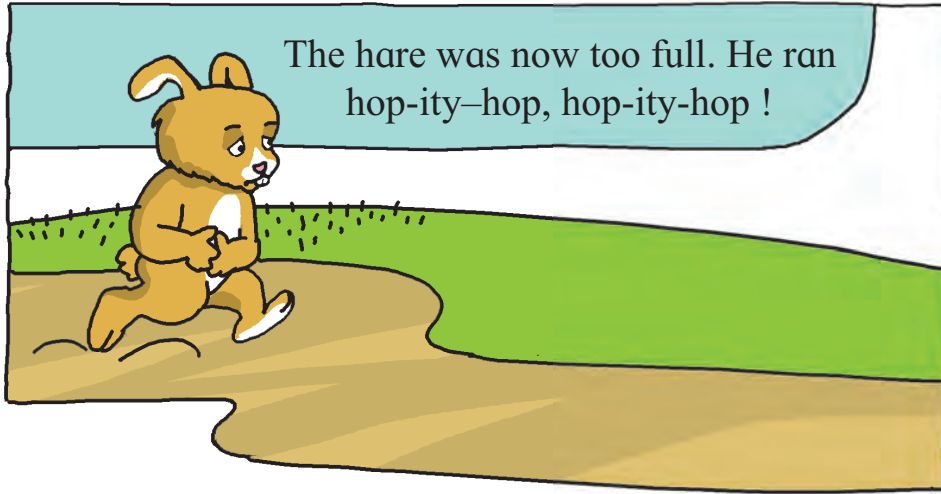
Then the hare came to another vegetable patch.

Fresh leafy vegetables!  
So good to eat.



So he ate up quite a few.

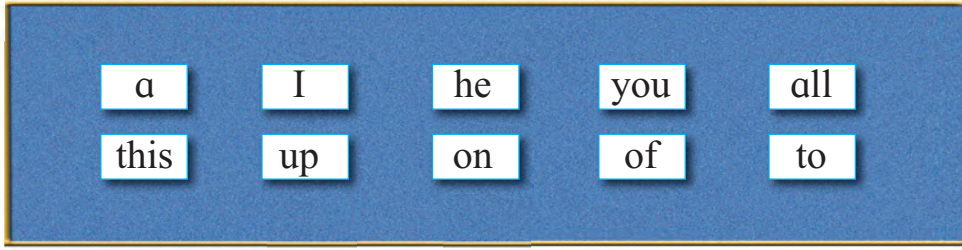




या कथेचे नाट्यीकरण करून वर्गात ते सादर करण्याची संधी मुलांना द्यावी.



2. Read the following words aloud and copy them in your notebook.



3. Read aloud the following phrases.

- \* a few                      \* quite a few                      \* long leaps
- \* on and on                \* all this while                    \* slow but steady

• Find these phrases on pages 17 to 19.



Find words to complete the following chart and write them in the proper place.

खालील तक्ता पूर्ण करण्यासाठी योग्य शब्द शोधा आणि तक्त्यात लिहा.



Categories First Letter	Something we Eat or Drink	An Animal	A Thing	An Action
a				
b				
c				
p				
t				
m				
w	watermelon	wolf	watch	wipe



### Categories

Make a categories chart and try to fill all the columns for all the letters from 'a' to 'z'. List the categories and letters for which you do not find any words. Try to find the words with help of your friends and earlier textbooks.

वरीलप्रमाणे 'categories' तक्ता तयार करून 'a' ते 'z' सर्व अक्षरांसाठी शब्द शोधा. ज्या 'categories' आणि अक्षरांसाठी शब्द सापडत नाहीत, त्यांची यादी तयार करा. मित्रमैत्रिणींशी बोलून किंवा पहिली ते तिसरीच्या पाठ्यपुस्तकांत ते शब्द मिळतात का पहा.



To the Market



Listen, repeat and read aloud.

कविता ऐका, म्हणा आणि मोठ्याने वाचा.



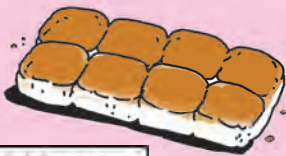
Child 1 : I went to the market.  
Do you know what I bought ?  
*Some red shiny apples !*  
That's what I got.



*A string of white flowers*



Child 2 : I went to the market.  
Do you know what I bought ?  
*Some red shiny apples !*  
*A big loaf of bread !*  
That's what I got.



*A bunch of big bananas*



Child 3 : I went to the market.  
Do you know what I bought ?  
*Some red shiny apples !*  
*A big loaf of bread !*  
*A pack of colour pencils !*  
That's what I got.



*A big jar of honey*



Child 4 : .....

*A sack of gram flour*



*A pack of liquid soap*



*Some juicy ripe mangoes*



*A pair of blue bangles*



• Look at the pictures and words. Use them to add more lines to the poem. You may also make up more lines on your own.



1. Look, listen carefully and act.





पहा. लक्षपूर्वक ऐका आणि त्यानुसार कृती करा.







**Teacher** : Now I am going to read aloud a paragraph from your book.  
Look at it carefully. It has some pictures and numbers.  
I'll read the words and stop at the pictures and numbers.  
You have to say the words for them at the right time.  
This is how we will read together. Ready ?




A








Munnu's mother told her to go to the market. "I need half a kilo each of  and , **3** lemons, a piece of  and some .

Take this  and this **100**-rupee note. Be careful and come back before **5**."



Munnu brought the , the , **4** lemons, and some .

"I did not get any , " Munnu said. "Never mind !" said her mother.

B

Munnu's Uncle gave her a packet of  . Munnu  the packet open. There were **12** biscuits in the  . Munnu gave **2** of them to her Uncle, **1** to her mother and **1** to her father. She ate  herself. Then she gave her  and her  one biscuit each. Then how many biscuits were left ? Answer :  .



Munnu saw some strings of  in the market. She brought **10** strings and counted the  in each. There were **40** flowers in **7** strings, **44** flowers in **2** strings and **36** in the last string. 'There are **400** flowers in all,' she said. Is she right ?



**A** : potatoes, tomatoes, three, ginger, chillies, bag, hundred, five, potatoes, tomatoes, four, chillies, ginger.  
**B** : biscuits, cut, twelve, packet, two, one, one, two biscuits, cat, dog, four biscuits.  
**C** : flowers, ten, flowers, forty, seven, forty-four, two, thirty-six, four hundred.

#### Answers



2. Make a list of as many things as you can using the table below.

a	packet	of	candles	salt
two	bunch		books	flowers
five	sacks		grapes	butter
	kilograms		pencils	flour
	litres		oil	cloth
	metres		milk	ribbon
	lump		sugar	rice



3. Make a shopping list that has 10 things in it.



Listen carefully and practise the dialogues with proper actions.

लक्षपूर्वक ऐका आणि योग्य त्या हावभावांसह संवादांचा सराव करा.



### Complaints and Compliments

1.

A : Hello.  
Your handwriting is  
so neat and tidy.  
It really looks nice !  
B : Thanks.

2.

A : Did you laugh  
at me ?  
B : No, I didn't.  
A : Yes, you did.  
B : Please believe me,  
I didn't.

3.

A : Hi ! Would you  
like to look at my  
picture ?  
B : Oh, yes ! I'd love to.  
A : Here.  
B : Wow !  
This is beautiful.



4.

A : You pushed me.  
B : So ?  
A : Please don't do it.  
It hurts.  
B : I'm sorry.

5.

A : You sing so well.  
Please sing a song.  
B : Well, thanks.  
But not now.  
Some other time.



पान 2 व 3 प्रमाणे सूचना देऊन दोन वर्तुळांत संवादांचा सराव घ्यावा. संवादांतील इंग्रजी वाक्ये इतर वेळीही योग्य रीतीने वापरण्यास प्रोत्साहन द्यावे.



**A  
Team of  
Workers**



1. Listen carefully and read with me.

लक्ष देऊन ऐका आणि माझ्याबरोबर वाचा.



*All body parts stand together holding hands.*

**All** : Work, work, work!  
In the morning,  
In the evening,  
We are always at work.  
During the day,  
And even at night,  
We are always at work.



**Mouth** : Hands, come forward  
and tell us what you do.

**Hands** : We lift, we hold, we carry.  
We give and we take.  
We pull, we push, we put,  
A hundred things we make.  
We two are a clever pair.  
There's nothing that we can't do.



**Mouth** : Feet, come forward  
and tell us what you do.

**Feet** : We walk, we run, we tap, we dance,  
We skip and jump and hop.  
We step forward, we turn about,  
And just in time, we stop.



**Mouth** : Eyes, Ears, Nose,  
what about you?



**Eyes** : We open, we close, we read, we blink,  
We see things far and near.

**Ears** : And be it loud, be it soft,  
Every sound we hear.

**Nose** : I breathe day and night.  
I can never rest.  
I have to smell every smell,  
Good or bad or best.

And what about you, Mouth?

**Mouth** : Oh, you know, I open and shut  
and smile.  
I speak. I eat. I drink.  
I sip. I slurp. I chew and bite.  
But do I get any of the food?  
No! It all goes to this lazy Belly.  
Is it right?  
The belly doesn't do any work.

**All** : That's right.  
The belly doesn't do any work.

**Belly** : That's not right. That's wrong.  
I do a lot of work.  
But it goes on inside me.  
You can't see it. But I *do* work.



**Eyes** : Why can't we see it?  
It's because you don't do any work.

**Hands** : The only work you do is to grab  
all good food.

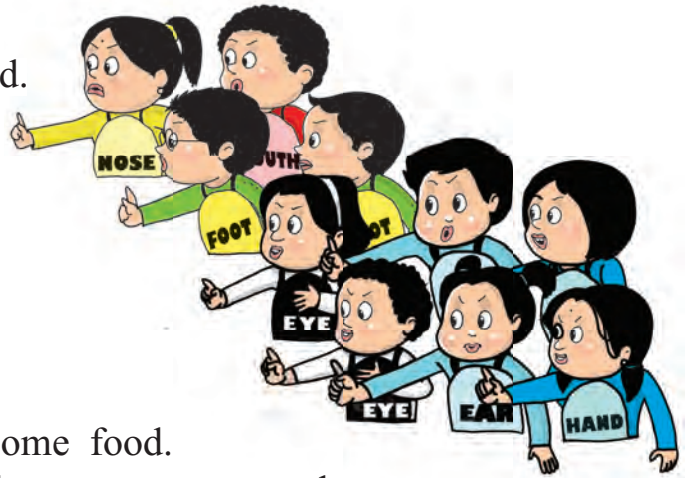
**Feet** : You don't move a step.  
Why should we work to give you food?

**All** : We won't work for you.  
You won't get any food now.



**Belly** : Don't do that.  
I work for all of us.  
We will all suffer  
If you don't give me food.

**All** : Don't try to deceive.  
Nothing you will receive.



*Three hours later –*

**Belly** : Please get some food.  
I'm all ready to start my work.

**Others** : No means no!  
We are all going to relax – just like you!

**Belly** : Please listen to me.  
You must give me food.  
I digest it for all of us.

**Others** : Sorry! Don't try to deceive.  
Nothing you will receive.

*Two days later –*

**Belly** : How are you, my friends?

**Mouth** : Oh, I feel so dry.

**Hands  
and Feet** : We feel so weak.

**Eyes** : We can't see properly.

**Ears  
and Nose** : We feel so tired.

**All** : What's the matter?  
What's wrong with all of us?



*Enter Brain.*

**Brain** : You silly fellows!  
Now you have no energy.  
What gives you energy?  
Food.  
Who works on food to give you energy?  
Think!

**All** : Could it be ..... ? Is it ..... the Belly?

**Brain** : Yes, of course!  
Belly digests food and sends energy  
to all of you.  
Do you understand it now?

**All** : Yes, yes! Now we know.  
This Belly does a lot of work.  
Though he does not show it off.  
He does important work.



*All hold hands and sing together.*

Work, work, work!  
In the morning,  
In the evening,  
We are always at work!



2. Enact the play. 



3. Read the following words. From the lesson, find rhyming words for each.

- \* take : .....
- \* hop : .....
- \* you : .....
- \* near : .....
- \* rest : .....
- \* bite : .....
- \* deceive : .....



4. List the names of all the body parts in this play.

## Fresh Food



Listen, repeat. Read aloud and sing.  
कविता ऐका, म्हणा. मोठ्याने वाचा आणि चालीवर म्हणा.



'रोटी इन् द 'पॅन्  
'रोटी इन् द 'पॅन्  
'पफ् 'पफ् 'टॉस् 'टॉस्  
'रोटी इन् द 'पॅन्  
'व्हेजि इन् द 'पॅन्  
'व्हेजि इन् द 'पॅन्  
'फ्राय् 'ड्राय् 'फ्राय् 'ड्राय्  
'व्हेजि इन् द 'पॅन्

Roti in the pan,  
Roti in the pan.  
Puff puff, toss toss,  
Roti in the pan.

Veggie in the pan,  
Veggie in the pan.  
Fry dry, fry dry,  
Veggie in the pan.



Salad in the bowl,  
Salad in the bowl.  
Crunch, crunch, munch, munch,  
Salad in the bowl.

Milk in the cup,  
Milk in the cup.  
Sip, sip, slurp, slurp,  
Milk in the cup.

'सॅलड् इन् द 'बोऽल्  
'सॅलड् इन् द 'बोऽल्  
'क्रन्च् 'क्रन्च् 'मन्च् 'मन्च्  
'सॅलड् इन् द 'बोऽल्  
'मिल्क् इन् द 'कप्  
'मिल्क इन् द 'कप्  
'सिप् 'सिप् 'स्लर्प् 'स्लर्प्  
'मिल्क इन् द 'कप्



या कवितेतील शब्द वापरून इतर खाद्यपदार्थांचे एखादे कडवे तयार करण्यास मुलांना प्रोत्साहन द्यावे.

## In a Biscuit Factory



Listen, repeat and read aloud.

ऐका, म्हणा. मोठ्याने वाचा.



A biscuit is so crisp and tasty.  
We all love biscuits.  
We get different types of biscuits in shops.  
They come in colourful packets.  
They are made in a factory.  
But how are biscuits made in a factory?  
Let's find out.

बिस्किटे तयार करण्याच्या पायऱ्या दाखवणारी वाक्ये फळ्यावर क्रमाने लिहावी. त्यांतील एकेक वाक्य मुलांना पुस्तकात शोधता येते का, ते पहावे.



Get a recipe.



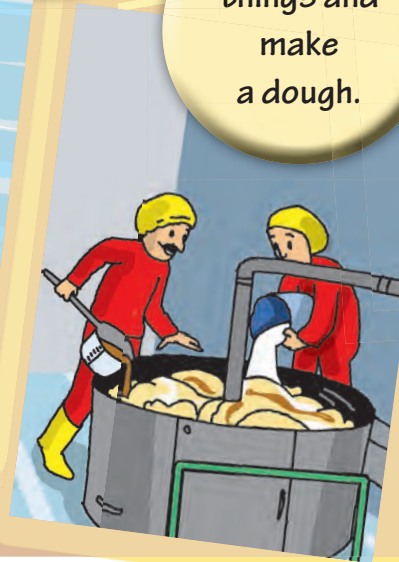
Get the ingredients – things that go in a biscuit.



Decide how much of each to use – weigh each ingredient.

Mix the things and make a dough.

Knead the dough.



dough: डोस





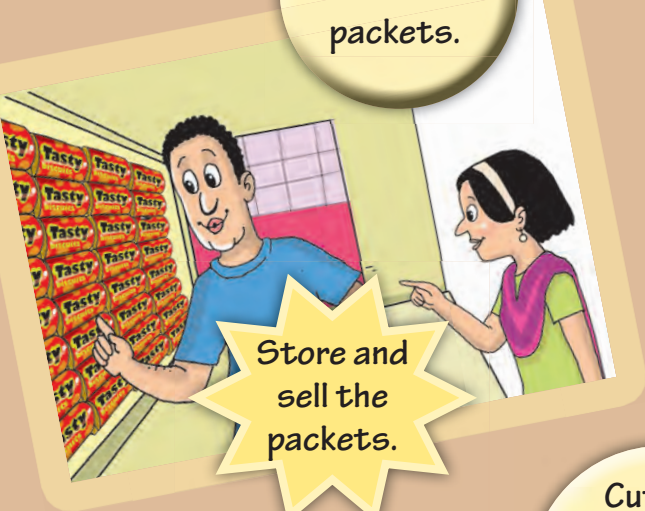
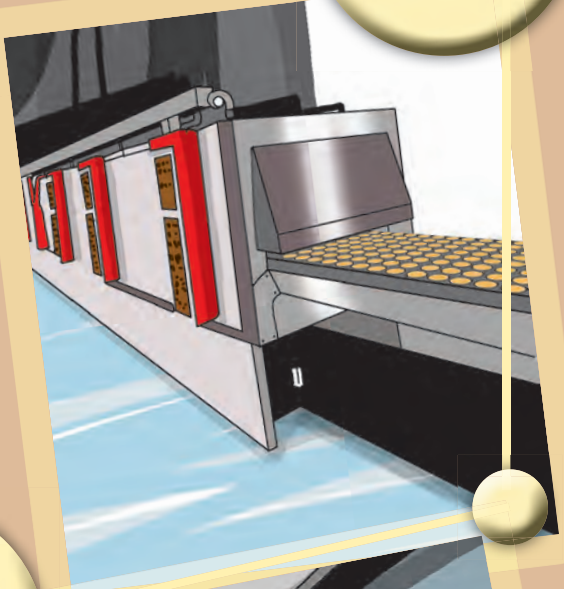
Pack the biscuits into packets.

See if the biscuits are done / baked properly.



Cool the ready biscuits.

Bake the dough shapes in an oven.



Store and sell the packets.

Cut out the dough into biscuit shapes.



Roll out the dough.



Let's  
talk.



Listen carefully and speak.

लक्ष देऊन एका आणि बोला.



A : Guess what I have in my hand.

B : A tamarind seed.

A : How did you guess?

B : That's a secret!

Now guess what I found.

A : Is it something to eat?

B : No.

A : Is it something to read?

B : No.

A : Is it something to write with?

B : No.

A : Is it something to play with?

B : Not really.

A : I give up. You tell me.

B : It's a feather. I found it under the banyan tree.



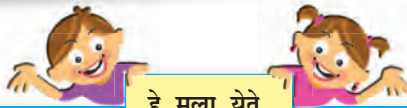
Project

### Collecting English Words

Try to get at least one of the following items (with English matter on them). Paste each item in your notebook and below it, write what it is. If necessary, cut out each item in a flat, tidy shape before you paste it.

\* match box or biscuit wrappers \* boxes and price tags \* tickets, passes, etc. \* stickers \* bank slips \* forms, applications \* user manuals/pamphlets, advertisements from newspapers, magazines, etc.

इंग्रजी मजकूर असणाऱ्या वरील वस्तू गोळा करा (प्रत्येकी किमान एक). जरूर तर त्या सपाट व व्यवस्थित आकारात कापून घ्या आणि तुमच्या वहीत चिकटवा. काय चिकटवले आहे, हे त्याखाली लिहून ठेवा.



हे मला येते.



- कविता वेगवेगळ्या प्रकारे म्हणता येतात.
- त्याच ठेक्यात आणखी एखादी ओळ म्हणता येते.
- सोपे इंग्रजी शब्द ओळखता येतात.  मोठ्याने व मनात वाचता येतात.  पाहून लिहिता येतात.
- काही नवीन शब्दांचे स्पेलिंग पाहून त्यांचा उच्चार करता येतो.
- एका वेळी २-३ शब्द अर्थ समजून वाचता येतात.
- वाचताना संदर्भावरून पुढील शब्द ओळखता येतात.

- सांगितल्यानुसार ओळखीचे इंग्रजी शब्द आठवून लिहिता येतात.
- इंग्रजी शब्दांचे गट (अर्थ असणारे) तयार करता येतात.
- इंग्रजी संवादांत, नाटकात भाग घेता येतो.
- त्यातील काही वाक्ये वर्गाबाहेरही योग्य वेळी वापरता येतात.  तयार करता येतात.
- सलग इंग्रजी ऐकून/वाचून आधी काय व नंतर काय ते सांगता येते.



Listen, repeat. Read aloud and sing.



कविता ऐका, म्हणा. मोठ्याने वाचा आणि चालीवर म्हणा.



### The Day

Twelve good hours in every day,  
Time for work and time for play,  
Twenty-four for day and night,  
Some for darkness, some for light.



\* \* \*

### The Months

Thirty days has September,  
April, June and November;  
All the rest have thirty-one  
Except February alone.  
That has twenty-eight days clear  
And twenty-nine in each leap year.



### Old Man Moon

The moon is very very old  
The reason why is clear —  
He gets a birthday one a month  
Instead of once a year.



- Copy any poem of your choice in good handwriting and draw suitable pictures for it.



# A GARDEN OF WORDS



about	creatures	goose	piece	them
all	cunning	head	place	they
be	don't	heard	right	told
beware	duck	help	running	went
big	falling	hen	safe	when
called	fell	here	saying	why
caught	fellow	his	shout	with
cave	foolish	inside	sky	without
chicken	fox	met	started	word
cock	friends	my	their	worry



1. Find the following words in the table. Think of other words you know that rhyme with the following words. Write down the rhyming words.

- \* all      \* met      \* cock

2. Find and copy the names of birds and animals. 

3. Complete the following sentences using the words given above. Try to make as many meaningful sentences as you can.

- \* They met a ..... .      \* Why are you ..... ?

4. Choose any one of the words given in the table. Show its meaning with an action and ask your friend to guess the word.



5. Find the words that have : o ck ng d se ea ou

6. Select one word at a time. Look at the word carefully. Close your eyes and think of the word. Then write it down. Look at it again. Look it up in the textbook. Learn five words at a time in this way.

वरील प्रत्येक शब्दासाठी 8 x 4 cm किंवा अन्य आकारात जाड कागदाची कार्डे प्रत्येक मुलाकडून करून घ्यावीत व ती मुलांजवळच ठेवावीत. त्या शब्दांवर आधारित येथे दिलेले उपक्रम अशा कार्डांच्या साहाय्याने घेणे अधिक चांगले. वर्गातील अध्यापनाशिवाय इतर वेळीही या उपक्रमांचा गटात/एकट्याने सराव करण्यास मुलांना प्रोत्साहन द्यावे.

The sky is falling !



Listen, read aloud after me and enact.

ऐका. माझ्यापाठोपाठ मोठ्याने वाचा आणि हावभावांसह सादर करा.



Once there was a dear little chicken called Chicken Licken. She was hopping about under a big tree when a leaf fell right on her head !

“Oh, no ! Oh, no ! The sky is falling !”  
said Chicken Licken and she started to run.

By and by she met Henny Penny.



“Why are you running, Chicken Licken ?”

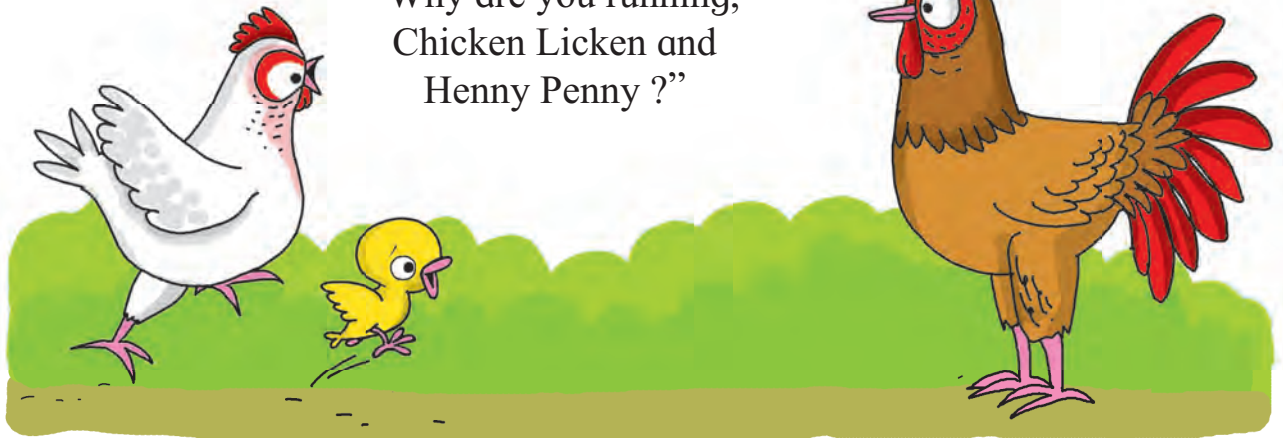
“The sky is falling, and a piece of it fell right on  
my head !”



“Oooooo !” said Henny Penny and she, too,  
began to run with Chicken Licken.

By and by they met Cocky Locky.

“Why are you running,  
Chicken Licken and  
Henny Penny ?”



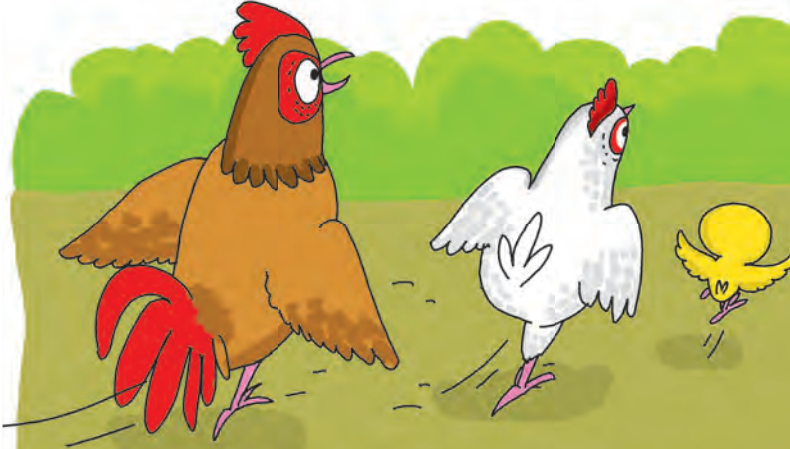
“The sky is falling ! A piece of it fell right on Chicken Licken’s head !”

“Oh dear, oh dear !” said Cocky Locky and he, too, began to run with them.

By and by they met Ducky Lucky.



“Why are you running, Chicken Licken, Henny Penny and Cocky Locky ?”

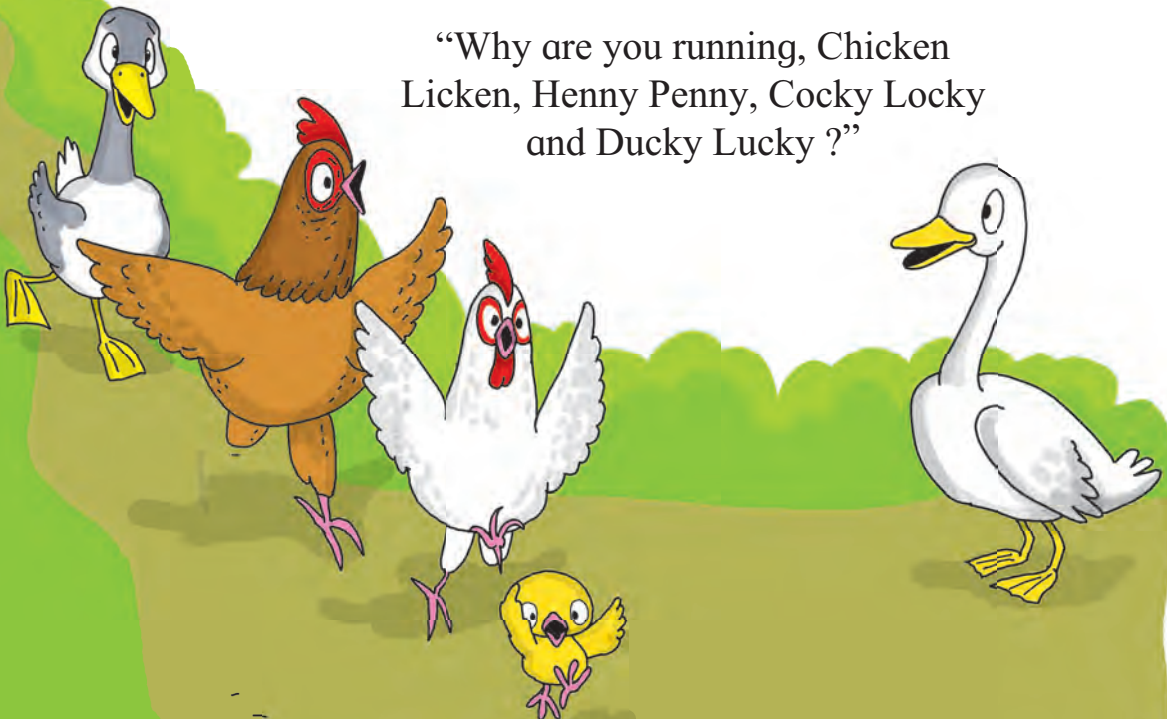


“The sky is falling ! A piece of it fell right on Chicken Licken’s head !”

“Dear me ! Dear me !” said Ducky Lucky and she, too, began to run with them.

By and by they met Goosey Poosey.

“Why are you running, Chicken Licken, Henny Penny, Cocky Locky and Ducky Lucky ?”



“The sky is falling ! A piece of it fell right on Chicken Licken’s head !”

When Goosey Poosey heard this, she began to run with them without saying a word.

By and by they met Foxy Loxy.

“Why are you running, Chicken Licken, Henny Penny, Cocky Locky, Ducky Lucky and Goosey Poosey ?”

“The sky is falling ! A piece of it fell right on Chicken Licken’s head !”

Now, Foxy Loxy was a cunning fellow.

“Don’t worry,” he said. “I will take you all to a safe place.”

He took them all to his cave. “Go inside my cave and you will all be safe.” He told them. So in went Chicken Licken, Henny Penny, Cocky Locky, Ducky Lucky and Goosey Poosey.



“Ha, ha, ha !” Foxy Loxy said, “You foolish creatures ! I have caught you all.”

“Help ! help !” Chicken Licken and her friends began to shout.

Doggie Dear heard their shouts.

He ran to the cave.

“Beware, Foxy Loxy,” he shouted, “Here I come !”

And then ? Then Foxy Loxy began to run without saying a word.

He ran far away.

\* \* \*

Responses

Listen, repeat, read, enact and use.

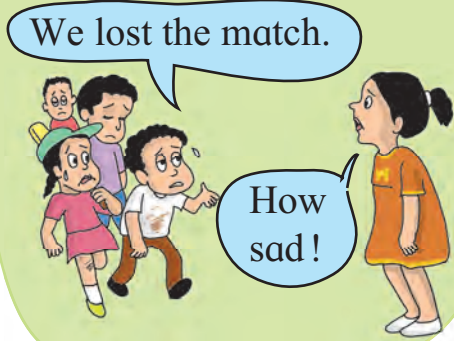
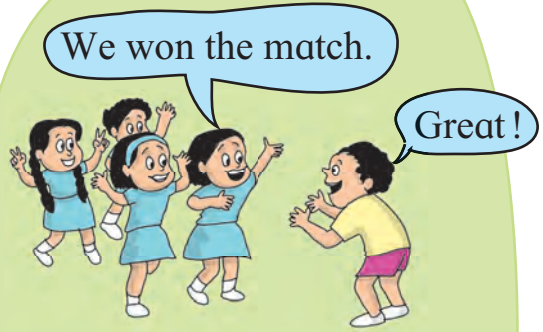
ऐका, म्हणा, वाचा, सादर करा आणि वापरा.



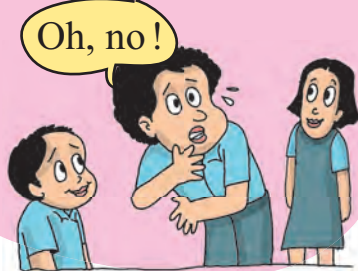
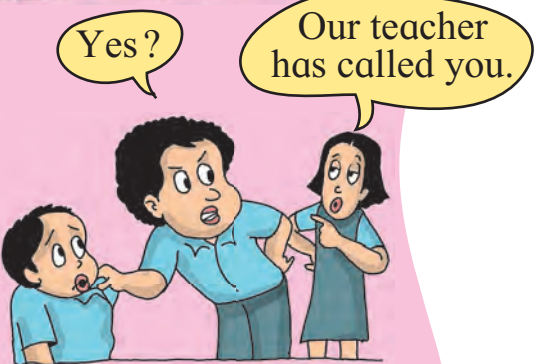
1



2



3





A  
Recipe



Look at the pictures, listen carefully and number the sentences properly.



चित्रे पहा, लक्षपूर्वक ऐका आणि वाक्यांना योग्य ते क्रमांक द्या.



Bunty makes 'Pohe' !



○ Takes a bowl of 'pohe'.

○ Heats some oil in a pan.

○ Washes them well.

○ Covers the pan with a lid.

○ Sifts them.

○ Peels an onion.

○ Puts mustard seeds, 'hing' and turmeric powder in the oil.

○ Cuts the onion and the chilli into small pieces.

○ Adds the onion and chilli pieces, a few peanuts and curry leaves to the oil and stirs well.

○ After 1-2 minutes, takes off the lid.

○ A tasty bowl of 'Pohe' is ready!  
Serves 'Pohe' with a slice of lemon.



○ After 1-2 minutes, adds the wet 'pohe', a little salt and sugar and stirs well.



## Something Special



### 1. Listen, read and do it yourself.

एका, वाचा आणि तुम्हीही करा.



## Something Special

What does every classroom have ?

A board, a table, a chair, one or two cupboards, desks and benches or mats, charts, posters, calendars and so on.

We have something special in our classroom.



It is a postbox, just for us.

We write messages, cards and letters to our friends in the class.

Then we put them in the postbox.

Every day, our teacher opens the postbox.

She looks at the names on the letters and cards and hands them out.

We are planning a surprise for our Teacher. She will get it on the fifth of September, Teachers' Day!



Happy Birthday !

Wish you many happy returns of the day!

Thank you.

Wish you all the best!

All the best!

Congratulations !

Congrats !

Eid Mubarak !

Happy Diwali !

Merry Christmas !

2. Make a list of things in your classroom.
3. List ten things you see at home.

येथे व पुस्तकात इतर ठिकाणी दिलेली कार्डे/चिट्ठ्या यांचे नमुने दाखवून त्यांबाबत मुलांशी बोलावे. त्यांच्या आधारे मुलांकडून नियमितपणे अर्थपूर्ण कार्डे, चिट्ठ्या यांचे लेखन करून घ्यावे. मात्र प्रत्येकाला स्वतःला हवा तो नमुना निवडून, हव्या त्या मित्राला/मैत्रिणीला संदेश लिहिण्याचे स्वातंत्र्य द्यावे. येथे मुलांच्या खरोखरीच्या व स्वतंत्र लेखनावर भर असल्यामुळे या कार्डांवर तपासल्याच्या खुणा, गुणदान वगैरे करू नये. मुलांना तोंडीच योग्य ते मार्गदर्शन करावे. कागदांवर/कार्डांवर शक्यतो रेघा न मारता लिहून घ्यावे. पान 41 वरील हस्ताक्षरांचे नमुने आदर्श म्हणून दिलेले नाहीत, तर या टप्प्याला शिक्षकांनी मुलांचे कोणते अक्षरलेखन स्वीकारण्यास हरकत नाही, ते दाखवण्यासाठी दिले आहेत.

From the  
Postbox  
1



Read the following and write your own messages.

खालील संदेश वाचा आणि तुम्हीही तुमचे संदेश लिहा.



### The Surprise



It was 5 September.

Teachers' Day !

When the Teacher opened the postbox,

there was a surprise for her !

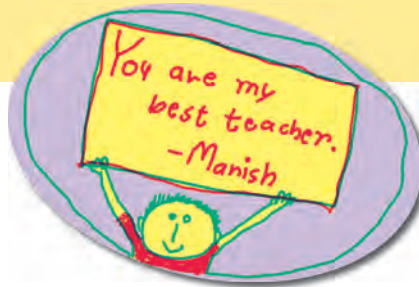
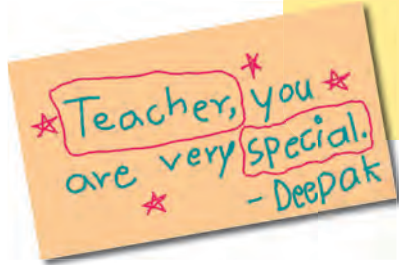
All the letters were for the Teacher.



Thank you,  
Dear Teacher.  
Thank you  
so much.



\* All your students of \*  
\* Standard Four \*  
\* Division 'B' \*



### Project

#### Postbox

Make a postbox for your classroom and use it to send Birthday and other messages to your classmates.

तुमच्या वर्गासाठी पोस्टबॉक्स तयार करा आणि तुमच्या वर्गमित्रांना आणि मैत्रिणींना वाढदिवसाच्या शुभेच्छा आणि इतर संदेश, निरोप देण्यासाठी तिचा उपयोग करा.



## How Birds Fly



Listen carefully and read with me.

लक्ष देऊन ऐका आणि माझ्याबरोबर वाचा.



How do birds fly ?

‘Simple!’ You will say, ‘Birds fly using their wings.’

True. But having wings is not enough.

There are many other things  
that help birds to fly.

Birds have a  
very light body.



Their bones are very  
strong but hollow.



Their feathers have  
special shapes.  
The feathers are  
arranged in a special  
way in the wings.



The wings have  
powerful muscles.



Birds can move their wings easily in different ways. They flap, they flutter. They soar high into the air.



They glide in the sky. They can turn this way or that way as they fly.



They can see things from far away.



They can land easily and safely.

Birds can ride the wind or air currents and travel long distances.

Can you think of other things that fly?  
Find out how they fly.



## Little Brown Sparrows



Listen, repeat. Read aloud and sing.



कविता ऐका, म्हणा. मोठ्याने वाचा आणि चालीवर म्हणा.



“Little brown sparrows,  
Flying around,  
Up in the tree-tops,  
Down on the ground.

“Come to my window,  
Dear sparrows, come!  
See! I will give you  
Many a crumb.

“Here is some water,  
Sparkling and clear,  
Come, little sparrows,  
Drink without fear.

“If you are tired,  
Here is a nest;  
Wouldn't you like to  
Come here to rest?”

'लिट्ल् ब्राउन् 'स्पॅरोसझ्

'फ्लाईंग् अ'राउन्ड्

'अप् इन् द 'ट्री-टॉप्स्

'डाउन् ऑन् द 'ग्राउन्ड्

'कम् टु माय् 'विन्डोऽ

'डिअर् स्पॅरोसझ् 'कम्

'सी आय् विल् 'गिव्ह् यु

'मेनि अ 'क्रम्

'हिअर् इझ् सम् 'वॉटर्

'स्पार्कलिंग् अन् 'क्लिअर्

'कम् लिट्ल् 'स्पॅरोसझ्

'ट्रिंक् विदाउट् 'फिअर्

'इफ् यु आर् 'टायर्ड्

'हिअर् इझ् अ 'नेस्ट्

'वुडन्ट् यु 'लाइक् टु

'कम् हिअर् टु रिस्ट्



• Say how you will invite these in 1-2 lines :

\* a little pup \* a kitten \* a squirrel

Circles  
3



Listen carefully, enact and use.

लक्षपूर्वक ऐका, सादर करा आणि वापरा.



**Teacher :**

Form two circles, one inside the other.  
Stand facing one another.

Children in the inner circle run a library.  
They are standing at the library counter.  
Children in the outer circle will visit  
each person at the counter.

They will enquire about books in the library.  
They may return or borrow books.

Practise the following dialogues in the circles.



**At the Counter**

1.

C : Hello. Can I borrow  
some books, please?

L : Which ones do  
you want?

C : Story-books.

L : Look at these books.  
You may borrow  
two of them.

C : Thank you.

L : Welcome.

2.

C : I want to return  
these books and take  
new ones.

L : Ok. Which books do  
you want?

C : I can't think of any.  
Please suggest a book.

L : Try .....  
I enjoyed it very much.

C : Ok, I'll try. Thanks.

L : You are welcome.

3.

C : Can you lend me the DVD  
of (a film)?

L : Sorry. It's issued out.  
Someone else has taken it.

C : Never mind. I'll take it  
some other time.

C : Child

L : Librarian

या संवादांतील पुस्तकांची, फिल्मची नावे इत्यादी तपशील मुलांना ठरवू द्यावा. मुलांनी त्यात मराठी, हिंदी पुस्तकांचा तसेच वेगवेगळ्या सीडी-डीव्हीडीचा उल्लेख केला तरी चालेल. या संवादांतील वाक्ये वर्गाबाहेर वापरण्यासही उत्तेजन द्यावे.

Namita  
Didi's  
Time-table



Read. Listen carefully and enact.

वाचा. लक्ष देऊन ऐका आणि सादर करा.



Namita gets up at 7 in the morning,  
and brushes her teeth.



Between 7 and 8,  
she does household  
work and goes through  
the newspaper.



Between 8 and 8:30,  
she takes a shower.

She eats her breakfast  
between 8:30 and 9.



Between 9 and 10,  
she attends a driving class.  
She is learning to drive a car.



Between 10 and 10:30, she packs  
her lunch and gets ready to go.

Between 10:30 and 11,  
she travels to her office.



From 11 to 5, she is at work.

She comes home at 5:30  
in the evening and takes tea.





Then, she goes jogging in a park from 6 to 7 in the evening.

She watches TV up to 9 o'clock.



Till 9 o'clock, she also does household work, and sometimes listens to music.



She takes dinner at 9. Then she reads books and goes to sleep at 11.



• Listen to the time and mime what Namita does at that time.

7:45 am

8:15 am

8:45 am

9:30 am

10:00 pm

3 o'clock

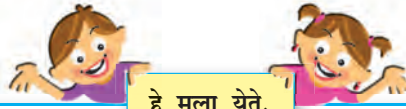
5:30 pm

6:30 pm

8:30 pm

12 o'clock or noon

am : before noon or midday, pm : after noon or midday



हे मला येते.

- आतापर्यंत झालेल्या इंग्रजी कविता तालात म्हणता येतात.  त्यांतील ३-४ ओळी पाहून लिहिता येतात.
- वेगवेगळ्या प्रसंगांत, १-२ इंग्रजी शब्द वापरून योग्य त्या प्रतिक्रिया देता येतात.
- थोड्या मोठ्या संवादांत चौकशी करणे, विनंती करणे, उत्तर देणे इत्यादींसाठी योग्य ती इंग्रजी वाक्ये वापरता येतात.
- सोप्या शब्दांतील इंग्रजी कथा, सूचना, माहिती ऐकून त्यांचा अर्थ समजतो.
- शिक्षकांच्या मदतीने व मदतीशिवाय पुस्तकातील गोष्टी वाचून दाखवता येतात.
- सोपी इंग्रजी वाक्ये वाचून त्यांचा क्रम ठरवता येतो.
- सोप्या इंग्रजी शब्दांत लिहिलेली चित्रमय माहिती समजते.
- इंग्रजीतील ठरावीक संदेश पाहून लिहिता येतात.  तसेच संदेश स्वतःच्या मनाने लिहिता येतात.

Good Habits



Listen, read aloud, copy and remember.

ऐका, मोठ्याने वाचा, पाहून लिहा आणि लक्षात ठेवा.



Unit Four

Early to bed,  
and early to rise,  
Is the way to be healthy,  
wealthy and wise.

'अर्लि टु 'बेड् अन्ड् 'अर्लि टु 'राइझ्  
इझ् द 'वेऽ टु बि 'हेल्थि 'वेल्थि अन्ड् 'वाइझ्

'वन् 'टू वॉट् 'एव्हर् यु 'इ  
'स्टार्ट् इट् 'वेल् अन्ड् 'कॅरि इट् 'थ्रूऽ



One, two,  
whatever you do,  
Start it well,  
and carry it through.

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

'वन् थिंग् अट् अ 'टाइम्  
अन्ड् 'दॅट् डन् 'वेल्  
इझ् अ व्हेरि 'गुड् 'रूल  
अझ् 'मेनि कन् 'टेल्

Hearts, like doors,  
Will open with ease  
To very, very small keys.  
And don't forget that  
Two of these  
Are "Thank you, Sir" and  
"If you please"!

'हार्ट्स् लाइक् 'डोऽझ् विल् ओऽपन् विथ् 'ईझ्  
टु 'व्हेरि 'व्हेरि 'स्मॉऽल् 'कीझ्  
अन्ड् 'डोऽन्ट् फर्'गेट् दट् 'टू अव्ह् 'दीझ्  
आर् 'थॅक् यु 'सर् अन्ड् इफ् यु 'प्लीझ्



मुलांनी छोट्या इंग्रजी कविता, सुवचने सहज पण कायम लक्षात ठेवावी या दृष्टीने त्यांचे वाचन, (पाहून) लेखन व उजळणी करून घ्यावी.

## Word Building



Use the letters to make words.  
अक्षरे वापरून शब्द बनवा.



s	t	n
c	a	d
p	b	m

g	n	k
s	i	c
b	r	d

f	h	s
l	e	t
b	g	n

b	f	x
g	o	l
h	t	d

n	t	r
s	u	c
p	h	k

**Teacher :** Look at the tables given above.  
Let us use one table at a time.  
You have to make words using the letters in each table.  
You can begin with any letter and move in any direction.  
You cannot jump over a letter or use a letter twice.

**Student :** Excuse me, Teacher.  
Will you please explain it once again ?

**Teacher :** Yes. Let me give you an example.

**Example :**

- s → t → a → n → d  
stand
- c → a → p  
cap

s	t	n
c	a	d
p	b	m

या तक्त्यांच्या चौकटींतील अक्षरे क्रमाने वापरून शब्द तयार करायचे असा हा खेळ आहे. कोणत्याही अक्षरापासून सुरुवात करून वर, खाली, कडेला, तिरके अशा कोणत्याही दिशेने जाऊन पुढील चौकटीतून एकेक अक्षर घ्यायचे व शब्द तयार करायचे. तयार होणारे शब्द कितीही अक्षरांचे असले, तरी चालतील. सलग चौकटींतीलच अक्षरे घ्यायची. मधलीअधली चौकट गाळून पुढील अक्षर घ्यायचे नाही किंवा एका शब्दात तेच अक्षर दोनदा घ्यायचे नाही. हा खेळ घेताना एका वेळी एक तक्ता देऊन शब्द तयार करण्यासाठी ठरावीक वेळ द्यावा. मुलांनी तयार केलेले शब्द फळ्यावर लिहावे. तसेच या तक्त्यांप्रमाणे आणखी तक्ते तयार करण्यासही प्रोत्साहन द्यावे.



## A GARDEN OF WORDS

always	dream	high	nice	soft
before	dreaming	just	past	spilled
better	even	know	people	surprise
bought	ever	lost	pot	tasty
butter	flew	make	price	thick
buy	from	market	rich	toss
carrying	gently	milk	rolled	tossed
churn	get	money	sell	wait
creamy	golden	moved	should	wear
does	held	much	show	your



1. Listen carefully and tick off the words in your table.

- \* always \* churn \* dreaming \* gently \* market  
\* nice \* price \* should \* soft \* surprise \* toss



2. Find words that end with : **ing** **d**

3. You can use some of the words to give an order. Find at least three of them. Example : 'Buy!'



4. Find the smaller words in these words :

- \* does \* creamy \* carrying \* golden



5. Use the letters in these words to make other words :

- \* dreaming \* market \* surprise

Example : \* bought - but, hut, hot, tub, etc.

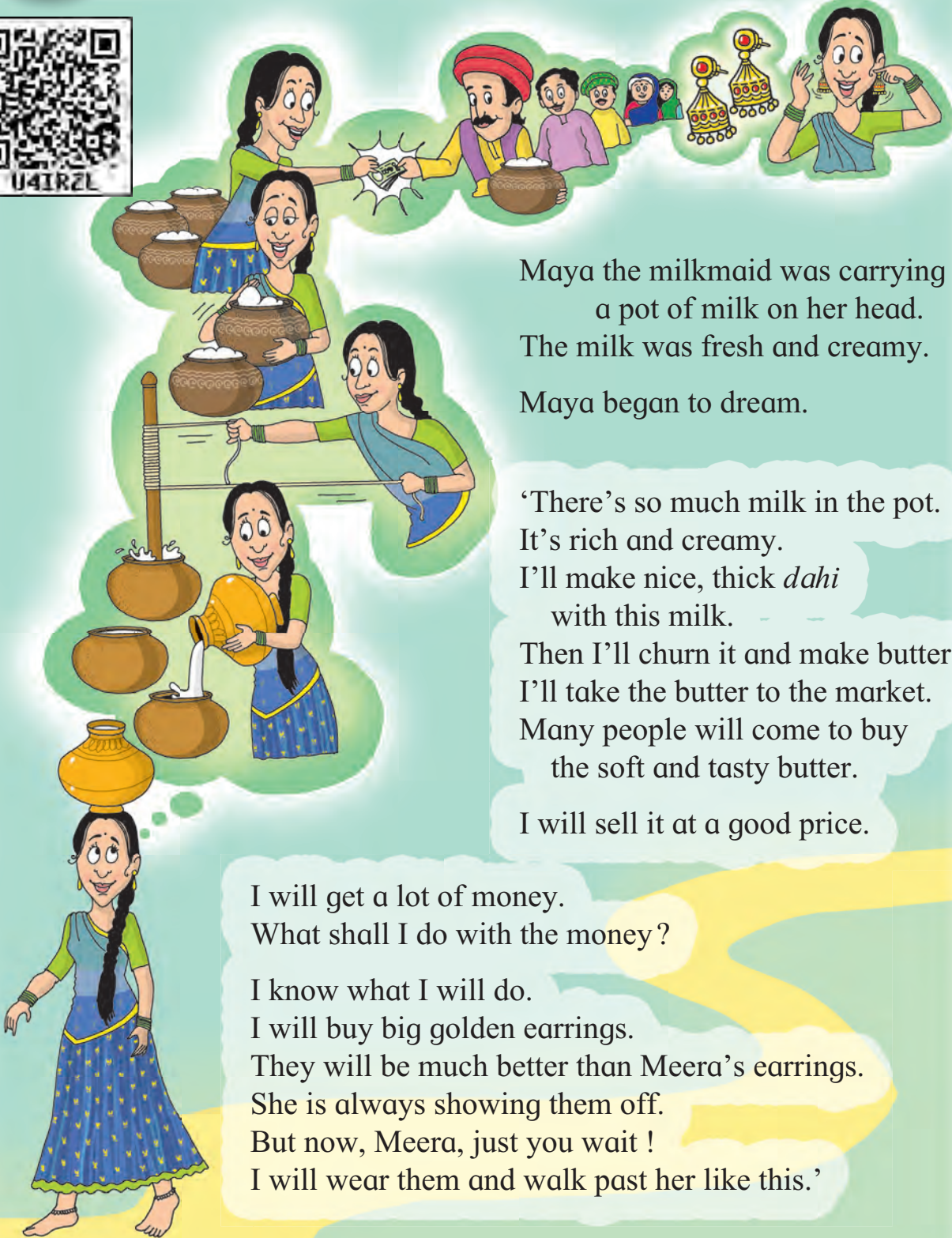
वरील प्रत्येक शब्दासाठी 8 x 4 cm किंवा अन्य आकारात जाड कागदाची कार्डे प्रत्येक मुलाकडून करून घ्यावीत व ती मुलांजवळच ठेवावीत. त्या शब्दांवर आधारित येथे दिलेले उपक्रम अशा कार्डांच्या साहाय्याने घेणे अधिक चांगले. वर्गातील अध्यापनाशिवाय इतर वेळीही या उपक्रमांचा गटात/एकट्याने सराव करण्यास मुलांना प्रोत्साहन द्यावे.

## Maya's Dream



1. Listen and read with me.

एका आणि माझ्याबरोबर वाचा.



Maya the milkmaid was carrying a pot of milk on her head. The milk was fresh and creamy.

Maya began to dream.

‘There’s so much milk in the pot. It’s rich and creamy.

I’ll make nice, thick *dahi* with this milk.

Then I’ll churn it and make butter. I’ll take the butter to the market. Many people will come to buy the soft and tasty butter.

I will sell it at a good price.

I will get a lot of money.  
What shall I do with the money?

I know what I will do.  
I will buy big golden earrings.  
They will be much better than Meera’s earrings.  
She is always showing them off.  
But now, Meera, just you wait!  
I will wear them and walk past her like this.’

Maya began to walk with her head held high. She moved her head slowly from side to side. The milk in her pot rolled gently. Maya went on dreaming –

‘When Meera sees my rings, she will get a surprise.

She will say, “Oh, what lovely rings! Wait, Maya, wait! I want to see your rings!”

But will I wait? Oh, no!  
Why should I? Does she ever wait for me?  
No.

I will just toss my head like this –  
Maya tossed her head (with a jerk).

And what’s this ?

Away flew the pot of milk.  
Out spilled the milk !

No milk - no *dahi* - no butter -  
no earrings!  
Maya lost her earrings  
even before she bought them.



2. Guess the meaning of the following words. या शब्दांचे अर्थ अंदाजाने सांगा.

\* milkmaid      \* churn      \* jerk      \* spilled

3. Write the steps in Maya’s dream from ‘milk to earrings’.



4. Choose any 3-4 lines from the story and enact them.

## Building Sentences



1. Choose one word/phrase from each house and make meaningful sentences.



प्रत्येक घरातील एक शब्द / शब्दगत निवडा आणि अर्थपूर्ण वाक्ये तयार करा.



The lion  
The mouse  
A cat  
A dog  
Amit  
Neena  
A few men  
Some children

slept  
ran  
jumped  
climbed  
walked  
fell

under the tree.  
to the wall.  
from the tree.  
a wall.  
on the wall.  
on the mat.

- Try to make bigger sentences by choosing two items from the first two houses. You may add the word 'and' where necessary.

2. Choose one word/phrase from each house and make meaningful sentences.

I will  
We will  
You will  
He will  
She will  
It will  
They will

sing  
study  
leave  
play  
wash  
paint  
speak  
write  
make it

tomorrow.  
today.  
tonight.  
on the day after tomorrow.  
two days after tomorrow.  
at once.  
soon.  
later.

- Now try to add the following words to your sentences to make bigger (and meaningful) sentences.

\* this place    \* a game    \* a few lines    \* this lesson  
\* a song    \* the drum    \* a picture    \* my clothes    \* a story

# Messages



Listen and read with me.

ऐका आणि माझ्याबरोबर वाचा.



Human beings can speak.  
They can talk to one another.  
They can pass on messages.  
They know how to write.  
So, they can write letters.



Long, long ago,  
messengers walked or ran  
all the way to take a message.  
Sometimes, they rode horses.



Sometimes, they used trained pigeons  
to carry messages.



Some people used drums  
to send messages to far-away places.



Some people used smoke signals.





Later, people began to send letters through the 'Post Office'. They used postcards or inland letters, envelopes, etc.



They had to put postal 'stamps' on the envelopes or parcels before sending them off.



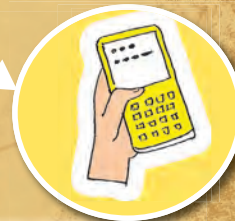
Later on, people started using electrical signals. Telegraph machines were used to send or receive these messages. These messages were called telegrams.



Then came the telephone. People made telephone calls from one place to another.



And now ?  
Now we also have mobile or cellular or cellphones. We can speak on the cellphone or we can send an SMS – a written message.



We can send e-mails using the internet. On the computer, we can use many sites to talk to friends and other people. It is now so easy to send a message!



From the  
Postbox  
2



Read the following and write your own messages.

खालील संदेश वाचा आणि तुम्ही तुमचे संदेश लिहा.



There was a match between 'A' and 'B' divisions of the fourth standard.

Gaurav was the captain of 'A' division's team.

On the day of the match, this is what he got from the postbox :



Gaurav and his team won the match. Their friends were very happy.

They made a big card for Gaurav and his team. It was too big for the postbox.

They could not put it in the postbox. So, their teacher pasted it on the wall of the classroom.

**Congratulations!**  
You won the match.  
**We are proud of you!**

या पानावरील चित्रात मुलांनी तयार केलेल्या अभिनंदनाच्या भल्यामोठ्या कार्डावरील मजकूर दाखवलेला आहे. इतर कार्डावरील मजकुराप्रमाणे याही कार्डावरील मजकुराचा आधी वाचनासाठी व नंतर लेखनासाठी उपयोग करावा. येथे दिलेल्या नमुन्यांच्या आधारे 'पोस्टबॉक्स' उपक्रमासाठी कार्डे/चिट्ठ्या लिहून घ्याव्या. शक्य झाल्यास प्रत्यक्षात घडणाऱ्या स्पर्धा, सामने इत्यादी प्रसंगांशी या स्वाध्यायाची सांगड घालावी.

हस्ताक्षराबाबत पान 41 वरील सूचना पहावी.

## Group Telephone



Read, practise and speak.

वाचा, सराव करा आणि बोला.



### Tring. Tring.

#### Group A



B : Hello.  speaking.

A : Hello. This is .

Will you come with me to see a play ?

B : Which one ?

A :

B : Could you repeat that, please ?

A :

B : Sorry. I can't hear you properly.  
Please tell again.

A : Shall I send you an SMS ?

B : Please speak a little louder.

A : Wait. I'll text the name to you.

B : But this is a landline number.

A : All right. I'll send you a mail.

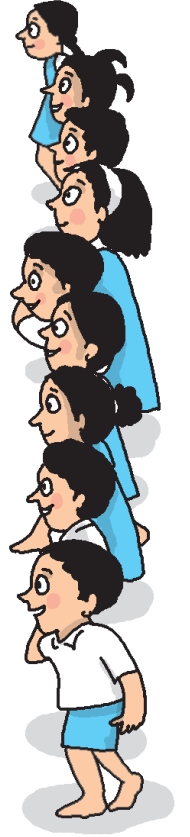
What's your e-mail address ?

B :

A : Ok. Please check your mail after some time.

B : Ok. Thanks.

#### Group B



वर्गाचे दोन भाग करून या संवादाचा सराव घ्यावा. त्यातील नावे, फोन नंबर इत्यादी तपशील मुलांशी चर्चा करून आधी ठरवावा. हा बदलणारा तपशील येथे रिकाम्या चौकटींनी दाखवला आहे.

## Project

### English words we use.

Make a list of English words you use in Marathi when you talk about the following :

- \* a computer
- \* a telephone
- \* a mobile phone or cellphone
- \* a video game
- \* cinema
- \* the post office
- \* TV



## Clouds



Listen, repeat. Read aloud and sing.

कविता ऐका, म्हणा. मोठ्याने वाचा आणि चालीवर म्हणा.



White sheep, white sheep,  
On a blue hill.  
When the wind stops,  
You all stand still.

When the winds blow,  
You walk away slow.  
White sheep, white sheep,  
Where do you go?

'वाइट् 'शीप् 'वाइट् 'शीप्  
'ऑन् अ 'ब्लू 'हिल्  
'वेन् द 'विन्ड् 'स्टॉप्  
यु 'ऑऽल् स्टॅन्ड् 'स्टिल्

'वेन् द 'विन्ड्झ 'ब्लोऽ  
यु 'वॉऽक् अ'वेऽ 'स्लोऽ  
'वाइट् 'शीप् 'वाइट् 'शीप्  
'वेअर् 'डू यु 'गोऽ



कवितेत ढगांना (आकाशाच्या) निळ्या टेकडीवरील मेंढ्या म्हटले आहे. ढगांचे एरवी दिसणारे वेगवेगळे आकार व रंग पाहून मुले ढगांसाठी इतरही काही नावे सुचवू शकतील. त्यासाठी मराठीतून चर्चा करून मुलांना प्रोत्साहन द्यावे. नावे इंग्रजी असावी. उदा., white elephants. मुलांनी सुचवलेली नावे फळ्यावर लिहावी. एखाद्या कल्पनेसाठी इंग्रजी शब्द मुलांना न आठवल्यास शिक्षकांनी मदत करावी.

The Man  
who Cried  
Wolf



1. Listen and read aloud with me.

ऐका आणि माझ्याबरोबर वाचा.



**Chorus** : Oh, what a beautiful day!  
The sun is shining.  
A breeze is blowing.  
Birds are chirping.  
Flowers are blooming.  
Oh, what a happy day!

*Sheru enters with his sheep.*



**Chorus 1** : Who's that?  
It's Sheru with his sheep.  
Sheru doesn't look happy.  
What's wrong, Sheru?

**Sheru** : I don't like my job.  
Every day, it's the same.  
Take the sheep, go to the hill,  
and sit there all day.  
I get so bored.

**Chorus 2** : Why don't you sing songs?  
**Sheru** : I don't like songs.  
**Chorus 3** : Why don't you play the flute?  
**Sheru** : I don't like music.  
**Chorus 4** : Why don't you read a book?  
**Sheru** : I don't like to read.  
 I want to have fun.  
 Today, I'm going to have fun.  
 Just see what I do.



*Starts shouting.*

Help! Help! Wolf! Wolf!  
 The wolf is taking my sheep away.  
 Please help! Please help!

*Men rush in with sticks.*

**First Man** : Don't worry, Sheru.  
**Second Man** : We'll drive the wolf away.  
**Third Man** : Where's the wolf ?  
**Sheru** : Ha! Ha! Ha! There's no wolf.  
 I was shouting just for fun.



**Men** : You silly boy! This is no fun.  
 Don't do it again.

*Go away.*

**Chorus** : Sheru, Sheru, don't be silly.  
 Don't cry 'Wolf!' for fun.

**Sheru** : How I tricked the men!  
 Ha! Ha! Ha!



How I fooled them!  
Ha! Ha! Ha!  
I want to do it again.  
Oh! Aah! Wolf! Wolf! Help! Help!  
The wolf is taking my sheep away.  
Please come! Please help! Wolf! Wolf!

*Men rush in with sticks.*

**Men** : What happened? Where's the wolf?

**Sheru** : Ha! Ha! Fooled you again.  
There's no wolf.

But it's so much fun! Ha! Ha!

**Men** : You stupid boy!

We won't listen to you again.  
We won't come again, even if you cry.

*Go away.*

**Chorus** : The men are angry.  
They won't listen to Sheru again.  
Even if Sheru cries,  
They won't come again.

**Chorus 1** : But what's this?

**Chorus 2** : It's a wolf.

**Chorus 3** : A real wolf.

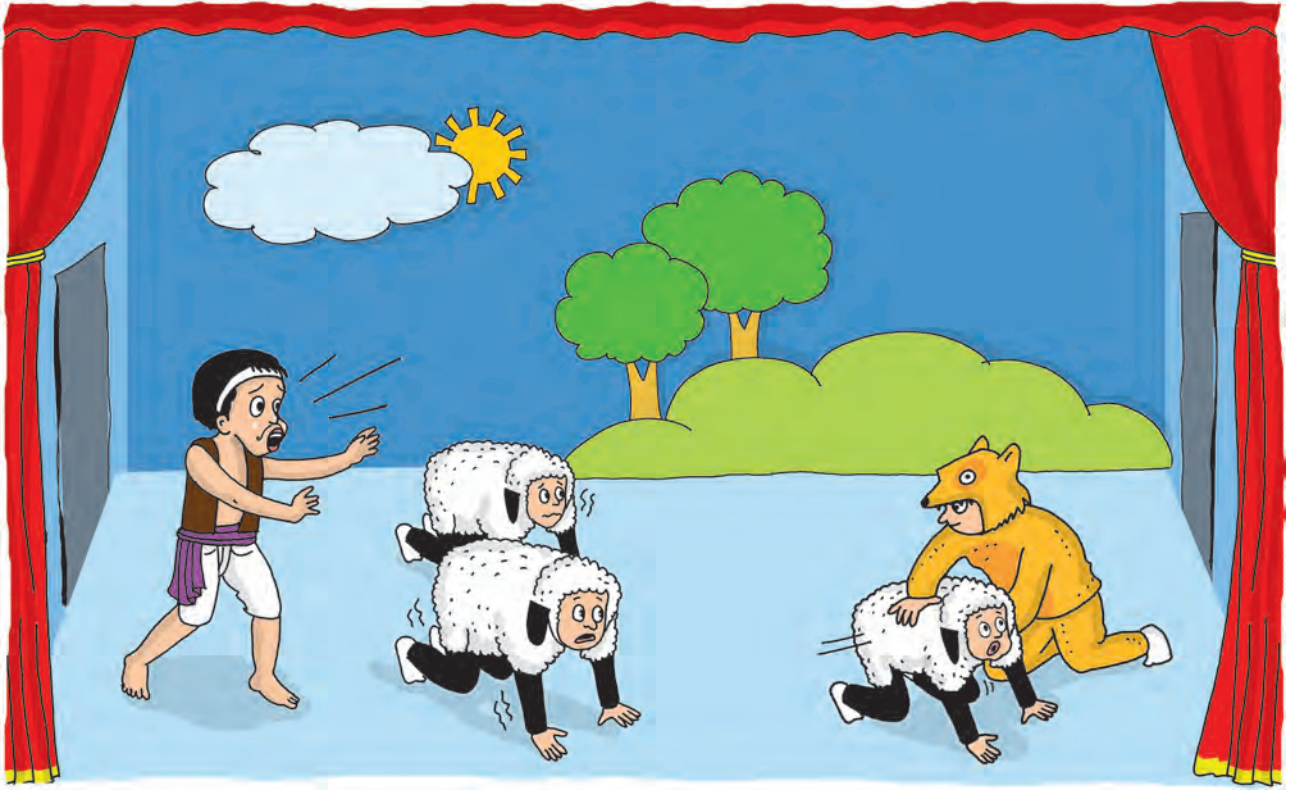
**Chorus 4** : A real big bad wolf.  
Now what will Sheru do?

**Sheru** : Oh, no! Wolf! Go away, Wolf!  
Don't come near! Don't touch my sheep!  
Help! Help! Wolf! Wolf!  
The wolf is taking my sheep away.  
Help! Help! Help!

**Chorus** : No one listens to Sheru now.  
No one comes to help.

*Wolf takes a sheep away.*





**Sheru** : My sheep! My sheep!  
 Oh, no! I'm sorry!  
 I'm so very sorry!  
 I'll never cry 'Wolf!' for fun again!

**Chorus** : Sheru has learnt his lesson.  
 He'll never cry 'Wolf!' for fun again.

\* \* \*



2. **Guess the meaning of the following words.**

खालील शब्दांचे अर्थ अंदाजाने सांगा.

\* blooming      \* tricked      \* fooled      \* learnt his lesson



3. **Answer the following questions orally.**

- \* What does Sheru do every day? (Take the sheep, .....)
- \* Why does Sheru not sing songs? (Because he doesn't like .....)
- \* Why does Sheru not play the flute?
- \* Why does Sheru not read a book?
- \* What did Sheru want?
- \* What did Sheru say at the end?



4. **Enact the play.**



## Minding the Class



Listen, learn and enact.

ऐका, शिका आणि सादर करा.



वर्गात शांत बसायला  
सांगण्यासाठी नेहमी  
लागणाऱ्या काही सूचना  
येथे दिल्या आहेत. त्यांचा  
पुरेसा सराव झाल्यानंतर या  
संपूर्ण भागाचा एखाद्या  
नाट्यछटेसारखाही वापर  
करता येईल.

Please keep quiet. Listen to me.

Silence, silence, please. No talking. Sssh!

Listen! No noise, please. Keep quiet, everyone.

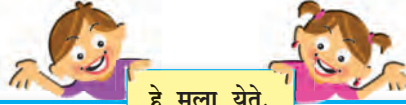
And I mean everyone. Silence in the classroom.

Vineeta! Stop talking. Stop talking at once.

Who's that talking in the corner? Who's talking at the back?

Pay attention, everybody. Look here. Be quiet. Good.

Now look at me and listen very very carefully.



हे मला येते.

- छोट्या इंग्रजी कविता व सुवचने सहज लक्षात ठेवता येतात व सादर करता येतात.
- सोपे स्पेलिंग असणारे, अर्थपूर्ण असे खूप इंग्रजी शब्द स्वतःच्या मनाने सांगता येतात, लिहिता येतात.
- दिलेले शब्द वापरून अर्थपूर्ण इंग्रजी वाक्ये तयार करता येतात.  लिहिता येतात.
- स्वतःचे विचार/भावना सांगण्यासाठी १-२ इंग्रजी वाक्यांचा उपयोग करता येतो.
- परिचित विषयाबाबत सोप्या इंग्रजीतून दिलेली माहिती समजते.
- इंग्रजी संवादांत, नाट्यछटेत भाग घेता येतो.
- फोनवरील संवादांत इंग्रजी शब्दांचा/वाक्यांचा योग्य वापर करता येतो.
- नेहमीच्या वापरात येणारे इंग्रजी शब्द नोंदवून लक्षात ठेवता येतात.
- नाटक, कथा, माहिती यांतील काही इंग्रजी शब्दांचे अर्थ लावण्याचा प्रयत्न करता येतो.



1. Listen, repeat. Read aloud and sing.



कविता ऐका, म्हणा. मोठ्याने वाचा आणि चालीवर म्हणा.



Fuzzy wuzzy caterpillar  
in the garden creeps,  
Makes himself a chrysalis  
and soon falls fast asleep.



Fuzzy wuzzy caterpillar  
wakes up by and by  
To find he has wings of beauty  
changed to a butterfly.



chrysalis : 'क्रिसलिस्  
(फुलपाखराचा कोश)

'फझि वझि 'कॅटर्पिलर्  
इन् द 'गार्डन् 'क्रीप्स्  
मेऽक्स् हिम्सेल्फ् अ 'क्रिसलिस्  
अन्ड् 'सून् 'फॉऽल्झ् 'फास्ट् अ'स्लीप्

'फझि वझि 'कॅटर्पिलर्  
'वेऽक्स् अप् 'बाय् अन्ड् 'बाय्  
टु 'फाइन्ड् हि हझ् 'विंग्झ् अव्ह् 'ब्यूटी  
चेऽन्ज् टु अ 'बटर्फ्लाय्

2. Change the letters in the following words and make a new word.

Examples : by → my, in → it, is.

\* up \* to \* he \* of \* the \* has \* find

3. Find the smaller words in these bigger words.

\* caterpillar \* spins \* himself \* asleep \* butterfly

## Changing Sentences



### 1. Read and change the sentences.

वाक्ये वाचा आणि बदला.

**Teacher :** Change one word at a time and make a different but meaningful sentence.

Maya sells butter.

Maya sells milk.

Maya buys milk.

Meera buys milk.



एकेक शब्द बदलला, तरी प्रत्येक टप्प्यावरील वाक्य अर्थपूर्ण असायला हवे.

I saw two birds.

I saw two bags.

I saw my bags.

I saw my bag.

I found my bag.

She found my bag.

शब्दांची काडें घेतलेली मुले वर्गासमोर उभी करून वाक्य-बदलांच्या कृती करून घेतल्यास त्या अधिक प्रभावी ठरतील.



### 2. Find other short sentences in the book and try to change them.

पुस्तकातील इतर छोटी वाक्ये शोधा आणि त्यात किती बदल करता येतो, ते पहा.



- \* Priya liked sweets.
- \* He reached the mango tree.
- \* We have a postbox in our classroom.
- \* The sky is falling.
- \* Don't touch my sheep.



## A GARDEN OF WORDS

again	cross	him	please	throne
angry	crown	home	popped	thunder
around	diamonds	house	queen	towers
back	down	its	saw	voice
beautiful	enough	kind	sea	water
became	every	magic	speak	waves
blue	fisherman	must	storm	were
buildings	garden	near	strange	wife
castle	happened	ordered	surprised	wish
catch	happy	passed	thing	wore

1. Listen carefully to each word and tick the words that you know.
2. Find the words that show \* things \* actions.
3. Read the following sentences. Add a suitable word from the table to the sentence and say it again. Write down the sentence.

For Example : It's a **✓** house.

It's a **beautiful** house.

- \* I caught a **✓** fish.
- \* I saw an **✓** man.
- \* Once there was a **✓** woman.

4. Read the pairs of words given below. Make up a sentence using both the words.

- \* fish, beautiful \* animals, water \* like, diamonds
- \* queen, happy \* fish, net

वरील शब्दांसाठी नेहमीच्या पद्धतीने कार्डे तयार करून घ्यावीत व येथील उपक्रमांत (1 ते 3) त्यांचा उपयोग करावा.

1. वरील तक्त्याच्या आडव्या ओळीतील ५-५ शब्द शिक्षकांनी एका वेळी वाचावे. मुलांनी ते ऐकून ओळखीच्या वाटणाऱ्या शब्दांवर खूण करावी. याप्रमाणे दहाही ओळींतील शब्द घ्यावे. मुलांना अपरिचित वाटणाऱ्या शब्दांचा अधिक सराव द्यावा.
4. दिलेल्या प्रत्येक गटातील शब्द वापरून अनेक वाक्ये तयार करता येतील. उदाहरणार्थ, The fish was beautiful. I saw a beautiful fish. I caught a beautiful fish. अधिकाधिक वाक्ये तयार करण्यास मुलांना प्रोत्साहन द्यावे.

## The Golden Fish



1. Listen carefully and read with me.

लक्ष देऊन ऐका आणि माझ्याबरोबर वाचा.



Malhar was a fisherman. He lived with his wife in a little hut near the sea. He went down to the sea every day to catch fish.

One day, a strange thing happened. He caught a big golden fish in his net. When Malhar took the fish out of water, the fish began to speak.



“O fisherman, please let me go.”

Malhar was very surprised. He was a kind man. He let the fish go.



Malhar went home empty-handed. He told his wife about the fish. His wife was not very kind.



“Foolish man ! Why did you let the fish go ? Go back to the sea and call the fish. It must be a magic fish. Ask the fish to grant you a wish.”

So Malhar went back to the sea and called the fish.

“O fish, please grant me a wish.”

The fish popped up its head out of the blue sea and said,

“What is your wish ?”



“I want a big house with a garden for my wife.”

“Go back home. Your wish is granted.”

Malhar went back home. In place of his little hut, he saw a big house with a garden. “What a beautiful house !” he said.



Some days passed. Malhar’s wife said to him, “This house is not enough. I want to live in a castle. I want to be a queen.”

So Malhar went back to the sea and called the fish.

“O fish, please grant me a wish.”

There were big waves in the sea. The fish came and asked,

“What is your wish ?”

“My wife wants to be a queen.”

“Go back home. Your wish is granted.”

Malhar went back home. In place of the big house, he saw a castle. The castle had many buildings and towers. There were many gardens around the castle.

“What a beautiful castle !” said Malhar.



In the castle, his wife sat on a throne of gold and diamonds. She wore a crown.

“Are you happy, now ? ” asked Malhar.

“We shall see,” said his wife.

Some days passed. Malhar’s wife called him, “This is not enough for me. Now I want to be a goddess.”

“What are you asking for, wife ? It is not right.” said Malhar. But his wife became angry.

“Go to the fish at once !” she ordered.



Malhar went back to the sea and called the fish, “O fish, please grant me one more wish.”

When the fish came, there was a storm in the sea. The fish looked very very cross.

“What is it, now ?”

“My wife wants to be a goddess,” said Malhar in a small voice.

“Go back home !” the fish said. His voice was like thunder, “And don’t come again.”

Malhar went back home. In place of the big castle, he saw his little hut. His wife had to live in the little hut once again.





2. Read the following words and write at least one sentence about each.



For example : Hut : The hut was near the sea.

- \* Malhar
- \* Malhar's wife
- \* The golden fish
- \* house
- \* castle

3. Discuss the following in Marathi.

- \* Why was there a storm in the sea when the fish came for the last time ?
- \* Suppose you met the fish. What will you ask for ?

कथा इंग्रजीतून सांगितली, तरीही ती ऐकून किंवा वाचून मुलांच्या विचाराला चालना मिळावी, या हेतूने हे स्वाध्याय दिले आहेत. येथे मुलांचे आकलन व स्वतःचे विचार यांना महत्त्व असल्यामुळे चर्चेसाठी मुलांच्या मातृभाषेचा वापर करणे अधिक योग्य ठरेल.

Circles  
4



Listen, speak and use.  
एका, बोला आणि वापरा.



Teacher : Let us use the circles to practise some questions and answers.

### Chit-chat



- \* What's your favourite dish ?  
.....
- \* Who is your favourite player ?  
.....
- \* Which song do you like to sing ?  
.....
- \* How do you come to school ?  
.....
- \* When do you reach home after school ?  
.....
- \* Where do you play ?  
.....
- \* What are you good at ?  
.....

- Take down the answers to any one question and present them in the classroom.

येथे दिलेल्या प्रश्नांना वेगवेगळी उत्तरे येतील. फिरणाऱ्या वर्तुळात एका वेळी २-३ प्रश्नोत्तरांचा सराव घ्यावा. कोणत्याही एका प्रश्नाला पाचही मुलांनी दिलेली उत्तरे एकेका मुलाने लिहून घ्यावी व ती वर्गात सादर करावी.





Read the following and write your own messages.

खालील संदेश वाचा आणि तुम्ही तुमचे संदेश लिहा.



Sonali, Neeta, Himani and Manish are all friends.

Sometimes they have fights and quarrels.

But they get over their quarrels.

That is because they know a magic word.

You can read it in Sonali's letter to Neeta.

Can you find it ?



Dear Himani,  
Please come over ~~here~~  
to my house on Sunday.  
We will play and have  
a fun lot of -Sonali

Dear Manish,  
Please come to my house  
on Sunday. We will play  
and have a lot of fun. -Sonali

Sonali, I am angry with you.  
I will not talk to you. -Neeta

Dear Neeta,  
~~Why~~ Why are you  
angry with me? Please  
write and tell me. -Sona.

Sonali, you talk and play  
with Himani all the time  
you don't play with me  
now. -Neeta

Dear Neeta,  
I am very sorry. 😊 I like Himani and I  
like you too. Please talk to me. I am  
your friend.  -Sonali

**Friends again !**

Did you find the magic word ?



येथे दिलेल्या चिट्ठ्यांमधून एक कथा तयार होते. त्यामुळे येथील नमुने क्रमाने वाचून घ्यावे. या पत्रांतून काय घडलेले दिसते याबाबत मुलांशी चर्चा करावी. नंतर त्यांच्या आवडीनुसार त्यांच्याकडून रसल्याचे व रसवा काढण्याचे काल्पनिक संदेश लिहून घेण्यासही हरकत नाही.



Listen carefully and read with me.

लक्ष देऊन ऐका आणि माझ्याबरोबर वाचा.



## What is there under the sea ?

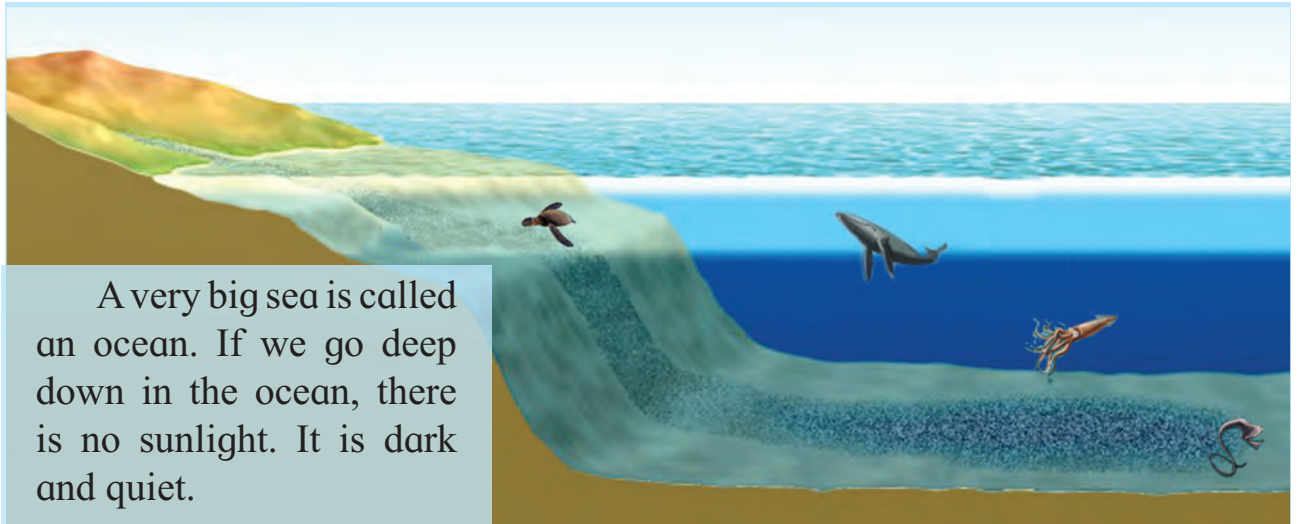
The sea is very deep. There are many plants and animals in the sea. Some of them are very small. We cannot see them with our eyes.

There are fishes, turtles and many strange and beautiful animals in the sea. The largest of all animals is the blue whale. It lives in the sea.



There are many different types of plants in the sea. In some places, there are so many that it is like an underwater forest.

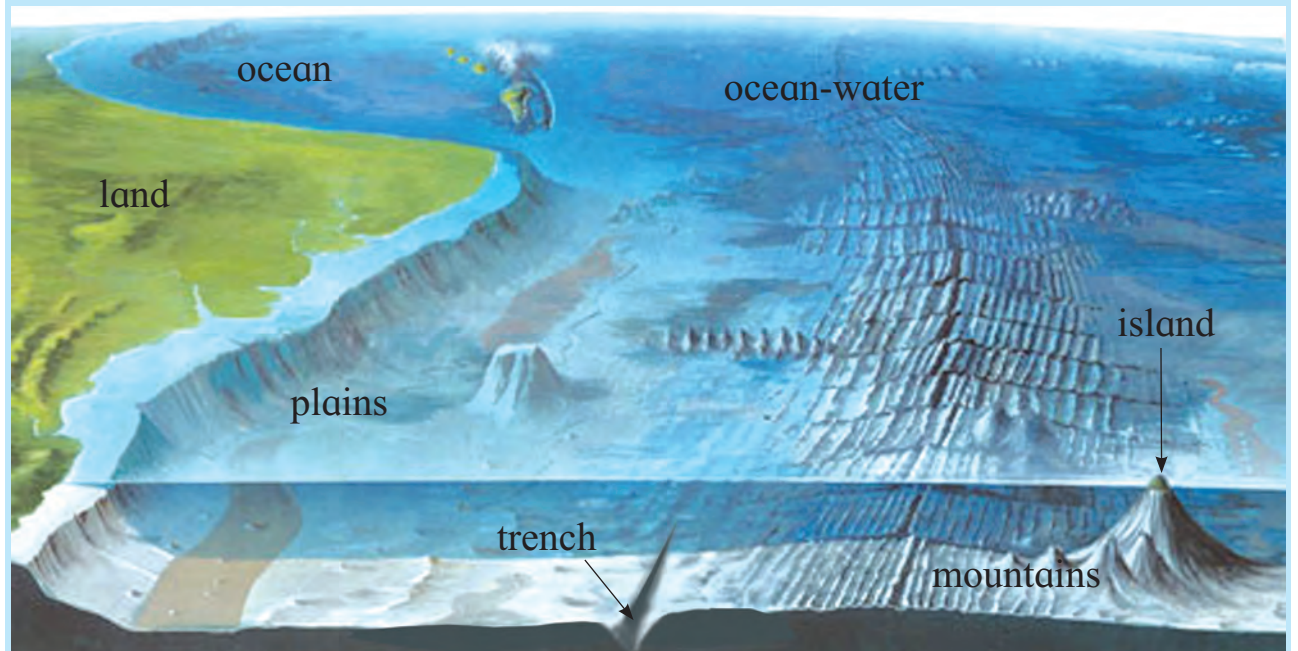




A very big sea is called an ocean. If we go deep down in the ocean, there is no sunlight. It is dark and quiet.

The bottom of the ocean is known as 'ocean floor'. The ocean floor is not flat. Just as we see mountains and valleys and plains on land, there are mountains and plains and also deep trenches in the ocean floor.

When the top of such a mountain rises out of ocean water, it forms an island. You can see these things in the picture below.



- Draw a picture of the sky and write the names of the things you show in the picture.

या पानावर महासागराचा तळ दाखवणारी काल्पनिक आकृती दिलेली आहे. आकृतीतील नावांच्या आधारे ती मुलांना समजावून सांगावी.

## A Visit to a Garden



1. Listen carefully, read with me and learn.

लक्ष देऊन ऐका, माझ्याबरोबर वाचा आणि शिका.



Children of class IV B went to a big garden for a picnic. At the gate, they saw a big board. The names of the different parts of the garden were written on the board, one below the other. “What a long list !” the children said.

“Where shall we go first ?” someone asked.

“To the lake! Boating!” many children said.



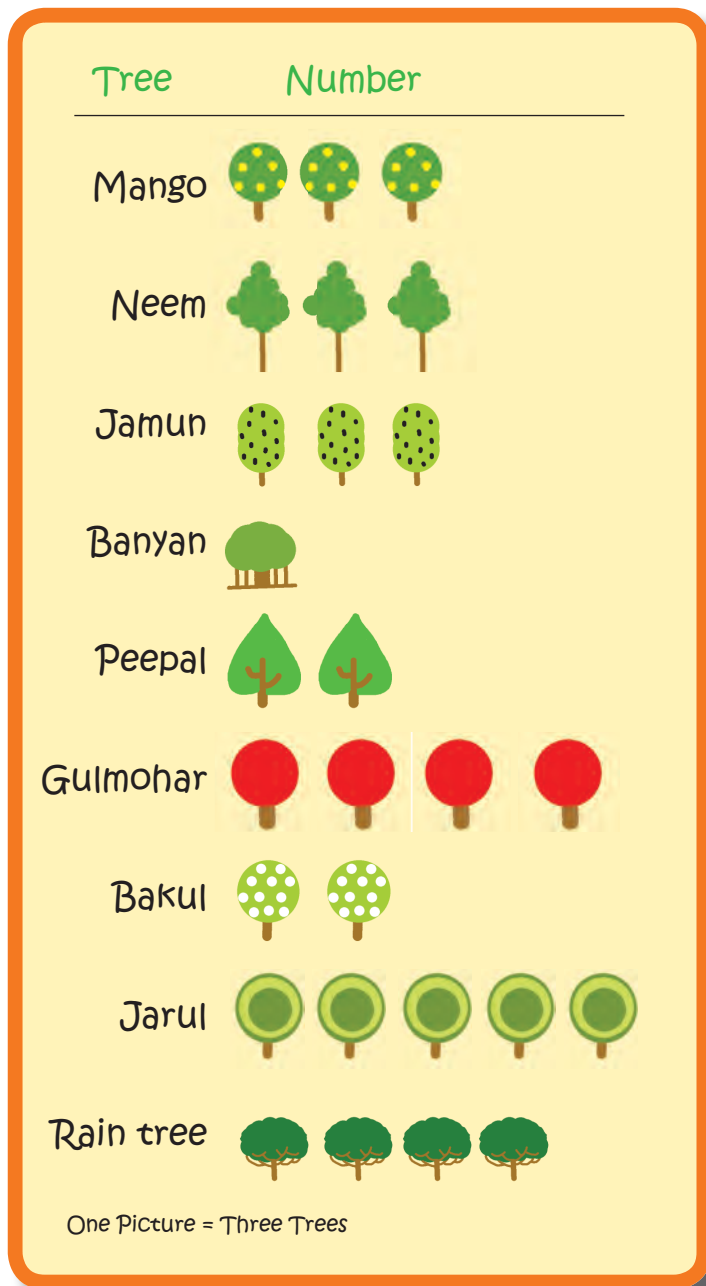
“But how do we go there ?”

“See, there’s a **map** of the garden here, we will see the map and find our way to the lake.”

The teachers took the children to the lake for boat rides. Then they sat under a tree to eat some snacks.

There was another big board near the tree. There was a chart on the board with pictures of trees in it.

“What does it mean, Teacher ?” the children asked.



“It’s a **pictogram** or **pictograph**,” said the Teacher. “It gives you information with the help of pictures. This chart tells us how many trees of each type there are in this garden. Now look at the chart carefully and tell me what trees there are in this garden.”

“Mango, neem, jamun, banyan, peepal, gulmohar, bakul, jarul (tamhan) and rain trees.”

“Very good. Now tell me how many trees of each type there are.”

The children answered this question correctly. Can you answer the question with the help of this pictogram ?”



2. Now, as a class activity, prepare the following to give some information related to your school.

- \* Any list. (Put your list in alphabetical order.)
- \* Any map.
- \* Any pictogram.



• You may discuss the topics for the pictogram in Marathi. But the title and the labels in the pictogram must be in English. (Furniture, rooms, trees, people, etc.)

## Riddles



Listen carefully, read and sing with me.

लक्षपूर्वक ऐका, वाचा आणि माझ्याबरोबर चालीवर म्हणा.



Never darkness do I see,  
Not even a shadowy place.  
But you can see me all day,  
Though I might burn your face.

(The Sun)

To cross the water, I'm the way,  
For water I'm above;  
I touch it not, and truth to say,  
I neither swim nor move.

(A bridge)

My feet stay warm,  
But my head is cold.  
No one can move me,  
I'm just too old.

(A Mountain)

Project

Prepare at least 3 riddles that end with 'Who am I?'  
and three more that end with 'What is it?'

### Examples :

My name begins with 'c',  
ends with 'r'.

Many times there is a mouse  
with me. Who am I?

It has four legs.

We see it in the classroom.

We put things on it.

What is it?



हे मला येते.

- इंग्रजी कविता तालात म्हणता येतात.  सोप्या कवितांचा अर्थ समजतो.
- मित्रमैत्रिणींशी बोलताना इंग्रजीतून काही प्रश्नोत्तरे करता येतात.
- सोप्या इंग्रजीतील कथा, निवेदने ऐकून/वाचून त्यांचा अर्थ समजतो.
- चित्रे, आकृत्या यांसोबत दिलेली सोपी इंग्रजी शीर्षके तसेच माहिती समजते.

- चित्रे, नकाशे यांना इंग्रजीतून शीर्षके देता येतात.
- इंग्रजीतून यादी करता येते.
- इंग्रजीतील यादी a - z क्रमाने लावता येते.
- दिलेल्या नमुन्याप्रमाणे स्वतःच्या मनाने अनेक इंग्रजी वाक्ये तयार करता येतात.
- आतापर्यंत ऐकलेल्या/वाचलेल्या वाक्यांचा उपयोग करून इंग्रजीत सलग २-३ वाक्ये लिहिता येतात.

## An Action Rhyme



Listen, sing and enact.

कविता ऐका, चालीवर म्हणा आणि सादर करा.



## Unit Six



Like a leaf or a feather  
In the windy, windy weather,  
We will all twirl around  
And all sink down – together.

Like a bud or a flower  
Getting soaked in a shower,  
We will all sway about  
And all dance together.



लाइक् अ 'लीफ् ऑर् अ 'फेदऽ  
इन् द 'विन्डि 'विन्डि 'वेदऽ  
वील् ऑऽल् 'ट्वऽल् अ'राउन्ड  
अन्ड् 'ऑऽल् 'सिक् डऱउन् टु'गेदर्

लाइक् अ 'बड् ऑर् अ 'फ्लावर्  
गेटिंग् 'सोऽक्ट् इन् अ 'शावर्  
वील् ऑऽल् 'स्वेऽ अ'बाउट्  
अन्ड् 'ऑऽल् 'डान्स् टु'गेदर्

- Find other things you might like to imitate.  
Then present the actions and the related English words in the class.  
Example : Swim around like a fish.

## Project

### Mark what you write !

1. Note the following marks. From this book, find at least 5 examples of each of the following :

- \* Sentences that end with ?
- \* Sentences that end with !
- \* Sentences that end with .
- \* Words that have '.

2. Find at least one example of each of these marks from some other book, magazine, etc.

3. Can you think of one more example of each on your own ?  
Add it to your list.

१. खालील चिन्हे पहा. या पुस्तकातून पुढीलप्रमाणे प्रत्येकी ५ उदाहरणे शोधा.

- \* शेवटी ? येणारी वाक्ये
- \* शेवटी ! येणारी वाक्ये
- \* शेवटी . येणारी वाक्ये
- \* ' चिन्ह असणारे शब्द

२. प्रत्येक चिन्हासाठी, पाठ्यपुस्तक सोडून इतर पुस्तके, मासिके यांतून किमान एक उदाहरण शोधा.

३. तुमच्या स्वतःच्या मनाने तुम्हांला एखादे उदाहरण देता येईल का ? ते तुमच्या यादीत घाला.



## The Kingdom of Plants



1. Listen carefully and read with me.

लक्ष देऊन ऐका आणि माझ्याबरोबर वाचा.



Let us take a trip to the kingdom of plants.  
What a great variety!

There are thousands and thousands  
of different types of plants here.



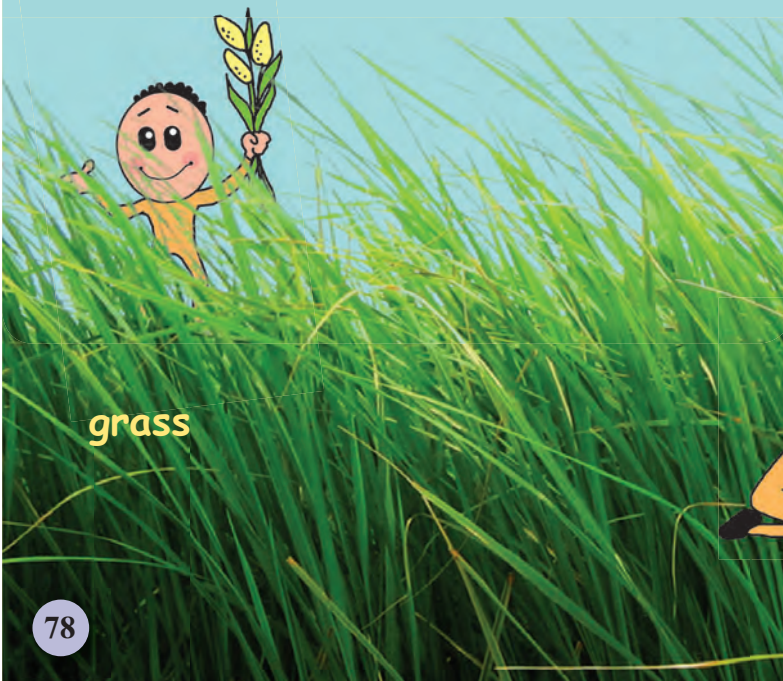
This is moss. It is soft.  
It looks like a bright  
green carpet.

Look at the grass.



This too, is soft, green and short.

But do you know, rice, wheat and jowar  
are also types of grass. They give us grain.



This plant has  
a thin stem and  
so many leaves.  
It is a herb.







bush

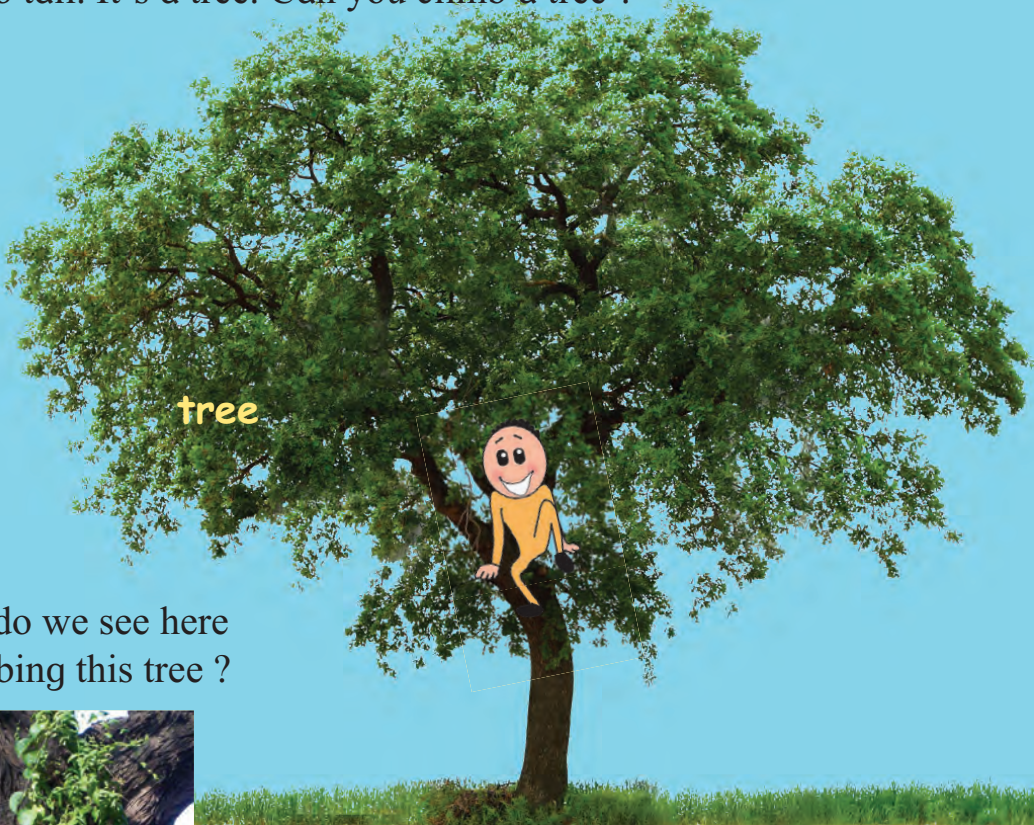


This plant has a tough stem and so many branches.

It has many leaves, too. It is a bush or shrub.

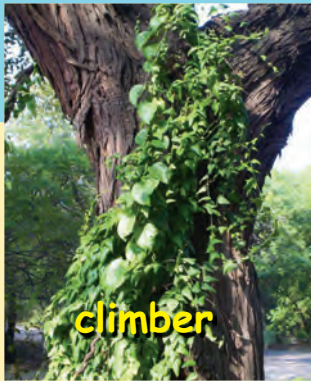


And look at this! What a thick trunk! It is so tall. It's a tree. Can you climb a tree ?



tree

What do we see here climbing this tree ?



climber

It's a climber or a vine. These plants grow very fast.

Be very careful with this plant! It's a cactus. It has many thorns. The thorns can prick you.



cactus

The plant kingdom is a beautiful kingdom. Would you like to grow a plant ?

2. List the names of different types of plants.

3. Draw pictures to show the following :

- \* stem
- \* branch
- \* trunk
- \* bush
- \* leaf
- \* thorn



I want to tell you...



Listen and read aloud.

ऐका आणि मोठ्याने वाचा.



Good morning.  
I'm Ria.  
I want to tell you about my dog.  
His name is Spotty.  
He has black spots on his body.  
He wants to play with me all the time.  
I love my dog.



Hello.  
I am Sarthak.  
I would like to tell  
you about my brother.  
He is in the eighth standard.  
He goes to a music class.  
He is a very good singer.

Hello, everybody!  
I'm Shraddha.  
I want to show to you  
my collection of seeds.  
I put the seeds in small packets.  
Sometimes, I take them out and  
arrange them in different ways.  
I am going to prepare  
labels for my packets.



शिक्षकांनी वर्गातील प्रत्येक मुलाला त्याच्या आवडीचा स्वतंत्र विषय निवडू द्यावा आणि त्या विषयावर ३-४ सलग वाक्ये तयार करून घ्यावी. प्रत्येकाला त्याची वाक्ये वर्गात सादर करण्याची संधी द्यावी.



## A GARDEN OF WORDS

after	fourth	minutes	rose	story-teller
as	grain	never	second	tell
believe	grains	new	shore	telling
bright	heaps	next	sixth	tenth
broke	hole	night	sparrow	third
bucket	idea	ninth	sparrows	thought
eighth	if	nothing	station	tomorrow
end	king	palace	storehouse	usual
fifth	kitchen	picked	stories	wall
first	loved	river	story	yourself



1. Listen carefully and tick off the words you know.



2. Find and write the words that contain the following words:  
\* right \* rain \* hen \* nut \* not \* lace \* arrow.

3. Find the words that tell us about numbers.  
For Example : First.



4. Complete the following sentences using different words from the table above.

- \* Who will do it ..... ? \* She picked up the .....
- \* Please ..... me. \* The king was in the .....

वरील शब्दांसाठी नेहमीच्या पद्धतीने कार्डे तयार करून घ्यावीत व येथील उपक्रमांत (1 ते 4) त्यांचा वापर करावा.

1. शिक्षकांनी वर दिलेले शब्द क्रमाने सांगावे. नंतर मुलांना अपरिचित वाटणारे शब्द कोणते, ते फळ्यावर लिहून त्यांचे प्रकृत वाचन घ्यावे. 4. येथे दिलेली वाक्ये अर्थपूर्ण वाटतील अशा तऱ्हेने पूर्ण करावची आहेत. एकेक वाक्य अनेक पर्याय वापरून पूर्ण करता येईल. मुलांना अधिकाधिक वाक्ये तयार करण्यास उत्तेजन द्यावे. तसेच वर दिलेल्या शब्दांखेरीज इतर कोणतेही शब्द योग्य प्रकारे वापरून मुले वाक्य पूर्ण करू शकतात का, हे पहावे.

## A Never-ending Story



1. Listen carefully and read with me.

लक्ष देऊन एका आणि माझ्याबरोबर वाचा.



Once there was a king.  
He loved stories.

“Tell me a story!” he said all the time.

At the end of the story, he said,  
“And then? What happened next?”

“Nothing. This is the end,”  
said the story-teller.

“Tell me a story that has no end.  
I want a never-ending story.”

The story-teller thought and thought.  
All his stories had an end.

He could not think of a never-ending story.

Then he had a bright idea.  
He began to tell a new story.

“Once there was a king.  
He lived in a big palace.  
The palace had a big kitchen and a big storehouse.  
There were big heaps of grain in the storehouse.  
There was a hole in the wall of the storehouse.

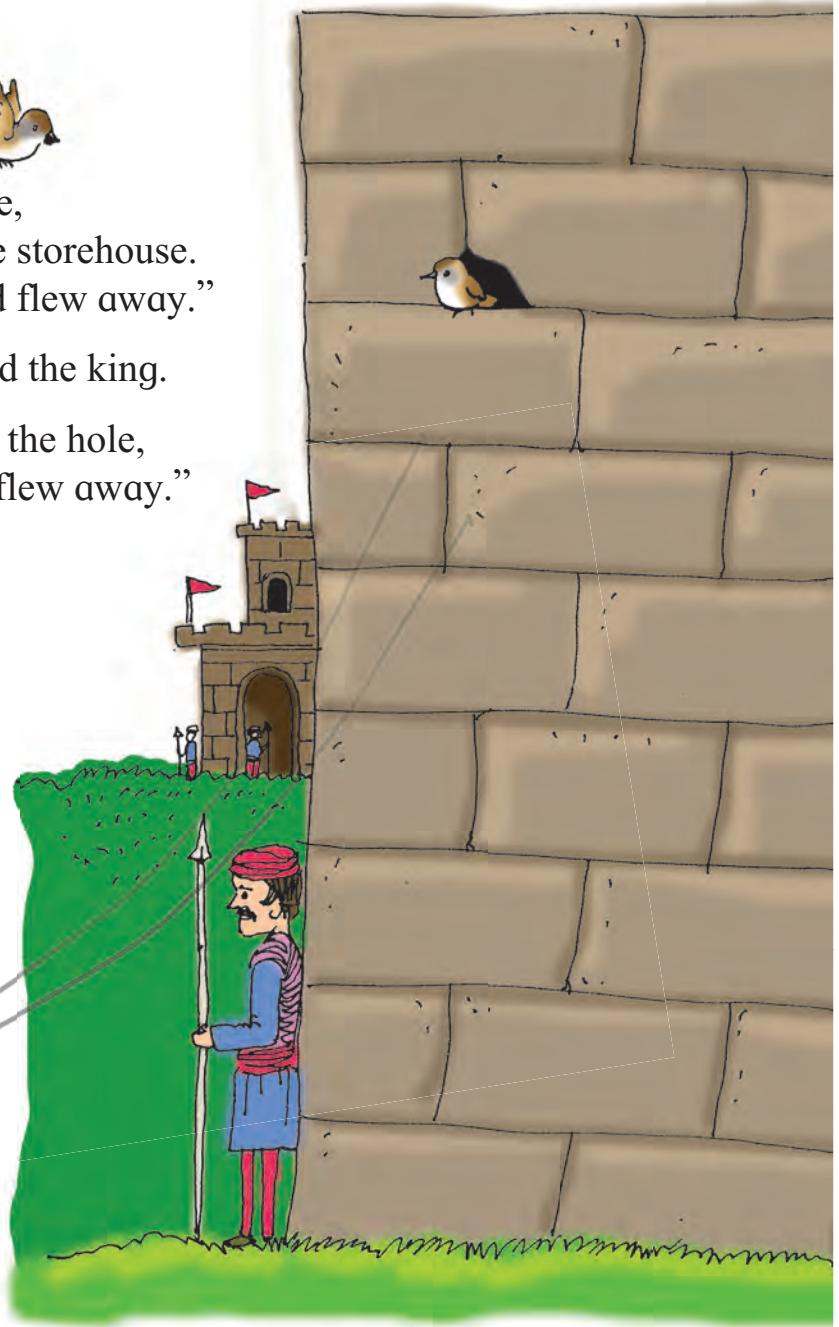


A little sparrow saw the hole,  
and swiftly flew inside the storehouse.  
Then she picked a grain and flew away.”

“What happened next?” said the king.

“Then another sparrow saw the hole,  
flew in, picked a grain and flew away.”

“Oh, and then?  
What happened next?”



“Then a third sparrow saw the hole,  
flew in, picked a grain and flew away.”

“And then?”

“Then a fourth sparrow saw the hole....”

The story went on and on like this.

Even now, the story-teller is telling the king  
this story about the grains and the sparrows.

If you don't believe me, you can go there and  
see for yourself.





## 2. Read and learn.

first	second	third	fourth	fifth
sixth	seventh	eighth	ninth	tenth



## 3. Write the two words that make up these big words.

- \* story-teller      \* never-ending      \* storehouse

## 4. Discuss, in Marathi, how you can end the story-teller's 'Never-ending story'.



## 5. Now try to find other never-ending stories. Present your ideas in English. Examples :



1. One bus came to the bus-stand and went away after five minutes.  
Then another .....



2. One man came, filled his bucket at the river and went away.  
Then another .....



3. One wave rose, came to the shore and broke at the shore.  
Then another .....



4. It was day and then it was night and then the next day and the next night, and then, the next...



5. Munnu said, "I will do my homework tomorrow". The next day, he said, "I will do my homework tomorrow". The day after, he said, ..... . Then the next day, .....

Five  
Fluffy  
Little  
Robins



1. Listen, repeat. Read aloud and sing.



कविता ऐका, म्हणा. मोठ्याने वाचा आणि चालीवर म्हणा.



'फाइव्ह 'फ्लफि लिट्ल 'रॉबिन्झ  
'लुक् अप् अट द 'स्काय्  
इट वझ 'टाइम् टु 'लीव्ह द 'नेस्ट  
अन्ड 'फाइन्ड आउट हाउ टु 'फ्लाय्

Five Fluffy Little Robins,  
Looked up at the sky.  
It was time to leave the nest,  
And find out how to fly.



'फोऽर् 'फ्लिटर-फ्लटरड् 'ऑफ  
बट 'वन् वझ 'फुल् अव्ह 'फिअर्  
ही 'सेड् इट्स् 'फार् टू 'हाय्  
आय् 'थिंक् आइल् 'स्टेऽ राइट्  
'हिअर्

Four flutter-fluttered off,  
But one was full of fear.  
He said, "It's far too high,  
I think I'll stay right here!"



'कम् ऑन् 'सेड् दि 'अदर्र्  
'फ्लाइंग् 'फ्रीलि इन् द 'सन्  
'सोऽ देअर् लिट्ल 'ब्रदर् 'ट्राइड् इट्  
अन्ड 'फाउन्ड् देट् इट् वझ 'फन्

"Come on!", said the others,  
Flying freely in the sun.  
So their little brother tried it  
And found that it was fun.



2. Complete the following in as many different ways as possible.

\* It was time to .....

\* It's far too .....



1. Make as many meaningful sentences from the table as you can.

Thank you	for spilling water on your book. for giving me your book. for telling me his address. I forgot your birthday. for a lovely treat.
I'm sorry	for this beautiful gift. for being late / I'm late. for saving my kitten. I broke this cup.



2. Read aloud the sentences you make. Form pairs.

Then imagine the remaining conversation and present it.

तुम्ही तयार केलेली वाक्ये मोठ्याने वाचा. जोड्या करून उरलेला संवाद काय असेल,  
ते कल्पनेने ठरवा आणि सादर करा.



Example :

**Manda** : Please pass me that water bottle.

**Nanda** : Here ! Catch !

**Manda** : Wait ! Oh no !

**Nanda** : I'm sorry for spilling water on your book.



Order,  
order!



Listen, read and do.  
ऐका, वाचा आणि करा.



- Make the following lists putting 5-8 items in each list.

- \* Fruits
- \* Vegetables
- \* Things in your school bag
- \* Birds
- \* Animals
- \* Colours

(You may find some examples even in this book!)

- Now, re-arrange your list in alphabetical order.

Example : List of some subjects you have to study in high school.

First List	List in Alphabetical Order
5. Marathi	1. English (Top of the list)
1. English	2. Geography
3. Hindi	3. Hindi
6. Mathematics	4. History (Middle of the list)
4. History	5. Marathi
2. Geography	6. Mathematics
7. Science	7. Science (Bottom of the list)



- Re-arrange your list in the order of your preferences, putting what you like most at the top.



- Use the lists to put questions to your partner in pairs.

- Example :
- \* What comes before  ?
  - \* What comes after  ?
  - \* Which subject do you like best ?
  - \* Which subject do you like the least ?
  - \* Do you like  better than  ?
  - \* What do you like better —  or  ?

Time to  
Laugh



Read and enjoy.

मजेने वाचा.



**Daddy** : Sachin, why are you wearing an odd pair of shoes ?

**Sachin** : The other pair is just as odd as this one.



**Mummy** : What's going on ?

**Bunty** : The teacher has asked us to write ten lines on a pet dog.



**Sona** : What are you doing, Mona ?

**Mona** : I am writing a letter to my younger brother.

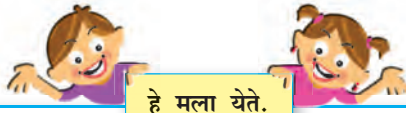
**Sona** : Why are you writing it so slowly ?

**Mona** : Because my brother is small. He cannot read fast.



- Collect jokes from newspapers, magazines or books and learn to tell a few jokes well.

वर्गातील प्रत्येक मुलाला किमान एक वेगळा विनोद सांगता येईल इतके विनोद जमा करून इंग्रजीतून विनोद सांगण्याची तयारी मुलांकडून करून घ्यावी.



हे मला येते.

- या वर्षात शिकलेल्या बऱ्याच कविता तालात/चालीवर म्हणता येतात.
- इंग्रजीतून सोपी प्रश्नोत्तरे करता येतात.
- इंग्रजी संवादात भाग घेता येतो.
- इंग्रजीतून काही विनोद सांगता येतात.
- सोप्या इंग्रजीतील कथा, माहिती, सूचना ऐकून/वाचून समजतात.
- स्वतःच्या मनाने स्वतःसंबंधी, इतर माहितीच्या गोष्टींसंबंधी २-३ वाक्ये सांगता येतात.
- स्वतःच्या कल्पना इंग्रजीतून सांगण्याचा प्रयत्न करता येतो.
- पाहून, तसेच स्वतःच्या मनाने सोपे इंग्रजी शब्द, वाक्ये लिहिता येतात.
- इंग्रजी लिहिताना विरामचिन्हांचा योग्य वापर करता येतो.

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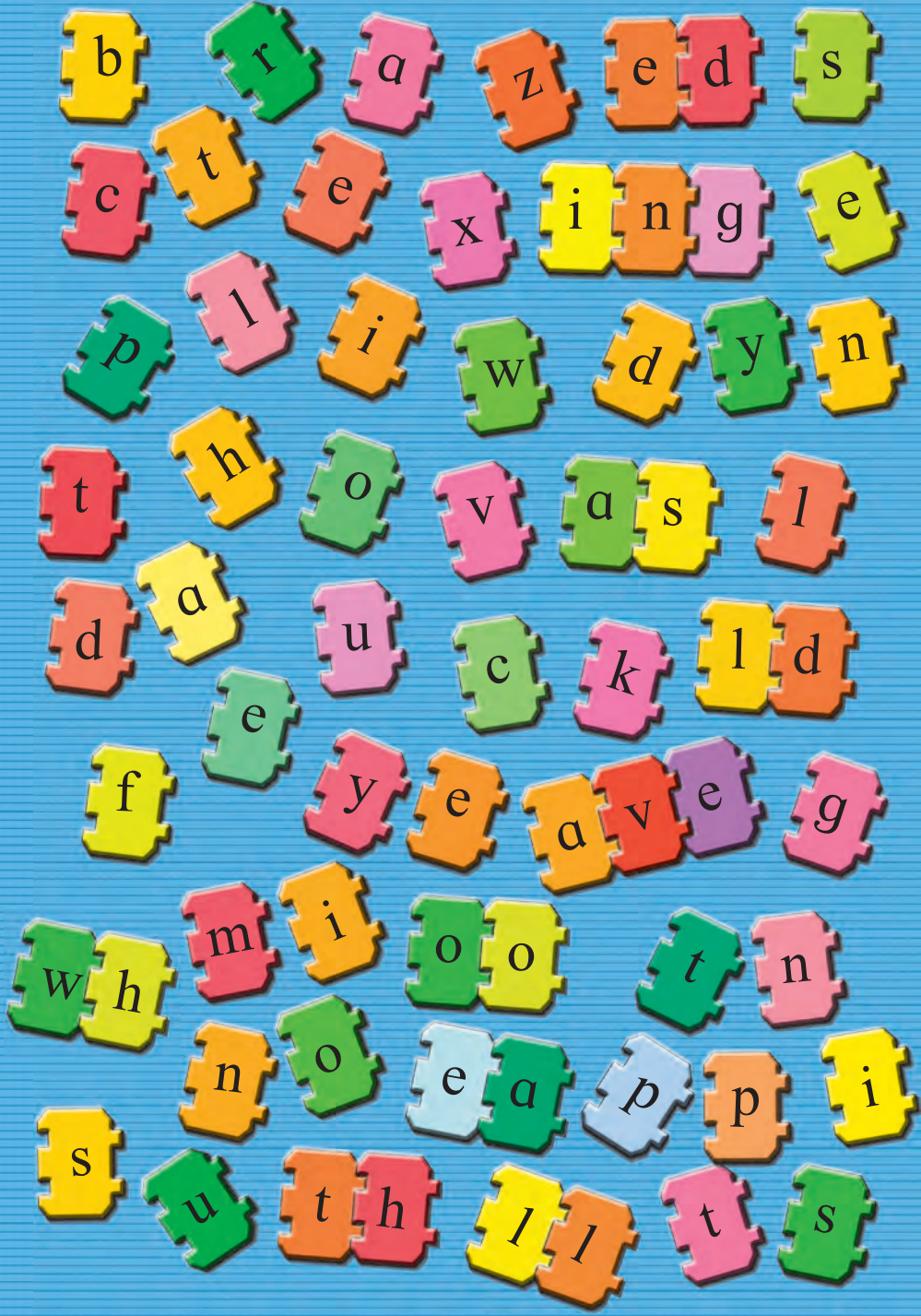
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